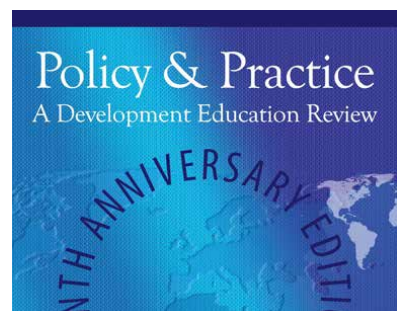




CENTRE FOR GLOBAL EDUCATION ANNUAL REPORT 2022



EDUCATING FOR A JUST AND SUSTAINABLE WORLD

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Centre for Global Education | September 2023



Centre for Global Education
9 University Street
Belfast
BT7 1FY
Tel: (028) 90241879

E-mail: info@centreforglobaleducation.com
Web Site: www.centreforglobaleducation.com
Facebook: <https://www.facebook.com/centreforglobaleducation>
Twitter: @CGEbelfast
Subscribe to our E-Bulletin: www.centreforglobaleducation.com/ebulletin

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 2022 Centre for Global Education (CGE) Annual Report with an overview of our key activities over the past year. Our work has been delivered through local and international partnerships which have enabled us to collaborate on a range of activities including research, webinars, workshops and reports focused on international development issues. As one of Ireland's oldest development non-governmental organizations in operation for thirty-six years, the Centre has accumulated rich experience of global education delivery in a range of education sectors including schools, youth and community, higher education and the trade union movement. These partnerships have enhanced our performance as an organization and enabled us to learn from the practice and expertise of colleagues.

Projects for Palestinian Refugees

In 2022, the Centre continued to deliver education projects for Palestinian refugees in the Gaza Strip and in Beirut, Lebanon. From 1 February to 31 July 2022, CGE delivered the first year's activities of a two-year project in the Palestinian refugee camp of Burj Barajneh in Beirut. The programme delivered education and psycho-social support activities to 100 Palestinian and Syrian refugee children, aged 6-13 years. The project was funded by the trade union NIPSA's Global Solidarity Fund and delivered formal sector learning and psychosocial support to children unable to attend school. The project was delivered in partnership with the Women's Program Association, a non-governmental organisation that works in eight Palestinian refugee camps in Lebanon. In May 2022, I visited the project to meet the project facilitators and children and the staff of the WPA. The quality of the work delivered by the children was outstanding including excellent arts and crafts, progress in literacy and numeracy and team building activities such as role play and theatre. Year two of the project started in March 2023. A full report on year one of the project is available [here](#).

From 1 January to 30 June 2022, the Centre delivered an education programme in the Gaza Strip to 400 children, aged 6-13 years. The project was funded by three local trade unions (Unite, Unison and USDAW) and delivered in partnership with the Canaan Institute of New Pedagogy, a Palestinian NGO based in Gaza city. The project activities were delivered in four different communities in Gaza that are subjected to extreme poverty and the constant threat of violence. This has a devastating impact on the mental health of children as well as their physical wellbeing. The aims of the project were to: strengthen the children's literacy and numeracy skills; deliver psycho-social support to help manage the impact of trauma and stress; provide a safe and structured play environment for children; and facilitate cultural and sporting activities. A report on the activities delivered through the project is available [here](#).

Research

Building upon the Centre's support of an education project in Burj Barajneh camp in Beirut, Lebanon since 2018, I carried out field visits in May, September and November 2022 to nine Palestinian refugee camps in Lebanon. The purpose of the visits was to assess the impact of Lebanon's economic crisis on the social and economic conditions experienced by Palestinians and other residents of the nine camps. The visits were facilitated by the staff of the United Nations Relief and Works Agency (UNRWA) and included a walking tour of the camps, meetings with teachers, principals and health clinicians, and Chief Area Officers with responsibility for delivery of all UN services in the governorates where the camps are located. CGE published a research report based on the field visits which is available [here](#).

The Centre also commissioned research on global education practice in Ireland in partnership with Financial Justice Ireland. The research was funded by the Community Foundation All-island Fund and aimed to investigate the extent to which the international development and development education sectors are engaging the public with neoliberalism as the root cause of poverty and inequality, locally and internationally. The research report 'found that little consideration seems to be given to systematic explorations of global economics or of root causes of poverty, inequality and injustice'. The report is available [here](#). CGE aims to carry out a follow-up research exercise to investigate why the international development and development education sectors are not engaging with neoliberalism as part of their advocacy, peer education and public engagement work.

Visit to Cuba

In April 2022, I made my first visit to Cuba in ten years and enjoyed a busy itinerary that included meetings in a polyclinic and a school and with Elizabeth Ribalta Rubiera, Northern European Officer for ICAP (*Instituto Cubano por Amistad con los Pueblos* or the Cuban Friendship Institute). ICAP has responsibility for liaison with solidarity movements, trade unions and civil society organisations across the world. I also met Merardo Pujol Ferrer from Cuba's Center for Genetic Engineering and Biotechnology to learn firsthand about Cuba's world-leading development of COVID-19 vaccines and their roll-out across the population. And, I was delighted to discuss the pedagogy of Paulo Freire with members of the *Asociación De Pedagogos de Cuba* (the Cuban Teachers Association) which warmly embraces Freire's radical approach to learning. Despite enduring sixty years of a United States' embargo and the economic impact of COVID-19, Cuba remains an inspiring example of human-centred development premised upon free access to healthcare and education. I wrote an article based on the visit which is available [here](#).

Introduction by the Director Stephen McCloskey

Policy and Practice

The Centre's flagship publication is the bi-annual, peer-reviewed, open access journal, *Policy and Practice: A Development Education Review*, which is in its eighteenth year of publication and remains one of the most influential voices in development education. The journal aims to build capacity in development education practice through quality writing on themes that strengthen the policy foundation of the sector, enhance research and push the educational boundaries of the sector into new areas and collaborations. The journal has consistently built its audience since it was first published in 2005 and, between January and December 2022, the *Policy and Practice* web site received 236,705 visits and 173,567 unique visits. More evidence of the journal's impact is available from a database of book and journal citations generated by articles published in *Policy and Practice*. By March 2023, a total of 4,225 citations - an increase of 551 on 2022 - based on *Policy and Practice* articles had appeared in 619 journals and 241 books. This illustrates the extent to which *Policy and Practice* is supporting development education research.

Policy environment for global education

The past year has been a difficult one for global education in the north of Ireland with the end of the Connecting Classrooms through Global Learning (CCGL) programme which was the only Westminster-funded project for global learning. CCGL was not extended or followed-up with a new programme which means that there is currently no British government funding for global learning in the formal sector in the north. From 2014-2021, the Centre for Global Education managed and delivered the Global Learning Programme and CCGL which provided high quality continuing professional development training to teachers that built great capacity for classroom practice in global education. We risk losing that capacity at a time when the need for global learning has never been greater with the climate emergency and inequality creating severe poverty, displacement and destruction of our natural environment. In February 2023, CGE with partners in global education from the north of Ireland met with Irish Aid and the Irish Development Education Association (IDEA) to discuss the worrying policy environment for global learning in the north and to advocate for more cross-border global education initiatives that can sustain capacity in our sector, particularly in schools. CGE will continue to push for a more joined-up approach to global education in the island of Ireland as there are rich potential benefits for all sectors of education in enhancing cross-border partnerships in global learning.

Partners in delivery

The Centre is grateful to our partners and networks in the global education sector and civil society for their support over the past

year. They include: Academic Network on Global Education and Learning (ANGEL); the Coalition of Aid and Development Agencies (CADA); Comhlámh; the Development Education Research Centre, University of London; Development Studies Association of Ireland (DSAI); the DICE Project; Dóchas: the Irish Association of Non-Governmental Development Organisations; Eirene; 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); Northern Ireland Public Service Alliance (NIPSA); People's Vaccine Alliance Ireland; Sinergias (Portuguese journal); Suas; Unison; Unite the Union; USDAW; and ZEP (German development education journal). We also thank the Canaan Institute of New Pedagogy, our partner in the Gaza Strip, and the Women's Program Association, our partner in Lebanon. Special thanks, too, to all of the learners and participants who supported our activities in 2022.

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 - Aurelia Bonn, Amanda Brobyn, Evie Heard, Lilly Perl and Emma Soye. Aurelia and Lilly both worked as Information Officer in the Centre in the period October 2022 - July 2023. They were full-time volunteers placed in the Centre by Eirene, a German international NGO and longstanding partner. Emma has been appointed as Assistant Editor working on our journal, *Policy and Practice*, and brings a wealth of research experience to the Centre. I want to thank the Centre's office bearers in 2022-23 for their support of the staff and commitment to the organisation: Lynda Sullivan (Chair), Michael Robinson (Vice-Chair), Cara McLoughlin (Secretary) and Nuala McAdams (Treasurer).

In 2022-23, CGE welcomed new members to our Management Board: Calum McGeown (Queen's University Belfast); Deborah McLaughlin (Friends of the Earth); Cara McLoughlin (Cultúrlann Ui Chanáin) and Chris O'Connell (Trócaire). Two of our members, Sarah Corrigan and Victor Coert, stepped down in the past year and we thank them for their contribution to the Board. Everyone connected with the Centre is grateful to all of the funders who supported our work in 2022-23: Community Foundation All-Island Fund; Irish National Teachers' Organisation; Irish Aid; NIPSA; Unison; Unite the Union; and USDAW.

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 accelerating climate breakdown, inequality and neoliberalism, we need global learning to understand and tackle the root causes of these problems. Global education enables 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.



1.2 What is Global Education?

The Centre endorses the United Nation's definition of global education as enabling 'people to participate in the development of their community, their nation and the world as a whole'. Global 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 global education content and practice to their needs. Global education is concerned with poverty and injustice at both local and global levels, and supports 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 participative, active learning methodology that underpins our work is based on the radical pedagogy of Paulo Freire, the Brazilian educator and philosopher. Freire's concept of praxis supports critical consciousness, reflection and action to enable learners to actively address the root causes of poverty and inequality. To learn more about Freire's life, work and approach to education click [here](#).

1.3 Centre for Global Education Strategic Plan 2023-26



The Centre for Global Education's new [Strategic Plan](#) contains working objectives for the period 1 January 2023 to 31 December 2026. The Strategic Plan is the Centre's guiding document and has four Focus Areas that inform our work:

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

The Centre 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 our 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.

