

CENTRE FOR GLOBAL EDUCATION

ANNUAL REPORT 2023



REIMAGINING DEVELOPMENT

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Contributors:
Douglas
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EDUCATING FOR A JUST AND SUSTAINABLE WORLD

Contents

Introduction by the Director	2
Centre for Global Education	4
Resource Base	8
Policy and Practice: A Development Education Review	14
Events	21
Educating Palestinian Refugees in Gaza and Lebanon	24
Research	33
Publications	35
Networks and Campaigns	39
Appendix 1: Management Board	45
Appendix 2: Reports and Financial Statements (Year ended 31st March 2023)	46



Centre for Global Education | August 2024

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Introduction by the Director Stephen McCloskey

Welcome to the 2023 Annual Report of the Centre for Global Education (CGE) with an overview of our key activities over the past year. It has been a year over-shadowed by the genocide in the Gaza Strip, which is ongoing at the time of writing and has claimed nearly 40,000 Palestinian lives. On 6 October 2023, the day before the Hamas attack on Israel that killed 1,139 people, CGE received an interim report from our partner in Gaza, the Canaan Institute of New Pedagogy, on the delivery of an education programme for 400 children aged 6-12 years living in Beit Lahia, Deir El-Balah, Maghazi and Rafah. The report included dozens of photographs of children playing and learning together, clearly relaxed in each other's company and enjoying their journey in education. Since 7 October 2023, I have lost contact with the children and have had limited and intermittent communication with the Director of the Canaan Institute. I can only say with certainty that the children will have been displaced multiple times and subjected to extreme levels of hunger and mental distress. They may be among the 15,000 children who have lost their lives, the 21,000 who are missing or among the 90,000 civilians who have been injured. The medical journal, *The Lancet*, estimates the total number of deaths in Gaza at 186,000 or 7-9 per cent of the total population. It is carnage on a scale that we have not witnessed this century and has placed a premium on global education in both providing analysis of the root causes of the conflict and enabling learners to take actions that can bring about lasting peace in the Middle-East.

Projects in Lebanon

In addition to the project in Gaza, the Centre continued to deliver education projects for Palestinian refugees in Lebanon. From 1 March to 31 August 2023, CGE delivered the second year's activities of a two-year project in Mar Elias camp for Palestinian refugees in Beirut. The programme delivered education and psycho-social support activities to 100 Palestinian and Syrian refugee children, aged 6-14 years. The project was funded by the trade union NIPSA's Global Solidarity Fund and delivered formal sector learning and psychosocial support to children at risk of dropping out school or unable to attend school. The project was delivered in partnership with the Women's Program Association, a non-governmental organisation that works in seven Palestinian refugee camps in Lebanon. In May 2023, I visited the project to meet the project facilitators and children and the staff of the WPA. I had an opportunity to see the outstanding quality of the work delivered by the children including arts and crafts, progress in literacy and numeracy and team building activities such as role play and theatre. A full report on year two of the project is available [here](#). In 2024, CGE secured a new two-year grant from NIPSA to deliver education and psychosocial services to 100 Palestinian and Syrian children aged 12-16 years in three camps in Lebanon: Burj Barajneh in Beirut; and El Buss and Rashidieh in Tyre, southern Lebanon. The project started in March 2024 and ends in August 2025.

CGE has received funding to commence delivery of a second project in Lebanon from October 2024. This project is funded by the Irish National Teachers' Organisation (INTO) and will provide formal education training to 45 Palestinian children aged 12 years living in Ein El-Hilweh refugee camp in Saida, southern Lebanon. The children participating in the project are either not currently attending school or at risk of dropping out of school for a range of reasons (mental health problems, financial pressures, bullying). This is the first time that the Centre has worked in Ein El-Hilweh, which is the largest Palestinian camp in Lebanon with nearly 50,000 inhabitants living in an area of 0.32 square kilometers.

Research

The Centre was one of the organizational participants in an all-Ireland research project on global citizenship which was led by Barry Cannon, a lecturer in Maynoth University's Sociology Department and funded by the Irish Research Council's New Foundations fund. The research partners also included the Irish non-governmental organisations, Comhlámh and Suas, and the research aimed to generate a discussion, via two regional workshops, on how global citizenship educators, development professionals and volunteers view the concept of global citizenship. Its objectives were to: gather views from participants on the meaning and content of global citizenship; provide theoretical input to inform these discussions; and enable participants to envisage more practice grounded means to construct global citizenship in their work. The research report found that

Introduction by the Director Stephen McCloskey

the responses from workshop participants to the concept of “global citizenship” could be grouped into three categories: pragmatism, agnosticism and skepticism. The final research report found evidence of an “unfinished conversation” that suggested more research is needed given the lack of clarity on the meaning and content of “global citizenship” and confusion around the differences between GC and global citizenship education (GCE). The Centre hopes to carry out a follow-up research study that facilitates a deeper dive into the concept of global citizenship education.

Policy and Practice

The Centre’s flagship publication is the bi-annual, peer-reviewed, open access journal, *Policy and Practice: A Development Education Review*, which is in its nineteenth year of publication and remains one of the most influential voices in global education. The journal aims to build capacity in global education practice through quality writing on themes that strengthen the policy foundation of the sector, enhance research and push the educational boundaries of the sector into new areas and collaborations. The journal has consistently built its audience since it was first published in 2005 and, between January and December 2023, the *Policy and Practice* web site received 149,435 unique visits and 220,647 visits in total. More evidence of the journal’s impact is available from a [database](#) of book and journal citations generated by articles published in *Policy and Practice*. By July 2024, a total of 5,275 citations - an increase of 448 on 2023 – based on *Policy and Practice* articles had appeared in 761 journals and 374 books. This illustrates the extent to which *Policy and Practice* is supporting rich global education research.

Partners in delivery

The Centre is grateful to our partners and networks in the global education sector and civil society for their support over the past year. They include: Academic Network on Global Education and Learning (ANGEL); the Coalition of Aid and Development Agencies (CADA); Comhlámh; the Development Education Research Centre, University of London; Development Studies Association of Ireland (DSAI); the DICE Project; Dóchas; the Irish Association of Non-Governmental Development Organisations; Eirene; Financial Justice Ireland; the International Journal of Development Education and Global Learning (IJDEGL, London); the Irish Development Education Association (IDEA); the Irish National Teachers’ Organisation (INTO); Northern Ireland Public Service Alliance (NIPSA); Sinergias (Portuguese journal); Suas; Unison; and ZEP (German development education journal). We also thank the Canaan Institute of New Pedagogy, our partner in the Gaza Strip, and the Women’s Program Association, our partner in Lebanon. Special thanks, too, to all of the learners and participants who supported our activities in 2023.

Acknowledgements

The work documented within this report reflects the efforts of a dedicated staff and Management Board and I sincerely thank them for their work. My colleagues in the Centre – Nora Treichel, Amanda Brobyn, Aurelia Bonn and Emma Soye. Aurelia and Nora both worked as Information Officer in the Centre in the period October 2023 – August 2024. They were full-time volunteers placed in the Centre by Eirene, a German international NGO and longstanding partner. Emma is Assistant Editor working on our journal, *Policy and Practice*, and brings a wealth of research experience to the Centre. I sincerely thank the Centre’s office bearers in 2023-24 for their support of the staff and commitment to the organisation: Chris O’Connell (Chair), Michael Robinson (Vice-Chair), Deborah McLaughlin (Secretary) and Nuala McAdams (Treasurer).

In 2023-24, CGE welcomed new members to our Management Board: Jamal Iweida (Dunmurry Mosque); Alison McKenzie (School of Social Sciences, Education and Social Work, QUB); and Jennifer Timmons (Accountant). Two of our members, Dina Belluigi (School of Social Sciences, Education and Social Work, QUB) and Lynda Sullivan (Environment Justice Network) stepped down in the past year and we thank them for their contribution to the Board.

1 Centre for Global Education

1.1 Background Information

The Centre for Global Education was established in 1986 by eight development agencies to provide education services that enhance awareness of international development issues. Its central remit is to provide learning that will enable individuals and organisations to address the causes of poverty, inequality and injustice at local and global levels. The Centre believes that in the current era of accelerating climate breakdown, inequality and neoliberalism, we need global learning to understand and tackle the root causes of these problems. Global education enables individuals and organisations to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. It also provides learners with the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication and social justice both locally and globally.



1.2 What is Global Education?

The Centre endorses the United Nation's definition of global education as enabling 'people to participate in the development of their community, their nation and the world as a whole'. Global education practice is based on active learning methodologies that support analysis, reflection and debate on social and economic justice issues, and enable action toward positive social change. The Centre for Global Education provides training and resources to local target groups that tailor global education content and practice to their needs. Global education is concerned with poverty and injustice at both local and global levels, and supports multiculturalism and mutual respect by providing opportunities to learn about other cultures, faiths and lifestyles. The Centre supports the view that we can learn more about ourselves and local communities by extending our knowledge and experience of the wider world. We deliver our services to learners in formal and informal education sectors and work with partners at local and global levels to increase knowledge and understanding of global issues. The participative, active learning methodology that underpins our work is based on the radical pedagogy of Paulo Freire, the Brazilian educator and philosopher. Freire's concept of *praxis* supports critical consciousness, reflection and action to enable learners to actively address the root causes of poverty and inequality. To learn more about Freire's life, work and approach to education click [here](#).

1 Centre for Global Education

1.3 Centre for Global Education Strategic Plan 2023-26



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

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

The Centre Strategic Plan has the following Vision Statement

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

The Centre for Global Education Mission Statement is:

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

The Centre's Values are as follows:

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

1 Centre for Global Education

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

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

1.4 Structure of Organisation

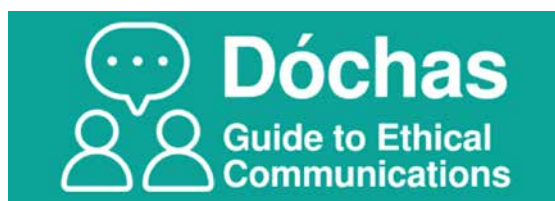
The Centre's activities are planned and evaluated by a Management Board (see Appendix 1) comprising educators and activists from across civil society, including: an environmental campaigner; retired trade unionist; third level educator; community worker; and development agency worker. The Centre's staff report to the Management Board and have responsibility for delivering activities, training, networking, fundraising and administration. The Centre's four office bearers to March 2024 were:

- | | |
|----------------------|-------------|
| • Chris O'Connell | Chairperson |
| • Michael Robinson | Vice-chair |
| • Nuala McAdams | Treasurer |
| • Deborah McLaughlin | Secretary |

1.5 Dóchas Guide to Ethical Communications

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

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



The Ethical Guidelines are based upon:

- **Respect** which means appreciating the people and situations INGOs are working with and showing consideration for people's privacy and dignity. It means regarding people as active, valuable and capable agents of change in their own lives.
- **Equality** which is about respecting the rights of all people, applying the same standards to everyone, promoting an appreciation of diversity and committing to non-discrimination.

1 Centre for Global Education

- **Solidarity** which is about using practices, images and messages that promote working together with, rather than on behalf of, communities.
- **Fairness and justice** which are about highlighting the causes of poverty and humanitarian crises, calling for actions to address them and implementing a rights-based approach to development.

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

1.6 Dóchas Safeguarding Code

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

1.7 IDEA Code of Good Practice for Development Education

Centre for Global Education is a signatory to the Irish Development Education Association's (IDEA) Code of Good Practice for Development Education in Ireland. The Code is the first of its kind in Ireland and a trailblazer internationally. Developed by IDEA members, it is a quality framework that articulates how to strengthen good practice in development education. Code signatories complete a workbook in which they set out their activities against 12 key principles in development education. The Code is a useful tool for reflection and planning the Centre's work. For more information on the Code and a full list of signatories click [here](#).



2 Resource Base

2.1 Teaching and Research Resources

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



Centre for Global Education's library.

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

2 Resource Base

- **1,200 book titles** with issue and country/ continent categories including children, environment, politics, human rights, development, Ireland, Africa, Latin America, Asia and the Middle East. The library is continually expanding with new resources requisitioned on an ongoing basis. New resources are added to our library databases for books and teaching packs and schools can borrow materials online or by phone.
- **Free WI-Fi:** library users can carry out research online through access to our free WI-Fi service.



Resources on sale in the CGE library.

2.2 Membership of CGE

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

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

2 Resource Base



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

Anyone with an interest in development issues and finding out more about the stories behind the headlines will find the Centre an invaluable resource. To become a member, simply complete our electronic membership form [here](#). The membership fees are:

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

2.3 CGE on Social Media

The Centre has a comprehensive social media service that is updated daily. 'Like' the Centre on Facebook and you will receive regular updates on jobs, events, publications, and news on development issues. The Centre currently has 1,900 'likes' on Facebook. To join our online community please click [here](#). The Centre is also available on X (@CGEbelfast) and has 1,609 followers.

