

LIVERPOOL WORLD CENTRE



Annual General Report

2014/15



Children explore migration movements around the world as part of a project at Grove Street Primary School

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Chair's Report

By Frank Kennedy

Welcome to our Annual Report and review of 2014-15 - hard to believe that another year has passed so quickly. Once again, I am proud of and grateful for the efforts of Pablo, Andrea, Jason, Paul and my co-trustees in keeping our small organisation not only afloat financially, but buzzing with relevant contributions to the training of teachers and the education of children and communities.

While we can continue, in our modest way, to aid the causes of mutual human understanding and human-sustaining planetary survival it feels vital that we do so. Not least, through building and maintaining the links with so many of you who have participated, supported and shared in any of it. Keeping our confidence and trust in each other and in the huge number of educators who believe in promoting humane, unselfish values - not those that tended to feature in the UK General Election coverage - is as important as ever.

Another impressive year's workload has seen Pablo Guidi steer us into as secure a financial position as we could reasonably hope for, while Andrea Bullivant has continued raising our international profile, and Jason Ward our local reputation for justice and confidence-building among pupils.

You have only to read Paul Adair's lively account of his time with LWC to appreciate the energy and commitment that our variously-sourced placement volunteers have both brought to and drawn from our activities. Paul joins a growing list of such workers - Eszter, Paola, Balázs and others - for whose presence and commitment we are truly grateful.

Likewise, we are fortunate to have several associates - locally based friends and project partners who give of their 'free' time to add breadth and depth to the key work devised and carried out by our core team, of which you will read in the following pages.

At the time of writing, we are looking to build up our small group of trustees who oversee the work of Liverpool World Centre and ensure we fulfil our legal obligations as a charity. My colleagues and I wish to pay tribute to Sheila Reid, who has retired from the committee after some 15 years, having previously been manager of the Liverpool World Shop from which we drew our inspiration. We also wish every success to Dominique Webb, who - while for the time being remaining a trustee - has recently moved to London to pursue a new work opportunity. Anyone with relevant experience, skills, connections and, above all, the will to join Ray Bissex, Jennie Geddes, Helen Gadsby and me is very welcome to get in touch!

Frank Kennedy
Chair

Coordinator's report

By Pablo Guidi

This year marks the 15th year anniversary of Liverpool World Centre. At the recent March 2015 away day we renewed again our commitment to our work, believing that our work today is as important and relevant, as it was back in 2000! This report shows the World Centre to be an organisation in a strong position to deliver this commitment - its delivery of self financing services, growing work with universities, and solid plans for the future.



The self financing services were reported in last years annual report as a strength. It stated that 55% of income was non grant funding - most of this from our training services sold to schools. This year we are building on this, with schools buying our Engaging Disengaged programme and Global Learning workshops. This allows us to meet both the needs of teachers, and those pupils most at risk in education.

We continue to build on the 6 years of innovative work with Liverpool Hope University. This is now being picked up by other institutions, such as Liverpool John Moores, and we hope others still.

Looking forward to 2015-16 we have firm plans for the World Centre's future that will allow us to reach new audiences, with new and exciting resources. Over the next year Liverpool World Centre will be focusing on three key area of development:

- **Celebrating our work** - improving the ways we communicate with people.
- **Strengthening our governance** - recruiting more trustees, getting up to date with some of the changes in charity law, and implementing a reserves policy.
- **Increasing our income generation through sales** - updating our full cost recovery figures and review our business model.

As every, it is a tribute to the work of volunteers, trustees and staff that Liverpool World Centre continues to thrive. And as every, the invitation is there for you to join us in this work.

What is Global Learning?

LWC has adopted the definition of global learning as education that puts learning in a global context, fostering:

- critical and creative thinking;
- self-awareness and open-mindedness towards difference;
- understanding of global issues and power relationships; and
- optimism and action for a better world.*

We also believe that learning is a life long process, and we strive to make the global relevant to all ages.



Global Learning Placements with John Moores University
Project lead by Jason Ward

“I learnt that these global issues need to be taught to children even if they can be difficult and more challenging for teachers” (JMU student)

Global Learning Placements developed confident and reflective educationalists, able to meet the needs of all learners in the 21st Century. During 14 hours direct contact time with second year Education (with QTS) students, Liverpool World Centre delivered participatory training and arranged 5 quality project placements. In particular, the project focused on raising student confidence by developing knowledge, understanding and skills and experience in working and group delivery in schools.

Engaging the Disengaged

The EDiT program has completed its first year of a new 3-year project. Initially the idea was to work with year 6 and 7 pupils in times of transition. However with approaching new schools the project has now expanded work with pupils of any school age during different periods of transition, including year 5 pupils transitioning to SATs years and year 9 pupils transitioning to GCSE years.

This has also been the greatest year in terms of financial contributions towards the project with schools such as St Josephs, Gateacre School, Woolton Primary and St Peter and Paul all giving a financial contribution towards the project. This growth in paid for services has been attributed to:

1. Talking with the correct members of staff
2. Demonstrating long-term records of improvement with pupils

LWC are also in talks with SAPERE on the resource. At present SAPERE are working in Pupil Referral Units and I am in talks with the lead of that project. The resource is in its first draft and we are now looking at appropriate ways of dissemination. LWC should be running a taster CPD for select schools and DEC's before the end of this year.

Looking forward to 2015-16

Research

Liverpool Hope University have asked LWC to be part of a research project to see if Drama has an effect on empathy with early years learners. At first I was asked to just deliver the drama activities of the project, but after adding my input and comments on the project I am now one of the researchers. The project will start in June 2015.

