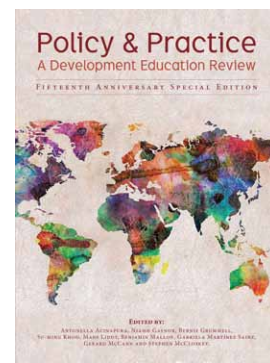
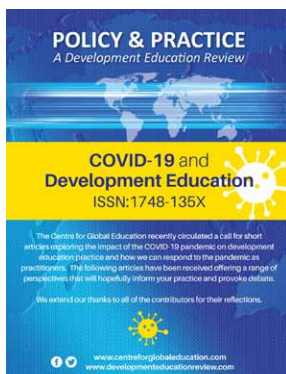


Centre for Global Education ANNUAL REPORT 2020



Contents

Introduction by the Director	2
Centre for Global Education	4
Resource Base	6
Policy and Practice: A Development Education Review	11
Connecting Classrooms through Global Learning	16
Supporting Development Education in Palestine	20
Project Nour: Educating Palestinian and Syrian Refugees in Beirut, Lebanon	26
Publications	34
Networks and Campaigns	33
Appendix 1: Management Board	37
Appendix 2: Reports and Financial Statements (Year ended 31st March 2020)	38

Centre for Global Education | September 2021



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Centre for Global Education is accepted as a charity by Inland Revenue under reference number XR73713 and is a Company Limited by Guarantee Number 25290. The Centre is also registered as a charity with the Charity Commission Northern Ireland number: NIC104991.



CGE is a signatory to the Dóchas Code of Conduct on Images and Messages

Introduction by the Director Stephen McCloskey

Welcome to the 2020 Centre for Global Education (CGE) Annual Report with an overview of our key activities over the past year. It has been a year like no other with extended lockdowns, school closures and remote working necessitated by COVID-19. Since the start of the pandemic in March 2020, CGE's staff have been working remotely but, thankfully, were not furloughed by donors or forced to work reduced hours. School closures inevitably meant that the delivery of activities through our Connecting Classrooms through Global Learning (CCGL) programme were curtailed. However, the CCGL programme has received a no-cost extension to 31 December 2021 by the British Council which offers our team a longer period to achieve targets for Teacher Professional Learning (TPL) and international school partnerships.

The Centre's Irish Aid-funded programme focused on the publication of our journal, *Policy and Practice: A Development Education Review*, is almost entirely managed and delivered in-house and has not been unduly impacted by COVID-19. However, training delivery to teachers and schools through the CCGL programme was quickly adapted to online delivery. This followed professional development training for staff in the use of virtual training tools for global learning. The CCGL team will offer a blended approach to teacher training from September 2021 onward with a mix of virtual and face-to-face delivery. As the Centre's income is mostly from grants rather than public donations and street collections, our income has not been unduly impacted by COVID-19. However, the recently announced cut of £4 billion to the British official aid budget may have a considerable impact on future global education funding from the UK government. CGE is consequently working toward the diversification of its funding base and its activities to include new donors, partners and sectors of education. The Centre's key achievements in 2020 are summarized below.

Connecting Classrooms through Global Learning (CCGL)

CGE is managing two strands of CCGL, a three-year (2018-21) schools' programme co-funded by the British Council and the Foreign, Commonwealth and Development Office (FCDO). In the first, CGE has been contracted as an Expert Lead Centre to support the recruitment of schools and clusters wishing to engage in international school partnership projects. The second tender delivers Teacher Professional Learning (TPL) training packages on global issues to primary and post-primary teachers. To date, 116 teachers from a target of 180 have completed TPL courses complementing a range of curricular subject areas and

learning themes. We are confident of reaching the target of 180 teachers by the close of the programme in December 2021.

The international school partnership element of the programme enables local primary and post-primary school clusters to link with partner schools in the global South. It aims to prepare students for participation in an increasingly interdependent and unequal world, and to enhance their understanding of international development issues. A total of 88 schools across 20 clusters have participated in international partnerships to date which include reciprocal visits by teachers in both clusters. However, this programme has been severely impacted by the shut-down of international travel during the pandemic which has prevented reciprocal visits. Instead, the programme is offering 'supported partnerships' which support virtual learning by the school clusters that include a series of webinars on ready-made activities and action projects on hot topics such as the upcoming COP-26 conference. In the absence of international visits, supported partnerships provide meaningful learning opportunities in a virtual space. For further information about CCGL training and partnership opportunities, phone 028 90 241 879 or email schools@centreforglobaleducation.com. We have a strong team of four delivering the two tenders comprising: Caroline Murphy (CCGL Programme Manager), Anna Grindle (Global Learning Schools Advisor), Rosie McCreanor (Global Learning Schools Advisor), and Clare McClure (Project Officer).

Policy and Practice

The Centre for Global Education's bi-annual, peer reviewed, open access journal, *Policy and Practice: A Development Education Review*, is now in its fifteenth year of publication and remains one of the most influential voices in development education. First published in 2005, the journal is available on a stand-alone web site which received a total of 149,036 unique visitors between January and December 2020 and 196,548 visits in total. The journal aims to enhance understanding, debate and practice in development education in local and global contexts. Each issue focuses on a different theme germane to development education practice or the policy context in which it is delivered. In 2020, two issues of the journal were published: [Issue 30](#) of the journal was published in Spring 2020 on the theme 'Development Education and Climate Change' and [Issue 31](#) was published in Autumn 2020 on the theme 'The Policy Environment for Development Education' which coincided with the 15th anniversary of the journal. In Spring 2021, CGE marked the fifteenth anniversary of the journal with a specially commissioned hard copy [edition](#) celebrating the best writing in *Policy and Practice* between 2015 and 2020.

Introduction by the Director Stephen McCloskey

Projects in Beirut and Gaza

In October 2020, I visited a new two-year CGE project in the Palestinian refugee camp of Burj Barajneh in Beirut, Lebanon. The programme is delivering education and psycho-social support activities to 75 Palestinian and Syrian refugee children aged 7-12 years. The project is funded by the trade union NIPSA's Developing World Fund to September 2021 and is providing formal sector learning and structured play activities to children unable to attend school. The project is being delivered in partnership with the Women's Program Association, an NGO that works in several Palestinian refugee camps in Lebanon. This is a new CGE programme and follows the publication of [research](#) carried out by the Centre on the acute social and economic poverty experienced by Palestinians in Lebanon. In addition to educational workshops, the programme also provides a hot meal daily to all 75 children throughout the project and recreational day trips outside the camp. We hope to continue this partnership beyond 2021 given the severity of living conditions for children in the camp.

In 2020, the Centre delivered the third and final year of a three-year project (2018-2020) in the Gaza Strip, Palestine, jointly managed with the Canaan Institute of New Pedagogy, a Palestinian NGO based in Gaza City. The project was also funded by NIPSA and delivered education services to 400 young people aged 7 to 14 in four locations in Gaza. The project aims were to: strength the children's literacy and numeracy skills; deliver psycho-social support programmes to children suffering from conflict and poverty-related trauma in Gaza; provide a safe and structured play environment for children; and facilitate cultural and sporting activities. The project outcomes in year three are reported [here](#). CGE has just secured funding from four local trade unions (CWU, Unite, Unison and USDAW) to continue the delivery of this project into 2021-22.

Partners in delivery

The Centre is grateful to our partners and networks in the development education sector for their support over the past year. They include: the Coalition of Aid and Development Agencies (CADA); the Development Education Research Centre, University of London; Dóchas: the Irish Association of Non-Governmental Development Organisations; Financial Justice Ireland; Global Education Network Europe (GENE); the International Journal of Development Education and Global Learning (IJDEGL, London); the Irish Development Education Association (IDEA), People's Vaccine Alliance Ireland; NIPSA,

Synergies (Portugal), Unison and ZEP (Germany). We also thank the Canaan Institute of New Pedagogy, our partner in Gaza, and the Women's Program Association, our partner in Beirut. CGE also thanks all of the learners and participants who supported our activities in 2020.

Acknowledgements

The work documented within this report reflects the efforts of a dedicated staff and Management Board and I sincerely thank them for their work. My colleagues in the Centre – Caroline Murphy, Anna Grindle, Rosie McCreanor and Clare McClure – all carried out their work with great professionalism. Our colleagues, Orla Devine and Helen Ferguson, sadly left us in January and April 2020 respectively. We wish them both well for the future. CGE had a dedicated team of volunteers in 2020: Antonella Acinapura (Doctorate Candidate, Queen's University Belfast) a student intern who continues to work on *Policy and Practice*; Megan Kelly (QUB Leadership for Sustainability Programme) who completed a CGE placement in May – June 2020; Jose Sherin (Stranmillis University College), who worked on the CCGL programme in January 2021; and Annika Weynans (EIRENE) who worked as Information Officer in the Centre from October 2020 – June 2021. I thank them for their strong support of the Centre's work. I want to particularly thank the Centre's office bearers in 2020-21 for their support of the staff and commitment to the organisation: Lynda Sullivan (Chair), Siobhan Hanley (Vice-Chair), Marie-Therese Brankin (Secretary) and Nuala McAdams (Treasurer).

In November 2020, the Centre's dedicated Chair, Tony McMullan, stepped down from the Management Board after four years of tireless support and encouragement of the staff and great leadership of the Board. Catherine McIvor also stepped down having completed her tenure on the Board. We welcomed Michael Robinson from NIPSA to maintain our strong trade union representation on the Management Board. Everyone connected with the Centre is grateful to all of the funders who supported our work in 2020: British Council, Concern Worldwide, Foreign, Commonwealth and Development Office (FCDO), Irish Aid, National Lottery Awards for all, NIPSA and Trócaire.

1 Centre for Global Education

1.1 Background Information

The Centre for Global Education was established in 1986 by eight development agencies to provide education services that enhance awareness of international development issues. Its central remit is to provide learning that will enable individuals and organisations to address the causes of poverty, inequality and injustice at local and global levels. The Centre believes that in the current era of accelerated globalisation our society is becoming increasingly interconnected with the wider world. Development education equips individuals and organisations to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. It also provides learners with the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally.

The Centre endorses the United Nation's definition of development education which states that 'the objective of Development Education is to enable people to participate in the development of their community, their nation and the world as a whole'. Development education practice is based on active learning methodologies that support analysis, reflection, debate and an action outcome. The Centre for Global Education provides training and resources to local target groups that tailor development education content and practice to their needs. We consider the development process in Ireland within the context of the global South and support multiculturalism and mutual respect by providing opportunities to learn about other cultures, faiths and lifestyles. The Centre supports the view



that we can learn more about ourselves and local communities by extending our knowledge and experience of the wider world. We deliver our services to learners in formal and informal education sectors and work with partners at local and global levels to increase knowledge and understanding of international development issues. The local and global axis of development education is central to its learning methodology and informed by the work of Paulo Freire, the Brazilian educator and philosopher.

1.2 Centre for Global Education Strategic Plan 2020-2022

The Centre for Global Education's [Strategic Plan](#) contains working objectives for the period 1 January 2020 to 31 December 2022. The Strategic Plan is the Centre's guiding document and has four Focus Areas that inform our work:

1. Formal Education;
2. Civil Society;
3. The Global Education Sector;
4. Organisational Development.

The Centre's Strategic Plan has the following Vision Statement

The Centre for Global Education's vision is for a just and equitable world where people recognise their interdependence and work with others across the globe for positive social change.



1 Centre for Global Education

The Centre for Global Education Mission Statement is:

The Centre for Global Education's mission is to use education to challenge the causes of global inequality and injustice, enabling action at all levels and in all sectors of society.

The Centre's Values are as follows:

- Partnership with individuals and organisations working to create an equal and just world.
- Enablement of effective action to challenge global inequality and injustice.
- Ensuring our work is informed by the needs and ideas of the global South.
- Promoting active learning in all work.

The Centre's work is guided by the principles of:

- Active participation;
- Diversity;
- Empowerment;
- Equality;
- Human rights;
- Inclusion;
- Interdependence;
- Social and Economic Justice;
- Environmental Sustainability.

1.3 Funding

The Centre receives grants from statutory and non-government development organizations to deliver projects and to support the general running costs of the Centre. In 2019, the Centre's main funders were:

- British Council
- Concern Worldwide
- Foreign, Commonwealth and Development Office
- Irish Aid
- National Lottery Awards for All
- NIPSA Global Solidarity Fund
- Trócaire

1.4 Structure of Organisation

The Centre's activities are planned and evaluated by a Management Board (see Appendix 1) comprising educators from the statutory and non-statutory education sectors, including: an environmental campaigner; teacher; trade unionist; third level educator; fundraiser; and development agency manager. The Centre's staff report to the Management Board and have responsibility for delivering activities, training, networking, fundraising and administration. The Centre has four office bearers who are:

- | | |
|-----------------------|-------------|
| • Lynda Sullivan | Chairperson |
| • Siobhan Hanley | Vice-chair |
| • Nuala McAdams | Treasurer |
| • Marie-Therese Sloan | Secretary |

1.5 Charities Governance Code

CGE complies with the principles and standards contained in the Charities Governance Code, and actively invites feed-back from anyone interested in, or affected by, the work of CGE in relation to our compliance with the Code. The Code is available [here](#).

1.6 Dóchas Code of Conduct on Images and Messages

CGE is a signatory of the Dóchas Code of Conduct on Images and Messages. By signing the Code, CGE has committed itself to a set of principles, ensuring that we will avoid stereotypical or sensational images and that we will choose images and messages that represent the full complexity of the situations in which we work. In line with the Code, we ask that members of the public provide us with feedback about our communications (website, brochures, flyers, adverts etc.). Your comments are greatly appreciated because only you can tell us how we come across and how you feel about the people and issues we portray. To find out more about the Code and how to comply please click [here](#).

1.7 Dóchas Safeguarding Code

The leaders of Ireland's International development and humanitarian NGOs are committed to creating a world where justice, equality, solidarity and respect for human rights are the norm. This includes ensuring that those who work in and with our organisations, and communities and children with whom we work, are kept safe from all forms of violence, abuse and exploitation. Dóchas has published a Safeguarding Code to ensure robust and effective approaches to safeguarding which, in turn, enable member organisations to deliver programmes and activities of the highest standard. CGE adheres to the Safeguarding Code which is available [here](#).



2 Resource Base

2.1 Teaching and Research Resources

CGE houses a resource base on our premises which is the most complete collection of materials on development issues available in the north of Ireland. Our library provides resources to support classroom practice, global youth work, community development and academic research. Users can carry out research in the library where we provide free WI-FI and access to an extensive collection of books and journals on international development. Alternatively, materials can be ordered from the Centre through our web site (www.centreforglobaleducation.com). The Centre's members are drawn from a range of educational backgrounds including teachers, student teachers, university lecturers, black and minority ethnic groups, schools, trade unions, voluntary organizations, human rights groups, youth groups and children's rights organizations. Library members and users of the Centre's resource base can access a wide range of services, including:

- **Teaching resources** supporting classroom practice. These resources have been designed to meet the subject learning requirements of the Northern Ireland curriculum from Key Stages 1-4. Teaching materials available in the Centre address a wide range of issues in the context of both developed and developing countries. Resources are categorized according to Key Stage and topic/ country to facilitate easy access by teachers and student teachers. There are also library sections with materials on Global Youth Work and Citizenship Education.
- **Topic and country reference box files** containing articles drawn from the local, national and international print media, fact sheets on development issues, campaign updates, newsletters and magazines. The box files are invaluable to students and researchers needing a wide range of source material on countries and issues. Box file material is for reference only and can be photocopied in the Centre.
- **DVDs** available on loan covering national and international issues including high quality films produced for education purposes. The Centre's DVD collection also includes an excellent range of feature films and documentaries on global issues.
- **National and international periodicals and journals** on development, economic, environmental, gender and human rights issues, from *Le Monde Diplomatique* to *New Internationalist*. The Centre's collection of periodicals offers invaluable reference material for research on local and global development issues.
- **1,200 book titles** with issue and country/ continent categories including children, environment, politics, human rights, development, Ireland, Africa, Latin America, Asia and the Middle East. The library



Centre for Global Education's library



is continually expanding with new resources requisitioned on an ongoing basis. New resources are added to our library databases for books and teaching packs and schools can borrow materials online or by phone.