2.4 CGE Web Site

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

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



2 Resource Base



The Centre for Global Education web site is available at www.centreforglobaleducation.com

From 1 January to 31 December 2023, the Centre's web site received a total of **32,408** unique visitors and **45,918** total visits from countries across the world. The top ten locations of users by pages viewed were as follows:

Countries	Number of Pages viewed
United States	32,394
Russian Federation	24,557
Canada	23,952
Romania	12,439
Britain	8,929
India	3,378
France	3,274
Ireland	2,828
China	2,702
Germany	2,073

2.5 Centre for Global Education by Numbers

The number of subscribers to the Centre's social media accounts and e-bulletin, and users of our web sites in 2023 are below:

CGE Facebook page "likes"	1,900
CCGL Facebook page "likes"	801
Policy and Practice Facebook page "likes"	465
CGE X followers	1,609
CCGL X followers	964
Policy and Practice Website visits	220,647
CGE E-Bulletin subscribers	1,079
CGE Website visits	45,918
Total	273,383

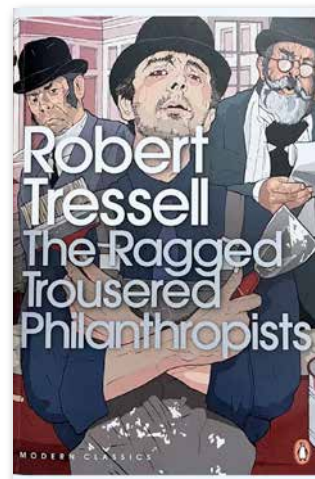
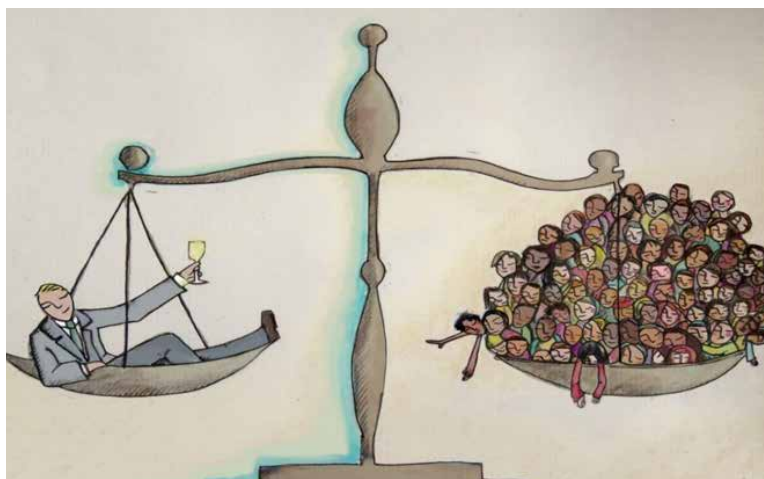
2 Resource Base

2.6 Centre for Global Education Blog

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

The blogs posted in 2023-24 were as follows:

- “An Epic Portrait of Working-Class Existence” Reminds us that Class is a Neglected Issue in Development Education
- Development Education’s Doppelgänger
- Corporate Monopolies are Accelerating Global Poverty and Enriching the One Percent
- The War on Gaza: How do we Respond as Development Educators?
- Anatomy of an Occupation
- Fifty Years of Neoliberalism: Lessons for Development Education
- “It’s the Monster”: Revisiting Steinbeck’s *The Grapes of Wrath*
- The Impact of Lebanon’s Economic Crisis on Palestinian Refugees



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

2.7 EIRENE Volunteer



Nora Treichel, the Centre for Global Education's Information Officer in 2023-24.

2 Resource Base

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

Our EIRENE volunteer in 2023-24 was Nora Treichel, who worked with us in the position of Information Officer. Nora was responsible for compiling our monthly e-bulletin, updating our web site and administering our membership scheme and library resources. She also supported publication of the Centre's journal Policy and Practice by updating mailing lists and the citations database.

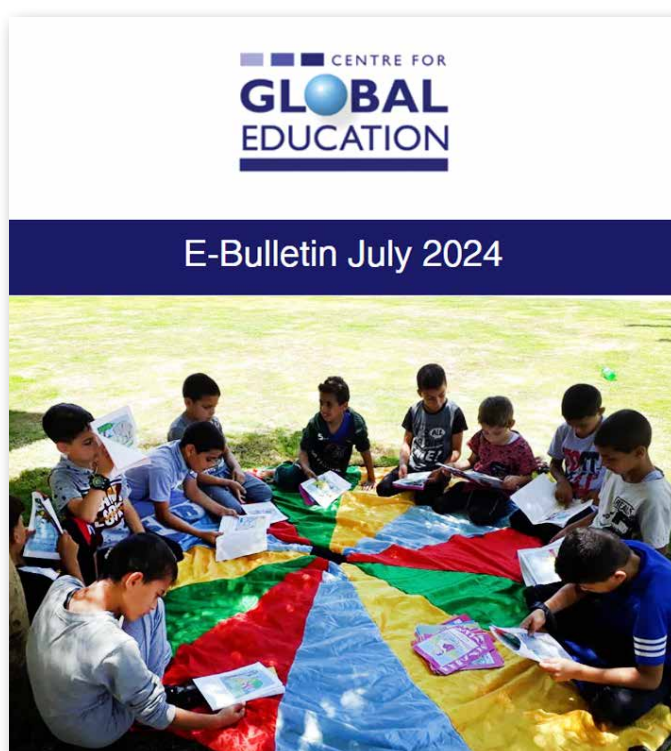
For further information on the Centre's resources and library services contact:

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Email: info@centreforglobaleducation.com
Web: www.centreforglobaleducation.com
Facebook: <https://www.facebook.com/centreforglobaleducation>
X: @cgebelfast

2.8 E-Bulletin

CGE produces a monthly electronic newsletter called the E-Bulletin, which is delivered directly to the e-mail accounts of over 1,000 subscribers. The E-Bulletin carries information on: events and activities in global education and international development; details of new resources available from our library and online sources; information on funding sources and jobs / consultancies; and training seminars in the field of global education. It is a really useful free resource for anyone interested in development issues. To subscribe click [here](#).



3 Policy & Practice A Development Education Review

Since 2005, the Centre for Global Education has been in receipt of funding from Irish Aid for a project titled 'Strengthening Capacity in the Development Education Sector in Ireland'. The centre-piece of this project is the publication of a bi-annual, peer reviewed, open access journal titled *Policy and Practice: A Development Education Review* which aims to enhance capacity in the development education (DE) sector locally and internationally by sharing good practice, supporting research and strengthening debate in DE. Over the past nineteen years, 38 issues of the journal have been published.

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

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



Two issues of the journal were published in 2023. Issue 36 of the journal was published in Spring 2023 on the theme 'Development Education and Democracy'. A total of 14 articles was published in Issue 36 which included contributions from Iran and India as part of a conscious effort to increase submissions from the global South. Other contributions to Issue 36 came from the DICE Project, Dublin City University's Institute of Education, Queen's University Belfast and Manchester Metropolitan University. The articles in this issue raised concerns about the threats to democracy posed by a surge in racism, rising support for the far-right and the market agenda taking hold in formal and higher education. This issue also included an article by Spanish academics in the University of Malaga on teaching economics using the Sustainable Development Goals (SDGs). Issue 36 is available at: https://www.developmenteducationreview.com/sites/default/files/Issue%2036%20Full_0.pdf.

Issue 37 of *Policy and Practice* was published in Autumn 2023 on the theme 'Frontlines of Activism' and posed the question what does it mean to be an active citizen and what are the implications of the turn toward global citizenship education (GCE) in the Irish development education (DE) sector? The Focus articles published in Issue 37 addressed this question from a range of contexts and sectors. Niamh Gaynor (DCU) highlighted both the limitations and opportunities posed by different understandings and deployments of 'citizenship'. Gabriela Martinez-Sainz (UCD) discussed child activism in the context of the Sustainable Development Goals (SDGs). Maayke De Vries, an academic from The Netherlands, reported on a three year 'action-oriented unit on the climate emergency'. And Gertrude Cotter from UCC reflected on a community-linked course for third level students that deepened their experience of GCE. Other topics addressed in Issue 37 included: the rise of the far-right, the use of forum theatre in development education practice, and corporate greenwashing through the arts and sporting events. A total of 15 articles was published in Issue 37 which is available at: https://www.developmenteducationreview.com/sites/default/files/Issue%2037%20Full%20PDF%20Formatted_1.pdf.

3 Policy & Practice A Development Education Review

3.1 Collaboration with other development education journals

Policy and Practice continues to collaborate with three other development education journals: *Sinergias* in Portugal; the German-language *ZEP*; and the *International Journal on Development Education and Global Learning* in the UK. The editors of the four journals regularly contribute to early career researcher events organized by the Academic Network on Global Education and Learning (ANGEL). These events provide short overviews of the scope and publishing requirements of each journal and the opportunity for participants to ask questions about getting published in these journals. On 19 and 20 June 2023, ANGEL organized a face-to-face conference for global educators in UNESCO's headquarters in Paris that shared current research on global Education and Learning, and created opportunities for networking, workshops and the sharing of good practice. The conference included a seminar led by the editors of the four development education journals for researchers and authors on how to publish their work. It was a very successful networking event drawing delegates from across the world.

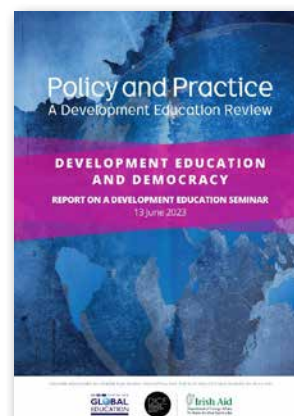


3.2 Policy and Practice Seminars

Centre for Global Education organizes online seminars to debate the content of each new issue of *Policy and Practice*. The seminars organized to share and discuss the content of issues 36 and 37 are described below.

Development Education and Democracy

An online seminar was organised on 13 June 2023 to share and debate the content of Issue 36 of *Policy and Practice* which was on the theme "Development Education and Democracy". The seminar was organised in partnership with the Development and Intercultural Education (DICE) Project and chaired by CGE Director, Stephen McCloskey. The speakers were: Audrey Bryan (Associate Professor of Sociology, Dublin City University); Marta da Costa (Lecturer, Manchester Metropolitan University); and Brigid Golden (Lecturer, Mary Immaculate, Limerick). The papers presented were titled: "Crisis Transformationism and the De-Radicalisation of Development Education in a New Global Governance Landscape"; "Ugly Democracy: Toward Epistemic Disobedience in Development Education"; and "Promoting Democratic Values in Initial Teacher Education: Findings from a Self-Study Action Research Project".

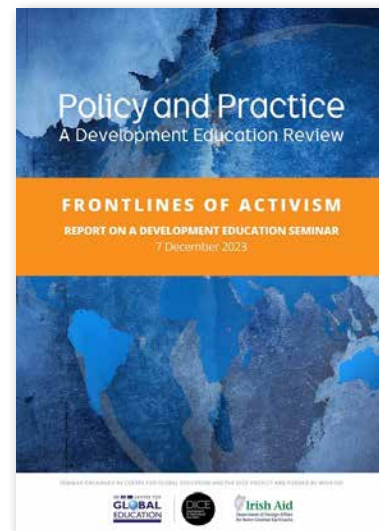


3 Policy & Practice A Development Education Review

A total of 56 people registered for the webinar and 28 people participated excluding the three speakers and two co-hosts. A report on the event, including the authors' three Powerpoint presentations and a recording is available [here](#). The Centre for Global Education is grateful to Helen Concannon, former Co-ordinator of the DICE project, for promoting the event and co-hosting the session.

Frontlines of Activism

A second virtual seminar was organised to debate the content of Issue 37 of *Policy and Practice* which was on the theme 'Frontlines of Activism' and held on 7 December 2023. It was organised in partnership with The DICE Project and 38 higher education and development education practitioners registered for the event. Of that total, 25 people, excluding DICE and CGE staff and the three speakers, participated. The seminar was chaired by Stephen McCloskey, Editor of *Policy and Practice* and the speakers were: Niamh Gaynor (Dublin City University); Gabriela Martinez-Sainz (University College Dublin); and Gertrude Cotter (University College Cork). The articles presented were: 'What Does It Mean to be an "Active Citizen"? The Limitations and Opportunities for Different Understandings and Deployments of "Citizenship"'; 'Development's Disappearance: A Metaphor Analysis of Sustainable Development in Norwegian Core Curriculum'; and 'All Aboard? Charting a Community-Linked Course in Development Education'. A report on the seminar, including a recording and the Powerpoint presentations of the three speakers is available [here](#). An evaluation form was completed by participants in both sessions and the feedback was very positive with an overwhelming majority suggesting that the sessions strengthened their knowledge and understanding of democracy and activism in a development education context. Participant feedback is available in both reports.



