

# Evaluation of Children in Crossfire's Irish Aid Funded Development Education programme 2012-2015

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<b>Evaluation scores according to the OECD DAC criteria</b>	
REVELANCE	<b>4</b>
EFFECTIVENESS	<b>3</b>
EFFICIENCY	<b>4</b>
IMPACT	<b>3</b>
SUSTAINABILITY	<b>3</b>

**EVALUATION REPORT**

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## Introduction

### Children in Crossfire's strategic objectives

During the timeline of Irish Aid's programme grant Children in Crossfire situated their Development Education programme within Strategic Objective 2 of the organisation's Strategic Plan 2011-2015: '*Focus on addressing the causes of poverty through influencing national policies for young people and promoting informed community action*'.<sup>1</sup> More recently the Development Education programme is embedded within the organisational Strategic Plan 2016-2019 contributing towards strategic objective 3 '*to increase public knowledge of development issues, and increase the skills and values needed for global citizenship*'.

Drawing on the lessons presented in *Irish Aid's strategic plan for Development Education (2007-2011)* Children in Crossfire have focused on strengthening:

- ✓ high-quality research which can inform Development Education policy and practice
- ✓ continuous professional development for both teachers and other educators
- ✓ exploring new ways of supporting educators to effectively integrate Development Education into their work

### Scope and methods used

The evaluation took place over 12 days in February and March 2016. It included a document review that looked at previous reports to Irish Aid, Children in Crossfire's Development Education reports, Irish Aid policy papers, Development Education materials and relevant external papers.

Twenty-seven semi-structured interviews were conducted with staff and interviewees across all of Children in Crossfire's target groups and with education and development organisations.

### Programme context

Children in Crossfire are uniquely placed as a provider of Development Education. Their work in Ireland is situated within and informed by a day to day context of sectarianism, religious segregation and poverty which continues to inform families and society in many parts of Ireland today.

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<sup>1</sup> In particular, the Development Education programme contributed to Children in Crossfire's Strategic output B.2 to 'increase its influence in ensuring that communities, politicians and members of the media understanding the root causes of poverty at a global level and are facilitated to take informed actions in favour of the poor'

Children in Crossfire help the targets and beneficiaries of their Development Education to appreciate that whilst there are differences between religions and nations, that there is interconnectedness that binds people across the world together. As such Children in Crossfire have uniquely located their Development Education work at a very local level that the educators and young people can understand. This enables Children in Crossfire to *start where people are at* and to introduce Development Education learning tools and methods to understand differences and interconnectedness between nations, and promote active global citizenship for addressing the underlying causes of poverty and bringing about a better world for everyone.

Children in Crossfire's global knowledge is grounded in the experience gained from the country programme work in sub-Saharan Africa which focuses on schools and families to support early childhood education. Children in Crossfire's Development Education practice and policy is also informed through the facilitation and leadership roles and functions it plays in sector development networks and processes across all of Ireland.

## Overall impact in relation to outcome and purpose

The Children in Crossfire's Results Framework has stated one high level objective: *increased public awareness and understanding of the root causes of poverty* to achieve its high level outcome: *the Irish/UK public are mobilised to take informed action in favour of the poor.*

The key focus of Children in Crossfire's outcome is on '***informed action***' which is described as:

'*action*' the pedagogy that the educators implement as a result of Children in Crossfire's programme

'*informed*' is linked to increased understanding and awareness of the underlying causes of poverty, which mobilises participants to move public engagement with poverty and development from engagement that is solely understood in terms of charity to an engagement that understands and directly challenges the underlying structural causes of poverty.

For the purpose of the results framework, Children in Crossfire define '*informed action*' as *the implementation of pedagogical practice that demonstrates that the educator is providing young people with the opportunity to understand and engage with poverty issues beyond a charity framework.*

Children in Crossfire's initial target groups (2012) included teachers and initial teacher education (ITE) students, youth and community educators, and Children in Crossfire

supporters and volunteers. Children in Crossfire’s clearly stated outcome was to provide their target groups, the educators, with the knowledge and skills and pedagogy to pass on the learning to the beneficiaries. Measures around knowledge, attitude, skills and action were clearly articulated and justified at the outset of the results framework and corresponding indicators established.

Children in Crossfire based its active learning model in Freirean liberation theory that promotes ‘problem-based learning, dialogue and participation within a cooperative learning environment’ where ‘students are given the space to understand, debate and critique the underlying structural causes of inequality, so that they are equipped to transform socio-political injustices for the longer term’.

*Linkage with Irish Aid’s Development Education Strategy:*

Informed and engaged citizens are best placed to critically address complex social and economic issues linked to development.

The **academic rigor** of Children in Crossfire’s Development Education methodologies and resources were developed in collaboration with the Western Education and Library Board (WELB) who at the outset of the project were tasked with overseeing all of Children in Crossfire’s formal education work, ensuring the learning resources were firmly rooted in the curriculum and within education policy guidelines. WELB guaranteed that Children in Crossfire’s Development Education learning resources were fit for purpose and useful both for teachers and for educators in reaching youth and community groups. An interviewee said *Children in Crossfire are all **very secure academically and with the concepts** and they have a very clear steer on the content.* WELB also worked with Children in Crossfire to identify schools and teachers for the uptake of Children in Crossfire’s Development Education programmes and initiatives and the incorporation of the active learning pedagogy with the Development Education beneficiaries.

*Linkage with Irish Aid’s Development Education Strategy:*

Continuous professional development, both for teachers and other educators, should remain a key priority.

## Key results against outputs

In the reporting period (2012-2015) Children in Crossfire reached:

**160 teachers** and **123 ITE students** who benefited from Children in Crossfire’s Development Education programme in **130 post-primary schools in Ireland**, directly impacting over **13,000** students.

**145 Youth and Community Educators** who benefited from Children in Crossfire's Development Education programme, directly impacting up to **1960** young people

**282 Supporters** who benefited from Children in Crossfire's Development Education programme, directly impacting up to **160 Groups** reaching **5340 People**

Children in Crossfire evolved and adjusted their results framework throughout the reporting period according to their assessment of what was working well or not. Their analysis also informed the inclusion of new measurable indicators throughout the reporting period to more accurately measure their achievements in relation to their key objective and overall outcome.

Numbers of people trained were monitored and numbers of beneficiaries reached through the multiplier effect were estimated. Estimated and actual numbers of educators reached were reported annually and when targets were exceeded, numbers were adjusted upward (or downward) for the upcoming reporting period. Revised targets were accompanied by a narrative explaining and justifying any changes made.

Two indicators from year one were adjusted up in year two including (from zero to two) the indicator that Development Education will have become a core component of ITE for post-primary teachers in key teacher education college in Northern Ireland. This indicator was refined to reflect the increase in the number of teacher training colleges where Children in Crossfire built relationships and where they continue to work to strengthen Development Education opportunities for ITE teacher training institutions.

