

CENTRE FOR GLOBAL EDUCATION

# STRATEGIC PLAN

JANUARY 2023 - DECEMBER 2026



[www.centreforglobaleducation.com](http://www.centreforglobaleducation.com)





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## Centre for Global Education, April 2023

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

E-mail: [info@centreforglobaleducation.com](mailto:info@centreforglobaleducation.com)  
Web Site: [www.centreforglobaleducation.com](http://www.centreforglobaleducation.com)  
Facebook: <http://www.facebook.com/centreforglobaleducation>  
Twitter: @CGEbelfast  
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# 1 Executive Summary

Welcome to the Centre for Global Education's (CGE) Strategic Plan for the period 1 January 2023 to 31 December 2026. This plan aims to sustain and enhance the Centre's delivery of core services while, at the same time, supporting new areas of work that will advance our Vision and Mission. The plan has four Focus Areas that reflect the breadth of our work and the extent of our ambition over the coming three years. These areas are: Research; Civil Society; the Development Education Sector; and Organisational Development. Each Focus Area has Intended Outcomes and Key Work Areas which will frame our activities in each year of the plan. We have also included an Implementation Plan that provides detail of the activities planned for 2023. The Strategic Plan includes provision for an annual strategic review to assess our performance in delivering the plan each year. The Strategic Plan opens with a brief description of the Centre's work and is followed by our Vision Statement, Mission Statement, and Values and Principles.

## Partnership working

CGE has always worked in collaboration with partner organisations in civil society and this is very much reflected in the strategic plan. In the island of Ireland, we are members of: the Coalition of Aid and Development Agencies Northern Ireland (CADA NI); Development Studies Association Ireland (DSAI); Dóchas: the Irish Association of Non-Governmental Development Organisations; and the Irish Development Education Association (IDEA). We also have highly valued partners in the Middle-East; the Canaan Institute in the Gaza Strip, Palestine and the Women's Program Association in Lebanon. And, through our international journal, *Policy and Practice: A Development Education Review*, we have enduring relationships with partners in higher education across the world. CGE has also benefited enormously from partnerships in the trade union sector, most notably with the Northern Ireland Public Service Alliance (NIPSA) which has funded our projects in Gaza and Lebanon. Finally, we are fortunate to have a range of partners in the formal and informal education sectors - too many to list here - who regularly collaborate on events, seminars, publications and research initiatives. We look forward to their continued partnership on the delivery of this plan over the next three years.

## Need for Global Learning

We live in a world with grotesque and rising levels of inequality. The *World Inequality Report 2022* revealed that the richest 10 per cent of the global population controls 52 per cent of global income, whereas the poorest half of the population earns 8.5 per cent. The investments of just 125 billionaires emit 393 million tonnes of co2 each year - the equivalent of France - at an individual annual average that is a million times higher than someone in the bottom 90 per cent of humanity. Global inequalities are even more pronounced in terms of wealth with the richest ten per cent of the world's population owning a massive 76 per cent of all wealth with the poorest half possessing just 2 per cent.

According to Oxfam, 573 billionaires were created during the COVID-19 pandemic - one every thirty hours - while 263 million more people fell into extreme poverty, at a rate of a million people every 33 hours. In July 2020, at the height of the pandemic, Jeff Bezos, the owner of Amazon increased his fortune by \$13 billion in just one day because of a surge in the share price of Amazon during a COVID-19 lockdown. At the time, he had amassed a total of \$189 billion while millions of people were being pushed into hunger and poverty. This is a reflection of a broken economic system that is driving inequality and precipitating the climate emergency. The richest one per cent of the world's population are responsible for more than twice as much carbon pollution as the poorest half of humanity. The high carbon life-styles of the wealthiest people including SUVs, high-end sports cars, and private jet flights is a big contributor to the global heating that impacts the world's poor hardest. Moreover, according to Oxfam,



the world's wealthiest individuals' investments account for up to 70 per cent of their emissions. They found that billionaires 'had an average of 14 per cent of their investments in polluting industries such as energy and materials like cement'. We are also witnessing growing levels of racism and intolerance, the media scapegoating of migrants, a rising tide of populist nationalism, and increasing levels of gender inequality.

Global learning provides the critical thinking skills, analysis and participative learning needed to understand the root cause of these problems and take effective action for a just and sustainable world. The CGE strategic plan includes provision for learning events, publications, research and advocacy that will enhance the policy environment for global learning and strengthen our capacity for effective practice. A major priority in our advocacy work is to strengthen the policy environment for development education in the north of Ireland given the lack of resources available to the sector from statutory bodies at Westminster, the Northern Executive and the Irish government. The DE sector also needs stronger policy and resource support to enhance cross-border collaboration and partnerships between formal and informal education bodies engaged in development education. CGE will be working with Dóchas, IDEA, Irish Aid and other partners in the south of Ireland to strengthen the all-island policy and practice environment for development education. We will also continue our collaboration with Financial Justice Ireland (FJI) to carry out research that examines the extent to which the development education sector in the island of Ireland is critically engaging with neoliberalism as the root cause of poverty and inequality, locally and globally. CGE will additionally continue to test the efficacy of the seventeen Sustainable Development Goals (SDGs) as the primary international policy platform for international development and development education. We will also collaborate with Global Education Network Europe (GENE) and its many partners across Europe in working to realise the goals of the European Congress on Global Education to 2050 adopted in Dublin in November 2022.



## 2 Glossary of Key Terms and Organisations

Academic Network on Global Education and Learning	(ANGEL)
Coalition of Aid and Development Agencies	(CADA)
Centre for Global Education	(CGE)
Climate Change Education	(CCE)
Continuing Professional Development	(CPD)
Development Education	(DE)
Development Education Research Centre	(DERC)
Development and Intercultural Education	(DICE)
Financial Justice Ireland	(FJI)
Global Citizenship Education	(GCE)
Global Education	(GE)
Global Education Network Europe	(GENE)
Global Learning	(GL)
International Partnerships	(IP)
International Non-Governmental Organisations	(INGOs)
Irish Development Education Association	(IDEA)
Sustainable Development	(SD)
Sustainable Development Goals	(SDGs)

## 3 Organisational Description

### What is the Centre for Global Education?

The Centre for Global Education (CGE) is a non-governmental development organisation that was established in 1986 by international development agencies to provide education services that enhance awareness of global issues and support action toward social change. 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 our globally connected and interdependent society demands knowledge of the key international issues that shape our lives. We provide education services that support awareness-raising, analysis, discussion and action for social change. The action outcome is a central concept in global education practice and should be informed by an impulse towards social and economic justice.

