

Global Citizenship Education

Foundations for a Better Future





Contents

- 2 A Message From Our Chief Executive
- 3 Who We are
- 3 Progress and Lessons
- 4 Results in Ethiopia from 2016-2021
- 4 Why Early Childhood Education?
- 6 How Change Happens – Our Theory of Change
- 8 Our Strategic Ambition
- 9 Where we work:
- 10 Who is Targeted?
- 10 Geographic Focus
- 11 Our Expected Results
- 12 Cross-Cutting Priorities
- 12 Theme #1: Inclusion
- 12 Theme #2: Safeguarding
- 13 Theme #3: Climate Change
- 13 Organisational Enablers

A compassionate world
where all children can
reach their potential

A Message from our Patron



THE DALAI LAMA

MESSAGE

I congratulate Children in Crossfire as it celebrates its landmark 25th anniversary. I commend everyone who is a part of this admirable organization for the outstanding work they have done for so many years to ensure vulnerable children have access to vital healthcare and education. This new plan will deliver continued success in the years ahead.

As our world becomes ever more interdependent, our responsibilities to each other grow accordingly. We must show kindness, compassion and love to fulfil ourselves as human beings - and ensure others around us can do so too. That is Children in Crossfire's core message and mission, and I am proud to be their Patron.

11 April 2022

A Message from our Chief Executive

As we approach Children in Crossfire's 25th Anniversary, I am delighted to present our Global Citizenship Education Strategic Plan 'A Foundation for the Future' 2022-2026'. From our work across the island of Ireland, we know that Global Citizenship Education, hereafter referred to as GCE, provides an opportunity for learners of all ages to gain the competencies they need to become active global citizens. The momentum for GCE has never been stronger. Global issues such as poverty, inequality and climate change urgently require an urgent shift in our lifestyles and a transformation of the way we think and act. The new 2030 Agenda for Sustainable Development target SDG4.7 reflects this vision of the importance of an appropriate educational response. Education is not only an integral part of sustainable development, but also a key enabler for it. To achieve sustainable change, we need new knowledge, skills, values and attitudes that lead to more sustainable lives and societies.

This is why GCE represents an essential strategy in pursuit of the SDGs, but we know that education systems must be designed to respond to this pressing need. We have also learnt that early years provide a critical window of opportunity for young children to build the foundations of learning and develop skills that can help them not only stay in and

succeed in school but children also gain the tools they need to navigate life, work, citizenship and a brighter future. Our model 'Educating the Heart' introduces our founding value of compassion based GCE pedagogies that empowers learners of all ages across education systems to take action for sustainable development. To achieve this vision, we will make substantial investments in GCE systems, beginning with early learners in primary school to post primary and at the same time, expanding opportunities for marginalised groups and learners in non-formal youth, community and adult education settings.

We are aware that our new Strategy is being developed during a period of extraordinary global change and uncertainty, particularly given the impact of the COVID-19 pandemic on education systems and financing for the SDGs. However, Children in Crossfire an agile and innovative organisation with the ability to adapt to crisis or calm. And with diversified funding and stronger partnerships with donors, foundations and the public, we will also utilise evolving technology and digital learning to accelerate and scale-up efforts towards the achievement of SDG4.7. I believe there is no greater cause and I hope you will join us in achieving our mission. Together we can ensure that the world is a more compassionate place where all children can reach their potential.

Richard Moore, Founder and Chief Executive Officer

Children in Crossfire was founded in 1996 in Derry, Northern Ireland by Richard Moore. In 1972, at the age of 10 years, Richard was blinded by a rubber bullet fired by a British soldier at point blank range. Amazingly, from childhood to the present day, he has accepted his sight loss without any feelings of resentment. "I learned to see life in a different way...I may have lost my sight, but I have vision", is how he describes his remarkable acceptance of what, for most, would be a debilitating trauma.

Richard set up Children in Crossfire in 1996 with the goal of responding to the rights and needs of young children caught in the crossfire of global poverty, inequality and injustice. The organisation's 'spirit of compassion' is one of its key strengths as it works in partnership with others to help all children experience the learning opportunities and future they deserve and the chance to access quality education from a young age so that they can reach their full potential and continue to learn and develop throughout school, work and life.

