



# **Development Education Association**

- Trading as Think Global -  
(A COMPANY LIMITED BY GUARANTEE)

Trustees' Report and Accounts  
for the Year Ended 31 March 2016

---

Registered Charity Number: 291696  
Company Number: 1737830

## CONTENTS

	Page
LEGAL & ADMINISTRATIVE DETAILS	2
TRUSTEES' REPORT	3-19
AUDITOR'S REPORT	20-21
STATEMENT OF FINANCIAL ACTIVITIES	22
BALANCE SHEET	23
CASH FLOW STATEMENTS	24
NOTES TO THE FINANCIAL STATEMENTS	25

## LEGAL & ADMINISTRATIVE DETAILS

<b>Status</b>	<p>The Development Education Association is a charitable company limited by guarantee. It is governed by the Memorandum and Articles of Association incorporated on 7th July 1983, as amended on 2nd November 2010.</p> <p>The company's trading name is Think Global.</p>	
<b>Governing Document</b>	<p>The Company was established under a Memorandum and Articles of Association, which established the objects and powers of the charitable company and is governed under its Articles of Association. The Members' liability is limited to a maximum of £10 each. The company being able to satisfy the requirements of Section 30(3) of the Companies Act 2006 and having made a statutory declaration to this effect is exempt from having LIMITED as part of its name.</p>	
<b>Company Number</b>	1737830	
<b>Charity Number</b>	291696	
<b>Registered Office</b>	CAN Mezzanine 32-36 Loman Street London SE1 0EH	
<b>Honorary Officers</b>	Hilary Thornton Nick Allaway Mike Peirce	Chair Secretary Treasurer
<b>Principal Staff</b>	Tom Franklin Nick Allaway	Chief Executive Finance & Operations Director
<b>Bankers</b>	Unity Trust Bank Nine Brindley Place Birmingham B1 2HB	
<b>Auditors</b>	Griffin Stone Moscrop & Co 21-27 Lambs Conduit Street Holborn London WC1N 3GS	
<b>Solicitors</b>	TPP Law Limited 53 Great Suffolk Street London SE1 0DB	

## TRUSTEES' REPORT

The directors, who are also the charity's trustees for the purpose of company law, present herewith their report and accounts for the year ended 31 March 2016.

### 1. Trustees (Directors)

The charity's governing body is the Board of Trustees.

Hilary Thornton (Chair)  
Chris Shiel (Vice Chair)  
Mike Peirce (Treasurer)  
Deborah Godfrey-Phaure  
Jo Hensher  
James Luger  
Anna Turrell  
Brian Anthony Walton

Stewart Crocker (resigned 31<sup>st</sup> March 2016)  
Steve Miller (resigned 23<sup>rd</sup> June 2015)

None of the Trustees has any beneficial interest in the company. All Trustees guarantee to contribute £10 in the event of a winding up.

### 2. Organisation

The Board of Trustees can have up to 11 members. Up to eight are appointed by the AGM, and up to three can be co-opted by the Board. The Board meets four times per year.

The Advisory Council has up to 20 members and meets two or three times a year. It provides advice to the Board and staff on matters of policy, research and strategy.

The Chief Executive is appointed by the trustees to manage the day to day operations of the charity. The Chief Executive has delegated authority from the trustees for operational matters including finance, employment and representing the charity. Trustees work to support and supervise the Chief Executive and to set strategy, manage risks and maintain financial oversight.

New board members are generally recruited through an open application and interview process (and are generally appointed for a period of either two or three years initially).

### 3. Board development, and trustee induction and training

The Board of Trustees has appointed a Board Development Committee to advise it on steps to ensure the board contains the requisite skills, experience and diversity to fulfil its duties. All Trustees receive training appropriate to their individual needs and requirements of the organisation. All Trustees receive regular updates relating to finance, legal and employment issues. New trustees undergo an orientation day to brief them on their legal obligations under charity and company law, and the content of the Memorandum and Articles of Association. During the induction day they meet employees and other trustees, and review activities, budgets and recent financial statements and Board minutes.