3.3 Reimagining Development Podcast

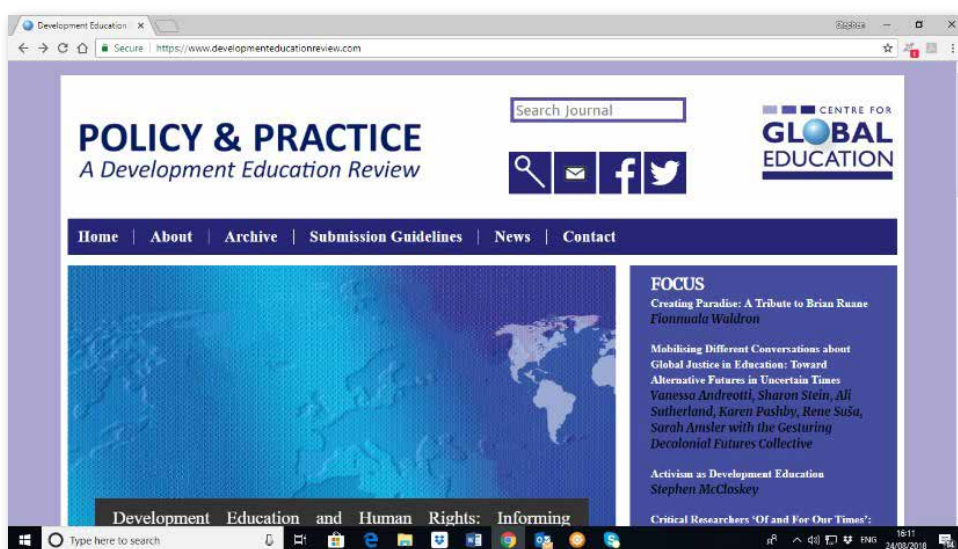
The graphic is a promotional poster for a podcast. On the left, there is a lightbulb icon with a globe inside, symbolizing ideas and global development. The main title 'REIMAGINING DEVELOPMENT' is written in large, bold, blue and white letters. Below the title, a paragraph of text describes the podcast: 'Check out the new podcast from the Centre for Global Education on Spotify, where we discuss new ways of thinking and practicing global education and international development with leading practitioners from both sectors.' To the right, there is a 'NEW PODCAST' badge with a Spotify logo and five stars. Below this, a list of contributors is provided: Douglas Bourn, Eilish Dillon, Caroline Murphy, Colm Regan, Helen Yaffe, and Howard Stein. A signature 'Sean mo' is visible next to the list. At the bottom, there is a microphone icon, the Spotify link 'https://podcasters.spotify.com/pod/show/CGE-Belfast', and a QR code. The logo for the Centre for Global Education is in the bottom left corner.

The Centre for Global Education has launched a new podcast called "Reimagining Development" as part of our Irish Aid capacity-building project. The podcast aims to discuss new ways of thinking about and practicing global education and international development with leading thinkers, activists, authors and practitioners in both sectors. Every episode takes a deep dive into how we learn about global issues and how we can reimagine

3 Policy & Practice A Development Education Review

development to create a world that is equitable, just and sustainable. The podcast aims to present new ways of thinking about and acting to change our world. The first six episodes of the podcast feature interviews with Doug Bourn, Eilish Dillon, Caroline Murphy, Colm Regan, Helen Yaffe and Howard Stein. All episodes are available from Spotify at: <https://podcasters.spotify.com/pod/show/CGE-Belfast>

3.4 Policy and Practice Web Site



Policy and Practice has its own open access web platform hosted by the Centre for Global Education at www.developmenteducationreview.com. The web site has smooth navigation for users, and the CGE staff can amend and update the web content in-house. The site has generated impressive user statistics that are growing annually and the journal content has been positively evaluated in surveys of journal users. The site contains all archived issues of *Policy and Practice* with articles available in a downloadable pdf format; a comments section for each article; and details on how to submit an article proposal.

A report on *Policy and Practice* web site traffic between January and December 2023, found that journal received a total of 220,647 visits and 149,435 unique visits from 150 countries with the top ten locations of visitors by pages viewed as follows:

Countries	Number of Pages viewed
United States	124,204
Canada	28,938
Great Britain	24,786
India	19,611
Philippines	17,991
Russian Federation	15,523
Poland	14,680
Thailand	9,798
China	8,689
Ireland	7,265

Source: AWStats

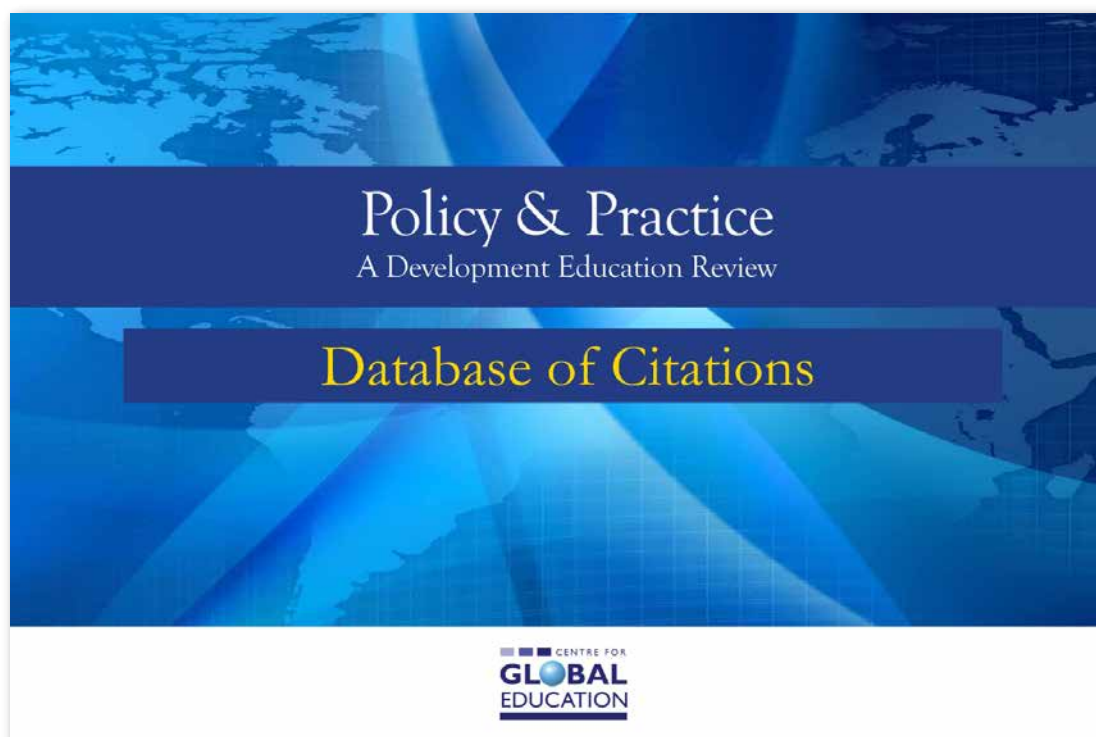
3 Policy & Practice A Development Education Review

3.5 International Readership

The most gratifying aspect of the journal's user statistics is the mix of countries from the global North and South. A key aim of the journal is to encourage dialogue between educators in the global North and South and *Policy and Practice* has received an increasing number of contributions from authors in the global South in recent issues. It is also encouraging to note the high number of visitors from the global South where there is a growing level of interest in the journal's content. The journal user statistics collectively point to the accessibility of the journal in its open access format and the quality of the articles on the site. The journal is published with financial support from Irish Aid who have agreed to continue funding *Policy and Practice* to May 2025.

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

3.6 Journal Citations



One of the qualitative methods used to evaluate the impact of the journal on research and practice involves monitoring the number of citations generated by *Policy and Practice* articles in other books and journals, and in articles published by *Policy and Practice* itself. The citation database was updated in July 2024 and showed that a total of 5,275 citations had been generated by journal articles and books; 450 citations were created in *Policy and Practice* articles and 4,825 in other journals and books. This total represented an increase of 448 since the citations database was last updated in November 2023. The citations have appeared in 761 international journals and 374 books covering a range of academic disciplines and subject areas reflecting the

3 Policy & Practice A Development Education Review

multi-disciplinary nature of the journal's content. The research on citations also showed that *Policy and Practice* articles have been cited in 452 theses, dissertations and academic papers which reflects the extent to which the journal is supporting new research in higher education. Citations were also found in 128 non-governmental organization and academic publications which suggests that *Policy and Practice* has managed to sustain a strong level of readership in the NGO sector as well as academia. The citations database is available [here](#).

3.7 Editorial Group and International Editorial Board

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

- Marta da Costa Manchester Metropolitan University
- Niamh Gaynor Dublin City University
- Bernie Grummell Maynooth University
- Su-ming Khoo National University of Ireland, Galway
- Mags Liddy Consultant and Researcher
- Ben Mallon Dublin City University
- Gerard McCann St. Mary's University College, Belfast
- Stephen McCloskey Centre for Global Education
- Gabriela Martínez Sainz University College Dublin

International Editorial Board

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

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

The International Editorial Board members are:

- Douglas Bourn Institute of Education, University of London
- Linda Briskman Swinburne Institute for Social Research
- James Goodman University of Technology, Sydney
- David Jefferess University of British Columbia, Okanagan, Canada
- Dip Kapoor University of Alberta, Canada
- Ajay Kumar Jawaharlal University (JNU, New Delhi)
- Vanessa Andreotti de Oliveira University of British Columbia, Vancouver, Canada
- Lynette Schultz University of Alberta, Canada
- David Selby Sustainability Frontiers
- Andy Storey University College Dublin
- Roland Tormey Ecole polytechnique fédérale de Lausanne (EPFL)
- Ros Wade London South Bank University

3 Policy & Practice A Development Education Review

3.8 Assistant Editor

CGE appointed Emma Soye as Assistant Editor on *Policy and Practice* in April 2023. Emma previously worked for the International Journal of Migration, Health and Social Care and has conducted research on migration, education and wellbeing for a number of non-governmental organisations and research institutes. She has a PhD in Social Work and Social Care and an MA in Development Studies. She is also author of *Peer Relationships at School: New Perspectives on Migration and Diversity* (Bristol University Press, 2024, open access). Emma's role in the Centre includes assisting the editing of articles, updating and maintaining the journal web site, promoting *Policy and Practice* to new and existing readers, and uploading new issues to the web site. Over the past year, Emma has contributed articles to the journal and presented at our seminar on "Development Education and Migration". She has also represented the Centre at development education network and training events, and edited CGE publications and reports. Emma is an accomplished author and editor who has made a tremendous impact as Assistant Editor.



3.9 How to submit an article

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

Stephen McCloskey

Editor

Policy and Practice

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

4 Events

4.1 All Party Working Group on International Development

The Centre for Global Education was one of the members of the Coalition of Aid and Development Agencies (NI) who presented a case study from their work to the All Party Working Group on International Development at a “Stakeholder Engagement Meeting” which was held in Stormont on 19 March 2024. Emma Soye, the Centre’s Assistant Editor, gave a presentation on the Centre’s journal, *Policy and Practice*.



CADA members who attended the Stakeholder Engagement meeting in Stormont on 19 March 2024

4.2 Lecture in Queen’s University Belfast

Centre for Global Education Director, Stephen McCloskey, delivered a lecture on 25 January 2024 to Masters Students in Education Studies at the School of Social Sciences, Education and Social Work at Queen’s University. The title of the lecture was “Development Education, Neoliberalism and the Sustainable Development Goals”. It discussed the importance of development education activities that debate neoliberalism as the root causes of poverty and inequality. The lecture was organized by Dr Dina Belluigi, QUB School of Social Sciences, Education and Social Work.



