

CENTRE FOR GLOBAL EDUCATION
STRATEGIC PLAN

JANUARY 2020 - DECEMBER 2022





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Centre for Global Education, February 2020

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1 Executive Summary

Welcome to the Centre for Global Education's (CGE) Strategic Plan for the period 1 January 2020 to 31 December 2022. This plan represents the outcome of an organisational review and planning process externally facilitated by Clare Cuthbert of Blue Moss with the participation of the Centre's staff and Management Board. The review included consultations with 20 key Centre for Global Education stakeholders in the development education, higher education, community and international development sectors. Interviews were carried out face-to-face, by telephone and, in a small number of cases, by e-mail. A Focus Group was organised with readers and contributors to the CGE's bi-annual, peer reviewed, open access journal, *Policy and Practice: A Development Education Review*. The journal is the CGE's flagship publication and we felt it important that it be separately evaluated as it approaches its fifteenth anniversary.

CGE's strategic plan aims to sustain 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: Formal Education; 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 2020. 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.

Terminology

There are several terms used to describe our area of work. They include: development education, global learning, global citizenship education, global dimension, global education, sustainable development and development awareness. We recognise that this can be confusing for learners and educators but all of these terms are valid and can be used interchangeably. They all refer to education about the underlying causes of poverty, inequality and injustice both locally and globally. They all provide learners with the values, skills, attitudes, knowledge and understanding needed to take informed action for a more just and sustainable world. They all draw upon the radical pedagogy of Paulo Freire who believed that education can be transformative if it enables learners to become critical thinkers with the agency to effect positive social change.

Need for Global Learning

We live in a world with grotesque levels of inequality. A 2019 report from Oxfam revealed that 3.4 billion people – almost half of humanity – live on less than \$5.50 a day. At the other end of the economic scale, the wealth of the world's billionaires increased by \$900 billion in 2018 or \$2.5 billion a day. We are also witnessing growing levels of racism and intolerance, the media scapegoating of migrants, a rising tide of populist nationalism, and a climate emergency. Global learning provides the critical thinking skills, analysis and participative learning needed to address these issues and mobilise communities for a just and sustainable world. We hope that you take the publication of this Strategic Plan as an opportunity to participate in our activities over the coming three years and strengthen our capacity to deliver global learning toward a more just and equal world.



2 Glossary of Key Terms and Organisations

British Council	(BC)
Centre for Global Education	(CGE)
Climate Change Education	(CCE)
Connecting Classrooms through Global Learning	(CCGL)
Continuing Professional Development	(CPD)
Council for the Curriculum Examinations and Assessment	(CCEA)
Course Assignment Summary	(CAS)
Department for International Development	(DFID)
Development Education	(DE)
Development and Intercultural Education	(DICE)
Global Education	(GE)
Global Learning	(GL)
Global Learning Schools Northern Ireland	(GLSNI)
International Partnerships	(IP)
Irish Development Education Association	(IDEA)
Sustainable Development	(SD)



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: <http://www.centreforglobaleducation.com/publications-cge>. 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.

Events

The Centre regularly organizes 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. For example, in June 2019, CGE organised a seminar in partnership with the trade union NIPSA titled 'Inequality, Poverty and a Burning Planet', which discussed the relationship between a carbon-based economy and climate change. We are committed to organising more public events on global issues for the duration of this Strategic Plan. Moreover, CGE will organise a one-day seminar to support the dissemination of each new issue of our journal, *Policy and Practice*, that will enable authors to present and debate their published articles. Information on upcoming CGE activities are available from our free, monthly electronic newsletter service (E-bulletin) which you can subscribe to at: <http://www.centreforglobaleducation.com/ebulletin>.



