2018/2019 Results from the Irish Aid Development Education Performance Measurement Framework
2018/2019 SUMMARY

- In 2018/2019 Irish Aid funded Development Education programmes engaged 279,550 learners throughout the island of Ireland, of these 189,550 were reached by annual grant partners, 22,552 were reached by Programme Grant II partners and 59,727 were reached by Strategic partner’s. These figures do not reflect visits to partner’s websites or the downloading of resources which were very significant. Learners were engaged through a wide range of learning modalities including seminars, project work for awards, accredited training courses, film festivals, peer learning, cultural events and field work.

- 88.9% of learners surveyed reported improved Global Citizenship Literacy and 58.2% of learners surveyed can give an example of how participating in a DE event learning activity has influenced their attitude or behaviour.

- 943 or 29% of all primary schools in Ireland were reached including 31% of DEIS schools. The five highest levels of primary school coverage were in Counties Kildare (39%), Longford (37%), Carlow (36%), Sligo (33%) and Roscommon (33%), Cavan had the lowest level at 11%.

- 463 or 65% of all post-primary schools in Ireland were reached including 56% of DEIS schools. The five highest levels of post-primary school coverage were in Counties Kildare (78%), Longford (78%), Louth (78%), Kerry (77%) and Carlow (75%). Laois had the lowest level at 40%.

- Irish Aid supported the delivery of development education to youth groups in 16 out of 26 counties reaching 867 young people. 2,846 people also availed of adult and community education (ACE) in 20 out of 26 counties. Dublin, Cork, Donegal, Kildare and Louth have the highest number of interventions in Youth and ACE combined.

- Of the 26 Higher Education Institutions in Ireland (2018), Irish Aid and its partners supports development education interventions in 23 institutions. The five most active colleges with the highest numbers of partner interventions were Maynooth University, Trinity College Dublin, Dublin City University, University College Dublin and National University of Ireland Galway.

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i A full list of partner organisations and numbers of learners engaged is in Appendix 1 on p38-39.
ii Reporting time frame was as follows Formal education September 2018-August 2019 Informal April 2018-March 2019.
iii Reporting time frame was as follows Formal education September 2017-August 2018 Informal January 2018-December 2018.
iv Reporting time frame was as follows Formal education September 2018-August 2019 Informal January 2018-December 2018.
• Irish Aid supports 30 “partnerships for collective impact” across the sector such as between ECOUNESCO-Youth and Environment Europe on co-hosting “Get Grassroots Active” and “Take a Green Stand” events. Partners self-assess their level of partnership. Partnership for collective impacts includes joint advocacy initiatives, collaboration around a project or series of events, representation on a committee/working group of other organisations, named in the other organisations operational plan, jointly funded short-term or longer term projects as well as forms of collaboration.

• Irish Aid and its partners supported the production of 108 new, revised or updated knowledge products which were widely shared across the sector and used to strengthen practice.

• 1,377 primary and post-primary student teachers across the country were supported by Irish Aid funded partners to strengthen their knowledge and understanding of development education to build their skills and confidence in the classroom.

• 1,501 schools registered for the 2018 Our World Irish Aid Awards, 599 of these were new schools.

• 7,619 attended Irish Aid workshops (38 primary schools and 99 post-primary schools) including 1,537 student teachers.
Outcome Increased accessibility, quality and effectiveness of development education in Ireland.

<table>
<thead>
<tr>
<th>2018 Result for PMF Outcome Indicator 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers of learners who report improved global citizenship literacy, based on:</td>
</tr>
<tr>
<td>- Learner’s understanding of the root causes, consequences and solutions of global hunger, poverty, injustice, inequality and climate change</td>
</tr>
<tr>
<td>- Learner’s ability to relate and critically assess what is happening in their society and the wider world</td>
</tr>
<tr>
<td>88.9% of learners surveyed reported or demonstrated global citizenship literacy</td>
</tr>
</tbody>
</table>

* There wasn’t sufficient reporting around age ranges and gender to provide more meaningful statistics around this Outcome Indicator.

<table>
<thead>
<tr>
<th>2018 Result for PMF Outcome Indicator 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage (of total number of learners) and number of learners who can give an example of how participating in a DE event/learning activity has influenced their attitude or behaviour</td>
</tr>
<tr>
<td>58.2% of learners surveyed can give an example of how participating in a DE learning event has influenced their attitude or behavior</td>
</tr>
</tbody>
</table>

* There wasn’t sufficient reporting around age ranges and gender to provide more meaningful statistics around this Outcome Indicator.
## 2018 Result for PMF Outcome Indicator 3
Coverage nationally, disaggregated by county and/or institutions etc.

<table>
<thead>
<tr>
<th>Engaged Primary Schools</th>
<th>Ireland Counties Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>864 or 27% of primary schools</td>
<td>All 26 counties</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engaged Post-Primary Schools</th>
<th>Ireland Counties Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>437 or 61% of post-primary schools</td>
<td>All 26 counties</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Youth and Adult and Community Education Sectors</th>
<th>Ireland Counties Reached: 23 counties</th>
</tr>
</thead>
<tbody>
<tr>
<td>8,649 learners reached</td>
<td>Carlow, Cavan, Clare, Cork, Donegal, Dublin, Galway, Kerry, Kildare, Kilkenny, Leitrim, Limerick, Longford, Louth, Mayo, Meath, Monaghan, Offaly, Sligo, Tipperary, Waterford, Wexford and Wicklow</td>
</tr>
<tr>
<td></td>
<td>Laois, Roscommon and Westmeath were not reached</td>
</tr>
<tr>
<td></td>
<td>Dublin, Cork, Donegal, Kildare and Louth have the highest number of interventions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engagement in Higher Education</th>
<th>Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>26,616 learners reached i</td>
<td>23 Higher Education Institutions ii</td>
</tr>
<tr>
<td></td>
<td>3 Higher Education Training Providers iii</td>
</tr>
<tr>
<td></td>
<td>15 counties</td>
</tr>
<tr>
<td></td>
<td>Carlow, Cork, Donegal, Dublin, Galway, Kerry, Kildare, Louth, Limerick, Mayo, Sligo, Tipperary, Westmeath, Waterford and Wexford</td>
</tr>
</tbody>
</table>
These figures include learners reached in formal and non-formal settings in Higher Education. Some partners reported collaborations with SUAS and Ubuntu and these numbers were not included due to the risk of double counting. Other partners provided development education to community educators and returned volunteers and these numbers were included in the Adult and Community Education Sector above and also in Output Indicator 4.3.

Dublin City University, University College Cork, National University of Ireland, Galway, Maynooth University, Trinity College Dublin, University College Dublin, University of Limerick, Athlone Institute of Technology, Dublin Institute of Technology, Cork Institute of Technology, Dundalk Institute of Technology, Galway-Mayo Institute of Technology, Institute of Technology Blanchardstown, Institute of Technology Carlow, Institute of Technology Sligo, Institute of Technology Tallaght, Institute of Technology Tralee, Letterkenny Institute of Technology, Limerick Institute of Technology, Waterford Institute of Technology, St Angela’s College, National College of Art and Design and Mary Immaculate College.