- **Free wifi:** library users can carry out research online through access to our free WIFI service.

2 Resource Base



Resources available on loan to members of the Centre for Global Education's Library

2.2 Membership of CGE

The Centre for Global Education has a range of individual and organisational members from across civil society and formal and informal education. The membership services provided by the Centre include:

- A monthly [E-Bulletin](#) service which provides up-to-date information on events, funding sources, training opportunities and resources on international development issues.
- A regularly updated [Facebook](#) and [Twitter](#) service with information on new events, policy developments and trainings in the development sector.
- Access to the most comprehensive [library](#) service on development education and development issues in the north of Ireland.
- A regular [blog](#) on development education and development issues available from our web site.
- Regularly organised events on



development issues - conferences, seminars, workshops and [trainings](#).

Anyone with an interest in development issues and finding out more about the stories behind the headlines will find the

Centre an invaluable resource. To become a member, simply complete our recently revised and completely updated electronic membership form [here](#). The membership fees are:

- | | |
|-----------------------------------|------|
| • Individual unwaged | £10 |
| • Individual waged | £25 |
| • Non-profit making organizations | £50 |
| • Profit making organizations | £100 |

2.3 CGE on Social Media

The Centre has a comprehensive social media service that is updated daily. 'Like' the Centre on Facebook and you will receive regular updates on jobs, events, publications, and news on development issues. The Centre currently has 1,794 'likes' on Facebook. To join our online community please click on this link: <https://www.facebook.com/centreforglobaleducation>. The Centre is also available on Twitter (@CGBelfast) and has 1,205 followers.

2 Resource Base

2.4 CGE Website

The Centre's web site includes the following services for users:

- Free access to publications as downloadable pdfs;
- A calendar with details on all upcoming CGE events;
- An online shop with a range of resources to buy;
- Access to development education resources produced by partner organisations available as 'external publications';
- Subscription to our monthly E-bulletin newsletter.



The web site is available at www.centreforglobaleducation.com

From 1 January to 31 December 2020, the Centre's web site received a total of 32,895 unique visitors and 42,177 total visits from countries across the world. The top ten locations of users by pages viewed were as follows:

Countries	Number of Pages viewed
USA	28,757
Great Britain	14,087
Russia	3,841
Ireland	3,346
Canada	2,885
China	2,366
France	2,153
Germany	2,032
India	1,895
Netherlands	1,344

2.5 Centre for Global Education by Numbers

The number of subscribers to the Centre's social media accounts, e-bulletin and web sites in 2020 are below:

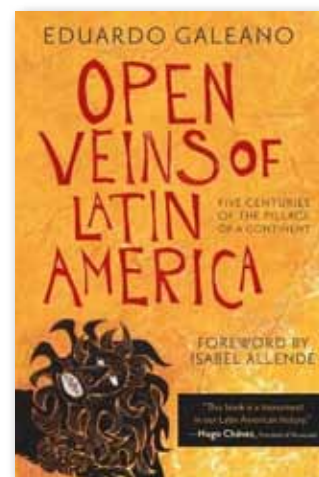
CGE Facebook 'likes'	1,794
Global Learning Schools NI Facebook 'likes'	703
Policy and Practice Facebook 'likes'	385
CGE followers on Twitter	1,205
Global Learning Schools NI followers on Twitter	926
Subscribers to E-bulletin service	750
Unique visitors to CGE web site (1 January - 31 Dec 2020)	32,895
Unique visitors to Policy and Practice web site (1 January - 31 Dec 2020)	149,036
Total number of connections	187,694

2.6 Centre for Global Education Blog

The Centre for Global Education has published a blog since 2012 that aims to spark debate on topical issues in the area of international development.

The blogs posted to date are:

- [The Foodbank is the Canary in the Coalmine of Neoliberalism](#)
- [Policy and Practice: A Development Education Review celebrates its Fifteenth Anniversary with a Special Collection](#)
- [Open Veins of Latin America: A Re-appraisal Fifty Years On](#)
- [Pedagogy of the Oppressed: A Re-Appraisal in the Age of Climate Change, Populism and Fake News](#)
- [Five Ways in which Global Educators can Respond to the COVID-19 Pandemic](#)
- [The Global Economy is not only Extremely Unequal but Deeply Sexist: Here are Five Ways in which we could Do Development Differently](#)
- [Centre for Global Education Film on the Climate Strikes](#)
- [Greta Thunberg, Global Learning and Social Change: Lessons](#)

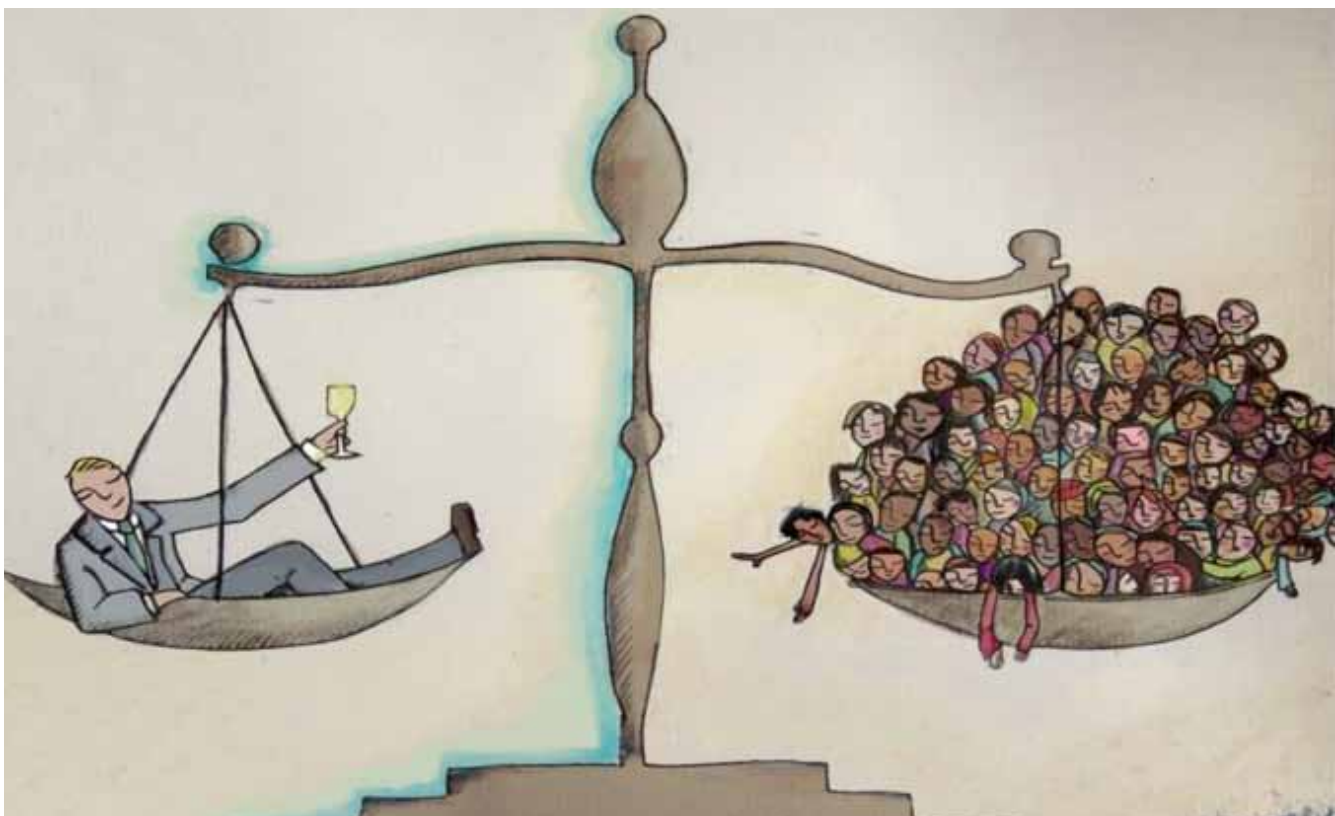


2 Resource Base

- for International NGOs from the Climate Strike Movement
- *When They See Us* is Event Television about Racial Prejudice that Resonates in Trump's America
- It's Time for the Wealthiest One Percent to Start Paying Their Way
- The Shock Economics of Austerity have Targeted the Poor to Disastrous Effect
- Caring for Calais
- Gaza's Great March of Return is an International Rallying Call for Peace and Justice
- Trump has Dropped any Pretence of The US as an 'Honest Broker' in the Middle-East
- Western Complicity is Fuelling Yemen's Humanitarian Crisis
- No is Not Enough: Defeating the New Shock Politics
- The Poor are Paying the Price
- Israel's Ten Year Economic Siege of Gaza has Created a Humanitarian Crisis
- Moving Beyond Charity: How the Centre for Global Education's Schools' Programme is Challenging Traditional Attitudes to Development
- Brexit, Trump and Development Education
- Brexit demands more development education: The international development sector sector should take heed

- Global Inequality has reached its worst level in a century: Its time for an economy for the 99%
- One Year on from 'Operation Protective Edge' Gaza is Teetering on the Brink of Economic Collapse
- From MDGs to SDGs: we need a critical awakening to succeed
- SWAT Teams, Stereotypes and Solidarity: Dealing with Ebola
- Gaza: who is really paying the "heavy price" of Israel's war?
- Foodbank Ireland
- Death by Remote Control: The Deadly Use of Drones
- Development Education and Film: Are we getting the bigger picture?
- Why Governments are Blaming the Poor for their own Poverty
- Call for Irish Ban on Imports from Israeli Settlements
- Haneen Zoabi: A Politician Worth Voting For
- The United States Blockade of Cuba 50 Years On
- Development Education and the Global Financial Crisis: how do we respond?

To access all of the blogs on the CGE web site or leave a comment please visit <https://www.centreforglobaleducation.com/blog>



2 Resource Base

2.7 EIRENE Volunteer



Annika Weynans, the Centre for Global Education's Information Officer in 2020-21.

EIRENE is an international peace and development organization which sends volunteers to countries throughout the world. EIRENE volunteers have been coming to Ireland for several years to work with community, peace, development and human rights organizations.

Our EIRENE volunteer in 2020-21 was Annika Weynans, who worked with us in the position of Information Officer. Annika was responsible for compiling our monthly e-bulletin, updating our web site and administering our membership scheme and library resources. She also provided IT support to colleagues in the CCGL programme, including the production of short promotional films for sharing on social media.

For further information on the Centre's resources and library services contact:

Information Officer
Centre for Global Education
9 University Street
Belfast BT7 1FY

Tel: 028 90 241879
Email: info@centreforglobaleducation.com
Web: www.centreforglobaleducation.com
Facebook: <https://www.facebook.com/centreforglobaleducation>
Twitter: @cgebelfast

2.8 E-Bulletin

CGE produces a monthly electronic newsletter called the E-Bulletin, which is delivered directly to the e-mail accounts of over 750 subscribers. The E-Bulletin carries information on: events and activities in global education and international development; details of new resources available from our library and online sources; information on funding sources and jobs / consultancies; and training seminars in the field of development education. It is a really useful free resource for anyone interested in development issues. To subscribe click [here](#).



3 Policy & Practice A Development Education Review

3. Policy and Practice: A Development Education Review



Since 2005, the Centre for Global Education has been in receipt of funding from Irish Aid for a project titled 'Building Capacity in the Development Education Sector in Ireland'. The centre-piece of this project is the publication of a bi-annual, peer reviewed, open access journal titled *Policy and Practice: A Development Education Review* which aims to enhance capacity in the development education (DE) sector locally and internationally by sharing good practice, supporting research and strengthening debate in DE. Over the past fifteen years, 32 issues of the journal have been published.

Policy and Practice is one of the most influential voices in development education and is available on an open access platform at www.developmenteducationreview.com. Each issue of the journal is constructed around a theme chosen by an Editorial Group which also assists with the peer reviewing of articles. The strategic aims of the journal are to:

- Provide a space for practitioners to critically reflect on their practice;
- Discuss the main challenges faced by development education practitioners;
- Celebrate and promote good practice in development education;
- Debate the policy environment in which development education is delivered;
- Share new research in development education;
- Strengthen links between development education and related adjectival educations such as human rights and sustainable development.

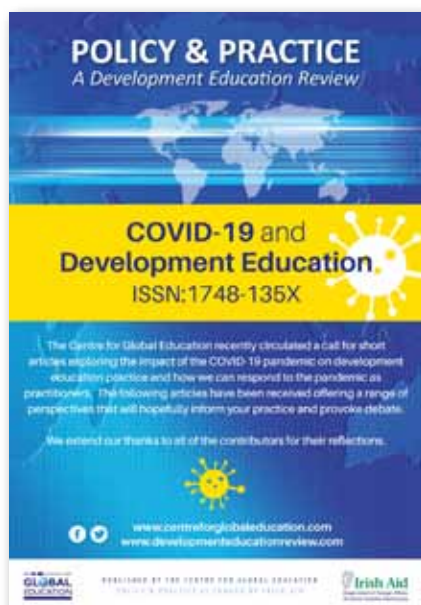
Two issues of the journal were published in 2020. [Issue 30](#) of the journal was published in Spring 2020 on the theme 'Development Education and Climate Change' and was Guest Edited by Gabriela Martínez Sainz and Su-ming Khoo, both members of the *Policy and Practice* Editorial Board. When they agreed to take on the editorial they 'had no idea that the entire world would enter a global pandemic lockdown, but this strange timing only serves to underline, rather than to eclipse, the fact that climate change is the topic that both challenges and changes everything'. Among the fifteen contributions to Issue 30 was an article by David Selby and Fumiyo Kagawa that linked the climate emergency to COVID-19 as 'inevitable outcroppings of the prevailing global economic growth model'. Although the pandemic lockdown started just a few months before Issue 30 was published, some authors managed to bring an analysis of the pandemic to their articles. Issue 30 is available at: <https://www.developmenteducationreview.com/issue/issue-30/download/development-education-and-climate-change-0>

[Issue 31](#) of *Policy and Practice* was published in Autumn 2020 on the theme 'The Policy Environment for Development Education' which coincided with the 15th anniversary of the journal. To mark this special issue, we invited Orla McBreen, the Director of the Civil Society and Development Education Unit in Irish Aid to write a [Foreword](#) for the issue which stated that: "Policy and Practice: A Development Education Review is a unique and important resource for the development education community, and the Department of Foreign Affairs, through Irish Aid, has been delighted to support the publication of the journal for the past fifteen years". The Guest Editor for this issue was Liam Wegimont, Executive Director of Global Education Network Europe (GENE) who [presented](#) a positive and optimistic overview of the development education policy environment at European Union, OECD and UN level.