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. 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 2018, the journal web site received 147,364 unique visits and 185,666 visits in total. The top ten visitor countries by pages viewed were: United States (65,130); India (20,815); UK (20,352); Philippines (14,873); Russia (11,857); Germany (11,334); France (9,846); Canada (9,193); Poland (6,089); and Ireland (5,887). Take-up of the journal is also monitored by the numbers of citations in books and journals generated by *Policy and Practice* articles. By September 2019, *Policy and Practice* articles had generated 1,984 citations in 200 different academic journals, 113 books and 22 NGO publications which points to the inter-disciplinary nature of the journal's content.

Connecting Classrooms through Global Learning

In 2018, the CGE commenced delivery of a schools' programme called Connecting Classrooms through Global Learning (CCGL) which is funded by the British Council and the Department for International Development. The contract for this programme has two main elements. The first requires that CGE operate as an "Expert Lead Organisation for Northern Ireland" with responsibility for supporting international school partnerships. This involves enabling schools to work in clusters toward a grant application to partner with schools in the global South. The grant supports reciprocal visits between the schools or, where this is not feasible, to create virtual visits using interactive technology. The Centre organises information sessions for teachers interested in the partnerships and provides substitute cover for Cluster Co-ordinators to assist them with the grant applications. The second element of the project involves writing, promoting and delivering Continuing Professional Development (CPD) training to teachers to improve their practice in both global learning and international school partnerships. 286 teachers have attended CCGL training in 2019, most of whom have completed a six-hour course in Global Learning. The CPD is delivered to different levels of complexity according to the needs of schools and can be offered as a whole school training to embed global learning across the school development plan. Courses are offered on an on-demand basis to June 2021. For further information on the school partnerships and CPD please e-mail: schools@centreforglobaleducation.com or visit: <https://www.globallearningni.com/>

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 are funded by NIPSA, the trade union, 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 three 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 psychosocial support services to 400 traumatised young people per annum 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% of school buildings double-shift. For more information on the Centre's work in Gaza please click [here](#).

In January 2020, the Centre received funding from NIPSA for a second (two year) project which is supporting the delivery of education and psychosocial support services to 75 Palestinian and Syrian refugee children living in the 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 new project is being delivered in partnership with the Women's Program Association which provides vocational training and education services in nine camps in Lebanon.

Networking

The Centre is affiliated to global education and international networks in Ireland and the UK. These include: the Coalition of Aid and Development Agencies Northern Ireland (CADANI); Dóchas, the Irish Association of Non-Governmental Development Organisations; the Irish Development Education Association (IDEA); and the UK Development Education Network. These networks provide regular opportunities for collaboration, advocacy and information sharing in the global education sector.

Online Services

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. CGE also has satellite web sites for specific areas of work including the *Policy and Practice* journal (www.developmenteducationreview.com) and for schools: Global Learning Schools NI (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 to 2023 will be to expand our activities in informal education, particularly the community and voluntary sector. We also aim to enhance our contribution to Climate Change Education. In year one of our Strategic Plan we will be making four short films about the local climate strikes funded by Concern Worldwide. The films aim to discuss the importance of climate action, why it is needed and how schools can become more supportive of the activism of their students. We will also be producing lesson plans to accompany the films and ensure that they are used to support delivery of the curriculum.

Research on Palestinian Refugees

Other key activities in the plan include a commitment to carry out research on Palestinian refugees outside the Occupied Palestinian Territories (OPT). In 2019, CGE published a [report](#) on Palestinian refugees in Lebanon. In 2020, the Centre aims to carry out research on the living conditions in Palestinian refugees in southern Lebanon. The research aim to enhance understanding of the lives of Palestinian refugees among global educators, academics, students and civil society activists.



We hope that our new Strategic Plan has something of interest for anyone with a passion for reducing poverty and creating greater equality through education and action. We hope you will use the publication of this plan as an opportunity to get involved in the Centre's work.

For more information on the Centre's activities contact:

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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: Formal Education

Intended Outcomes:

- Teachers will have increased understanding of the values and benefits of global learning;
- Teachers will have increased capacity to deliver high quality global learning;
- CGE will have increased ownership of our global learning Continuing Professional Development (CPD);
- CGE will enhance understanding of global learning in the higher and global education sectors;
- CGE will strengthen the academic credibility of global learning in the tertiary education sector, locally and internationally.