Dublin Business School, Independent College and Hibernia College.

| Northern Ireland | NI: 56 primary schools |
|                 | NI: 24 post-primary schools |
|                 | Schools in Fermanagh were not reached |
|                 | NI: 3 Higher Education Institutions |
### Output 1- An enabling and coherent policy environment for development education at both a national and European level

<table>
<thead>
<tr>
<th>PMF Output 1.1</th>
<th>Result</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of joint interdepartmental collaborations, such as joint actions or decisions implemented at national, or European level</td>
<td>• DEU provided a paper to DES on opportunities for interdepartmental cooperation in the context of the mid term review of the National Policy on Education for Sustainable Development 2014-2020</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• On going engagement with and participation at 2 GENE events in 2018</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PMF Output 1.2</th>
<th>Result</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of new policies/strategies/curricula that include development education dimensions</td>
<td>• In Irish Aid White Paper public consultations upwards of 32 public submissions (out of 174) referenced Development Education Strong development education dimension in “A Better World” – Ireland’s new policy on international development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Irish Development Education Association (IDEA) supported 9 members to engage with policy opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 7 examples of IDEA representing members in national and EU policy dialogue</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PMF Output 1.3</th>
<th>Result</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existence of active partnerships with European partners</td>
<td>• 3 DEAR Co Financing grants were awarded in 2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Input to United Nations Economic Commission for Europe (UNECE) National Implementation Report on Education for Sustainable Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• On going engagement with and participation at 2 GENE events in 2018</td>
<td></td>
</tr>
</tbody>
</table>
Output 2 - Maximised capacity, collaboration, partnership, and coherence of development education partners to enhance the quality delivery, impact and communication of development education

**PMF Output Indicator 2.1**

Number of examples of capacity for development education practitioners in the following:
- DE knowledge and skills
- Impact measurement
- Organisational management

<table>
<thead>
<tr>
<th>NUMBER OF EXAMPLES</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td>DE knowledge and skills</td>
</tr>
<tr>
<td>18</td>
<td>Impact measurement</td>
</tr>
<tr>
<td>13</td>
<td>Organisational management</td>
</tr>
</tbody>
</table>

**PMF Output Indicator 2.2**

Number of partnership/collaboration initiatives of DE practitioners based on national policy submissions, development education events or other formal cooperation

<table>
<thead>
<tr>
<th>NUMBER OF EXAMPLES</th>
<th>136 examples of partnership/collaboration initiatives by DE practitioners including</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Joint DE delivery through courses, workshops or CPD</td>
</tr>
<tr>
<td></td>
<td>- Co-presenting at DE courses, events and conferences</td>
</tr>
<tr>
<td></td>
<td>- Active participation in committees, advisory groups or working groups</td>
</tr>
<tr>
<td></td>
<td>- Policy submissions</td>
</tr>
</tbody>
</table>
# PMF Output Indicator 2.3

**Level of partnership/collaboration engagement**

**Cooperation, Collaborative Partnerships / Strategic Alliances and Partnerships for collective impact**

| NUMBER OF EXAMPLES | 54 Cooperation Partnerships  
|                    | 52 Strategic Alliance Partnerships  
|                    | 30 Partnerships for Collective Impact |

## Partnerships for Collective Impact includes

- Gorta Self Help Africa  
  - Inishowen Development Partnership on Disappear Here Film Festival Screening (Ocean conservation) and Horticulture Programme, Seeds of Change Grant Scheme.  
  - 80:20 on World Food Day and Science for Development.

- ECOUNESCO  
  - Youth and Environment Europe on co-hosting “Get Grassroots Active” and “Take a Green Stand” events.

- EIL Intercultural Learning  
  - Comhlámh on the Global Citizen Award.

- Proudly Made in Africa  
  - UCD on the African Business Students Conference.

- DICE  
  - DCU, Marino Institute of Education, Mary Immaculate College and Maynooth University on the DICE project.

- Worldwise Global Schools  
  - Ubuntu Network  
    WWGS collaborates with the Ubuntu Network to identify schools where post-primary student teachers can gain DE experience during their teaching placement.

- Concern  
  - 80:20 on the Development and running of Developmenteducation.ie  
  - Development Technology in the Community Research Group on “Where There Is No Engineer Challenge”.

- National Youth Council of Ireland on the Youth Summit.

- National Youth Council of Ireland  
  - Trócaire and IDEA on Advocacy workshop at IDEA AGM and Our World Irish Aid Awards.

- Development Perspectives  
  - Concern on SDG Challenge and Project US.

- Poetry Ireland  
  - Kilkenny Education Centre on DE and Creative writing for teachers.

- Worldwise Global Schools  
  - Gorta Self Help Africa and Concern are key contributors to the WWGS consortium.

  - delivers continuous professional development for post-primary teachers in collaboration with the Junior Cycle Team.
### PMF Output Indicator 2.4

97 new and 11 revised or updated knowledge products shared and used to strengthen practice

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>Knowledge Product Details</th>
</tr>
</thead>
</table>
| **Trócaire** | 1. What is Development Education? - Irish Aid funded  
2. Teaching about Climate Change in Irish Primary Schools – EC DEAR funded  
**Global Goals Women’s Empowerment resources (7). All Irish Aid funded:**  
3. Early Years: Fatu’s World  
4. Primary: Kumba’s School  
5. Bunscoil: Scoil Kumba  
6. Post-Primary: Equals? Women’s Empowerment in Sierra Leone  
7. Meanscoil: Cothroime? Cumhachtú na mban i Sierra Leon  
8. Youth: Power to be Equal  
9. Global Goals Photopack |
| **Concern** | **SDG’s**  
1. Clean Water and Sanitation  
2. Good Health and Well Being  
3. Affordable and Clean Energy  
**County profiles**  
4. Central African Republic  
5. Somalia  
6. Liberia  
7. Chad  
8. Haiti  
9. Rwanda  
**Concern Debates**  
10. Concern Debates Adjudicators handbook  
11. Concern Debates Handbook for Teachers and Students |
| **Children in Crossfire** | **Primary and post-primary resources**  
1. Educating the Heart OCN Level 3 Primary Northern Ireland  
2. Educating the Heart OCN Level 3 Post-Primary Northern Ireland  
3. Educating the Heart Pupil Learning Framework for Primary Sector |
| GOAL | Updated Post-Primary Exploring Conflict  
Developed infant resource 'Water, Come to Me!' |
| Plan | PLAN international IRELAND: Development Education Primary Teacher Handbook  
PLAN international IRELAND: Development Education Post-Primary Teacher Handbook |

**Videos**
1. From Fear to Farming - Farming Future for African Refugees  
2. Kenya, Supporting Rural Youth in Africa- Uganda, Alice Nyariaro Kenya  
3. Poverty has a Name  
4. Science for Development Award Winner in Malawi 2018  
5. Around the World in 80 Actions  
7. Science for Development Exhibition 2018  

**Teacher Tool Kits**

**Scoil Net resources**
9. Working with Rural Communities Across Africa - Case Studies  
https://selfhelpafrica.org/ie/our-work-in-africa/  
10. Self Help Africa - 'Our Work with Schools'  
https://selfhelpafrica.org/ie/education/  
11. Food from Africa’s Farms - Cards  
12. Climate Change Farming in Africa Exhibition  
13. BT Young Scientist - Science for Development Award  
14. Climate Change Quiz  
15. Foods from Africa Exhibition  
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

**Blog on De.ie**


**Afri**

1. TU Dublin and Afri on our YouTube channel: [https://www.youtube.com/watch?v=RjXCceMjmjo](https://www.youtube.com/watch?v=RjXCceMjmjo)

2. The SDG overview was included in the Famine Walk leaflet

**An Taisce**

Kahoot Quiz on Fair trade created.