Issue 31 was part of a joint initiative carried out in partnership with three other development education journals: *Sinergias* in Portugal; the German-language *ZEP*; and the *International Journal on Development Education and Global Learning* in the UK. Together with *Policy and Practice*, these journals issued a call for contributors on the same theme, the policy environment for development education. This enabled the sector to assess the policy environment for DE across Europe and identify its strengths and weaknesses. As Liam Wegimont suggested in his editorial: 'the future of this policy landscape' is 'as yet unwritten' but there are reasons for 'considerable hope' despite 'the clear and present dangers that beset us in political arenas'. Issue 31 is available at: <https://www.developmenteducationreview.com/issue/issue-31/download/policy-environment-development-education-0>

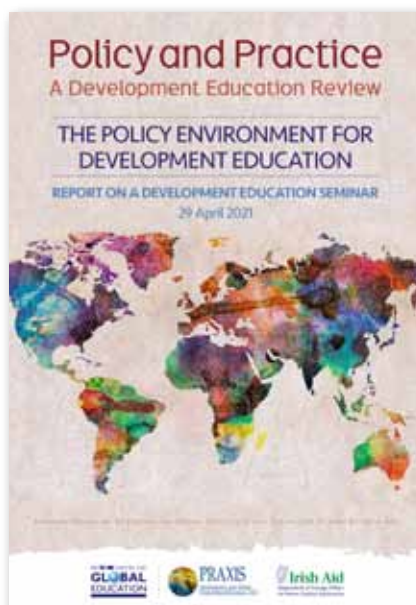
3 Policy & Practice A Development Education Review

3.1 COVID 19 and Development Education



In May 2020, CGE launched a special call for short 500-word contributions to *Policy and Practice* on the impact of the COVID-19 pandemic on development education practice, locally and globally. The journal's Editorial Board felt that this was a very practical and supportive contribution that the journal could make to the DE sector in the midst of the pandemic during an extended lockdown. Despite a short submission period, CGE received a total of twelve short articles from local and international authors. The article collection was professionally designed and widely disseminated by social media, e-mail and on the *Policy and Practice* web site. The collection generated more than 2,500 impressions on Twitter and 160 engagements, and was widely shared across the DE and higher education sectors. The collection was published on a stand-alone basis on the Centre for Global Education web site [here](#) and was also published as part of Issue 30 on the *Policy and Practice* web site [here](#). The success of this initiative may result in further calls for short articles on urgent topics impacting the sector.

3.2 Policy and Practice Seminars



The Policy Environment for Development Education

On 29 April 2021, CGE organized an online seminar to debate the content of Issue 31 of *Policy and Practice* on the theme 'The Policy Environment for Development Education'. The aim of the seminar was to enable contributing authors to the journal to debate the content of their articles with development education practitioners. The methodology involved authors presenting a summary of their papers followed by discussion with participants. This seminar was organized in partnership with the Praxis (Global Citizenship Education) project in the School of Education, University College Cork and a mix of 21 higher education and development education practitioners participated. The seminar was chaired by Gertrude Cotter from UCC and three papers published in Issue 31 were presented for discussion. The speakers were: Dobrawa Aleksiak and Magdalena Kuleta-Hulboj; Mags Liddy and Susan Gallwey, and Liam Wegimont. A rich discussion followed

the presentation of each paper and a detailed report on the seminar including the presentations used by the speakers has been published [here](#).

Development Education and Transnationalism

A second virtual seminar was organised to debate the content of Issue 32 of the journal on the theme of 'Development Education and Transnationalism'. It was held on 13 May in partnership with the Development and Intercultural Education (DICE) project and was chaired by Helen Concannon, the DICE Project Co-ordinator. A total of 31 participants joined the seminar, who were a mix of higher education and development education practitioners. The authors who presented their papers at the seminar were: Romina De Angelis; Chris O'Connell and Benjamin Mallon; Son Gyoh; and Nita Mishra. The papers were united by their local and global resonance and commentary on issues central to international development. The report on the seminar is available [here](#).

3.3 Special Fifteenth Anniversary Edition of Policy and Practice

In March 2021, CGE published a special commemorative, fifteenth anniversary edition of *Policy and Practice* to mark this important milestone and to celebrate the best writing published in the journal between 2015 and 2020. The book was edited by eight members of the *Policy and Practice* Editorial Board (Antonella Acinapura, Niamh Gaynor, Bernie Grummell, Su-ming Khoo, Mags Liddy, Benjamin Mallon, Gabriela Martínez Sainz, Gerard McCann and Stephen McCloskey) who each agreed to select three articles linked by a specific theme, previously published on the journal web site, and write a 3,000-word introduction

3 Policy & Practice A Development Education Review

to their section. This ensured that the collection carried new writing as well as previously published pieces. The special edition contains 32 articles on a wide range of topics including: climate change, migration, gender, Latin America and human rights. The contributors include leading voices in the sector including: Vanessa Andreotti, Douglas Bourn, Su-ming Khoo, Sarah Stein, Alejandra Boni and David Selby. In a Foreword to the Special Edition, Colm Brophy TD, Minister of State for Overseas Development Aid and Diaspora, Department of Foreign Affairs said:

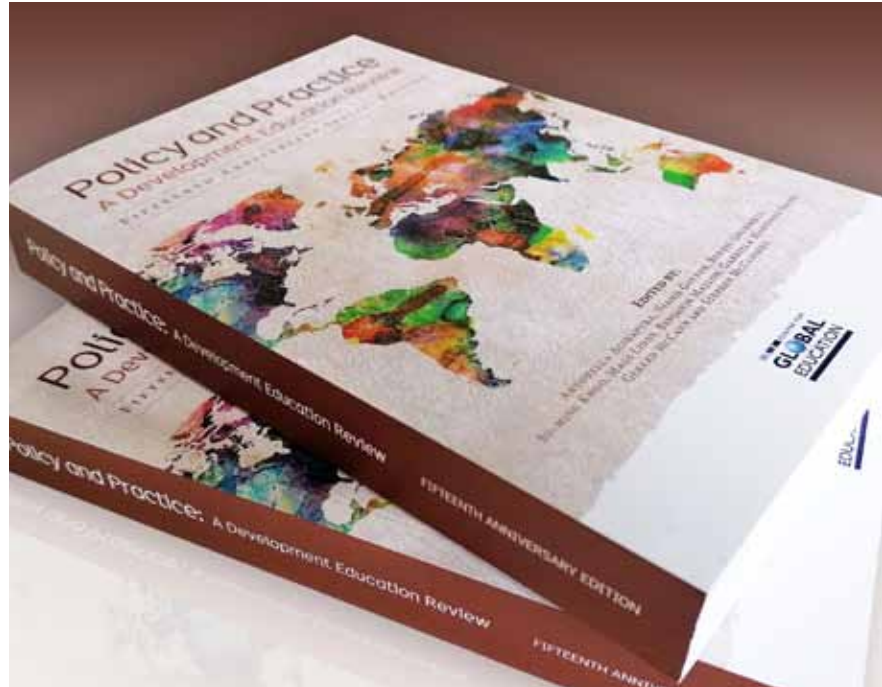
“

“the journal continues to be the mirror in which new research initiatives, methodologies and good practice are reflected and it provides a valuable space for critical discussion by development education practitioners”.

500 copies of the book were published and available to buy from the Centre for Global Education web site at: <https://publications.centreforglobaleducation.com/>.

3.4 Policy and Practice website

Policy and Practice has its own open access web platform hosted by the Centre for Global Education at www.developmenteducationreview.com. The web site has smooth navigation for users, and the CGE staff can amend and update the web content in-house when necessary. The site has generated impressive user statistics that are growing annually and the journal



content has been positively evaluated in surveys of journal users. The site contains all archived issues of *Policy and Practice* with articles available in a downloadable pdf format; a comments section for each article; and details on how to submit an article proposal.

A report on *Policy and Practice* web site traffic between January and December 2020, found that the *Policy and Practice* web site received a total of 149,036 unique visitors and 196,548 total visits from 150 countries with the top ten locations of visitors by pages viewed as follows:

Countries	Number of Pages viewed
USA	144,051
Great Britain	24,222
Philippines	21,540
India	18,384
Canada	12,400
Russia Federation	12,335
Germany	11,720
Ireland	10,135
Australia	5,684
South Africa	5,025

Source: AWStats



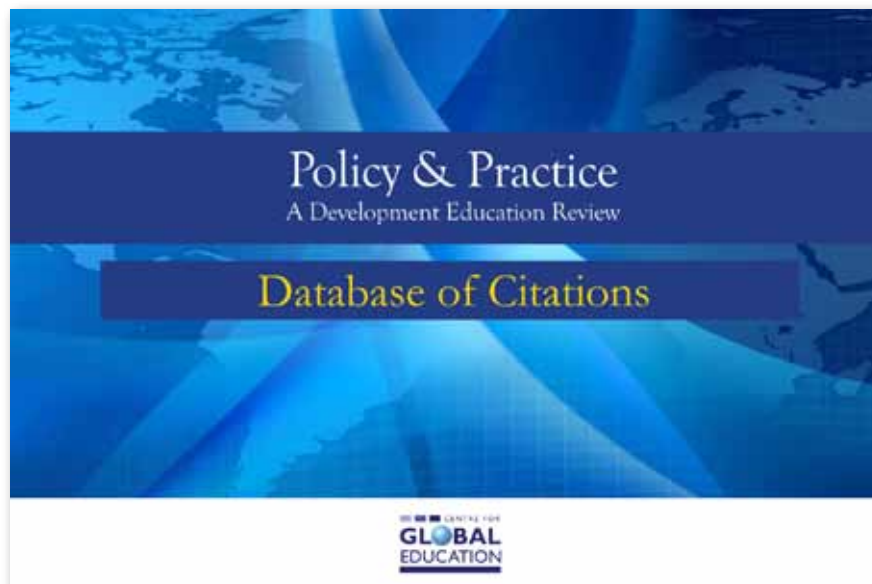
3 Policy & Practice A Development Education Review

The most gratifying aspect of these statistics is the mix of countries from the global North and South. A key aim of the journal is to encourage dialogue between educators in the global North and South and we hope, going forward, that *Policy and Practice* will receive more contributions from authors in the global South. It is encouraging to note the high number of visitors from the global South where there is a growing level of interest in the journal's content. The journal user statistics collectively point to the accessibility of the journal in its open access format and the quality of the articles on the site. The journal is published with financial support from Irish Aid who have agreed to continue funding *Policy and Practice* to May 2022.

The journal content is disseminated by EBSCO which is a United States-based provider of research databases, e-journals, magazine subscriptions, e-books and discovery service to libraries of all kinds. This has supported the dissemination of journal content to academic institutions across the world. The journal has also been accepted by Scopus, an abstract and citation database launched in 2004 which covers nearly 36,377 titles from approximately 11,678 publishers. This, again, is another positive step in the international recognition and use of the journal. The journal is also a publisher member of the Directory of Open Access Journals (DOAJ) which is 'a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals'. All of these journal directories enhance the promotion and dissemination of the journal and ensure its content supports teaching, learning and research.

3.5 Journal Citations

One of the qualitative methods used to evaluate the impact of the journal



on research and practice involves monitoring the number of citations generated by *Policy and Practice* articles in other books and journals, and in articles published by *Policy and Practice* itself. The citation database was updated in May 2021 and showed that a total of 3,143 citations had been generated by journal articles; 339 citations were created in *Policy and Practice* articles and 2,804 in other journals and books. This total represented an increase of 579 since the last time the database was updated in May 2019. The citations have appeared in 472 journals (an increase of 197 on 2019) and 248 books (an increase of 96) covering a range of academic disciplines and subject areas reflecting the multi-disciplinary nature of the journal's content. The research on citations also showed that *Policy and Practice* articles have been cited in 318 theses, dissertations and academic papers (an increase of 118) which reflects the extent to which the journal is supporting new research in higher education. Citations were also found in 86 non-governmental organization and academic publications which suggests that *Policy and Practice* has managed to sustain a strong level of readership in

the NGO sector as well as academia. The citations database is available [here](#).

3.6 Editorial Group and International Editorial Board

The journal's Editorial Board plays a critical role in selecting themes for each issue, proposing contributors, peer reviewing articles and enhancing the publication's overall performance. The input of the Editorial Board ensures that each issue of the journal debates a theme that is current and relevant to readers while advancing their knowledge and understanding of development education. The Editorial Group members are very supportive of the journal and their contribution to its growth and widening readership is very much appreciated. The members are:

Niamh Gaynor
Dublin City University
Frank Geary
Irish Development Education Association
Bernie Grummell
Maynooth University
Su-ming Khoo
National University of Ireland, Galway

3 Policy & Practice A Development Education Review

Mags Liddy

Consultant and Researcher

Ben Mallon

Dublin City University

Gerard McCann

St. Mary's University College, Belfast

Stephen McCloskey

Centre for Global Education

Gabriela Martínez Sainz

University College Dublin

International Editorial Board

The journal also has an International Editorial Board of educators located around the world with a passion for development education and track record of highly quality research and publications. The role of International Editorial Board members is to:

- Promote the journal within their respective institutions;
- Review articles and suggest contributors;
- Provide advice on strengthening content and enhancing the journal's international profile.

The International Editorial Board members are:

Douglas Bourn

Institute of Education, University of London

Linda Briskman

Swinburne Institute for Social Research

James Goodman

University of Technology, Sydney

David Jefferess

University of British Columbia, Okanagan, Canada

Dip Kapoor

University of Alberta, Canada

Ajay Kumar

Jawaharlal University (JNU, New Delhi)

Vanessa Andreotti de Oliveira

University of British Columbia, Vancouver, Canada

Lynette Schultz

University of Alberta, Canada

David Selby

Sustainability Frontiers

Andy Storey

University College Dublin

Roland Tormey

Ecole polytechnique fédérale de Lausanne (EPFL)

Ros Wade

London South Bank University

3.7 Policy and Practice Intern



CGE is indebted to Antonella Acinapura who has worked as a student intern on *Policy and Practice* since 2018. Antonella is an Italian national and Doctorate Candidate in the Department of Politics, Queen's University Belfast. Antonella's role includes assisting the editing of articles, updating and maintaining the journal web site, promoting *Policy and Practice* to new and existing readers, and uploading new issues to the web site. She brings great research experience and knowledge to the role.

3.8 How to submit an article

Details on how to submit an article to *Policy and Practice* are available on

the web site at this link: <https://www.developmenteducationreview.com/submission-guidelines>. Two issues are published per annum in the spring and autumn and the themes and deadlines for each issue are in the call for contributors. For further information on how to write for the journal or to discuss an article please contact:

Stephen McCloskey

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Policy and Practice: A Development Education Review is funded by Irish Aid at the Department of Foreign Affairs. Irish Aid is the Government's overseas development programme which supports partners working in some of the world's poorest countries. Irish Aid also supports global citizenship and development education in Ireland to encourage learning and public engagement with global issues. The ideas, opinions and comments expressed in Policy and Practice are entirely the responsibility of the authors and do not necessarily represent or reflect DFA policy.

Policy and Practice is funded by:



4

Connecting Classrooms through Global Learning

4.1 What is Connecting Classrooms through Global Learning?

In 2018, the Centre for Global Education successfully tendered for two contracts as part of a new schools' programme co-funded by the British Council and the Foreign, Commonwealth and Development Office (FCDO) called Connecting Classrooms through Global Learning (CCGL). CCGL aims to enhance pupils' understanding of the key global issues that influence their lives and to support teachers in enhancing their classroom practice in global learning. The first contract requires that CGE operate as an "Expert Lead Organisation for Northern Ireland" in managing the International School Partnerships part of the programme. This involves supporting schools, either individually or in clusters, to submit an application to the British Council to support an international partnership with schools in the global South. To date, 88 schools have successfully applied for an international partnership; 5 schools are engaged in one-to-one partnerships and 83 are part of 20 school clusters.