## 4. Objectives and Activities

### 4.1 Charitable object, vision and mission

The Charitable Object of the Development Education Association (described from here onwards as Think Global) is to promote education in a global context. Our vision is for a just and sustainable world, with all citizens understanding the global challenges we face and developing the capabilities and taking the actions to play their part as global citizens.

Think Global doesn't accept that the world has to be unjust or unsustainable. It is not the natural order of things – it is just the way that the world is currently organised. We believe that humans have the ingenuity, and the sheer gumption, to make the world a fair place where people live in a way which safeguards the future. What people need is the knowledge, skills, values and confidence to act for change. It is this belief in a better world, and the belief that it can indeed be achieved, which sums up the purpose of Think Global.

### 4.2 Our Core Beliefs

Think Global's work is based upon two core beliefs:

1. Each of us is a global citizen, with a duty to act to the best of our ability to create a world which is just and sustainable.
2. This duty extends to a responsibility to learn about global challenges and the options for action – so that when we act (which we should), we do so from the best understanding that we can have.

### 4.3 Purpose

Think Global's purpose is to help create the circumstances in which as many people as possible can learn and act on global challenges. Although we're based in England, we're part of a network in the UK and around the world for change, which is empowering people to learn, and act on their understanding. Our 140 organisation members, and 11,000 supporter members – many of them teachers - are a vital part of our network, alongside the many others we work with from different sectors and walks of life.

## Connect, Challenge, Change

*Think Global has developed a simple framework to synthesise some of the complex ideas of good practice in global youth work. This framework is based on the concept of **Connect, Challenge, Change**, providing youth work practitioners with a model for planning and evaluating their own global youth work.*



*We encourage youth practitioners to:*

- *Help connect young people to the global issues that matter to them. We support them to make the links between the personal, local and global, and to connect with peers who share their passions and concerns.*
- *Encourage young people to challenge themselves, to gain a more critical understanding of the world around them, and to challenge inequality and injustice.*
- *Support young people to plan and take action to bring about positive change towards a more just and sustainable world.*

[See more about Connect, Challenge, Change](#)

We have a global outlook, actively seeking alliances and partnerships with others around the world so we can share understanding, and learn from others with similar aims.

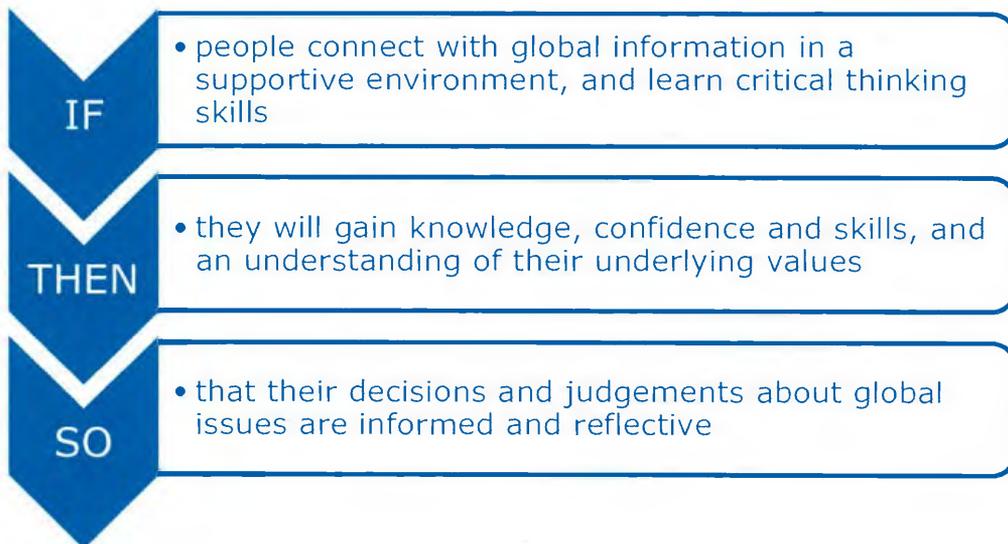
**4.4 Role**

Our role is to work with policy makers and institutions to create an environment in which learning about global challenges is not only possible but actively promoted. It’s also to work alongside many other organisations – public, private and voluntary – that are helping people to learn and to act: sharing and collaborating with them, advising and helping them, and learning from them so that we can do better ourselves. Our role extends to helping individuals who are formal or informal educators – inspiring and supporting them. It also involves working directly with learners of all ages and backgrounds – helping people to learn about global challenges, and to decide the actions they want to take.