A second related indicator was to have Development Education become 'a core component in community youth work courses in at least one university (NI) incorporating Development Education into their youth work degree programme'. In 2013 this indicator was changed to 'incorporating Development Education into Youth/Community Work courses'. Children in Crossfire cite justification that partnerships were not progressing as planned and the indicator was redefined to reach informal education providers, rather than universities/colleges. It is possible that both this and the previously mentioned indicator were recognised as being beyond the control of Children in Crossfire and were adjusted so that results could be achieved.

New indicators were introduced in year 2 (2013) whereby the original objective was elaborated beyond targets that reflected increased public awareness and understanding of the root causes of poverty and inequality to include targets taking 'informed action'. The elaboration was informed from learning on their measures that whilst some beneficiaries increased their awareness not all of them transferred this into action. For Children in Crossfire transferring knowledge into action would show that their

intervention had lasting impact. The new indicators elaborated in year two allowed Children in Crossfire to measure the 'action' taken by each of the target groups.

The target for the number of youth and community workers reached in year 1 was also reduced down in year 2 (2013), as Children in Crossfire reached 10 less youth and community workers than was originally predicted.

By year 3 (2014) Children in Crossfire's analysis was that they could not achieve the depth of action at the outcome level for the youth and community sector as was being achieved with the formal sector. The analysis indicated that the youth and community sector required more support and guidance to embed Development Education in its structures and processes so as to sustain the practice in the longer term. Children in Crossfire recognised that it did not have the capacity and means to engage more comprehensively in the youth and community sector, and therefore choose to exit those target groups. During the final year of the programme (originally 2015) no new youth or community groups were targeted and reasonable exit strategies were put in place.

Exiting the informal sector enabled Children in Crossfire to strategically align to formal education targets and set clear intentions to work for more depth of impact through liaising with school principals and leaders to embed whole school approaches to Development Education processes. One such school informant said that *their active learning strategy is the most effective method I have seen, its accessible and easy to use, it is unthreatening, and they work well alongside our teachers. It is like a toolkit and I've seen the same class delivered by different facilitators and they really get the kids to think more effectively than other methods. They work with people where they are and encourage children to change how they think and that no matter how deprived some of our children are Children in Crossfire say we can all make a contribution. They empower us when they work with us and they get the students to do a personal response in a meaningful way, it is very effective and it's a life-long approach. As young people become adults they will think much more compassionately and they will be cognisant of the citizens' role they can play.*

*Linkage with Irish Aid's Development Education Strategy:*

The increasingly crowded curriculum at all levels of the education system places heavy demands on teachers and educational institutions. Irish Aid will need to explore new ways of supporting educators to effectively integrate Development Education into their work.

On reflection, at the end of the reporting period **Children in Crossfire has succeeded in achieving or exceeding all of their originally set targets** (with the adjustments noted above). Targets were adjusted accordingly throughout and achieved or exceeded.

New indicators were introduced early on in the reporting period to enable Children in Crossfire and Irish Aid to assess where the desired outcome (targets taking informed action) were being achieved. Changes to the detail of the indicators were reasonably adjusted when factors outside of Children in Crossfire's control were taken into consideration. An appropriate level of narrative was included within the results framework to describe changes made. Children in Crossfire's reflection and learning throughout the programme timeframe has enabled them to clearly identify that working within the formal education systems plays to their strengths and knowledge and they have made pragmatic changes to their approach and inputs to reflect this.

### **Effectiveness of the programme's logic of intervention**

Children in Crossfire's programme logic aimed to influence educators to take on board an interactive learning pedagogy that has beneficiaries critically assess key global questions about aid, trade and development. This key methodology is to provide a pedagogy that enable young people and communities to evolve their understanding of global development from a basic charity model of a divided world of benevolent rich and needy poor to one of an interconnected world addressing issues of global and social justice.

Children in Crossfire have worked with educationalists including the Council for Curriculum Examination and Assessment (CCEA), the Western Education and Library Board (WELB) and other independent educationalists to ensure that the tools and pedagogy are fit for purpose, useful for teachers and that the methods and tools enable problem-based learning, dialogue and participation within a cooperative learning environment.

***The work with CCEA and WELB has enabled Children in Crossfire to develop and make available quality Development Education resources for teachers in the classroom. With a focus on teachers Children in Crossfire's Development Education training gives teachers the skills, knowledge and confidence to use the Children in Crossfire resources effectively in the classroom. These resources contribute towards the achievement of the citizenship and personal development learning programmes in schools in NI and could effectively be offered to schools in ROI as part of the World Wise Schools programme. Teachers can download learning and activity packs that can be used in a variety of classes including maths, art and humanities.***

*Linkage with Irish Aid's Development Education Strategy (Objective 3):*

Promoting Development Education within the second-level school curriculum will continue to be a strategic priority. This includes support for quality education resources to support teacher education and learning.

Children in Crossfire's programme logic model has clearly been reviewed on a regular basis and indicators related to the output and outcome measures have been elaborated throughout the period including the inclusion of additional indicators to enable the monitoring and documentation of more detailed outcomes (specifically related to 'action').

Changes presented in the Intervention Logic Model are made at the Activities level only and the reasons as to why changes are included are adequately cited in the accompanying narrative. Such changes demonstrate Children in Crossfire's reflection on the value gained for different groups that are supported through international visits and the value for money and impact represented by focusing on specific target groups. As such Children in Crossfire's Development Education programme will in future focus on formal education groups as part of their international visits, whilst supporter's visits will be aligned with the public engagement stream of Children in Crossfire's programme.

## **Delivering Development Education**

During the "pilot stage" of the Irish Aid programme grant (2012) Children in Crossfire worked on developing the core or central tenet of their Development Education programme, the **TIDAL** programme (**Teachers in Development and Learning**) which has informed their Development Education programme during the reporting period. Within formal education, the focus of TIDAL is on the concepts relating to the Local and Global Citizenship strand of the NI curriculum. These are:

1. Human Rights and Social Responsibility
2. Diversity and Inclusion
3. Equality and Social Justice
4. Democracy and Active Participation

Children in Crossfire were successful in obtaining **ONC Level 3** on-going **approval** for the TIDAL programme in 2013 through the Open College Network Northern Ireland (OCN NI). ONC are regulated by the Office of Qualifications and Examinations Regulation (Ofqual) who regulate vocational qualifications in Northern Ireland. OCN are also regulated by the Council for the Curriculum, Examinations and Assessment

(CCEA) Accreditation within Northern Ireland. Level 3 is **comparable to working at NVQ level 3**, A and AS level and Advanced Diploma level. The OCN allows teachers to gain an OCN in Citizenship and through it Children in Crossfire provide the resources, tools and pedagogy teachers need to efficiently deliver a high quality Development Education learning programme in the classroom.