As the only global education centre in the north of Ireland, CGE plays a unique role in providing education services and learning opportunities to local audiences on global issues. The Centre's main services are described below.

### Major Programmes and Services

*The Centre's main services are as follows:*

### Resource Base

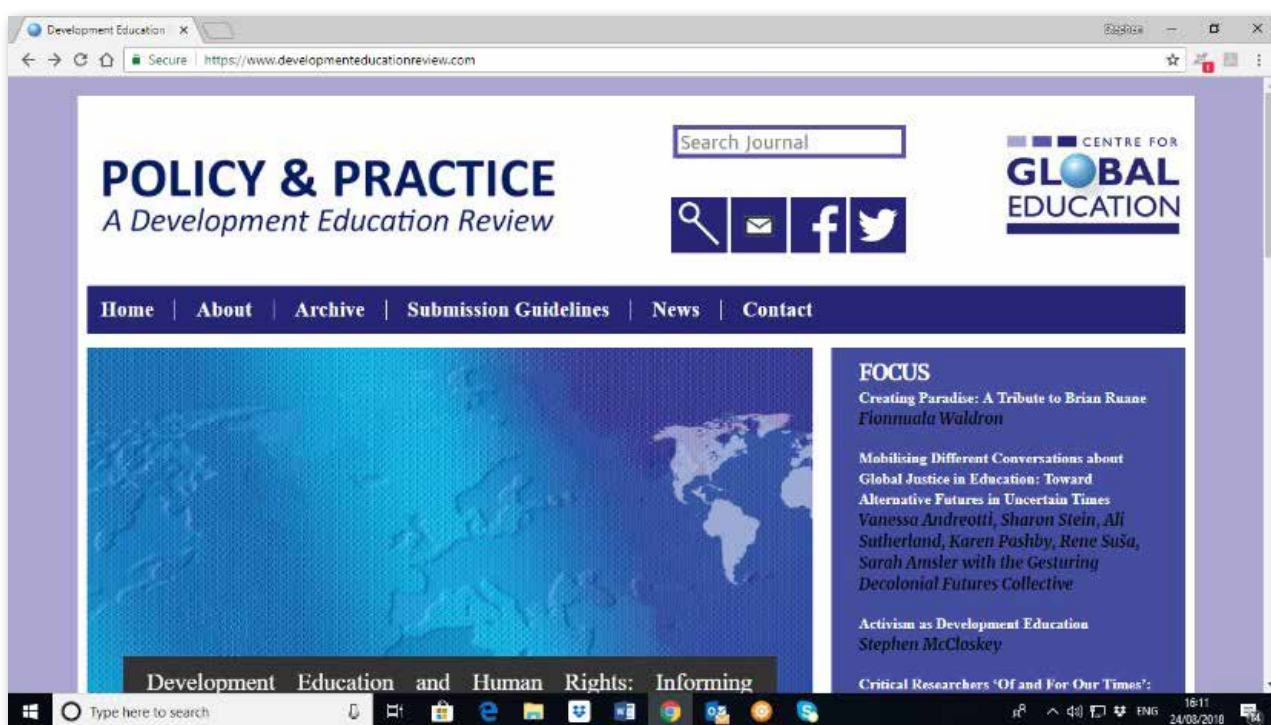


The Centre houses a resource base on its premises which represents the most complete collection of materials on development issues available in the north of Ireland. The resources address a wide range of global issues and support practice with learners from pre-school to adults in sectors that include formal education, global youth work, adult education, minority ethnic and third level. The resource base includes an extensive collection of research material including journals, box files, online articles / reports and visual aids that support academic research. The Centre also has a wide range of book titles on international development on topics such as climate change, trade, gender and neoliberalism. Many of our resources are free and available from our web site: <https://www.centreforglobaleducation.com/publications-free>. The Centre's resource base is available for public and private meetings, seminars and workshops. For more information and to book please contact: [info@centreforglobaleducation.com](mailto:info@centreforglobaleducation.com).