1.4 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 2022-23, the Centre's main funders were:

- Community Foundation All-island Fund
- Irish National Teacher's Organisation
- Irish Aid
- NIPSA Global Solidarity Fund
- Unison
- Unite the Union
- USDAW

1.5 Structure of Organisation

The Centre's activities are planned and evaluated by a Management Board (see Appendix 1) comprising educators and

activists from across civil society, including: an environmental campaigner; retired trade unionist; third level educator; community worker; and development agency worker. The Centre's staff report to the Management Board and have responsibility for delivering activities, training, networking, fundraising and administration. The Centre's four office bearers to December 2021 were:

- | | |
|--------------------|-------------|
| • Lynda Sullivan | Chairperson |
| • Michael Robinson | Vice-chair |
| • Nuala McAdams | Treasurer |
| • Cara McLoughlin | Secretary |

1.6 Dóchas Guide to Ethical Communications

CGE adheres to the *Dóchas Guide to Ethical Communications* which is a resource for international humanitarian and development non-governmental organisations (NGOs) when designing and implementing their communications. The guide encourages international non-governmental organisations (INGOs):

"to diversify voices and perspectives in their communications. This involves putting critical reflection from local organisations, partners and communities in the global south and all development and humanitarian settings at the centre of the story, including consideration of how content is gathered".



1 Centre for Global Education

The Ethnical Guidelines are based upon:

- **Respect** which means appreciating the people and situations INGOs are working with and showing consideration for people's privacy and dignity. It means regarding people as active, valuable and capable agents of change in their own lives.
- **Equality** which is about respecting the rights of all people, applying the same standards to everyone, promoting an appreciation of diversity and committing to non-discrimination.
- **Solidarity** which is about using practices, images and messages that promote working together with, rather than on behalf of, communities.
- **Fairness and justice** which are about highlighting the causes of poverty and humanitarian crises, calling for actions to address them and implementing a rights-based approach to development.

The *Dóchas Guide to Ethical Communications* is available [here](#).

1.6 Dóchas Safeguarding Code

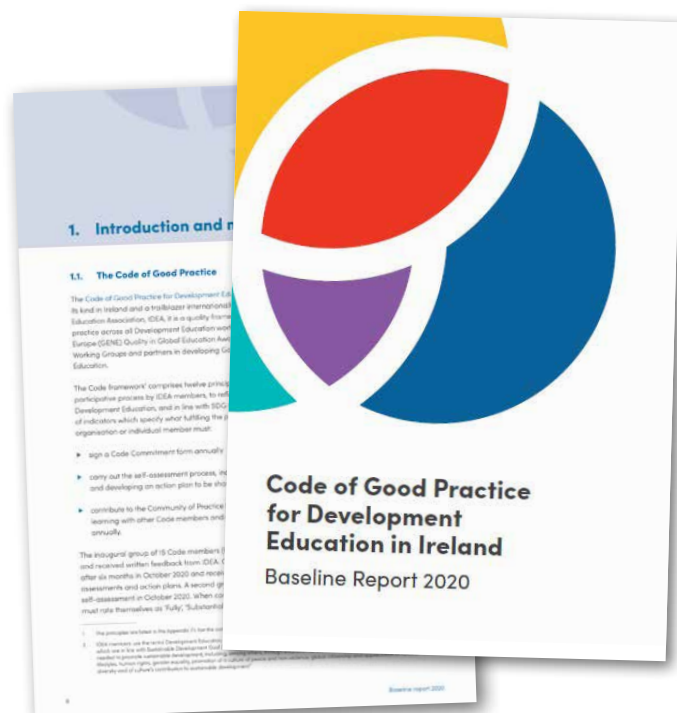
The leaders of Ireland's International development and humanitarian NGOs are committed to creating a world where justice, equality, solidarity and respect for human rights are the norm. This includes ensuring that those who work in and with our organisations, and communities and children with whom we 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](#).

1.7 IDEA Code of Good Practice for Development Education



Centre for Global Education is a signatory to the Irish Development Education Association's (IDEA) Code of Good Practice for Development Education in Ireland. The Code is the first of its kind in Ireland and a trailblazer internationally. Developed by IDEA members, it is a quality framework that articulates how to strengthen good practice in development

education. Code signatories complete a workbook in which they set out their activities against 12 key principles in development education. The Code is a useful tool for reflection and planning the Centre's work. For more information on the Code and a full list of signatories click [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. Library users 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.



Centre for Global Education's library

The range of resources available from the Centre for Global Education's library included the following:

- **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 development issues and 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 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 Wi-Fi:** library users can carry out research online through access to our free Wi-Fi service.



Resources on sale in the CGE library.

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 global education and international 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 electronic membership form [here](#).

The membership fees are:

- | | |
|-----------------------------------|---------|
| • Individual unwaged | £10.00 |
| • Individual waged | £25.00 |
| • Non-profit making organizations | £50.00 |
| • Profit making organizations | £100.00 |



2 Resource Base

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 1,802 'likes' on Facebook. To join our online community please click [here](#). The Centre is also available on Twitter (@CGEbelfast) and has 1,464 followers.

2.4 CGE Web Site

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 and international days;
- An online shop with a range of resources to buy;
- Access to global 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 2022, the Centre's web site received a total of **26,433** unique visitors and **38,043** total visits from countries across the world. The top ten locations of users by pages viewed were as follows:

Countries	Number of Pages viewed
United States	12,866
Great Britain	4,786
Russian Federation	1,926
India	1,460

France	1,365
China	936
Germany	771
Canada	690
Philippines	573
Netherlands	504

2.5 Centre for Global Education by Numbers

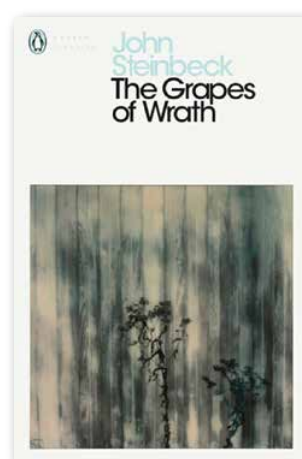
The number of subscribers to the Centre's social media accounts and e-bulletin and users of our web sites in 2022 are below:

CGE Facebook page "likes"	1,900
CCGL Facebook page "likes"	809
Policy and Practice Facebook page "likes"	449
CGE Twitter followers	1,464
CCGL Twitter followers	982
Policy and Practice Website visits	236,705
CGE E-Bulletin subscribers	976
CGE Website visits	38,043
Total	281,328

2.6 Centre for Global Education Blog

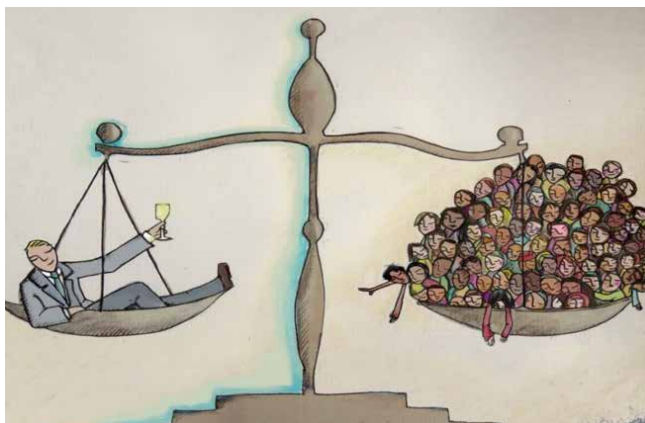
The Centre for Global Education has published a blog since 2012 that aims to spark debate on topical issues in the area of international development. The blogs posted in 2022-23 are as follows:

- [It's the Monster": Revisiting Steinbeck's The Grapes of Wrath](#)



2 Resource Base

- [The Impact of Lebanon's Economic Crisis on Palestinian Refugees](#)
- [Poverty is a Political Choice: Another World is Possible](#)
- [Why are NGOs Avoiding the Question of Neoliberalism](#)
- [A Powerful Account of Racism in America Exposes Stark Inequalities in the World's Wealthiest Economy](#)
- [15 Years of Israeli Blockade of Gaza has Created a Humanitarian Crisis](#)
- [The Foodbank is the Canary in the Coalmine of Neoliberalism](#)



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

2.7 EIRENE Volunteer



Aurelia Bonn, the Centre for Global Education's Information Officer in 2022-23.

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 2022-23 was Aurelia Bonn, who worked with us in the position of Information Officer. Aurelia was responsible for compiling our monthly e-bulletin, updating our web site and administering our membership scheme and library resources. She also supported publication of the Centre's journal *Policy and Practice* by updating mailing lists and helping to maintain the web site.

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 976 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 global 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 'Strengthening 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 eighteen years, 36 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 2022. Issue 34 of the journal was published in Spring 2022 on the theme 'Development Education and Health' and was Guest Edited by Pieternella Pieterse, from the School of Nursing, Psychotherapy and Community Health in Dublin City University. Pieternella is also chair of the Development Studies Association of Ireland. Reflecting in her editorial on the interweaving crises of the climate emergency and COVID-19 pandemic, she wrote that a holistic view of global health was needed and commended Issue 34 for bringing 'a timely focus on planetary health'. The contributions to this issue included: an analysis of integrating planetary health into the medical curriculum; a case study on a collaboration between a development education centre and the National Health Service in Scotland focused on global citizenship; and a call for vaccine equity in the global South. This was the first ever issue of *Policy and Practice* focused on health and provided a benchmark for further collaboration and research between development education and health education. Issue 34 is available at: https://www.developmenteducationreview.com/sites/default/files/Issue%2034%20PDF_0.pdf

Issue 35 of *Policy and Practice* was published in Autumn 2022 on the theme 'Development Education and the Economic Paradigm' and reflected on neoliberal economics as a driver of inequality, poverty and the climate emergency. This issue coincided with the publication of [research](#) by the Centre for Global Education on the extent to which the development education sector in Ireland is engaging the public with neoliberalism as the root cause of poverty and inequality. The author of the research report, Harm-Jan Fricke, contributed an [article](#) to Issue 35 based on his findings. Other contributions from Australia and Norway discussed the challenges of addressing neoliberalism within the constraints of formal and higher education systems that are themselves compromised by the overriding demands of the marketplace. In his editorial for Issue 35, *Policy and Practice* editor, Stephen McCloskey argued that the climate crisis and accelerating inequality demand an urgent engagement by the development education and international development sectors with their root cause; neoliberal economics. Issue 35 is available at: <https://www.developmenteducationreview.com/sites/default/files/Issue%2035%20Full%20Word%20Formatted%20Final.pdf>

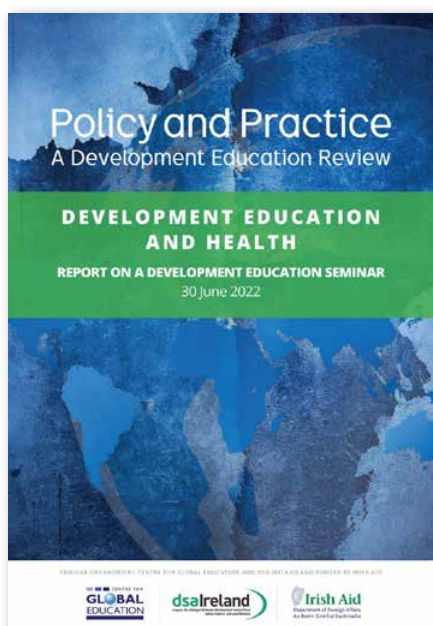
Policy and Practice continues to collaborate with three other development education journals: *Sinergias* in Portugal; the

3 Policy & Practice A Development Education Review

German-language ZEP; and the *International Journal on Development Education and Global Learning* in the UK. The editors of the four journals regularly meet online and at conferences organized by the Academic Network on Global Education and Learning (ANGEL) and Global Education Network Europe (GENE). The journals hope to organize a joint call for contributors on a shared theme in 2024.