**4.5 Our Theory of Change**

We believe that the power to make the world more just and sustainable lies with us all. Every one of us – no matter who we are, what position we hold, how much wealth we have, or what circles we move in – has *some* power to change things for the better. Clearly, the amount of power is vastly different between people of different wealth, influence or social standing – but even those with relatively little power - when that’s added together with others - can make for huge momentum for change. All of us can do things that make a difference.

We also believe that the responsibility to use this power lies with every person. As citizens of this fragile and damaged world, we each have a duty towards each other and future generations to take action for a better world, to the best of our ability, capacity and understanding. It’s a moral duty – none of us should sit back and do nothing in the face of such injustice. This duty starts and ends with learning. The more we understand global issues, the more we are able to take decisions to act. The more we act, the more we need to reflect on what we do, and the difference we’re making.



**which means: when people take action, their actions are likely to be informed by their learning; improving the chances of creating a just and sustainable world.**

## Resources to learn about the SDGs

*In the run-up to the UN approval of the 17 Sustainable Development Goals in 2015, Think Global worked with the World's Largest Lesson to develop a database of resources to help young people get more understanding of the 17 goals.*



*These are hosted on our website, Global Dimension, which is for teachers and other educators. In the future, we'd like to use our expertise to provide more support directly for young people to help them increase their understanding and sense of agency.*

[See more about the SDG resources](#)

The Trustees confirm that they have complied with the duty in section 17 of the Charities Act 2011 to have due regard to the Charity Commission's general guidance on public benefit. Think Global's work contributes to public benefit through:

- Helping UK people to make the links between their lives and the wider world, in order to live more responsibly and understand their interconnectedness with others.
- Supporting educators and the UK education system to respond to wider societal challenges at the global level such as climate change, international poverty and social cohesion.
- Supporting civil society leaders, including international NGOs, to help the UK public to engage with global issues and perspectives.
- Developing a policy environment that supports the widening of horizons of the UK public and helping the public to be more cosmopolitan and open-minded to difference.
- Enabling learners to build skills, confidence and capabilities to operate effectively in a more globalised workforce.

Think Global's work can encompass working with a wide range of bodies and sectors – e.g. schools, youth work, further and higher education, international NGOs, museums, the cultural sector, business and so on. Much of our work is with schools and teachers, in helping to prepare young people for the global challenges ahead, but our influence extends well beyond the formal education sector.

## 5. Think Global's membership and stakeholder network

Think Global is a hub for a movement of people and organisations – from the public, private and voluntary sector - who work to engage the public in global issues. We have 11,000 individual educators who are members of our Schools Network (an increase of 10% in the past year), and 140 organisation members from a broad range of sectors, with 230 organisations backing our Global Learning Charter. Think Global aims to create the kind of change that is needed by mobilising members and supporters in common cause, and helping this movement connect people in the UK to the wider world.

### Organisation Members

Think Global has a wide variety of organisation members, most of which are involved in education, and many of which support educators. They include:

- Schools, colleges and higher education and research institutes;
- Development Education Centres;

**Training for teachers**

*Think Global delivers training to help teachers bring global issues into the classroom – so their pupils can develop into knowledgeable global citizens.*

*A lot of our training is delivered after school and online, helping teachers from rural schools – or who can't get cover for teaching duties – to take part, and meet like-minded teachers from across the country and globally.*

[See more about our training](#)

- Development, environment and human rights NGOs;
- Local and community NGOs, including diaspora organisations;
- Youth work bodies;
- Local authorities;
- Subject associations;
- Trade unions;
- Other key networks including BOND (the umbrella body for British development NGOs), NCVYS (the umbrella body for voluntary sector youth work), BUILD (the umbrella body for international linking), and IDEAS.