**Cork IT**

**Masters class short films**

1. Creativity and Change Introduction to the 2019 Masterclass Series
2. Creativity and Change Masterclasses 2019: Street Art
5. Creativity and Change Masterclass Series 2019: Words to Change the World
6. Creativity and Change Masterclasses: Embodied Learning in Nature
7. Playback Theatre with Chriszine Backhouse

**Centre for Global Education**

Policy and Practice Issue 27 (2018)


<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Journal</th>
<th>Volume</th>
<th>Issue</th>
<th>Pages</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development Perspectives</strong></td>
<td><strong>Resource packs on De.ie</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>1. SDG 1. No Poverty #SD challenge Info Pack</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. SDG 2. Zero Hunger #SD challenge Info Pack</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Action Plan</td>
<td>‘Action on Global Goals’ toolkit and resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Inishowen Development Partnership | 1. Alcohol Forum Collaboration on alcohol advertising and gender  
2. ChangeMakers Project Documentation |
| National Youth Council of Ireland | Activism, the SDGs and YOUth!  
| UCC | UCC DGCE Strategic Plan 2019-2022 |
| Ubuntu | 1. Guidelines for Development Education on School Placement  
2. Science and DE Poster  
3. Artefacts of Learning |
| Youthwork Ireland Tipperary | 1. SDG’S and Me board game resource was developed.  
2. What Gender means workshop. Found online  
3. What’s the photostory project  
4. YWIT DE policy |
| Suas Educational Development | Stand up to prejudice and discrimination resource |
| WWGS          | **Financial Justice Ireland (FJI)** Not Business As Usual resource. This new resource is now available for the 2019/20 academic year and is designed to support Junior Cycle Business Studies teachers in exploring global justice topics using active learning methodologies. It provides clear guidance on how to incorporate financial justice themes into all three strands of the curriculum – Personal Finance, Enterprise and Our Economy.  
|              | A further grantees knowledge product is the America Latina Vida and Lengua (Exploring Latin American Realities through Spanish) resource, for which an updated version was produced and shared in this reporting period by the Latin America Solidarity Centre (LASC).  
|              | Let’s Talk Sustainable Development Goals (SDGs) - The Global Goals for Sustainable Development, a resource produced by the Spiritan Education Trust.  
|              | The new **YSI Global Citizens Award** may also be regarded as a further knowledge product created during this reporting period that may help to strengthen GCE practise in the schools that they engage.  
|              | Doing DE in History was finalised in September 2018.  
| Total of 108 knowledge products |
### Output 3- Further integration and mainstreaming of quality development education in formal education curricula, programmes and structures

<table>
<thead>
<tr>
<th>PMF Output Indicator 3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels of integration of development education in schools and numbers of schools where DE is being delivered</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engaged Primary Schools</strong></td>
</tr>
<tr>
<td>920 primary schools</td>
</tr>
<tr>
<td>• <strong>Ireland:</strong> 864 primary schools (27%)(^i)</td>
</tr>
<tr>
<td>• <strong>NI:</strong> 56 primary schools</td>
</tr>
</tbody>
</table>

*Note 943 (29%) primary schools in Ireland if you include the reach of Irish Aid workshops and OWIA*

<table>
<thead>
<tr>
<th>Counties Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ireland:</strong> All 26 counties</td>
</tr>
</tbody>
</table>

The five highest levels of primary school coverage were in Counties Kildare (39%), Longford (37%), Carlow (36%), Sligo (33%) and Roscommon (33%).

**NI:** 5 counties: Armagh, Antrim, Derry, Down and Tyrone

<table>
<thead>
<tr>
<th>Post-Primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engaged Post-Primary Schools</strong></td>
</tr>
<tr>
<td>461 post-primary schools</td>
</tr>
<tr>
<td>• <strong>Ireland:</strong> 437 post-primary schools (61%)(^ii)</td>
</tr>
<tr>
<td>• <strong>NI:</strong> 24 post-primary schools</td>
</tr>
</tbody>
</table>

*Note 463 (65%) post-primary schools in Ireland if you include the reach of Irish Aid workshops*

<table>
<thead>
<tr>
<th>Counties Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ireland:</strong> All 26 counties</td>
</tr>
</tbody>
</table>

The five highest levels of post-primary school coverage were in Counties Kildare (78%), Longford (78%), Louth (78%), Kerry (77%) and Carlow (75%).

**NI:** 5 counties: Armagh, Antrim, Derry, Down and Tyrone

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\(^i\) DES reported that there were 3,248 primary schools in Ireland in 2017-2018. Irish Aid funded projects and programmes are reaching 27% of these.

\(^ii\) DES reported that there were 714 post-primary schools in Ireland in 2017-2018. Irish Aid funded projects and programmes are reaching 61% of these.
### PMF Output Indicator 3.1
#### Levels of integration of development education in schools

<table>
<thead>
<tr>
<th>Level of Engagement</th>
<th>For primary level schools AND post-primary schools currently not implementing WWGS</th>
<th>For post-primary schools currently implementing the WWGS Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BASELINE September 2017</td>
<td>ACHIEVED August 2018</td>
</tr>
<tr>
<td>Level 1 Intermittent</td>
<td>Primary 18</td>
<td>Post-Primary 12</td>
</tr>
<tr>
<td>Level 2 Continuous</td>
<td>Primary 238</td>
<td>Post-Primary 180</td>
</tr>
<tr>
<td>Level 3 Commitment</td>
<td>Primary 31</td>
<td>Post-Primary 36</td>
</tr>
<tr>
<td>Total</td>
<td>287</td>
<td>228</td>
</tr>
</tbody>
</table>

I Partners self-assessed engagement levels in schools.

ii Reporting on level of integration was mostly by Programme Grant II partners who were reporting on the 2017/2018 timeframe, partners included Children in Crossfire, Concern, Goal, Trócaire and Gorta Self Help Africa.