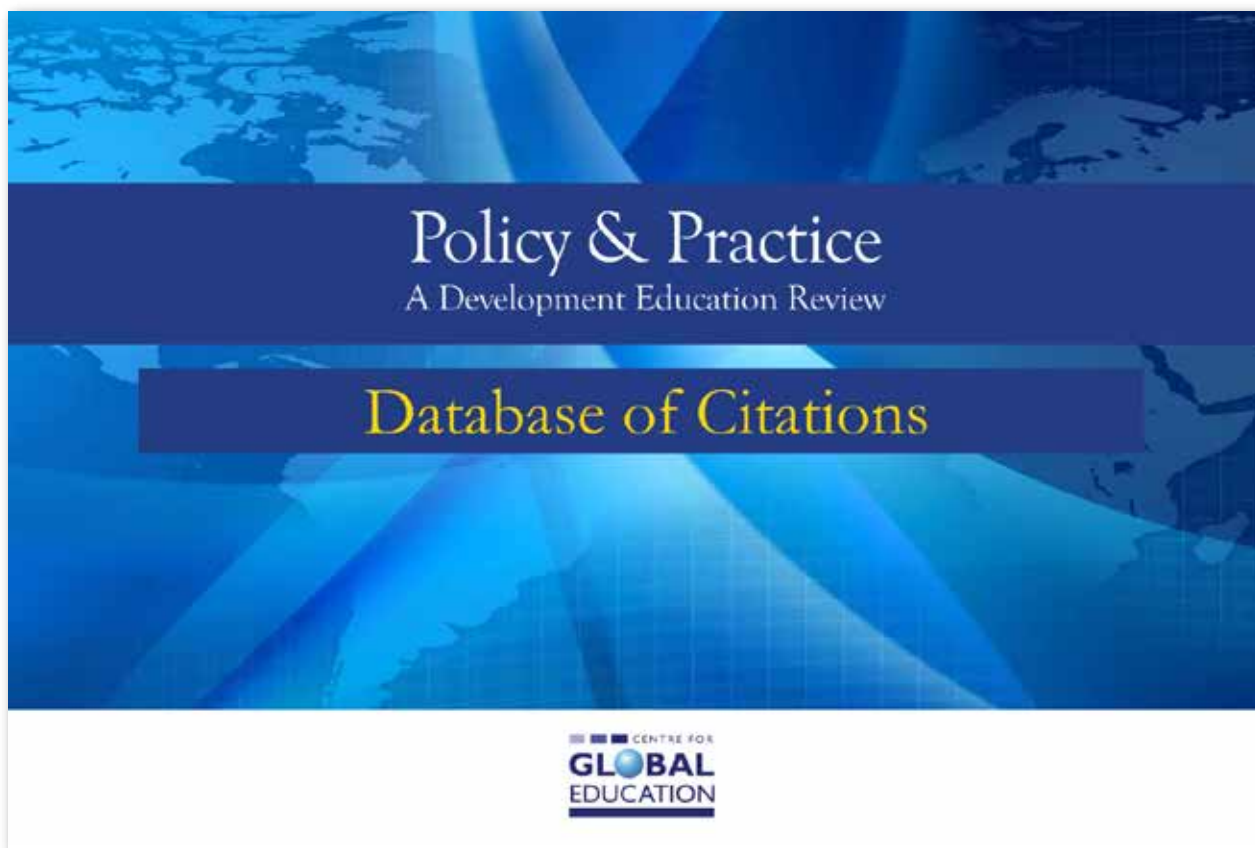
## Events

The Centre regularly organises seminars, workshops and conferences on global education practice and international development issues. These events aim to enhance awareness of global issues and create opportunities for debating and strengthening practice in global education. We are committed to organising more public events on global issues for the duration of this Strategic Plan including online seminars to support the dissemination of each new issue of our journal, *Policy and Practice*. These seminars enable journal authors to present and debate their published articles with colleagues in global education. Information on upcoming CGE activities are available from our free, monthly electronic newsletter service (E-bulletin) which you can subscribe to at: <https://www.centreforglobaleducation.com/e-bulletin>.

## Policy and Practice: A Development Education Review:



The Centre for Global Education's flagship publication is our open access, bi-annual, peer reviewed journal *Policy and Practice: A Development Education Review*, first published in 2005 and available at: [www.developmenteducationreview.com](http://www.developmenteducationreview.com). The journal aims to provide a space for global education practitioners to critically reflect on their practice and debate the policy environment in which they operate. Since 2005, the journal has established a large international audience. From January to December 2022, the journal web site received 173,567 unique visits and 236,705 visits in total. The top ten visitor countries by pages viewed were: United States (149,769); Philippines (89,655); UK (73,686); India (73,097); Canada (38,895); Ireland (28,276); South Africa (12,349); Malaysia (12,000); Germany (11,709); and Norway (11,635). Take-up of the journal is also monitored by the numbers of citations in books and journals generated by *Policy and Practice* articles. By February 2023, *Policy and Practice* articles had generated 4,225 citations in 619 different academic journals, 341 books, 415 dissertations and 111 NGO publications which points to the interdisciplinary nature of the journal's content.



## Research

CGE has maintained a research focus as part of its work for over three decades to enhance good practice in global education and strengthen the policy environment in which it is delivered. In 2022, we compiled a research study in partnership with Financial Justice Ireland, which explored the extent to which the international development and global education sector on the island of Ireland is engaging with the neoliberal economic system as the root cause of poverty, inequality and injustice. The research was funded by the Community Foundation All-Island Fund and is available at: <https://www.centreforglobaleducation.com/sites/default/files/CGE%20FJI%20Report%20August%202022%20%28Final%29.pdf>.

CGE also regularly publishes research reports on the socio-economic status of Palestinian refugees in the Middle-East. This work has developed out of the Centre's delivery of education programmes in the Gaza Strip and Lebanon (described below). The most recent CGE reports on Palestinian refugees in the Middle-East include an [analysis](#) in 2022 of the impact of the COVID-19 pandemic on the education of Palestinian refugee children in Jordan. In 2021, we published a [study](#) on the impact of the Syrian war on Palestinian refugees in Lebanon and Syria.