Key Work Areas:

- To deliver global learning in schools;
- To identify and promote relevant education resources for use in schools;
- To publish *Policy & Practice: A Development Education Review* biannually;
- To seek collaborative working opportunities in the formal education sector beyond funded programmes.

Focus Area Two: Civil Society

Intended Outcomes:

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

Civil Society can include students, young people, older people, community groups, interest groups, businesses, councils, political representatives, 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 use CGE's resource base and facilities for engagement, debate and activism.

AIM 3: The Global Education Sector

Intended Outcomes:

- The Global Education Sector will have increased capacity for education and social change;
- CGE will contribute to the increased sustainability of the Global Education sector;
- CGE will enhance the effectiveness of the Global Education sector;
- 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.

Key Work Areas:

- To enable and encourage Global Education practitioners to access *Policy & Practice*;
- To provide relevant training to Global Education practitioners and their target groups;
- To work collaboratively with relevant statutory bodies and non-governmental organisations (NGOs) to influence policy in regard to Global Education;
- To carry out research in Global Education.

AIM 4: Organisational Development

Intended Outcomes:

- CGE will have increased ownership of our schools' programme;
- 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;
- 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 maintain and support the staff team;
- To ensure sound governance.



7 Implementation Plan (1 January - 31 December 2020)

Focus Area One: Formal Education	Actions / Tasks for 2020	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<p>AIM 1: To deliver global learning in schools.</p>	<ul style="list-style-type: none"> Support 100 schools through successful CCGL international partnership grant applications and quality collaborative projects on global learning. 	<ul style="list-style-type: none"> Target number of grant applications submitted. Increased delivery of global learning in participating schools. Pupil development of global learning outcomes. Evidence of good practice in reciprocal teacher visits. Partnership schools' participation in partnership journey and global learning CPD. Number of school/cluster meetings. 	<ul style="list-style-type: none"> CCGL School Advisors' observations and discussions with lead teachers about each project and visit. School/ cluster interim and end of grant reports. School/cluster baseline and follow up self-evaluations. Case studies. Feedback from British Council. Training attendance sheets. CGE schools' database. Shared International Partnerships Database. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> British Council and DFID grant 	<ul style="list-style-type: none"> School Advisors with support from the CCGL Programme Manager.
	<ul style="list-style-type: none"> 200 teachers complete a CCGL course in global learning. 	<ul style="list-style-type: none"> Teacher's embed global learning into their practice. Pupil development of global learning outcomes. 	<ul style="list-style-type: none"> SurveyMonkey -register of interest form. Contracts. Evaluation forms. Course Assignment Summary (CAS) forms. Case studies. Informal trainer observation and feedback. Update and monitoring of CPD- In-schools database. CGE schools database. BC data from end of course surveys. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> British Council and DFID grant 	<ul style="list-style-type: none"> Project Officer and freelance trainers with support from the Communications & Events Manager and Programme Manager.