The second contract involves writing, promoting and delivering Teacher Professional Learning (TPL) opportunities designed to improve teacher practice in both global learning and international school partnerships. In total, 390 teachers across 45 local schools have taken up opportunities for training in curriculum areas including: STEM, Communication and Literacy, Promoting Mutual Understanding, Learning for Life and Work (LLW) and Geography.

4.2 International School Partnership Case Study: Northern Ireland and Kenya

In May 2020, St. Eugene's Primary School, Derry and St. Mary's Primary



Crater Primary School, Nakuru, Kenya.

School, Altinure partnered with two schools in Kenya: Nakuru East Primary School and Crater Primary School, both in the town of Nakuru. The international partnership was a welcome project for the NI schools cluster lead, Dr Ciara Herron. Ciara was keen to develop pupil inquisitiveness and interest in an international context. The head teachers at the Northern Ireland schools, Teresa Duggan (St. Eugene's PS) and Mary Redmond (St. Mary's PS) also welcomed the partnership as an opportunity to embed global learning across their schools.

Although the partnership began during the May 2020 lockdown, the Northern Ireland and Kenyan teachers collaborated remotely, so that they could get to know each other and agree on areas for collaborative pupil learning. In response to the unprecedented disruption from COVID-19 and the impact the pandemic brought to children across the globe, the teachers agreed to explore Sustainable Development Goal (SDG) 3, which is focused on 'Health

and Wellbeing'. They felt that working in partnership would be a key driver for developing pupils' resilience during the pandemic. Together, teachers developed key steps to guide opportunities for learning.

STEP 1: Getting to Know Each Other

Pupils from the partner schools got to know each other by:

- Producing videos to introduce themselves and show what a typical day in school looks like, from assemblies, to numeracy lessons, to the daily exercise mile, and to investigative work for a history topic.
- Making 'hands of friendship'; pupils made a print of their hands with paint, added a photograph of themselves, and on the painted fingers wrote what they believed were some of the qualities of friendship.
- Exchanging letters to describe their school, local area, hobbies, and favourite food.

4

Connecting Classrooms through Global Learning

- Exchanging photos of daily school life, showing pupil involvement in growing, tending and harvesting crops.
- Exchanging hand drawn 'views from our window' pictures, showing their school building and the outside play area.

STEP 2: Exploring Wellbeing

The pupils are currently focusing on learning related to wellbeing. They are initially reflecting on how COVID-19 has impacted on their school environment and interactions with each other. They will explore SDG 3 in more depth in the coming months.

To date, all the teachers feel that the project is having a positive impact on the pupils, and that they are benefiting from understanding and witnessing the experiences of partnering with peers in another country.



"Connecting Classrooms has been a positive experience for our pupils during this global pandemic, despite the challenges posed through Covid-19 restrictions and lockdowns. The children are not only developing knowledge of school life in Kenya but have grown in their ability to empathise with others. With improving ICT skills, increasing resilience and awareness of social responsibility, our pupils will be well-equipped to appreciate the learning opportunities for all within our global classroom".

(T Duggan, St Eugene's Primary School)



"We are striving towards realising improved performance amid Covid-19 challenges. The hurdles will not deter our commitment to achieving the Connecting Classroom set goals".

(Justine Okuto, Crater Primary School)



"I'm happy with how it's going so far, particularly considering how much we've been able to achieve in the middle of these lockdowns and restrictions. We've made a lovely connection with the Kenyan schools, even though it's still early in the project, and I'm excited to see how it will develop".

(Ciara Herron, Cluster Lead)

4.3 Teacher Professional Learning

Despite the challenges of COVID-19, there has been a tremendous uptake from local schools to participate in opportunities provided by CCGL for free Teacher Professional Learning (TPL).

Schools can either request a whole staff development training in global learning or they can send a member of staff to participate in a training session with colleagues from other schools. This year, in response to the COVID-19 context, all TPL was delivered remotely. To date, 390 teachers across 45 local schools have taken up opportunities for training and the Centre for Global Education will be continuing delivery to December 2021.

The TPL is implemented through thematic units of learning, utilising methods and tools to nurture:

- **Knowledge and Understanding:** investigating and exploring local and global justice issues;
- **Skills and Values:** competencies for participating in the world as local

Well-being in the context of Global Learning

CGE Staff delivering a Remote TPL Session

4 Connecting Classrooms through Global Learning

and global citizens by acquiring critical thinking, resilience, empathy, metacognition, a growth mindset, universal values, insight, perspective, and reflection;

- *Pupil Voice and Participation:* participatory and inquiry-based learning and opportunities to engage in action-based projects.

Thematic areas primary	
Promoting Mutual Understanding through Inquiry & Mapping	Introduction to Facilitating Pupil Action Projects
Communication & Literacy through a Global Learning Lens	Adding a Global Learning Dimension to Topic Based Learning
STEM for a Fair & Sustainable World	Eco-Schools: A Global Dimension
Global Learning at Foundation & Key Stage 1	Teaching Controversial Issues from Multiple Perspectives

Thematic Areas Post-Primary	
These workshops are relevant across all subject areas but may be of particular interest to teachers of Geography, STEM, LLW and Religious Education.	
Connected Learning: Using 'the Global' to Make Connections	Introduction to Facilitating Pupil Action Projects
STEM for a Fair & Sustainable World	Eco-Schools - A Global Dimension
Fact or Fiction?: Teaching Global Issues in a Digital World	Teaching Controversial Issues from Multiple Perspectives

Teachers have reported:

- increased knowledge, skills and confidence to use active learning methods to help young people develop competencies to participate in the world as global citizens;
- increased capacity and skills to integrate global learning across subject areas and the whole school.

The TPL supports the achievement of 'Learning Leaders: A Strategy for TPL', equipping teachers and leaders with the skills and practices to incorporate global

learning into the school development plan, and integrate global learning themes into the existing timetable, cascading the learning across the whole school.

4.5 Outdoor Learning

In response to the COVID-19 context, the CCGL team has conducted a pilot TPL approach to implementing global education through outdoor learning with 22 teachers from two primary schools (Ballysally Primary School and Doagh Primary School). The aim was

to encourage the teachers to trial tools and methods with their students and subsequently share learning with each other. In the 2021-22 academic year, we aim to utilise this learning to develop resources and training methodologies for informing ongoing TPL and teaching practice.

It is becoming increasingly apparent that schools and teachers are keen to focus on outdoor learning spaces, and teachers from our pilot intervention are reporting overall positive benefits. Teacher feedback has included the following:



"Connecting with the outdoor environment through active participation brings global learning topics to life in a tangible way for student learning".

"Children cannot stand up for something they do not care for, so connecting with their environment outdoors is particularly important".

"The biggest impact that I could see was an emotional connection to the topics for the children (e.g. World Around Us, Home, how they connect with the wider world and their place in it) as well as children directing their own learning when they were outdoors – more so than indoors".

"The outdoor setting enabled greater emotional connection to the global learning topics, allowed for more focus and attention, revealed and nurtured skills within the group (cooperation, problem solving)".

"Global learning through the outdoors can add value to the curriculum while bringing children on a more immersive journey to embody and experience the topics in a different way".

"Being in the outdoors automatically improves wellbeing, focus and behaviour. I noticed the classes that participated in outdoor learning were more positive and happier throughout the rest of the day".

"Taking global learning outdoors elevates those children who otherwise can struggle with learning in the classroom".

4

Connecting Classrooms through Global Learning

4.6 Global Learning Schools NI



The Centre for Global Education provides a stand-alone web site for schools called Global Learning Schools NI (<https://www.globallearningni.com/>) with resources, school case studies, news, events and a complete introduction to Connecting Classrooms through Global Learning.

The Connecting Classrooms through Global Learning Staff Team in 2020-21

We thank the CCGL staff team and freelance trainers for their support, dedication and expertise. The achievements to date are a testament to their work.

Name	Title
Caroline Murphy	CCGL Programme Manager
Anna Grindle	CCGL School Advisor
Rosie McCreanor	CCGL School Advisor
Clare McClure	Project Officer
Amanda Brobyn	Communications and Media Consultant

CCGL Global Educators

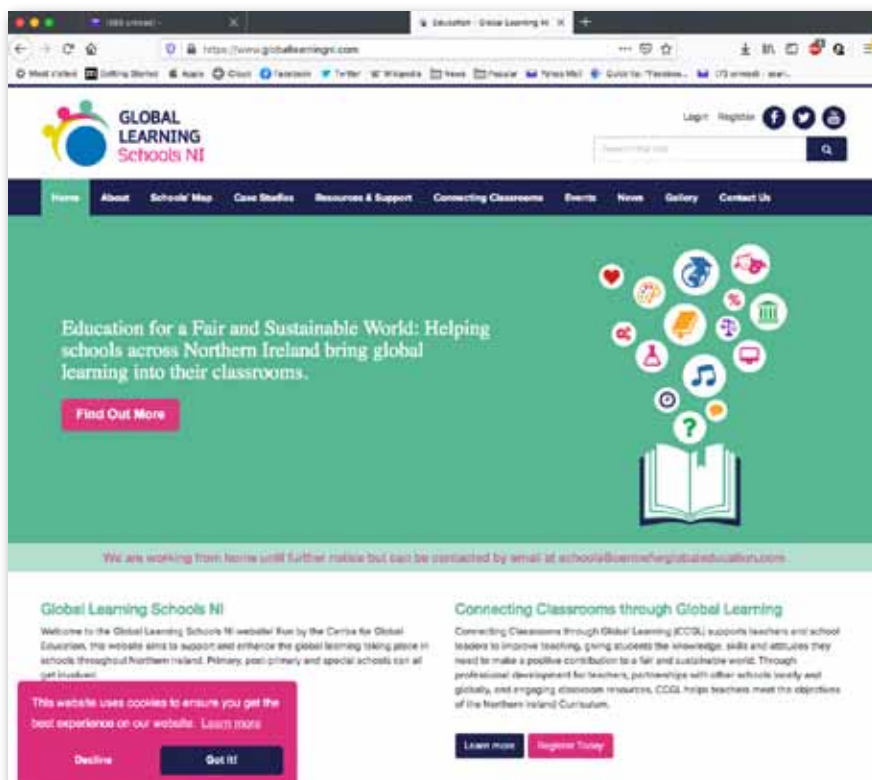
Charo Lanao
Nora McQuaid
Stella Murray
Grainne O'Neill
Laura Rio Fernandez
Lisa Rose

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CONNECTING CLASSROOMS



St Columba's Straw, Draperstown Global Learning Wall.

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5



Children displaying arts and crafts produced as part of the CGE/Canaan Institute programme in Gaza, 2020. Canaan Institute, all rights reserved.

5.1 Educating young people in the Gaza Strip

Since 2011, the Centre for Global Education has been working in the Gaza Strip, Palestine, to deliver education and psycho-social support activities to young people suffering from the trauma and stress caused by conflict and grinding poverty. The Centre works in partnership with a Palestinian non-governmental organisation based in the Gaza Strip called the Canaan Institute of New Pedagogy and the programme we deliver is funded by the NIPSA Developing World Fund. The Canaan Institute provides professional training programmes for educators in a range of education sectors using transformative education methodologies rooted in social justice and equality. The Canaan Institute builds capacity in

development education by designing and implementing training programmes in Gaza that support the work of grassroots community groups. These organisations deliver front-line education services essential to the development of young people in the territory and are located in areas of Gaza acutely impacted by conflict and poverty. The Canaan Institute is therefore an ideal partner for the Centre because it shares our commitment to participative learning at a grassroots level.

5.2 Why do we work in the Gaza Strip?

The Centre decided to work in Gaza because of the extreme levels of poverty in the territory resulting from an Israeli siege imposed in 2007 that has severely reduced living standards and caused a

spike in unemployment. 2020 marked the 13th anniversary of Israel's siege which has reduced Gaza to the point of 'systemic collapse'. Ostensibly imposed on the basis of a security protocol following the election of a Hamas government in Palestinian elections in 2006, Amnesty International believes that Palestinians in Gaza are being 'collectively punished'. Indeed, what distinguishes this crisis in Gaza from the disasters and emergencies that normally push civilian populations to the edge of catastrophe is that it is not the result of a hurricane, flood, tsunami, drought or famine but the calculated policy of the Israeli government.

The social problems created by Israel's blockade of Gaza have been compounded by four wars since 2008: operations 'Cast Lead' (2008-09), 'Pillar

5 Supporting Development Education in Palestine

of Cloud' (2012) 'Protective Edge' (2014) and 'Guardian of the Walls' from 10-21 May 2021. According to the Palestinian Ministry of Health, the 'Guardian of the Walls' operation **killed** 254 Palestinians, including 66 children, 39 women and 17 elderly, and injured 1,948 others. An additional 120,000 Palestinians were internally displaced from their homes within the Gaza Strip. In Israel there were 13 casualties from rockets fired from Gaza, including two children.

According to **UNICEF**, "prior to the escalation in violence, 1 in 3 children in Gaza already required support for conflict-related trauma. But the need for mental health and psychosocial support services for children has undoubtedly only grown". Because of the mental health problems caused by conflict and poverty in Gaza, CGE decided to support a programme that combined psycho-social support and education provision. With our partner in Gaza, the Canaan Institute, we deliver activities that address these needs among the learners who participate in our activities.

5.3 COVID-19

There is rising concern at the spike in COVID-19 cases in Gaza given the impact of Israel's siege on the territory's health service which is under-resourced and lacks the capacity to combat the pandemic. According to a situation **report** from the United Nations in November 2020, Gaza has 3,827 active COVID-19 cases and 56 people have died from the virus. Local authorities have warned about chronic shortages of laboratory supplies, as well as an oxygen supply for patients at a dedicated COVID-19 hospital, the European Gaza Hospital. The medical journal *The Lancet* has **said** that:



Facilitators carry out a home visit as part of the CGE/Canaan Institute project in Gaza, 2020. Canaan Institute, all rights reserved.

"To enable the Palestinian health systems to manage the outbreak, Israel must lift its closure of the Gaza Strip to enable the proper functioning of Gaza's health-care system and other essential services in the face of the COVID-19 pandemic".

The Lancet has found in Gaza 'insufficient amount of equipment needed to treat COVID-19' which 'is compounded by poor public health conditions: a water and electricity crisis, rampant poverty, and

a high population density'. The United Nations Relief and Works Agency has additionally **warned** that:

"COVID-19 may exacerbate social isolation and exclusion, leading to increased protection risks. Domestic violence may increase as a consequence of lockdowns; the risk of Gender-Based Violence (GBV) and child abuse also increase, as women and girls are further isolated and unable to access support".



Home learning during the COVID-19 lockdown in Gaza, 2020. Canaan Institute. All rights reserved.

5

Supporting Development Education in Palestine

5.4 Project aims

The 2020 Centre for Global Education / Canaan Institute project had three main aims:

- To provide psycho-social support services to marginalised young people in four locations in the Gaza Strip with the support of the local community, schools and families.
- To supplement the formal education of young people through community-based learning focused on core areas of the school curriculum.
- To deliver workshops to the parents of the young people registered on the programme to enable them to extend psycho-social care into the household.

5.5 Project Objectives

The project objectives were:

- To provide psychosocial support to 400 children aged 7 to 12 suffering acute effects of conflict-related trauma in the Gaza Strip;
- To supplement education provision to children with special learning needs to enable them to reach their full potential in school and to provide education services to children who have had to leave school early to work at home;
- To deliver training to the families of the children to enable them to provide psychosocial support to the young people at home;
- To co-ordinate project delivery in liaison with local schools and psychotherapists to ensure a 'joined-up' approach to child welfare.
- To deliver the project in partnership with the Canaan Institute and four



Children participating in a group activity during the 2020 CGE / Canaan Institute project in Gaza.

grassroots community centres in the Gaza Strip;

- To provide training in facilitation to a total of 12 facilitators (3 per centre) in the four centres to enable them to deliver development education activities to children;
- To evaluate the programme and its impact on the facilitators and children.