4.3 Meeting with Dr Jilan Wahba Abdalmajid

On 26 October 2023, the Centre for Global Education’s Director, Stephen McCloskey met with Dr Jilan Wahba Abdalmajid, Palestinian Ambassador to Ireland in the Mission of the State of Palestine in Dublin. The aim of the meeting was to share the Centre for Global Education’s activities with Palestinian refugees in Lebanon which have been ongoing for five years. They also discussed the Centre’s programme in the Gaza Strip which delivered

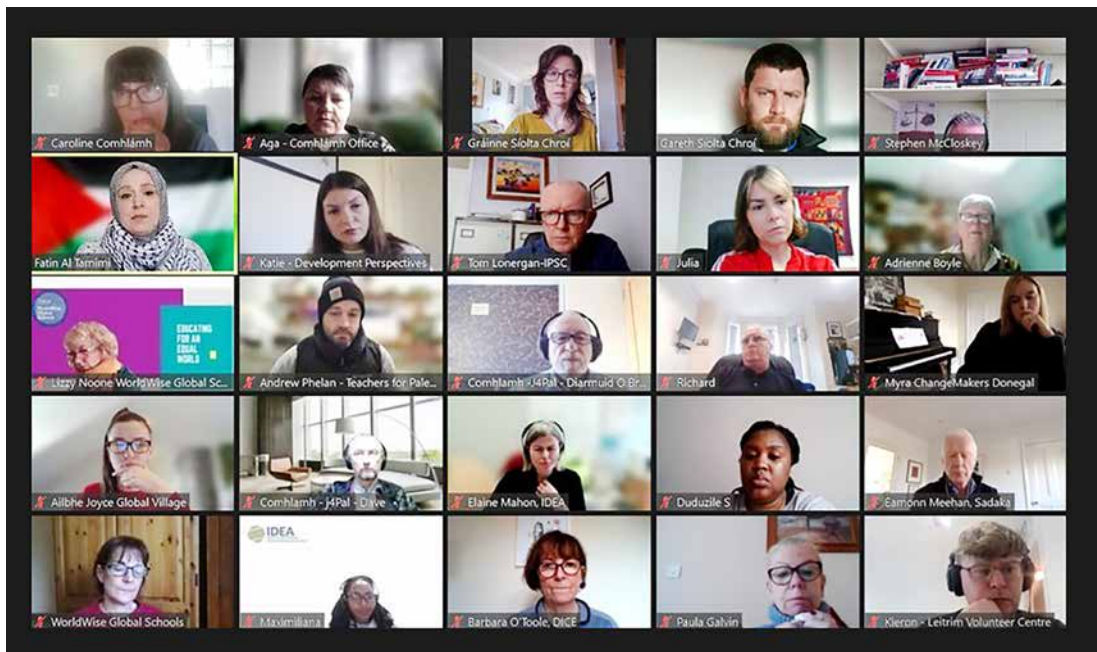
4 Events

formal education training to 400 children in Beit Lahia, Maghazi, Rafah and Deir El-Balah in 2023. Stephen McCloskey extended solidarity and sympathies to the Ambassador at the massive civilian casualties in Gaza since 8 October 2023.



Stephen McCloskey and Dr Jilan Wahba Abdalmajid

4.3 The War on Gaza: How do we respond as Development Educators?



The Centre for Global Education and Comhlámh organized two online seminars to discuss how development educators can respond to the war on Gaza. They were held on 31 January and 27 February 2024 following the Hamas attack on southern Israel on 7 October 2023, which killed 1,200 people in southern Israel, and the subsequent imposition by the Israeli government of a total siege on Gaza, including water, food, fuel, and medicines. At the same time, Israel launched a genocidal attack on civilians and infrastructure which has

4 Events

claimed to date 40,000 Palestinian lives including 15,000 children, with 90,000 injured and 10,000 missing. Development education involves firmly siding with the oppressed against their oppressors and challenging the root causes of oppression. CGE and Comhlámh, therefore, focused the first session on the pedagogical steps we can take as educators to engage learners with the root causes of the conflict. It acknowledged the powerful pedagogical tools at our disposal that can help with confronting injustice and hatred, and building up the strength, vision, and courage to mobilise people for action. These tools had not been mobilized by the sector since 7 October 2023 and the session focused on short- and long-term steps we can take together in building solidarity for Palestine and taking action to bring about a ceasefire in Gaza.

The Centre for Global Education and Comhlámh organised a second online session on Gaza on 27 February 2024 with the focus on the actions that we can take as educators to help end the genocide. This event included inputs from Palestinian solidarity groups: the Ireland Palestine Solidarity Campaign, Sadaka and Teachers for Palestine. We had an excellent input from Fatin Al-Tamimi, the Vice-Chair of the Ireland Palestine Solidarity Campaign and contributions from Development Perspectives, Irish Red Cross and the Comhlámh Justice for Palestine group. In breakout rooms we focused on lobbying and pedagogical responses to the war on Gaza and proposed some excellent actions. One of the outcomes of the two meetings has been a submission to IDEA for the creation of a Working Group on Palestine to support ongoing education activities and actions on Palestine by IDEA members.

4.4 Solidarity with Palestine

Over the past ten months of genocide in Gaza, the Centre for Global Education has maintained a regular presence on solidarity marches and protests with Palestine in Belfast and Dublin. We have regularly endorsed the national solidarity marches for Palestine organized by the Ireland Palestine Solidarity Campaign which are among the largest seen in Irish history. These marches have been central to the Irish people's support for the Palestinian struggle for freedom, justice and equality. They have directly contributed to the Irish government's decision to recognize the State of Palestine in May 2024 and, in March 2024, to intervene in South Africa's case against Israel in the International Court of Justice for breach of the Genocide Convention.



Centre for Global Education supporting a Palestinian solidarity march in Belfast on 31 October 2023.

5 Educating Palestinian Refugees in Gaza and Lebanon

5.1 Educating Palestinian Refugees in the Gaza Strip (2023)

In 2023, the Centre for Global Education secured funding from the Irish National Teacher's Organisation for the provision of education and psychosocial support services to 400 children between the ages of 6 and 14 living in four communities (Beit Lahia, Deir El-Balah, Maghazi and Rafah) in the Gaza Strip, Palestine. The programme was delivered in partnership with a Palestinian NGO called the Canaan Institute of New Pedagogy based in Gaza city. The aims of the programme were to:

- Enhance the literacy and numeracy skills of 400 children who receive a part-time education in Gaza;
- Provide psychosocial support to the children to help them tackle mental health problems caused by sustained exposure to extreme poverty and conflict;
- Provide support and training to the children's families to enable them to extend psychosocial support into the household.



Children participating in the CGE / Canaan Institute project in Gaza. August 2023.

The majority of children in Gaza receive a part-time education as more than 90 percent of schools have to double-shift which means that two different school populations share the same building. Pupils in Gaza attend school in either the morning or afternoon and the Centre's programme supplemented their education through the provision of community-based learning focused on core curriculum areas.

The project methodology involved the Canaan Institute leading facilitators from four community organisations in Gaza through an intensive training programme rooted in participative learning, critical thinking skills and action outcomes. The facilitators then used these global education skills in community-based education programmes with one hundred children in each of the four community partner organisations. The programme used group-based therapy sessions that included expressive art activities and brain dumping methods to share and discuss stress and anxieties symptomatic of mental health problems. The programme included structured play activities such as role-play, dance, sport and puppet theatre.

5 Educating Palestinian Refugees in Gaza and Lebanon



Structured play activities were part of the CGE / Cnaan Institute in Gaza. August 2023.

5.1.1 Project Objectives

- To provide psycho-social support to 400 children aged 6 to 14 suffering acute effects of conflict- and poverty-related trauma in the Gaza Strip;
- To provide formal education classes in literacy and numeracy to these children to enable them to reach their full potential in school;
- To deliver training to the families of the children to enable them to provide psychosocial support in the household;
- To co-ordinate project delivery in liaison with local schools and psychotherapists to ensure a 'joined-up' approach to child welfare.
- To deliver the project in four community centres in the Gaza Strip;
- To provide training in facilitation to a total of 12 facilitators in the four centres who will directly work with the children;
- To evaluate the programme and its impact on the facilitators and children.



Arts and crafts workshop as part of the CGE/Cnaan Institute project in Gaza in 2023.

5 Educating Palestinian Refugees in Gaza and Lebanon

5.1.2 Project Delivery

The project was to be delivered in four communities in Gaza between 1 June and 31 December 2023. On 6 October 2023, the day before the Hamas attack on Israel that killed 1,139 people, CGE received an interim report from the Canaan Institute, on the successful delivery of the project to date. The children were excelling in their learning activities and benefiting enormously from having access to psychosocial support. The report included dozens of photographs of children playing and learning together, clearly relaxed in each other's company and enjoying their journey in education. Since 7 October 2023, I have lost contact with the children and have had limited and intermittent communication with the Director of the Canaan Institute. I can only say with certainty that the children will have been displaced multiple times and subjected to extreme levels of hunger and mental distress. They may be among the 15,000 children, from a total of 40,000 civilians, who have lost their lives to date, the 21,000 children who are missing or among the 90,000 civilians who have been injured. There are no 'safe zones' or 'sanctuaries' in Gaza with the UN reporting that two-thirds of its schools – doubling as refugee centres for displaced civilians - have been bombed; some completely destroyed. A permanent ceasefire has to be an immediate priority in Gaza to ensure respite for its people and access for humanitarian aid at scale for two million civilians at risk of famine. But beyond the immediate material needs such as shelter, food, sanitation, water and medicines will be long-term mental health problems caused by extended exposure to military attack that will require extensive psychosocial support, particularly for children. The Centre for Global Education stands ready to work with our partner in Gaza, the Canaan Institute, to resume delivery of education and psychosocial support activities to the children who participated in our project to 6 October 2023.

5.1.3 Letter to the Children of Beit Lahia, Maghazi, Deir el-Balah and Rafah



In a wonderful [initiative](#) called 'Letters for Palestinian Childhoods', Rachel Rosen, an academic in University College London invited contributions to an online exhibition of letters, poems, and artwork dedicated to the children of Palestine.

The Centre for Global Education contributed this [letter](#) to the 400 children in Beit Lahia, Maghazi, Deir el-Balah and Rafah who had participated in the Canaan Institute / Centre for Global Education programme from June to October 2023 and produced the most magical arts and crafts. The letter reads as follows:

“This is a letter to the 400 children in Beit Lahia, Maghazi, Deir el-Balah and Rafah who joined the Canaan Institute / Centre for Global Education programme in June and produced the most magical arts and crafts.

You showed how much you love learning and working together to grow your knowledge of language, life skills and the world!

Where are you? How are you? I hope you are safe and unharmed. We have unfinished work to do in education.

Your path to more learning awaits. Your partner in Gaza, the Canaan Institute, stands ready to re-start your journey in education. The Centre for Global Education in Ireland stands ready to support you.

All of your many friends here are thinking of you and wish you well. Please be safe.”

5 Educating Palestinian Refugees in Gaza and Lebanon

5.2 Chance to Learn: Educating Palestinian and Syrian Refugees in Lebanon (2023)

From 1 March to 31 August 2023, CGE delivered the second year's activities of a two-year project in the Palestinian refugee camp of Mar Elias in Beirut. The programme delivered education and psycho-social support activities to 100 Palestinian and Syrian refugee children, aged 6-14 years. The project was funded by the trade union NIPSA's Global Solidarity Fund and delivered formal sector learning and psychosocial support to children unable to attend school or at risk of dropping out of school. The project was delivered in partnership with the Women's Program Association, a non-governmental organisation that works in seven Palestinian refugee camps in Lebanon. The WPA delivers education services to children, and provides women with professional and vocational training, career guidance, and leadership and entrepreneurial skill building activities.



Palestinian and Syrian refugee children who participated in 'Chance to Learn' funded by NIPSA's Global Solidarity Fund (May 2023).

5.2.1 Project Aim

The project's overriding aim was to provide educational and psychosocial support services to 100 Palestinian and Syrian refugee children aged 6-14 years unable to attend school or at risk of dropping out of school, and suffering from the acute effects of trauma caused by exposure to severe poverty in Mar Elias refugee camp. The project provided psychosocial care to help tackle mental health problems among the child participants including interactive group activities and one-to-one counselling. Every child received a meal every day for the duration of the project, were taken on field trips outside the camp, and received opportunities to participate in extracurricular activities. The project created an environment where these young refugees could explore their potential and build a strong foundation for their future education.

5 Educating Palestinian Refugees in Gaza and Lebanon

5.2.2 Project Objectives

The project objectives were as follows:

- To provide a safe location for children to learn within a community environment;
- To enhance the formal educational knowledge and skills of children not registered in full-time education in Lebanon or at risk of dropping out of school;
- To provide psycho-social support to children suffering from trauma and stress;
- To provide the children with two field trips outside the camp;
- To enable young people to develop life-long learning skills that will enhance their prospects for employment and engagement with full-time education;
- To provide the children with a breakfast every day;
- To provide opportunities for cultural activities and arts and crafts.



Children participate in an Arabic class as part of the 'Chance to Learn' project in Mar Elias refugee camp. 12 July 2023 | Women's Program Association.