Think Global supports its organisation members in the work that they are doing to promote global learning through bringing policymakers and practitioners together, highlighting success, building capacity, providing training and support for educators, and sharing good practice. Members support Think Global through developing examples of good practice, providing contacts throughout the country, being advocates for global learning, providing expertise and experience, and strengthening the credibility and legitimacy of Think Global.

Think Global's governance structures gives members opportunities to shape the organisation through the AGM's role in appointing members of the Board of Trustees and Advisory Council.

## 6. Achievements and Performance during 2015/16

### 6.1 Global Learning Programme

Over the past year, a major plank of our work has continued to be as part of the delivery consortium for the DfID-funded Global Learning Programme (GLP). The GLP is a ground-breaking programme which is creating a national network of like-minded schools, committed to equipping their students to succeed in a globalised world by helping their teachers to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3. Now past its half-way point, the programme is delivering solid results:

- Thousands of schools registered and taking part in the programme, many of them engaged in global learning for the first time.
- Thousands of teachers being trained to help pupils learn about global issues across the whole school, and through individual lessons connected to the national curriculum.
- New online tools – such as the 'Whole School Audit' and the 'Pupil Assessment Tool' – to help teachers monitor the progress of the school, and of individual pupils.
- Networks of schools collaborating and working together to share good practice.

Early results from our monitoring and evaluation programme show significant improvements in school confidence and pupil understanding – more evaluation results should become available during the coming year.

Think Global has key responsibilities within the consortium, including provision of the web and online presence for the GLP, building on our successful Global Dimension Website; and co-ordination of the resources available for the programme. As well as our work on GLP-England, we are also a delivery partner for GLP-Wales - providing the website platform and strategic input.

### 6.2 Supply Change and Susy

Over the past year, our two European-funded global learning projects have developed well, and both are helping us to reach new audiences with our mission. One of the projects – Supply Change – focuses on helping people to understand the ethical issues surrounding supermarket supply chains. The other – Susy – looks at alternative economy approaches to global poverty, for example, social enterprises. Through these projects, we've also reached out to new partners across Europe.

### 6.3 Training for teachers and NGOs

During 2015, we also developed our teacher training programme, with our course, 'Developing a Global Learning School'. This was mostly provided on-line, through a six week e-module course, and this helped in making the course accessible to teachers in more remote schools as well as those who find it difficult to get out of school during the daytime. We are also trialling more face-to-face training for teachers, too. We also ran training events for NGOs, in conjunction with BOND, looking at public attitudes towards development based on the latest research, and how NGOs can respond to this. Originally funded by a grant from DEEEP, we have since run a version of this course as a paid-for event.

### 6.4 European Year for Development

We took part in the 2015 European Year for Development with special events aimed at educators – both teachers and other organisations involved with young people. This included hosting special training events for teachers and distributing 20,000 'global wallplanners'.

### 6.5 Global learning events

Think Global held a number of high-profile events during 2015, to promote global learning. For example, in the spring we held a lecture for teachers, given by Brian Walton – head teacher, National Leader in Education, and also a Think Global trustee – who talked about his personal experience of global learning, and how he uses it to raise aspirations within his schools. In the Autumn, we held a public event entitled, 'Migration: Thinking Again, and Thinking Differently', with a platform of experts to discuss how we could help to raise the level of debate around the issue of migration. We followed this up by publishing a report on the topic.

## Social Economies

*Think Global is one of 25 European partners promoting a project to look at new and innovative ways to alleviate poverty.*



*Called Susy (which is used as shorthand for 'Social and Solidarity Economies') the core project objective is to provide an alternative approach to poverty alleviation through the example of Social and Solidarity Economies – organisations which have a social purpose as much as (or instead of) a profit motive.*

Read more about our Susy project on our [Think Global website](#)

## Working with NGOs

*Think Global has teamed up with BOND to run a course for NGOs to look again at public understanding of development.*



*The course looks at the latest evidence of what the public thinks, and works with NGOs to re-cast traditional messages. Think Global believes that putting forward simplistic solutions to complex global issues can lead to public cynicism.*

with involvement of the Maths Association and Maths in Education and Industry. We're producing some new high quality resources for Key Stages 3 and 4, using latest data on development issues which will be launched in 2016.