Focus Area One: Formal Education	Actions / Tasks for 2020	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<p>AIM 1: To deliver global learning in schools.</p>	<ul style="list-style-type: none"> Implement a communications and promotions strategy and plan to meet CCGL international school partnership and CPD targets. 	<ul style="list-style-type: none"> Partnership schools' participation in partnership and global learning CPD. Target number of IP grant applications submitted. Case studies demonstrating the impact of international partnerships and global learning CPD are shared with NI schools. Promotional materials shared by multiple formal education sector bodies. Hard and soft copy promotional materials sent directly from CGE to schools. Quarterly increase in the number of social media, GLSNI website and e-newsletter views. Update of CCGL website on a monthly basis. 	<ul style="list-style-type: none"> Evaluation forms. Course Assignment Summary (CAS) forms. Case studies. CPD and training day attendance sheets. Feedback from British Council. Mailchimp and Google Analytics. Social media post views. New content on the GLSNI website. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> British Council and DFID grant 	<ul style="list-style-type: none"> Communications & Events Manager with support from the Programme Manager.
<p>AIM 2: To identify and promote relevant education resources for use in schools.</p>	<ul style="list-style-type: none"> CGE to produce four short films on the 'Fridays for Future' Climate Strikes and four lesson plans to accompany the films from Key Stages 1-4. 	<ul style="list-style-type: none"> The films will be shared online via the CGE web site and social media accounts. The films and lesson plans will be used in CCGL CPD courses to June 2021. 	<ul style="list-style-type: none"> The films will be evaluated through their use on CPD courses with teachers and through their take-up online via the CGE web site and social media accounts. 	<ul style="list-style-type: none"> The filming will be carried out in March 2020 and the films released in May 2020. The lesson plans will be published and disseminated from September 2020. 	<ul style="list-style-type: none"> Grants from Concern Worldwide for the films and from Trócaire for the lesson plans. 	<ul style="list-style-type: none"> Freelance consultants Rosie McCreanor and Stella Murray.



7 Implementation Plan (1 January - 31 December 2020)

Focus Area 1: Formal Education	Actions / Tasks for 2020	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<p>AIM 3: To publish <i>Policy & Practice: A Development Education Review</i> biannually.</p>	<ul style="list-style-type: none"> To convene a meeting of the <i>Policy and Practice</i> Editorial Board in February 2020; To publish Issue 30 of <i>Policy and Practice</i> on the theme of 'Development Education and Climate Change' in Spring 2020; To publish Issue 31 of <i>Policy and Practice</i> on the theme of 'The Policy Environment for Development Education and Global Learning'. To publish a 15th anniversary hard copy volume of <i>Policy and Practice</i>. 	<ul style="list-style-type: none"> Theme agreed for Issue 32 of the journal in February 2020. 10-12 articles published in Spring 2020 on the theme of 'Development Education and Climate Change'. 10-12 articles published in Autumn 2020 on the theme of 'The Policy Environment for Development Education and Global Learning'. Special hard copy edition published in Autumn 2020. 	<ul style="list-style-type: none"> Call for Contributors for Issue 32 launched in September 2020. 2,000 citations generated by P&P articles by September 2020. 150,000 visitors to the <i>Policy and Practice</i> web site from Jan - Dec 2020. Sales of the hard copy edition from the CGE web site. 	<ul style="list-style-type: none"> September 2020. Issue 30 of the journal published in Spring 2020. Issue 31 of the journal published in Autumn 2020. Autumn 2020. 	<ul style="list-style-type: none"> Two year grant from Irish Aid. 	<ul style="list-style-type: none"> Director and Editorial Board of the journal. Director and Editorial Board. Director and Editorial Board.
<p>AIM 4: To seek collaborative working opportunities in the formal education sector beyond funded programmes.</p>	<ul style="list-style-type: none"> Support teachers participating in the development of a CCEA GL Maths resource. 	<ul style="list-style-type: none"> Completed resource hosted on CCEA website. 	<ul style="list-style-type: none"> Peer review of resources developed. CCEA feedback. Teacher feedback after piloting. 	<ul style="list-style-type: none"> By June 2020 	<ul style="list-style-type: none"> Funded by CCEA with CGE providing staff time. 	<ul style="list-style-type: none"> School Advisors.
	<ul style="list-style-type: none"> Liaise with CCEA in the development of a Global Learning (GL) assessment toolkit for teachers. 	<ul style="list-style-type: none"> Completed assessment toolkit hosted on CCGL web site. 	<ul style="list-style-type: none"> Peer review of resources developed. CCEA feedback. Teacher feedback after piloting. 	<ul style="list-style-type: none"> By June 2020 	<ul style="list-style-type: none"> CCEA 	<ul style="list-style-type: none"> Freelance consultant & CCGL Programme Manager.