5.2.3 Project delivery

The project was delivered over a period of six months to 100 children aged 6-14 years. The project was implemented over five days per week, Monday to Friday, and the students attended classes for four hours per day. They were divided into four groups of 25 and attended the Women's Program Association from Monday – Friday, 8.30am to 12.30pm or 1.00pm to 4.00pm. Each group was facilitated by a trained member of the WPA team with the necessary skills and experience to deliver education activities and psycho-social support. Each child received a breakfast every day and was taken on two field trips over the duration of the project. The children received training in key areas of the curriculum: English, Arabic, Mathematics and Life Skills. The main topics covered were as follows:

5 Educating Palestinian Refugees in Gaza and Lebanon

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

5.2.4 Project Outcomes

Formal Education

The children received classes that covered key areas of the schools' curriculum including Arabic, English, Mathematics and Life Skills. The children attended English, Arabic, and Maths classes that were specifically tailored to their needs and designed to make learning engaging and fun. The English classes introduced them to the basics of the English language, including vocabulary, grammar, and conversational skills. Through interactive activities, games, and storytelling, the children developed their language abilities while also gaining an appreciation for different cultures and ways of communication. In the Arabic classes, the children explored their native language in depth. They learned to read and write Arabic, delving into its rich history and literature. This not only strengthened their language skills but also fostered a sense of cultural identity. Mathematics classes were a space for the children to discover numbers and problem-solving. Through hands-on activities and creative exercises, they grasped fundamental mathematical concepts, improving their analytical skills and critical thinking. These classes aimed to make mathematics less intimidating and more enjoyable, instilling a love for numbers and logic.

5 Educating Palestinian Refugees in Gaza and Lebanon



A facilitator and children in class during project "Chance to Learn", Mar Elias refugee camp, Beirut, Lebanon. July 2023.

Arts and Crafts

All of the children had the opportunity to participate in classes focused on arts and crafts, including drawing, wall murals and paper crafts. Artistic expression was encouraged that allowed children to unleash their self-expression, imagination, creativity and develop their fine motor skills. The classes also observed international days such as Refugee Day on 20 June in which they produced art and had discussions on the life of a refugee. The paper crafts often complemented the core curriculum subjects (literacy and numeracy) and resulted in colourful wall murals.

Day Trips

Chance to Learn provided two day trips over the duration of the project for the 100 children. The first trip was for children aged 6-9 years. They were taken to Playtown, a leisure facility for children where they could have fun in a safe environment as well as get creative and build friendships. This outing was met with enthusiastic participation, fostering not only enjoyment but also aiding in the development of social skills. The second day trip was for children aged 10-14 years. They were taken to Al-Awali river to cultivate a sense of adventure and appreciation for the outdoors, promoting teamwork and unity. The outing facilitated a deeper connection with nature, camaraderie with peers, and instilled valuable life lessons on cooperation and environmental conservation.



Children enjoying a day trip Playland in Beirut. August 2023. WPA.

5 Educating Palestinian Refugees in Gaza and Lebanon

Cultural activities



Children performing Dabka as part of the Chance to Learn project. July 2023. WPA.

The children had the opportunity to participate in cultural activities including traditional dance which is a central element of Palestinian and Syrian life. *Dabka* is traditional Palestinian song and dance that young people learn from an early age. The project marked special occasions such as Mother's Day, Eid Al-Adha, and International Dance Day, fostering a sense of cultural heritage, community, and inclusivity.

Graduation Ceremony

A graduation ceremony was organised in August 2023 for participating students. The event showcased their achievements in cultural diversity, arts and crafts, language proficiency, and formal education. Certificates were distributed to 100 students, and families and representatives of the community were invited to the event.



5 Educating Palestinian Refugees in Gaza and Lebanon

Project Outcomes

The learning outcomes achieved by the 'Chance to Learn' programme in 2023 included the following:

- Enhanced formal education provision to 100 children aged 6 to 14 in key areas of the schools' curriculum: Arabic, English and Mathematics.
- Enabled students to reveal diverse talents, fostering self-discovery and creative passion through various activities, including *Dabka* dancing, drawing, arts and crafts, and singing.
- Supported improved communication and interpersonal skills contributing to students' confidence, expressiveness, and social engagement.
- Provided personalized learning by grouping students according to their educational levels that supported tailored instruction, improving understanding, retention, and academic performance.
- Promoted inclusion and diversity through collaborations with local community organizations and supported inclusivity, as children interacted with peers with special needs, fostering acceptance and breaking down barriers.
- Fostered cultural awareness, through special events celebrating Eid Al-Adha and important dates in the Palestinian calendar.
- Provided psychosocial care to children particularly impacted by mental health problems caused by stress, a difficult domestic environment and exposure to severe poverty.

Evaluation and Next steps

In May 2023, CGE Director, Stephen McCloskey, visited Mar Elias to meet the project staff including: May Khashan (Project Co-ordinator); Imad Alawneh (Mathematics teacher); Siham Zammar (Life skills teacher); Aline Howejeh (Arabic teacher); Salwa al-Haj Hassan (Life skills teacher) and Maya Moussa (English teacher). He also visited the Women's Program Association and met with Leila Kaissa (Director) to discuss the how the programme could be delivered in 2024.



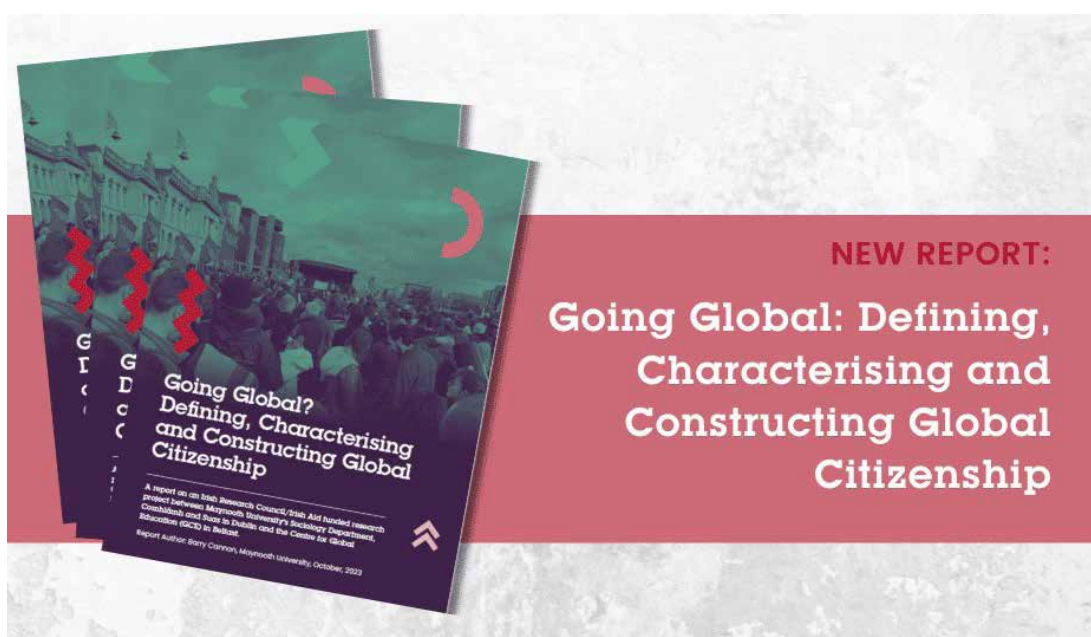
Chance to Learn Facilitators. From left to right: Imad Alawneh, May Khashan, Siham Zammar, Aline Howejeh, Salwa al-Haj Hassan and Maya Moussa. 15 May 2023. Centre for Global Education.

The Centre has received funding from NIPSA's Global Solidarity Fund for a new two-year education project that will be delivered in three Palestinian refugee camps in Lebanon: Burj Barajneh camp in Beirut and El-Buss and Rashidieh camps in Tyre, southern Lebanon. The project will deliver education and psychosocial services to 100 Palestinian and Syrian children aged 12-16 years at risk of dropping out of school. The timeframe for the project is 1 March 2024 - 31 August 2025.

6 Research

6.1 Going Global: Defining, Characterising and Constructing Global Citizenship

The Centre was one of the organizational participants in an all-Ireland research project on global citizenship which was led by Barry Cannon, a lecturer in Maynooth University's Sociology Department and funded by the Irish Research Council's New Foundations fund. The research partners also included the Irish non-governmental organisations, Comhlámh and Suas, and the research aimed to generate a discussion, via two regional workshops, with global citizenship educators, development professionals and volunteers on conceptualisations and constructs of global citizenship. The research investigated the concept of global citizenship in the context of new complexities surrounding the sovereignty of states and definition of citizenship in an era of accelerated globalisation. As there is no conceptualisation of citizenship beyond the national state frame, the concept of global citizenship is problematic.



The research objectives were to:

- Gather views from participants on the meaning and content of global citizenship;
- Provide theoretical input to inform these discussions and;
- Enable participants to envisage more practice grounded means to construct global citizenship in their work.

The global citizenship concept was interrogated with INGO practitioners through two regional seminars held in Belfast and Dublin. Theoretical inputs were provided at the seminars by Barry Cannon, which were debated through a series of interactive activities facilitated by consultant Charo Lanao. The project outputs included a [report](#) titled *Going Global: Defining, Characterising and Constructing Global Citizenship*, and journal article published in the Centre for Global Education's open access and peer reviewed [journal](#), *Policy and Practice: A Development Education Review*. The main finding from the research was that participant attitudes to global citizenship ranged from the pragmatic, through the agnostic to the sceptical and recommended that global citizenship be considered a 'provisional conceptual placeholder' given the significant spatial and conceptual changes to citizenship in the era of accelerated globalisation. The lack of a global state in a position to guarantee rights demands greater conceptual exploration and engagement with practitioners. The research also found that there was a lack of clarity on the meaning and content of 'global citizenship' and confusion around the differences between global citizenship and global citizenship education (GCE) with the concepts sometimes used interchangeably.

6 Research

The research recommendations included:

- Addressing the need for clarity on the relationship between the current dominance of global citizenship education (GCE) in the island of Ireland and its long history of 'development education';
- Examining non-Western conceptualisations, perceptions, and experiences of GCE;
- Enabling GCE practitioners to locate themselves in the typology of positions on global citizenship education, and;
- Investigate the policy context for GCE in Ireland and how it impacts on practice.
- The Centre for Global Education and Barry Cannon have submitted a joint application to the New Foundations Fund to pursue these recommendations in a follow-up research study.

6.2 Opinion Piece: Conflict, Climate and Migration in the Context of Gaza

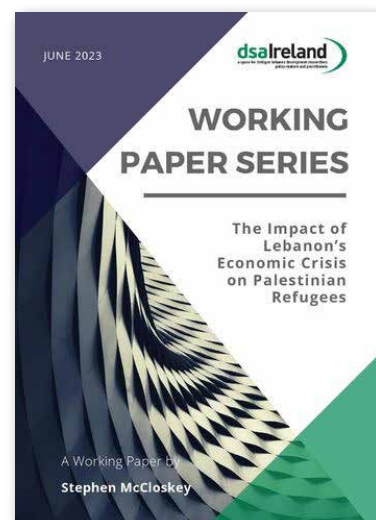
In April 2024, the Centre for Global Education contributed an opinion [piece](#) under the title: *Conflict, Climate and Migration in the Context of Gaza* to the Development Studies Association of Ireland which considered the human toll of Israel's war on Gaza's civilian population since October 2023. It also considered the carbon footprint of Israel's war drawing upon 'A Multi-temporal [Snapshot](#) of Greenhouse Gas Emissions from the Israel-Gaza Conflict' carried out by academics from Lancaster University and Queen Mary University of London. It found that carbon



emissions resulting from 'aircraft missions, tanks and fuel from other vehicles' including US cargo planes 'was equivalent to burning at least 150,000 tonnes of coal'.

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

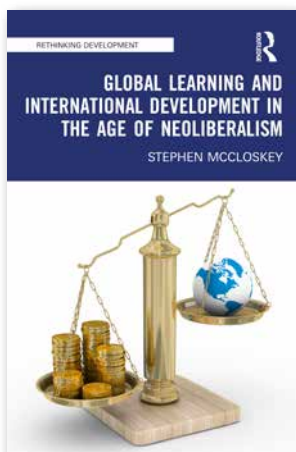
The Centre for Global Education published a Working [Paper](#) with the Development Studies Association of Ireland in July 2023 under the title: *The Impact of Lebanon's Economic Crisis on Palestinian Refugees*. The report assessed the impact of Lebanon's current economic crisis on the socio-economic status of 180,000 Palestinian refugees living in the country. Since 2019, Lebanon's economy has been locked in a prolonged crisis triggered by a debt default that has seen the currency lose 98 per cent of its value and inflation rocket to 200 per cent. This has caused a surge in the prices of daily necessities such as food, domestic fuel and transportation. Palestinians have been on the frontline of this economic crisis. Displaced from their homeland since 1948, Palestinian refugees in Lebanon have never been naturalized, are excluded from 39 syndicated occupations and denied property rights. Their marginal status has been exacerbated by the arrival of 29,000 Palestinian Refugees from Syria (PRS) who have fled the civil war in Syria. This has created a race to the bottom in terms of competition for low paying jobs in the informal sector. Palestinians have also been severely impacted by the COVID-19 pandemic, and their health, education and living conditions are deteriorating as a consequence of Lebanon's economic meltdown. The report was based on three field visits to nine Palestinian camps in Lebanon in 2022 and the latest research by UN agencies working in the country.