3.1 Policy and Practice Seminars

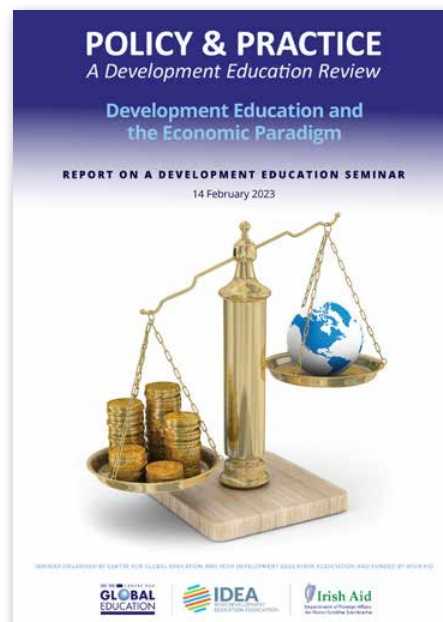
Centre for Global Education organizes online seminars to debate the content of each new issue of *Policy and Practice*. The seminars organized to share and discuss the content of issues 34 and 35 are described below.



Development Education and Health

On 30 June 2022, CGE organized an online seminar to debate the content of Issue 34 of *Policy and Practice* on the theme 'Development Education and Health'. The aim of the seminar was to enable contributing authors to Issue 34 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. The webinar was organized in partnership with the Development Studies Association of Ireland (DSAI) and was chaired by Pieterella Pieterse (Dublin City University's School of Nursing, Psychotherapy and Community Health and Chair of DSAI). A total of 20 participants joined the seminar, who were a mix of medical practitioners, development educators and tertiary educators. The authors who presented their papers

at the seminar were: Dr Sadhbh Lee (Doctor specialising in obstetrics and gynaecology, and Honorary clinical lecturer, Royal College of Surgeons Ireland); Charlotte Dwyer (Director, Scottish Development and Education Centre, Scotdec); and Dr Ciara Conlan (Medical doctor currently working in medical virology and co-founder of Access to Medicines Ireland). Dr Lee's paper focused on integrating planetary health into the medical curriculum; Charlotte Dwyer's paper was on a Bridge 47 project on global citizenship carried out with NHS Scotland; and Dr Conlan's paper called for COVID-19 vaccine equity in the global South. The seminar recording is available [here](#). A detailed report on the webinar including the Powerpoint presentations used by the speakers has been published [here](#).



Development Education and the Economic Paradigm

A second virtual seminar was organised to debate the content of Issue 35 of the journal on the theme of 'Development Education and the Economic Paradigm'. It was held on 14 February 2023 in partnership with Irish Development Educators Association and chaired by Celina de Felice, Associate Professor from the University of Catalonia in Barcelona. A total of 69 tickets were sold for the event and 22 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: Harm-Jan Fricke (Development Education Consultant); Anders Daniel Faksvåg Haugen (Doctorate candidate at the Western Norway University of Applied Sciences); and Irene Tollefsen (Doctorate candidate at the Western Norway University of Applied Science). The papers presented were: "Education for Development: The

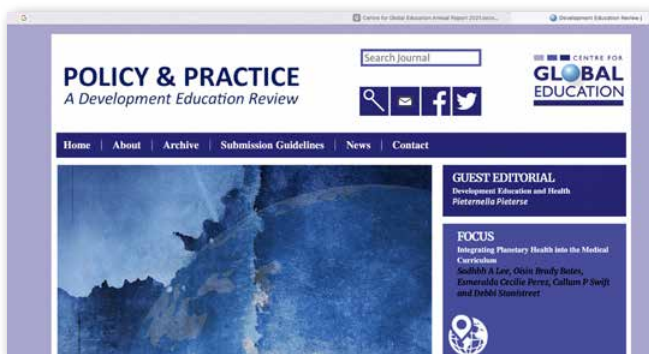
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Participants in the webinar: Development Education and the Economic Paradigm (14 February 2023)

Tanzanian Experience”; “Development’s Disappearance: A Metaphor Analysis of Sustainable Development in Norwegian Core Curriculum”; and “Addressing ‘Root Causes’? Development Agencies, Development Education and Global Economics”. A recording of the seminar is available [here](#) and a report on the seminar with the Powerpoint presentations of the three speakers is available [here](#).

3.2 Policy and Practice Web Site



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. 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 2022, found that the *Policy and Practice* web site received a total of 236,705 visits and 173,567 unique visits from 150 countries with the top ten locations of visitors by pages viewed as follows:

Countries	Number of Pages viewed
USA	149,769
Philippines	89,655
Great Britain	73,686
India	73,097
Canada	38,895
Ireland	26,276
South Africa	12,349
Malaysia	12,000
Germany	11,709
Norway	11,635

Source: AWStats

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3.3 International Readership



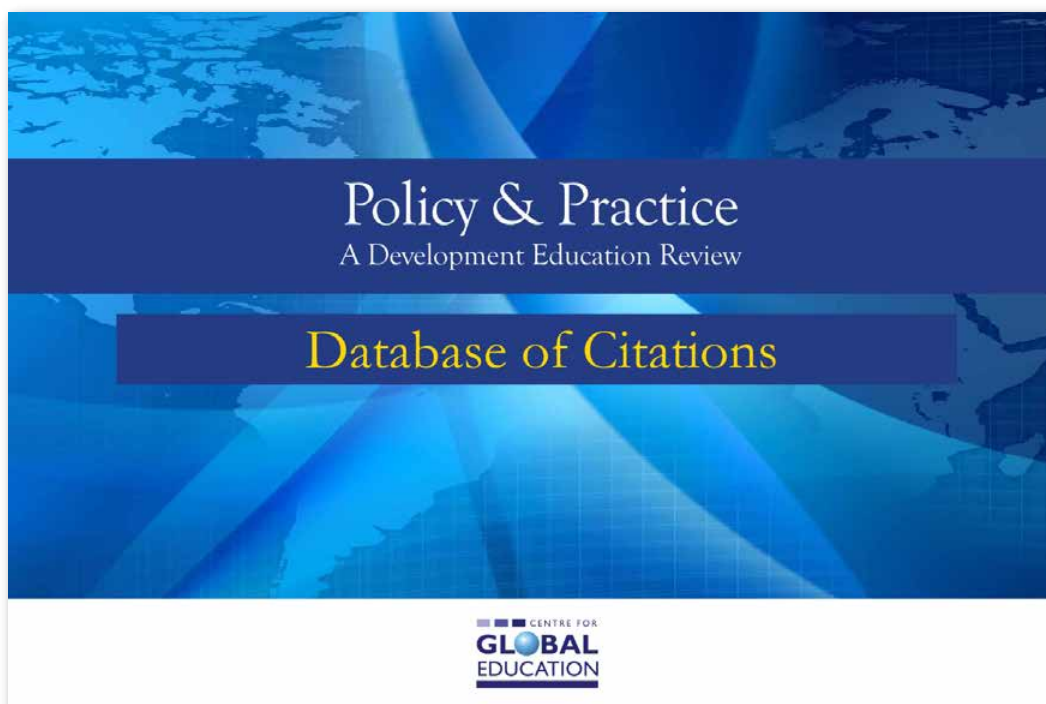
The most gratifying aspect of the journal's user statistics is the mix of countries from the global North and South. A key aim of the journal is to encourage dialogue between educators in the global North and South and *Policy and Practice* has received an increasing number of contributions from authors in the global South in recent issues. It is also 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 2025.

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 services 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.

3.4 Journal Citations

One of the qualitative methods used to evaluate the impact of the journal on research and practice involves monitoring the



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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 March 2023 and showed that a total of 4,225 citations had been generated by journal articles and books; 394 citations were created in *Policy and Practice* articles and 3,831 in other journals and books. This total represented an increase of 551 over the past year. The citations have appeared in 619 international journals and 341 books 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 415 theses, dissertations and academic papers which reflects the extent to which the journal is supporting new research in higher education. Citations were also found in 111 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](#).

3.5 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:

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

3.6 Assistant Editor



Emma Soye

CGE has appointed Emma Soye as Assistant Editor on *Policy and Practice* to May 2025. Emma previously worked for the International Journal of Migration, Health and Social Care and has conducted research on migration, education and wellbeing

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for a number of non-governmental organisations and research institutes. She has a PhD in Social Work and Social Care and an MA in Development Studies. Emma'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 and publications experience and knowledge to the role.

3.7 How to submit an article

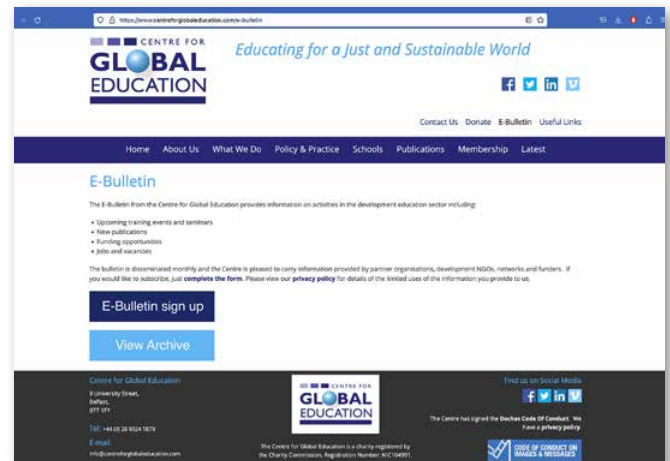
Details on how to submit an article to Policy and Practice are available on the web site at this link: <https://www.developmenteducationreview.com/submission-guidelines>.