### PMF Output Indicator 3.2
#### Number of student teachers engaged in Initial Teacher Education (ITE) receiving DE interventions and % of those students reporting an improvement in their DE Knowledge and Skills

<table>
<thead>
<tr>
<th>NUMBER OF STUDENT TEACHERS ENGAGED</th>
<th>% OF STUDENT TEACHERS REPORTING IMPROVED KNOWLEDGE AND SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total 6,234 ITE students comprising Early years 351 Primary 3,474 Post-Primary 2,409</td>
<td>Of 3,105 student teachers surveyed 64% (1,989) reported improved knowledge and skills.</td>
</tr>
</tbody>
</table>

i As some partners did not survey teachers, this caused some problems in ascertaining accurate feedback on improved knowledge.
### PMF Output Indicator 3.3 (Primary)
#### Level of Integration into Primary Initial Teacher Education (DICE and Plan)

<table>
<thead>
<tr>
<th>Level</th>
<th>Foundational Integration</th>
<th>Functional Integration</th>
<th>Fully Integrated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Awareness Raising</td>
<td>Modules Integrating DE</td>
<td>Core DE Modules</td>
</tr>
<tr>
<td>Level 1</td>
<td>No. of DE awareness raising events and learning activities (out of class activities aimed at providing information/peaking interest e.g. exhibition, resource fair, film night, debate)</td>
<td>No. and % of student teachers introduced to DE themes through integrated learning</td>
<td>No. and % of student teachers undertaking 1+ dedicated core module(s) on DE</td>
</tr>
<tr>
<td>Level 2</td>
<td>No. of curriculum modules or foundation studies integrating DE themes</td>
<td>No. of core dedicated DE modules with a specific focus on global development issues</td>
<td>No. of core dedicated DE modules with a specific focus on DE themes</td>
</tr>
<tr>
<td>Level 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>Elective DE Modules</td>
<td>Research</td>
<td>Teaching placement</td>
</tr>
<tr>
<td>Level 5</td>
<td>No. and % of student teachers undertaking 1+ specialized learning module(s) on DE</td>
<td>No. and % of BEd4/PME2 students undertaking research on an area specializing on a DE theme</td>
<td>No. and % of BEd4/PME2 students who report that they integrated global development themes in their teaching while on school placement</td>
</tr>
<tr>
<td>Level 6</td>
<td></td>
<td></td>
<td>Level of confidence reported by BEd4/PME student teachers about the statement: “I feel confident integrating global development issues into my teaching” (scale 0-5: 0-strongly disagree and 5 strongly agree.</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Institutions: i</th>
<th>Institutions included Dublin City University, Maynooth University, Trinity College Dublin, Mary Immaculate College and Hibernia College.</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Collated Results</th>
<th>Institutions</th>
<th>Institutions</th>
<th>Institutions</th>
<th>Institutions</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 institutions</td>
<td>5 institutions</td>
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<td>4 institutions</td>
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<td>4 institutions</td>
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</tbody>
</table>
### PMF Output Indicator 3.3 (Post-Primary)
#### Level of Integration into Post-Primary Initial Teacher Education (Ubuntu)

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Foundational Integration</th>
<th>Functional Integration</th>
<th>Fully Integrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>An introduction to DE is provided to student teachers</td>
<td>Subject-specific modules incorporate DE themes</td>
<td>DE is aligned with core ITE components (as stipulated by the Teaching Council, e.g. ICT in education, philosophy of education, diversity)</td>
<td>DE is incorporated into School Placement</td>
</tr>
<tr>
<td>13 institutions</td>
<td>9 institutions</td>
<td>9 institutions</td>
<td>3 institutions</td>
</tr>
</tbody>
</table>

i Institutions include Galway Mayo Institute of Technology, Maynooth University, National College of Art and Design, National University of Ireland Galway, St Angela’s College Sligo, Trinity College Dublin, University College Cork, Cork Institute of Technology, University College Dublin, University of Limerick, Limerick Institute of Technology, Hibernia College, Mary Immaculate College and Dublin City University.

### PMF Output Indicator 3.4

#### Number of qualified teachers receiving Continuous Professional Development in DE and % of those teachers reporting an improvement in their DE Knowledge and Skills

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS ENGAGED</th>
<th>% OF TEACHERS REPORTING IMPROVED KNOWLEDGE / SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,377 instances of qualified teachers received CPD i in DE comprising of 499 Primary teachers and 878 Post-Primary teachers</td>
<td>Of 1,114 teachers surveyed 50% (557) reported improved knowledge/skills</td>
</tr>
</tbody>
</table>

i As some partners did not survey teachers, this caused some problems in ascertaining accurate feedback on improved knowledge.

ii CPD was provided by Children in Crossfire, Trócaire, Concern, Gorta-Self Help Africa, Head, Heart and Hands, Poetry Ireland, Worldwise Global Schools, Waterford One World Centre and An Táisce.
## PMF OUTPUT INDICATOR 3.5 LEVEL OF INTEGRATION IN THIRD LEVEL INSTITUTIONS

