

CENTRE FOR GLOBAL EDUCATION

ANNUAL REPORT 2021



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Centre for Global Education | September 2022



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

Introduction by the Director Stephen McCloskey

Welcome to the 2021 Centre for Global Education (CGE) Annual Report with an overview of our key activities over the past year. It has been a year when education systems, locally and globally, have continued to wrestle with the effects of the COVID-19 pandemic. Local schools have found the effects of the pandemic challenging and re-opened on a gradual basis to ensure the safety of staff and students. This was the difficult environment in which CGE completed its three-year formal sector programme, Connecting Classrooms through Global Learning (CCGL). CGE managed two strands of CCGL which was co-funded by the British Council and the Foreign, Commonwealth and Development Office (FCDO). In the first, we were contracted as an Expert Lead Centre to recruit individual schools and clusters to engage in international school partnership projects. By the completion of the programme, 93 schools successfully applied for an international partnership; 5 schools were engaged in one-to-one partnerships and 88 were part of 21 school clusters. From March 2020 onward, international travel was made impossible by the pandemic so CGE offered schools the option of 'supported partnerships' which involved linking virtually using online technology. Six schools completed supported partnerships by the close of the programme in December 2021. In the final year of the project, case studies of good practice in international partnerships were compiled by CGE staff showcasing links between local schools and partners in Bangladesh, Jordan, Kenya and South Africa.

The second CCGL tender delivered Teacher Professional Learning (TPL) training packages on global issues to primary and post-primary teachers. By December 2021, 451 teachers across 48 local schools had taken up opportunities for training in curriculum areas including: STEM, Communication and Literacy, Promoting Mutual Understanding, Learning for Life and Work (LLW) and Geography. The training used a blended approach of on-line and face-to-face delivery according to the needs of schools. Case studies were also compiled of TPL practice in Millburn Primary School, Coleraine and St. Bernard's Primary School, Glengormley which remain part of the legacy of this well-received programme. Additional support to schools included an evaluation toolkit, a Global Learning Schools web site, newsletter and Padlet of resources. The British Council had hoped to introduce a follow-up initiative to build on the success of CCGL but nothing yet has been announced which leaves a significant gap in the delivery of global learning to schools in the north of Ireland.

Visit to Jordan

In November 2021, I visited four Palestinian refugee camps in Jordan to assess the impact of the pandemic on the formal education of children living in the camps both during the lockdown period when schools were closed from mid-March 2020

until the middle of August 2021, and since the resumption of face-to-face teaching in August 2021. In each of the camps, I visited a school and met the principal, teaching staff and students, and also took a tour of the camps to visit key installations such as shelters (houses), health clinics, and sanitation services. Teaching staff and students discussed the challenges presented by extended school closures during the pandemic such as the lack of electronic devices to support home schooling which meant that many students regressed in core areas of the curriculum. Moreover, student isolation during lockdowns exacerbated mental health problems in a period of increased economic precariousness for their families. Many Palestinians work in the informal economy which meant that the closure of businesses during lockdowns denied them their main form of income. While this was a short visit to four of the ten Palestinian camps in Jordan, it revealed how severely Palestinian refugees have been impacted by the pandemic on multiple levels as they live in densely populated camps with over-whelmed health, housing, sanitation and education services. The Centre published a report on the visit to Jordan focusing specifically on the impact of the pandemic on education services for Palestinian refugees and it is available [here](#).

Project for Palestinian Refugees in Beirut

From 1 January to 30 September 2021, CGE delivered the second year's activities of a two-year project in the Palestinian refugee camp of Burj Barajneh in Beirut, Lebanon. The programme delivered education and psycho-social support activities to 100 Palestinian and Syrian refugee children, aged 6-12 years. The project was funded by the trade union NIPSA's Developing World Fund and delivered formal sector learning and structured play activities to children unable to attend school. The project was delivered in partnership with the Women's Program Association, an NGO that works in eight Palestinian refugee camps in Lebanon. In addition to educational workshops, the programme also provided a hot meal daily to all 100 children throughout the project and recreational day trips outside the camp to provide relief from a very oppressive environment inside Burj Barajneh. In September 2021, I had the pleasure of visiting the project and seeing the outstanding arts and crafts and learning activities completed by the young people in Arabic, English and Mathematics, the core areas of the curriculum. I also met the project facilitators, managers and children enrolled on the programme to assess the activities and plan for a new project. In December 2021, CGE received confirmation of funding from NIPSA for a new two-year project that will extend the excellent work already carried out in Burj Barajneh to 2023.

In September 2021, the Centre secured funding from three local trade unions (Unite, Unison and USDAW) to deliver an education

Introduction by the Director Stephen McCloskey

programme in the Gaza Strip to 400 children, aged 6-12. The project will be delivered in partnership with the Canaan Institute of New Pedagogy, a Palestinian NGO based in Gaza city and located in four different communities in Gaza. The project aims are to: strength the children's literacy and numeracy skills; deliver psycho-social support to children suffering from conflict and poverty-related trauma in Gaza; provide a safe and structured play environment for children; and facilitate cultural and sporting activities. The project is being delivered to August 2022 and we hope that the same trade unions will continue their support of this initiative in 2023.

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 seventeenth 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 2021, the *Policy and Practice* web site received 247,865 visits and 219,835 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 June 2022, a total of 3,674 citations - an increase of 531 on May 2021 - based on *Policy and Practice* articles had appeared in 505 journals and 270 books. This illustrates the extent to which *Policy and Practice* is supporting development education research.

In 2021, two issues of the journal were published: [Issue 32](#) was published in Spring 2021 on the theme 'Development Education and Transnationalism' and [Issue 33](#) was published in Autumn 2021 on the theme 'Development Education and Social Justice'. The Centre also organized two online seminars to share and promote the content of Issues 32 and 33 by enabling authors that published in each issue to present their papers and debate them with colleagues. The online format of the seminars has increased their audience and enabled overseas authors to participate which would be difficult if they were held face-to-face. In May 2022, CGE received the welcome news that Irish Aid's funding for *Policy and Practice* has been extended to 2025 and future iterations of the project will include the compilation of podcasts which will feature interviews with leading voices in the development education sector.

Partners in delivery

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

year. They include: Academic Network on Global Education and Learning (ANGEL); the Coalition of Aid and Development Agencies (CADA); CWU; the Development Education Research Centre, University of London; Dóchas: the Irish Association of Non-Governmental Development Organisations; Financial Justice Ireland; Global Education Network Europe (GENE); the International Journal of Development Education and Global Learning (IJDEGL, London); the Irish Development Education Association (IDEA); Northern Ireland Public Service Alliance (NIPSA); People's Vaccine Alliance Ireland; Sinergias (Portugal), Unison; Unite the Union; USDAW; and ZEP (Germany). We also thank the Canaan Institute of New Pedagogy, our partner in the Gaza Strip, and the Women's Program Association, our partner in Beirut, Lebanon. CGE also thanks all of the learners and participants who supported our activities in 2021.

Acknowledgements

The work documented within this report reflects the efforts of a dedicated staff and Management Board and I sincerely thank them for their work. My colleagues in the Centre - Caroline Murphy, Orla Devine, Anna Grindle, Rosie McCreanor, Amanda Brobyn and Clare McClure - all carried out their work with great professionalism. CGE had a dedicated team of volunteers in 2021: Antonella Acinapura and Emily Mitchell-Bajic, both recently completed their doctorate research at Queen's University Belfast and have worked as student interns on *Policy and Practice*; Kiera Russell (QUB Leadership for Sustainability Programme) who completed a CGE placement in May - June 2021; and Lilly Perl (EIRENE) who worked as Information Officer in the Centre from October 2021 - July 2022. I thank them for their strong support of the Centre's work. I want to thank the Centre's office bearers in 2021-22 for their support of the staff and commitment to the organisation: Lynda Sullivan (Chair), Siobhan Hanley (Vice-Chair), Marie-Therese Brankin (Secretary) and Nuala McAdams (Treasurer).

In December 2021, the Centre's Secretary, Marie-Therese Brankin and Vice-Chair, Siobhan Hanley, stepped down from the Management Board after four years of service. We welcomed new members, Victor Coert, Principal of Kilkeel High School and Sarah Corrigan from Law Centre NI. Everyone connected with the Centre is grateful to all of the funders who supported our work in 2021: British Council, Community Foundation Awards for All, Foreign, Commonwealth and Development Office (FCDO), Irish Aid, National Lottery Awards for all, 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 accelerated globalisation our society is becoming increasingly interconnected with the wider world. Development education equips individuals and organisations to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. It also provides learners with the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally.

The Centre endorses the United Nation's definition of development education which states that 'the objective of Development Education is to enable people to participate in the development of their community, their nation and the world as a whole'. Development education practice is based on active learning methodologies that support analysis, reflection, debate and an action outcome. The Centre for Global Education provides training and resources to local target groups that tailor development education content and practice to their needs. Development 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 development education 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.