Who We Are

- We are an Ireland based International Non-Government Organization, with a focus on education.
- We are an organisation that reflects the value of compassion on which we were founded
- We work within the ambition of SDG4 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, specifically early childhood education (SDG target 4.2) and global citizenship education (SDG target 4.7)
- Above all, through our international programme, we will help children reach their potential through access to quality early childhood education (ECE) and foundational learning outcomes



Results for Global Citizenship Education in 2016-2021

- **108,100 students** reached across the island of Ireland - of these 66% were in primary schools and 34% post primary schools
- **244 schools** across the island of Ireland participated in the Compassionate Schools Award Programme
- **1393 student teachers** and **540 teachers** trained in our Educating the Heart compassionate GCE programme
- **180 Youth, Adult and Community Education Groups** reached through our Vision 2030 multiplier programme
- **131,800 members** of the public across the island of Ireland indirectly reached with positive messages in support of the SDG's and Overseas Development Assistance
- **2,555 members** of public engaged directly in public awareness initiatives on the work of Irish Aid and the SDGs

This Strategy is grounded in our organisation's foundations

Our

VISION:

A compassionate world where all children can reach their potential

Our

MISSION:

To tackle the injustices facing children, through education

Our

VALUES:

Compassion, Equity, Accountability and Partnership

Progress and Lessons

Our Strategy was developed through an in-depth process of research, consultation and evolution of a plan based on contextual and stakeholder analysis and a series of strategic planning workshops and forums. We consulted with staff, board, government authorities, civil society partners, Irish Aid, teachers, principals and communities across the island of Ireland. It is built on 25 years of organisational experience including 15 years' programmatic experience in Tanzania and Ethiopia. Key findings and learnings from an external evaluation and donor reports of our current programme of work were also used to inform the strategic planning process.

Over the past five years, we made significant progress in cultivating global citizenship education (GCE) within the formal, non-formal and informal education sectors across the island of Ireland. We equipped learners of all ages with the knowledge and skills needed to promote sustainable development and advance our international work – contributing to SDG 4.7.

We learnt the critical role that education for sustainable development and GCE plays in achieving all of the Sustainable Development Goals (SDGs)

We learnt the importance of partnerships based on locally led development and we learnt that in times of crisis or calm, we can better utilise technology to increase our effectiveness and efficiency and reach those furthest behind.



Why Global Citizenship Education?



Global Citizenship Education (GCE) is the other prong of our strategic plan. It reflects our vision of an appropriate response to address

current global challenges including climate change, hunger, migration, conflict, gender inequality, poverty and injustice. It complements our work in Tanzania and Ethiopia and engages people across the island of Ireland to have greater understanding of their own role as global citizens, and to appreciate our work and the work of others, such that they feel empowered to take actions in support of social change.

Global Citizenship Education (GCE) is a lifelong learning process, which aims to increase public awareness and understanding of the rapidly changing, inter-dependent and unequal world in

which we live. Given the impact of the COVID-19 pandemic on education, the United Nations General Assembly recently adopted a resolution entitled Education for Sustainable Development in the framework of the 2030 Agenda for Sustainable Development. This demonstrates a renewed emphasis on SDG target 4.7, which is to prioritise education for sustainable development and global citizenship.

This is coherent with the development of the Republic of Ireland's new National Strategy on Education for Sustainable Development (ESD) to 2030 including curriculum development and embedding these principles into teacher education. Our approach to GCE is also aligned to Northern Ireland's Children and Young People's Strategy 2020-2030.

GCE has the potential to bring about a shift in the way learners of all ages think, act and address the global challenges the world faces. We believe that the foundations of all social action should lie in compassion and solidarity. Our GCE programme provide a model for this across formal and non formal education and learning systems, and is designed to inculcate learning outcomes that will enable learners to respond to pressing global needs.

WHAT

- Deepen understanding of overseas development assistance and the UN Sustainable Development Goals as a blueprint to achieve a more sustainable future for all
- Build cognitive knowledge of the root causes, consequences and solutions to pressing global issues

WHY

- Think about values and attitudes including compassion, solidarity and respect for diversity

HOW

- Develop skills such as critical thinking and communication
- Get involved in your local, national and global communities and take positive social action to influence the world around us
- Build a broader sense of global citizenship across the island of Ireland

The General Assembly reaffirms Education for Sustainable Development as an integral element of the sustainable development goal on quality education and a key enabler of all the other Sustainable Development Goals

UN General Assembly Resolution 2021



Why we believe Global Citizenship Education is a foundation for the future

Our Strategy reflects a clear vision of the importance of SDG4 as a key enabler of all SDGs through an appropriate educational response to address current global challenges including climate change, global inequality, poverty, injustice, hunger, migration, peace and conflict.