### DEVELOPMENT EDUCATION IN THIRD LEVEL INSTITUTIONS; IRELAND and NI BREAKDOWN BY PARTNER AND GEOGRAPHICAL LOCATION

<table>
<thead>
<tr>
<th>Institution</th>
<th>County</th>
<th>Partner Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queens University</td>
<td>Antrim</td>
<td>Suas, Trócaire, Concern</td>
</tr>
<tr>
<td>St Mary’s University</td>
<td>Antrim</td>
<td>DICE, GSHA, CIC ii, Plan</td>
</tr>
<tr>
<td>University of Ulster</td>
<td>Antrim</td>
<td>PMIA iii, Afri, CGE iv, FJI v, FOE vi, Ubuntu, WOWC</td>
</tr>
<tr>
<td>IT Carlow</td>
<td>Carlow</td>
<td>Trócaire, PMIA, Afri, FJI</td>
</tr>
<tr>
<td>CIT (CCAD)</td>
<td>Cork</td>
<td>Suas, Trócaire, Concern</td>
</tr>
<tr>
<td>UCC</td>
<td>Cork</td>
<td>Concern, PMIA, Ubuntu, Annual Grant</td>
</tr>
<tr>
<td>Letterkenny IT</td>
<td>Donegal</td>
<td>Trócaire, PMIA</td>
</tr>
<tr>
<td>IT Blanchardstown</td>
<td>Dublin</td>
<td>Concern, Afri</td>
</tr>
<tr>
<td>Dublin Business School</td>
<td>Dublin</td>
<td>Suas, Trócaire, Concern, DICE, PMIA, CGE, FOE, Ubuntu</td>
</tr>
<tr>
<td>DCU</td>
<td>Dublin</td>
<td>Suas, Concern, GSHA, PMIA, FOE, Ubuntu, UCDO</td>
</tr>
<tr>
<td>Dublin IT</td>
<td>Dublin</td>
<td>Suas, Concern, GSHA, PMIA, FJI, FOE, Ubuntu</td>
</tr>
<tr>
<td>Independent College</td>
<td>Dublin</td>
<td>Concern, PMIA</td>
</tr>
<tr>
<td>IT Tallaght</td>
<td>Dublin</td>
<td>Ubuntu</td>
</tr>
<tr>
<td>NCAD</td>
<td>Dublin</td>
<td>Plan</td>
</tr>
<tr>
<td>UCD</td>
<td>Dublin</td>
<td>Suas, Concern, GSHA, PMIA, FOE, Ubuntu, UCDO</td>
</tr>
<tr>
<td>TCD</td>
<td>Dublin</td>
<td>Suas, Concern, DICE, GSHA, PMIA, FJI, FOE, Ubuntu</td>
</tr>
<tr>
<td>Hibernia College</td>
<td>Dublin</td>
<td>Ubuntu</td>
</tr>
<tr>
<td>GMIT</td>
<td>Galway</td>
<td>Concern</td>
</tr>
<tr>
<td>NUIG</td>
<td>Galway</td>
<td>Suas, Trócaire, GSHA, PMIA, FOE, Ubuntu, WOWC</td>
</tr>
<tr>
<td>IT Tralee</td>
<td>Kerry</td>
<td>Trócaire</td>
</tr>
<tr>
<td>MU</td>
<td>Kildare</td>
<td>Suas, Trócaire, Concern, DICE, GSHA, PMIA, Afri, CGE, FJI, Ubuntu</td>
</tr>
<tr>
<td>LIT (LSAD)</td>
<td>Limerick</td>
<td>Concern</td>
</tr>
<tr>
<td>MIC</td>
<td>Limerick</td>
<td>Trócaire, DICE, CIC</td>
</tr>
<tr>
<td>UL</td>
<td>Limerick</td>
<td>Concern, PMIA</td>
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<tr>
<td>DKIT</td>
<td>Louth</td>
<td>Concern, PMIA</td>
</tr>
<tr>
<td>GMIT (Castlebar)</td>
<td>Mayo</td>
<td>Afri</td>
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<tr>
<td>IT Sligo</td>
<td>Sligo</td>
<td>Trócaire</td>
</tr>
<tr>
<td>St Angela’s</td>
<td>Sligo</td>
<td>Ubuntu</td>
</tr>
<tr>
<td>LIT, Thurles</td>
<td>Tipperary</td>
<td>Trócaire</td>
</tr>
<tr>
<td>MIC, Thurles</td>
<td>Tipperary</td>
<td>CIC</td>
</tr>
<tr>
<td>Waterford IT</td>
<td>Waterford</td>
<td>Trócaire, Concern</td>
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</table>

22
## DEVELOPMENT EDUCATION IN HIGHER EDUCATION AUTHORITY RECOGNISED UNIVERSITIES, INSTITUTES OF TECHNOLOGY AND COLLEGES IN IRELAND (excluding NI)

### Universities

<table>
<thead>
<tr>
<th>No.</th>
<th>Institution</th>
<th>Campus</th>
<th>County</th>
<th>DE interventions reported:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dublin City University</td>
<td></td>
<td>Dublin</td>
<td>Trócaire, DICE, Concern, Suas, Ubuntu, PMIA, CGE and FOE</td>
</tr>
<tr>
<td>2</td>
<td>University College Cork</td>
<td></td>
<td>Cork</td>
<td>Trócaire, Concern, Suas, PMIA, UCC and Ubuntu</td>
</tr>
<tr>
<td>3</td>
<td>National University of Ireland, Galway</td>
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<td>Galway</td>
<td>Trócaire, GSHA, Suas, FOE, PMIA, WOWC and Ubuntu</td>
</tr>
<tr>
<td>4</td>
<td>Maynooth University</td>
<td></td>
<td>Kildare</td>
<td>Trócaire, DICE, Concern, GSHA, Suas, CGE, Afrí, PMIA, Ubuntu and FJI</td>
</tr>
<tr>
<td>5</td>
<td>Trinity College Dublin</td>
<td>College Green</td>
<td>Dublin</td>
<td>Concern, DICE, GSHA, Suas, Ubuntu, FJI, PMIA and FOE</td>
</tr>
<tr>
<td>6</td>
<td>University College Dublin</td>
<td>Belfield</td>
<td>Dublin</td>
<td>Concern, GSHA, Suas, UCDVO, Ubuntu, PMIA and FOE</td>
</tr>
<tr>
<td>7</td>
<td>University of Limerick</td>
<td></td>
<td>Limerick</td>
<td>Concern, PMIA and Ubuntu</td>
</tr>
</tbody>
</table>

### Institutes of Technology

<table>
<thead>
<tr>
<th>No.</th>
<th>Institution</th>
<th>Campus</th>
<th>County</th>
<th>DE interventions reported:</th>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>Athlone Institute of Technology</td>
<td>Westmeath</td>
<td></td>
<td>Trócaire and Concern</td>
</tr>
<tr>
<td>9</td>
<td>Dublin Institute of Technology</td>
<td>Dublin</td>
<td></td>
<td>Concern, GSHA, PMIA and Suas</td>
</tr>
<tr>
<td>10</td>
<td>Cork Institute of Technology</td>
<td>CIT</td>
<td>Cork</td>
<td>Trócaire, Concern, CCAD and Ubuntu</td>
</tr>
<tr>
<td>11</td>
<td>Dún Laoghaire Institute of Art and Design</td>
<td>Dublin</td>
<td></td>
<td>Concern and PMIA</td>
</tr>
<tr>
<td>12</td>
<td>Dundalk Institute of Technology</td>
<td>Louth</td>
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</tr>
<tr>
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<td>Institution</td>
<td>Campuses</td>
<td>Other Colleges</td>
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<tr>
<td>13</td>
<td>Galway-Mayo Institute of Technology</td>
<td>GMIT Galway</td>
<td>Concern, Afri and Ubuntu</td>
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<tr>
<td></td>
<td></td>
<td>GMIT Letterfrack</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>GMIT Castlebar</td>
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<td></td>
<td></td>
<td>Galway Mayo</td>
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<td></td>
<td></td>
<td>Mayo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Institute of Technology Blanchardstown</td>
<td>Dublin</td>
<td>Concern and Afri</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Institute of Technology Carlow</td>
<td>Carlow</td>
<td>Trócaire, FJI, PMIA and Afri</td>
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<td>Wexford</td>
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<td></td>
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<td>16</td>
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<td>Trócaire</td>
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<td>17</td>
<td>Institute of Technology Tallaght</td>
<td>Dublin</td>
<td>PMIA</td>
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<td>18</td>
<td>Institute of Technology Tralee</td>
<td>Kerry</td>
<td>Trócaire</td>
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<td>19</td>
<td>Letterkenny Institute of Technology</td>
<td>Donegal</td>
<td>Trócaire and PMIA</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Limerick Institute of Technology</td>
<td>LIT Limerick</td>
<td>Trócaire and Ubuntu</td>
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<td>LIT Thurles</td>
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<td></td>
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<td>LSAD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Waterford Institute of Technology</td>
<td>Waterford</td>
<td>Trócaire, WOWC and Concern</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Royal College of Surgeons in Ireland</td>
<td>Dublin</td>
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<tr>
<td>23</td>
<td>Royal Irish Academy</td>
<td>Dublin</td>
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<tr>
<td>24</td>
<td>St Angela’s College</td>
<td>Sligo</td>
<td>Ubuntu</td>
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<tr>
<td>25</td>
<td>National College of Art and Design</td>
<td>Dublin</td>
<td>Ubuntu</td>
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</tr>
<tr>
<td>26</td>
<td>Mary Immaculate College</td>
<td>MIC Limerick</td>
<td>Trócaire, CIC, UBUNTU and DICE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MIC Thurles</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Limerick Tipperary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Campuses; Total of 30 out of 35 (86% reach)**