Focus Area One: Formal Education	Actions / Tasks for 2020	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<p>AIM 4: To seek collaborative working opportunities in the formal education sector beyond funded programmes.</p>	<ul style="list-style-type: none"> • Scope out and advocate opportunities for input into formal sector conferences and other events to promote CCGL and share good practice in GL and IPs. 	<ul style="list-style-type: none"> • Workshop input at C2K conferences on using technology to enhance learning through International Partnerships. • Input at other conferences and events. 	<ul style="list-style-type: none"> • Event feedback. • Attendance and 'register of interest' sheets from formal sector events. 	<ul style="list-style-type: none"> • C2K conference by June 2020. • Eco-schools conference by match 2020. • Other conferences scoped out by December 2020. 	<ul style="list-style-type: none"> • British Council and DFID grant. 	<ul style="list-style-type: none"> • Communications & Events Manager with input from the rest of the CCGL team.

Focus Area 2: Civil Society	Actions / Tasks for 2020	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<p>AIM 1: To seek strategic collaboration with other organisations in civil society.</p>	<ul style="list-style-type: none"> • Develop a community partnership project with organisations in West Belfast based on climate action. 	<ul style="list-style-type: none"> • The collaboration results in enhanced community awareness of the climate emergency measured by participant evaluation and resulting community action. 	<ul style="list-style-type: none"> • The training delivered by the community partnership will enhance understanding of, and action, on climate change among adults and young people in West Belfast. 	<ul style="list-style-type: none"> • June to December 2020. 	<ul style="list-style-type: none"> • An Awards for All grant from the Big Lottery. 	<ul style="list-style-type: none"> • Director in partnership with Lynda Sullivan from the Management Board and Upper Springfield Charitable Trust.
<p>AIM 2: To communicate to target audiences in civil society using relevant and effective media.</p>	<ul style="list-style-type: none"> • Publish a monthly newsletter to promote CGE activities to partners and audiences in civil society including the community and voluntary sector. • Promotion of activities through social media. 	<ul style="list-style-type: none"> • Increased community participation in CGE activities. • Enhanced understanding of global issues among target audiences. 	<ul style="list-style-type: none"> • The number of 'clicks' and 'opens' on the CGE monthly newsletter. • The number of new newsletter subscribers from the community sector. • The number of 'followers' on social media. 	<ul style="list-style-type: none"> • Monthly ongoing. 	<ul style="list-style-type: none"> • Published in-house. 	<ul style="list-style-type: none"> • Information Officer and Director.



7 Implementation Plan (1 January - 31 December 2020)

Focus Area 2: Civil Society	Actions / Tasks for 2020	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
AIM 3: To use CGE's resource base and facilities for engagement, debate and activism.	<ul style="list-style-type: none"> Organise a monthly information session during the academic year for Queen's University students to enhance awareness of the resource base and encourage take-up of resources. 	<ul style="list-style-type: none"> At least ten students from QUB will attend monthly information sessions in the Centre with support from the Students' Union and 'warm' student contacts. 	<ul style="list-style-type: none"> The number of students who attend information sessions in the Centre and take-up membership. 	<ul style="list-style-type: none"> From September 2020 	<ul style="list-style-type: none"> Managed in- house. 	<ul style="list-style-type: none"> Director and Information Officer.
	<ul style="list-style-type: none"> Maintain existing links with current users of the library from African communities and promote the library to other minority ethnic communities. 	<ul style="list-style-type: none"> There will be at least 12 meetings in the Centre's resource base in 2020 organised by minority ethnic communities. 	<ul style="list-style-type: none"> The number of minority ethnic community meetings held in the Centre each year and the number of attendees. 	<ul style="list-style-type: none"> From January 2020. 	<ul style="list-style-type: none"> Managed in- house. 	<ul style="list-style-type: none"> The Director, Information Officer, Africa House and the Stronger Together Network.
Focus Area 3: The Global Education Sector	Actions / Tasks for 2020	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
AIM 1: To enable and encourage Global Education practitioners to access <i>Policy & Practice</i> .	<ul style="list-style-type: none"> Promote the Call for Contributors for articles to the global education sector through national networks such as Dóchas, IDEA and CADA. 	<ul style="list-style-type: none"> The number of <i>Policy and Practice</i> articles written by global education practitioners. 	<ul style="list-style-type: none"> Published articles in <i>Policy and Practice</i> in Spring and Autumn 2020. 	<ul style="list-style-type: none"> Spring and Autumn 2020 	<ul style="list-style-type: none"> Irish Grant Aid 	<ul style="list-style-type: none"> Director, Information Officer and national development networks.
	<ul style="list-style-type: none"> Promote Issues 30 and 31 of <i>Policy and Practice</i> to the global education sector using the Centre's e-bulletin and journal mailing list. 	<ul style="list-style-type: none"> The number of <i>Policy and Practice</i> web site visitors monitored using AW Stats. 	<ul style="list-style-type: none"> Online visitors monitored by AWStats. 	<ul style="list-style-type: none"> December 2020 	<ul style="list-style-type: none"> Information Officer 	