## Working in the Middle-East

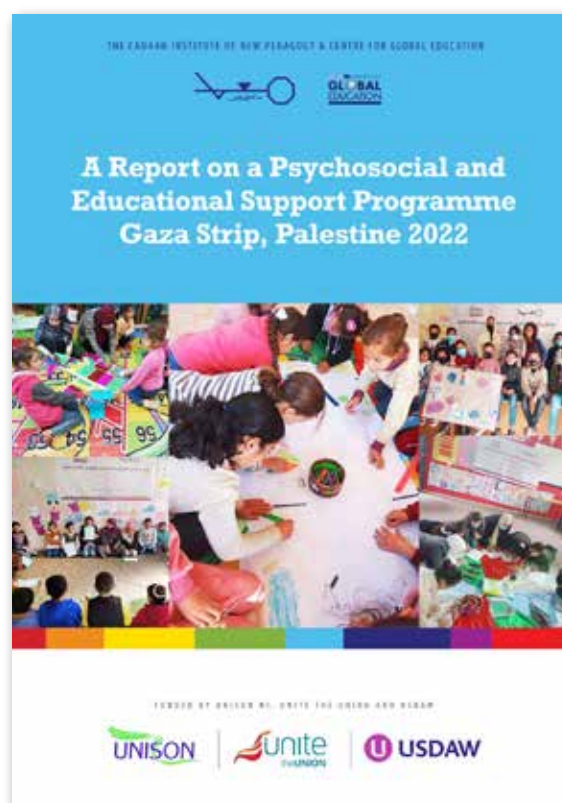
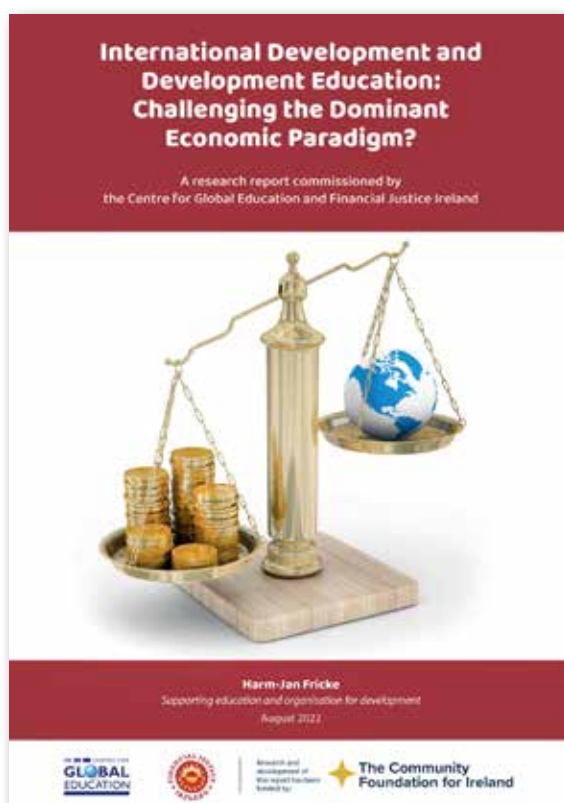
Since 2011, the Centre has been delivering education projects in the Gaza Strip, Palestine, in partnership with a Palestinian NGO called the Canaan Institute for New Pedagogy. The projects have been funded by the trade union sector in Ireland, and have the following aims:



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

The Gaza Strip has been subjected to five wars since 2008 and a blockade since 2007 which have created acute poverty and psychological stress, particularly for children. The Centre's projects in Gaza provide psycho-social support services to 400 traumatised young people aged 6-12 using interactive development education activities. The Centre also supplements education provision to children in Gaza, most of whom attend school for half a day, because 90 per cent of school buildings double-shift. The most recent report on the Centre's work in Gaza is available [here](#).

Since 2018, the Centre has received funding from the trade union NIPSA for a second project in the Middle-East also delivered to Palestinian refugees. The project supports the delivery of education and psychosocial support services to 100 Palestinian and Syrian refugee children living in Burj Barajneh refugee camp in Beirut, Lebanon. Burj Barajneh is one of 12 Palestinian camps operated by the United Nations Relief and Works Agency (UNRWA) in Lebanon. The project is being delivered in partnership with the Women's Program Association (WPA) which provides vocational training and education services in nine camps in Lebanon. The most recent report on the CGE-WPA project in Lebanon is available [here](#).



## Social Media

The Centre has a burgeoning social network and is rapidly approaching 2,000 'likes' on Facebook. We also regularly post on Twitter and update the content of our web site with new resources: [www.centreforglobaleducation.com](http://www.centreforglobaleducation.com). CGE also has satellite web sites for specific areas of work including the *Policy and Practice* journal ([www.developmenteducationreview.com](http://www.developmenteducationreview.com)) and for schools: Global Learning Schools NI ([www.globallearningni.com](http://www.globallearningni.com)).



## Climate Change Education

The Centre's activities over the next three years will maintain and enhance our commitment to high quality resources, training, seminars and events on global justice issues as well as expanding our growing social network and e-communications. A central element of our work will be to expand our activities in informal education, particularly the community and voluntary sector through the delivery of training on Climate Change Education. 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 project piloted 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 with the aim of supporting climate activism immersed in community development, and to engage learners in community education work.

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 for use with a variety of age ranges and varying levels of understanding about climate change. The Centre for Global Education aims to find more opportunities as part of our three-year strategic plan to deliver the "Communities for Climate Justice" course on a wider scale in the community and voluntary sector. The course materials have flexibility and multiple entry points that make them ideal for use in a range of learning settings.

For more information on the Centre's activities contact:  
Information Officer

**Centre for Global Education**

9 University Street  
Belfast  
BT7 1FY

Tel: +0044 (0)28 90241879

E-mail: [info@centreforglobaleducation.com](mailto:info@centreforglobaleducation.com)

Web: [www.centreforglobaleducation.com](http://www.centreforglobaleducation.com)



## 4 Vision and Mission Statements

### 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 world for positive social change.

### Mission Statement

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.

## 5 Values and Principles

### **The Centre for Global Education's activities are based on the following values:**

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

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

- Active Participation
- Diversity
- Empowerment
- Equality
- Human Rights
- Inclusion
- Interdependence
- Social and Economic Justice
- Environmental Sustainability



## 6 Focus Areas, Intended Outcomes and Key Work Areas

Centre for Global Education (CGE) has four Focus Areas with related Outcomes and Key Work Areas. They are as follows:

### Focus Area One: Research

#### Intended Outcomes:

- The global education sector will identify the barriers to critical engagement with neoliberalism as the root cause of worsening poverty, exclusion and inequality;
- The global education sector will have the opportunity to debate the systemic causes of poverty and inequality and how they can be addressed through educational approaches that involve the public in explorations of the global economic system;
- The global education sector will have Increased understanding of how the economic crisis in Lebanon has impacted socio-economic status of Palestinian refugees living in the country.

#### Key Work Areas:

- To commission and disseminate research on global education and neoliberalism;
- To share good practice in global education through the CGE journal, *Policy and Practice: A Development Education Review*;
- To publish research on the socio-economic condition of Palestinians in Lebanon;
- To share global education research through online seminars and events.