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
Editor
Policy and Practice
Centre for Global Education
9 University Street
Belfast
BT7 1FY

Tel: (0044) 2890 241879
E-mail: stephen@centreforglobaleducation.com
Web: www.centreforglobaleducation.com
Facebook: www.facebook.com/centreforglobaleducation
Twitter: @CGEbelfast

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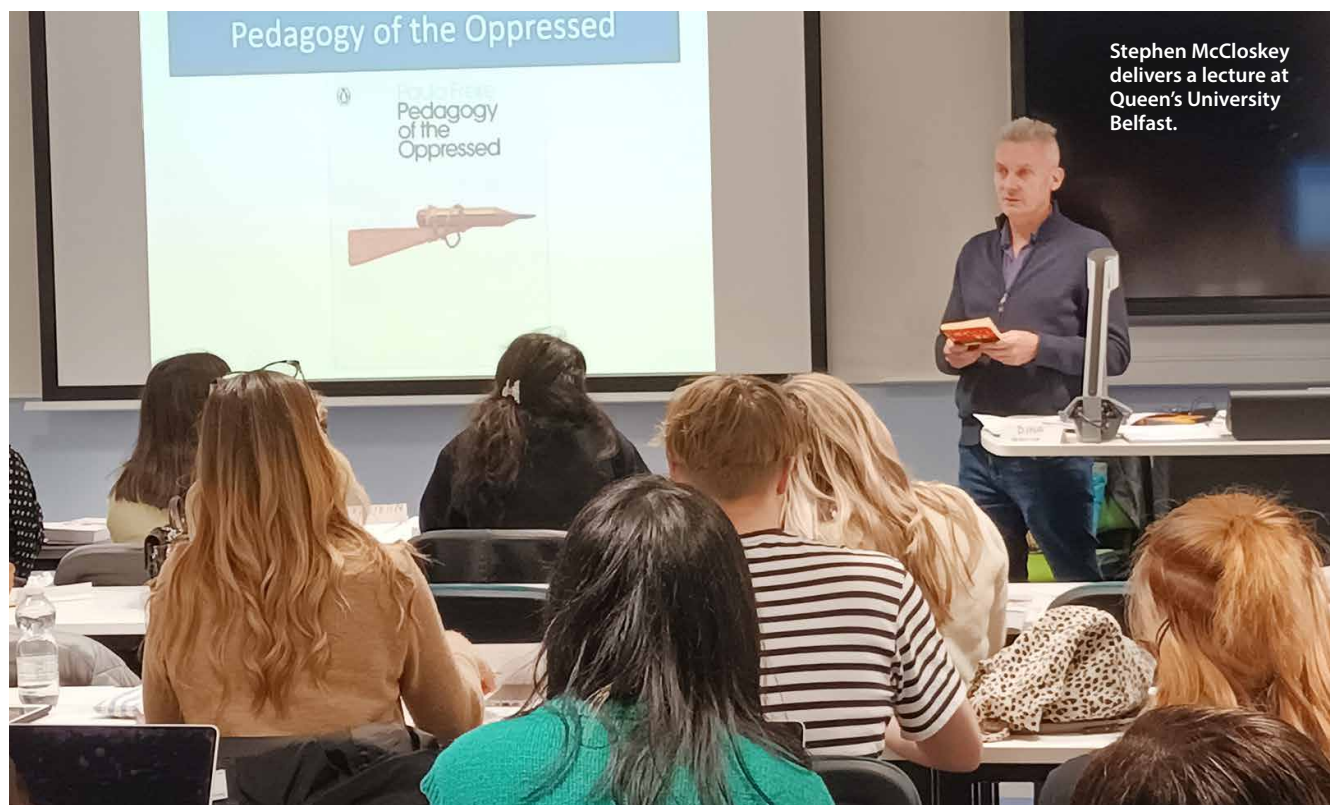


Policy and Practice is funded by:



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.

4 Events



Stephen McCloskey delivers a lecture at Queen's University Belfast.

4.1 Lecture in Queen's University Belfast

Centre for Global Education Director, Stephen McCloskey, delivered a lecture on 6 October 2022 to Masters Students in Education Studies at the School of Social Sciences, Education and Social Work at Queen's University. The title of the lecture was "Development Education, Neoliberalism and the Sustainable Development Goals". It was a really enjoyable co-investigation into the root causes of poverty and inequality with brilliant students. The lecture was organized by Dr Dina Belluigi, QUB School of Social Sciences, Education and Social Work.

4.2 Meeting with Omar Barghouti

On 12 August 2022, the Centre for Global Education was privileged to host an NGO briefing by Omar Barghouti, co-founder of the Boycott, Divestment, Sanctions (BDS) movement, a non-violent form of direct action for Palestinian freedom and human rights. Omar is the recipient of the 2017 Gandhi Peace Prize, a public intellectual and courageous activist. He spoke about how Irish civil society organisations can support the work of BDS which is a vibrant global movement made up of trade unions, academic associations, churches and grassroots movements across the world. It upholds the simple principle that Palestinians are entitled to the same rights as the rest of

humanity. Since its launch in 2005, BDS has had a major impact and is effectively challenging international support for Israeli apartheid and settler-colonialism.



Omar Barghouti (centre) at a briefing of NGOs in the Centre for Global Education on 12 August 2023.

4.3 Meeting with South Africa-based Scholars

In June 2022, the Centre for Global Education hosted a visit by 14 South Africa-based scholars from Rhodes University and the University of Fort Hare. The visit was part of a research study organised by Queen's University Belfast titled "Researching

4 Events



Socio-Educational Challenges: Reflections and Aspirations from those in the Eastern Cape and Northern Ireland". The visit to the Centre focused on the work and history of the organisation and the content of our journal, *Policy and Practice*. The visit was co-ordinated by Dr Dina Belluigi, QUB School of Social Sciences, Education and Social Work.

4.4 Visit to Cuba

In April 2022, CGE Director, Stephen McCloskey, made his first visit to Cuba in ten years and enjoyed a busy itinerary that included meetings in a polyclinic and a school and with Elizabeth Ribalta Rubiera, Northern European Officer for ICAP (*Instituto Cubano por Amistad con los Pueblos* or the Cuban Friendship Institute).

ICAP has responsibility for liaison with solidarity movements, trade unions and civil society organisations across the world. He also met Merardo Pujol Ferrer from Cuba's Center for Genetic Engineering and Biotechnology to learn firsthand about Cuba's world-leading development of COVID-19 vaccines and their roll-out across the population. And, he was delighted to discuss the pedagogy of Paulo Freire with members of the *Asociación De Pedagogos de Cuba* (the Cuban Teachers Association) which warmly embraces Freire's radical approach to learning. Despite enduring sixty years of a United States' embargo and the economic impact of COVID-19, Cuba remains an inspiring example of human-centred development premised upon free access to healthcare and education. Stephen McCloskey wrote an article based on his visit to Cuba which is available [here](#).



Stephen McCloskey (Centre for Global Education Director) meets members of the Cuban Teachers' Association (Asociación De Pedagogos de Cuba) on a visit to Cuba in April 2022.

5

Educating Palestinian Refugees in Gaza and Lebanon



5.1 Project Nour: Educating Palestinian and Syrian Refugees in Lebanon (2022)

From 1 February to 31 July 2022, CGE delivered the first year's activities of a two-year project in the Palestinian refugee camp of Burj Barajneh in Beirut. The programme delivered education and psycho-social support activities to 100 Palestinian and Syrian refugee children, aged 6-13 years. The project was funded by the trade union NIPSA's Global Solidarity Fund and delivered formal sector learning and psychosocial support to

children unable to attend school. The project was delivered in partnership with the Women's Program Association, a non-governmental organisation that works in eight Palestinian refugee camps in Lebanon.

5.1.1 Project Aim

The project's overriding aim was to provide educational and psychosocial support services to 100 Palestinian and Syrian refugee children aged 6-13 years unable to attend school and



Some of the 100 Palestinian and Syrian children who participated in the CGE / Women's Program Association project in Burj Barajneh refugee camp, Beirut, from February to July 2022. (May 2022).

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suffering from the acute effects of trauma caused by exposure to severe poverty in Burj Barajneh refugee camp. The project provided psychosocial care to help tackle mental health problems among the child participants including interactive group activities and one-to-one counselling. Every child received a meal every day for the duration of the project and were taken on four field trips outside the camp to an amusement park, a play, a picnic and camping trip. They also participated in cultural activities and memorial events to mark important dates in the Palestinian calendar such as Land Day. For parents of the young people, the project provided their children with a safe and structured play environment inside the camp which supported formal sector learning, psychosocial care, arts and crafts, and cultural activities.

The project was delivered in the Nour Center, Burj Barajneh refugee camp which was founded in 2013 to meet the educational needs of newly arrived Syrian children and Palestinian young people. The project participants were Palestinian and Syrian refugee children living in Burj Barajneh, of whom 50 were Palestinian Refugees Lebanon (PRL) and 50 were Syrian and Palestinian Refugees Syria (PRS). An estimated 50-60 per cent of Syrian children living in Lebanon are not attending school because they are not registered with UNRWA and unable to access UN services. Many Palestinian children drop out of school because their educational and economic opportunities are so limited in Lebanon and because they want to contribute

to the family income through work in the informal economy.

5.1.2 Project Objectives

Project Nour had the following objectives:

- To provide a safe location for children to learn within a community environment;
- To enhance the formal educational knowledge and skills of children not registered in full-time education in Lebanon;
- To provide psycho-social support to children suffering from trauma and stress;
- To provide opportunities for play in a fun environment outside the camp;
- To enable young people to develop life-long learning skills that will enhance their prospects for employment and engagement with full-time education.

5.1.3 Project delivery

The project was delivered over a period of six months (February to July 2022) to 100 children aged 6-13 years. The children were divided into four 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



Children participate in an English class as part of the CGE/WPA Project Nour in Burj Barajneh refugee camp. (March 2022).

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activities and psycho-social support. The children received training in key areas of the curriculum: English, Arabic, Mathematics and Life Skills. The main topics covered were as follows:

English	<ul style="list-style-type: none"> • Letters • Numbers • Days of the week • Months of the year • Sentence structure • Introducing oneself • Family tree • Parts of the body • Shapes • Vocabulary and Conversation • Food pyramid • Personal identity • Time and Clock • Countries and Continents • The four seasons
Arabic	<ul style="list-style-type: none"> • Letters • Personal identity • Senses • Letters and words • Days of the week • Months of the year • Long and Short Sounds • Learning about Nature • Professions • Syntax • Words and Syllables
Mathematics	<ul style="list-style-type: none"> • Numbers • Summation • Subtraction • Multiplication Tables (1,2,3,4) • Time
Life Skills	<ul style="list-style-type: none"> • Focusing • Team work • Communication • Imagination • Problem solving • Bullying Awareness • Child Labour Awareness • Removing Negative Energy • Puppet Theatre • Role Play

5 Educating Palestinian Refugees in Gaza and Lebanon

5.1.4 Project Outcomes

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 classes enabled the students to learn key formal sector skills in a community setting when they are unable to attend school. The training was facilitated by staff of the Women's Program Association.



A facilitator and children in class during Project Nour, Burj Barajneh refugee camp, Beirut, Lebanon (May 2022).

Arts and Crafts

All of the children had the opportunity to participate in classes focused on arts and 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 paper crafts often complemented the core curriculum subjects (Arabic, English and Numeracy) and resulted in colourful wall murals.