We believe that the world needs Global Citizenship Education now more than ever because of its role in transforming society and helping to eradicate poverty and promoting sustainable consumption. Global Citizenship Education (GCE) is a lifelong learning process, which aims to increase public awareness and understanding of the rapidly changing, inter-dependent and unequal world in which we live. It complements our work in Tanzania and Ethiopia and engages people across the island of Ireland to have greater understanding of their own role as global citizens, and to appreciate our work and the work of others, such that they feel empowered to take actions in support of social change.

Recently, the United Nations General Assembly reaffirmed its commitment to SDG4 by adopting

a resolution entitled “*Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development*”. It called on member states to strengthen their efforts to prioritize education in the response and recovery from the pandemic and to ensure that education is equity-oriented, gender-responsive and inclusive – in other words ensuring the no one is left behind.

As a Derry based organisation, Children in Crossfire takes a whole-of-Ireland approach to Global Citizenship Education. Our strategy is relevant to recent consultations on the second National Strategy on Education for Sustainable Development to 2030, by the Department of Education and the Department of Higher and Further Education in the Republic of Ireland, as well as Northern Ireland’s Programme for Government and the Children and Young People’s Strategy 2020-2030. Our vision is also coherent with the realisation of Irish Aid’s A Better World vision and Irish Aid’s Global Citizenship Strategy 2021-2025 which encourages learners of all ages to engage with GCE as part of a lifelong learning and promotes partnership with formal, non-formal or informal education stakeholders.