## 6.8 Recognising excellence

Our members continue to be very active. The number of our individual teacher members has continued to grow – again by 10% - to reach nearly 11,000. This is about double the number of five years ago. We were pleased to host the Global Educator of the Year Award, and to recognise the excellent work of educators in inspiring young people to learn and take action on global issues. The winner, Sarah Maille, has been a wonderful role model for others, and we're pleased that she has joined the judging panel for the Award in 2016.

## 6.9 Diversifying our income

We have continued with our work to diversify our income. As well as the GLP contract, we are working to develop mission-related income opportunities. During 2015/16, we exceeded our targets for income generation, and as a result our predicted deficit of c£40k was avoided, and we made a small surplus. In the coming year, as the income from our GLP work continues to decline, we are likely to eat into some of our reserves. The importance of success in diversifying our income becomes ever more important, particularly with the end of the current GLP contract in the latter half of 2017. Over the past year, we've continued to make the case to Government –

## 6.6 Sustainable Development Goals

Last Autumn also saw the agreement of the new 17 Sustainable Development Goals by the United Nations. Think Global teamed up with Project Everyone's World's Largest Lesson, and we developed a series of lesson plans – in conjunction with teachers around the globe – on each of the goals. These were translated into the main UN languages, and used by teachers in more than 100 countries. As part of this project, we also developed a database of resources for teachers to use, in different languages, which we published on our Global Dimension Website.

## 6.7 Global Dimension Website and global learning resources

Our Global Dimension website has supported an estimated 2.9m children in the classroom learning about global issues, and over the past year we've invested in maintaining and developing its content. This has included reviewing around 900 of its most important resources, and improving the search facility for teachers.

We aim to help educators to teach global issues in subjects right across the curriculum – and one of the gaps in available resources has been in mathematics. We've taken steps this year to put that right, with a project funded by the Nuffield Foundation, in a partnership with Oxfam and also

particularly the Department for International Development (DfID) and the Department for Education - of the importance of providing support for global learning. We're pleased to see that DfID has put youth concerns at the top of its agenda – and we have pressed the case for continued support for global learning both within schools and for young people outside of the formal education environment.

### 6.10 Maximising our influence

Organisation members have again contributed to Think Global's work in numerous ways. Sharing ideas and views, and contributing to our monthly e-noticeboard, and our monthly newsletter (which is distributed to 3,000 external stakeholders); taking part in our governance; contributing to our forums or our online webinars and training. Our DEC members continue to have a special place in our work, and we are proud of the amazing work that they continue to do, during difficult times, in inspiring teachers in their local areas.

We continue to focus on ensuring good governance. Our Board Development Committee has worked well in overseeing the development of the Board. There is a healthy rate of turnover of trustees, as the board continually refreshes itself whilst also ensuring continuity. We have recently undertaken a recruitment process to bring in new trustees, and at the end of 2016 we said goodbye to Stewart Crocker as Chair, and welcomed Hilary Thornton to the role. As well as its usual meetings, the Board held a two-day strategic away-day in the summer of 2015, which set the direction of the strategy for the organisation for the next decade. The Think Global Advisory Council continued to guide us by contributing ideas and thoughts on our future direction and work, and in particular, its advice on the strategy following the away-day was superbly helpful.

The trustees would like to place on record their thanks and appreciation both to the staff team, for their dedication and professionalism, the many volunteers who have contributed time and expertise to Think Global's work over the past year, and to our members and supporters for their dedication to such an important mission.

## 7. Think Global's three long-term strategic goals

The Board of Trustees undertook a review of long-term strategy in 2015, and has agreed three broad goals for the next ten years, from 2016 to 2026, covering: young people, those in formal education, and the wider population. These goals will guide the detailed work that we do. One of our strengths, as a relatively small organisation, is that we are fleet-of-foot – able to respond

Think Global Newsletter

*Think Global produces a monthly newsletter about its work, and how global learning and action is being developed around the world.*



*We send it to more than 2,500 key people from organisations in more than 75 countries.*

*You can read the newsletter, and sign up to receive your own copy, on the [Think Global website](#)*

quickly to changing challenges and agendas. We intend to use these three goals as a compass, to help us decide how to respond when opportunities arise.

