



- **Nature of views (indicate personal / on behalf of an organisation):** Organisation
- **Organisation (if applicable):** Children in Crossfire
- **Role in organisation (if applicable):** Senior Education and Advocacy Manager
- **Web-address:** www.childrenincrossfire.org
- **Freedom of information:** Responses are subject to the provisions of the Freedom of Information Acts and may be released in total or in part. Please indicate if there are aspects of your response that you seek to have withheld, and the reasons for same.
- **Date of posting response:** 19th March 2021

How can Irish Aid support life-long learning and increase public understanding of and engagement with development and global citizenship issues as well as increasing awareness of the Irish Aid programme?

- A clear definition of what LLL means in the context of Global Citizenship
- A clear strategy covering all sectors right from Early years to further and higher education through to adult and community to allow for a continuum of a portfolio of programmes of global citizenship education across all sectors enabling all stakeholders to see clear continuation and to effectively engage with each other

Are there other groups or organisations we should seek to work with in order to build this awareness and engagement?

- We have already contributed to FEWG within IDEA on this and no more to add.

What has changed in the external environment since 2017, both in the education sector and broader societal changes nationally and globally, and how should that be reflected in our priorities, our relationships and in our revised strategy?

- The emphasis on global interconnectedness, intersectionality and global diversity have really come to the forefront.
- One major issue that has gained a lot of attention and increased awareness and one that should be prioritized within the next strategy as a cross cutting theme is climate change. The issue of climate change has led to a huge increase in young people taking action and voicing their anger at the lack of decision making, it has seen young people taking matters into their own hands with global youth climate strikes which seen children and young people all over the world take the lead on.

- Whilst the voice of children and young people have been heard, it must be reinforced how important their voices are in decision making processes including policy development.
- **What do you consider to be the key areas of progress made since 2017 in the implementation of the Irish Aid Strategic Planning process? Are there any key lessons learnt or gaps in the current response?**
- CIC has fed into FEWG from IDEA, nothing more to add here.
- **With reference to the five output areas of the current Irish Aid Development Education Strategic Plan, what do you consider the key priorities for 2021- 2024 should be?**
- All noted in submission from IDEA FEWG & ACE WG

Irish Aid is considering changing the name of the programme and strategy to Global Citizenship Education, do you have any comments or concerns in relation to this suggestion?

- CIC welcomes this and sees the need for more clarity around the terminology of GCED, ESD, DE
- UNESCO Definitions are as follows:
- Global Citizenship Education (GCED): nurtures respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, and inclusive and secure world.
- Education for Sustainable Development (ESD): empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education.
- The term GCED captures it well in empowering individuals to not only be aware but to take action

What opportunities have arisen from the COVID-19 experience and how can we learn from it in order to reach a broader audience?

- The opportunities that have arisen have been the ability to reach wider audiences and allow for more participation via an online platform without the need for travel
- A major opportunity from CIC perspective is one of compassion and empathy that has been shown on a global scale and in particular to education. This is a massive opportunity to really reinforce the importance of Citizenship Education and how fundamental it is to education. At the recent 5 nations conference it was highlighted

that global citizenship education is by far the most important aspect of eth curriculum. This is a great opportunity to show this and to strengthen and prioritise it in a post pandemic world.

- Research on the impact of this would need to be sought to really show how important GCE is and how valuable it is to education.

How can technology and digital outreach help us?

- The recent pandemic has shown an increase in the use of digital technology, and has enabled a wider reach of individuals and more inclusivity. Technology can really help to widen the message of and increasing the awareness of eth Irish Aid Programme and in particular its role in Global Citizenship education. However, we can't negate the fact that there is still a huge digital divide that exists which has also been evident during the pandemic particularly within education and everyone having access to online learning.