**Institutions; Total of 23 out of 26 (88% reach)**

**15 counties**

**80 DE interventions reported**
## DEVELOPMENT EDUCATION IN THIRD LEVEL INSTITUTIONS; ACADEMIC COURSE AND FACULTY CONTACT BY PARTNER AND GEOGRPAHICAL LOCATION

<table>
<thead>
<tr>
<th>Institution</th>
<th>County</th>
<th>Department</th>
<th>Course/ Module / Project</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Carlow</td>
<td>Carlow</td>
<td>Dept. of Business</td>
<td>Supply Chain Management (UG)</td>
<td>PMIA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dept. of Humanities</td>
<td>Early Childhood Education and Care</td>
<td>Trócaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BA Applied Social Studies (Professional Social Care)</td>
<td>FJI</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BA Youth and Community Work</td>
<td></td>
</tr>
<tr>
<td>Cork IT</td>
<td>Cork</td>
<td>Dept. of Sport, Leisure and Childhood Studies</td>
<td>Early Years Education; Montessori Education</td>
<td>Trócaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Project: Nelson Mandela Debates – run in association with the African Students Association</em></td>
<td>Concern</td>
</tr>
<tr>
<td></td>
<td></td>
<td>College of Arts, Celtic Studies and Social Science</td>
<td>Professional Master of Education (Post-Primary)</td>
<td>Trócaire</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Early Years and Childhood Studies</td>
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<td><em>Project: Nelson Mandela Debates – run in association with the African Students Association</em></td>
<td>Concern</td>
</tr>
<tr>
<td></td>
<td></td>
<td>College of Arts, Celtic Studies and Social Science</td>
<td>MSC SMEs and Local Development</td>
<td>PMIA</td>
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<tr>
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<td>Marketing and Society</td>
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<td>Professional Masters of Education (Post-Primary)</td>
<td>Ubuntu</td>
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<td>Dept. of Nursing and Health Studies</td>
<td>Early Childhood Care, Health and Education</td>
<td>Trócaire</td>
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<td>Dept. of Business Studies</td>
<td>Managing Innovation Process (MSC)</td>
<td>PMIA</td>
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<td>Dublin</td>
<td><em>Project: Nelson Mandela Debates – run in association with the African Students Association</em></td>
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<td>Concern</td>
</tr>
<tr>
<td>Dublin Business School</td>
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<td>The International Department</td>
<td>MSc International Business</td>
<td>PMIA</td>
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<tr>
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<td>Knowledge Exchange Program</td>
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<tr>
<td>Institution</td>
<td>City</td>
<td>School/Department</td>
<td>Programs/Projects</td>
<td>Partners/Projects</td>
</tr>
<tr>
<td>-----------------------------------</td>
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</tr>
<tr>
<td>DCU</td>
<td>Dublin</td>
<td>School of STEM Education, Innovation and Global Studies</td>
<td>Minor Specialism in ICE and Development Education</td>
<td>Trócaire</td>
</tr>
<tr>
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<td><em>Project: Nelson Mandela Debates -- run in association with the African Students Association</em></td>
<td>Concern</td>
</tr>
<tr>
<td>Institute of Education</td>
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<td>Bachelor in Early Childhood Education</td>
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<td>DCU Business School</td>
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<td>New Generation Management (PG)</td>
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<td>Business Strategy (MBA)</td>
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<td>College of Arts and Tourism</td>
<td>Tourism in Developing Countries module</td>
<td>GSHA</td>
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<td>International Business and Languages (UG)</td>
<td>PMIA</td>
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<td>Tourism and International Development</td>
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<tr>
<td>College of Business</td>
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<td></td>
<td>International Business (MSc)</td>
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<tr>
<td></td>
<td></td>
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<td>Where there is no Engineer/ Development Technology in the Community Research Group</td>
<td>Concern</td>
</tr>
<tr>
<td>Hibernia College</td>
<td>Dublin</td>
<td></td>
<td>Professional Masters of Education (Primary)</td>
<td>Plan Ireland</td>
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<td>Professional Masters of Education (Post-Primary)</td>
<td>Plan Ireland &amp; Ubuntu</td>
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<td>Independent College</td>
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<td>School of Business</td>
<td>Business Management (UG)</td>
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<td>IT Tallaght</td>
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<td>Dept. of Marketing and Business Computing</td>
<td>International Marketing (UG)</td>
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<td>Marketing and Advertising (UG)</td>
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<td>Behaviour Studies (UG)</td>
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<tr>
<td>National College of Art and Design</td>
<td>Dublin</td>
<td>School of Education</td>
<td>Bachelor of Education</td>
<td>Ubuntu</td>
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<tr>
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<td>Dept. of Geography</td>
<td>FJI</td>
</tr>
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<td>Location</td>
<td>Programme</td>
<td>Course</td>
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<tr>
<td>TCD</td>
<td>Dublin</td>
<td>Trinity Business School</td>
<td>Social Entrepreneurship (UG)</td>
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<td>Social Entrepreneurship (PG)</td>
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<td>School of Medicine</td>
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<td>MSc in Global Health, TCD: Agriculture and Climate Change</td>
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<td><em>Project: Nelson Mandela Debates -- run in association with the African Students Association</em></td>
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<tr>
<td>Marino Institute of Education</td>
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<td>Bachelor of Education</td>
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<tr>
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<tr>
<td>Dept. of Applied Social Studies</td>
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<td>Dept. of Psychology, Inclusive and Special Education</td>
<td>Bachelor of Education in Education and Psychology</td>
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</table>
| University of Limerick | Limerick | Kemmy Business School | International Management and Global Business | PMIA  
|-----------------------|---------|----------------------|---------------------------------------------|---  
|                       |         | Project: Nelson Mandela Debates -- run in association with the African Students Association | Concern |  
|                       |         | College of Engineering | BSc Construction Management and Engineering | Ubuntu  
|                       |         | College of Education | BSc Ed Biology and Physics |  
|                       |         | BSc Physical Education | |  
| Dundalk IT | Louth | Dept. of Business Studies | Intercultural Studies | PMIA  
| | | Project: Nelson Mandela Debates -- run in association with the African Students Association | Concern |  
| IT Sligo | Sligo | School of Business and Social Science | Early Childhood Care and Education | Trócaire  
| St Angela’s College | Sligo | Dept. of Education | Bachelor of Education | Ubuntu  
| Mary Immaculate College (Thurles) | Tipperary | Faculty of Education | Bachelor of Education |  
| Limerick IT (Thurles) | Tipperary | Dept. of Applied Social Sciences | Early Childhood Care and Education | Trócaire  
| Waterford IT | Waterford | School of Lifelong Learning and Education | Early Childhood Studies |  
| | | Project: Nelson Mandela Debates -- run in association with the African Students Association | Concern |  
| Athlone IT | Westmeath | Dept. of Lifelong Learning | Early Years Care and Education | Trócaire  
| | | Project: Nelson Mandela Debates -- run in association with the African Students Association | Concern |  
| IT Carlow (Wexford) | Wexford | Dept. of Humanities | Early Childhood Education and Care | Trócaire |
### Formal Integration into Higher Education