Focus Area 3: The Global Education Sector	Actions / Tasks for 2020	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<p>AIM 1: To enable and encourage Global Education practitioners to access <i>Policy & Practice</i>.</p>	<ul style="list-style-type: none"> Promote Issues 30 and 31 in IDEA's E-circular. IDEA shares articles in the E-circular particularly relevant to the sector. Organise a one-day seminar in partnership with the DICE project to promote Issue 30 of the journal. Organise a one-day seminar with St. Mary's University College, Belfast to launch Issue 31. 	<ul style="list-style-type: none"> IDEA members are aware of the journal and have access to its content. The number of global education practitioners who attend the one day seminars in Maynooth University and St. Mary's University College, Belfast. 	<ul style="list-style-type: none"> Use of <i>Policy and Practice</i> in global education activities. The seminars will be evaluated by participant questionnaires. 	<ul style="list-style-type: none"> Spring and Autumn 2020 The seminar on Issue 30 will be held in Maynooth University on 10 March 2020 and the seminar on Issue 31 in St. Mary's University College in May 2020. 	<ul style="list-style-type: none"> IDEA's Information Officer Irish Grant Aid 	<ul style="list-style-type: none"> Director & IDEA's Information Officer. Aoife Titley (DICE) and Gerard McCann (St. Mary's College)
	<ul style="list-style-type: none"> To publish a special 15th anniversary hard copy volume of <i>Policy and Practice: A Development Education Review</i>. 	<ul style="list-style-type: none"> The new volume increases practitioners' knowledge and understanding of global education and the policy environment in which it operates. The new volume raises the profile of global education in Irish Aid. 	<ul style="list-style-type: none"> 2,000 copies of the volume are published in Autumn 2020 and disseminated locally and internationally to policy-makers and practitioners. 	<ul style="list-style-type: none"> July to October 2020. 	<ul style="list-style-type: none"> Irish Grant Aid 	<ul style="list-style-type: none"> Director and <i>Policy and Practice</i> Editorial Board.
<p>AIM 2: To provide relevant training to Global Education practitioners and their target groups.</p>	<ul style="list-style-type: none"> To deliver a global education project in the Gaza Strip, Palestine to 400 young people, aged 7-12, living in four marginalised communities. 	<ul style="list-style-type: none"> 12 facilitators receive two weeks' intensive training in global education methodologies and resources. The facilitators receive training in lifelong learning skills. 	<ul style="list-style-type: none"> The recruitment and training of the facilitators (3 facilitators in four community centres). The facilitators participate in post-training evaluation sessions organised by the Canaan Institute. 	<ul style="list-style-type: none"> January to August 2020. 	<ul style="list-style-type: none"> NIPSA grant. 	<ul style="list-style-type: none"> The training is delivered by the Canaan Institute in the Gaza Strip. The grant is procured and transferred by the CGE Director. Reporting is managed by CGE Director in liaison with the Canaan Institute.