*Linkage with Irish Aid's Development Education Strategy (Objective 3):*

Adult and further education: Irish Aid will explore opportunities for greater cooperation with the vocational education sector to integrate Development Education into further education programmes and to introduce accredited Development Education modules and courses.

Children in Crossfire worked effectively with the CCEA through consultations and conversations to align and link the development of their TIDAL programme with the curriculum in Northern Ireland, in particular on the compulsory **global citizenship** Key Stage 3 (11 – 14 year olds) modules with some cross over to key stage 4 (14 – 16 year olds) modules. Although not involved in the content of the TIDAL programme (see WELB below) the CCEA provided critical reviews of TIDAL to ensure that the Children in Crossfire **TIDAL resources were fit for purpose** and useable by teachers.

A CCEA interviewee said that ***how Children in Crossfire do Development Education is how it needs to go**, research suggests it's the right approach; for Children in Crossfire it is about the young person and the possibility of young people being able to bring critical thinking into their lives. This is crucial if young people are going to be able to think much more deeply on social injustice, so it's not just about poverty and charity.*

*Linkage with Irish Aid's Development Education Strategy (Objective 4):*

Irish Aid will also continue to support civil society initiatives aimed at broadening and deepening understanding among the Irish public of the complexity of development issues

Content for TIDAL was developed alongside the **Western Education and Library Board** (WELB) with whom Children in Crossfire have a long standing and strong partnership. Children in Crossfire worked closely and effectively with WELB to ensure their Development Education programme learning resources responded to the objectives of the Northern Ireland (NI) curriculum and fit in with the key concepts of the compulsory Local and Global Citizenship strand of the curriculum for key stage 3 in schools. WELB oversaw all of Children in Crossfire's formal education work including designing classroom resources and designing the **in-depth ONC teachers training course**.

A WELB interviewee said **Children in Crossfire have great rigor, the background they put into everything is great; they are very reflective in their work and constantly look at how they can make things better and more effective. They are very secure both with the concepts and academically and they have a very clear steer on the content. It is about change in hearts and minds and that is why the work around TIDAL has been so important and it is always about how they can make a difference, not just about fund-raising. They have an impact on teachers own training needs; they build up and develop the confidence of the teachers to teach difficult subjects that they may not have the skills, knowledge or confidence to teach.**

*Linkage with Irish Aid's Development Education Strategy (Objective 2):*

Promote high standards in the design and delivery of Development Education in Ireland.

The core content and methodologies of the TIDAL Development Education programme also gave Children in Crossfire **added leverage** to work across the formal learning programmes of the **British Council's Connecting Classrooms Programme** and the **Global Learning Programme**. This work is informed by the Development Education expertise of the Children in Crossfire's staff alongside their programme development work in Ethiopia, Tanzania and The Gambia (until 2012).

Children in Crossfire's TIDAL programme has also informed the curriculum development unit in the Republic of Ireland (ROI) through the **North and South Association (NASA)**, where WELB have presented Children in Crossfire's work in the context of the **commonalities between the citizenship and values education programmes across Ireland**. Children in Crossfire have also participated in the **5 Nations network meetings** focused on the policy and practice of citizenship and values education within England, Ireland, Northern Ireland, Scotland and Wales. The network promotes inter country dialogue and partnership working.

Links with the Irish Aid's **World Wise Global Schools (WWGS) programme** have also been made with reciprocal exchange teacher training visits between WWGS in ROI and Connecting Classrooms (British Council/Children in Crossfire service provider) in NI. As an Irish Aid Programme funded NGO, Children in Crossfire are not eligible to apply for WWGS funding to directly provide TIDAL service delivery at a cross border level. However, Children in Crossfire shared resources through linking TIDAL and Connecting Classrooms training with WWGS so that best **Continuous Professional Development (CPD)** practice for teachers could be shared and disseminated.

The links across to the **Civic, Social and Political Education (CSPE)** subject of the formal education programme in the Republic of Ireland are clear. Children in Crossfire should secure the resources to **link directly with the Southern Education Board** to

promote their Teachers in Development and Learning (**TIDAL**) programme and enable teachers to avail of the accredited and comprehensive programme for school children across all of Ireland.

### Initial teacher training engagement in TIDAL

Children in Crossfire's engagement with Teacher Training institutions is valued because it offers interested students exposure to contemporary issues and the possibility to take a critical view of broader global issues. For students interested in global Development Education, **Children in Crossfire have given them new tools to bring into the classroom.**

An interviewee said that *many NGOs are looking for inroads into education but **you can rely on the high quality of the work of Children in Crossfire to give the students a good experience.***

Another interviewee said *the university does not have the time or skills to develop the content, Children in Crossfire have helped by bringing personal development and citizenship learning together into our diversity and mutual understanding days. **We really value them as a global education provider because you can rely on the quality of the education they were delivering,** they are one of the frontrunners in terms of promoting good practice, and it is very important for NGOs to show that they value global learning.*

Children in Crossfire are currently offering ITE teachers in training two options – a three hour block where Children in Crossfire facilitate part of a workshop or as a longer intense programme in two six week blocks (two full days followed by six weeks of class practice, followed by another two full days). One interviewee said that *University procedures including issues of quality assurance makes it harder to make the longer programme a more permanent feature but **the staff are very committed** to giving the students exposure through the shorter workshops.*

### Informal Development Education for youth and community groups

Within the informal education sector, the focus is on the values and core principles identified in Youth Work: A Model for Effective Practice. These are:

1. Equity
2. Diversity
3. Interdependence
4. Preparing Young People for Participation
5. Promoting Acceptance and Understanding of Others
6. Testing and Exploring Values and Beliefs

Children in Crossfire reached out to **youth groups including marginalised and at risk youth groups in the city of Derry and in more remote rural areas in NI and ROI**, and offered them opportunities, some for the first time, to talk about global learning which would be considered by many youth groups as “*something radical.*” It was the first time that a lot of young people had engaged in a team learning programme including working around setting boundaries and working in groups. A number of youth workers who engaged with Children in Crossfire stressed that *there has been lots of positive feedback from the young people including how young people engage their families in learning about fair trade issues.*

Another youth worker said **Children in Crossfire’s delivery style is very youth friendly**; *they are able to take on huge issues of global inequality and social justice and take it down into something that the youth could understand. Children in Crossfire helped the young people look outside themselves and where they fit in the world.* A youth worker interviewed stated that **the impact of the programme on the mental health of the youth reached has been remarkable.** *Their pride in being able to contribute to a community project, including creating community murals and volunteering at big events, has given the youth a sense of achievement and pride within their families and wider community.*

Children in Crossfire enabled youth workers to break down barriers about how to engage with youth groups on global issues. One informal youth worker said *youth and community work focuses on funding for education and employment and **if the youth workers are not aware of global issues you cannot raise it for the young people.** Children in Crossfire create programmes and opportunities to talk social justice issues. Young people do respond and are interested, but it is about breaking down barriers first.*

*Linkage with Irish Aid’s Development Education Strategy (Objective 3):*

Particular importance will be placed on the professional development of youth workers, both initial and in-service, and on education materials.