<table>
<thead>
<tr>
<th>Reporting by</th>
<th>Dedicated FTEs: Proudly Made in Africa and CIT</th>
<th>Baseline January 2018</th>
<th>Foundational Integration</th>
<th>Functional Integration</th>
<th>Fully Integrated</th>
<th>Result December 2018</th>
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<td>16 Institutions</td>
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**LEVEL**

<table>
<thead>
<tr>
<th>Foundational</th>
<th>1</th>
<th>Institution holds 2 or more awareness-raising events relating to themes of DE per year (activities designed with the intent to provide information/peak interest)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>Institution holds 2 or more participative events (non-accredited learning activities designed with the intent to facilitate deeper learning and discussion, provide different perspectives etc.)</td>
</tr>
<tr>
<td>Functional</td>
<td>3</td>
<td>Institution reports integration of DE in 2 or more modules or having one optional DE module</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Institution reports integration of DE in 4 or more modules or having one optional DE module</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Institution supports the development of resources for DE</td>
</tr>
<tr>
<td>Fully integrated</td>
<td>6</td>
<td>Members of staff have responsibility for promoting DE</td>
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31
Development education is referenced in the institution’s strategy.

## Non-Formal Integration into Higher Education

<table>
<thead>
<tr>
<th>Reporting by SUAS</th>
<th>Baseline December 2017</th>
<th>Foundational Integration</th>
<th>Functional Integration</th>
<th>Fully Integrated</th>
<th>Result December 2018</th>
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<td>x</td>
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<td>3</td>
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</table>

### Foundational

**Level 1**

**Student Awareness**

Students know about STAND awareness-raising and learning activities.

**Measured by:** Number and estimated reach of campaigns to raise awareness of STAND activities among students.

Number of sign ups to STAND newsletter.

Number of expressions of interest in STAND activities.

### Functional

**Level 2**

**Student Participation in DE Activities**

Students are attending STAND educational activities on/near campus.

**Measured by:** Number and % of students introduced to DE themes through attendance at one or more STAND activities.

**Level 3**

**Increasing Student Participation in DE Activities**

Regular schedule of STAND activities on campus well attended by students.

**Measured by:** Number of STAND activities taking place on campus + Number and % of students introduced to DE themes through attendance at activities on campus.

**Level 4**

**Students Supporting the Delivery of DE Activities on Campus**

Students and student groups on campus actively supporting delivery of STAND activities on campus.

**Measured by:** Number and % of students involved in coordinating STAND activities / DE knowledge-sharing on campus.

Number and % of students introduced to DE themes through attendance at STAND activities on campus.
| Fully integrated | 5 | Students Coordinating the Delivery of DE Activities on Campus | Established STAND presence, reputation and infrastructure on campus to allow for regular DE activities to take place on campus with minimal STAND support. Measured by: Number and % of students coordinating STAND activities / DE knowledge-sharing on campus Number and % of students introduced to DE themes through attendance at activities on campus |
### Output 4- Increased integration, quality and spread of development education programmes in non-formal education programmes and structures

#### PMF OUTPUT 4 ENGAGEMENT IN NON FORMAL EDUCATION PROGRAMMES

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Number of People</th>
<th>Counties</th>
<th>Level of Engagement</th>
</tr>
</thead>
</table>
| **Output Indicator 4.1**  
Level of engagement of young people in DE | 867 Young people reached | 16 counties: Carlow, Cavan, Clare, Cork, Donegal, Dublin, Galway, Kildare, Leitrim, Limerick, Louth, Mayo, Meath, Tipperary, Waterford and Wicklow. Partners: Trócaire, Plan, ECO UNESCO, National Youth Council Of Ireland and Youthwork Ireland Tipperary. | 43 instances of young people with increased awareness  
444 instances of young people with increased understanding  
245 instances of young people engaging in action |
| **Output Indicator 4.2**  
Level of engagement of people in DE in the Adult and Community Education (ACE) sector | 5,799 ACE people reached | 20 counties: Carlow, Cavan, Clare, Cork, Donegal, Dublin, Galway, Kerry, Kildare, Kilkenny, Limerick, Longford, Louth, Mayo, Meath, Monaghan, Offaly, Sligo, Waterford and Wexford. Partners: Gorta- Self-Help Africa, Development Perspectives, Friends of The Earth, Global Action Plan, Inishowen Development Partnership, Latin America Solidarity Centre, Lourdes Youth and Community Services and Waterford One World Centre. | 1,130 instances of people with increased awareness  
2,305 instances of people with increased understanding  
918 instances of people engaging in action |
| Output Indicator 4.3  
Number of youth workforce, adult and community educators and international volunteers engaged in DE interventions | 1,983 Youth workforce, adult and community educators and international volunteers reached | 23 counties: Carlow, Cavan, Clare, Cork, Donegal, Dublin, Galway, Kerry, Kildare, Kilkenny, Leitrim, Limerick, Longford, Louth, Mayo, Meath, Monaghan, Offaly, Sligo, Tipperary, Wicklow, Waterford and Wexford. Partners: Trócaire, Cork Institute of Technology, Development Perspectives, ECO UNESCO, EIL Intercultural Learning, Latin America Solidarity Centre, Lourdes Youth and Community Services, National Youth Council of Ireland, Tearfund, University College Dublin Volunteers Overseas and Youthwork Ireland Tipperary | 63% (1,249) reporting an improvement in their DE Knowledge and Skills (Understanding) |
<table>
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<tr>
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<tbody>
<tr>
<td>Total Reach for Output 4</td>
<td>8,649 people reached</td>
<td>23 counties: Carlow, Cavan, Clare, Cork, Donegal, Dublin, Galway, Kerry, Kildare, Kilkenny, Leitrim, Limerick, Longford, Louth, Mayo, Meath, Monaghan, Offaly, Sligo, Tipperary Wicklow, Waterford and Wexford,</td>
<td>1,173 (13%) instances of people with increased awareness 3,998 (46%) instances of people with increased understanding 1,163 (13%) instances of people engaging in action</td>
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</table>
### PMF Output 4.4
Existence of active strategic partnership programmes (youth sector and adult and community sector)