1.2 Centre for Global Education Strategic Plan 2020-2022

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

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

The Centre's Strategic Plan has the following Vision Statement

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



1 Centre for Global Education

The Centre for Global Education Mission Statement is:

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

The Centre's Values are as follows:

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

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

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

1.3 Funding

The Centre receives grants from statutory and non-government development organizations to deliver projects and to support the general running costs of the Centre. In 2021, the Centre's main funders were:

- British Council
- Community Foundation All-island Fund
- Foreign, Commonwealth and Development Office
- Irish Aid
- National Lottery Awards for All
- NIPSA Global Solidarity Fund
- Unison
- Unite the Union

1.4 Structure of Organisation

The Centre's activities are planned and evaluated by a Management Board (see Appendix 1) comprising educators from the statutory and non-statutory education sectors, including: an environmental campaigner; teacher; trade unionist; third level educator; fundraiser; and development agency manager. The Centre's staff report to the Management Board and have responsibility for delivering activities, training, networking, fundraising and administration. The Centre's four office bearers to December 2021 were:

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

1.5 Dóchas Code of Conduct on Images and Messages



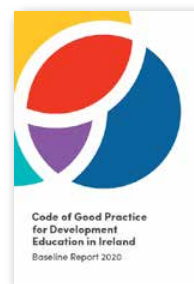
CGE is a signatory of the Dóchas Code of Conduct on Images and Messages. By signing the Code, CGE has committed itself to a set of principles, ensuring that we will avoid stereotypical or sensational images and that we will choose images and messages that represent the full complexity of the situations in which we work. In line with the Code, we ask that members of the public provide us

with feedback about our communications (website, brochures, flyers, adverts etc.). Your comments are greatly appreciated because only you can tell us how we come across and how you feel about the people and issues we portray. To find out more about the Code and how to comply please click [here](#).

1.6 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. Alternatively, materials can be ordered from the Centre through our web site (www.centreforglobaleducation.com). The Centre's members are drawn from a range of educational backgrounds including teachers, student teachers, university lecturers, black and minority ethnic groups, schools, trade unions, voluntary organizations, human rights groups, youth groups and children's rights organizations. Library members and users of the Centre's resource base can access a wide range of services, including:

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



Centre for Global Education's library



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

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

2 Resource Base



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

2.2 Membership of CGE

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

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



- Regularly organised [events](#) on development issues – conferences, seminars, workshops and trainings.

Anyone with an interest in development issues and finding out more about the

stories behind the headlines will find the Centre an invaluable resource. To become a member, simply complete our electronic membership form [here](#). The membership fees are:

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

2.3 CGE on Social Media

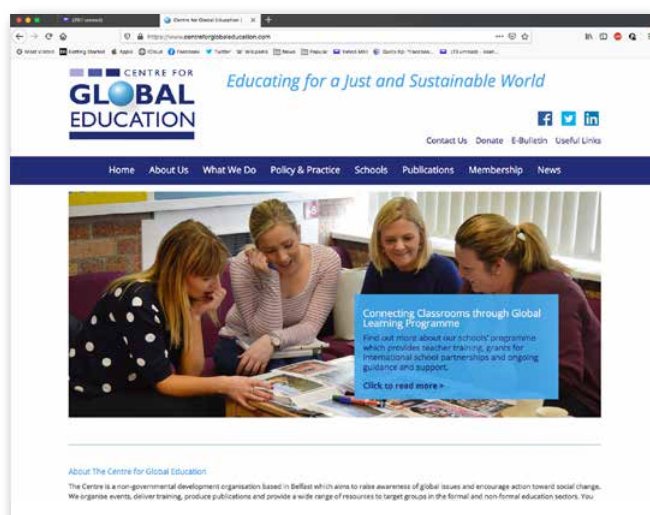
The Centre has a comprehensive social media service that is updated daily. 'Like' the Centre on Facebook and you will receive regular updates on jobs, events, publications, and news on development issues. The Centre currently has 1,802 'likes' on Facebook. To join our online community please click [here](#). The Centre is also available on Twitter (@CGEbelfast) and has 1,331 followers.

2 Resource Base

2.4 CGE Website

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

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



The web site is available at www.centreforglobaleducation.com

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

Countries	Number of Pages viewed
United States	27,959
Great Britain	10,862
Sweden	8,429
Russian Federation	5,877
India	5,635
France	3,489
Philippines	2,135
Ireland	2,123
Canada	1,968
Germany	1,910

2.5 Centre for Global Education by Numbers

The number of subscribers to the Centre's social media accounts, e-bulletin and web sites in 2021 are below:

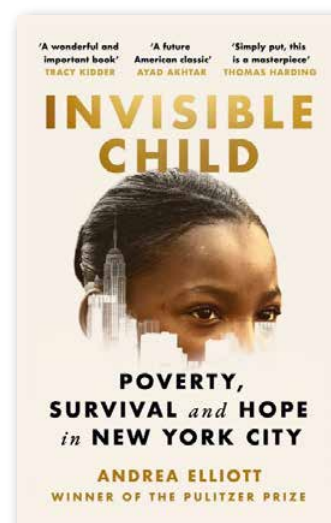
CGE Facebook page "likes"	1,798
CCGL Facebook page "likes"	758
Policy and Practice Facebook page "likes"	400
CGE Twitter followers	1,335
CCGL Twitter followers	988
Global Learning Schools website visits	8,099
Global Learning Schools newsletter subscribers	1,273
Policy and Practice Website visits	247,865
CGE E-Bulletin subscribers	821
CGE Website visits	39,441
Total	302,778

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 2021-22 are as follows:

- [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 Inequality Variant: How the Pandemic has Accelerated Global Poverty](#)
- [The Foodbank is the Canary in the Coalmine of Neoliberalism](#)
- [Policy and Practice: A Development Education Review Celebrates its Fifteenth Anniversary with a Special Collection](#)



2 Resource Base

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



Lilly Perl, the Centre for Global Education's Information Officer in 2021-22.

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 2021-22 was Lilly Perl, who worked with us in the position of Information Officer. Lilly was responsible for compiling our monthly e-bulletin and schools' newsletter, updating our web site and administering our membership scheme and library resources. She also provided IT support to colleagues in the CCGL programme.

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

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

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

2.8 E-Bulletin

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



3

Policy & Practice A Development Education Review

3. Policy and Practice: A Development Education Review



Since 2005, the Centre for Global Education has been in receipt of funding from Irish Aid for a project titled '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 seventeen years, 34 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 2021. **Issue 32** of the journal was published in Spring 2021 on the theme 'Development Education and Transnationalism' and was Guest Edited by La Salette Coelho, a researcher in Development Education and Global Citizenship Education at the Centre of African Studies in the University of Porto. Reflecting in her editorial on the interweaving crises that impacted the world in 2021 including the COVID-19 pandemic, racism and the migrant crisis in the Mediterranean, she wrote 'the world has never before been so interconnected and so interdependent'. The complex tapestry of issues explored through the concept of transnationalism included: contemporary slavery; migration in a changing European Union; collective memory work in development education; and public engagement strategies used by non-governmental organisations in the development sector. The thirteen contributions to Issue 32 also included articles on media representations of Africa, the climate emergency, and the implications of the Biden presidency for the Middle-East. Issue 32 is available at: https://www.developmenteducationreview.com/sites/default/files/Issue%2032%20_0.pdf

Issue 33 of *Policy and Practice* was published in Autumn 2021 on the theme 'Development Education and Social Justice' and was Guest Edited by Michelle Murphy, Research and Policy Analyst with Social Justice Ireland who reflected on the impact of the climate emergency on human development in the lead up to the COP-26 conference held in Glasgow from 31 October – 12 November 2021. The fourteen articles published in Issue 33 included contributions from Japan and South Africa, and from authors in the Black and Minority Ethnic community in Ireland. The journal has made increased efforts to secure more contributions from the global South and Issue 33 reflected an increased awareness of the journal in countries and regions beyond Europe. Issue 33 is available at: <https://www.developmenteducationreview.com/sites/default/files/Full%20Issue%2033%20PDF.pdf>

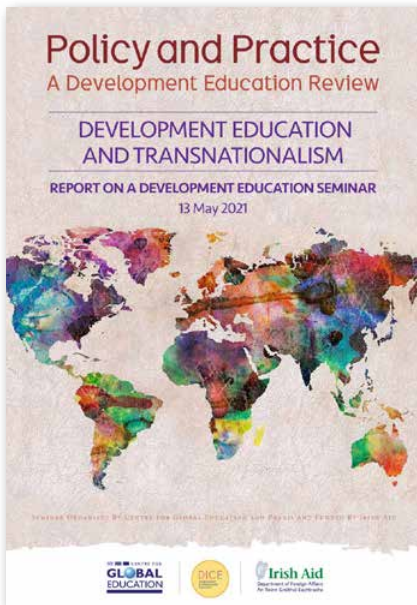
Policy and Practice continues to collaborate with three other development education journals: *Sinergias* in Portugal; the German-language *ZEP*; and the *International Journal on Development Education and Global Learning* in the UK. In April 2021, *Policy and Practice* joined the editors of these journals in an online conversation facilitated by Liam Wegimont, the Executive Director of Global Education Network Europe (GENE), on the current policy environment for development education. The journals hope to continue this collaboration going forward in partnership with GENE.

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 32 and 33 are described as follows:

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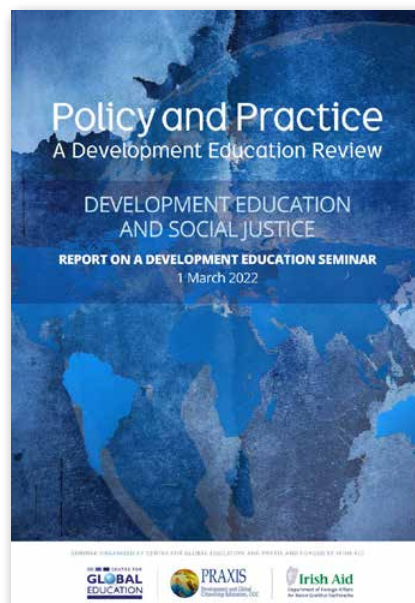
Policy & Practice A Development Education Review



Development Education and Transnationalism

On 13 May 2021, CGE organized an online seminar to debate the content of Issue 32 of *Policy and Practice* on the theme 'Development Education and Transnationalism'. The aim of the seminar was to enable contributing authors to Issue 32 to debate the content of their articles with development education practitioners. The methodology involved authors presenting a summary of their papers followed by discussion with participants. This seminar was organized in partnership with the DICE (Development and Intercultural Education) project and a mix of 30 higher education and development education practitioners participated. The seminar was chaired by Helen Concannon, the DICE Project Co-ordinator, and four papers published in Issue 32 were presented for discussion. The speakers were: Romina De Angelis (Institute of Education, University College London); Benjamin Mallon (Institute of Education, Dublin City University); Son Gyoh (Specialist in Development and Global Citizenship Education); Nita Mishra (Chair, Development Studies Association

Ireland and lecturer in International Development); and Chris O'Connell (Postdoctoral CAROLINE Fellow at the School of Law and Government at Dublin City University). The seminar was held online and recorded for sharing on social media. The recording is available [here](#). A detailed report on the seminar including the Powerpoint presentations used by the speakers has been published [here](#).