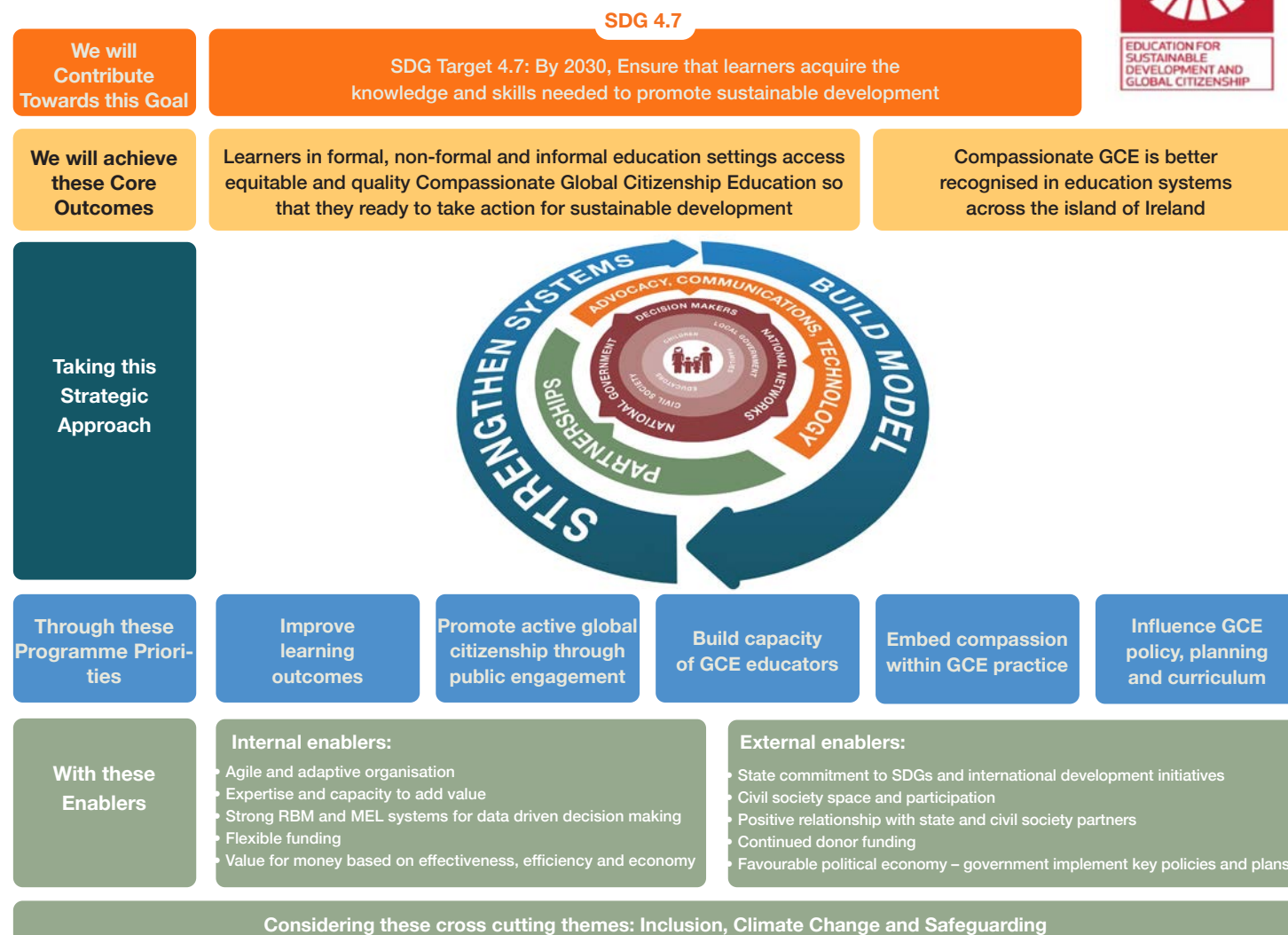
Our Theory of Change

Our contributions towards the achievement of SDG4, Quality Education and Learning as a key enabler of all SDGs, specifically target 4.7 Global Citizenship Education (GCE) will be delivered through outcomes, outputs and indicators as defined in the GCE results framework. These outcomes will be achieved through a set of three programme implementation strategies that prioritise

1. Building models of compassion-based GCE led by the local context and strengthening systems to achieve scale, sustainability and reach those furthest behind
2. Engaging in locally led partnerships with government, civil society and the private sector to accelerate locally led progress towards SDG4.7
3. Advocacy, communication and technology to support our programme objectives and maximise the benefit of our work

The combination of these strategies is our pathway to change.

Global Citizenship Education (GCE) - Theory of Change



The above visual outlines how we think change happens and the pathways we have chosen to realise those changes. Our theory of change is predicated on Children in Crossfire working together in partnership with others to inspire, mobilize, advocate, communicate and use technology to work together with others to strengthen global citizenship education systems towards the realization of equitable and quality GCE for sustainable development. The entire Strategy is based on the premise that a better world for all is achievable if learners of all ages, from early childhood to older age are able to better understand the world we live in, and take positive action to change it as informed global citizens committed to a fairer and sustainable world.

We believe we can achieve this by

1. Building models of compassion-based GCE led by the local context and strengthening systems to achieve scale, sustainability and reach those furthest behind
2. Engaging in locally led partnerships with government, civil society and the private sector to accelerate locally led progress towards SDG4.7
3. Advocacy, communication and technology to support our programme objectives and maximise the benefit of our work

We believe it is critical to strengthen GCE systems and support the five core functions of the sub-sector including policy and sub sector planning, curricula development, educator development, learner assessment and engaging communities, youth and the general public.

To do this, we partner with state and non-state actors, particularly education authorities including schools, non mainstream education centres, further education institutions and government departments and universities, where we share our compassion-based GCE model entitled Educating the Heart Programme for schools and Vision 2030 model for the youth, adult and community education sector. We strengthen capacity among educators including teachers, student teachers, youth and community workers and GCE practitioners to deliver quality Global Citizenship Education.

We engage in civil society networks such as IDEA to bring evidence from our programme to decision and policy makers as part of advocacy efforts to scale-up GCE within national curricula and sector dialogue.

We target learners of all ages and backgrounds, including those who are furthest behind, who have least opportunity and who are the most excluded from formal education due to multiple factors such as gender, geography, disability, ethnicity, behavioural issues, early school leavers, religion, sexual orientation and migration.

We engage with the general public to increase their understanding of Ireland's aid programme and the SDGs, especially SDG4. We adapt new technologies and new ways of doing things including digital learning platforms and social media. And we help increase the capacity of education systems to build resilience, prepare for and deliver digital learning during times of crisis.

Ultimately our vision is one of transformational GCE and lifelong learning outcomes – a framework that engages learners of all ages including students, teachers, youth, communities, civil society organisations and the general public in GCE so that they can acquire the knowledge and skills and learning outcomes to take action to support sustainable change.