7 Publications

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

7.1 Global Learning and International Development in the Age of Neoliberalism



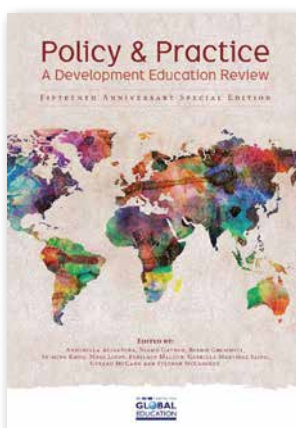
This 2022 publication by CGE Director, Stephen McCloskey, argues that the international development sector is in crisis which can be mostly sourced to its side-stepping the dominant development question of our age, the neoliberal growth paradigm. It argues that this crisis can be addressed, at least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

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

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

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

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



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

Policy and Practice debates and affirms the transformative capacity of education to create a more just and equal world and this is an essential collection for anyone interested in exploring the role of education as a means

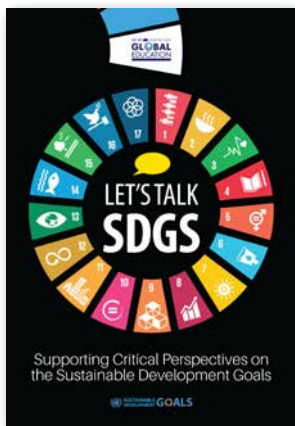
7 Publications

toward progressive social change. It contains 32 articles on a wide range of topics including: climate change, migration, gender, Latin America and human rights. The contributors include: Vanessa Andreotti, Douglas Bourn, Su-ming Khoo, Sarah Stein, Alejandra Boni and David Selby.

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

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

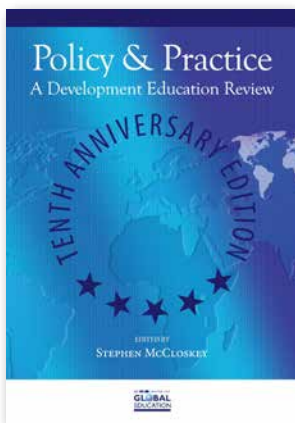
7.3 Let's Talk SDGs



This 2020 resource from the Centre for Global Education is an invitation to educators to critically interrogate the Sustainable Development Goals and determine their capacity to deliver upon their intended outcomes. Five years into their 15-year journey, the resource supports reflection and discussion on whether the SDGs can support effective global learning and represent a sound critique of the international system. *Let's Talk SDGs*, written by Caroline Murphy, is offered as a starting point for sectoral debate on the Goals and their prospects for success.

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

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



To commemorate the tenth anniversary of the journal, the Centre for Global Education was commissioned by Irish Aid to publish a special hard copy edition of *Policy and Practice*. The special edition was published in April 2015 and comprised 20 of the most cited and influential articles that were previously published on the *Policy and Practice* web site. These articles have never previously been published in hard copy and collectively represent some of the most insightful writing on development education policy and practice over the past ten years by leading scholars in the field. The articles debate issues on the cutting edge of development education practice and the policy environment in which it is delivered.

Praise for this special collection

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

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

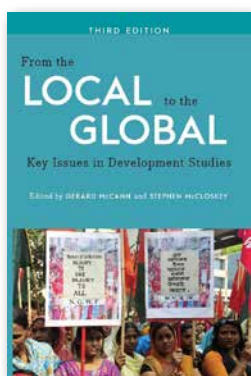
7 Publications

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

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

McCloskey, Stephen (2015) *Policy and Practice: A Development Education Review: Tenth Anniversary Edition*, Belfast: Centre for Global Education, available: <https://www.centreforglobaleducation.com/publications-buy>

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



This is the third edition of *From the Local to the Global: Key Issues in Development Studies* which was previously published in 2003 and 2009. Edited by Gerard McCann (St Mary’s University College) and Stephen McCloskey (CGE Director), this book is an ideal introduction to the key international development issues underpinning poverty, inequality and injustice in the global South. This comprehensive, accessibly written text brings together some of the foremost activists, academics and development practitioners from across the world to analyse the challenges to poverty eradication and human rights. This new edition is completely revised and updated, and highlights the extent to which the local and global are interconnected in today’s globalised economy and questions the legitimacy of the neoliberal model of development.

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

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

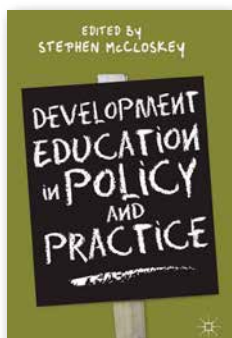
Marina Sitrin (author of *Everyday Revolutions*, 2012).

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

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

McCann, G and McCloskey, S (eds.) (2015) *From the Local to the Global: Key Issues in Development Studies*, 3rd Edition, London: Pluto Press, ISBN: 978 0 7453 34738; Pluto Press; Paperback; 352 pages: available: <https://www.centreforglobaleducation.com/publications-buy>

7.6 Development Education in Policy and Practice



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

“With a radical pedagogy rooted in the global South which has increasing traction in education systems in the global North, development education has long deserved a comprehensive treatment that assesses the full breadth of its practice. This overdue

7 Publications

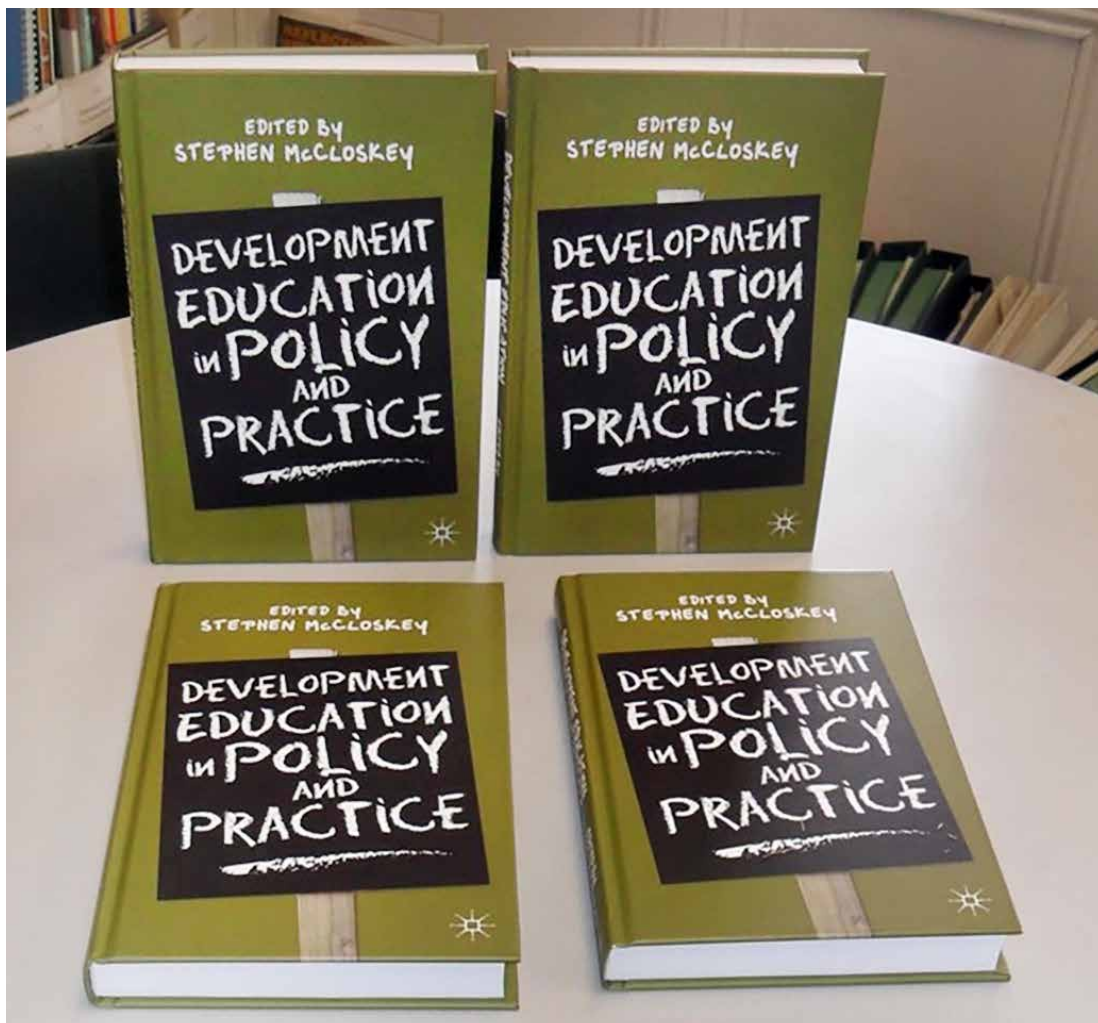
collection is therefore most welcome and makes a passionate and persuasive case for more global learning in formal and informal education, particularly in the aftermath of the financial crisis which has brought greater poverty and inequality to the door of the global North.

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

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

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

McCloskey, Stephen (2014) (ed.) *Development Education in Policy and Practice*, Palgrave MacMillan, available: <https://link.springer.com/book/10.1057/9781137324665>



8 Networks and Campaigns

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

8.1 Academic Network on Global Education and Learning (ANGEL)

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

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

8.2 Coalition of Aid and Development Agencies (CADA)

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

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

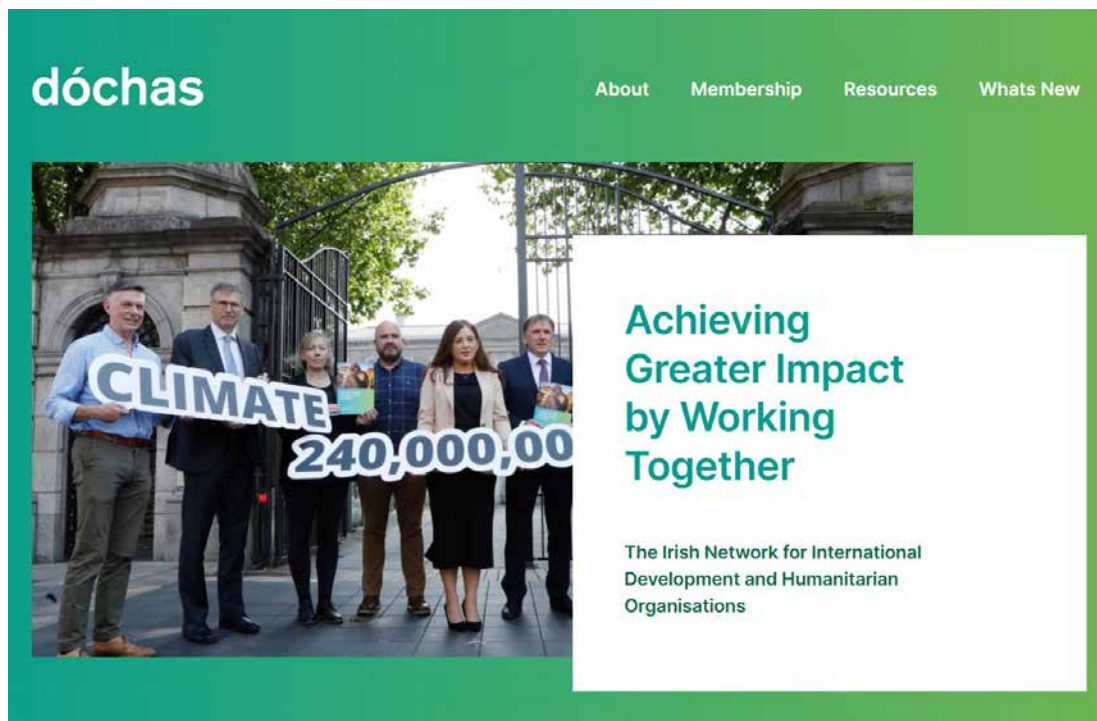
CADA's main objective is to promote sustainable development, social justice and equality in local and global contexts. CADA regards development as a process by which the dignity inherent in all human beings should become reflected in their economic, political and social conditions. Development involves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

8 Networks and Campaigns

For further information on CADA visit:

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

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



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

The vision of Dóchas is to contribute, through the co-operative efforts of its members, to a just world where basic needs are met, where people are empowered, where there is equity in the management and distribution of resources and where human rights are respected. This will be achieved in the context of members' dialogue with partners in the South and through the active engagement with local partners in Ireland. The Centre for Global Education is a Dóchas member.