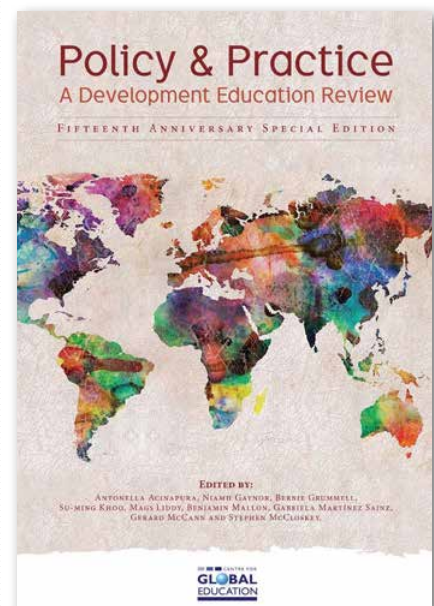


Development Education and Social Justice

A second virtual seminar was organised to debate the content of Issue 33 of the journal on the theme of 'Development Education and Social Justice'. It was held on 1 March 2022 in partnership with the Praxis (University College Cork Development and Global Citizenship Education) project and chaired by Gertrude Cotter, Lecturer in the Centre for Global Development, University College Cork and Academic Coordinator of Praxis. A total of 53 tickets were sold for the event and 43 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: Shawna M. Carroll (Senior Assistant Professor, Graduate

School of Education, Okayama University, Japan); Eilish Dillon (Head of Department, Maynooth University Department of International Development, Ireland); and Joyce Raanhuis (Doctoral student, Centre for International Teacher Education, Cape Peninsula University of Technology, South Africa). Two of the papers focused on formal education – pre-service and in-service training – and the third addressed the 'decolonisation of development communications and education'. 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 Special Fifteenth Anniversary Edition of *Policy and Practice*



In March 2021, CGE published a special commemorative, fifteenth anniversary edition of *Policy and Practice* to mark this important milestone and to celebrate the best writing published in the journal between 2015 and 2020. The book was edited by eight members of the *Policy and Practice* Editorial Board (Antonella Acinapura, Niamh Gaynor, Bernie Grummell, Su-ming Khoo, Mags Liddy, Benjamin Mallon, Gabriela Martinez Sainte, Gerard McCann and Stephen McCloskey).

3 Policy & Practice A Development Education Review

Benjamin Mallon, Gabriela Martínez Sainz, Gerard McCann and Stephen McCloskey) who each agreed to select three articles linked by a specific theme, previously published on the journal web site, and write a 3,000-word introduction to their section. This ensured that the collection carried new writing as well as previously published pieces. The special edition contains 32 articles on a wide range of topics including: climate change, migration, gender, Latin America and human rights. The contributors include leading voices in the sector including: Vanessa Andreotti, Douglas Bourn, Su-ming Khoo, Sarah Stein, Alejandra Boni and David Selby. In a Foreword to the Special Edition, Colm Brophy TD, Minister of State for Overseas Development Aid and Diaspora, Department of Foreign Affairs said:

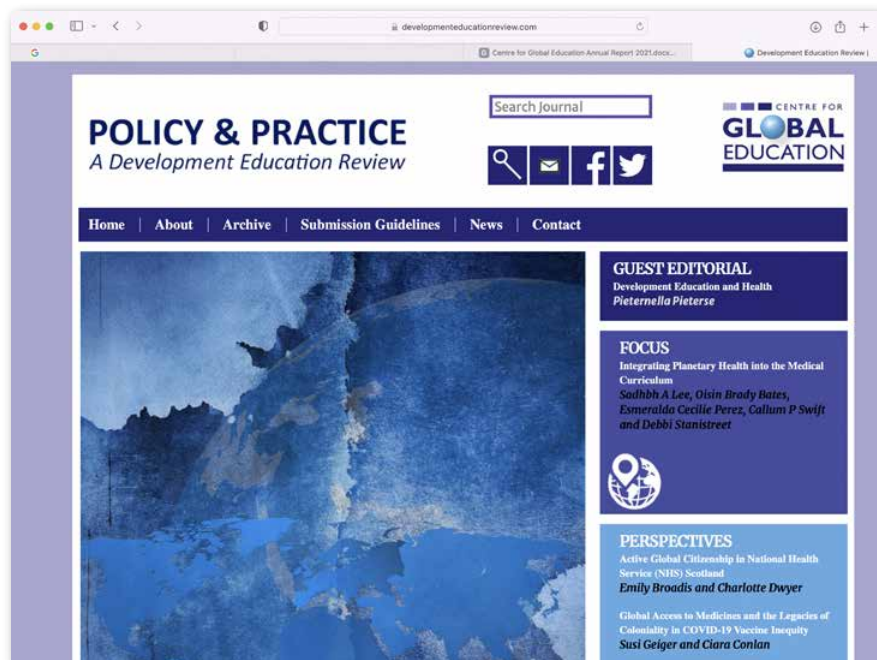


“the journal continues to be the mirror in which new research initiatives, methodologies and good practice are reflected and it provides a valuable space for critical discussion by development education practitioners”.

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

3.3 Policy and Practice website

Policy and Practice has its own open access web platform hosted by the Centre for Global Education at www.developmenteducationreview.com.



The web site has smooth navigation for users, and the CGE staff can amend and update the web content in-house when necessary. The site has generated impressive user statistics that are growing annually and the journal content has been positively evaluated in surveys of journal users. The site contains all archived issues of *Policy and Practice* with articles available in a downloadable pdf format; a comments section for each

article; and details on how to submit an article proposal.

A report on *Policy and Practice* web site traffic between January and December 2021, found that the *Policy and Practice* web site received a total of 247,865 visits and 219,835 unique visits from 150 countries with the top ten locations of visitors by pages viewed as follows:



Countries	Number of Pages viewed
USA	120,685
Philippines	42,206
India	41,117
Britain	29,994
Russian Federation	14,675
Canada	13,241
Ireland	12,431
Sweden	9,917
South Africa	8,886
Germany	8,230

Source: AWStats

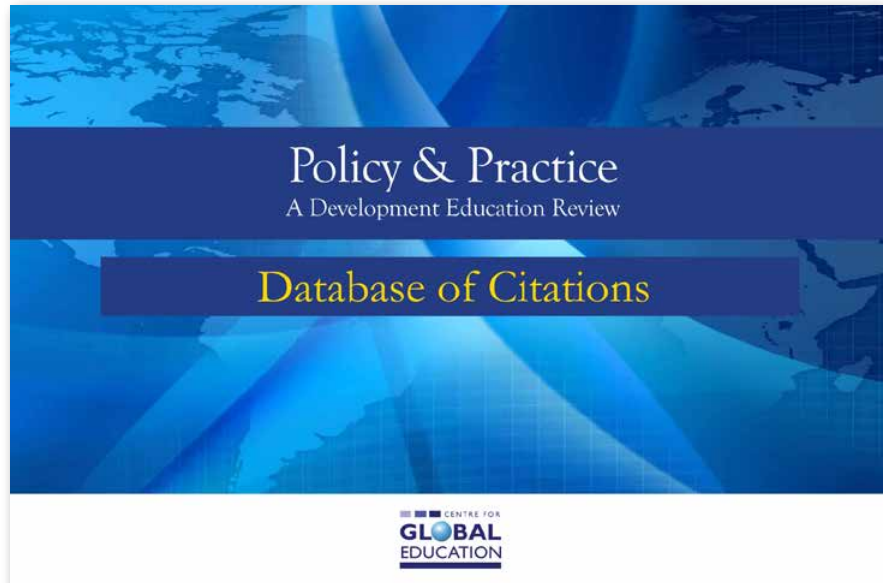
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Policy & Practice A Development Education Review

3.4 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 June 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.



3.5 Journal Citations

One of the qualitative methods used to evaluate the impact of the journal on research and practice involves monitoring the number of citations generated by *Policy and Practice* articles in other books and journals, and in articles published by *Policy and Practice* itself. The citation database was updated in May 2022 and showed that a total of 3,674 citations had been generated by journal articles; 374 citations were created in *Policy and Practice* articles and 3,300 in other journals and books. This total represented an increase of 531 over the past year. The citations have appeared in 505 international journals and 270 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 349 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 94 non-governmental organization and academic publications

which suggests that *Policy and Practice* has managed to sustain a strong level of readership in the NGO sector as well as academia. The citations database is available [here](#).

3.6 Editorial Group and International Editorial Board

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

Niamh Gaynor

Dublin City University

Frank Geary

Irish Development Education Association

Bernie Grummell

Maynooth University

3

Policy & Practice A Development Education Review

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.