<table>
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<th>RESULT 2018</th>
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<tbody>
<tr>
<td><strong>YOUTH STRATEGIC PARTNERSHIP</strong></td>
<td></td>
<td><strong>TARGET Year 1:</strong> Evaluate applications for strategic partnership</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>On track: exceeded target</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Applications for Youth Strategic Partnership appraised</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Youth Strategic Partnership established with NYCI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Youth Strategic Partnership programme awarded €100,000 grant for 2018-2019 set-up phase</td>
</tr>
<tr>
<td><strong>ACE STRATEGIC PARTNERSHIP</strong></td>
<td></td>
<td><strong>Off track: target adjusted</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approval sought from IDC for ACE Strategic Partnership programme with grant for set-up phase to be awarded in 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TARGET 2019</th>
<th>RESULT 2019</th>
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</thead>
<tbody>
<tr>
<td><strong>NYCI YOUTH STRATEGIC PARTNERSHIP</strong></td>
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<td><strong>On track: target achieved</strong></td>
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<tr>
<td>• Agree consortium ToRs</td>
<td></td>
<td>Youth Strategic Consortium ToR’s were agreed.</td>
</tr>
<tr>
<td>• Agree RF for years 1-3</td>
<td></td>
<td>Youth Strategic Results Framework for years 1-3 was agreed.</td>
</tr>
<tr>
<td><strong>ACE STRATEGIC PARTNERSHIP</strong></td>
<td></td>
<td><strong>On track: target achieved</strong></td>
</tr>
<tr>
<td>• Issue Call for Proposals</td>
<td></td>
<td>Applications for Adult and Community Education (ACE) Strategic Partnership appraised</td>
</tr>
<tr>
<td>• Evaluate applications for strategic partnership</td>
<td></td>
<td>ACE Strategic Partnership established with Development Perspectives</td>
</tr>
<tr>
<td>• Award set-up phase grant for the programme</td>
<td></td>
<td>ACE Strategic Partnership programme awarded €120,000 grant for 2019-2020 set-up phase</td>
</tr>
</tbody>
</table>
Output 5-Increased awareness within the education sector of Ireland’s Development Cooperation programme and the UN Sustainable Development Goals

**PMF Output Indicator 5.1**
Number of primary and post-primary schools (disaggregated by new schools and previous applicant schools) engaging with Irish Aid through:

<table>
<thead>
<tr>
<th></th>
<th>Our World Awards</th>
<th>Irish Aid Primary Workshops</th>
<th>Irish Aid Post-Primary Workshops</th>
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</thead>
<tbody>
<tr>
<td><strong>2018</strong> Total number of schools registered: 1,501</td>
<td></td>
<td>Total numbers attending: 1,904</td>
<td>Total numbers attending: 3,942</td>
</tr>
<tr>
<td>• Number of new schools: 599</td>
<td></td>
<td>New schools: 10</td>
<td>New schools: 24</td>
</tr>
<tr>
<td>• Number of previous applicant schools: 902</td>
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<td>Previous applicant schools: 28</td>
<td>Previous applicant schools: 75</td>
</tr>
<tr>
<td>Total number of schools that entered projects: 102</td>
<td></td>
<td>Total number of schools: 38</td>
<td>Total number of schools: 99</td>
</tr>
<tr>
<td>• Number of new schools: 47</td>
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</tr>
<tr>
<td>• Number of previous applicant schools: 55</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PMF Output Indicator 5.2**
Number of student teachers engaging with Irish Aid through Irish Aid workshops

<table>
<thead>
<tr>
<th>ITE Institution</th>
<th>Number of student teachers engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 Mary Immaculate College, Froebe (MU), Church of Ireland College of Education, Trinity College Dublin, St Patrick’s College (DCU), National College of Art and Design and University College Dublin.</td>
<td>1,537</td>
</tr>
</tbody>
</table>
### Appendix 1 Numbers of learners engaged by partner organisation

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Learners Engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our World Irish Aid Awards</td>
<td>102</td>
</tr>
<tr>
<td>Irish Aid Centre</td>
<td>7,619</td>
</tr>
<tr>
<td>80:20</td>
<td>81</td>
</tr>
<tr>
<td>SUAS Educational Development</td>
<td>16,300</td>
</tr>
<tr>
<td>Irish Development Education Association</td>
<td>151</td>
</tr>
<tr>
<td>The DICE Project</td>
<td>3,099</td>
</tr>
<tr>
<td>Worldwise Global Schools</td>
<td>40,096</td>
</tr>
<tr>
<td>Children in Crossfire</td>
<td>448</td>
</tr>
<tr>
<td>Concern Worldwide</td>
<td>14,367</td>
</tr>
<tr>
<td>Goal</td>
<td>5,118</td>
</tr>
<tr>
<td>Gorta Self Help Africa</td>
<td>770</td>
</tr>
<tr>
<td>Plan Ireland</td>
<td>63</td>
</tr>
<tr>
<td>Trocáire</td>
<td>1,786</td>
</tr>
<tr>
<td>Afri</td>
<td>580</td>
</tr>
<tr>
<td>An Táisce</td>
<td>158,835</td>
</tr>
<tr>
<td>Centre for Global Education</td>
<td>161</td>
</tr>
<tr>
<td>Cork Institute of Technology</td>
<td>599</td>
</tr>
<tr>
<td>Development Perspectives</td>
<td>3,427</td>
</tr>
<tr>
<td>Donabate Portrane Educate Together National School</td>
<td>308</td>
</tr>
<tr>
<td>ECO-UNESCO</td>
<td>10,000</td>
</tr>
<tr>
<td>EIL Intercultural Learning</td>
<td>98</td>
</tr>
<tr>
<td>Financial Justice Ireland</td>
<td>279</td>
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<tr>
<td>Friends of the Earth Ireland</td>
<td>300</td>
</tr>
<tr>
<td>Global Action Plan</td>
<td>34</td>
</tr>
<tr>
<td>Head, Heart and Hands</td>
<td>3,800</td>
</tr>
<tr>
<td>Inishowen Development Partnership</td>
<td>679</td>
</tr>
<tr>
<td>Latin America Solidarity Centre</td>
<td>930</td>
</tr>
<tr>
<td>Lourdes Youth and Community Services</td>
<td>457</td>
</tr>
<tr>
<td>National Youth Council of Ireland</td>
<td>1,354</td>
</tr>
<tr>
<td>Poetry Ireland</td>
<td>309</td>
</tr>
<tr>
<td>Organization</td>
<td>Count</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Proudly Made in Africa</td>
<td>3,874</td>
</tr>
<tr>
<td>Tearfund Ireland</td>
<td>31</td>
</tr>
<tr>
<td>Ubuntu Network (University of Limerick)</td>
<td>2,112</td>
</tr>
<tr>
<td>University College Dublin Volunteers Overseas</td>
<td>678</td>
</tr>
<tr>
<td>Waterford One World Centre</td>
<td>489</td>
</tr>
<tr>
<td>Youth Work Tipperary Ireland</td>
<td>216</td>
</tr>
</tbody>
</table>