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

8 Networks and Campaigns

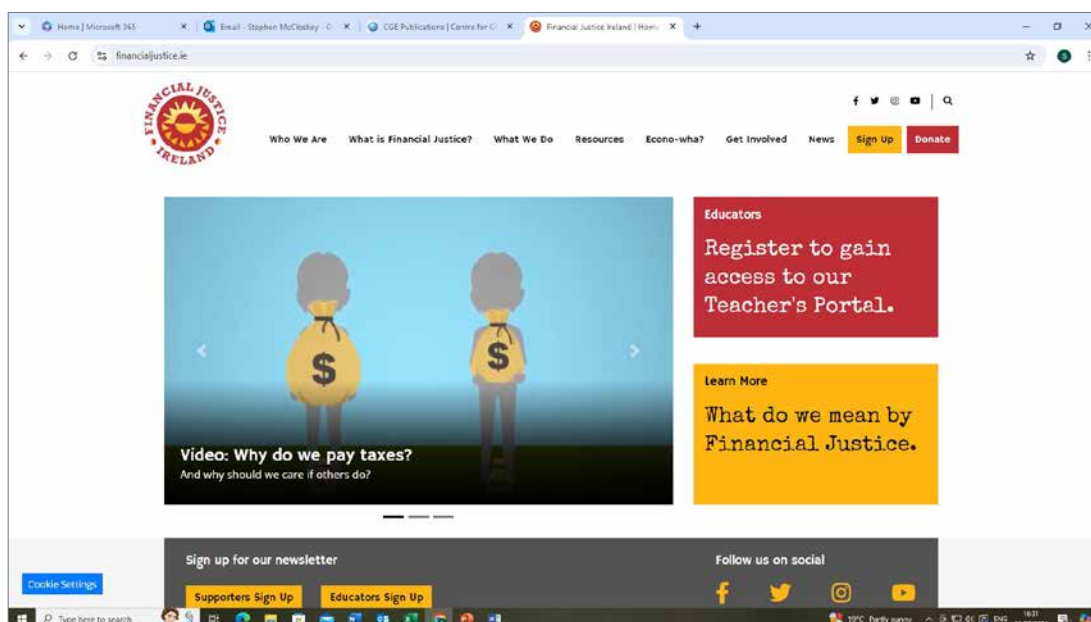
The group's strategy covers the following issues:

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

For further information on Dóchas contact:

Anna Farrell
Office Manager
Dóchas
Olympic House
Pleasants Street
Dublin 8
Tel: (003531) 405 3801
E-mail: anna@dochas.ie
Web: www.dochas.ie

8.4 Financial Justice Ireland



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

8 Networks and Campaigns

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

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

Thomas McDonagh
 Director
 Financial Justice Ireland
 12 Parliament Street, Temple Bar,
 Dublin 2,
 Ireland, D02 HV05
 Tel: + 353 1 549 7363
 Email: thomas@financialjustice.ie
 Web: <https://www.financialjustice.ie/>

8.5 Irish Development Education Association



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

8 Networks and Campaigns

advocacy and awareness building, strengthening members' capacity to deliver development education, and our pioneering work on expanding the space for development education and illustrating its impact.

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

IDEA's Mission is to:

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

For further information on IDEA contact:

6 Gardiner Row
Dublin 1
Ireland

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

8.6 Ireland Palestine Solidarity Campaign

IRELAND PALESTINE SOLIDARITY CAMPAIGN
التضامن الإيرلندي الفلسطيني

HOME NEWS ABOUT US GET INVOLVED CAMPAIGNS EVENTS SHOP CONTACT RESOURCES NEWSLETTER

STAND WITH PALESTINE
END THE SIEGE OF GAZA
END ISRAELI APARTHEID

BRING PALESTINIAN FLAGS, SOLIDARITY & NOISE
EMERGENCY PROTESTS AROUND IRELAND

Find your local activist group →
Subscribe to our newsletter →
Join or donate to the IPSC →

Facebook Twitter Instagram YouTube LinkedIn

Actions & Events for Palestine Around Ireland

As Apartheid Israel continues its genocidal war on the people of Gaza, now using starvation as a weapon, all with the blessing of Western powers, we ask you to join us at an emergency solidarity rally in support of the Palestinian people. Note, not all these actions are organised by the Ireland-Palestine Solidarity Campaign.

Tuesday 23rd July
Belfast - 8.30pm, Public Meeting with Professor Nick Maynard, Surgeon, on his experiences in Gaza, The Linen Hall, 17 Donegall Square North (Book here)

8 Networks and Campaigns

The Ireland-Palestine Solidarity Campaign exists to mobilize people in Ireland to support the political, civil and human rights of all Palestinians, and to work for their national and democratic rights including the Right of Return for Palestinian refugees and their descendants.

Ireland Palestine Solidarity Campaign:

35 North Lotts

Dublin 1

D01 A3E0

Ireland

Phone: + 353 (0)1 8727798

Email: info@ipsc.ie

X: @ipsc48

Appendix 1

CENTRE FOR GLOBAL EDUCATION MANAGEMENT BOARD

Chris O'Connell (Chair)	Trócaire
Michael Robinson (Vice-Chair)	Retired trade unionist
Nuala McAdams (Treasurer)	Chartered Accountant
Deborah McLaughlin (Secretary)	Friends of the Earth
Kevin Daly	INTO
Jamal Iweida	Dunmurry Mosque
Alison MacKenzie	School of Social Sciences, QUB
Cara McLoughlin	Cultúrlann Ui Chanáin
Calum McGeown	Centre for Sustainability, Equality and Climate Action (QUB)
Jennifer Timmons	Chartered Accountant

STAFF TEAM

Stephen McCloskey	Director
Emma Soye	Assistant Editor
Aurelia Bonn	Information Officer
Amanda Brobyn	Promotions and Communications
Nora Treichel	Information Officer

ACCOUNTANT	Finegan Gibson Accountants
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GRAPHIC DESIGN	Sean McCrystal: S-Design
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FINANCIAL SERVICES	Tony Clarke and Company
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COMPANY REGISTRATION NUMBER: NI025290
CHARITY REGISTRATION NUMBER: 104991

Centre for Global Education
Company Limited by Guarantee
Financial Statements
31 March 2023

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

Centre for Global Education

Company Limited by Guarantee

Financial Statements

Year ended 31 March 2023

	Page
Trustees' annual report (incorporating the director's report)	1
Independent auditor's report to the members	8
Statement of financial activities (including income and expenditure account)	13
Statement of financial position	14
Notes to the financial statements	15

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2023

The trustees, who are also the directors for the purposes of company law, present their report and the financial statements of the charity for the year ended 31 March 2023.

Reference and administrative details

Registered charity name	Centre for Global Education
Charity registration number	104991
Company registration number	NI025290
Principal office and registered office	9 University Street, Belfast, BT7 1FY

The trustees

L Sullivan	
S Corrigan	(Resigned 13 September 2022)
C O'Connell	(Appointed 13 September 2022)
C McLoughlin	(Appointed 24 May 2022)
D Mclaughlin	(Appointed 13 September 2022)
D Belluigi	
N McAdams (Treasurer)	
M Robinson	
V Coert	(Resigned 27 June 2023)

Company secretary Cara Mcloughlin

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

Bankers Danske Bank
PO Box 183
Donegall Square West
Belfast
BT1 6JS

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2023

Structure, governance and management

Governing Document

Centre for Global Education is a company limited by guarantee governed by its Memorandum and Articles of Association which were revised and updated in 2023 and adopted by Special resolution on 03 July 2023. Centre for Global Education is a registered charity with the Charity Commission for Northern Ireland.

Appointment of trustees

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

Once the potential new Trustee has agreed to be considered for appointment to the role, the Trustees meet to review and to vote on the candidates' suitability for appointment. If there is unanimous agreement, they can be co-opted at an ordinary Management Board meeting.

Trustee induction and training includes

- Induction into the Code of Corporate Governance;
- Induction into the Dochas Guide to Ethical Communications and the IDEA Code of Good Practice for Development Education;
- Sharing of key documents including governance documents, the roles and responsibilities of office bearers and strategic objectives for the organisation.

Arrangements for setting pay and remuneration of key management personnel

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

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

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2023

Structure, governance and management *(continued)*

Organisation structure and how charity makes decisions

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

Relationships with related parties

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

Risk management

The trustees have a risk management strategy which comprises:

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

Risks	Mitigation
Lack of freestanding reserves	Have steadily increased reserves total to £38,813 at 31 March 2023 which surpasses our 2022 reserves target of £31,592.03. The Centre's Reserves Policy will continue to be updated
Dependence on small number of donors	Have secured small first-time grants from the Community Foundation and Irish National Teachers Organisation but more work needs to be done
The Centre remains over-dependent on the Director for the delivery of key areas of work	CGE have successfully secured funds from Irish Aid to appoint an Assistant Editor to work with the Director on the publication of <i>Policy and Practice</i> and related activities
Reduced staffing capacity	The centre is exploring opportunities for recruiting new staff through programme applications to new and existing donors

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2023

Objectives and activities

The purposes of the charity are:

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

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

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

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

The Centre for Global Education has benefited greatly from the services of volunteers in 2022-23 including student interns and a part-time German volunteer placed in the Centre by Eirene. We highly value their input and accord them all possible opportunities for capacity-building and self-development.

Achievements and performance

In 2022-23, the Centre for Global Education has:

- Published two issues of our peer reviewed, online, open access journal titled Policy and Practice: A Development Education Review which in 2022 had a global audience of 236,704 visitors and 173,567 unique visits. The journal is a unique learning tool which has been funded by Irish Aid since 2005 and in 2022 celebrated its 17th anniversary. The journal continues to be made available on a stand-alone web platform at www.developmenteducationreview.com. Funding has been received from Irish Aid for the journal to May 2025.
- Organised two webinars based on the content of Issues 33 and 34 of Policy and Practice: A Development Education Review. A webinar on "Development Education and Social Justice" was held on 1 March 2022 and a webinar on "Development Education and Health" was held on 30 June 2022.

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2023

Achievements and performance (continued)

- Commissioned an independent external evaluation of Policy and Practice: A Development Education Review carried out by Blue Moss Consulting and published in January 2022.
- Delivered a one-year project providing psycho-social support and education services to 400 children aged 6-13 years in the Gaza Strip, Palestine. Funding for this project was provided by four trade unions (Unison, Unite, CWU and USDAW). The Centre has successfully applied for a grant from the Irish National Teachers' Organisation for the funding of this project in 2023.
- In 2022, NIPSA funded year one of a two-year CGE programme which delivers education services and psycho-social support to 100 Palestinian and Syrian refugee children in the Palestinian refugee camp of Burj Barajneh in Beirut, Lebanon. The programme continues to 2023.
- Successfully completed a research project titled "Challenging the Dominant Economic Paradigm in Development Education" which was funded by the Community Foundation All-island Fund. The project was completed in September 2022 and resulted in this report.
- Compiled a research report in February 2022 on the impact of the COVID-19 pandemic on Palestinian refugees in Jordan. The report is available [here](#).
- Worked in partnership with development education networks in the north and south of Ireland, Britain, Europe and the global South including: the Irish Development Education Association (IDEA); Dóchas, the Irish Association of Non-Governmental Development Organisations; the Coalition of Aid and Development Agencies (CADA); Development Education Research Centre (DERC); Global Education Network Europe (GENE); and Academic Network on Global Education and Learning (ANGEL).

Financial review

The Centre has received a three year grant (1 June 2022 - 31 May 2025) totalling €225,000 toward the publication of our bi-annual journal Policy and Practice. We received funding of €75,000 for year one of the Irish Aid-funded programme covering the period 1 June 2022 to 31 May 2023. The Centre received £11,500 as the first instalment of a two year grant (£23,000 in total) from NIPSA for an education and psychosocial support project in the in the Palestinian refugee camp of Burj Barajneh in Beirut, Lebanon to August 2022. The Centre has received a grant £10,000 from the Irish National Teachers' Organisation for a one-year project in Gaza Strip, Palestine that will provide education services to 400 children aged 6-13. The Centre successfully delivered a research project titled "Challenging the Dominant Economic Paradigm in Development Education" which was funded by the Community Foundation All-island Fund in 2022 and managed in partnership with Financial Justice Ireland.

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2023

Financial review *(continued)*

Reserves policy and going concern

The Centre for Global Education revised its Reserves Policy in March 2023 and agreed a target of £35,648.39. The policy is based on a scenario where the Director may be facing redundancy and the Centre seeks to secure his employment over three months as well as provide redundancy costs. This policy allows the Centre to keep the Director on the payroll during a possible transitional period to another programme or as the Centre seeks to secure funds from an alternative source. An analysis of the Reserves total is below.