### Focus Area Two: Civil Society

#### Intended Outcomes:

- Civil society will have increased capacity for engagement with local and global justice and equality issues - including social, economic and environmental justice;
- Civil Society will have increased capacity to affect change;
- Civil society will develop a critical understanding of local and global justice and equality issues - including social, economic and environmental justice;
- CGE will have increased strategic partnership working in civil society.

Civil Society can include students, young people, older people, community groups, interest groups, the trade union movement, and civil society festivals.



### Key Work Areas:

- To seek strategic collaboration with other organisations in civil society;
- To communicate to target audiences in civil society using relevant and effective media;
- To enhance understanding of non-violent action for change in civil society.

## Focus Area Three: The Global Education Sector

### Intended Outcomes:

- The Global Education Sector will have increased capacity for systemic analysis of neoliberalism as the root cause of worsening poverty, exclusion and inequality;
- CGE will contribute to the increased sustainability of the global education sector;
- CGE will strengthen cross-border partnership and collaboration in the global education sector;
- CGE will support delivery of global education by civil society organisations in the global South;
- CGE will collaborate with networks and partners to increase financial support for the global education sector;
- CGE will work toward an improved policy environment for global education and seek to reintroduce a global learning programme in the formal education sector.

### Key Work Areas:

- To enable and encourage global education practitioners to access and contribute to *Policy and Practice*;
- To support the delivery of global education training to refugee children in Lebanon by a local civil society organisation;
- To carry out effective advocacy work with relevant statutory bodies and international non-governmental organisations (NGOs) to enhance the policy environment for global education;
- To co-edit the first comprehensive, open access publication on the history of global education in Ireland.

## Focus Area Four: Organisational Development

### Intended Outcomes:

- CGE will have increased capacity for advancing policy and practice in global education;
- CGE will have an increased profile and there will be an enhanced understanding of who we are and what we do;
- CGE will continue to support reflective learning;
- CGE will have increased resources and sustainability.

### Key Work Areas:

- To seek diverse income streams for CGE activities in the formal and informal education sectors;
- To promote our work and increase awareness of CGE through effective communication channels;
- To monitor and promote the impact of our work to stakeholders;
- To ensure sound governance.
-

## 7 Implementation Plan (1 January - 31 December 2023)

### FOCUS AREA ONE: RESEARCH

Focus Area One: Research	Actions / Tasks for 2023	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<b>AIM 1:</b> To commission and disseminate research on global education, neoliberalism and economic literacy.	<ul style="list-style-type: none"> <li>• Submit funding applications, in partnership with Financial Justice Ireland, to appropriate research bodies for resources to commission research on global education, neoliberalism and economic literacy.</li> <li>• To disseminate the research through the organisation of three webinars with members of IDEEA, Dochas and colleagues from the EU.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of applications submitted.</li> <li>• Qualitative evidence gathered on why the global education sector is not critically engaging with neoliberalism as part of its public engagement practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Grant secured to commission a consultant to investigate the challenges to engagement with neoliberalism and the economic system in the global education sector.</li> <li>• The research will combine Focus Groups, an online survey, and literature review. They will be monitored through sectoral participation in the research and the final research report.</li> </ul>	• Ongoing	<ul style="list-style-type: none"> <li>• Community Foundation All-Island Fund; Shared Island Civic Society Fund; Irish Research Council.</li> </ul>	<ul style="list-style-type: none"> <li>• CGE Director, Financial Justice Ireland Director, global education consultant, Dochas and IDEEA.</li> </ul>



## FOCUS AREA ONE: RESEARCH

Focus Area One: Research	Actions / Tasks for 2023	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<b>AIM 2:</b> To share good practice in global education and new GE research through the CGE journal, <i>Policy and Practice: A Development Education Review</i> .	<ul style="list-style-type: none"> <li>To publish Issue 36 of <i>Policy and Practice</i> on the theme of 'Development Education and Democracy' in Spring 2023.</li> <li>To disseminate the Call for Contributors for Issue 37 of <i>Policy and Practice</i> in February 2023.</li> <li>To publish Issue 37 of <i>Policy and Practice</i> on the theme "Frontlines of Activism" in Autumn 2023.</li> <li>To update the database of citations generated by <i>Policy and Practice</i> articles in February 2023.</li> </ul>	<ul style="list-style-type: none"> <li>10-12 articles published in Issue 36 of <i>Policy and Practice</i> in Spring 2023 on the theme 'Development Education and Democracy'.</li> <li>The Call for Contributors for Issue 37 will be widely disseminated through the <i>Policy and Practice</i> web site and on social media.</li> <li>10-12 articles published in Issue 37 of <i>Policy and Practice</i> in Autumn 2023 on the theme 'Frontlines of Activism'.</li> <li>An updated <i>Policy and Practice</i> Citations Database will be published in February 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Issue 36 will be available to download from the <i>Policy and Practice</i> web site in April 2023.</li> <li>There will be 180,000 unique visits to the <i>Policy and Practice</i> web site from Jan - Dec 2023.</li> <li>The Call for Contributors for Issue 37 will be available on the submissions page of the <i>Policy and Practice</i> web site in February 2023.</li> <li>Issue 37 of the journal will be uploaded to the <i>Policy and Practice</i> web site in Autumn 2023.</li> <li><i>Policy and Practice</i> articles will generate 4,000 citations in books and journals by February 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Issue 36 published in April 2023.</li> <li>The Call for Contributors to be disseminated from February 2023.</li> <li>Issue 37 to be published in Autumn 2023.</li> <li>The Citations Database to be published in February 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Three year grant from the Irish Aid Global Citizenship Education Fund.</li> </ul>	<ul style="list-style-type: none"> <li>CGE Director, Assistant Editor, <i>Policy and Practice</i> Editorial Board.</li> </ul>
<b>AIM 3:</b> To publish research on the socio-economic condition of Palestinians in Lebanon.	<ul style="list-style-type: none"> <li>To compile a report on the socio-economic situation faced by Palestinian refugees in Lebanon based on field visits to six refugee camps in 2022.</li> <li>To disseminate the research through the civil society and academic networks including ANGEL, DSAI, IDEA and Comhlamh.</li> </ul>	<ul style="list-style-type: none"> <li>The field research has been completed on three visits to Lebanon in May, September and November 2022.</li> <li>The completed research report will be the main indicator of success when published in April 2023.</li> </ul>	<ul style="list-style-type: none"> <li>The report will be monitored on the basis of report dissemination and take-up by colleagues in the higher education and global education sectors.</li> </ul>	<ul style="list-style-type: none"> <li>April 2023.</li> </ul>	<ul style="list-style-type: none"> <li>CGE.</li> </ul>	<ul style="list-style-type: none"> <li>Director.</li> </ul>