International Editorial Board members are:

Douglas Bourn

Institute of Education, University of London

Linda Briskman

Swinburne Institute for Social Research

James Goodman

University of Technology, Sydney

David Jefferess

University of British Columbia, Okanagan, Canada

Dip Kapoor

University of Alberta, Canada

Ajay Kumar

Jawaharlal University (JNU, New Delhi)

Vanessa Andreotti de Oliveira

University of British Columbia, Vancouver, Canada

Lynette Schultz

University of Alberta, Canada

David Selby

Sustainability Frontiers

Andy Storey

University College Dublin

Roland Tormey

Ecole polytechnique fédérale de Lausanne (EPFL)

Ros Wade

London South Bank University

3.7 Policy and Practice Intern

Antonella Acinapura

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

3.8 How to submit an article

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

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

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Editor

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Facebook: www.facebook.com/centreforglobaleducation

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Subscribe to our E-Bulletin: www.centreforglobaleducation.com/ebulletin

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

Policy and Practice is funded by:

 **Irish Aid**
An Roinn Gnóthaí Eachtracha
Department of Foreign Affairs

4

Connecting Classrooms through Global Learning

4.1 What is Connecting Classrooms through Global Learning?

Between 2018 and 2021, the Centre for Global Education managed two contracts as part of a schools' programme called Connecting Classrooms through Global Learning (CCGL) which was co-funded by the British Council and the Foreign, Commonwealth and Development Office (FCDO). CCGL aimed to enhance pupils' understanding of the key global issues that influence their lives and to support teachers in strengthening their classroom practice in global learning. In the first contract, CGE operated as an Expert Lead Centre to recruit individual schools and clusters to engage in international school partnership projects. By the completion of the programme, 93 schools successfully applied for an international partnership; 5 schools were engaged in one-to-one partnerships and 88 were part of 21 school clusters. From March 2020 onward, international travel was made impossible by the pandemic so CGE offered schools the option of 'supported partnerships' which involved linking virtually using online technology. Six schools completed supported partnerships by the close of the programme in December 2021. In the final year of the project, case [studies](#) of good practice in international partnerships were compiled by CGE staff showcasing links between local schools and partners in Bangladesh, Jordan, Kenya and South Africa.

The second CCGL tender delivered Teacher Professional Learning (TPL) training packages on global issues to primary and post-primary teachers. By December 2021, 451 teachers across 48 local schools had taken up opportunities for training in curriculum areas including: STEM, Communication and Literacy, Promoting Mutual Understanding, Learning for Life and Work (LLW) and Geography. The training used a blended approach of on-line and face-to-face delivery according to the needs of schools. Case [studies](#) were also compiled of TPL practice in Millburn Primary School, Coleraine and St. Bernard's Primary School, Glengormley which remain part of the legacy of this well-received programme. Additional support to schools included an evaluation [toolkit](#), a Global Learning Schools [web site](#), newsletter and Padlet of resources.

4.2 Teacher Professional Learning

Despite the ongoing challenges of COVID-19, there was a tremendous uptake from local schools to participate in opportunities provided by CCGL for free Teacher Professional Learning (TPL). Schools either requested a whole staff development training in global learning or they sent a member of staff to participate in a training session with colleagues from

other schools. TPL was delivered using a blended approach according to the needs of schools as they began to open up again to face-to-face teaching. In total, 451 teachers across 48 local schools took up opportunities for training. TPL was implemented through thematic units of learning, utilising methods and tools to nurture:

- **Knowledge and Understanding:** investigating and exploring local and global justice issues;
- **Skills and Values:** competencies for participating in the world as local and global citizens by acquiring critical thinking, resilience, empathy, metacognition, a growth mindset, universal values, insight, perspective, and reflection;
- **Pupil Voice and Participation:** participatory and inquiry-based learning and opportunities to engage in action-based projects.

Participating teachers reported:

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

TPL supported the achievement of 'Learning Leaders: A Strategy for TPL', equipping teachers and leaders with the skills and practices to incorporate global learning into the school development plan, and integrate global learning themes into the existing timetable, cascading the learning across the whole school.



Anna Grindle, CCGL Global Learning School Advisor, leading a Teaching Professional Learning session with teachers from St Bernard's Primary School.

4

Connecting Classrooms through Global Learning

4.3 International School Partnerships

The CCGL programme compiled case studies of good practice to document the positive impact of international partnerships between local schools with partners in the global South. This work was led by Communications and Media Consultant, Amanda Brobyn, who visited schools and met with teachers to document their experiences of the programme. One of these partnerships involved St. Bernard's Primary School, Glengormley and Nuzha Elementary Girls School No.1 in Jordan. Sarah Clements, a P6 teacher from St. Bernard's Primary School, talked in the case study about her experience in the CCGL programme. She was previously involved in the British Council's European Comenius programme, so when a new programme called Connecting Classrooms through Global Learning was announced, both Sarah and St. Bernard's Primary School were only too happy to come onboard. Sarah said:

“

“As a school and a lead teacher, the experience gained from Comenius was fundamental to going into Connecting Classrooms with our eyes wide open and understanding exactly what was involved. It seemed a natural progression seeing as global learning was an integral part of our school's World Around Us (WAU) curriculum. Plus, it was an opportunity not to be missed for me as a teacher. Also for the experience and insight it would offer my pupils.”



Nuzha Elementary Girls School No.1, Jordan

St. Bernard's and Nuzha Elementary were engaged in a 'supported partnership' which meant that the partnership had to be conducted online. Teachers were unable to travel to their partner school

because of the pandemic so they had to rely on virtual partnership tools. Sarah said:

“

“I was disappointed that we didn't get to travel to see either the country or our partner school. It would have been amazing to have met in person. But both sets of pupils have still learned so much about each other through participating in and exchanging activities on planned projects like 'what makes me happy' and sharing stories about each other's culture and traditions.”

By way of preparation for the partnership, Sarah attended a two-day course that offered a heads-up on the project and its intended outcomes, including suitable tools for use in school-to-school engagement. “It was all kept very simple,” she says. “Anna and Rosie, our Global Learning School Advisors were hugely supportive and always checking in with me on Zoom and by email. Bearing in mind the age of our primary school pupils, simplicity is key in projects like this. And where children can't express themselves as well in writing, we'd choose the option and opportunity for creativity, expressed through drawing and painting. That way every pupil gets to excel and work to their skillset”.

To read the entire case study and others compiled by the CCGL team visit: <https://www.globalllearningni.com/case-studies>



Pupils from Nuzha Elementary Girls School No.1, Jordan

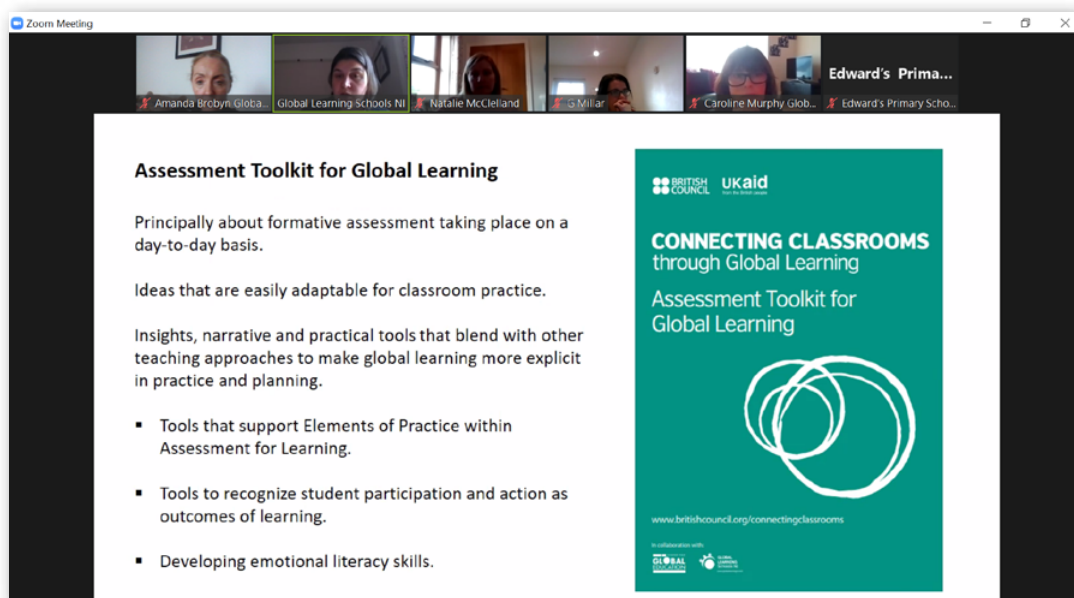
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4.4 CCGL Assessment Toolkit

The CGL programme supported the development of an assessment toolkit for global learning. The toolkit was designed to provide methods of assessment for primary and post-primary teachers, focussing on both qualitative and quantitative tools for measuring pupil global learning outcomes.

The tools provided by the toolkit include:

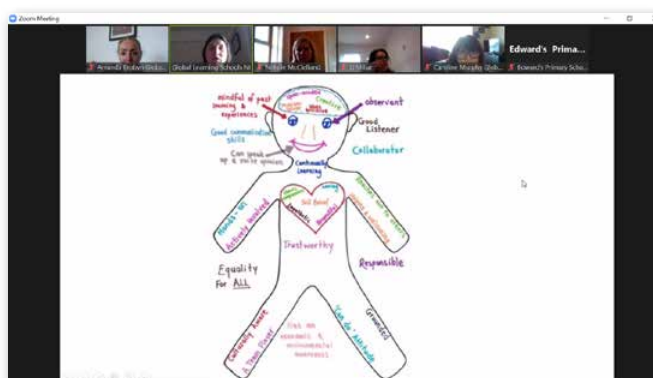
- Qualitative approaches for measuring and monitoring creative and critical thinking;
- Rubrics frameworks;
- Likert scales;
- Question quadrant;
- Evaluation Wheel;
- Development Compass Rose;
- Touchpoint Cards;
- Qualitative tools for measuring emotional literacy skills.



An online session using the CCGL Assessment Toolkit for Global Learning

The Global Learning Assessment Toolkit was disseminated through three online training sessions led by Anna Grindle. Two sessions were delivered to teachers on 19 October and 10 November 2021. A third session was delivered to global educators on 9 November 2021.