LWC delivery of Continuing Professional Development (CPD)

Finally, I have taken more responsibility this year for delivery of CPD. With the Global Learning Programme now in phase 3, schools are now looking for more training. I have had the chance to meet with, deliver and feedback CPD with schools. In June and July this year I am attending the level 2 Philosophy for Children course. I aim over the final year to attend a level 3 and become a qualified P4C trainer for LWC.

Global Dimension Support Officer at Hope University

Lead by Andrea Bullivant

“To increase skills and confidence to address classroom issues which can impact on children’s learning and have wider social, moral and ethical implications, and promote critical understanding of different perspectives and values in the process of becoming a unique Hope Teacher.”

Wider Perspectives Course Handbook, 2014-15



Wider Perspectives is now an established ‘core element’ of the BAQTS Year 3 course (primary trainees) and following a successful Ofsted inspection of the faculty in 2013-14 it was possible to plan content without this additional pressure. However, there were other ‘education agendas’ to take into account, for example the requirement for schools to ‘accept and engage with fundamental British values’, which was introduced to the Ofsted inspection framework in September 2014. Despite concerns about the politics behind this, it offered an opportunity to engage students in thinking critically about broader themes of identity and belonging, and expand beyond the previous year’s focus on diversity and prejudiced based bullying, prompted partly by Ofsted.

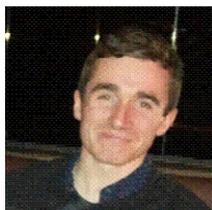
Themes of values and identity (and Britishness) were also more prominent in the Wider Perspectives projects which students deliver in schools towards the end of the course. At least two projects focused specifically on “British values’ at schools’ request, whilst others focused on themes of diversity, refugees and migration. Overall, students managed to deliver creative and thoughtful projects which focused more on engaging children in thinking about what ‘values’ mean in practice rather than linking these unquestioningly to Britishness.

European Projects—Teachers, Agents of Change

This three year project is now in its final year. Since the last update I have participated in two steering group meetings in Czech Republic and Austria, co-presented with a Czech colleague at a conference in Prague on Education for Sustainable Development (ESD) in Higher Education, and delivered a seminar on global learning in text books in Warsaw.

Other activities included:

- facilitating a UK trainer to deliver a Philosophy for Children (P4C) Level 1 course for Czech and Polish teachers/educators, and sharing ideas for on-going training with teachers in both contexts
- commissioning two articles by UK authors on P4C and ESD for a collection of articles on global themes and providing editorial support for the whole collection
- supporting planning of a final event - 1.5 day conference - to take place in Prague in October 2015



My work as an Intern at LWC

Written by Paul Adair

Hello. I have been working at Liverpool World Centre two days a week, as part of my service as a Vincentian Volunteer. LWC has previously taken similar volunteers and as such Pablo, Andrea and Jason are well experienced in deciphering strong accents. I soon felt at home.

Vincentian Volunteers, through their placements, are supposed to serve the least well-off in society; following the example of St Vincent de Paul. Initially it was slightly challenging to see the connection between this aim and LWC's mission to spread global learning amongst learners and educators. However, I quickly realised the value of empowering teachers and young people to recognise their shared place in the world and the need to work together to tackle issues like global inequality.

Similar to any volunteer, my work initially consisted of a series of administrative tasks (e-newsletter, social media and website updates, organising the databases of contacts), observing and reading around global. I was given responsibility for communications on the 'Sew Many Trees' project, which encourages reuse and re-making of old textiles. This was rather challenging but was good experience as I am now organising an exhibition of the artwork produced from this project.

As a result of education background and my hunger to discuss current affairs, I supported Andrea to create a CPD on 'Exploring British Values'. LWC used this government agenda to explore questions of values and identity, linking it to global learning. Andrea graciously let me deliver part of the training - a fantastic experience. From this I was encouraged to co-develop a CPD with Jason - creating one on Democracy and the General Election.

From November I have worked with Jason on the Engaging Disengaged in Transition (EDiT) programme. In the beginning I largely observed - witnessing warm-ups, activities, discussions, when to let go and when to intervene. As the weeks went on I carved out a hybrid role- supporting Jason in delivery, doing small bits myself and talking to the participants individually. Following that first group, we have been delivering the programme with a further two sets of pupils. Jason has kindly encouraged me to keep attending and continues to allow me to lead more and more in the sessions. I have learnt a lot from him on engaging with groups and on the art of facilitation. Equally I have learnt a lot from the participants on EDiT and the myriad of challenges they often face.

I am also currently supporting Andrea on the delivery of the TEESNet conference which involves a little bit of everything: communications, bookings, record-keeping, creating publicity and more beside. I have greatly enjoyed my time here and have learnt a lot about engaging with communities and pupils. Thanks for the opportunity.

Paul is a Vincentian Volunteer see for more information:
<http://www.vincentianvolunteers.org.uk/>



Finance

By Ray Bissex, Treasurer

The accounts for the year ended 31 March 2014 have been approved by the trustees and filed with Companies House and the Charity Commission. They can be seen online by going to the Charity Commission website and searching for either Liverpool World Centre or Charity Number 1100888.

The trend of being financed by delivery of services rather than by grants has continued. The income from services increased by 7.8% during the year to £35,008, which represents 47.8% of total income.

The accounts to 31 March 2014 show that retained funds increased by £1,771 to £37,820, of which £26,950 is unrestricted.

For the current year to 31 March 2015 a reduction to unrestricted reserves of around £12,000 is anticipated.

LWC Mission statement

To empower people in Merseyside to work for global and social justice in their local and global community

Values

- We value those who we work with and seek to support them to realise their full potential
- Our working practice will be non-judgemental, but rather helping people to think about their lives
- We will work to empower and support people so that their voices are heard
- We value our core vision and will challenge practices and policies to implement this
- We will run an organization that is as globally and environmentally sustainable as possible