Our strategy signifies two other significant long-term changes for the organisation:

- (i) Emphasis on action alongside learning

Whilst we don't tell people what to think, we do help people develop the skills of how to think critically, so they can make up their own minds about global issues. Similarly, whilst we will never tell people what to do, we do believe that everyone has a moral duty to take action for a just and sustainable world – and so we encourage people to take action according to their capacity and volition. We've decided it is important for us to place greater emphasis on this, so that the global learning is always set in the context that it is the precursor to action – and that action should lead to reflection and more learning.

- (ii) A global perspective for Think Global

Think Global will continue to be based in England, and it's likely the majority of our work will still take place for the benefit of people in England. Our goals are set in this context. However, over the past few years we've become increasingly global in our own perspective. We envisage this direction of travel continuing – looking for alliances and opportunities with others around the globe that share a similar perspective, so that we can learn from each other and spread good ideas. We will therefore aim to apply these goals in a global context wherever it makes sense to do so.

### **Goal 1: Young people engage with global challenges and take action for a more just and sustainable world**

#### **Objectives for 2026:**

Young people will:

- Have the opportunity to engage with, learn about, and influence the key global challenges.
- Take action, based on their global understanding, to help make the world more just and sustainable.

#### **Achieving the goal will include action to:**

- Help young people become advocates for the 17 Sustainable Development Goals - engaging their peers in the debates, and holding those in power to account for their delivery. Alternatively, because the Goals themselves are contested, to encourage young people to challenge the orthodoxy behind the Goals.
- Campaign for learning about sustainable development to become a golden thread running through all levels of education – from primary and secondary school, through further and higher education, into adult and informal education. No part of the broader education system should be excluded from learning about sustainable development. Help young people engaged in activism – whether that's the simple 'clicktivism' of signing an online petition, the International Citizens Service, or protest movements – to have opportunities to reflect on their actions and to increase their learning about global issues.
- Ensure young people have access – whether via a web platform, social media, or other ways - to information about the global issues they care about most: how they can learn more about them, and how they can take action.
- Work alongside other organisations with a youth focus, to make sure we're co-ordinating what we're doing so that young people find it easier to learn and act on global issues.

#### **Expected impact by 2026**

- More young people will have a better understanding of global issues, and will be engaged in taking actions for a more just and sustainable world.

## **Goal 2: Young people leave school as global citizens, with good global understanding and the ability to act.**

### **Objectives for 2026:**

More school children will leave school:

- With a good understanding of the main global challenges facing the world;
- Feeling that they can make a positive difference in creating a more just and sustainable world
- Already taking actions, and able to reflect on them, as part of a lifelong habit of global citizenship.

### **Achieving the goal will include action in the following areas:**

#### *Favourable education policy*

- Organise to persuade government to place global learning and understanding at the heart of the education system, from pre-school through primary, secondary, further and higher education.
- Work particularly with Department for Education and Ofsted, the two bodies most influential in setting education policy, to ensure that the drivers which influence schools – inspections, examinations, and curriculum - include global learning and action.
- Persuade government to continue and strengthen specific programmes of support for global learning for schools.

#### *Support for schools*

- Develop support for schools, to help them develop their global learning, particularly across the school as a whole.
- Provide support for the wider school community: senior leadership teams, governors, academy chains, and local authorities in developing a global ethos – showing what works, demonstrating the benefits of helping students develop their global understanding, and spreading good practice.
- Support other organisations – for example, local Development Education Centres and national charities – involved in providing support for schools on global learning and action, by promoting best practice and being a hub for sharing ideas, including through membership.
- Support schools in providing careers advice, linked to the global skills which students will need to live and work in a globalised world

#### *Support for teachers*

- Help teachers access training in how to teach about global issues in the classroom and encourage students to develop their own views and to take action on them, and develop a whole school global approach.
- Encourage teachers by highlighting excellent practice and rewarding effort.
- Make it easy for teachers to access high quality teaching resources on global issues, for subjects right across the curriculum, as well as resources for topical issues.
- Support teachers helping other teachers, through maintaining a network of teachers interesting in global learning.