A youth worker said *youth need education about the global conflict that is happening and the movement of people around the world.* Children in Crossfire meet youth development workers needs as *they come with a programme and expertise and the **skills and ways of working that engage young people** and they know this work inside out and they designed global learning programmes that bring a quality and level that youth workers could not replicate without Children in Crossfire’s partnership.*

Children in Crossfire have sought to embed their Development Education learning programme for youth through engagement with the Derry City Council in Northern Ireland. Further, for the adult and community sector, Children in Crossfire engaged with

the **Voluntary Education and Training Board (VETB) in Donegal**. Here, and in partnership with Donegal Change-Makers Children in Crossfire designed and delivered workshops for VETB tutors (including literacy, art and horticultural tutors) on how they could bring Development Education into their work with youth and community groups. Through the Change-Makers Programme, Children in Crossfire shared best practice and resources. **Change-Makers** will continue to work within this sector so that Development Education becomes more deeply embedded into the fabric of adult and community work overall. Children in Crossfire are relatively confident of exiting responsibly from their partnership with Change-Makers as they move towards focusing more exclusively on Development Education work within formal education systems.

*Linkage with Irish Aid's Development Education Strategy (Objective 3):*

Particular attention will be paid to opportunities to promote north-south cooperation within Ireland in the area of Development Education and teacher education.

### **Informal Development Education with other community groups- disability**

Children in Crossfire took a leading role in enabled the volunteering sending agency Comhlamh to address **disability and diversity within international development volunteering opportunities** for young people.

As part of a DFID funded development project in the Gambia, Children in Crossfire created a thematic link to its Development Education work through the creation of its Visually Impaired Volunteers in Development (VIVID) programme. Through the VIVID programme Children in Crossfire did much to promote and develop good practice and policy considerations to support young Irish people with disabilities. A key policy interviewee said that *it is a glaringly worrying thing that there is no equal access and Children in Crossfire has done something that other NGOs have not done before. **Children in Crossfire have held the space for other NGOs, they held a seminar and a peer review process** to demonstrate that volunteering sending organisations can draw on the skills of young people with disabilities and can consider them as volunteers.*

### **Country programme exposure visits for supporters and schools**

Children in Crossfire offered opportunities for representatives of some long standing supporter's organisations to see first-hand Children in Crossfire's development interventions in Tanzania and where and how resources that supporting organisations have contributed are being utilised.

One supporter interviewed said that *we visited in 2010 and again in 2015 and to see the change and benefits to the village that Children in Crossfire and the supporters groups have supported gives us encouragement. We were prepared well before we went with a few days training. The commitment of the staff in Ireland and in Tanzania is a great strength.* The 'informed action' the supporting organisation has been able to offer is the outreach it has to its own members to inform them about developments in Tanzania and to encourage them to support Children in Crossfire. This supporter group was publishing a supplement to their newsletter about Children in Crossfire and their work in Tanzania, and would encourage their supporters, through their newsletter supplement, public talks and support for other events as part of their supporter engagement and support Children in Crossfire.

Children in Crossfire have since reflected and have decided to offer project visits to formal education institutions only and classify supporter engagement country programme visits as public engagement work rather than Development Education work. The justification for this decision is set out in the 2015 yearend report. It was also informed by the analysis Children in Crossfire carried out as part of their input into Irish Aid's call to Programme Grant Partners to differentiate and define Development Education and Public Engagement.

Children in Crossfire prepared schools taking part in country programme visits and worked with teachers and students through an extended education programme (four evenings and one Saturday). An interviewee said *we learnt about the different issues that Children in Crossfire work on, schools, health, water and about how improving services and sustainability is part of bigger global governance issues, and that there is more that people in the West can do to take action to get the governments of the world and the UN to do more for development. **This learning helped to challenge our preconceptions about poverty and prepared us for our time in Tanzania.** Our children would be good ambassadors.*

One in-country school lead person interviewed said that *in-country (Tanzania) we felt very well prepared and very safe. There were daily briefing and debriefing sessions which helped. Children in Crossfire staff had great work ethic, commitment and accountability.*

## Innovation in Development Education

### Teachers in Development and Learning (TIDAL)

Children in Crossfire's Development Education approaches at the outset of the reporting timeframe were presented as pilot and during the timeframe Children in Crossfire were

effective and impactful in developing a sector knowledge product, the accredited ONC Level 3 TIDAL programme.

One Development Education professional interviewee said *we supported Children in Crossfire's TIDAL work because of their focus on teachers. Teachers were not feeling confident in engaging with Development Education in the classroom. The interactive model of TIDAL was quite innovative and we supported the pilot which helped us to draw lessons to inform our own Development Education programme with teachers in the classroom. Having a speaker come into the class to make a presentation about Development Education is not as impactful. Active learning methodologies have to be part of the approach.*

TIDAL provides teachers with the skills and confidence to use participative methodologies and active learning to engage young people in Development Education to enable them to become active citizens working towards a more just and equal world.

- \* Active Learning provides a framework for the exploration of issues within which young people form, express and critique their own judgments, values and beliefs through a range of learning strategies
- \* Active Learning allows young people to feel valued, develop their skills and confidence, and creates a space to explore challenging issues in an empowering and engaging way

## **Educating the Heart for Compassionate Global Citizenship**

During the timeline of the Irish Aid programme grant Children in Crossfire began to evolve their thinking on a new Development Education model called *Educating the Heart for Compassionate Global Citizenship (Educating the Heart)* and which they are now incorporating into their whole school approach with both primary and post-primary institutions.

The methodology is informed and inspired by both Children in Crossfire founder Dr. Richard Moore and Children in Crossfire Patron His Holiness the Dalai Lama both of whom have been deeply affected by conflict and are profoundly committed to peace building. In April 2013 the Dalai Lama hosted an audience with educators, policy makers, politicians, researchers and students to explore the theme of 'compassion' in hearts and minds, within education.

The academic proposition for the *Educating the Heart* methodology was set out by Dr. Caroline Murphy of Children in Crossfire in collaboration with academics at the Centre for Compassion and Secular Ethics at the Life University, Georgia and Emory University, Atlanta. It was published in Issue 19 (Autumn 2014) of *Policy & Practice: A Development Education Review*, a bi-annual, peer reviewed, open access journal

published by the Centre for Global Education and funded by Irish Aid.  
<http://www.developmenteducationreview.com/issue19-focus3>

*Educating the Heart* explores whether the concept of compassion can enhance Children in Crossfire's Development Education programme and provide the emotional and intellectual skills necessary for productive social activism and change. As such, Children in Crossfire is seeking to evolve its teacher training practice, Teachers in Development and Learning (TIDAL) towards a transformative pedagogy.