5.6 Project delivery

The project had six stages of delivery that are described below:

STAGE 1: Training of Facilitators (January 2020)

Three members of staff from each of the four community centres received nine hours of training in January 2020. The training was delivered using interactive, development education methodologies and activities designed to enhance the educational performance of children and provide psychosocial support. A significant project outcome has been the enhanced skills base of the four centres through the training delivered to their staff. The training was delivered by the staff of the Canaan Institute.

STAGE 2: Recruitment of Children (January 2020)

The 400 children enrolled on to the project were selected by the four community centres in consultation with surrounding schools and visiting psychotherapists working with children in each school. The project enrolled children manifesting the most acute forms of trauma and anxiety who were identified by teachers and psychotherapists. A key component of the project was its 'joined-up' approach to the children's therapy by involving their families, schools and the local community. This ensured that the education activities targeted areas of the school curriculum in which the children needed support as well as providing psychosocial therapy to address the causes of stress. The four community organisations involved in project delivery were:

- Culture Revival Society - Gaza City;
- Bud Flower Association for Affection and Hope - Maghazi refugee camp (central Gaza);
- Rural Family Development Association - Al-Mughragha Village (southern Gaza);
- SOS Villages - Rafah (southern Gaza).

5

Supporting Development Education in Palestine



Children displaying arts and crafts as part of the CGE / Cnaan 2020 project in Gaza.

STAGE 3: Training Delivery to Children (15 January - 8 March 2020)

On 15 January 2020, the training began with 100 children enrolled in each centre facilitated by three staff members. The children in each centre were divided into groups of 25 along age lines. Two groups of 25 worked on Saturday, Monday and Wednesday and the other two groups on Sunday, Tuesday and Thursday. This meant that 50 children attended workshops every day in each centre except Friday. Facilitators worked

with each group over two periods in the morning from 8.00am to 2.00pm in the afternoon.

The education activities used with the children aimed to strengthen their classroom performance in four core areas of the schools' curriculum:

- Arabic
- Mathematics
- English
- Health and Science



Arts and crafts activity as part of the 2020 CGE / Cnaan Institute programme in Gaza.

STAGE 4: Home Delivery of Training (19 April - 4 June 2020)



Facilitators working with a young people at home on educational activities during the COVID-19 pandemic. Gaza, 2020. Cnaan Institute, all rights reserved.

Delivery of the programme was suspended from 8 March to 18 April 2020 due to the COVID-19 pandemic and the subsequent introduction of government restrictions including a ban on large gatherings and the closure of schools and learning institutions. The lifting of restrictions enabled the project to resume from 19 April to 4 June 2020 with the use of personal protective equipment and social distancing. In order to ensure that the project met its targets in terms of the number of educational and psychosocial workshops, the Cnaan Institute combined the delivery of training in smaller groups with home visits by facilitators.

STAGE 5: Family Workshops (January to March 2020)

A key part of the project activities involved the delivery of workshops to families of the children enrolled on the programme. The facilitators across the four centres organised a total of 8 psychosocial support sessions that were delivered to 150 parents.

The workshops focused on:

- Continuing the psychosocial support of young people at home that built upon the training delivered by the

5

Supporting Development Education in Palestine

facilitators in each centre;

- How to recognise the symptoms of trauma;
- How to manage young people in times of crisis and stress;
- How to use play and therapeutic learning in domestic life to alleviate stress.

The facilitators consulted with parents on a one-to-one basis to help them monitor the progress of their child and identify areas of learning in which they needed specific support. Many parents struggle to manage children subject to stress and trauma and so the assistance provided by the community centres and schools is invaluable.

STAGE 6: Monitoring and Evaluation (June 2020)

Throughout the delivery of the project, the staff of Canaan organised a series of educational and administrative follow-up visits to the four partner organizations to assess delivery of the programme and reflect on its outcomes with the twelve facilitators. These visits dealt with monitoring and evaluation, administrative issues such as how to securely store data records on parents and children, providing advice on workplans and the delivery of activities.

The twelve facilitators also attended an end-of-project evaluation day organised by the staff of the Canaan Institute. This was a day of reflection on the project outcomes and the methodologies and materials used in the project activities. A major strength of the programme is the provision of lifelong learning skills to facilitators which will strengthen their professional development, particularly with the introduction of a new training diploma by the Canaan Institute.

An evaluation was carried out with a focus group of 10 children, where



Parents attending a family workshop aimed at strengthening psychosocial support for children in the household. Gaza, 2020. Canaan Institute, all rights reserved.

children discussed the activities of the project and how it developed their personal skills in discussion, dialogue, problem solving, planning and love of others. They also developed skills in developing teamwork and volunteering as well as building and establishing new friendships.

To access a full report on the CGE / Canaan Institute project in Gaza in 2020 visit: <https://www.centreforglobaleducation.com/sites/default/files/Gaza%20Report%202020%20Final.pdf>



Children working on a wall mural during the project, Gaza 2020. Canaan Institute, all rights reserved.

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Supporting Development Education in Palestine

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6

Project Nour: Educating Palestinian and Syrian Refugees in Beirut, Lebanon

In 2020, CGE commenced delivery of a new two-year project in Burj Barajneh refugee camp, Beirut, Lebanon. The project is being delivered in partnership with the Women's Program Association, a Palestinian NGO based in Lebanon and is funded by the Northern Ireland Public Service Alliance (NIPSA) Global Solidarity and Developing World Fund.

The need for the project was identified through [research](#) carried out by CGE in three Palestinian refugee camps in Beirut in 2018 which found evidence of extreme levels of poverty and marginalisation. CGE subsequently secured a two-year grant from NIPSA's Developing World Fund to deliver an education programme to 75 Palestinian and Syrian refugee children living in the camp. The project was labelled 'Nour' (meaning light in Arabic) after the Nour Center where the project is delivered in Burj Barajneh camp.

6.1 About our Partner

The Women's Program Association (WPA) is a non-governmental, non-profit organization established in 2008 and operating in nine Palestinian camps in Lebanon. The WPA works to enhance the quality of life of refugees and their opportunities for employment. The WPA is immersed in the refugee camps where it operates and works directly with families and community members. Its programmes and activities include: delivering education services to children; providing women with professional and vocational training; career guidance; and leadership and entrepreneurial skill building activities. In 2013, recognizing the educational crisis for newly arrived Syrian refugees, the WPA founded its own community school, the Nour Center, which provides educational services and psycho-social support for Syrian and Palestinian children and youth living in Burj Barajneh.



A workshop during the 2020 CGE/Canaan Institute project in Gaza.

One of the WPA current activities is to support a social enterprise that grows vegetables and herbs in a garden on the roof of their building in Burj Barajneh. The garden's produce is sold at a subsidized price in the camp and to outside organisations and the

profits used to support the work of the organization. In 2013, WPA's Director, Mariam Al Shaar secured seed funding from Alfanoor, a venture philanthropy, to found 'Soufira', a catering business that employs women from Burj Barajneh camp.



Mariam Al Shaar, Director of the Women's Program Association. October 2019.

6

Project Nour: Educating Palestinian and Syrian Refugees in Beirut, Lebanon



Project Nour is funded by NIPSA's Global Solidarity and Developing World Fund.

6.2 Project Aims

Project Nour has five main aims:

1. To provide educational support services to 75 children aged 7-12 years suffering from the acute effects of trauma caused by exposure to severe poverty in the refugee camp of Burj Barajneh.
2. To provide psychosocial care to help address mental health problems among the child participants caused by the severe social and economic problems in the camp.
3. To provide a hot meal to every child daily for the duration of the project.
4. To provide the children with eight field trips outside the camp to leisure facilities, parks and nature reserves to escape the often stressful living environment in Burj Barajneh.
5. To provide a safe and structured play environment inside the camp which supports formal sector learning, cultural events, arts and crafts, and fun!

6.3 Project Delivery

The project was delivered over a period of four months to 75 children aged 7-12 years. The children were divided into three groups of 25 and attended the Women's Program Association from Monday - Friday, 8.30am to 12.30pm. Each group was facilitated by a trained member of the WPA team with the necessary skills and

experience to deliver education activities and psycho-social support. The children received training in key areas of the curriculum: Mathematics, English, Arabic, literacy, numeracy and arts and crafts. Each child received a hot meal every day and was taken on two field trips per month outside the camp to leisure parks and nature reserves where they could play and have fun.



Some of the 75 children who participated in the CGE / Women's Program Association project in Burj Barajneh refugee camp, Beirut, 2020. Courtesy of Stephen McCloskey.

6

Project Nour: Educating Palestinian and Syrian Refugees in Beirut, Lebanon

A facilitator and children in class during Project Nour, Burj Barajneh refugee camp, Beirut, Lebanon. October 2020



6.4 Project Outcomes

1. Formal Education

The children received classes every day from 8.30am - 12.30pm that covered key areas of the schools' curriculum including Arabic, English, Mathematics and Life Skills. The managers of the project had to quickly adapt to delivery under the restrictions imposed by COVID-19. This meant delivering the classes in smaller groups and ensuring that the children had access to PPE, including sanitiser and masks. The Women's Program Association also established WhatsApp groups to provide students with activities to complete during lockdown. These activities focused on the mental wellbeing of children during lockdown to ensure they had regular communication with their peers and facilitators.

2. Arts and Crafts

All of the children had the opportunity to participate in classes focused on arts and



Art work produced by the children and facilitators who participated in Project Nour, Burj Barajneh refugee camp, Beirut. October 2020.

crafts, including drawing, wall murals and paper crafts. The classes also observed international days such as Refugee Day on 20 June in which they produced art and had discussions on the life of a

refugee. The activities were delivered using active learning methodologies that involved regular interaction between the facilitator and the children.

6

Project Nour: Educating Palestinian and Syrian Refugees in Beirut, Lebanon



Children enjoying a day trip to the river as part of Project Nour. Beirut, Lebanon. Courtesy of WPA, October 2020

3. Day Trips

Project Nour provided two day trips per month to the 75 children to leisure facilities, nature reserves and to the river for swimming. It provided them with an opportunity to escape the pressured environment of Burj Barajneh which lacks safe play facilities and is a densely populated, concrete environment that limits the children's capacity to enjoy their childhood. The children really enjoyed this aspect of the project.

4. Receiving a hot meal

One of the Women's Program Association's many achievements in Burj Barajneh has been the creation of Soufra, a catering business that produces food in the camp and sells it at subsidised prices. A vertical garden on the roof of the WPA building grows a range of vegetables that sustains Soufra's catering activities. The children participating in the programme received a hot meal every day made possible through Soufra and NIPSA's support.



Children enjoying a meal during their day trip to Wadi Al-Limon, Beirut, Lebanon. June 2020. Courtesy of WPA.

“

“The 75 children who participated in Project Nour received a hot meal every day and regular day trips to leisure facilities and areas of natural beauty to alleviate the stress and pressures of life in the refugee camp.”

6

Project Nour: Educating Palestinian and Syrian Refugees in Beirut, Lebanon

5. Cultural activities

The children had the opportunity to participate in cultural activities including traditional dance which is a central element of Palestinian and Syrian life. *Dabka* is traditional Palestinian song and dance that young people learn from an early age. The children also composed and acted out role plays focused on important social issues such as street children and homelessness.



Children dancing during a celebration day in October 2020 that marked the end of year one of Project Nour.



Wall mural. Project Nour, Burj Barajneh refugee camp. October 2020.

6. Evaluation

In October 2020, CGE Director, Stephen McCloskey, visited Burj Barajneh to meet the project staff including: Mariam al-Shaar, Director of the Women's Program Association; Tahani Charif, Project Manager, Sabrine al-Shaar, Project Co-ordinator, and the facilitators and young people. A presentation on the project was delivered as part of a celebration day on Tuesday, 13 October by Mahmoud

Alkhatib who works in the Nour Center. The arts and crafts produced by the young people was of a consistently high quality and is a great credit to the facilitators. The young people were congratulated on behalf of NIPSA and the Centre for Global Education. The children were given NIPSA stationery provided by Geraldine Alexander (Assistant Secretary, NIPSA) which was greatly appreciated.

Despite a very difficult year in which COVID-19 delayed the delivery of the project and altered the way it was delivered, the facilitators and young people produced excellent work. Plans for the delivery of year two are well advanced. WPA aims to increase the number of programme participants in 2021 from 75 to 100 and to complete the project, COVID-19 allowing, between April and September 2021.

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Mariam al-Shaar (Director)
Women's Program Association,
Burj Barajneh Refugee Camp,
Beirut,
Lebanon

E-mail: alshaar.m@hotmail.com

7 Publications

Please find below details of publications from the Centre for Global Education available to buy online.

7.1 *Policy and Practice: A Development Education Review: Fifteenth Anniversary Special Edition*



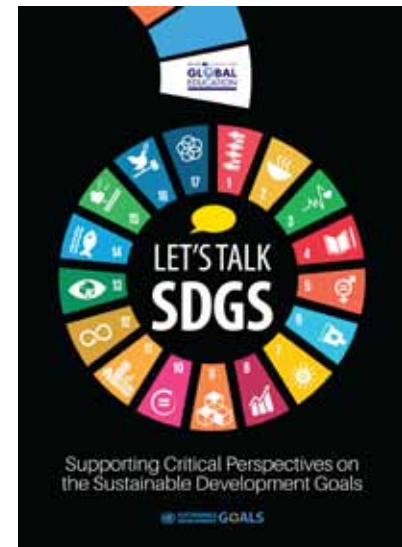
This is a special commemorative, fifteenth anniversary collection of the Centre for Global Education's bi-annual, peer reviewed and open access journal *Policy and Practice: A Development Education Review*. The journal celebrates and promotes good practice in development education; a radical and transformative educational process that empowers the learner to become actively engaged in efforts to eradicate poverty in justice both locally and globally. Since 2005, *Policy and Practice* has become an articulate vehicle for debating inequalities within and between the global North and South, and for encouraging active engagement with the issues underpinning poverty and injustice. This special collection carries articles by leading scholars in the field who debate issues on the cutting edge of development education practice and the policy environment in which it is delivered.

Policy and Practice debates and affirms the transformative capacity of education to create a more just and equal world and this is an essential collection for anyone interested in exploring the role of education as a means toward progressive social change. It contains 32 articles on a wide range of topics including: climate change, migration, gender, Latin America and human rights. The contributors include: Vanessa Andreotti, Douglas Bourn, Su-ming Khoo, Sarah Stein, Alejandra Boni and David Selby.

Edited by: Antonella Acinapura, Niamh Gaynor, Bernie Grummell, Su-ming Khoo, Mags Liddy, Benjamin Mallon, Gabriela Martínez Sainz, Gerard McCann and Stephen McCloskey.

March 2021, ISSN: 1748-135 X | 400 pages | 140mm x 215mm | Price £14.00 | €16.00 | \$19.00 plus P&P Publisher: Centre for Global Education. Available to buy at: <https://publications.centreforglobaleducation.com/>

7.2 *Let's Talk SDGs*



This new resource from the Centre for Global Education is an invitation to educators to critically interrogate the Sustainable Development Goals and determine their capacity to deliver upon their intended outcomes. Five years into their 15-year journey, the resource supports reflection and discussion on whether the SDGs can support effective global learning and represent a sound critique of the international system. *Let's Talk SDGs*, written by Centre for Global Education's Programme Manager, Caroline Murphy, is offered as a starting point for sectoral debate on the Goals and their prospects for success.