#### *Support for students*

- Make it easy for students to access global learning materials which they can use themselves.
- Signpost for students a range of actions that they can take on global issues.
- Encourage students to lead work themselves.

**Expected impact by 2026**

More young people have a greater understanding of the big global challenges which the world faces, are motivated to make the world both just and sustainable, and possess a sense of agency – understanding that they are able to influence the world, and are taking actions, big and small.

**Goal 3: The wider public is better informed about development issues, and is motivated to take actions for greater justice and sustainability.****Objectives for 2026:**

More people will:

- Have gained greater understanding of at least one global challenge.
- Be empowered to take action in their personal or professional lives linked to those challenges.

**Achieving the goal will include action to:**

- Run campaigns on a range of global topics, particularly those which gaining political and public attention – for example, supply chains, the social economy, the SDGs, the rise of extremism and xenophobia, and migration – to engage the public in how the global impacts upon their lives, and encourage greater global learning and action.
- Work with NGOs and government to help incorporate learning into their work on global issues – helping to advise on engaging the public.
- Collaborate with universities and researchers to improve the evidence base for global learning – demonstrating the link between global learning and action, and the impact from this.
- Develop a high profile public global learning programme, involving community groups across England and beyond, to engage the public in getting better understanding of global issues.
- Work with the media, alongside media NGOs, to promote global understanding, and alongside media NGOs.

**Expected impact by 2026**

More people engaged in global issues, and taking action based on their learning.

**Achieving our ambitions****Objectives for 2026:**

Think Global will:

- Have at least doubled the resources which it has available to achieve its goals – this will be made up of finance, people skills, and networks.
- Have at least tripled the level of impact which it can demonstrate it is making.

**This will include action to:**

- Persuade government of the importance of continuing to fund global learning activities and organisations which promote global learning – both Think Global and other organisations.
- Develop a more diversified funding base, especially with a mix of: government grant and contract; European funding; consultancy; grant funding from trusts and foundations; and paid-for training and support.
- Develop our network of individual and organisational supporters and members – recognising that not everyone (or every organisation) wants to join as a full member, but still has much to contribute. This may include partnerships and alliances with other organisations which share some or all of our objectives.
- Develop a separate communications strategy, keeping people informed about the work that we do and key developments on understanding of global issues.
- Stay at the forefront in the way that we use technology – increasing our effectiveness and flexibility, and reducing our costs.

- Recruit more regular volunteers – particularly those who have relevant skills and who may be recently retired, for example, educators.
- Develop greater understanding of measuring the impact of our work – particularly our projects and programmes.

### **Expected impact by 2026**

Think Global will be recognised as an effective advocate, partner, and deliverer – where everything it does is focused on achieving its mission of encouraging greater understanding of global issues, and action for a more just and sustainable world.

## **8. Plans for the coming year**

We have agreed a set of Aims and Objectives for 2016/17, which both take account of the new ten-year strategy, and provide for much continuity with the previous year.

Specific aims and objectives for the year 16/17 are:

### **Aim 1: The school system prioritises global understanding and action.**

**Objective 1a: We will help educational practitioners to be more aware of global issues and comfortable to teach them.** This will include helping teachers to respond to major news events, through blogs, teaching materials, and discussion forums.

**Objective 1b: We will influence policy makers at government, school, and local level to see the importance in encouraging global understanding and action for the school system.** This will include responding to relevant policy consultations and pressing the case for global learning.

**Objective 1c: We will equip educational practitioners with the pedagogy and resource access to effectively deliver and develop global learning practice.** This will include continuing to invest in our Global Dimension Website, increasing its reach still further.

**Objective 1d: We will develop and communicate an accessible body of evidence to promote the importance of global understanding and action.** This will include publishing new research particularly on the topic of global skills.

**Objective 1d: We will develop Think Global's ability to communicate effectively with practitioners.** This will include increasing the reach of our communications, so that we can engage with more teachers.