The toolkit can be accessed [here](#)



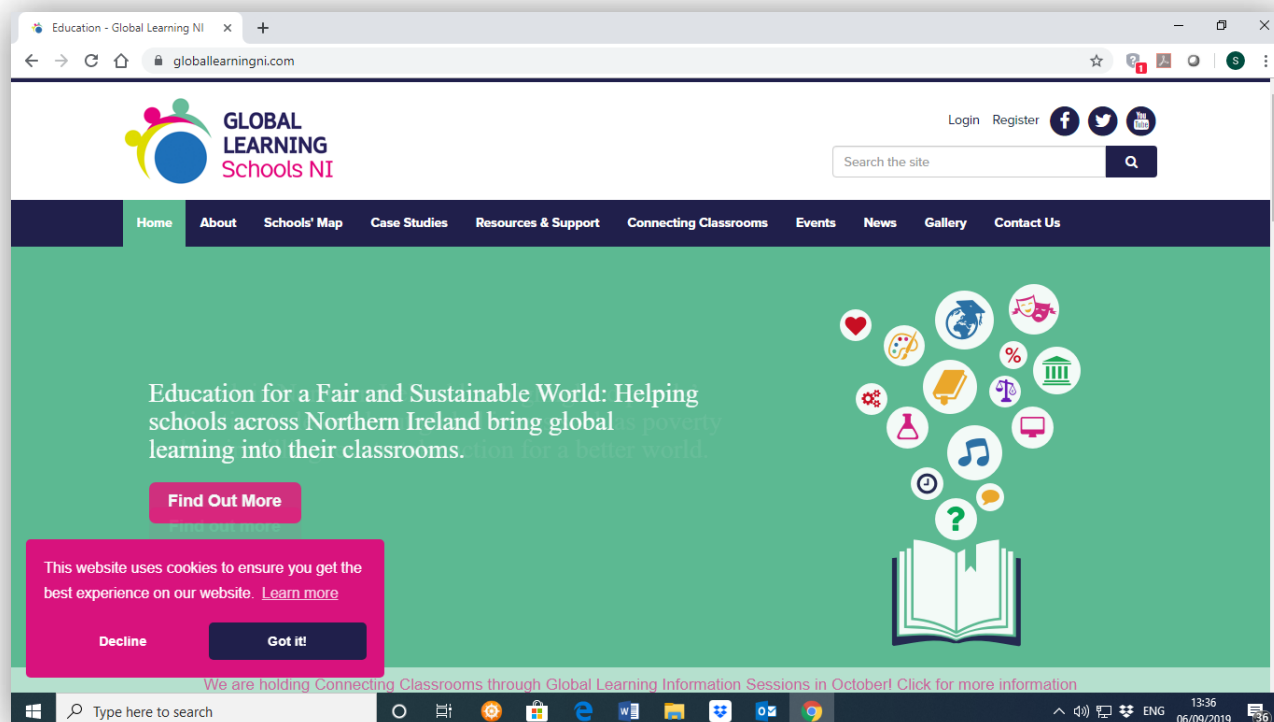
Activities used in an Assessment Toolkit Teacher Training Session

4

Connecting Classrooms through Global Learning

4.5 Global Learning Schools NI

The Centre for Global Education provides a stand-alone web site for schools called Global Learning Schools NI (<https://www.globallearningni.com/>) which hosts an extensive collection of free, downloadable resources for schools to support global learning in the classroom.



4.6 Connecting Classrooms through Global Learning Staff Team in 2021-22

We thank the CCGL staff team for their support, dedication and expertise over the past year. Their achievements documented in this report are a testament to their work.

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

CCGL Global Educators

A team of freelance Global Educators delivered most of the TPL training sessions between 2018 and 2021. Their services were highly valued by schools and CGE. They are as follows:

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

CCGL was funded by:



5 Events



The Centre for Global Education banner at the climate protest in Belfast on 6 November 2021.

5.1 Climate Protest

On 6 November 2021, a climate protest was organised in Belfast city centre to coincide with the COP-26 conference in Glasgow. The protest attracted a large turnout from across civil society including young climate activists, trade unions, non-governmental organisations, political parties and concerned members of the public. CGE joined the protest as part of an ongoing commitment to raise awareness of climate justice and support climate legislation in the Assembly.

The Centre for Global Education carried out some filming at the climate protest and interviewed some of the speakers including Lord Mayor, Kate Nicholl; Professor John Barry, Queen's University Belfast; Claire Hanna MP; Councillor Fiona Ferguson; and Sipho Sibanda to get their

views on the climate emergency and how we should respond. Many of those we spoke to commented on the lack of climate change legislation when the climate crisis appears to be accelerating toward a tipping point. Speakers also commented on the importance of public activism to make this legislation a reality and to ensure that political leaders take action to mitigate the causes and effects of climate change. The CGE film is on the homepage of our web site at: www.centreforglobaleducation.com.

5.2 Visit by the Lord Mayor

On 16 September 2021, the Centre for Global Education was delighted to host a visit by Belfast Lord Mayor, Kate Nicholl and members of Africa House, an initiative which represents the interests of a number of locally based African



Lord Mayor, Kate Nicholl (second from centre) meeting members of Africa House at CGE on 16 September 2021.

diaspora organisations and individuals. The Lord Mayor was a special guest of Africa House to celebrate her installation as a Zimbabwe-born Lord Mayor of Belfast. Councillor Kate Nicholl (elected an MLA in May 2022) regarded the event as important to show members of all ethnic minorities that they could one day become lord mayor. The festivities were held outside the Centre to comply with

5 Events



BBC News NI covered the visit of Belfast Lord Mayor, Kate Nicholl when she met members of Africa House at the Centre for Global Education in September 2021.

COVID-19 restrictions which were in place at the time. As a follow up to this event, Ezinne Nwosu, a Nigerian-born pupil at Holy Family Primary School, became Belfast Lord Mayor for the day on 30 November 2021 and received the Lord Mayor's chain of office.

5.3 Communities for Climate Justice

Between October 2021 and April 2022, CGE delivered a one year 'Communities for Climate Justice' project funded by the National Lottery Awards for All Fund. The aim of the project was to pilot a new course for youth and community workers based in four organisations in West Belfast on the causes and effects of the climate

emergency. The course was written and piloted by freelance Global Educators, Stella Murray and Rosie Murray, with the aim of supporting climate activism immersed in community development, and to engage learners in community education work. Stella and Rosie piloted the course with staff in four community organisations: [Glór Na Móna](#), an Irish language organisation that provides community services for the Irish speaking community in West Belfast and other parts of the city; [Clonard Monastery Youth Centre](#), which is a full time board registered voluntary youth centre located in the grounds of Clonard Monastery; [Upper Springfield Development Trust](#), a community organisation in the Springfield area of West Belfast which

delivers programmes to support the area's social, economic, physical and cultural regeneration; and [Newhill Youth and Community Centre](#) which 'exists to provide high quality services to children, young people and their families, through identified community need'.

The capacity-building nature of the project was supported by the writing of 'training of trainers' course notes and materials which explored the causes of climate change and the necessary actions required to reduce greenhouse gas emissions at both personal, community and national level. The activities delivered as part of the course were designed to be used with a variety of age ranges and varying levels of understanding about

5 Events

climate change. The issues covered by the activities included:

- Eco-anxiety and the emotional wellbeing of young people while exploring this challenging issue;
- Climate change as the result of human activity;
- How supporting young people's sense of agency is a protective factor against eco-anxiety;
- The impact of climate change both locally and globally;
- The injustice of how climate change impacts poorer communities more significantly and how these communities have contributed the least to the problem;
- The power we have as individuals, communities, consumers, parents, voters, educators etc. to act for climate justice and positive change.

Course delivery

The course was delivered face to face over two sessions in November 2021, in agreement with the youth groups following restrictions and delays due to the COVID-19 pandemic. Each of the learners enrolled on the course received Image packs, activity lesson plans, signposts to other useful resources, additional background materials and a list of organisations who could provide additional support on the topic along with a global learning wall planner.

The second session discussed some of the actions that could be taken by participants to help address the causes and effects of climate change. They included: developing a community garden; tree planting activities to compliment the development of a path up to the Black Mountain; and liaison with a local developer to include more greenspace in the local community. Participants were also encouraged to

connect with other local groups to take action on climate change.



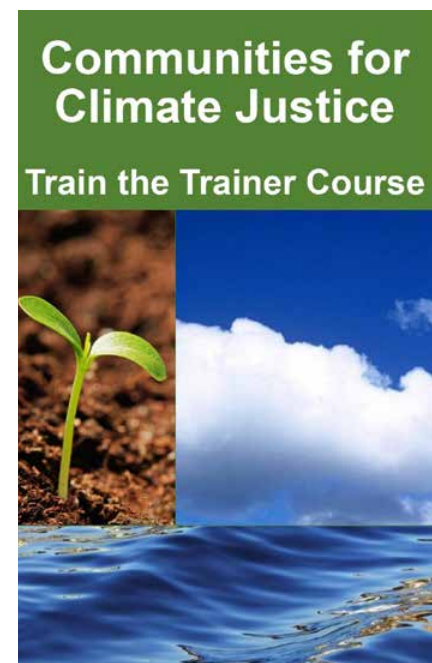
Young people record their learning during a training session in Newhill Community Centre

In terms of outcomes, participants reflected on how the course had influenced their views and mindset in relation to climate change and this also had an impact on their family and friends, as they were now more likely to raise these issues at home and in their communities. All of the participants received certificates in recognition of their completion of the course. They also received a digital copy of course materials to use in their training activities with young people.