Children working on a wall display on nature in an Arts and Crafts class as part of Project Nour, Burj Barajneh refugee camp, Beirut. (March 2022).

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Educating Palestinian Refugees in Gaza and Lebanon

Day Trips

Project Nour provided four day trips over the duration of the project for the 100 children. They visited an amusement park, a play area,



Children enjoying a day trip to a nature reserve in the Beqaa Valley as part of Project Nour. (March 2022)

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. On 30 March 2022, the children participated in events commemorating Land Day, which is an important date in the Palestinian calendar remembering 30 March 1976 when six unarmed Arab citizens were killed as part of non-violent actions to prevent the expropriation of Palestinian land.



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Educating Palestinian Refugees in Gaza and Lebanon

Evaluation

In May 2022, 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; Mariam Sweidan, Project Co-ordinator; Diala Faraj (Arabic teacher); Sally Hajaj (English Teacher); Barra Kassem (Life-skills Teacher); and Yazi al-Ebady (Maths teacher). 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.



CGE Director, Stephen McCloskey, meeting the Women's Program Association team at an evaluation meeting in the Soufra Centre, Burj Barajneh Camp, Beirut. (May 2022).

Year two of the NIPSA-funded project is already underway and will deepen the already strong links between CGE and WPA.

5.2 Educating Palestinian Refugees in the Gaza Strip (2022)

From 1 January to 30 June 2022, CGE delivered an education programme in the Gaza Strip to 400 children, aged 6-13 years. The project was funded by three local trade unions (Unite, Unison and USDAW) and delivered in partnership with the Canaan Institute of New Pedagogy, a Palestinian NGO based in Gaza city. The project activities were delivered in four different communities in Gaza that are subjected to extreme poverty and the constant threat of violence. This has a devastating impact on the mental health of children as well as their physical



Arts and crafts session as part of the CGE / Canaan Institute project 2022.

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Educating Palestinian Refugees in Gaza and Lebanon

wellbeing. The project had four main aims. The first was to provide psycho-social support to 400 children aged 7-12 years suffering from the acute effects of trauma caused by four wars in the Gaza Strip since 2008 and the grinding poverty created by a fifteen-year Israeli siege. The second aim was to supplement the children's education by providing community-based learning focused on core areas of the school curriculum such as Literacy, Numeracy and Science. The third aim was to deliver workshops to the children's parents with a view to extending psychosocial care into the household. The fourth aim was to build the capacity and skills of staff in the four partner organisations in Gaza that hosted and delivered the training.

5.2.1 Project Objectives

- To provide psychosocial support to 400 children, aged 6 to 13, suffering acute effects of conflict-related trauma in the Gaza Strip;
- To extend formal education provision in a community setting to 400 children through activities focused on the key curriculum areas of Arabic, English, Science and Numeracy.
- To provide the parents of the children with the skills and confidence 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 and education.
- To deliver the project in partnership with four grassroots community centres in different geographical locations in the Gaza Strip;
- To provide training in facilitation skills 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.

5.2.2 Project Delivery

The project was delivered in partnership with four community organisations in Gaza:

- Jerusalem Association for the Development of Al-Mawasi - Khan Younis (southern Gaza);
- Heker Al Jame'e Youth Society – Deir El-Balah (central Gaza);
- Salateen Development Neighborhood Association - Beit Lahia (northern Gaza);
- and Bud Flower Association for Affection and Hope - Maghazi refugee camp (central Gaza).



Psychosocial support workshop as part of CGE / Cnaan Institute project, 2022.

5 Educating Palestinian Refugees in Gaza and Lebanon

Education and psychosocial support sessions were delivered to one hundred children in each community organization for the duration of the project. The children in each centre were divided into groups of 25 along age lines. Two groups of 25 attended classes on Saturday, Monday and Wednesday and the other two groups on Sunday, Tuesday and Thursday; Friday was a rest day. This meant that 100 children in each centre attended 12 workshops every month with six of the sessions focused on formal sector learning and six sessions on psycho-social support. Facilitators worked with each group over two periods each day from 9.00am to 11.00am in the morning and 12.00 - 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 and Health and Science. The project's play and cultural activities included games, role play, theatre, dance, cultural expression and art. The activities were implemented using active learning methodologies and the outcomes of the children's work included: wall designs, dramas and songs, puppet theatre, contemporary dance, stories, and art and embroidery. The facilitators used dynamic, interactive methodologies including drama, art, stories, poetry, rap and Dabka (traditional Palestinian song and dance). The activities focused on strengthening knowledge, skills and confidence in the areas of literacy, numeracy, talking and listening.



The formal sector work was delivered in liaison with teachers in local schools who advised on the key areas of the curriculum that needed to be addressed in the work with children. Teachers could advise on subject areas in which children were particularly weak and needed additional support. The activities were evaluated with the children through oral feedback and written questionnaires at the end of the programme. A total of 32 workshops were delivered to the parents of the children across the four communities on psycho-social care with a total of 200 women attending.

Project delivery by numbers is illustrated in the table below:

Activities	Number of Sessions and Participants
Number of child participants	400
Number of facilitators per centre	3
Number of family workshops	24
Number of parents who attended psychosocial support workshops	200
Number of formal education sessions with children	288
Number of psycho-social sessions with children	288
Number of follow-up sessions with children and facilitators	24

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Educating Palestinian Refugees in Gaza and Lebanon

5.2.3 Psychosocial Support

The project prioritised psychosocial activities that enabled the children to share the difficult and troubling feelings and emotions caused by the constant threat of conflict in Gaza and the daily grind of poverty. This is often exacerbated by a difficult domestic life where one or both parents may be out of work and struggling to make ends meet. This can cause a 'pressure cooker' environment that creates anxiety, stress and tension for children and can manifest itself in the children's behaviour which can range from aggression and fear to becoming withdrawn and silent.

The psychosocial activities supported by the programme included:

- Games and structured play activities;
- Free expression activities and a psychological 'dump' exercises;
- Drawings and art work;
- Popular cultural tradition activities;
- Puppet theatre.

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 24 psychosocial support sessions that were delivered to 200 parents. 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.



Parents attending a family workshop aimed at strengthening psychosocial support for children in the household (2022).

5 Educating Palestinian Refugees in Gaza and Lebanon

5.2.4 Celebration Days

The culmination of the project involved the organization of celebration days in each of the four community centres in May 2022 to mark the end of the project and celebrate the students' achievements over the previous four months. The Celebration Days were organised jointly by the facilitators and the children and family members were invited to attend. The days involved children performing song, dance, poetry, rap and role plays. They often performed songs and dance in traditional dress with the help of their facilitators. The Celebration Days also allowed family members to see the work carried out by the children in Art & Design, Mathematics, Health & Science, English and Arabic reflecting the high quality activities delivered by the facilitators.



Arts and crafts produced by children as part of the 2022 CGE / Canaan Institute project.

5.2.5 Project Outcomes

The main outcomes of the project activities were as follows:

- 400 children have developed skills in talking, listening and discussion, and are more confident in expressing themselves through a range of mediums including role play, art and theatre.
- Children have received support in managing stress and trauma as a result of the psychosocial activities delivered by the project.
- Children's relationships at school, at home and in the community have developed significantly and positively, as a result of psychosocial support.
- The project has resulted in a noticeable improvement in children's desire to understand and learn basic school subjects using active learning methods.
- The children's parents are now more confident and positive in extending psychosocial care at home as a result of the project's parental workshops.
- The twelve project facilitators have learned lifelong skills in using active learning methodologies and providing psychosocial support that will benefit themselves and their organisations.
- Parents expressed a high level of satisfaction with the learning and psycho-social outcomes of the programme which have had a positive impact on the children's emotional and educational wellbeing.
- The four community associations developed strong working partnerships through the participation of their staff that will endure beyond the project.

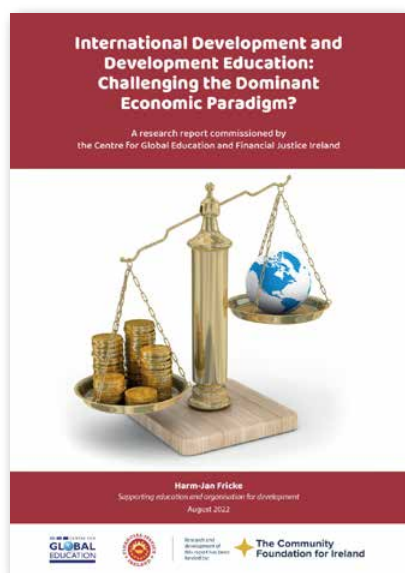
5.2.6 Next Steps

CGE is delighted to announce that we have received funding for our education and psychosocial support project in the Gaza Strip in 2023 from the Irish National Teachers' Organisation. The project started in June 2023 and will end in December 2023. For more information on our programmes for Palestinian refugees in Gaza and Lebanon please contact info@centreforglobaleducation.com.

6

Research

6.1 International Development and Development Education: Challenging the Dominant Economic Paradigm?



In 2022, CGE in partnership with Financial Justice Ireland (FJI) commissioned research that aimed to investigate the extent to which the development education (DE) and international development (ID) sectors in the island of Ireland are critically engaging with the dominant paradigm, i.e. neoliberalism, as the root cause of poverty, inequality and injustice. The research was funded by the Community Foundation All-Island Fund.

CGE and FJI contracted independent researcher and experienced development educator, Harm-Jan Fricke, to carry out the research. Harm-Jan's research methodology included: a literature review of nine leading Irish international non-governmental organisations (INGOs) to investigate the degree to which they include an analysis of neoliberalism within their advocacy and public engagement activities in the island of Ireland. The literature review also focused on the strategy documents of the sectors' dominant funder, Irish Aid, and the two main international development and development education networks in Ireland; Dóchas and the Irish Development Education Association (IDEA).

The research reviewed the web site content of the nine INGOs and included an online survey of practitioners in the ID and DE sectors. In unpacking the systemic nature of neoliberalism, the report used the Development Compass Rose to highlight the relationships between economics and social, natural-environmental and political affairs: drawing out how initiatives

in one area affect phenomena in other systemic areas. The Development Compass Rose is used in the report to summarise and categorise issues emphasised by sampled policy analyses and to illustrate core characteristics of the current economic system.