Our Strategic Ambition

Our GCE Strategic Plan brings the Organisational Strategic plan to life. Specifically delivering on Organisational Core Outcome 2 that **“Learners of all ages across the island of Ireland access Compassionate Global Citizenship Education so that they are ready to take action for sustainable development.”**

In delivering our Strategy, we identified two Programme outcomes.



Our GCE programme is based on our founding value of compassion. We believe that compassion is closely interlinked with solidarity, and that understanding of and actions towards global citizenship should be built upon these values. In our GCE programme, we balance emotional literacy with critical literacy to help people understand the emotional basis of their reactions to injustice, leading them to a critical understanding of the causes and possible solutions to the injustice. Over the next five years, we will work with decision makers and the wider GCE sector on the island of Ireland to advocate for mainstreaming of compassion based GCE across all schools.

Operationally, in our target counties we will continue to take a whole school approach to integrating GCE into the entire school learning environment using our *Educating the Heart* model to increase the capacity of teachers to deliver quality GCE, and equip students with GCE transformative competencies (understanding, skills, attitude). We will tailor our approach to move beyond our ‘in-person’ workshop model, towards blended learning and high quality online and app-based content to reflect the new norms in a post Covid society. At the same time, we will ensure we retain the essence and uniqueness of our approach that places compassion at the heart of GCE.

We will expand the groups we engage with, developing an Educating the Heart approach for children in early years of education – we believe this is where compassion can be embedded in learning and growing – especially in cross border counties and communities. The Vision 2030 programme will also expand beyond the youth sector, bringing in a wider set of Adult and Community Education (ACE) organisations in our target counties. Across these efforts, we will bring the voices of our ECE Champions and the lived experiences of children from Tanzania and Ethiopia to our advocacy work across the island of Ireland.

We will expand and deepen our engagement with the wider public and members of civil society through a mix of formal and informal learning. These will include on-line campaigns, events and awareness raising as part of increasing public support for international development agencies, the SDGs and the public’s understanding of how global issues of justice, inequality and poverty intertwine with all of our daily lives. Our collaboration with the Dóchas Worldview Project² will help us understand different audience segments in respect of the general public and enable data-driven, insight-informed targeting of the public with communication strategies and messages.

Educating the Heart puts the learner at the centre of local and global development and brings them on a reflective journey to increase their sense of global citizenship through an interactive, learner-centred and action-oriented approach

Again, a system strengthening approach will be used to contribute towards GCE policy/sector plans, curricula, teacher training, and learner assessment. We will collaborate with sector institutions, universities, primary and post primary schools and civil society networks including the Irish Development Education Association (IDEA), youth, adult and community education groups to advocate for GCE policy and planning.

We will contribute towards change by mobilising our network of supporters, campaigners, youth and the general public across the island of Ireland to take action for sustainable development.

What we expect to achieve by 2026

- **70,000 Targeted Learners** in formal primary and post primary education access equitable and quality CGCE so they are ready to take action for sustainable development
- **260,000 Targeted Learners** of all ages access equitable and quality CGCE in non-formal and informal education spheres so they are ready to take action for sustainable development
- Advocate that GCE is recognised in education policies and sector plans, curricula, educator training and learner assessment



GCE Programme Outcome

1:

Learners in formal, non-formal and informal education settings access equitable and quality Compassionate Global Citizenship Education so that they ready to take action for sustainable development

GCE Programme Outcome

2:

Compassionate GCE is better recognised in education systems across the island of Ireland

The programme will support Global Citizenship Education across the formal and non-formal education sector through youth, adult and community education settings and engagement with the wider Irish Public

As a Derry/Londonderry based organisation, we have chosen to take an all Ireland approach to GCE by targeting all six counties in Northern Ireland and the five counties of the Border Region of the Republic of

Ireland. This geographic region represents some of the most deprived communities across the UK and the Republic of Ireland¹. By selecting these counties, we will bring high quality GCE to education systems that are often at the lower end of quality in their own countries, and more importantly, we will build Global citizenship knowledge and skills among children who will have the potential to influence cross-border initiatives.

¹ <https://www.cso.ie/en/releasesandpublications/ep/prsdgi/regionaldsdgsireland2017/ph/#d.en.177804>

² <https://www.dochas.ie/resources/worldview/>

Cross-Cutting Priorities

In delivering our strategy, we are committed to three cross cutting priorities

Theme #1: Inclusion

Children in Crossfire believes that a vision of holistic and sustainable development is properly achieved when all the human resources, talents and skills available throughout the communities where we work are presented with opportunities to grow and succeed. Inclusion applies to focus areas of gender, disability, and the most vulnerable.