The innovation relates to the deep exploration Children in Crossfire are carrying out to understand whether emotional literacy, such as well-being and the cultivation of compassion, is actually necessary for engaging young people in global citizenship, or is Development Education, without the intentional cultivation of emotional literacy, well-being and compassion, failing to adequately prepare young people for participating as global citizens?

Children in Crossfire, The Western Education and Library Board (WELB), Emory University and Life University see it as **an important breakthrough in knowledge to explore the integration of compassion and well-being into Development Education and vice versa**. They are exploring whether the teaching and practice of compassion and other values can become cultivated as skills, and how such values and emotions underpin and drive an individual's desire to take action. Children in Crossfire propose it is possible that emotional literacy combined with critical literacy will give rise to increased courage, patience, and the empathic concern necessary to work to change structures of inequality.

*Linkage with Irish Aid's Development Education Strategy (Objective 1):*

Irish Aid will support high-quality research with a view to informing its policies and programmes.

In developing the compassionate global citizen, Children in Crossfire seek to increase understanding of the interconnections between lives here and the lives of people in developing countries, in order to create a sense of shared citizenship and solidarity rather than an 'us and them' narrative, which only serves to disempower students relative to the rest of the world. The compassion Children in Crossfire strive to cultivate is an unbiased, engaged compassion, built on inner strength and critical thinking, which is neither rooted in pity, passivity nor weakness. Rather it is a motivating force involving standing up to injustice in solidarity with people.

One educator interviewed said that *Children in Crossfire takes very seriously the reflective practice and they don't do anything without reflecting on their actions in a*

critical way, **they have a very solid and meaningful reflection**. But this is a double edged sword as you can spend too much time there reflecting.

It is noteworthy that Children in Crossfire have now completed a pilot of their *Educating the Heart* programme and are currently working with educators to finalise the design of the related Development Education resources for practitioners. As part of the process of finalising the related resources, a wide ranging consultation with sector stakeholders is planned. Full findings of the programme research and development are scheduled to be published in September 2016.

One interviewee noted that *others may work in similar areas but they haven't foregrounded it as much as Children in Crossfire have – they are spearheading compassion in education, theirs is an interesting and leading role and they could potentially develop as a voice in the sector for this approach and as an enabler for others working in this way. There is a space to explore that as an approach with colleagues. It could be shared with others who are interested through mechanisms like Working Groups or through offering it to other NGOs through learning opportunities.*

## Sector contributions to Development Education practice and policy in Ireland

### Dóchas

Children in Crossfire have made significant contributions to learning and development within the Development Education sector in Ireland through its leadership roles and strategic contributions to sector processes during the reporting timeframe.

*Linkage with Irish Aid's Development Education Strategy (Objective 2):*

Irish Aid will continue to support initiatives that build the cohesiveness and skills base within the Development Education community.

Although based in Derry Children in Crossfire is an active member of the **Dóchas network** and participates enthusiastically in the **Development Education Working Group**. In addition CIC make a real effort to ensure they keep informed and engaged in the Irish development sector.

Children in Crossfire are a **signatory to the Dóchas Code of Conduct**.

Children in Crossfire's Development Education is considered progressive and they have brought considerable knowledge and innovation in bringing **monitoring and evaluation** in Development Education into **results based programming**, which has added value to the learning and effectiveness of the Dóchas membership.

*Linkage with Irish Aid's Development Education Strategy (Lessons Learnt):*

Developing indicators to assess the impact of Development Education programmes

As an engaged member of the Coalition of Aid and Development Agencies in Northern Ireland (**CADA**) Children in Crossfire have taken the learning of what are the most successful and value added aspects of Dóchas and brought these into CADA to build capacity at different levels.

As a member of the Dóchas GENE Peer Review reference group, Children in Crossfire took an effective facilitating role enabling Dóchas members to develop a **reflective civil society contribution to the GENE Peer Review Process** of Irish Aid's Development Education programme. As the GENE process has in turn contributed towards the development of the forthcoming Irish Aid Development Education strategy the Dóchas contribution to the GENE Process has also informed the Irish Aid strategy process.

As the Dóchas representative member of the **Irish Aid Development Education external advisory group**, Children in Crossfire effectively bring practical and informed contributions from good practice Development Education programmes to Irish Aid's Development Education strategy development process.

*Linkage with Irish Aid's Development Education Strategy (Objective 1):*

Irish Aid will also continue to play a role in the promotion of best practice in Development Education at European and international level. Opportunities to participate in and influence international policy in this area will be pursued as appropriate.

## **National Council of IDEA**

Children in Crossfire have played a number of key functions as part of The Irish Development Education Association (IDEA). As a **member of the Board of the National Council of IDEA** Children in Crossfire have effectively played a strategic and engaged leadership role in the development of IDEA's new organisational strategy 2016-2018. They ardently engaged in a number of sessions including in the language group developed as part of the process.

As the key strategic civil society partner in the GENE Peer Review Process, Children in Crossfire made contributions to the IDEA's consultation processes that enabled all civil society stakeholder voices to be represented in the GENE report, **providing a grounded practitioners input to the final Irish Aid GENE Report.**

Children in Crossfire participate in a number of **IDEA's learning groups** and as an active member, Children in Crossfire have designed and delivered **useful training opportunities for IDEA members.**

*Linkage with Irish Aid's Development Education Strategy (Objective 2):*

Support the spread of best practice in Development Education in Ireland.

Support national networks in the Development Education sector.

An IDEA interviewee said that as an NGO that has made **Development Education central and prominent to their way of working**, Children in Crossfire has developed a sense of community in Ireland, and with those that they work with overseas. It is a model that, although not unique, is a way of working that the majority of NGOs are not following and can learn from. **Theirs is an interesting strength, characteristic and approach.**

Children in Crossfire's level of engagement, openness and strong contribution to the sector, through IDEA, are highly appreciated.

As an all Ireland organisation Children in Crossfire bring an **important Northern Ireland perspective** to IDEA.

*Linkage with Irish Aid's Development Education Strategy (Objective 2):*

Irish Aid will continue to support development educators throughout Ireland. Initiatives that address possible regional imbalances will be examined to ensure that educators throughout Ireland, especially those new to Development Education, have access to Development Education support and advice.

## **Sustainability of the Development Education programme**

### **Aspects of the programme that will continue**

Children in Crossfire will continue to build upon the TIDAL Development Education programme for teachers including further exploring and deepening the evolution of the *Educating the Heart* programme. They will work with academics and other Development Education professionals to ensure rigor in content and practice.