6.1.1 Research Findings

The literature review revealed that most public engagement work by leading Irish INGOs is focused on fundraising and advocacy / campaigning but 'education is typically absent'. The overall research finding was that 'little consideration seems to be given to systematic explorations of global economics or of root causes of poverty, inequality and injustice'. This is significant because the research was underpinned by two assumptions, namely that: for their work to have lasting impact, international development and development education efforts need to give attention to 'root causes' of poverty, inequality and injustice and involve the public in investigations of and responses to those causes; and that to do so requires attention to structural-systemic (economic) processes and ideologies. The research concluded that:

"neither the international development nor the development education sector give anywhere near adequate attention to explorations with the public of the economic causes of poverty, inequality and injustice and of responses, through education, to the global neoliberal system";

6.1.2 Research Dissemination

Dissemination of the research included the organization of two online consultation seminars in June 2022 - one for Irish practitioners and the other for colleagues in other European Union countries - at which the initial findings were shared and discussed. Participants suggested that amongst the reasons for the lack of attention to the issues highlighted by the research were:

- "a fear of loss of funding, given that discussion of the issues might be seen as controversial or going against established (government or other funder) policies;
- a lack of confidence in either knowledge or skills to introduce or facilitate discussion about the issues;
- a lack of political will amongst organisations to draw practical consequences from stated intentions regarding poverty, inequality and injustice, or regarding development education".

Research dissemination also included the publication of an article by Harm-Jan Fricke, based on the report findings, in CGE's development education journal, *Policy and Practice: A Development Education Review*, in Autumn 2022. The article is available [here](#). The research report was sent to the CEOs of Irish INGOs profiled in the literature review, Dóchas, the Irish Development Education Association (IDEA), and senior civil servants in Irish Aid. Copies were also sent to the international development spokespersons of the Irish political parties and leading academics in Irish universities who teach international development. The report is available [here](#).

6.2 The Impact of Lebanon's Economic Crisis on Palestinian Refugees

This research report was published by the Centre for Global Education in April 2023 and is based on field visits carried out by CGE Director, Stephen McCloskey, in May, September and November 2022 to nine Palestinian refugee camps in Lebanon. The camps visited were: Al-Jalil, Beddawi, Burj Barajneh, Ein el-Hilweh, El-Buss, Mar Elias, Mieh Mieh, Rashidieh and Shatila. The aim of the research was to assess the impact of Lebanon's economic crisis on the social and economic conditions experienced by Palestinians and other residents of the nine camps. The methodology used for the report was an informal consultation exercise based on meetings with, and briefings from, the staff of the United Nations Relief and Works Agency (UNRWA), school principals and teachers, UNRWA Chief Area Officers (CAOs) with over-arching responsibility for all services in the camp and surrounding locality, and the Camp and Community Services Officer (CCSO) who manages UNRWA services in the camp.



The entrance to Al-Jalil camp in Baalbek, Lebanon, one of nine visited as part of the CGE research report (September 2022).

The itinerary of a typical camp visit was as follows: meet initially with the CAO to discuss health, education and economic issues impacting Palestinian refugees in the camp specifically and the wider locality; meet the CCSO to receive an overview of the camp including the number of residents, the range of installations (primary and post-primary schools, health clinics, water treatment stations) and services (shelter rehabilitation, primary healthcare, relief and social services); take a walking tour of the camp with the CCSO to learn about population density, infrastructure and layout; visit a school, meet the principal and teachers, and take a tour of the school; and visit a health clinic and discuss the challenges presented by healthcare in a densely populated and high impoverished environment.

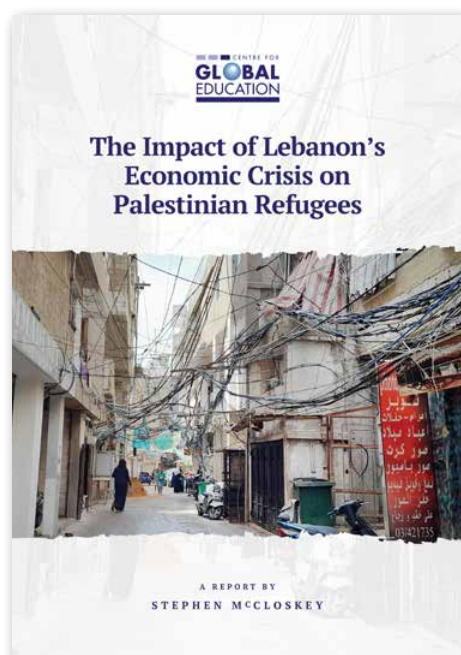


Burj Barajneh Refugee Camp in Beirut, Lebanon, one of twelve operated by UNRWA in Lebanon (May 2022).

6

Research

6.2.1 Context to the research



The context to the report was Lebanon's economic crisis sparked in 2019 by protests against planned austerity measures and deepened by a default on a loan repayment which has resulted in the Lebanese pound (LBP) losing 98 per cent of its value against the United States dollar. Lebanon's rapid economic decline, according to the World Bank, 'ranks among the worst economic crises globally since the mid-nineteenth century',

and has resulted in the state being re-categorised as a lower-middle income country, down from upper middle-income status in July 2022. This downgrading has been accelerated by the economic contraction caused by the COVID-19 pandemic and a catastrophic explosion in Beirut's harbour on 4 August 2020 that caused infrastructural damage estimated between \$10-15 billion.

For Palestinians, already on the margins of Lebanese society, the sharp economic contraction and currency depreciation, have hit particularly hard. By September 2022, 93 per cent of Palestinian refugees were reported as living below the poverty line with household budgets under severe strain and key public services such as transportation and medical care no longer affordable for many. An indication of the desperation caused by the crisis has been an increase in the number of Palestinians attempting to emigrate from Lebanon by boat. Thirteen Palestinians from the Nahr El-Bared camp in Tripoli, northern Lebanon, were among the 94 people who drowned when a boat sank off the coast of Syria on 22 September 2022.

The main issues addressed in the report are: Lebanon's economic crisis; the socio-economic status of Palestinian refugees in Lebanon; education; health; and the physical environment of the Palestinian camps. The report concludes with policy recommendations for the Irish government that could enhance the social, economic and political rights of Palestinians in Lebanon, particularly their right to seek employment and own property. The report is available [here](#).

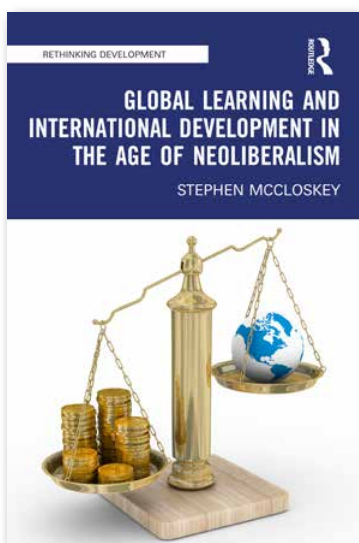


Densely populated and unsafe; the living environment in Burj Barajneh camp. 6 September 2021.

7 Publications

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

7.1 Global Learning and International Development in the Age of Neoliberalism



This 2022 publication by CGE Director, Stephen McCloskey, argues that the international development sector is in crisis which can be mostly sourced to its side-stepping the dominant development question of our age, the neoliberal growth paradigm. It argues that this crisis can be addressed, at least in part, by the sector's re-engagement with the radical development education process that it helped to foster and sustain for over two decades.

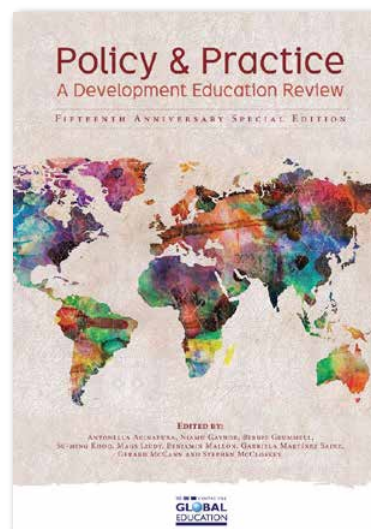
The recent safeguarding scandal is symptomatic of a sector that is becoming overly hierarchical, brand conscious and disconnected from its base. This book argues that many of the problems the sector is facing can be sourced to its failings in grappling with the question of neoliberalism and formulating a coherent critique of how market orthodoxy has accelerated poverty in the global North and South. The book recommends re-embracing the radical origins of global learning, situated in the participative methodology and praxis (reflection and action) of Paulo Freire, both as internal capacity-building and external public engagement. The book proposes a new development paradigm, focusing on bottom-up, participative approaches to policy-making based on the needs of those NGOs claim to represent – the poor, marginalised and voiceless – rather than constantly following the agenda of donors and governments. The recommendations made by this book will serve as an important resource for researchers and students of

international development and global learning, as well as to NGOs, civil society activists and education practitioners looking for solutions to the problems within the sector.

ISBN 9780367681593 | October 14, 2022 | Routledge | 200 Pages.

<https://www.routledge.com/Global-Learning-and-International-Development-in-the-Age-of-Neoliberalism/McCloskey/p/book/9780367681593>

7.2 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.

7 Publications

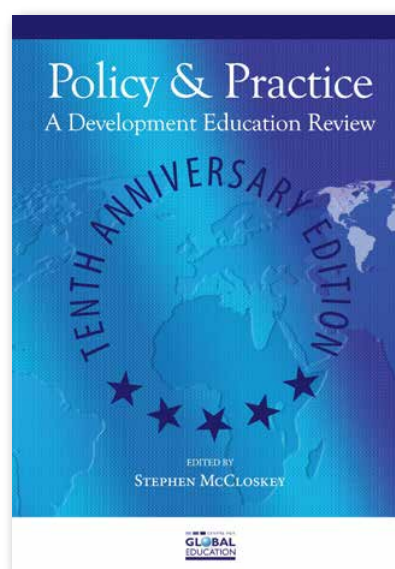
Policy and Practice debates and affirms the transformative capacity of education to create a more just and equal world and this is an essential collection for anyone interested in exploring the role of education as a means toward progressive social change. It contains 32 articles on a wide range of topics 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/>

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](#).

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



7.3 Let's Talk SDGs



This 2020 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 Caroline Murphy, is offered as a starting point for sectoral debate on the Goals and their prospects for success.

To commemorate the tenth anniversary of the journal, the Centre for Global Education 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 have never previously been 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.

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,

7 Publications

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".

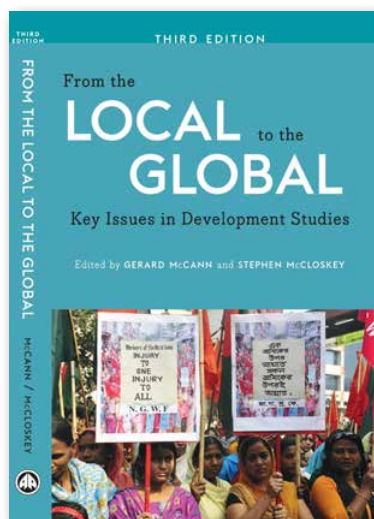
Lynette Shultz, Associate Dean, International & Director, Centre for Global Citizenship Education and Research, University of Alberta.

"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.

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. It is available to buy from: from <https://www.centreforglobaleducation.com/publications-buy>.

7.5 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.

"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."