Post-course facilitator observation and support

The facilitators arranged to observe four sessions with the trainers who had completed the course. These were planned to include the four community centres and a variety of age ranges from the younger and older groups attending the youth clubs. Training observations showed facilitators had prepared their lessons well and had adapted some of the activities to suit the need and understanding of their groups. They had also incorporated some of their own active methodologies to increase participation and ignite discussions. The trainers explored some outdoor learning opportunities with young and linkages

with local environmental organisations. By observing the delivery of training as part of the "Communities for Climate Justice" course, the facilitators were also able to provide some feedback and offer support during some of the sessions. Following the sessions, the Trainers commented on how useful they found the training, how they enjoyed delivering the sessions, and would be keen to do some additional work on climate change with their young people. e.g. outdoor learning, including planting trees, fruit and vegetables and exploring upcoming opportunities to increase access to a local mountain through a new housing development with the creation of a green corridor.



The Centre for Global Education aims to find more opportunities to deliver the "Communities for Climate Justice" course as the materials developed have flexibility and multiple entry points that make them ideal for use in a range of learning settings.

6

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



Project Nour is funded by NIPSA's Developing World Fund. September 2021

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

From 1 January to 30 September 2021, CGE delivered the second year's activities of a two-year project in the Palestinian refugee camp of Burj Barajneh in Beirut, Lebanon. The project was delivered in partnership with the Women's Program Association, a Palestinian NGO based in Lebanon and funded by the Northern Ireland Public Service Alliance (NIPSA) Developing World Fund.

The need for the project was identified through [research](#) carried out by CGE in three Palestinian refugee camps in Beirut in 2018 which found evidence of extreme levels of poverty and marginalisation. CGE subsequently secured a two-year grant from NIPSA's Developing World Fund to deliver an education programme to 100 Palestinian and Syrian refugee children living in the camp unable to attend school. The project was labelled 'Nour' (meaning light in Arabic) after the

Nour Center where the project is delivered in Burj Barajneh camp.

6.1 About our Partner - The Women's Program Association

The Women's Program Association (WPA) is a non-governmental, non-profit organization established in 2008 that operates in nine Palestinian camps in Lebanon. The WPA works to enhance the quality of life of refugees and their opportunities for employment. The WPA is immersed in the refugee camps

where it operates and works directly with families and community members. Its programmes and activities include: delivering education services to children; providing women with professional and vocational training; career guidance; and leadership and entrepreneurial skill building activities. In 2013, recognizing the educational crisis for newly arrived Syrian refugees, the WPA founded its own community school, the Nour Center, which provides educational services and psycho-social support for Syrian and Palestinian children and youth living in Burj Barajneh.



The Nour Center in Burj Barajneh Refugee Camp, Beirut, Lebanon. Photo September 2021.

6

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

WPA has a team of over 100 project and fixed term staff and in 2020 it reached 16,000 individual beneficiaries. WPA's mission is to build a generation of women and youth with equal rights and opportunities to assume an active role in the development of their community and to increase their opportunities for a decent livelihood by building their knowledge, capacity, and skills. This is achieved through a series of programmes and activities under four sectors namely: Livelihood, Protection, Education and Social Stability.

6.2 Project Aims

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. The Nour Center provided a safe and supportive environment for the children where they could receive psycho-social support and educational activities within the camp community. At an individual level, students at the Nour Center were able to develop personal competencies, and life and interpersonal skills which can prepare them for re-engagement with education or for vocational training toward employment.

Project Nour had seven main aims:

1. To provide educational support services to 100 Palestinian and Syrian refugee children, aged 6-12 years, suffering from the acute effects of trauma caused by exposure to severe poverty in the refugee camp of Burj Barajneh.
2. To provide psychosocial care to help address mental health problems among the child participants caused by exposure to severe social and economic problems in the camp.



Children participate in a role play about education as part of the CGE/WPA Project Nour in Burj Barajneh refugee camp. September 2021.

3. To provide a hot meal to every child daily for the duration of the project.
4. To provide the children with eight field trips outside the camp to leisure facilities, parks and nature reserves to escape the often stressful living environment in Burj Barajneh.
5. To deliver family workshops that enable parents to extend psychosocial support into the home.
6. To provide the children with life skills that build their self-confidence and enable them to deal with the pressures and demands of life in the camp.
7. To provide a safe and structured play environment inside the camp which supports formal sector learning, cultural events, arts and crafts, and fun!

6.3 Project Delivery

The project was delivered over a period of four months to 100 children aged 6-12 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 activities and psycho-social support. The children received training in key areas of the curriculum: Mathematics, English, Arabic, literacy, numeracy and arts and crafts. Each child received a hot meal every day and was taken on two field trips per month outside the camp to leisure parks and nature reserves where they could play and have fun.

6

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

6.4 Project Outcomes

1. Formal Education

The children received classes every day from 8.30am - 12.30pm that covered key areas of the schools' curriculum including Arabic, English, Mathematics and Life Skills. The 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.



The Women's Program Association Team: Mariam Sweidan, Tahani Charif, Mariam al-Shaar and Sabrine al-Shaar. Burj Barajneh refugee camp, September 2021.

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



Children participating in an arts and crafts activity as part of Project Nour, Burj Barajneh refugee camp, Beirut. September 2021.

6

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

3. Day Trips

Project Nour provided two day trips per month to the 100 children to leisure facilities, nature reserves and to the river for swimming. It provided them with an opportunity to escape the pressured environment of Burj Barajneh which lacks safe play facilities and is a densely populated, concrete environment that limits the children's capacity to enjoy their childhood. The children really enjoyed this aspect of the project.

4. Receiving a hot meal

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

The food menu was:

- Hot meal
- Sandwich Labneh /cheese.
- Chocolate, cheese and Zaatar croissant.
- Dates and coconut pastry.
- Cheese and Zaatar manakesh.
- Juice.

5. Cultural activities

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



Children enjoying a day trip as part of Project Nour. 11 August 2021. Courtesy of WPA.



Children enjoying a meal during one of the day trips as part of Project Nour. Beirut, Lebanon. 27 August 2021. Courtesy of WPA.



Children dancing during a celebration day in September 2021.

6

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

6. Evaluation

In September 2021, CGE Director, Stephen McCloskey, visited Burj Barajneh to meet the project staff including: Mariam al-Shaar, Director of the Women's Program Association; Tahani Charif, Project Manager, Sabrine al-Shaar, Project Co-ordinator, and the facilitators and young people. The arts and crafts produced by the young people was of a consistently high quality and is a great credit to the facilitators. The young people were congratulated on behalf of NIPSA and the Centre for Global Education. The children were given NIPSA stationery provided by Geraldine Alexander which was greatly appreciated.

As part of the project evaluation, Stephen McCloskey interviewed two parents with children enrolled on the programme to ask for their assessment of the activities. They were pleased that their children had the opportunity to learn in a structured play environment when they are unable to attend school. Their main frustration was that the programme was too short at just four months and they wished it had a longer timescale. They noted that the children brought home the meals they received during the project to share with siblings. This is a reflection of the severity of poverty in the camp. In summary, the parents were delighted with the project activities and outcomes and said that their children enjoyed the classes, day trips and cultural activities which really strengthened their learning.

The Centre for Global Education was delighted to learn in December 2021 that NIPSA agreed to extend its support of 'Project Nour' for a further two years to 2023. Year one of the new project is already underway and will deepen the already strong links between CGE and WPA.

For further information contact:

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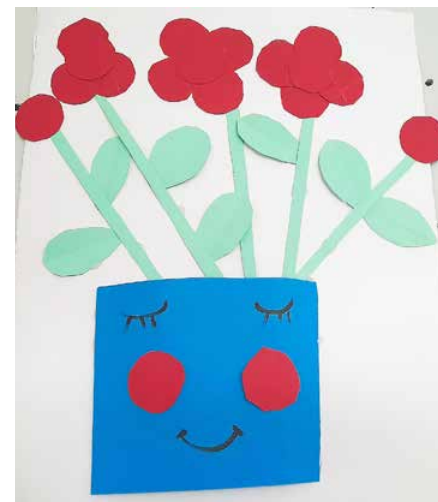
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Mariam al-Shaar (Director)
Women's Program Association,
Burj Barajneh Refugee Camp,
Beirut,
Lebanon



Learning the family tree. Project Nour, Burj Barajneh refugee camp. September 2021.

7

Research in Palestinian Refugee Camps in Jordan

The Centre for Global Education's Director, Stephen McCloskey, visited four of the ten Palestinian refugee camps in Jordan operated by the United Nations Relief and Works Agency (UNRWA), the UN agency established in 1949 to provide assistance and protection to Palestinian refugees. The aim of the visit was to identify how the COVID-19 pandemic had impacted on the education of Palestinian refugees in Jordan both during the lockdown period when schools were closed from mid-March 2020 until the middle of August 2021, and then following the resumption of face-to-face teaching in August 2021. The visit was facilitated by Dr Sami Siyam and Dr Kawther Marashdeh, UNRWA Deputy Chiefs of the Field Education Programme in Jordan (Administrative and Technical), which operates 169 schools for 120,000 students.

Stephen McCloskey's itinerary included a visit to four Palestinian camps: Amman New Camp; Marka; Jabal El-Hussein; and Jerash. In each camp he visited a school, or schools, as the majority of buildings double-shift. He met the principal of each school, some of the teaching staff, the school parliament and toured the school building to get a sense of available facilities for learning and playing. He also met the UNRWA Area Education Officer in each of the four jurisdictions he visited to get a broader overview of the situation in the area in which each of the camps is located. Schools were sometimes changing shifts from morning to afternoon during the visits which is a logistical challenge in itself when there are thousands of students arriving and departing just a few minutes apart. Finally, the Camp and Community Services Officer in each camp led a tour to provide an overview of UNRWA services and installations: the shelters (houses), health clinics, refugee collection and sanitation services.



Samira Ayyash, Principal, Amman New Camp Preparatory Schools for Girls (left) and Sahira Dwaik, South Amman Area Education Officer for UNRWA (centre) meeting Stephen McCloskey, Director of Centre for Global Education in Amman New Camp, Jordan, November 2021.