The Development Education programme is fully embedded within the organisational Strategic Plan 2016-2019 contributing towards strategic objective 3 *'to increase public knowledge of development issues, and increase the skills and values needed for global citizenship'*. All institutional funding applications integrate the international and Development Education components to encompass the above organisational strategic objective, e.g. Irish Aid Programme Grant 2 amongst other applications.

## Aspects of the programme that will cease

Children in Crossfire have made a strategic decision to focus on delivering Development Education within the formal education system only, and will no longer deliver any Development Education interventions for youth and community groups. Engagement with the Supporters group will be carried forward through the public engagement stream of Children in Crossfire's work.

Children in Crossfire decided during year three of the Irish Aid funded programme that they did not have the capacity to work long term with youth and community groups including helping them establish the structures necessary to sustain action impact. Further they were concerned that they could not measure the variations in the 'action' component of their programme outcome with non-formal target groups.

The impact of this change for Children in Crossfire is that they can now focus on developing and deepening the depth and the breadth of their Development Education TIDAL programme with teachers, including through scaling up the delivery of the programme throughout the island of Ireland. This change is reflected in Children in Crossfire's new organisational Strategic Plan 2016-2019.

## Features of the programme that can be replicated elsewhere

The TIDAL programme has been accredited as **ONC Level 3** ongoing **approval** for the TIDAL programme in 2013 through the Open College Network Northern Ireland (OCN NI). ONC are regulated by the Office of Qualifications and Examinations Regulation (Ofqual) who regulate vocational qualifications in Northern Ireland. OCN are also regulated by the Council for the Curriculum, Examinations and Assessment (CCEA) Accreditation within Northern Ireland. Level 3 is **comparable to working at NVQ level 3**, A and AS level and Advanced Diploma level. The OCN allows teachers to gain an OCN in Citizenship and through it Children in Crossfire provide the resources, tools and pedagogy teachers need to efficiently deliver a high quality Development Education learning programme in the classroom. As such, the TIDAL programme can be replicated in school rooms in other schools across the island of Ireland.

## Major factors influencing achievement/non-achievement

The major factors influencing the achievement of the programmes sustainability have been the accreditation of the pioneering work of the team in the development of the TIDAL programme. They have worked keenly in partnership with education regulatory agencies in Northern Ireland to ensure the robustness of the content and pedagogy of their programme in the classrooms.

Children in Crossfire have been clear from the outset about the intended outcome of their programme. In year two they included additional indicators in their results framework to make more explicit the 'informed action' they expected their targets to undertake after their Development Education interactions with their targets. This made Children in Crossfire's progress towards their results measurable, i.e., that targeted educators were using the pedagogy that Children in Crossfire had developed to enable the young beneficiaries to move their understanding of development beyond the charity model. The more detailed measurement indicators also enabled Children in Crossfire to realise the challenges in measuring the impact of 'action' taken with some target groups when the less tangible action impact of youth and community groups became hard to measure. Children in Crossfire realised they needed to move away from a broader target set and focus on the formal educators only where their expertise, especially in the delivery of their TIDAL programme had more impact and where the 'informed action' taken by educators could be measured for results.

Children in Crossfire input into Irish Aid's call to Programme Grant Partners to differentiate and define Development Education and Public Engagement further enable Children in Crossfire to differentiate the actions taken with the Supporter group and to reclassify that engagement as Public Engagement rather than Development Education.

Children in Crossfire have also played to real strengths in reflective practice and cooperation with other Development Education practitioners and other professional educators. This has been highlighted by many of those interviewed during the course of this evaluation process including teachers who have valued a real sense of partnership with Children in Crossfire. These strengths have also been highly valued by sector networks and development networks including Dóchas, IDEA and Comhlamh where Children in Crossfire have taken an active and strategic role in leading and facilitating learning including around best practice and in collaboration across Development Education processes. These processes include taking a leading role in facilitating civil society contributions to the GENE Peer Review Process and as the Dóchas representative member of the Irish Aid Development Education external advisory group.

The major factors influencing the non-achievement of the programmes were two-fold. Firstly, Children in Crossfire decided during year three of the IA funded programme that they did not have the capacity to work long term with youth and community groups to help them establish the structures necessary to sustain action impact. Children in Crossfire were concerned that the nature of 'action' taken by youth and community groups was so varied that in some instances Children in Crossfire could not measure the 'action' component of their programme outcome with non-formal target groups.

The second related factor influencing the non-achievement of the programmes sustainability relate to the same target group and to one of the impacts of Children in

Crossfire's decision to focus the programme on formal educators. In this instance stakeholders including informal youth groups have expressed their concerns that they will find it difficult to access the type of Development Education that Children in Crossfire have offered during the programme timeline, which was hugely valued by both the youth workers and the beneficiary youth groups.

## Counter-Factual

Given Children in Crossfire's commitment to Development Education, in the absence of Irish Aid funding Children in Crossfire would have been forced to source alternate funding to develop the educators' resources. Such resources have been imperative in opening up quality and impactful Development Education opportunities for youth and community groups and for teachers and teachers in training in Northern Ireland.

Given the nature of Development Education which needs people and multipliers, some donor groups are not interested to fund. Corporate donors for example may often be more attracted to funding in-country programme activities and more tangible outputs. Irish Aid's funding is vital to Children in Crossfire's Development Education efforts to enable their rigorous efforts towards the delivery of the Irish government's stated aim that every person in Ireland will have access to educational opportunities to understand their rights and responsibilities as global citizens as well as their potential to effect change for a more just and equal world.

Without Irish Aid support for Children in Crossfire's Development Education work, the positions of both staff members currently employed full-time in the Development Education team, would have been cut down to part-time. As such Children in Crossfire would not have been able to do as much work as they have done to date with teachers.

Through the provision of a multi-year programme grant, including funding for the Development Education programme, Children in Crossfire were able to work with the education bodies CCEA and WELB on multi-year programmes to develop necessary Development Education resources, in particular the ONC Level certification for the TIDAL programme. Without Irish Aid support, the development and provision of such of high-quality Development Education resources may not have been possible.

## Recommendations

### 1. Teachers Resources

Resources for teachers in the classroom, including the TIDAL in the Classroom Workbook; Bag of Tricks – fun activities for groups; and, Children in Crossfire Teacher Pack could be made more professional with some minor changes. This would improve their sign posting and user friendly attributes. Examples of such changes include: clearly marking on the front cover the school year of the student class that the resource is aimed at in both NI and ROI, i.e., NI Year 8 and 9 Key Stage 3: ROI Primary class 6<sup>th</sup>/Junior Certificate 1<sup>st</sup> year or NI Year 10 and 11 Key Stage 4: ROI Junior Certificate Second and Third Year. The resources would also benefit from having both an index of contents which could also serve to group the resource content and context according to the best fit for different subject classes.