Director's salary (full capacity three months)	14,775.93
Overheads (three months)	4,742.00
Redundancy Costs	16,131.00
Total:	£35,648.93

Current position

At 31/03/2023 the Centre for Global Education's unrestricted reserves sat at £38,813, from our audited accounts.

Plans for future periods

The Centre for Global Education continues to seek funding from non-traditional sources of funding to resource our new Strategic Plan to December 2026 and beyond. We are actively seeking funds for a new formal sector programme to build on our work with schools since 2014.

Trustees' responsibilities statement

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

Auditor

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

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

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2023

Small company provisions

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

The trustees' annual report was approved on 14 November 2023 and signed on behalf of the board of trustees by:



N McAdams (Treasurer)
Trustee

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2023

Opinion

We have audited the financial statements of Centre for Global Education (the 'charity') for the year ended 31 March 2023 which comprise the statement of financial activities (including income and expenditure account), statement of financial position and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 March 2023 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

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

APB Ethical Standard - Provisions available for small entities

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

Conclusions relating to going concern

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

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

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

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2023

Other information

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

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

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

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

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

Centre for Global Education

Company Limited by Guarantee

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

(continued)

Year ended 31 March 2023

Matters on which we are required to report by exception

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

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

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

Responsibilities of trustees

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

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

Centre for Global Education

Company Limited by Guarantee

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

(continued)

Year ended 31 March 2023

Auditor's responsibilities for the audit of the financial statements

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

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

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

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the trustees.

Centre for Global Education

Company Limited by Guarantee

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

(continued)

Year ended 31 March 2023

- Conclude on the appropriateness of the trustees' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the charity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the charity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Use of our report

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



Paul Dolan FCA (Senior Statutory Auditor)

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

14 November 2023

Centre for Global Education

Company Limited by Guarantee

Statement of Financial Activities (including income and expenditure account)

Year ended 31 March 2023

		2023		2022	
	Note	Unrestricted funds £	Restricted funds £	Total funds £	Total funds £
Income and endowments					
Charitable activities	5	1,087	75,603	76,690	215,043
Investment income	6	–	–	–	33
Total income		<u>1,087</u>	<u>75,603</u>	<u>76,690</u>	<u>215,076</u>
Expenditure					
Expenditure on charitable activities	7	<u>24,205</u>	<u>79,189</u>	<u>103,394</u>	<u>216,246</u>
Total expenditure		<u>24,205</u>	<u>79,189</u>	<u>103,394</u>	<u>216,246</u>
Net expenditure		<u>(23,118)</u>	<u>(3,586)</u>	<u>(26,704)</u>	<u>(1,170)</u>
Transfers between funds		8,561	(8,561)	–	–
Net movement in funds		<u>(14,557)</u>	<u>(12,147)</u>	<u>(26,704)</u>	<u>(1,170)</u>
Reconciliation of funds					
Total funds brought forward		<u>53,370</u>	<u>32,448</u>	<u>85,818</u>	<u>86,988</u>
Total funds carried forward		<u>38,813</u>	<u>20,301</u>	<u>59,114</u>	<u>85,818</u>

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

The notes on pages 15 to 24 form part of these financial statements.

Centre for Global Education

Company Limited by Guarantee

Statement of Financial Position

31 March 2023

	Note	2023 £	2022 £
Fixed assets			
Tangible fixed assets	12	–	1,701
Current assets			
Debtors	13	787	745
Cash at bank and in hand		62,218	87,023
		<u>63,005</u>	<u>87,768</u>
Creditors: amounts falling due within one year	14	<u>3,891</u>	<u>3,651</u>
Net current assets		<u>59,114</u>	<u>84,117</u>
Total assets less current liabilities		<u>59,114</u>	<u>85,818</u>
Net assets		<u>59,114</u>	<u>85,818</u>
Funds of the charity			
Restricted funds		20,301	32,448
Unrestricted funds		<u>38,813</u>	<u>53,370</u>
Total charity funds	16	<u>59,114</u>	<u>85,818</u>

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

These financial statements were approved by the board of trustees and authorised for issue on 14 November 2023, and are signed on behalf of the board by:



N McAdams (Treasurer)
Trustee

The notes on pages 15 to 24 form part of these financial statements.

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements

Year ended 31 March 2023

1. General information

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

2. Statement of compliance

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

3. Accounting policies

Basis of preparation

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

Going concern

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

As at 31st March 2023 CGE had a positive position of £59,114.

The trustees have a reasonable expectation that sufficient funding will be obtained to enable CGE to continue in operation for the 12 months to 31st March 2023. As a result, the trustees deem it appropriate to continue to prepare the financial statements on the going concern basis.

Disclosure exemptions

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

Judgements and key sources of estimation uncertainty

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

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2023

3. Accounting policies *(continued)*

Fund accounting

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

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

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

Incoming resources

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

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

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2023

3. Accounting policies *(continued)*

Resources expended

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

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

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

Tangible assets

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

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

Depreciation

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

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

Impairment of fixed assets

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

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2023

3. Accounting policies *(continued)*

Impairment of fixed assets *(continued)*

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

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

Financial instruments

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

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

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

Debt instruments are subsequently measured at amortised cost.

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

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

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

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

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

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2023

3. Accounting policies *(continued)*

Financial instruments *(continued)*

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

Defined contribution plans

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

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

4. Limited by guarantee

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

5. Charitable activities

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
Irish Aid- Dept of Foreign Affairs	–	64,103	64,103
NIPSA	–	11,500	11,500
The British Council	–	–	–
Size of wales	–	–	–
Community Foundation	–	–	–
CGE Earned Income	–	–	–
Other income	1,087	–	1,087
	<u>1,087</u>	<u>75,603</u>	<u>76,690</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2023

5. Charitable activities *(continued)*

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

6. Investment income

	Unrestricted Funds £	Total Funds 2023 £	Unrestricted Funds £	Total Funds 2022 £
CGE main account bank interest	–	–	33	33

7. Expenditure on charitable activities by fund type

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
Global Education	24,205	59,731	83,936
Support costs	–	19,458	19,458
	<u>24,205</u>	<u>79,189</u>	<u>103,394</u>

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

8. Analysis of support costs

	Analysis of support costs £	Total 2023 £	Total 2022 £
Staff costs	9,897	9,897	10,893
Governance costs	9,561	9,561	11,995
	<u>19,458</u>	<u>19,458</u>	<u>22,888</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2023

9. Net expenditure

Net expenditure is stated after charging/(crediting):

	2023	2022
	£	£
Depreciation of tangible fixed assets	1,701	2,350
Fees payable for the audit of the financial statements	3,400	3,484
	<u>3,400</u>	<u>3,484</u>

10. Staff costs

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

	2023	2022
	£	£
Wages and salaries	37,705	110,430
Social security costs	–	6,360
Employer contributions to pension plans	1,885	5,417
	<u>39,590</u>	<u>122,207</u>

The average head count of employees during the year was 1 (2022: 4). The average number of full-time equivalent employees during the year is analysed as follows:

	2023	2022
	No.	No.
Number of staff	<u>1</u>	<u>4</u>

No employee received employee benefits of more than £60,000 during the year (2022: Nil).

Key Management Personnel

Key management personnel include all persons that have authority and responsibility for planning, directing and controlling the activities of the charity. The total compensation paid to key management personnel for services provided to the charity was £43,746 (2022:£43,572).

11. Trustee remuneration and expenses

The charity Trustees were not paid or received any other benefits from employment with the Charity in the year (2022: £0). They were reimbursed travel expenses during the year totalling £0 (2022: £0).

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2023

12. Tangible fixed assets

	Fixtures and fittings £	Equipment £	Total £
Cost			
At 1 April 2022 and 31 March 2023	<u>16,176</u>	<u>23,191</u>	<u>39,367</u>
Depreciation			
At 1 April 2022	14,590	23,076	37,666
Charge for the year	<u>1,586</u>	<u>115</u>	<u>1,701</u>
At 31 March 2023	<u>16,176</u>	<u>23,191</u>	<u>39,367</u>
Carrying amount			
At 31 March 2023	<u>–</u>	<u>–</u>	<u>–</u>
At 31 March 2022	<u>1,586</u>	<u>115</u>	<u>1,701</u>

13. Debtors

	2023 £	2022 £
Prepayments and accrued income	<u>787</u>	<u>745</u>

14. Creditors: amounts falling due within one year

	2023 £	2022 £
Accruals and deferred income	3,400	3,400
Other creditors	<u>491</u>	<u>251</u>
	<u>3,891</u>	<u>3,651</u>

15. Pensions and other post retirement benefits

Defined contribution plans

The amount recognised in income or expenditure as an expense in relation to defined contribution plans was £1,885 (2022: £5,417).

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2023

16. Analysis of charitable funds

Unrestricted funds

	At 1 April 2022	Income	Expenditure	Transfers	At 31 March 2023
	£	£	£	£	£
General funds	<u>53,370</u>	<u>1,087</u>	<u>(24,205)</u>	<u>8,561</u>	<u>38,813</u>

	At 1 April 2021	Income	Expenditure	Transfers	At 31 March 2022
	£	£	£	£	£
General funds	<u>65,292</u>	<u>1,094</u>	<u>(13,016)</u>	<u>–</u>	<u>53,370</u>

Restricted funds

	At 1 April 2022	Income	Expenditure	Transfers	At 31 March 2023
	£	£	£	£	£
Irish Aid	2,816	64,103	(58,065)	–	8,854
NIPSA	–	11,500	(10,960)	–	540
Big Lottery	10,000	–	(6,150)	(3,850)	–
Trocaire	2,475	–	–	–	2,475
Concern	8,432	–	–	–	8,432
CCGL 1	3,121	–	–	(3,121)	–
CCGL 2	–	–	–	–	–
Size of Wales	–	–	–	–	–
Community Foundation	<u>5,604</u>	<u>–</u>	<u>(4,014)</u>	<u>(1,590)</u>	<u>–</u>
	<u>32,448</u>	<u>75,603</u>	<u>(79,189)</u>	<u>(8,561)</u>	<u>20,301</u>

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

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2023

17. Analysis of net assets between funds

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
Tangible fixed assets	–	–	–
Current assets	42,704	20,301	63,005
Creditors less than 1 year	(3,891)	–	(3,891)
Net assets	<u>38,813</u>	<u>20,301</u>	<u>59,114</u>

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

18. Corporation tax

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

Centre for Global Education

Company Limited by Guarantee

Management Information

Year ended 31 March 2023

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

Centre for Global Education

Company Limited by Guarantee

Detailed Statement of Financial Activities

Year ended 31 March 2023

	2023 £	2022 £
Income and endowments		
Charitable activities		
Irish Aid- Dept of Foreign Affairs	64,103	52,171
NIPSA	11,500	10,040
The British Council	–	139,410
Size of wales	–	4,000
Community Foundation	–	8,361
CGE Earned Income	–	676
Other income	1,087	385
	<u>76,690</u>	<u>215,043</u>
Investment income		
CGE main account bank interest	–	33
	<u>–</u>	<u>33</u>
Total income	<u><u>76,690</u></u>	<u><u>215,076</u></u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Detailed Statement of Financial Activities

Year ended 31 March 2023

	2023 £	2022 £
Expenditure on charitable activities		
Global Education		
<i>Activities undertaken directly</i>		
Wages/salaries	28,279	101,004
Employer's NIC	–	5,364
Pension costs	1,414	4,946
Rent	10,400	7,060
Light & heat	2,239	2,323
Repairs & maintenance	375	1,145
Insurance	1,532	745
Telephone	1,069	1,579
Other office costs	893	714
Depreciation	1,701	2,350
Staff Appointments	557	–
Travel	8,299	8,353
Subscriptions	780	1,032
IT Costs	1,417	1,743
Marketing	2,314	1,389
Printing and Publication Costs	1,418	5,694
Staff Training	90	164
Volunteer Expenses	–	400
Teacher Training	21,159	47,353
	<u>83,936</u>	<u>193,358</u>
<i>Support costs</i>		
Wages/salaries	9,426	9,426
Employer's NIC	–	996
Pension costs	471	471
	<u>9,897</u>	<u>10,893</u>
<i>Governance costs</i>		
Accountancy fees	6,060	8,400
Governance costs - audit fees	3,400	3,484
Other finance costs	101	111
	<u>9,561</u>	<u>11,995</u>
Expenditure on charitable activities	<u>103,394</u>	<u>216,246</u>
Total expenditure	<u>103,394</u>	<u>216,246</u>
Net expenditure	<u>(26,704)</u>	<u>(1,170)</u>



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

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

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