7.1 Palestinian Refugees in Jordan

There are 5.6 million refugees registered with UNRWA across five fields of operation: the Gaza Strip (8 camps and 1.4 million refugees); The West Bank (19 camps and 871,537 refugees); Jordan (10 camps and 2.3 million refugees); Lebanon

(12 camps and 479,537 refugees); and Syria (10 camps and 568,730 refugees). As the field with the largest number of registered refugees, the Centre for Global Education (CGE) decided to focus on Jordan for this exploratory visit. UNRWA estimates that around 18 per cent of the 2.3 million Palestinian refugees in Jordan live in the ten recognized camps



Hussein Preparatory School for Girls, Jabal El-Hussein Camp, Jordan, November 2021.

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Research in Palestinian Refugee Camps in Jordan

throughout the country. However, tens of thousands of Palestine refugees from Syria, displaced by the war there since 2011, have sought assistance from UNRWA in Jordan and the majority of them are believed to suffer from abject poverty and live in a precarious legal status.

The majority of Palestinians in Jordan who fled there from the West Bank after the 1967 war have been given full citizenship because the West Bank was under Jordanian administrative control. However, 170,000 Palestinians who fled from Gaza to Jordan in 1967 have been denied citizenship together with 18,000 Palestinian Refugees from Syria. Because Gaza was under Egyptian administrative control from 1948-1967, the Palestinian refugees who fled there to Jordan in 1967 have never been granted citizenship and have been living with a perpetual foreigner status ever since. It means that “ex-Gazans” children lose access to free primary and secondary education, and university education is much more expensive for non-nationals. Services like healthcare are also more expensive and essential documents like residency permits, passports and driver’s licences come attached with higher fees and periods of shorter validity for “ex-Gazans”.

One of the camps visited by Stephen McCloskey, Jerash, was established for “ex-Gazans” in 1967. Today the camp has a population of 33,000 living in an area 0.75 sq. km and is located 50 km north of Amman in the city of Irbid. Jerash is the poorest of the ten Palestinian camps in Jordan with 52 per cent living below the poverty line and 88 per cent without health insurance. The tour of this camp revealed many of the same kind of narrow alleyways and streets found in other camps but the dilapidated condition of most of the homes and buildings seemed to reflect the severity of the poverty



Jerash refugee camp is the poorest of the ten UNRWA camps in Jordan with 52% of refugees living below the poverty line.

in Jerash. Many of the houses facing each other in the narrow streets lacked privacy and dignity with hung curtains impersonating front doors.

7.2 Education

88 per cent of the schools in Jordan operate on a double-shift basis which means that two school populations share the same school building. For example, there are five schools in Jerash camp housed in three school buildings. The

schools visited in Jerash camp were the Jerash Preparatory School for Girls 1 and 2. Both schools had 1,500 students and double shifted: the morning shift was from 7.00am -12.00pm and the afternoon shift from 12.00pm to 4.30pm. Both schools had 46 teachers and 34 classrooms with an average class size between 40 and 50. There are three floating classrooms which are classes that are forced to use whatever space is available in the school because there are not enough classrooms. These



Jerash Preparatory School for Girls 1 and 2. 88% of the UNRWA schools in Jordan double-shift. November 2021.

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Research in Palestinian Refugee Camps in Jordan

classes often used the school library or the science labs and this lack of a fixed room can affect student discipline and performance. The school parliament commented on the floating classroom issue as one that was particularly impacting on their education together with a computer suite without sufficient PCs and science labs without adequate equipment. The students much preferred face-to-face interaction to working online at home but some reported that they had enhanced their computer skills during lockdown and become more confident in online learning. The school parliament is elected by peers and focuses on democracy, self-confidence and mediation in mediation in disputes between students.

7.3 The Impact of the Pandemic on Education

The main purpose of the research visit was to learn about the impact of the pandemic on the education of young people attending UNRWA schools in Jordan. The following issues were raised in most of the schools visited in regard to the impact of the pandemic on education in the four camps.

- *Online learning:* During extended lockdowns, students struggled to access online learning services either through UNRWA's online learning platform or WhatsApp groups created by teaching staff. The main reasons for this were lack of access to learning devices, particularly smartphones, and the lack of an Internet connection.
- *Teaching:* teachers created WhatsApp groups to enable students to access lessons and remain in communication with their parents. As a free online platform, WhatsApp can be a useful learning tool for teachers and students alike if students have

access to a phone and Internet connection.

- *Home-schooling:* for students that lacked online learning devices and an Internet connection to access lessons online, UNRWA endeavoured to provide hard copies of workbooks for students to complete at home. However, some students lacked parental support in home-schooling because of illiteracy.
- *Student isolation:* students anecdotally suggested that the isolation of lockdowns was difficult for them. They missed the interaction with peers, classroom learning and struggled with home-schooling for a range of reasons. Some students, however, said that they enhanced their online literacy during lockdown.

The following issues were raised in regard to the re-opening of schools and return to face-to-face teaching:

- *Classroom behaviour:* almost every school visited reported that student behaviour in the classroom had deteriorated since the lockdowns. Students found it more difficult to concentrate and settle into the learning environment. This was just beginning to settle four months into term. UNRWA organised workshops with parents to discuss how they could assist children with the transition back to classroom teaching.
- *Physical distancing:* the average size of classes in most schools (40-50) makes physical distancing a real challenge. Teaching staff had created classroom bubbles to try to mitigate the spread of the virus. However, the majority of schools double-shift and it isn't possible to deep clean schools between shifts.

- *Rented buildings:* some UNRWA schools are housed in rented buildings which are not suitable for classroom teaching and not large enough to ensure physical distancing between students.
- *Learning deficits:* examinations have been used to test students on the resumption of school learning in August 2021 and they revealed significant learning deficits caused by the lockdowns and difficulties with home-schooling. Mitigation measures implemented by UNRWA included starting the school year a month early in August and focusing classroom teaching on core competences: Arabic, English, Mathematics and Science.

The following issues preceded the pandemic and continue to represent a significant challenge in the education of Palestinian refugee children in Jordan.

- *Double-shifting:* Aside from Amman New Camp Preparatory School for Girls in Amman New Camp, all of the schools visited double-shifted and had two different school populations using the same building, alternately in the morning and afternoon. This means that students in double-shifting schools (88 per cent of the total number of UNRWA schools in Jordan) have a part-time education. It also compromises the capacity of schools for extra-curricular activities and all of the schools visited were desperately short of playing areas, equipment and fit-for-purposes classrooms with adequate space for the average number of students.
- *The status of 'ex-Gazans':* Palestinian refugees from Gaza who fled to Jordan after the 1967 Arab-Israeli war have not been naturalised and are

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Research in Palestinian Refugee Camps in Jordan

Marka Preparatory School for Boys, Marka Camp, Jordan.



subjected to a perpetual foreigner status which negatively impacts their prospects for employment and integration into Jordanian society. This status is quite arbitrary and limits the socio-economic advancement of 'ex-Gazans', even if they have been born in Jordan. If some occupations remain closed off to ex-Gazans, it might reduce their appetite for education advancement toward employment.

- *Class sizes:* The average class size of 40-50 in UNRWA schools combined with double-shifting, inadequate classrooms and equipment, and lack of school Councillors for children with mental health problems, contribute to a challenging workload and working environment for teachers, the majority of whom are themselves refugees.
- *UNRWA budgeting crisis:* the shortage of school buildings, teachers, Councillors, classrooms and equipment emanate from a financial crisis in UNRWA itself, following several years of funding cuts. The agency is regularly forced into launching emergency appeals to meet short-term expenditures which makes long-term planning extremely difficult. The rising number of students in most camps in Jordan and across UNRWA fields of operation, mean that the pressure on services in all areas, including education, will continue to grow. As UNRWA Commissioner-General, Philippe Lazzarini (2021) has said 'A continuation of this trend will leave us stagnant and unable to adequately respond to modern demands and grasp new opportunities'.

7.4 Acknowledgements

CGE is deeply indebted to Doctors Sami Siyam and Dr Kawther Marashdeh, UNRWA Deputy Chiefs of the Field Education Programme in Jordan for facilitating Stephen McCloskey's visit. Sincere thanks are also owed to the four UNRWA Area Education Officers he met (Sahira Dwaik, Islam ElHaj, Wesam Karajeh and Osama Bitar) who gave generously of their time to provide him with an overview of the educational situation in the four areas he visited (North Amman, South Amman, Zarqa and Irbid). The Chief Area Officer in South Amman, Nidal Ahmad, welcomed CGE to Amman New Camp. CGE owes particular thanks to Amer Darwish from UNRWA who accompanied Stephen McCloskey for the week and offered his extensive knowledge of the camps. CGE is also indebted to the school principals

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Research in Palestinian Refugee Camps in Jordan

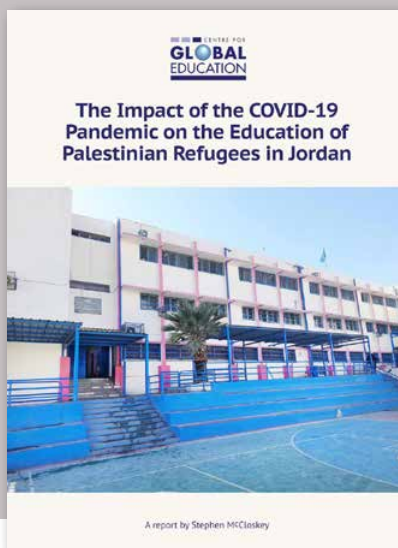
who provided so much of their time: Samia Ayyash, Principal, Amman New Camp Preparatory School for Girls; Fairouz Hussny Haroun, Principal, Marka Preparatory School for Girls 1; Rula Abed Al Fattah Saleh (Principal); Randa Zaidan and Amal Hindi, Principals of double-shifting co-educational Preparatory schools in the Palestinian camp of Jabal El-Hussein; and Maysoon Al-Nis, Principal, Jerash Prep School for Girls 2. CGE met the school parliament in each school who were a credit to their teachers and principals. The Camp and Community Services Officers in the four camps visited (Amman New Camp, Marka, Jabal El-Hussein and Jerash) all provided a comprehensive tour and overview of the services provided. CGE apologises to anyone accidentally omitted from this list. CGE was overwhelmed by the warmth and hospitality received by Stephen McCloskey in all of the installations visited and by the professionalism of the staff

7.5 CGE Report

The full report published by Centre for Global Education on the research visit to Jordan is available at: <https://www.centreforglobaleducation.com/sites/default/files/Jordan%20Report%20Feb%202022%20Final.pdf>.