## FOCUS AREA ONE: RESEARCH

Focus Area One: Research	Actions / Tasks for 2023	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<b>AIM 4:</b> To share global education research through online seminars and events.	<ul style="list-style-type: none"> <li>A global education webinar on the 2022 CGE report on neoliberalism to be organised in partnership with ANGEL on 25 January 2023.</li> <li>CGE will organise a webinar in partnership with IDEEA on 14 February 2023 on "Development and the Economic Paradigm" based on Issue 35 of <i>Policy and Practice</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced understanding of neoliberalism in the global education sector monitored using online evaluation tools.</li> <li>The two webinars will be recorded and the learning shared with the global education and higher education sectors.</li> <li>A report on the IDEEA webinar to be compiled and disseminated.</li> </ul>	<ul style="list-style-type: none"> <li>The webinar recordings will represent evidence of the discussion generated by the webinars.</li> <li>The CGE/IDEA webinar will be recorded and a report containing the webinar presentations will be published online.</li> </ul>	<ul style="list-style-type: none"> <li>January - February 2023.</li> <li>March 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Funded by Irish Aid GCE grant.</li> </ul>	<ul style="list-style-type: none"> <li>CGE Director with the staff of IDEEA and ANGEL.</li> </ul>



## FOCUS AREA TWO: CIVIL SOCIETY

Focus Area Two: Civil Society	Actions / Tasks for 2023	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<b>AIM 1:</b> To seek strategic collaboration with other organisations in civil society.	<ul style="list-style-type: none"> <li>Develop a trade union partnership project based on global education.</li> <li>Explore partnerships with other civil society organisations in the informal sector and procure grants to resource them.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a partnership agreement with trade union (s) for the delivery of a pilot global education training to their members.</li> <li>Secure a grant to deliver a training course on international development issues using global education methodologies.</li> <li>New working partnerships in civil society with organisations that share our vision and values.</li> </ul>	<ul style="list-style-type: none"> <li>The training will enhance understanding of, and action on, international development issues. The content of the training will be agreed with the trade unions and will address their priority issues. It will be monitored on the basis of take-up and feedback from participants.</li> <li>The procurement of funding to resource these new partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>Secure a grant for delivery from September 2023.</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>An Awards for All grant from the National Lottery.</li> </ul>	<ul style="list-style-type: none"> <li>Director in partnership with trade unions and a global education trainer.</li> <li>The CGE Management Board and Director will explore other options for strategic partnerships in civil society and how they can be resourced.</li> </ul>
<b>AIM 2:</b> To communicate to target audiences in civil society using relevant and effective media.	<ul style="list-style-type: none"> <li>Publish a monthly newsletter to promote CGE activities to partners and audiences in civil society including the community and voluntary sector.</li> <li>Promotion of activities through social media.</li> <li>To maintain and update the three CGE web sites: Policy and Practice, Globallearning-ni and Centre for Global Education.</li> </ul>	<ul style="list-style-type: none"> <li>Increased civil society participation in CGE activities.</li> <li>Enhanced understanding of global issues among target audiences.</li> </ul>	<ul style="list-style-type: none"> <li>The number of 'clicks' and 'opens' on the CGE monthly newsletter.</li> <li>The number of new newsletter subscribers from civil society.</li> <li>The number of 'followers' and 'likes' on social media.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>Published in-house.</li> </ul>	<ul style="list-style-type: none"> <li>Information Officer, Assistant Editor, Promotions and Communications Consultant, and Director.</li> </ul>

## FOCUS AREA TWO: CIVIL SOCIETY

Focus Area Two: Civil Society	Actions / Tasks for 2023	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<b>AIM 3:</b> To enhance understanding of non-violent action for change in civil society.	<ul style="list-style-type: none"> <li>To compile two case studies of people in the north of Ireland who have successfully taken non-violent action for change on social justice or sustainability issues. This initiative is part of a UK-wide project led by DEC South Yorkshire.</li> <li>To link the case studies to the Northern Ireland Curriculum and pilot them through an online training event for teachers and global educators.</li> </ul>	<ul style="list-style-type: none"> <li>A total of 30 primary and post-primary schools will attend an online training event based on the content of the two case studies.</li> <li>The case studies will be uploaded to the <a href="http://globallearningni.com">globallearningni</a> web site for schools.</li> </ul>	<ul style="list-style-type: none"> <li>The case studies will be piloted in a post-primary teacher workshop with ten teachers.</li> <li>The online training event will be monitored on the basis of teacher feedback using online tools.</li> </ul>	<ul style="list-style-type: none"> <li>From September 2023</li> </ul>	<ul style="list-style-type: none"> <li>A funding application has been submitted by DEC South Yorkshire to the Joseph Rowntree Charitable Trust.</li> </ul>	<ul style="list-style-type: none"> <li>Director and a Global Education Consultant in partnership with the Development Education Centre South Yorkshire.</li> </ul>