7 Implementation Plan (1 January - 31 December 2020)

Focus Area 3: The Global Education Sector	Actions / Tasks for 2020	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<p>AIM 2: To provide relevant training to Global Education practitioners and their target groups.</p>		<ul style="list-style-type: none"> • 400 children in four communities in Gaza receive six months' global education training (6 days a week x 2 hours). • 400 children benefit from increased literacy and numeracy skills, and psychosocial care. 	<ul style="list-style-type: none"> • The children evaluate the programme through written questionnaires and oral feedback. • The children's mental health is monitored by psychosocial Therapists. 			
<p>AIM 3: To work collaboratively with relevant statutory bodies and non-governmental organisations (NGOs) to influence policy in regards to Global Education.</p>	<ul style="list-style-type: none"> • To work with the UK Development Education Network and Oxfam UK to support the roll out of a new 'Our Shared World' strategy for global education in the UK. • To work with IDEA in enhancing the global education policy environment in the island of Ireland. 	<ul style="list-style-type: none"> • The strategy results in increased support for global education work in the UK, including a civil society fund. • Increased financial support for global education in Ireland. 	<ul style="list-style-type: none"> • The endorsement of the new strategy by development education networks across the UK. • Successful advocacy meetings with senior civil servants in the Department for International Development. • Policy documents published by IDEA advocating stronger support for global education. 	<ul style="list-style-type: none"> • January to June 2020. • Ongoing 	<ul style="list-style-type: none"> • Oxfam UK, the UK Development Education Network and Centre for Global Education 	<ul style="list-style-type: none"> • CGE Director • CGE Director, IDEA's Director and Advocacy Group.
<p>AIM 4: To carry out research in Global Education.</p>	<ul style="list-style-type: none"> • To compile research on Palestinian refugees in southern Lebanon. • To disseminate the research to global education practitioners, academics, students and Palestinian solidarity groups. 	<ul style="list-style-type: none"> • Increase awareness of the social and economic conditions in which Palestinian refugees are living in the Lebanon. 	<ul style="list-style-type: none"> • A research visit to southern Lebanon to be carried out in Spring 2020. • Research findings to be published in June 2020. 	<ul style="list-style-type: none"> • Spring 2020. 	<ul style="list-style-type: none"> • CGE 	<ul style="list-style-type: none"> • Director



Focus Area 4: Organisational Development	Actions / Tasks for 2020	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<p>AIM 1: To seek diverse income streams for CGE activities.</p>	<ul style="list-style-type: none"> To carry out a scoping exercise for new formal and informal CGE education projects to diversify the Centre's work in global education and access non-traditional sources of funding. Establish a funding narrative for CGE to effectively communicate our mission to potential funders. 	<ul style="list-style-type: none"> New funding sources are identified and secured for CGE global education initiatives in the formal and informal sectors focused on inequality and justice issues. 	<ul style="list-style-type: none"> Funding applications are written and submitted to potential funders for CGE activities. 	<ul style="list-style-type: none"> March to December 2020. 	<ul style="list-style-type: none"> CGE reserves are used to secure the expertise needed for this work. 	<ul style="list-style-type: none"> Director, Management Board and recruited consultant.
<p>AIM 2: To promote our work and increase awareness of CGE through effective communication channels.</p>	<ul style="list-style-type: none"> Compile and disseminate 12 e-bulletins in 2020 to promote our work and engage with partners. To maintain and enhance our profile online by updating Twitter and Facebook accounts for Global Learning Schools NI, CGE and <i>Policy & Practice</i>. To maintain and regularly update the CGE, Global Learning Schools NI and <i>Policy and Practice</i> web sites. To compile and disseminate a monthly E-Zine for teachers. 	<ul style="list-style-type: none"> An increased number of subscribers to the e-bulletin. Enhanced online engagement with the Centre's work. To increase traffic to the CGE web sites monitored by the number of visitors. To increase the number of teachers who subscribe to the E-Zine and engage with the work of the project. 	<ul style="list-style-type: none"> The number of 'opens' and 'clicks' on Mailchimp. The number of 'likes' and 'followers' on social media accounts. AWStats reports on the unique and total number of visitors to the CGE web sites. The number of new subscriptions to the E-Zine. 	<ul style="list-style-type: none"> Monthly Ongoing Web site reports compiled in June and December. Monthly 	<ul style="list-style-type: none"> In-house In-house In-house CCGL Communications and Events Manager. 	<ul style="list-style-type: none"> Director and Information Officer Director, Information Officer and Communications and Events Manager. Communications and Events Manager.