Let's Talk SDGs is aimed at development educators in the global education sector and related 'adjectival educations' such as human rights education, education for sustainable development, environment education, education for sustainability and all those interested in transformative education. It is intended to stimulate debate and to encourage educators of all stripes to pause and reflect on the usefulness of the SDGs for transforming our world. The resource is available [here](#).

7 Publications

7.3 Policy and Practice: A Development Education Review: Tenth Anniversary Special Edition



To commemorate the tenth anniversary of the journal, the Centre was commissioned by Irish Aid to publish a special hard copy edition of *Policy and Practice*. The special edition was published in April 2015 and comprised 20 of the most cited and influential articles that were previously published on the *Policy and Practice* web site. These articles not been previously published in hard copy and collectively represent some of the most insightful writing on development education policy and practice over the past ten years by leading scholars in the field. The articles debate issues on the cutting edge of development education practice and the policy environment in which it is delivered.

This special collection was designed as an ideal resource to support the delivery of courses and compilation of research in development education and related sectors. 500 copies were printed in 215 x 140mm on 270 pages and the book can be ordered from <https://www.centreforglobaleducation.com/publications-buy>.

Praise for this special collection

“

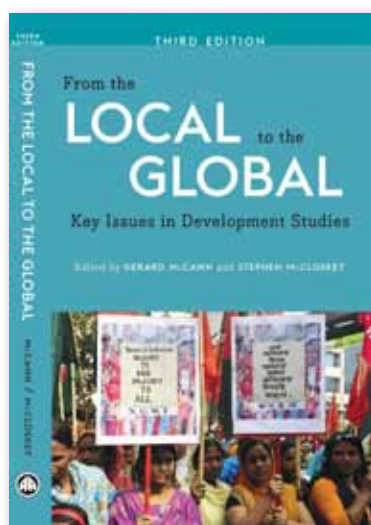
“This special issue of *Policy and Practice* provides an outstanding view of the state of the field of development education from a range of excellent scholars and practitioners. Once again, this journal demonstrates its success in supporting educators’ understanding of the contested areas and edges of development education theory and practice in many parts of the world”.

Lynette Shultz, Associate Dean, International & Director, Centre for Global Citizenship Education and Research, University of Alberta.

“*Policy and Practice* is indispensable to the development education sector in the island of Ireland. It has enhanced the sector’s academic credibility and, at the same time, become very effective in meeting the needs of practitioners both locally and globally”.

Gerard McCann, Senior Lecturer in European Studies, St Mary’s University College, Belfast.

7.4 From the Local to the Global: Key Issues in Development Studies



This is the third edition of *From the Local to the Global: Key Issues in Development Studies* which was previously published in 2003 and 2009. Edited by Gerard

McCann (St Mary’s University College) and Stephen McCloskey (CGE Director), this book is an ideal introduction to the key international development issues underpinning poverty, inequality and injustice in the global South. This comprehensive, accessibly written text brings together some of the foremost activists, academics and development practitioners from across the world to analyse the challenges to poverty eradication and human rights. This new edition is completely revised and updated, and highlights the extent to which the local and global are interconnected in today’s globalised economy and questions the legitimacy of the neoliberal model of development.

It is an indispensable introduction to key issues such as aid, debt, trade migration, security, gender and climate change.

7 Publications

Recommendations for *From the Local to the Global: Key Issues in Development Studies*

“

“An ideal lift-off point for anyone interested in the issues that underpin poverty and injustice at local and global levels. It combines accessible writing on essential international development issues with a call for action.”

Marina Sitrin (author of *Everyday Revolutions*, 2012)

“This is of global value to a radically changing world. It is essentially a survey of all the issues that affect the global South and shape the global North.”

Hector Maldonado Felix,
Universidad Nacional Mayor de
San Marcos, Peru

From the Local to the Global: Key Issues in Development Studies, 3rd Edition,
Edited by Gerard McCann and Stephen
McCloskey, ISBN: 978 0 7453 34738; Pluto
Press; May 2015; Paperback; 352 pages.
To order a copy please click on this link:
<https://www.centreforglobaleducation.com/publications-buy>

7.5 Development Education in Policy and Practice



This is collection of articles on development / global education published in 2014 by Palgrave MacMillan and edited by CGE Director, Stephen McCloskey. With contributions from an international cast of authors who are leading practitioners in the sector, this is an invaluable guide to development education practice and the policy environment in which it is delivered.

“

“With a radical pedagogy rooted in the global South which has increasing traction in education systems in the global North, development education has long deserved a comprehensive treatment that assesses the full breadth of its practice. This overdue collection is therefore most welcome and makes a passionate and persuasive case for more global learning in formal and informal education, particularly in the aftermath of the financial crisis which has brought greater poverty and inequality to the door of the global North.

This text considers development education practice in a range of educational settings and analyses the policy context in which it is delivered. It is an essential guide to education practitioners committed to bringing transformative agendas to their teaching and learning”.

Denis O’Hearn, Dean of Liberal Arts at the University of Texas at El Paso
For more information visit: <http://www.palgrave.com/us/book/9781137324658>

8

Networks and Campaigns

Outlined below is a description of the work of the main development networks and campaigns to which the Centre for Global Education is affiliated:

8.1 Coalition of Aid Development Agencies (CADA)



CADA is the Coalition of Aid and Development Agencies, a network of development NGOs based in Northern Ireland, which aims to:

- Support international development;
- Enhance awareness of development issues in Northern Ireland;
- Influence policy at local, national and international levels.

CADA's main objective is to promote sustainable development, social justice and equality in local and global contexts. CADA regards development as a process by which the dignity inherent in all human beings should become reflected in their economic, political and social conditions. Development involves understanding the effects of social and economic inequalities, which exist at individual, community and national levels both here and overseas. Central to this approach is the principle of education as an engine for the empowerment of individuals, groups and organisations to enable them to participate in the sustainable development of their community, nation and the world as a whole.

CADA c/o Concern Worldwide
47 Frederick Street
Belfast BT1 2LW
E-mail: info@cada-ni.org
Tel: +44 28 9026 1511
Web: <https://www.cada-ni.org/>

8.2 Dóchas: The Irish Association of Non-Governmental Development Organisations



Dóchas is the association of Irish non-governmental organisations working for global justice by supporting the development of the peoples of the South and through development education in Ireland. Dóchas is a member of Concord, the European Union wide network of development NGOs.



The vision of Dóchas is to contribute, through the co-operative efforts of its members, to a just world where basic needs are met, where people are empowered, where there is equity

in the management and distribution of resources and where human rights are respected. This will be achieved in the context of members' dialogue with partners in the South and through the active engagement with local partners in Ireland. The Centre for Global Education is a Dóchas member.

Dóchas regards development education as a core element of development co-operation and is committed to the full engagement of Irish civil society in education and action for sustainable development. Dóchas aims to promote justice, human rights and equality through the active involvement of local (civil and state), European and Southern partners in education and action for sustainable development. The aim of the Dóchas Development Education Group is "to promote justice, human rights and equality through the active involvement of local partners (civil and state), European partners and Southern partners in education and action for sustainable development".

The group's strategy covers the following issues:

- Furthering the aims of Development Education through increased cooperation within Dóchas, and by highlighting Development Education as an integral part of development cooperation.
- Influence Development Education policy in Ireland by assisting in the efforts to come to a national strategy for the Development Education sector.
- Continue the exchange with other Development Education actors within the EU including participation in the Developing Europeans' Engagement for the Eradication of Global Poverty and other EU-wide NGO initiatives.

8

Networks and Campaigns

Code of Conduct on Images and Messages

In 2007, Dóchas members adopted a Code of Conduct on Images and Messages. The purpose of this Code is to provide a framework which organisations can refer to when designing and implementing their public communication strategy. The Dóchas Code offers a set of guiding principles that can assist organisations in their decision-making about which images and messages to choose in their communication while maintaining full respect for human dignity. By signing the Code, Development NGOs commit to a set of principles, ensuring that they will avoid stereotypical or sensational images. The adoption of the Code means that aid agencies will choose images and messages that represent the full complexity of the situations in which they work, and that they will seek the permission of the people portrayed in the photos they use. The Centre for Global Education supports the Code and encourages other development NGOs to do the same.



Centre for Global Education supports the Dóchas Code of Conduct on Images and Messages

The Code is available [here](#)

For further information contact:

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Olympic House
Pleasants Street
Dublin 8

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E-mail: anna@dochas.ie
Web: www.dochas.ie

7.3 Financial Justice Ireland

The Centre for Global Education is a member of Financial Justice Ireland which is a global financial justice organisation. It was established in 1993 by a number of development, faith-based, and solidarity groups in Ireland who were concerned about the devastating effects of debt on Southern countries. Over 50 organisations are now members of Financial Justice Ireland. It is funded through its member organisations, member individuals and donor organisations. It calls for a financial system that serves the needs of all people, rather than just some people, and which does not take the planet for granted. It critically engages people to understand the structural causes of global inequality and power relations. Financial Justice Ireland aims to empower people in Ireland to take informed action for greater economic justice globally. Tackling inequality and achieving a fairer society requires critiquing power structures in our society and globally - highlighting the causes of inequality, rather than the symptoms.



Financial Justice Ireland provides education programmes to its members and to the public who wish to learn about the issues they work on. This is a very important aspect of its work as Financial Justice Ireland is the only organisation in Ireland that follows financial justice issues on a full time basis, applying participatory methods in their education practice along with lots of up to date education content on where the debates are at on global financial justice. In 2021, CGE and Financial Justice Ireland are to collaborate on a research project funded by the Community Foundation

titled "Challenging the Dominant Economic Paradigm in Development Education".

To find out more about the work of Financial Justice Ireland contact:

Maeve Bateman
Director
Financial Justice Ireland
9 Upper Mount Street
Dublin 2
Ireland
Tel: + 353 1 549 7363
Email: campaign@financialjustice.ie
Web: <https://www.financialjustice.ie/>

7.4 Irish Development Education Association



CGE is a member of the Irish Development Education Association (IDEA) which is the national network for Development Education in Ireland and a leading voice for the sector. IDEA represent over 80 members involved in the practice, promotion and advancement of Development Education in formal, non-formal and informal settings. IDEA works to strengthen Development Education in Ireland and to raise awareness of the crucial role it has to play in fostering global citizenship and achieving the Sustainable Development Goals. IDEA's focus is supporting and advancing Development Education in Ireland and internationally. It does this by championing the sector through advocacy and awareness building, strengthening members' capacity to deliver Development Education, and our pioneering work on expanding the

9 Networks and Campaigns

space for Development Education and illustrating its impact. IDEA members come from different regions of the island of Ireland, work in different sectors of society and have different views and opinions on how to engage the Irish public in development education. What they all share is the vision that their work will contribute to transforming the social, cultural, economic and political structures of the world and the fabric of our society in order to create a more just and equal future for all. IDEA's aim is to support this diversity.

IDEA's Mission is to:

- Encourage and co-ordinate good communications and cooperation at all levels of the development education membership.
- Promote a critical awareness of development education and encourage capacity building among the membership by:
- Identifying, developing and promoting best practice in development education.
- Promoting and encouraging an ethos of accountability and transparency.
- Developing IDEA's capacity to a stage where it will be capable of representing and advocating for its membership with relevant government departments and bodies, nationally and internationally on the challenges facing development education, including ensuring development education is adequately resourced at a local, national and European level.

IDEA

6 Gardiner Row
Dublin 1
Ireland

Tel: 003531 878 8480
E-mail: info@ideaonline.ie
Web: www.ideaonline.ie



7.5 People's Vaccine Alliance Ireland

In 2021, the Centre for Global Education joined the People's Vaccine Alliance Ireland which is calling on governments to suspend intellectual property rights at the World Trade Organisation for COVID-19 vaccines. The Alliance believes that restricting vaccine supply to protect

profits during a pandemic will cost countless lives. The more the virus is left to circulate, the greater the chance of new variants emerging and our current vaccines becoming ineffective. Vaccine solidarity is needed to make everyone safe, particularly in the poorest countries that have been unable to access the vaccines. For more information on the Alliance visit: <https://peoplesvaccine.ie/>



Appendix 1

Centre for Global Education Management Board

Lynda Sullivan (Chair)	NIPSA
Siobhan Hanley (Vice-Chair)	Regional Manager, Trócaire
Nuala McAdams (Treasurer)	Chartered Accountant
Marie-Therese Sloan (Secretary)	Teacher, Holy Family PS
Dina Belluigi	School of Social Sciences, QUB
Sorcha MacLaimhin	Queen's University Belfast
Michael Robinson	NIPSA

Staff Team

Stephen McCloskey	Director
Caroline Murphy	Programme Manager
Anna Grindle	School Advisor
Clare McClure	Project Officer
Rosie McCreanor	School Advisor

Volunteers (2020-21)

Antonella Acinapura	Queen's University Belfast
Jose Sherin	Stranmillis University College
Megan Kelly	QUB Leadership for Sustainability Programme
Annika Weynans	EIRENE (Information Officer)

Accountants

Finegan Gibson Accountants

Graphic Design

S Design Tel: 028 90962804 | www.sdesign-belfast.com



Reports and Financial Statements (Year ended 31st March 2020)

Centre for Global Education
Company Limited by Guarantee
Financial Statements
31 March 2020

Finegan Gibson Ltd
Chartered accountants & statutory auditor
Causeway Tower
9 James Street South
Belfast
BT2 8DN

Centre for Global Education

Company Limited by Guarantee

Financial Statements

Year ended 31 March 2020

	Page
Trustees' annual report (incorporating the director's report)	1
Independent auditor's report to the members	7
Statement of financial activities (including income and expenditure account)	12
Statement of financial position	13
Notes to the financial statements	14

Centre for Global Education

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report)

Year ended 31 March 2020

The trustees, who are also the directors for the purposes of company law, present their report and the financial statements of the charity for the year ended 31 March 2020.

Reference and administrative details

Registered charity name Centre for Global Education

Charity registration number 104991

Company registration number NI025290

Principal office and registered office 9 University Street, Belfast, BT7 1FY

The trustees

L Sullivan	(Appointed 14 May 2019)
H McMullan (Chairperson)	
D Belluigi	(Appointed 12 November 2019)
N McAdams (Treasurer)	
S MacLaimhin	
M Sloan	
S Hanley	
C Mclvor	

Company secretary Marie-Therese Sloan

Auditor Finegan Gibson Ltd
Chartered accountants & statutory auditor
Causeway Tower
9 James Street South
Belfast
BT2 8DN

Bankers Danske Bank
Donegall Square West
Belfast
BT1 6JS

Key management personnel

Director	Stephen McCloskey
Finance Support	Clarke & Co
Connecting Classrooms through Global Learning Programme Manager	Caroline Murphy

Centre for Global Education

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 March 2020

Structure, governance and management

Governing Document

Centre for Global Education is a company limited by guarantee governed by its Memorandum and Articles of Association dated 21 February 1991. Centre for Global Education is a registered charity with the Charity Commission for Northern Ireland.

Appointment of trustees

The Chairman and the Trustees appoint new Trustees as needed. New Trustees are recruited on the relevance of their professional skills, and their potential to be able to make a helpful contribution to the governance of the charity. As part of the recruitment process they are made aware of a Trustees' legal obligations under charity and company law, the content of the Memorandum and Articles of Association, the committee and decision making processes, the business plan and recent financial performance of the charity.