Work with communications colleagues to bring more energy and dynamism to the Development Education component of the website, to attract your audience in and to develop ways of outreach through the web. Examples could include the use of social media and resources/ links for interested young people to use outside of the classroom.

Consider engaging a Communications Intern to help to professionalise the resources.

### 2. Communications

Create a regular Development Education communication or update for targets, this could link into developing more dynamism on the website where there could be a sign-up for regular communication about activities and other related developments.

Keep it simple and active both for organisational profiling (blowing your own trumpet) and for sharing learning more broadly about Development Education related news and activities. Find useful information streams that can inform your content and institute a simple internal process for capturing information on an ongoing basis, ready for sharing in regular structured updates.

### 3. Promote resources across all of Ireland

Develop a purposeful engagement strategy to link in directly into the Republic of Ireland Development Education spaces to promote the Teachers in Development and Learning (TIDAL) pedagogy. Engage with the Southern Education Board and build on linkages with NASA, World Wise Schools, and 5 Nations so that people are made explicitly aware of the TIDAL resources and their usefulness to teachers in the Republic.

TIDAL links across to the Civic, Social and Political Education (CSPE) subject of the formal education programme in the Republic of Ireland. Children in Crossfire should secure the resources to link directly with the Southern Education Board to promote their Teachers in Development and Learning (TIDAL) programme and enable teachers to avail of the accredited programme across all of Ireland. Share resources (as appropriate) on platforms including Ubuntu and profile them through membership platforms including IDEA and Dóchas.

#### **4. Publish *Educating the Heart***

Work on developing the communications and outreach strategy to promote the learning and potential of the *Educating the Heart* methodology in advance of its September launch. Publish findings and experiences to date and promote the same through Development Education boards, third level education establishments, academic journals or articles, and Development Education networks, amongst others.

With the foregrounding and academic rigor that Children in Crossfire have invested in the newly evolving programme, Children in Crossfire could potentially develop as a voice in the sector for this approach and as an enabler for other practitioners interested in working in this way. Share with others through mechanisms like Working Groups or through offering it to other NGOs through learning opportunities.

#### **5. Create youth ambassadors**

With Children in Crossfire's stated intention to offer teachers and students opportunities to avail of visits to programme work in East Africa, consider creating a programme of Young Ambassadors so that those students who are oriented can have the opportunity to continue to engage with Children in Crossfire and/or Development Education. For example such students could be linked with summer camps or other youth learning fora, including on-line platforms or networks so as to keep them engaged and learning about Development Education and international development beyond the classroom work.

#### **6. Undertake consortia opportunities**

Avail of the influential positions Children in Crossfire holds in Dóchas and IDEA Development Education Working Groups, The Coalition of Aid and Development Agencies in Northern Ireland (CADA) and the external reference group for Irish Aid's Development Education reference group to elaborate discussions on latent opportunities to partner on specific learning or other streams of work. Potentially this could also include multi-stakeholder platforms or dialogues including INGOs, governmental departments and the private sector, to strengthen the role of Development Education in Ireland, steering it away from potential silos within INGOs.

## OECD DAC Evaluation criteria and analysis

Evaluation criteria	Evaluation findings and analysis
<b>RELEVANCE</b>	<p><b>RELEVANCE:</b> The extent to which the activity is suited to the priorities and policies of the target group, recipient and donor.</p> <ul style="list-style-type: none"> <li>• Children in Crossfire’s Development Education programme was very relevant to Irish Aid’s Development Education strategy contributing towards: high-quality research which can inform Irish Aid Development Education policy and practice; continuous professional development for both teachers and other educators; and, exploring new ways of supporting educators to effectively integrate Development Education into their work</li> <li>• The TIDAL programme ONC Level 3 accreditation (equivalent to Advanced Diploma level) allows teachers to gain an OCN in Citizenship and through it Children in Crossfire provide the resources, tools and pedagogy teachers need to efficiently deliver a high quality Development Education learning programme in the classroom. As such, the TIDAL programme can be replicated in school rooms in other schools across the island of Ireland. The programme contributes towards Continuous Professional Development (CPD)</li> <li>• Children in Crossfire’s active learning methodologies, tools and processes provide teachers with the skills and confidence to use participative methodologies and active learning to engage young people in Development Education</li> </ul>
<b>DAC SCORE: 4</b>	
<b>G/A/R - GREEN</b>	
<b>EFFECTIVENESS</b>	<p><b>EFFECTIVENESS:</b> A measure of the extent to which an activity attains its objectives.</p> <ul style="list-style-type: none"> <li>• Children in Crossfire worked effectively with the Council for the Curriculum, Examinations and Assessment (CCEA) to align and link the development of their TIDAL programme with the curriculum in Northern Ireland, in particular on the compulsory global citizenship Key Stage 3 (11 – 14 year olds) modules with some cross over to key stage 4 (14 – 16 year olds) modules</li> <li>• Children in Crossfire worked closely with the Western Education and Library Board (WELB) to ensure all of Children in Crossfire’s formal education work including designing classroom resources and designing the in-depth ONC teachers training course was fit for purpose and useful for teachers</li> <li>• Development Education Resources including TIDAL Teacher Pack and Classroom Workbook are accessible through Children in Crossfire’s website although the website and the resources need work to professionalise them</li> <li>• Targets against indicators set out in the Irish Aid Results Framework were achieved or exceeded and clear justification provided for any changes made</li> <li>• Children in Crossfire didn’t progress structured working with teachers in ROI</li> </ul>
<b>DAC SCORE: 3</b>	
<b>G/A/R - GREEN</b>	
<b>EFFICIENCY</b>	<p><b>EFFICIENCY:</b> Efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs. It is an economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results.</p> <ul style="list-style-type: none"> <li>• Children in Crossfire worked closely with education authorities in NI to ensure teachers resources were fit for purpose and useful for teachers</li> <li>• TIDAL teachers resources were tailored for use with other target groups</li> </ul>
<b>DAC SCORE: 4</b>	