Across our internal operations and external programmes Children in Crossfire apply a range of policies and approaches to ensure all learners have the chance to benefit from compassion-based global citizenship on the island of Ireland.

As mentioned in our approach to targeting and in discussing the barriers to accessing education, our thinking on inclusion is based on our understanding of equity and prioritising the furthest behind first. We recognise that inequity arises from a multitude of dimensions such as poverty, geographic location, gender, disability, violence and abuse. These dimensions are further compounded by increasing and protracted crises of climate change, humanitarian emergencies and conflict. Furthermore, each of these dimensions interacts with each other to create intersectional complexities, unique to the local cultures and contexts in which they exist.

Children in Crossfire understands that inclusion goes beyond disaggregating data in terms of access to education services but requires identifying inequalities in the education systems and incorporating responsive strategies into our programming. Some of these strategies are teacher training to incorporate gender and disability empowerment, but also to build professional identity and peer support groups for all learners. We integrate inclusion into GCE curricular design and delivery as well as addressing safeguarding and gender-based violence in schools, and gender-responsive parenting in homes. All of this is part of promoting transformative change that empowers all children and promotes positive norms from early childhood to adolescence and adulthood.



Theme #2: Safeguarding

Safeguarding takes the highest priority within Children in Crossfire. A comprehensive set of policies combine to protect the most vulnerable, our staff, the organisation, and our partners. A Victim Centred Approach principle underpins the Safeguarding Policy. Our Safeguarding Policy spans Child Protection, Bullying and Harassment, Protection from Sexual Exploitation and Abuse, and Gender Equality. A Whistleblowing Policy sets out procedures for reporting concerns internally, externally, and across our partners, with clear procedures for handling disclosures. We are committed to a zero-tolerance approach to misconduct breaching our policies, codes and procedures, with clear mechanisms in place for handling disclosures (as detailed in our policy 'Dealing with Safeguarding Violations').

At the programme level and through our partners we are committed to changing social norms around violence against women and children, educating stakeholders, strengthening systems and supporting local referral mechanisms to protect everyone, especially women and children.



Theme #3: Climate Change

The issue of our time is the impact of human activity on planet earth. The countries where Children in Crossfire work will be impacted first by changes to their climate. This change will have a negative effect on food security and livelihoods. These countries need resilient communities; informed by the realities they are facing and able to adjust their lives accordingly.

Today's children are the future leaders of these communities. Children in Crossfire believe that good education is the basis for building strong and capable communities that can adapt to the impact of climate change in the coming decades.

Organisationally, we will lead by example – publishing an annual carbon footprint with an ambition of being carbon neutral by the end of this strategic plan. We will use renewable energy wherever possible, manage how we travel to minimise carbon footprint and reduce use of plastic across all our work.



Organisational Enablers

Underpinning this strategy are a set of working principles and ambitions that combine to give us the resources, structures, expertise and reach that we need to deliver results for children.

Our five internal enablers are:

1. Agile and Adaptive Organisation

- We will continue to leverage our flat management structure and strong central management framework to ensure we respond quickly to changes in context and to meet the needs of our target groups across Tanzania, Ethiopia and the island of Ireland. This is underpinned by strong programme management systems and donor relationships for transparency and accountability.

2. Expertise and Capacity to add value

- In alignment with the organisations resources, we will continue to recruit technical expertise across core areas of ECD, GCE, programme management, fundraising and finance. We will offer flexibility and competitive packages to attract people that will enable us to grow and improve our impact.

3. 3. Strong Results Based Management (RBM) and Monitoring Evaluation and Learning (MEL) systems for data driven decision making

- Underpinning our work, we will continue to evolve our information and decision-making systems at all levels of the organisation and across all country programmes. We will deliver a comprehensive programme information platform founded in a strong MEL framework and Learning Strategy, a fit for purpose fundraising CRM platform and Quickbooks for financial management across multiple legal entities.

4. Flexible funding

- We will continue to ensure long-term sustainability of the organisations' finances through building on our balanced mix of unrestricted funds and donor funded restricted income. We will continue to dedicate specific resources to deliver income from trusts and foundations, strategic donors and private and corporate giving.