Once the potential new Trustee has agreed to be considered for appointment to the role, the Trustees meet to review and to vote on the candidates' suitability for appointment. If there is unanimous agreement, their names are then proposed for appointment, to the voting Members of the Company at the next Annual General Meeting.

Trustee induction and training includes

- Induction into the Code of Corporate Governance;
- Induction into the Code of Conduct on Images and Messages and Code of Good Practice in Development Education;
- Sharing of key documents including governance documents, the roles and responsibilities of office bearers and strategic objectives for the organisation.

Arrangements for setting pay and remuneration of key management personnel

The directors consider the board of directors, who are the charity's trustees, and the senior management team comprise the key management personnel of the charity in charge of directing and controlling, running and operating the charity on a day to day basis. All directors give of their time freely and no director received remuneration in the year.

The pay of the senior staff is reviewed annually and normally increased in accordance with average earnings. In view of the nature of the charity, the directors benchmark against pay levels in other similar size charities run on a voluntary basis.

Centre for Global Education

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 March 2020

Organisation structure and how charity makes decisions

The board of trustees, which can have up to 11 members, administers the charity. The board normally meets bi-monthly. A Director is appointed by the trustees to manage the day-to-day operations of the charity. To facilitate effective operations, the Director has delegated authority, within terms of delegation approved by the trustees, for operational matters including finance and direct charitable activities.

Relationships with related parties

None of our trustees receive remuneration or other benefit from their work with the charity.

Risk management

The trustees have a risk management strategy which comprises:

- an annual review of the principal risks and uncertainties that the charity faces;
- the establishment of policies, systems and procedures to mitigate those risks identified in the annual review; and
- the implementation of procedures designed to minimise or manage any potential impact on the charity should those risks materialise.

<i>Risks</i>	<i>Mitigation</i>
Lack of freestanding reserves	Have steadily increased our reserves total to £62,710 in 2020 which surpasses the reserves target of £47,545.23. The Centre has updated our Reserves Policy.
Dependence on small number of donors	Have appointed a consultant, Blue Moss, to identify new potential sources of funding from non-traditional donors, to fund our three-year strategic plan.
The COVID-19 pandemic could threaten CGE training delivery and the sustainability of our Connecting Classrooms through Global Learning Programme.	CGE staff have received training in the delivery of virtual workshops to teachers using Zoom and have started offering schools and teachers a blended approach to global learning training.
Sustainability of current staffing levels	The Connecting Classrooms through Global Learning programme team will be actively seeking alternative sources of funding to sustain our formal sector work.

Centre for Global Education

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 March 2020

Objectives and activities

The purposes of the charity are:

- To use education to challenge the causes of global inequality and injustice.
- To enable public action on global justice issues at all levels and in all sectors of society.

In shaping our objectives for the year and planning our activities, the trustees have considered the Charity Commission's guidance on public benefit.

The strategies employed to achieve the charity's aims and objectives are:

- To influence and strengthen development education practice;
- To increase and deepen public engagement with development education;
- To create positive change for development education at policy level;
- To maintain and develop the Centre for Global Education's capacity and sustainability.

The Centre for Global Education has benefited greatly from the services of volunteers in 2019-20 including student interns, placements from teacher training colleges and a full-time German volunteer placed in the Centre by Eirene. We highly value their input and accord them all possible opportunities for capacity-building and self-development.

Achievements and performance

In 2019-20, the Centre for Global Education has:

- Successfully delivered year two of a three-year (2018-21) schools' programme co-funded by the British Council and the Foreign, Commonwealth and Development Office (FCDO) called Connecting Classrooms through Global Learning (CCGL). The programme comprises two main areas of work; international schools' partnerships and Continuing Professional Development (CPD). The Centre supports the recruitment of local schools and school clusters to engage in international school partnership projects with schools in the global South. The second element of the programme involves the delivery of training packages to teachers on global learning to varying levels of progression. To date, 71 schools have successfully engaged in international school partnerships and 38 schools have received CPD (averaging at five teachers per school). The programme is currently in its final year and ends in December 2021.
 - Published two issues of our peer reviewed, online, open access journal titled *Policy and Practice: A Development Education Review* which in 2019 had a global audience of 144,549 visitors and 103,786 unique visits. The journal is available on a stand-alone web platform at www.developmenteducationreview.com.
 - Delivered psycho-social support and education services to 400 children aged 7-14 years in the Gaza Strip, Palestine in 2019. This was the second of a three-year programme funded by NIPSA.
 - Secured funding for a new two-year project delivering education and psycho-social support to 75 Palestinian and Syrian refugee children in Burj Barajneh refugee camp in Beirut, Syria. The programme started in January 2020.
 - Successfully procured a grant from the National Lottery Awards for All programme to pilot a new training course on climate change for facilitators working in the youth and community sector in West Belfast.
 - Provided library and research facilities to students and teachers through our on-site resource base.
 - Worked in partnership with development networks in the north and south of Ireland, Britain, Europe and the global South.
-

Centre for Global Education

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 March 2020

Financial review

The Centre for Global Education successfully tendered for management of two strands of the schools' programme in Northern Ireland called Connecting Classrooms through Global Learning which spans three years from 2018-2021. The total value of the two contracts is £289,524 and the programme ends in December 2021. The Centre received a two year grant totalling €118,488 toward the publication of our bi-annual journal *Policy and Practice* in 2020-21. We received funding of £12,000 for year three of a three year grant (£36,000 in total) from NIPSA for an education project in the Gaza Strip and a two year grant worth £22,000 to support a new project in the Palestinian refugee camp of Burj Barajneh in Beirut, Lebanon in 2020-21. We received a grant of £10,000 from the National Lottery Awards for All programme to pilot a new course on climate change for youth and community workers. We also received a grant of €10,000 from Concern Worldwide to make four short films on the participation of local schools in the climate strikes.

Reserves policy and going concern

The Centre for Global Education has steadily increased its reserves in 2019-20 on the basis of increased income from funders and the delivery of services. The Centre revised its Reserves Policy in 2020 and trustees' ideal level of reserves would be three months' expenditure totalling £47,545.23.

This is broken down as follows:

Salary costs (Director and CCGE Programme Manager)	21,848.91
Overheads:	4,567.91
Redundancy Costs	21,128.41
Total:	£ <u>47,545.23</u>

The unrestricted reserves at 31 March 2019 was £39,442.00. The Centre for Global Education unrestricted reserves at 31 March 2020 is £62,710 which means that the Centre has surpassed its reserves total of £47,545.23.

Plans for future periods

The Centre for Global Education has engaged a consultant, Blue Moss, to identify non-traditional sources of funding to resource our new [strategic plan](#) for the period January 2020-December 2022. Blue Moss will submit their report, including recommended funding sources aligned to our work, in September 2020. The Centre will use the report as the basis for fundraising to identify new sources of funding for our work.

The Centre has already successfully secured small grants from Concern Worldwide and the National Lottery to support educational activities focused on climate change. This is a topic that will be central to the delivery of our new strategic plan.

Centre for Global Education

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 March 2020

Trustees' responsibilities statement

The trustees, who are also directors for the purposes of company law, are responsible for preparing the trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the charity trustees to prepare financial statements for each year which give a true and fair view of the state of affairs of the charitable company and the incoming resources and application of resources, including the income and expenditure, for that period.

In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the applicable Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charity's transactions and disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Auditor

Each of the persons who is a trustee at the date of approval of this report confirms that:

- so far as they are aware, there is no relevant audit information of which the charity's auditor is unaware; and
- they have taken all steps that they ought to have taken as a trustee to make themselves aware of any relevant audit information and to establish that the charity's auditor is aware of that information.

Small company provisions

This report has been prepared in accordance with the provisions applicable to companies entitled to the small companies exemption.

The trustees' annual report was approved on 18 November 2020 and signed on behalf of the board of trustees by:



N McAdams (Treasurer)
Trustee

Centre for Global Education

Company Limited by Guarantee

Independent Auditor's Report to the Members of Centre for Global Education

Year ended 31 March 2020

Opinion

We have audited the financial statements of Centre for Global Education (the 'charity') for the year ended 31 March 2020 which comprise the statement of financial activities (including income and expenditure account), statement of financial position and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 March 2020 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and the provisions available for small entities, in the circumstances set out below, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

APB Ethical Standard - Provisions available for small entities

In common with many other organisations of a similar size and nature, the charity uses its auditors to prepare and submit returns to the tax authorities and assist with the preparation of their organisation's financial statements.

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charity's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Centre for Global Education

Company Limited by Guarantee

Independent Auditor's Report to the Members of Centre for Global Education *(continued)*

Year ended 31 March 2020

Other information

The other information comprises the information included in the annual report, other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the trustees' report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the trustees' report has been prepared in accordance with applicable legal requirements.

Centre for Global Education

Company Limited by Guarantee

Independent Auditor's Report to the Members of Centre for Global Education (continued)

Year ended 31 March 2020

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report.

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies regime and take advantage of the small companies' exemptions in preparing the directors' report and from the requirement to prepare a strategic report.

Responsibilities of trustees

As explained more fully in the trustees' responsibilities statement, the trustees (who are also the directors for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Centre for Global Education

Company Limited by Guarantee

Independent Auditor's Report to the Members of Centre for Global Education *(continued)*

Year ended 31 March 2020

As part of an audit in accordance with ISAs (UK), we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the trustees.
- Conclude on the appropriateness of the trustees' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the charity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the charity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Centre for Global Education

Company Limited by Guarantee

Independent Auditor's Report to the Members of Centre for Global Education *(continued)*

Year ended 31 March 2020

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Use of our report

This report is made solely to the charity's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charity's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's members as a body, for our audit work, for this report, or for the opinions we have formed.



Paul Dolan FCA (Senior Statutory Auditor)

For and on behalf of
Finegan Gibson Ltd
Chartered accountants & statutory auditor
Causeway Tower
9 James Street South
Belfast
BT2 8DN

18 November 2020

Centre for Global Education

Company Limited by Guarantee

Statement of Financial Activities (including income and expenditure account)

Year ended 31 March 2020

			2020		2019
	Note	Unrestricted funds £	Restricted funds £	Total funds £	Total funds £
Income and endowments					
Donations and legacies	5	515	–	515	438
Charitable activities	6	2,289	318,343	320,632	278,937
Investment income	7	56	–	56	68
Total income		<u>2,860</u>	<u>318,343</u>	<u>321,203</u>	<u>279,443</u>
Expenditure					
Expenditure on charitable activities	8	12,708	275,206	287,914	249,742
Total expenditure		<u>12,708</u>	<u>275,206</u>	<u>287,914</u>	<u>249,742</u>
Net income		<u>(9,848)</u>	<u>43,137</u>	<u>33,289</u>	<u>29,701</u>
Transfers between funds		33,116	(33,116)	–	–
Net movement in funds		<u>23,268</u>	<u>10,021</u>	<u>33,289</u>	<u>29,701</u>
Reconciliation of funds					
Total funds brought forward		39,442	–	39,442	9,741
Total funds carried forward		<u>62,710</u>	<u>10,021</u>	<u>72,731</u>	<u>39,442</u>

The statement of financial activities includes all gains and losses recognised in the year. All income and expenditure derive from continuing activities.

The notes on pages 14 to 24 form part of these financial statements.

Centre for Global Education

Company Limited by Guarantee

Statement of Financial Position

31 March 2020

	Note	2020 £	2019 £
Fixed assets			
Tangible fixed assets	13	5,524	2,712
Current assets			
Debtors	14	34,451	24,075
Cash at bank and in hand		54,825	24,392
		<u>89,276</u>	<u>48,467</u>
Creditors: amounts falling due within one year	15	<u>22,069</u>	<u>11,737</u>
Net current assets		<u>67,207</u>	<u>36,730</u>
Total assets less current liabilities		<u>72,731</u>	<u>39,442</u>
Net assets		<u><u>72,731</u></u>	<u><u>39,442</u></u>
Funds of the charity			
Restricted funds		10,021	–
Unrestricted funds		<u>62,710</u>	<u>39,442</u>
Total charity funds	17	<u><u>72,731</u></u>	<u><u>39,442</u></u>

These financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime.

These financial statements were approved by the board of trustees and authorised for issue on 18 November 2020, and are signed on behalf of the board by:



N McAdams (Treasurer)
Trustee

The notes on pages 14 to 24 form part of these financial statements.

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements

Year ended 31 March 2020

1. General information

The charity is a public benefit entity and a private company limited by guarantee, registered in England and Wales and a registered charity in Northern Ireland. The address of the registered office is 9 University Street, Belfast, BT7 1FY.

2. Statement of compliance

These financial statements have been prepared in compliance with FRS 102, 'The Financial Reporting Standard applicable in the UK and the Republic of Ireland', the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)) and the Companies Act 2006.

3. Accounting policies

Basis of preparation

The financial statements have been prepared on the historical costs basis, as modified by the revaluation of certain financial assets and liabilities and investment properties measured at fair value through income or expenditure. Centre for Global Education meets the definition of a public benefit entity under FRS 102.

Going concern

The financial statements have been prepared on a going concern basis which assumes that the Centre for Global Education (CGE) will continue in operation for the 12 months from the date of our auditor's report. The validity of this assumption depends upon continued financial support from the funders of CGE.

As at 31st March 2020 CGE had a positive position of £72,731.

The trustees have a reasonable expectation that sufficient funding will be obtained to enable CGE to continue in operation for the 12 months to 31st March 2021. As a result, the trustees deem it appropriate to continue to prepare the financial statements on the going concern basis.

Disclosure exemptions

The charity has taken advantage of the exemption in SORP 2015 from the requirement to produce a cash flow statement because it is a small charity.

Judgements and key sources of estimation uncertainty

The preparation of the financial statements requires management to make judgements, estimates and assumptions that affect the amounts reported. These estimates and judgements are continually reviewed and are based on experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2020

3. Accounting policies *(continued)*

Fund accounting

Unrestricted funds are available for use at the discretion of the trustees to further any of the charity's purposes.

Designated funds are unrestricted funds earmarked by the trustees for particular future project or commitment.

Restricted funds are subjected to restrictions on their expenditure declared by the donor or through the terms of an appeal, and fall into one of two sub-classes: restricted income funds or endowment funds.

Incoming resources

All incoming resources are included in the statement of financial activities when entitlement has passed to the charity; it is probable that the economic benefits associated with the transaction will flow to the charity and the amount can be reliably measured. The following specific policies are applied to particular categories of income:

- income from donations or grants is recognised when there is evidence of entitlement to the gift, receipt is probable and its amount can be measured reliably.
- legacy income is recognised when receipt is probable and entitlement is established.
- income from donated goods is measured at the fair value of the goods unless this is impractical to measure reliably, in which case the value is derived from the cost to the donor or the estimated resale value. Donated facilities and services are recognised in the accounts when received if the value can be reliably measured. No amounts are included for the contribution of general volunteers.
- income from contracts for the supply of services is recognised with the delivery of the contracted service. This is classified as unrestricted funds unless there is a contractual requirement for it to be spent on a particular purpose and returned if unspent, in which case it may be regarded as restricted.

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2020

3. Accounting policies *(continued)*

Resources expended

Expenditure is recognised on an accruals basis as a liability is incurred. Expenditure includes any VAT which cannot be fully recovered, and is classified under headings of the statement of financial activities to which it relates:

- expenditure on raising funds includes the costs of all fundraising activities, events, non-charitable trading activities, and the sale of donated goods.
- expenditure on charitable activities includes all costs incurred by a charity in undertaking activities that further its charitable aims for the benefit of its beneficiaries, including those support costs and costs relating to the governance of the charity apportioned to charitable activities.
- other expenditure includes all expenditure that is neither related to raising funds for the charity nor part of its expenditure on charitable activities.