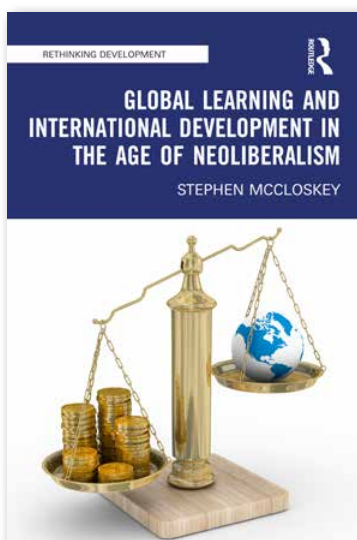
Ronda Zaidan and Amal Hindi are principals of double-shifting co-educational Preparatory schools in the Palestinian camp of Jabal El-Hussein, Jordan.



8 Publications

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

8.1 Global Learning and International Development in the Age of Neoliberalism



This new book 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.

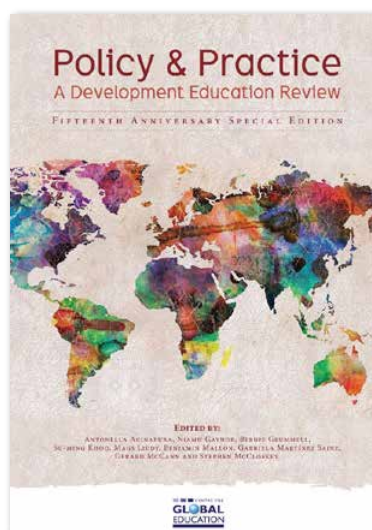
The recent safeguarding scandal is symptomatic of a sector that is becoming overly hierarchical, brand conscious and disconnected from its base. This book argues that many of the problems the sector is facing can be sourced to its failings in grappling with the question of neoliberalism and formulating a coherent critique of how market orthodoxy has accelerated poverty in the global North and South. This 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 bottomup, 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>

8.2 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.

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/>

8

Publications

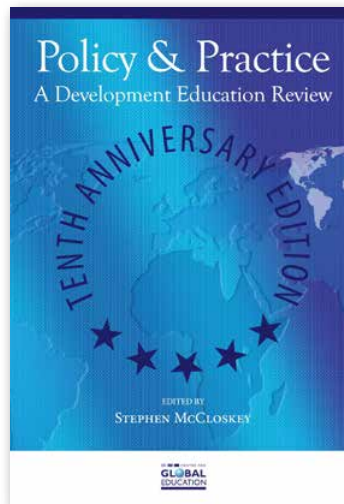
8.3 Let's Talk SDGs



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.

Let's Talk SDGs is aimed at development educators in the global education sector and related 'adjunctive 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](#).

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



To commemorate the tenth anniversary of the journal, the Centre was commissioned by Irish Aid to publish a special hard copy edition of *Policy and Practice*. The special edition was published in April 2015 and

comprised 20 of the most cited and influential articles that were previously published on the *Policy and Practice* web site. These articles not been previously published in hard copy and collectively represent some of the most insightful writing on development education policy and practice over the past ten years by leading scholars in the field. The articles debate issues on the cutting edge of development education practice and the policy environment in which it is delivered.

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

Praise for this special collection



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

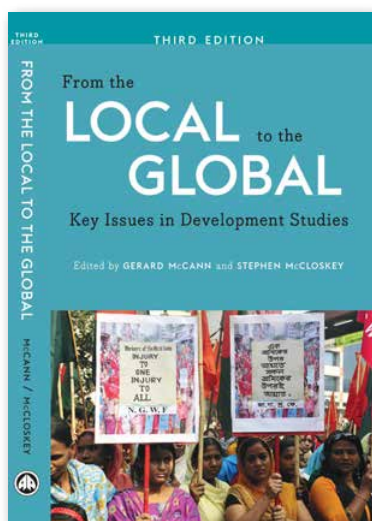
Lynette Shultz, Associate Dean, International & Director, Centre for Global Citizenship Education and Research, University of Alberta.

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

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

8 Publications

8.5 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.

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

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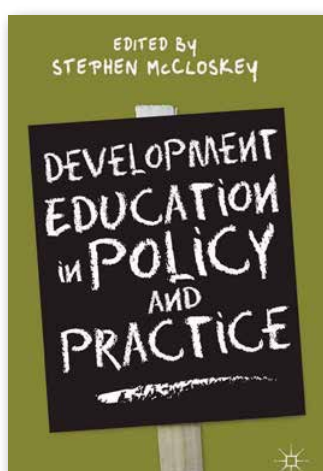
“This is of global value to a radically changing world. It is essentially a survey of all the issues that affect the global South and shape the global North.”

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

“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)

8.6 Development Education in Policy and Practice



This collection of articles on development / global education was published in 2014 by Palgrave MacMillan and edited by CGE Director, Stephen

McCloskey. With contributions from an international cast of authors who are leading practitioners in the sector, this is an invaluable guide to development

education practice and the policy environment in which it is delivered. For more information visit: <http://www.palgrave.com/us/book/9781137324658>

“

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

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

Denis O’Hearn, Dean of Liberal Arts at the University of Texas at El Paso

9 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:

9.1 Coalition of Aid Development Agencies (CADA)



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

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

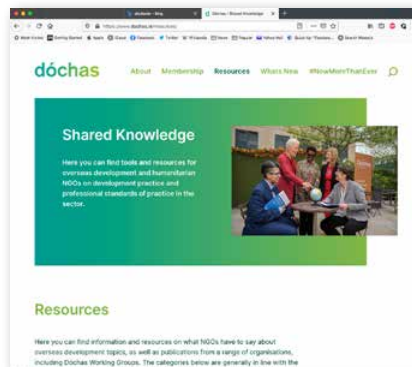
CADA's main objective is to promote sustainable development, social justice and equality in local and global contexts. CADA regards development as a process by which the dignity inherent in all human beings should become reflected in their economic, political and social conditions. Development involves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

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

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



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



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

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

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

The group's strategy covers the following issues:

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

8

Networks and Campaigns

Code of Conduct on Images and Messages

In 2007, Dóchas members adopted a [Code of Conduct on Images and Messages](#).

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



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

The Code is available [here](#)

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

9.3 Financial Justice Ireland

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



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

Economic Paradigm in Development Education".

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

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/>

9.4 Irish Development Education Association



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

9

Networks and Campaigns

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

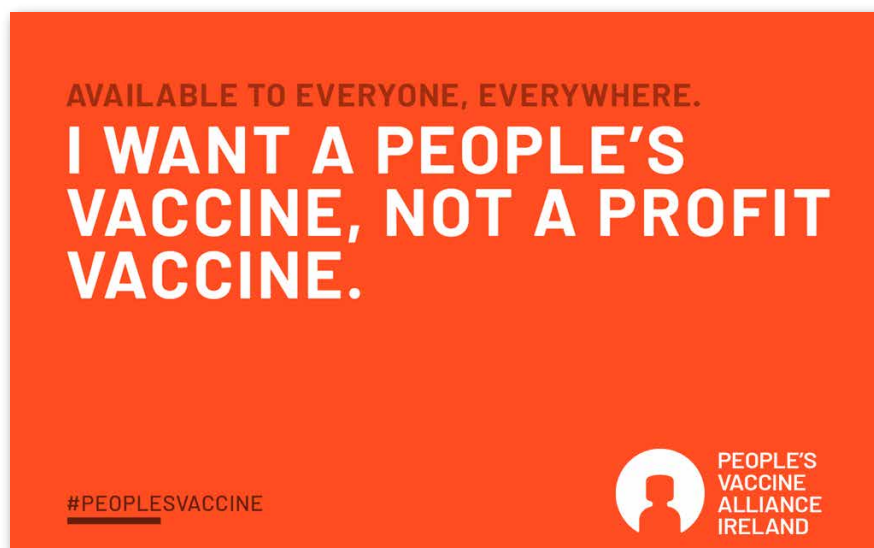
Tel: 003531 878 8480
E-mail: info@ideasonline.ie
Web: www.ideasonline.ie



9.5 People's Vaccine Alliance Ireland

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

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



Appendix 1

Centre for Global Education Management Board

Lynda Sullivan (Chair)	Environmentalism
Michael Robinson (Vice-Chair)	Retired trade unionist
Nuala McAdams (Treasurer)	Chartered Accountant
Dina Belluigi	School of Social Sciences, QUB
Victor Coert	Principal, Kilkeel High School
Sarah Corrigan	Law Centre NI
Cara McLoughlin	St Columba's Park House

Staff Team

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

Volunteers (2021-22)

Antonella Acinapura	Queen's University Belfast
Emily Mitchell-Bajic	Queen's University Belfast
Lilly Perl	EIRENE (Information Officer)
Kiera Russell	QUB Leadership for Sustainability Programme

Accountants

Finegan Gibson Accountants

Graphic Design

S Design	Tel: 028 90962804 www.facebook.com/sdesign.belfast
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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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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

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