5. Value for money based on effectiveness, efficiency and economy

- Our programme approach and financial management is driven by value for money. Our focus on Early Childhood Education delivers the best return on investment for development funding and our programme approach ensures we focus our funds to deliver the biggest impact. Management systems within the organisation, especially within finance, also have clear procedures to ensure value for money in relation to procurement, HR and fundraising.

We need supportive governments, a civil society that is able to advocate for change in their communities and donors to prioritise and invest in Early Childhood Education. Our five external enablers are:

1. State Commitment to SDG's and international development initiatives

- Our strategies, theories of change and programmes of work are all designed to align to international development priorities as defined in the SDG's, specifically SDG 4. In our target countries, we balance the development of models for quality ECD and compassionate GCE, with government partnerships and advocacy that aim to take these models to scale.

2. Civil society space and participation

- An active and open civil society space that allows for the flow of international funds, and enables networks and partnerships to collaborate and advocate for change is essential to our strategic approach. National civil society presence and capacity are pre-cursors to agile, locally led programmes that allow for effective initiatives across the humanitarian, development, peace nexus.

3. Positive relationship with state and civil society partners

- We believe that lasting impact can only be achieved through strong local partnerships in our target countries, with governments, from the local to the national, and with active local civil society partnerships. We work to build capacity of key stakeholders across government and civil society for informed decision-making, balanced with increasing public knowledge of the key issues and accountability for policy commitments.

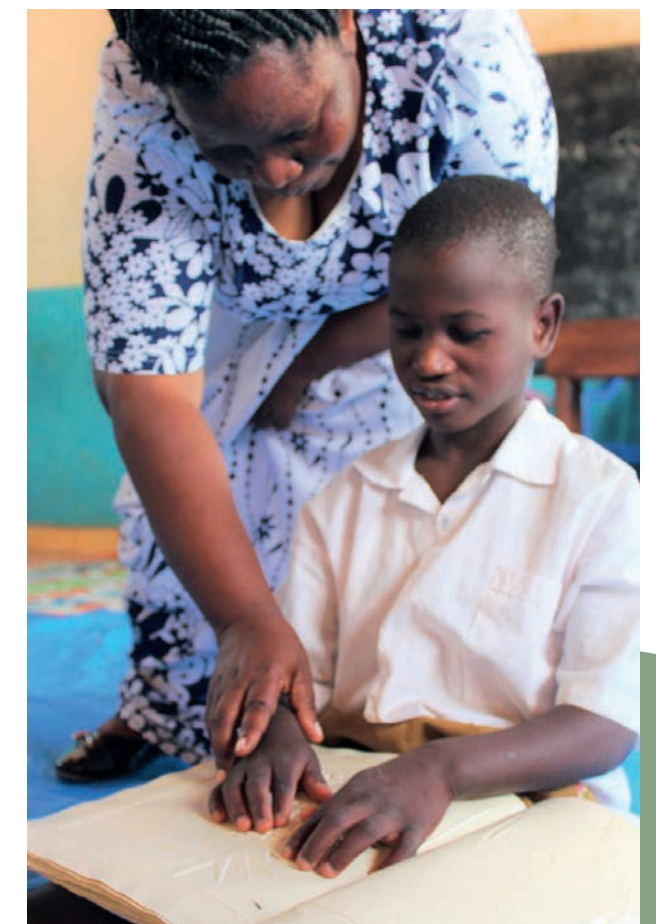
4. Continued donor funding

- Our programmes are designed to align to global development initiatives and to donor priorities. We balance the evidence from our programmes with the priorities of donors to ensure we can attract investment in results for children in our target countries.

5. Favorable Political Economy – government implement key policies and plans

- Awareness of the political economy informs our advocacy approach and engagement with decision makers in our target countries. We monitor the context relating to our work in the places we implement to ensure our interventions are relevant and impactful. Underpinning this is a clear approach to adaptive programme management for flexible decision-making and continued effectiveness of our impact in the contexts where we work.

With these enablers in place Children in Crossfire believes that we can deliver sustainable outcomes for children and society – in our target overseas programmes and across the island of Ireland.



Contact Us

If you would like to find out more about
Children in Crossfire, you can contact us:

**2 St Joseph's Avenue,
Derry/Londonderry, BT48 6TH**

T +44 (0)28 7126 9898

E info@childrenincrossfire.org

www.childrenincrossfire.org