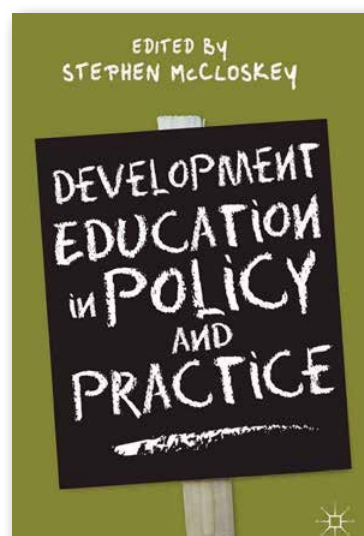
Marina Sitrin (author of *Everyday Revolutions*, 2012)

"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. Available to buy at: <https://www.centreforglobaleducation.com/publications-buy>

7.6 Development Education in Policy and Practice



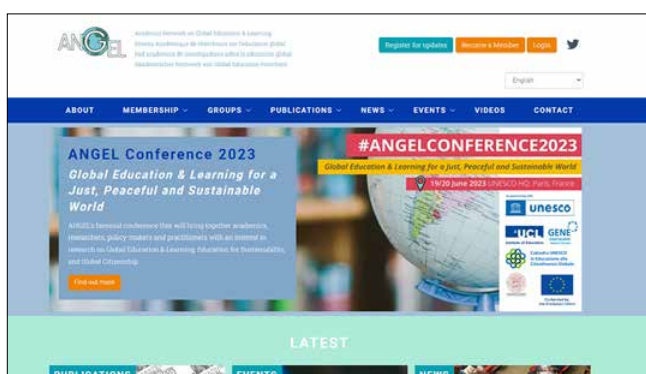
For more information visit: <http://www.palgrave.com/us/book/9781137324658> o

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 Academic Network on Global Education and Learning (ANGEL)



ANGEL aims at forging a European community of researchers and scholars in the field of GE, who, despite the existing important cooperation and personal links, do not benefit from a structural framework of support across Europe. ANGEL was formed in response to the need to establish and reinforce existing relationships among scholars and academic institutions working in global education and related areas. It also aims to form a pool of experts which can become a resource for policymakers in search of strong research grounding for policy development, and to establish a network among early stage researchers, Doctoral students and Post-Doctoral researchers, who are currently engaged in research in fields related to Global Education.

Web: <https://angel-network.net/>

8.2 Coalition of Aid and 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.

For further information on CADA visit:

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/>

8.3 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.

8 Networks and Campaigns

The vision of Dochas 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 Dochas 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.

For further information on Dóchas contact:

Anna Farrell
Office Manager
Dóchas
Olympic House
Pleasants Street
Dublin 8

Tel: (003531) 405 3801
E-mail: anna@dochas.ie
Web: www.dochas.ie

8.4 Financial Justice Ireland



Financial Justice Ireland 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:

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

9 Networks and Campaigns

8.5 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 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.

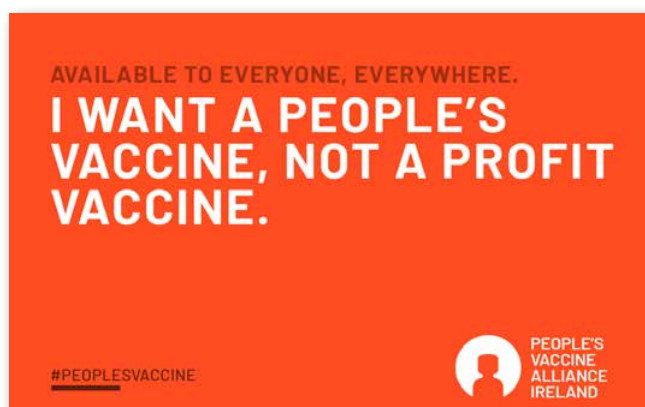
For further information on IDEA contact:

6 Gardiner Row
Dublin 1
Ireland

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

8.6 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)	Environmental Activist
Michael Robinson (Vice-Chair)	Retired trade unionist
Nuala McAdams (Treasurer)	Chartered Accountant
Cara McLoughlin (Secretary)	Cultúrlann Ui Chanáin
Deborah McLaughlin	Friends of the Earth
Dina Belluigi	School of Social Sciences, QUB
Calum McGeown	Doctorate Candidate, Queen's University Belfast
Chris O'Connell	Trócaire

Staff Team

Stephen McCloskey	Director
Emma Soye	Assistant Editor
Aurelia Bonn	Information Officer
Lily Perl	Information Officer
Evie Heard	Student Intern, Policy and Practice

Accountants

Finegan Gibson Accountants

Financial Services

Tony Clarke and Company

Graphic Design

S Design

Tel: 028 90962804 | www.facebook.com/sdesign.belfast

Appendix 2

Reports and Financial Statements (Year ended 31st March 2022)

Centre for Global Education
Company Limited by Guarantee
Financial Statements
31 March 2022

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 2022

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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 2022

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 2022.

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

C O'Connell	(Appointed 13 September 2022)
S Corrigan	(Appointed 14 December 2021)
C McLoughlin	(Appointed 24 May 2022)
L Sullivan	
D Belluigi	
N McAdams (Treasurer)	
S Mac Laimhin	(Resigned 14 December 2021)
M Sloan	(Resigned 14 December 2021)
S Hanley	(Resigned 14 December 2021)
M Robinson	
V Coert	(Appointed 15 December 2021)

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
PO Box 183
Donegall Square West
Belfast
BT1 6JS

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.

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2022

Structure, governance and management *(continued)*

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, they can be co-opted at an ordinary Management Board 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 for 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.

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.

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2022

Structure, governance and management *(continued)*

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.

Objectives and activities

The purposes of the charity are:

- To use education to challenge the root 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 2021-22 including student interns 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.

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2022

Achievements and performance

In 2021-22, the Centre for Global Education has:

- Successfully concluded delivery of our three-year (2018-2021) formal sector programme, Connecting Classrooms through Global Learning (CCGL), despite the challenges presented by the pandemic. The CCGL programme combined international school partnerships with Continuing Professional Development for teachers. The school partnerships were heavily impacted by the pandemic because international travel was severely curtailed. However, the CCGL team introduced virtual school partnerships which enabled local schools to maintain their partnerships with schools in the global South using Zoom and Microsoft Teams. The team also moved their teacher training programmes online and, as the pandemic slowly lifted, they offered schools blended learning which combined online and face-to-face delivery. By the conclusion of the programme, a total of 78 schools involved in 19 clusters had engaged in an international partnership together with five individual schools. 153 teachers from a total of 180 completed teacher training programmes in 2020-21 despite extended school closures and training largely restricted to online delivery. The CCGL programme was co-funded by the British Council and the Foreign, Commonwealth and Development Office (FCDO) until 31 December 2021. The CCGL team comprised: Caroline Murphy (Programme Manager) to October 2021; Orla Devine (Programme Manager) November to December 2021; Anna Grindle (Schools' Adviser); Rosie McCreanor (Schools' Adviser); and Clare McClure (Project Officer). The British Council has indicated that a new schools' initiative will not be introduced for at least twelve months because of uncertainties around funding. This is disappointing as it means no formal sector funding for development education work in the Centre in 2022.
- Published two issues of our peer reviewed, online, open access journal titled Policy and Practice: A Development Education Review which in 2021 had a global audience of 247,865 visitors and 219,834 unique visits. The journal is a unique learning tool which has been funded by Irish Aid since 2005 and in 2021 celebrated its 16th anniversary. The journal continues to be made available on a stand-alone web platform at www.developmenteducationreview.com. The Centre received confirmation in May 2022 that we will receive three years' funding for the journal for the period 1 June 2022 - 31 May 2025. The total size of the grant is €225,000 or €75,000 per annum.
- Received funding from four trade unions (Unison, Unite, CWU and USDAW) for a one-year project providing psycho-social support and education services to 400 children aged 7-12 years in the Gaza Strip, Palestine. The four unions have undertaken to discuss a three-year commitment to the programme when the current project ends in June 2022.
- In 2021, NIPSA funded a new two-year CGE programme which delivers education services and psycho-social support to 100 Palestinian and Syrian refugee children in the Palestinian refugee camp of Burj Barajneh in Beirut, Lebanon. The programme continues to 2023 and amounts to £23,000 over two years.
- Received a grant in 2021 from the Community Foundation All-island Fund to commission research as part of a project titled "Challenging the Dominant Economic Paradigm in Development Education". The project was completed in September 2022.
- Worked in partnership with development education networks in the north and south of Ireland, Britain, Europe and the global South including: the Irish Development Education Association (IDEA); Dochas, the Irish Association of Non-Governmental Development Organisations; the Coalition of Aid and Development Agencies (CADA); Development Education Research Centre (DERC); Global Education Network Europe (GENE); and Academic Network on Global Education and Learning (ANGEL).

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2022

Financial review

The Centre for Global Education successfully managed two strands of a schools' programme in Northern Ireland called Connecting Classrooms through Global Learning which spanned three years from 2018-2021. The total value of the two contracts was £600,000 and the programme ended 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 2020-22. We received funding of €57,908 for the period 1 June 2020 to 31 May 2021, and €60,580 for the period 1 June 2021 to 31 May 2022. Funding has been confirmed for an extension of Irish Aid support from 2022-25 of €225,000. The Centre received £11,500 as the first instalment of a two year grant (£23,000 in total) from NIPSA for an education and psychosocial support project in the Palestinian refugee camp of Burj Barajneh in Beirut, Lebanon to September 2023. The Centre received £9,500.00 from four trade unions (Unison, Unite the Union, CWU and USDAW) for a one-year project in the Gaza Strip, Palestine that will provide education services to 400 children aged 7-12. The Centre received a grant of €10,000.00 from the Community Foundation All-Island Fund for a one-year research programme jointly managed with Financial Justice Ireland. The Centre has completed delivery of a one-year project funded by the National Lottery Community Fund that piloted a new course on climate change with youth and community groups.

Reserves policy and going concern

The Centre for Global Education revised its Reserves Policy in March 2022 and agreed a target of £31,592.03. The policy is based on a scenario where the Director may be facing redundancy and the Centre seeks to secure his employment over three months as well as provide redundancy costs. This policy allows the Centre to keep the Director on the payroll during a possible transitional period to another programme or as the Centre seeks to secure funds from an alternative source. An analysis of the Reserves total is below.

Director's salary (full capacity three months)	10,893.12
Overheads (three months)	4,567.91
Redundancy Costs	16,131.00
Total:	£31,592.03

Current position

At 31/03/2022 The Centre for Global Education's unrestricted reserves sat at £53,370.00, from our audited accounts.