All costs are allocated to expenditure categories reflecting the use of the resource. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs are apportioned between the activities they contribute to on a reasonable, justifiable and consistent basis.

Tangible assets

Tangible assets are initially recorded at cost, and subsequently stated at cost less any accumulated depreciation and impairment losses. Any tangible assets carried at revalued amounts are recorded at the fair value at the date of revaluation less any subsequent accumulated depreciation and subsequent accumulated impairment losses.

An increase in the carrying amount of an asset as a result of a revaluation, is recognised in other recognised gains and losses, unless it reverses a charge for impairment that has previously been recognised as expenditure within the statement of financial activities. A decrease in the carrying amount of an asset as a result of revaluation, is recognised in other recognised gains and losses, except to which it offsets any previous revaluation gain, in which case the loss is shown within other recognised gains and losses on the statement of financial activities.

Depreciation

Depreciation is calculated so as to write off the cost or valuation of an asset, less its residual value, over the useful economic life of that asset as follows:

Fixtures and Fittings	- 25% straight line
Computer Equipment	- 33% straight line

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2020

3. Accounting policies *(continued)*

Impairment of fixed assets

A review for indicators of impairment is carried out at each reporting date, with the recoverable amount being estimated where such indicators exist. Where the carrying value exceeds the recoverable amount, the asset is impaired accordingly. Prior impairments are also reviewed for possible reversal at each reporting date.

For the purposes of impairment testing, when it is not possible to estimate the recoverable amount of an individual asset, an estimate is made of the recoverable amount of the cash-generating unit to which the asset belongs. The cash-generating unit is the smallest identifiable group of assets that includes the asset and generates cash inflows that largely independent of the cash inflows from other assets or groups of assets.

For impairment testing of goodwill, the goodwill acquired in a business combination is, from the acquisition date, allocated to each of the cash-generating units that are expected to benefit from the synergies of the combination, irrespective of whether other assets or liabilities of the charity are assigned to those units.

Financial instruments

A financial asset or a financial liability is recognised only when the charity becomes a party to the contractual provisions of the instrument.

Basic financial instruments are initially recognised at the amount receivable or payable including any related transaction costs.

Current assets and current liabilities are subsequently measured at the cash or other consideration expected to be paid or received and not discounted.

Debt instruments are subsequently measured at amortised cost.

Where investments in shares are publicly traded or their fair value can otherwise be measured reliably, the investment is subsequently measured at fair value with changes in fair value recognised in income and expenditure. All other such investments are subsequently measured at cost less impairment.

Other financial instruments, including derivatives, are initially recognised at fair value, unless payment for an asset is deferred beyond normal business terms or financed at a rate of interest that is not a market rate, in which case the asset is measured at the present value of the future payments discounted at a market rate of interest for a similar debt instrument.

Other financial instruments are subsequently measured at fair value, with any changes recognised in the statement of financial activities, with the exception of hedging instruments in a designated hedging relationship.

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2020

3. Accounting policies *(continued)*

Financial instruments *(continued)*

Financial assets that are measured at cost or amortised cost are reviewed for objective evidence of impairment at the end of each reporting date. If there is objective evidence of impairment, an impairment loss is recognised under the appropriate heading in the statement of financial activities in which the initial gain was recognised.

For all equity instruments regardless of significance, and other financial assets that are individually significant, these are assessed individually for impairment. Other financial assets are either assessed individually or grouped on the basis of similar credit risk characteristics.

Any reversals of impairment are recognised immediately, to the extent that the reversal does not result in a carrying amount of the financial asset that exceeds what the carrying amount would have been had the impairment not previously been recognised.

Defined contribution plans

Contributions to defined contribution plans are recognised as an expense in the period in which the related service is provided. Prepaid contributions are recognised as an asset to the extent that the prepayment will lead to a reduction in future payments or a cash refund.

When contributions are not expected to be settled wholly within 12 months of the end of the reporting date in which the employees render the related service, the liability is measured on a discounted present value basis. The unwinding of the discount is recognised as an expense in the period in which it arises.

4. Limited by guarantee

Centre for Global Education is a company limited by guarantee and accordingly does not have a share capital. Every member of the company undertakes to contribute such amount as may be required not exceeding £1 to the assets of the charitable company in the event of its being wound up while he or she is a member, or within one year after he or she ceases to be a member.

5. Donations and legacies

	Unrestricted Funds £	Total Funds 2020 £	Unrestricted Funds £	Total Funds 2019 £
Donations				
Donations	515	515	438	438

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2020

6. Charitable activities

	Unrestricted Funds £	Restricted Funds £	Total Funds 2020 £
UK Aid- DFID	–	–	–
Irish Aid- Dept of Foreign Affairs	–	48,949	48,949
NIPSA	–	23,000	23,000
Trocaire	–	2,475	2,475
The British Council	446	235,487	235,933
Concern	–	8,432	8,432
CGE Earned Income	–	–	–
QUB Grant	–	–	–
Other income	1,843	–	1,843
	<u>2,289</u>	<u>318,343</u>	<u>320,632</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2019 £
UK Aid- DFID	9,673	85,081	94,754
Irish Aid- Dept of Foreign Affairs	–	47,854	47,854
NIPSA	–	12,000	12,000
Trocaire	–	–	–
The British Council	–	115,181	115,181
Concern	–	–	–
CGE Earned Income	7,370	–	7,370
QUB Grant	1,750	–	1,750
Other income	28	–	28
	<u>18,821</u>	<u>260,116</u>	<u>278,937</u>

7. Investment income

	Unrestricted Funds £	Total Funds 2020 £	Unrestricted Funds £	Total Funds 2019 £
CGE main account bank interest	26	26	57	57
GLP bank account interest	30	30	11	11
	<u>56</u>	<u>56</u>	<u>68</u>	<u>68</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2020

8. Expenditure on charitable activities by fund type

	Unrestricted Funds £	Restricted Funds £	Total Funds 2020 £
Global Education	(17,641)	272,415	254,774
Support costs	30,349	2,791	33,140
	<u>12,708</u>	<u>275,206</u>	<u>287,914</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2019 £
Global Education	1,037	216,870	217,907
Support costs	–	31,835	31,835
	<u>1,037</u>	<u>248,705</u>	<u>249,742</u>

9. Analysis of support costs

	Analysis of support costs £	Total 2020 £	Total 2019 £
Staff costs	19,969	19,969	22,285
Governance costs	13,171	13,171	9,550
	<u>33,140</u>	<u>33,140</u>	<u>31,835</u>

10. Net income

Net income is stated after charging/(crediting):

	2020 £	2019 £
Depreciation of tangible fixed assets	2,337	1,105
Fees payable for the audit of the financial statements	<u>3,390</u>	<u>3,240</u>

11. Staff costs

The total staff costs and employee benefits for the reporting period are analysed as follows:

	2020 £	2019 £
Wages and salaries	151,832	114,492
Social security costs	11,768	11,046
Employer contributions to pension plans	7,652	5,634
	<u>171,252</u>	<u>131,172</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2020

11. Staff costs *(continued)*

The average head count of employees during the year was 5 (2019: 4). The average number of full-time equivalent employees during the year is analysed as follows:

	2020	2019
	No.	No.
Number of staff	<u>5</u>	<u>4</u>

No employee received employee benefits of more than £60,000 during the year (2019: Nil).

Key Management Personnel

Key management personnel include all persons that have authority and responsibility for planning, directing and controlling the activities of the charity. The total compensation paid to key management personnel for services provided to the charity was £79,879 (2019: £89,139). There were also third party payments paid to key management personnel in respect of consultancy advice throughout the year totalling £2,880.

12. Trustee remuneration and expenses

The charity Trustees were not paid or received any other benefits from employment with the Charity in the year (2019: £0). They were reimbursed travel expenses during the year totalling £0 (2019: £0).

13. Tangible fixed assets

	Fixtures and fittings £	Equipment £	Total £
Cost			
At 1 April 2019	10,497	23,191	33,688
Additions	<u>5,149</u>	<u>–</u>	<u>5,149</u>
At 31 March 2020	<u>15,646</u>	<u>23,191</u>	<u>38,837</u>
Depreciation			
At 1 April 2019	7,824	23,152	30,976
Charge for the year	<u>2,337</u>	<u>–</u>	<u>2,337</u>
At 31 March 2020	<u>10,161</u>	<u>23,152</u>	<u>33,313</u>
Carrying amount			
At 31 March 2020	<u>5,485</u>	<u>39</u>	<u>5,524</u>
At 31 March 2019	<u>2,673</u>	<u>39</u>	<u>2,712</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2020

14. Debtors

	2020 £	2019 £
Trade debtors	34,043	23,434
Prepayments and accrued income	408	641
	<u>34,451</u>	<u>24,075</u>

15. Creditors: amounts falling due within one year

	2020 £	2019 £
Trade creditors	1,046	49
Accruals and deferred income	17,065	6,830
Other creditors	3,958	4,858
	<u>22,069</u>	<u>11,737</u>

16. Pensions and other post retirement benefits

Defined contribution plans

The amount recognised in income or expenditure as an expense in relation to defined contribution plans was £7,652 (2019: £5,634).

17. Analysis of charitable funds

Unrestricted funds

	At 1 April 2019 £	Income £	Expenditure £	Transfers £	At 31 March 2020 £
General funds	<u>39,442</u>	<u>2,860</u>	<u>(12,708)</u>	<u>33,116</u>	<u>62,710</u>

	At 1 April 2018 £	Income £	Expenditure £	Transfers £	At 31 March 2019 £
General funds	<u>9,741</u>	<u>19,327</u>	<u>(1,037)</u>	<u>11,411</u>	<u>39,442</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2020

17. Analysis of charitable funds *(continued)*

Restricted funds

	At 1 April 2019 £	Income £	Expenditure £	Transfers £	At 31 March 2020 £
Irish Aid	–	48,949	(48,949)	–	–
NIPSA	–	23,000	(22,155)	(265)	580
Trocaire	–	2,475	(1,466)	–	1,009
Concern	–	8,432	–	–	8,432
CCGL 1	–	135,077	(135,077)	–	–
CCGL 2	–	100,410	(67,559)	(32,851)	–
	–	<u>318,343</u>	<u>(275,206)</u>	<u>(33,116)</u>	<u>10,021</u>

	At 1 April 2018 £	Income £	Expenditure £	Transfers £	At 31 March 2019 £
Irish Aid	–	47,854	(47,854)	–	–
NIPSA	–	12,000	(11,635)	(365)	–
Trocaire	–	–	–	–	–
Concern	–	–	–	–	–
CCGL 1	–	70,826	(70,826)	–	–
CCGL 2	–	44,355	(33,309)	(11,046)	–
DFID	–	85,081	(85,081)	–	–
	–	<u>260,116</u>	<u>(248,705)</u>	<u>(11,411)</u>	<u>–</u>

18. Analysis of net assets between funds

	Unrestricted Funds £	Restricted Funds £	Total Funds 2020 £
Tangible fixed assets	2,221	3,303	5,524
Current assets	79,255	10,021	89,276
Creditors less than 1 year	(22,069)	–	(22,069)
Net assets	<u>59,407</u>	<u>13,324</u>	<u>72,731</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2019 £
Tangible fixed assets	2,712	–	2,712
Current assets	38,215	10,252	48,467
Creditors less than 1 year	(1,485)	(10,252)	(11,737)
Net assets	<u>39,442</u>	<u>–</u>	<u>39,442</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2020

19. Corporation tax

The Company is a registered charity, and as such is entitled to tax exemptions on income and profits in furtherance of the charity's primary objectives.

20. Non adjusting events after the financial period

In the first part of 2020, the global economy has been significantly affected by the Covid-19 pandemic. Restrictions put in place by world leaders & Governments as a result of this virus have significantly impacted many organisations and their ability to carry out their operations. The impact of this virus is being felt worldwide, by both social and financial economies.

The impact of Covid-19 and the measures taken by the UK government are likely to have significant ongoing financial consequences, however, as there continues to be significant uncertainty regarding the pandemic and the best way to manage it, these consequences cannot be reliably predicted.

The duration of the restrictions imposed is currently unknown, as is the Government's exit plan regarding these restrictions. Therefore, there are significant uncertainties in considering the impact of the restrictions on the charity's operations. This situation is being closely monitored by the trustees.

In preparing these financial statements, the going concern basis has been used. The trustees consider this to be an appropriate basis, despite the uncertainties resulting from the Covid-19 pandemic, based on the information available to them at the signing date.

The charity is not in a position at this stage to predict the full severity of the consequences of the Covid-19 pandemic on its future financial performance. However, they are of the opinion there is no material impact on the financial statements for the year ending 31 March 2020.

Centre for Global Education

Company Limited by Guarantee

Management Information

Year ended 31 March 2020

The following pages do not form part of the financial statements.

Centre for Global Education

Company Limited by Guarantee

Detailed Statement of Financial Activities

Year ended 31 March 2020

	2020 £	2019 £
Income and endowments		
Donations and legacies		
Donations	515	438
	<u> </u>	<u> </u>
Charitable activities		
UK Aid- DFID	–	94,754
Irish Aid- Dept of Foreign Affairs	48,949	47,854
NIPSA	23,000	12,000
Trocaire	2,475	–
The British Council	235,933	115,181
Concern	8,432	–
CGE Earned Income	–	7,370
QUB Grant	–	1,750
Other income	1,843	28
	<u>320,632</u>	<u>278,937</u>
Investment income		
CGE main account bank interest	26	57
GLP bank account interest	30	11
	<u>56</u>	<u>68</u>
Total income	<u>321,203</u>	<u>279,443</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Detailed Statement of Financial Activities

Year ended 31 March 2020

	2020 £	2019 £
Expenditure on charitable activities		
Global Education		
<i>Activities undertaken directly</i>		
Wages/salaries	134,563	95,244
Employer's NIC	9,931	8,971
Pension costs	6,789	4,672
Rent	10,400	13,338
Light & heat	2,685	1,882
Repairs & maintenance	2,459	103
Insurance	896	1,125
Website	—	350
NIPSA Expenditure	22,155	11,635
Telephone	1,761	960
Other office costs	1,523	4,823
Depreciation	2,337	1,105
Non Salaried Appointments	—	2,800
Staff Appointments	—	32
Travel	5,733	2,955
Research Consultancy	—	3,364
Subscriptions	1,089	464
IT Costs	3,544	1,394
Recruitment and Advertising	986	1,778
Marketing	1,328	647
Printing and Publication Costs	2,099	85
Staff Training	3,019	355
Volunteer Expenses	—	300
Sundry	—	1,905
Teacher Training	41,477	57,100
Palestine Forum for Education	—	520
	<u>254,774</u>	<u>217,907</u>
<i>Support costs</i>		
Wages/salaries	17,269	19,248
Employer's NIC	1,837	2,075
Pension costs	863	962
	<u>19,969</u>	<u>22,285</u>
Governance costs		
Accountancy fees	9,600	6,108
Governance costs - audit fees	3,390	3,240
Other finance costs	181	202
	<u>13,171</u>	<u>9,550</u>
Expenditure on charitable activities	<u>287,914</u>	<u>249,742</u>
Net income	<u>33,289</u>	<u>29,701</u>

20



The Centre for Global Education (CGE) is a development non-governmental organisation that provides education services to increase awareness of international development issues. Its central remit is to promote education that challenges the underlying causes of poverty and inequality in the developing world and effect action toward social and economic justice.

The Centre equips individuals and organisations to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. It also provides learners with the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally.

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