7 Implementation Plan (1 January - 31 December 2020)

Focus Area 4: Organisational Development	Actions / Tasks for 2020	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
<p>AIM 3: To monitor and promote the impact of our work to stakeholders.</p>	<ul style="list-style-type: none"> To organise an annual review of the CGE Strategic Plan in an externally facilitated session with the staff and Management Board. To publish an annual report that promotes the impact of our work to stakeholders. 	<ul style="list-style-type: none"> 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. The annual report is published and disseminated in September 2020. 	<ul style="list-style-type: none"> The Centre's Strategic Plan will be kept under review by the staff and Management Board at regular bi-monthly meetings. The report will comprise a narrative and financial report on the year's activities. 	<ul style="list-style-type: none"> The annual review will be held in December 2020. September 2020 	<ul style="list-style-type: none"> CGE funding for an external facilitator. In-house 	<ul style="list-style-type: none"> Blue Moss. Director
<p>AIM 4: To maintain and support the staff team.</p>	<ul style="list-style-type: none"> To identify the resources necessary to sustain the current staff in their posts. To carry out bi-annual appraisals to support staff in strengthening their performance. To organise regular team-building initiatives. 	<ul style="list-style-type: none"> Staff remain in post beyond current contracts. Staff enjoy successful professional development opportunities. CGE maintains a harmonious and supportive working environment. 	<ul style="list-style-type: none"> Staff meetings, one-to-one planning meetings and bi-annual appraisals. 	<ul style="list-style-type: none"> Staff meetings are bi-monthly. Appraisals are held bi-annually. 	<ul style="list-style-type: none"> In-house 	<ul style="list-style-type: none"> Director, CCGL Programme Manager, Communications & Events Manager.
<p>AIM 5: To ensure sound governance.</p>	<ul style="list-style-type: none"> Carry out regular reviews of governance documents to ensure CGE maintains best practice in management and oversight. 	<ul style="list-style-type: none"> Governance documents are in compliance with current legislation and best practice. 	<ul style="list-style-type: none"> Governance documents are kept under review by the Management Board. Financial documents are reviewed by the Treasurer. 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> In-house 	<ul style="list-style-type: none"> Director, staff team and Management Board.



Focus Area 4: Organisational Development	Actions / Tasks for 2020	Indicators of Success	Monitoring Method	Timeframe	Resources needed	Staff Responsible
AIM 5: To ensure sound governance.	<ul style="list-style-type: none"> Regularly review and update financial documents including the Reserves Policy and Financial Procedures Manual. 	<ul style="list-style-type: none"> 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 the Labour Relations Agency. 	<ul style="list-style-type: none"> Governance documents are kept under review by the Management Board. Financial documents are reviewed by the Treasurer. 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> In-house 	<ul style="list-style-type: none"> Director, staff team and Management Board.
	<ul style="list-style-type: none"> Ensure CGE compliance with the IDEA Code of Conduct in Good Practice in Development Education and Dóchas Codes of Conduct on Images and Messages & Corporate Governance. 	<ul style="list-style-type: none"> CGE regularly reviews compliance with the three Codes at staff and Management Board level. 	<ul style="list-style-type: none"> Evidenced through minutes of CGE Management Board and staff meetings. 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> In-house 	<ul style="list-style-type: none"> Director, staff team and Management Board.



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 2023-2025.



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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.

This Strategic Plan has been compiled with the support of Blue Moss