## FOCUS AREA THREE: THE GLOBAL EDUCATION SECTOR

Focus Area Three: The Global Education Sector	Actions / Tasks for 2023	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<p><b>AIM 1:</b> To enable and encourage global education practitioners to access <i>Policy &amp; Practice</i>.</p>	<ul style="list-style-type: none"> <li>To produce a series of six podcasts under the title “Reimagining Development” that explore international development and global education.</li> <li>The podcasts will be uploaded to the <i>Policy and Practice</i> web site and will increase traffic to the site.</li> <li>The podcasts will feature interviews with leading practitioners in international development and development education.</li> <li>Organise a one-day seminar in partnership with IDEA to promote Issue 36 of <i>Policy and Practice</i> on the theme “Development Education and Democracy”.</li> </ul>	<ul style="list-style-type: none"> <li>The number of podcast downloads by users. This will be available from the podcast host.</li> <li>The number of <i>Policy and Practice</i> web site visitors monitored using AW Stats will tell us if the podcasts increase traffic to the site.</li> <li>IDEA members have enhanced awareness of the journal and the concept of democracy.</li> </ul>	<ul style="list-style-type: none"> <li>Podcast analytics.</li> <li><i>Policy and Practice</i> online visitors monitored by AWStats.</li> <li>The seminar will be evaluated online by participant questionnaires.</li> </ul>	<ul style="list-style-type: none"> <li>Spring and Autumn 2023</li> <li>December 2023</li> <li>The seminar on Issue 36 will be held online in May 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Irish Aid Global Citizenship Education grant</li> </ul>	<ul style="list-style-type: none"> <li>Director, Information Officer and Assistant Editor.</li> <li>Director and IDEA.</li> </ul>



## FOCUS AREA THREE: THE GLOBAL EDUCATION SECTOR

Focus Area Three: The Global Education Sector	Actions / Tasks for 2023	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<b>AIM 2:</b> To provide global education training to refugee children in Lebanon.	<ul style="list-style-type: none"> <li>To deliver a global education project in Mar Elias refugee camp in Lebanon to 100 Palestinian and Syrian young people, aged 6-12, living in the camp.</li> </ul>	<ul style="list-style-type: none"> <li>One hundred Palestinian and Syrian refugee children receive formal education classes in the Lebanese curriculum using global education methodologies from March to August 2023.</li> <li>The children receive psycho-social support to manage the effects of trauma and stress caused by exposure to extreme poverty.</li> <li>The children will receive breakfast every day and three field trips outside the camp.</li> <li>The children benefit from increased literacy and numeracy skills, and psychosocial care.</li> </ul>	<ul style="list-style-type: none"> <li>The registration of 100 children on to the programme and the delivery of formal sector classes using global education methodologies.</li> <li>The children will evaluate the programme through written questionnaires and oral feedback.</li> <li>The children's mental health is monitored by Psychosocial Therapists.</li> <li>The CGE Director will visit the programme in May to meet the WPA, facilitators and children. This visit will contribute to the project evaluation.</li> <li>A project report will be published in September 2023.</li> </ul>	<ul style="list-style-type: none"> <li>March to August 2023.</li> <li>May 2023.</li> <li>September 2023</li> </ul>	<ul style="list-style-type: none"> <li>NIPSA Global Solidarity grant.</li> </ul>	<ul style="list-style-type: none"> <li>The training is delivered by the staff of the Women's Program Association.</li> <li>Reporting is managed by the CGE Director in liaison with the WPA.</li> </ul>

## FOCUS AREA THREE: THE GLOBAL EDUCATION SECTOR

Focus Area Three: The Global Education Sector	Actions / Tasks for 2023	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<b>AIM 3:</b> To work collaboratively with relevant statutory bodies and non-governmental organisations (NGOs) to influence policy in regards to global education.	<ul style="list-style-type: none"> <li>To work with IDEA and Irish Aid to enhance the policy environment for development education in the north of Ireland.</li> </ul>	<ul style="list-style-type: none"> <li>The creation of a communications strategy to support stronger cross-border partnerships and collaboration between development education organisations.</li> <li>The organisation of a meeting with Irish Aid and IDEA to discuss how to enhance support for development education in the north of Ireland.</li> <li>Increased financial support for global education in the formal and informal education sectors in the north of Ireland.</li> </ul>	<ul style="list-style-type: none"> <li>The endorsement of a new communications strategy for all-island collaboration by members of IDEA.</li> <li>An online meeting will be held with Irish Aid and IDEA on 23 February 2023.</li> <li>New development education initiatives supported by Irish Aid on an all-island basis.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>IDEA and Irish Aid.</li> </ul>	<ul style="list-style-type: none"> <li>CGE Director, IDEA, Irish Aid and colleagues in CADA.</li> </ul>
<b>AIM 4:</b> To co-edit the first comprehensive, open access publication on the history of global education in Ireland.	<ul style="list-style-type: none"> <li>To publish an edited volume in hard copy and online on the history of the global education sector in Ireland.</li> <li>To edit the book in partnership with Eilish Dillon (Department of International Development, Maynooth University), Niamh Gaynor (School of Law and Government, DCU) and Gerard McCann (St. Mary's University College).</li> </ul>	<ul style="list-style-type: none"> <li>The book will comprise thirty chapters written by leading global education practitioners on the past, present and future of the sector in Ireland.</li> <li>This book will provide a comprehensive critical history of global education in the island of Ireland over the past 60 years.</li> </ul>	<ul style="list-style-type: none"> <li>A first draft of the book will be submitted to the publisher, Bloomsbury, by 1 October 2023.</li> <li>Delivery of the final work will be on 8 January 2024.</li> <li>The content of the book will comprise thirty chapters and 120,000 words.</li> <li>The book will be published in May 2023.</li> </ul>	<ul style="list-style-type: none"> <li>The deadline for first drafts of chapters is March 2023.</li> <li>The CGE Director will edit one of five sections in the book, write an introduction to the section and contribute a case study and co-edited chapter.</li> </ul>	<ul style="list-style-type: none"> <li>The editors have a contract for publication in an open access format and in hard copy with Bloomsbury Press.</li> </ul>	<ul style="list-style-type: none"> <li>Director in partnership with co-editors Eilish Dillon, Niamh Gaynor and Gerard McCann.</li> </ul>