<b>G/A/R - GREEN</b>	<ul style="list-style-type: none"> <li>• Highly efficient in contributing significantly to the GENE Peer Review Process both as part of IDEA (active member of the Board of the National Council) and as part of Dóchas (as part of facilitation team enabling other NGOs to develop a contribution to the process).</li> <li>• It was beyond the scope of this evaluation to do a cost-efficiency analysis of the resources and processes used by Children in Crossfire to develop their TIDAL and Educating the Heart processes and resources</li> </ul>
<b>IMPACT</b>	<p><b>IMPACT:</b> The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors.</p>
<b>DAC SCORE: 3</b>	<ul style="list-style-type: none"> <li>• The core content and methodologies of the TIDAL Development Education programme gave Children in Crossfire added leverage to work across the formal learning programmes of the British Council's Connecting Classrooms Programme and the Global Learning Programme</li> <li>• Work with the Voluntary Education and Training Board (VETB) and Change-Makers in Donegal was a good example of north-south cooperation in Ireland</li> <li>• Children in Crossfire reached out to youth groups including marginalised and at risk youth groups in the city of Derry and in more remote rural areas in NI and ROI, and offered them opportunities, some for the first time, to talk about global learning. However, reflecting on the variation of actions and the challenges of measurable impact of the informed actions of those target groups Children in Crossfire took a strategic decision to focus only on formal education targets where they could measure the action impact of their work.</li> </ul>
<b>G/A/R - AMBER</b>	<ul style="list-style-type: none"> <li>• To date, and in discussions with Irish Aid through the annual reporting processes, it is recognised that, in contrast to NI, Children in Crossfire have had little discernible impact with target educators in schools in the ROI.</li> <li>• Number of people reached are tabulated by target groups in box on pages 7/8</li> </ul>
<b>SUSTAINABILITY</b>	<p><b>SUSTAINABILITY:</b> Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.</p>
<b>DAC SCORE: 3</b>	<ul style="list-style-type: none"> <li>• Ongoing approval for the TIDAL ONC Level 3, comparable to working at NVQ level 3, provides teachers with Continuous Professional Development</li> <li>• The academic rigor being applied to the research phases of the newly evolving <i>Educating the Heart</i> programme and the corresponding resources for teachers and youth workers will provide rigorous resources to targets</li> <li>• The TIDAL resources need some changes to make them more professionally presented and to improve their sign posting and user friendly attributes. For example it is not clear what ROI or NI curriculum school years they align to</li> <li>• Children in Crossfire's dedicated capacity and resources for Development Education are Irish Aid dependent, without which Children in Crossfire would reduce staff time, which may negatively impact development and delivery of the programme</li> </ul>
<b>G/A/R - AMBER</b>	

**DAC scoring guide used:** Highly satisfactory – 4; Satisfactory – 3; Acceptable but with some major reservations – 2; Unsatisfactory – 1

## Annex 1: Interviewees

Caroline Murphy	Children in Crossfire
Fiona Doyle	Dóchas
Orla Devine	Centre for Global Education
Colleen O'Neill	Informal education – youth and community
Charo Lanao	Consultant, Educating the Heart
Grainne O'Neill	Comhlamh
Emma Johnston	NI Youth Action (informal education – youth and community)
Wendy McClosky	NI Youth Life (informal education – youth and community)
Barney McGuigan	NI REACH (informal education – youth and community)
Helen Wamsley	VSI (informal education – youth and community)
Fiona O'Dwyre	Department of Foreign Affairs, Irish Aid
Michael Doorly	Concern
Annette Nelson	Supporter, APEX Housing Association
Dorothy Black	Formal, Initial Teacher Training
Siobhan Gillen	Formal, Connecting Classrooms
Alan McCully	Formal, University of Ulster, Initial Teacher Training
Frank Geary	Irish Development Education Association (IDEA)
Kate Wilkenson	ROI Change Makers (informal education – youth and community)
Dr. Alan McMurray	Council for the Curriculum, Examinations and Assessment (CCEA)
Laura McCauley	RNIB (informal education – youth and community)
Anne Marie Poynor	Western Education and Library Board (WELB)
Maureen McGhee	Formal, St. Celas, TIDAL programme
Ryan Horner	Formal, St Columbas, Connecting Classrooms
John Harkin	(Principle) Formal, Oak Grove College, TIDAL programme
Chris Murdoch	Formal, DH Christi Memorial school, Connecting Classrooms
Mark McConnellgoue	Formal, St. Columbs School, TIDAL programme
Sean Williamson	Formal, St. Mary's Schools, TIDAL programme

## Annex 2: Reference documents used

Author unknown (undated) *Background context for the National Strategy on Education for Sustainable Development in Ireland*

Children in Crossfire (2011) *A promise for the future* Organisational Strategic Plan 2011-2015

Children in Crossfire (2012) *Educating the Heart*. Children in Crossfire Position Paper for Engaging Educators in an Exploration of Compassion for teaching and learning in Northern Ireland: An Audience with His Holiness the Dalai Lama

Children in Crossfire (2013) *The Strategic Design, Implementation and Measuring of our Development Education Programme 2012-2013 Pilot Results Report to Irish Aid 2012* including Appendices 1 – 7

Children in Crossfire (2013) *Teachers in Development and Learning (TIDAL) Course Handbook OCN Level 3*

Children in Crossfire (2014) *Development Education Programme VIVID End of project report to DFID*

Children in Crossfire (2014) *Results Based Management report 2013* Report to Irish Aid

Children in Crossfire (2014) *Development Education Results Framework 2014*

Children in Crossfire (2014) *Development Education Programme. RBM Report to Irish Aid 2014* Appendices: Output Level Report and Objective Indicators Analyses Breakdown

Children in Crossfire (2014) *Development Education Results Framework 2015*

Children in Crossfire (2014) *Cultural Trip Re-evaluation: Revisiting Cultural Trips From 2010 – 2013 and Beyond*

Children in Crossfire (2015) *Present for the Future* Organisational Strategic Plan 2015-2019

Children in Crossfire (2015) *Results Based Management report 2014* Report to Irish Aid

Children in Crossfire (2015) *Development Education and Public Engagement: Considering Definitions*. Input into Irish Aid's call to Programme Grant Partners to differentiate and define Development Education and Public Engagement.

Children in Crossfire (undated) Teachers in Development and Learning (TIDAL) in the classroom, Activity Workbook

Children in Crossfire (various) *Educating the Heart* various power point presentations

Children in Crossfire, Royal National Institute for Blind and Partially Sighted People in Northern Ireland (RNIB-NI) and the Gambian Organisation of the Visually Impaired (GOVI)(undated) *VIVID Visually Impaired Volunteers in International Development VIVID Report Executive Summary*

Department of the Environment, Community and Local Government (2012) *Our Sustainable Future: A framework for sustainable development for Ireland*. Government of Ireland

GENE Global Education Network Europe (2015) *Global Education in Ireland* The European Global Education Peer Review Process National Report on Global Education in Ireland. Launch edition.

Government of Ireland (2013) One World, One Future Ireland's Policy for International Development

IDEA The Irish Development Education Association (2011) *Synthesis Paper: Thematic Reviews of Development Education within primary, post-primary, higher education, youth, adult and community sectors*

IDEA (2013) Consultation towards a National Strategy on Education for Sustainable Development

Irish Aid (2007) Development Education Strategy Plan 2007–2011: Promoting public engagement for development

Murphy C., Ozawa-de Silva B. and Winskell M. (undated) *Towards compassionate global citizenship: educating the heart through Development Education and cognitively-based compassion training* Policy & Practice: A Development Education Review