Plans for future periods

The Centre for Global Education is using a Scoping Study compiled by Blue Moss, to seek funding from non-traditional sources of funding to resource our strategic plan to December 2022 and beyond. We are seeking funds for a new formal sector programme to build on our work with schools since 2014. CGE is seeking to diversify its work in the community and voluntary sector by working with new partners in education.

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2022

Trustees' responsibilities statement

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

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 26th October 2022 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 2022

Opinion

We have audited the financial statements of Centre for Global Education (the 'charity') for the year ended 31 March 2022 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 2022 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

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

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 2022

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 2022

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.

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 2022

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.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

In identifying and assessing risks of material misstatement in respect of irregularities, including fraud and non-compliance with laws and regulations, we considered the following:

the nature of the industry and sector, control environment and business performance including the design of the remuneration policies, key drivers for directors' remuneration, bonus levels and performance targets; results of our enquiries of management about their own identification and assessment of the risks of irregularities; any matters we identified having obtained and reviewed documentation of their policies and procedures relating to: identifying, evaluating and complying with laws and regulations and whether management were aware of any instances of non-compliance; detecting and responding to the risks of fraud and whether management have knowledge of any actual, suspected or alleged fraud; the internal controls established to mitigate risks of fraud or non-compliance with laws and regulations. the matters discussed among the audit engagement team including significant component audit teams and relevant internal specialists, including tax and valuations specialists regarding how and where fraud might occur in the financial statements and any potential indicators of fraud.

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.

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 2022

- 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.

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

26th October 2022

Centre for Global Education

Company Limited by Guarantee

Statement of Financial Activities (including income and expenditure account)

Year ended 31 March 2022

		Unrestricted funds	2022 Restricted funds	Total funds	2021 Total funds
	Note	£	£	£	£
Income and endowments					
Charitable activities	5	1,061	213,982	215,043	249,066
Investment income	6	33	—	33	43
Total income		<u>1,094</u>	<u>213,982</u>	<u>215,076</u>	<u>249,109</u>
Expenditure					
Expenditure on charitable activities	7	13,016	203,230	216,246	234,852
Total expenditure		<u>13,016</u>	<u>203,230</u>	<u>216,246</u>	<u>234,852</u>
Net (expenditure)/income and net movement in funds		<u>(11,922)</u>	<u>10,752</u>	<u>(1,170)</u>	<u>14,257</u>
Reconciliation of funds					
Total funds brought forward		65,292	21,696	86,988	72,731
Total funds carried forward		<u>53,370</u>	<u>32,448</u>	<u>85,818</u>	<u>86,988</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 23 form part of these financial statements.

Centre for Global Education

Company Limited by Guarantee

Statement of Financial Position

31 March 2022

	Note	2022 £	2021 £
Fixed assets			
Tangible fixed assets	12	1,701	4,051
Current assets			
Debtors	13	745	41,067
Cash at bank and in hand		87,023	62,843
		<u>87,768</u>	<u>103,910</u>
Creditors: amounts falling due within one year	14	<u>3,651</u>	<u>20,973</u>
Net current assets		<u>84,117</u>	<u>82,937</u>
Total assets less current liabilities		<u>85,818</u>	<u>86,988</u>
Net assets		<u>85,818</u>	<u>86,988</u>
Funds of the charity			
Restricted funds		32,448	21,696
Unrestricted funds		<u>53,370</u>	<u>65,292</u>
Total charity funds	16	<u>85,818</u>	<u>86,988</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 26th October 2022 and are signed on behalf of the board by:



N McAdams (Treasurer)
Trustee

The notes on pages 14 to 23 form part of these financial statements.

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements

Year ended 31 March 2022

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 by 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 2022 CGE had a positive position of £85,818.

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 2023. 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 2022

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 2022

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:

Computer Equipment	-	25% straight line
Computer Equipment	-	33% straight line

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.

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2022

3. Accounting policies *(continued)*

Impairment of fixed assets *(continued)*

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.

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.

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2022

3. Accounting policies *(continued)*

Financial instruments *(continued)*

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. Charitable activities

	Unrestricted Funds £	Restricted Funds £	Total Funds 2022 £
Irish Aid- Dept of Foreign Affairs	–	52,171	52,171
NIPSA	–	10,040	10,040
The British Council	–	139,410	139,410
Size of wales	–	4,000	4,000
Community Foundation	–	8,361	8,361
CGE Earned Income	676	–	676
Big Lottery	–	–	–
Other income	385	–	385
	<u>1,061</u>	<u>213,982</u>	<u>215,043</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2022

5. Charitable activities *(continued)*

	Unrestricted Funds £	Restricted Funds £	Total Funds 2021 £
Irish Aid- Dept of Foreign Affairs	–	50,593	50,593
NIPSA	–	11,050	11,050
The British Council	–	177,093	177,093
Size of wales	–	–	–
Community Foundation	–	–	–
CGE Earned Income	134	–	134
Big Lottery	–	10,000	10,000
Other income	196	–	196
	<u>330</u>	<u>248,736</u>	<u>249,066</u>

6. Investment income

	Unrestricted Funds £	Total Funds 2022 £	Unrestricted Funds £	Total Funds 2021 £
CGE main account bank interest	<u>33</u>	<u>33</u>	<u>43</u>	<u>43</u>

7. Expenditure on charitable activities by fund type

	Unrestricted Funds £	Restricted Funds £	Total Funds 2022 £
Global Education	13,016	180,342	193,358
Support costs	–	22,888	22,888
	<u>13,016</u>	<u>203,230</u>	<u>216,246</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2021 £
Global Education	7,336	202,878	210,214
Support costs	–	24,638	24,638
	<u>7,336</u>	<u>227,516</u>	<u>234,852</u>

8. Analysis of support costs

	Analysis of support costs £	Total 2022 £	Total 2021 £
Staff costs	10,893	10,893	10,895
Governance costs	11,995	11,995	13,743
	<u>22,888</u>	<u>22,888</u>	<u>24,638</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2022

9. Net (expenditure)/income

Net (expenditure)/income is stated after charging/(crediting):

	2022	2021
	£	£
Depreciation of tangible fixed assets	2,350	2,228
Fees payable for the audit of the financial statements	<u>3,484</u>	<u>4,050</u>

10. Staff costs

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

	2022	2021
	£	£
Wages and salaries	110,430	134,604
Social security costs	6,360	8,716
Employer contributions to pension plans	<u>5,417</u>	<u>6,669</u>
	<u>122,207</u>	<u>149,989</u>

The average head count of employees during the year was 4 (2021: 5). The average number of full-time equivalent employees during the year is analysed as follows:

	2022	2021
	No.	No.
Number of staff	<u>4</u>	<u>5</u>

No employee received employee benefits of more than £60,000 during the year (2021: 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 £43,572 (2021: £43,581).

11. Trustee remuneration and expenses

The charity Trustees were not paid or received any other benefits from employment with the Charity in the year (2021: £0). They were reimbursed travel expenses during the year totalling £0 (2021: £0).

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2022

12. Tangible fixed assets

	Fixtures and fittings £	Equipment £	Total £
Cost			
At 1 April 2021 and 31 March 2022	<u>16,176</u>	<u>23,191</u>	<u>39,367</u>
Depreciation			
At 1 April 2021	12,240	23,076	35,316
Charge for the year	<u>2,350</u>	<u>—</u>	<u>2,350</u>
At 31 March 2022	<u>14,590</u>	<u>23,076</u>	<u>37,666</u>
Carrying amount			
At 31 March 2022	<u>1,586</u>	<u>115</u>	<u>1,701</u>
At 31 March 2021	<u>3,936</u>	<u>115</u>	<u>4,051</u>

13. Debtors

	2022 £	2021 £
Trade debtors	—	40,659
Prepayments and accrued income	<u>745</u>	<u>408</u>
	<u>745</u>	<u>41,067</u>

14. Creditors: amounts falling due within one year

	2022 £	2021 £
Trade creditors	—	99
Accruals and deferred income	3,400	16,410
Other creditors	<u>251</u>	<u>4,464</u>
	<u>3,651</u>	<u>20,973</u>

15. 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 £5,417 (2021: £6,669).

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2022

16. Analysis of charitable funds

Unrestricted funds

	At 1 April 2021 £	Income £	Expenditure £	Transfers £	At 31 March 2022 £
General funds	65,292	1,094	(13,016)	—	53,370

	At 1 April 2020 £	Income £	Expenditure £	Transfers £	At 31 March 2021 £
General funds	62,710	373	(7,336)	9,545	65,292

Restricted funds

	At 1 April 2021 £	Income £	Expenditure £	Transfers £	At 31 March 2022 £
Irish Aid	—	52,171	(49,355)	—	2,816
NIPSA	789	10,040	(10,829)	—	—
Big Lottery	10,000	—	—	—	10,000
Trocaire	2,475	—	—	—	2,475
Concern	8,432	—	—	—	8,432
CCGL 1	—	93,611	(90,490)	—	3,121
CCGL 2	—	45,799	(45,799)	—	—
Size of Wales	—	4,000	(4,000)	—	—
Community Foundation	—	8,361	(2,757)	—	5,604
	21,696	213,982	(203,230)	—	32,448

	At 1 April 2020 £	Income £	Expenditure £	Transfers £	At 31 March 2021 £
Irish Aid	—	50,593	(50,593)	—	—
NIPSA	580	11,050	(10,841)	—	789
Big Lottery	—	10,000	—	—	10,000
Trocaire	1,009	—	—	1,466	2,475
Concern	8,432	—	—	—	8,432
CCGL 1	—	119,447	(119,447)	—	—
CCGL 2	—	57,646	(46,635)	(11,011)	—
Size of Wales	—	—	—	—	—
Community Foundation	—	—	—	—	—
	10,021	248,736	(227,516)	(9,545)	21,696

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2022

17. Analysis of net assets between funds

	Unrestricted Funds £	Restricted Funds £	Total Funds 2022 £
Tangible fixed assets	1,701	–	1,701
Current assets	55,320	32,448	87,768
Creditors less than 1 year	(3,651)	–	(3,651)
Net assets	<u>53,370</u>	<u>32,448</u>	<u>85,818</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2021 £
Tangible fixed assets	4,051	–	4,051
Current assets	63,251	40,659	103,910
Creditors less than 1 year	(2,010)	(18,963)	(20,973)
Net assets	<u>65,292</u>	<u>21,696</u>	<u>86,988</u>

18. Corporation tax

The Charity's activities fall within the exemptions afforded by the provisions of the Income and Corporation Taxes Act 1988. Accordingly, there is no taxation charge in these accounts.



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.

Centre for Global Education

9 University Street
Belfast
BT7 1FY

Tel:	(0044) 2890 241 879
E-mail:	info@centreforglobaleducation.com
Web Site:	www.centreforglobaleducation.com
Facebook:	www.facebook.com/centreforglobaleducation
Twitter:	@CGEbelfast
E-Bulletin:	www.centreforglobaleducation.com/ebulletin