## FOCUS AREA FOUR: ORGANISATIONAL DEVELOPMENT

Focus Area Four: Organisational Development	Actions / Tasks for 2023	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<b>AIM 1:</b> To seek diverse income streams for CGE activities in the formal and informal education sectors.	<ul style="list-style-type: none"> <li>To continually monitor funding opportunities for new formal and informal CGE education projects to diversify the Centre's work in global education and access non-traditional sources of funding.</li> <li>Establish a funding narrative for CGE to effectively communicate our mission to potential funders.</li> </ul>	<ul style="list-style-type: none"> <li>New funding sources are identified and secured for CGE global education initiatives in the formal and informal sectors focused on inequality and justice issues.</li> </ul>	<ul style="list-style-type: none"> <li>Funding applications are written and submitted to potential funders for CGE activities.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>CGE reserves are available to secure any consultancy expertise needed for this work.</li> </ul>	<ul style="list-style-type: none"> <li>Director and Management Board.</li> </ul>
<b>AIM 2:</b> To promote our work and increase awareness of CGE through effective communication channels.	<ul style="list-style-type: none"> <li>Compile and disseminate 12 e-bulletins in 2023 to promote our work and engage with partners.</li> <li>To maintain and enhance our profile online by updating Twitter and Facebook accounts for Global Learning Schools NI, CGE and <i>Policy &amp; Practice</i>.</li> <li>To maintain and regularly update the CGE, Global Learning Schools NI and <i>Policy and Practice</i> web sites.</li> </ul>	<ul style="list-style-type: none"> <li>An increased number of subscribers to the e-bulletin.</li> <li>To enhance online engagement with the Centre's work.</li> <li>To increase traffic to the CGE web sites monitored by the number of visitors.</li> </ul>	<ul style="list-style-type: none"> <li>The number of 'opens' and 'clicks' on Mailchimp.</li> <li>The number of 'likes' and 'followers' on social media accounts.</li> <li>AWStats reports on the unique and total number of visitors to the CGE web sites.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> <li>Ongoing</li> <li>Web site reports compiled in June and December.</li> </ul>	<ul style="list-style-type: none"> <li>In-house</li> <li>In-house</li> <li>In-house</li> </ul>	<ul style="list-style-type: none"> <li>Director and Information Officer</li> <li>Director, Information Officer and Communications and Promotions Consultant.</li> <li>Director, Information Officer and Assistant Editor.</li> </ul>



## FOCUS AREA FOUR: ORGANISATIONAL DEVELOPMENT

Focus Area Four: Organisational Development	Actions / Tasks for 2023	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<b>AIM 3:</b> To monitor and promote the impact of our work to stakeholders	<ul style="list-style-type: none"> <li>To organise an annual review of the CGE Strategic Plan in an externally facilitated session with the staff and Management Board.</li> <li>To publish an annual report that promotes the impact of our work to stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>The review will indicate the achievements of the strategy to date and the areas of work that still need to be addressed. The session will also help us to identify new objectives for the remainder of the strategy.</li> <li>The annual report is published and disseminated in September 2023.</li> </ul>	<ul style="list-style-type: none"> <li>The Centre's Strategic Plan will be kept under review by the staff and Management Board at regular quarterly meetings.</li> <li>The report will comprise a narrative and financial report on the year's activities.</li> </ul>	<ul style="list-style-type: none"> <li>The annual review will be held in December 2023.</li> <li>September 2023</li> </ul>	<ul style="list-style-type: none"> <li>CGE funding for an external facilitator.</li> <li>In-house</li> </ul>	<ul style="list-style-type: none"> <li>Blue Moss.</li> <li>Director</li> </ul>
<b>AIM 4:</b> To ensure sound governance.	<ul style="list-style-type: none"> <li>Carry out regular reviews of governance documents to ensure CGE maintains best practice in management and oversight.</li> <li>Regularly review and update financial documents including the Reserves Policy and Financial Procedures Manual.</li> <li>Ensure CGE compliance with the IDEA Code of Good Practice in Development Education and Dóchas Code of Conduct on Images and Messages.</li> </ul>	<ul style="list-style-type: none"> <li>Governance documents are in compliance with current legislation and best practice.</li> <li>CGE is on track to achieve a realistic Reserves target that is equal to three months' core costs. CGE's Financial Procedures Manual is reviewed by Director and Treasurer after each audit of accounts.</li> <li>CGE submits a workbook to IDEA setting out our compliance with the IDEA Code of Good Practice in Development Education.</li> </ul>	<ul style="list-style-type: none"> <li>Governance documents are kept under review by the Management Board. Financial documents are reviewed by the Treasurer.</li> <li>Evidenced through minutes of CGE Management Board meetings.</li> <li>IDEA reviews the workbook and sends a review letter to CGE on how to enhance adherence to the Code.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> <li>February 2024</li> </ul>	<ul style="list-style-type: none"> <li>In-house</li> <li>In-house</li> <li>In-house</li> </ul>	<ul style="list-style-type: none"> <li>Director and Management Board.</li> <li>Director and Management Board.</li> <li>CGE staff, Management Board and IDEA.</li> </ul>

## 8 Plan Review Arrangements

Here we outline how we will review performance in relation to our plans and revise them accordingly.

Our planning process will involve:

- This three-year Strategic Plan,
- A three-year Implementation Plan and;

### 8.1 Annual Review

Each year we will:

- Compile a systematic statement of the outcomes delivered in line with the Strategic Plan based on staff reports prepared each year.
- Organise an external Annual Strategic Review facilitated by Blue Moss.

### 8.2 Three Year Evaluation

The Centre will commission an external review of the organisation's performance in the first quarter of Year 3 to reflect on delivery of this Strategic Plan and commence planning for the period 2027-2030.



**Centre for Global Education**

9 University Street  
Belfast  
BT7 1FY  
Tel: (028) 90241879

E-mail: [info@centreforglobaleducation.com](mailto:info@centreforglobaleducation.com)  
Web Site: [www.centreforglobaleducation.com](http://www.centreforglobaleducation.com)  
Facebook: <http://www.facebook.com/centreforglobaleducation>  
Twitter: [@CGEbelfast](https://twitter.com/CGEbelfast)  
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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.