**Objective 1e: We will innovate in global learning practice for primary/early years settings.** This will include helping schools to respond to the new 'Prevent' requirements on combatting extremism.

### **Aim 2: An increase in training and support to help people to understand and take action on global issues, including in the formal education system beyond schools.**

**Objective 2a: We will develop connections and partnerships with organisations which can help us reach new educational audiences.** For example, we will build on our partnership with the British Council, where we have worked together to explore the link between the SDGs and education.

**Objective 2b: We will develop a clear and relevant message, beyond our schools/young people message.** For example, we will seek opportunities for projects in the wider youth sector, in partnership with other organisations.

**Objective 2c: We will develop a support package for people to take action on global issues, potentially through organisations which can act as multipliers.** For example, we will produce a guide for educators to use, and we will look to hold an event to bring together organisations looking at the link between learning and action.

**Aim 3: We are an organisation with a truly global outlook, which is an internationally recognised actor in helping people engage in global issues.**

**Objective 3a: We will adapt to using global terminology and a global outlook in all of our communications – we will become less UK-centric in our approach.** We will review of website and other communication materials, so reflect this shift in approach.

**Objective 3b: We will develop project-based partnerships with organisations in countries beyond the EU, as well as within the EU.** We will seek at least one partnership beyond the EU over the coming year.

**Objective 3c: We will improve our communications with organisations beyond the UK about Think Global (and the UK education system, which is held in high regard).** We will expand the reach of our monthly Think Global newsletter.

**Objective 3d: We will develop global projects to go beyond schools.** These will be particularly based on the four themes of: migration, extremism, SDGs, skills.

**Aim 4: We grow as an organisation in a sustainable way.**

**Objective 4a: We will have a thriving, motivated, effective staff team.** For example will increase/match staff capacity to workload, and develop capabilities including professional development.

**Objective 4b: We will work to achieve financial sustainability.** We will look beyond the GLP – to give us adequate financial security, and to be able to take on projects which most effectively meet our mission. This will include greater financial diversity, whilst making the case for the importance of government support.

**Objective 4c: We will maintain effective governance and systems.** We will continue to review the skills and experience of the board, ensuring succession is adequately planned for. This year we will also review the sub-committee structure of the board.

**Aim 5: More people know about Think Global and feel empowered to take action.**

**Objective 5a: We will develop a more comprehensive communications strategy.** We will undertake a thorough review of our communications, so that we target our communications work more effectively.

**Objective 5b: We will develop a better explanation of what we do, and why, to help us talk about the organisation to stakeholders.** As part of our communications review, we will review the language we use to describe our work, so that it has greater resonance with those who are less connected to global learning.

## 9. Financial Review

### 9.1 Principal Funding Sources

Think Global's core funding continues to be money derived from its contract with Pearson for the Global Learning Programme (GLP). This funding comes from the budget for the Department for International Development (DfID). Since 2013, the Think Global has been part of a consortium which is delivering the GLP programme under a contract with DfID. We are now just over half way through the five year contract.

The contract is strategically important for Think Global as it:

- Provides over two thirds of our income and maintains our core financial security;
- Allows us to maintain our position as one of the main providers of global learning and therefore assist us to win further work in this field;
- Helps us to build our reputation for global learning expertise and demonstrates we deliver large scale development education projects.

Our strategy for the past few years has been to diversify our income streams and build new sources of grant and contract income. In the 2015-16 financial year this approach has borne fruit as we have exceeded our income targets for non-GLP income. We have been successful in winning a number of grants so our share of income from these sources was around 10% last year, an increase of 5% on the previous year.

### 9.2 Performance in the year

We anticipated that 2015-16 would be a difficult year and had budgeted for a £43k deficit. However we were more successful than anticipated in our income generation activities. We also amended our deferred income treatment. This reversed a planned deficit into a £77k surplus.

The activities to deliver our EU grant programmes eliminated the opening deficit on restricted funds once payment had been authorised.

### 9.3 Incoming resources

We were successful in gaining new sources of funding from EU partners (the CIR and COSPE projects). In addition BOND supported the production of the global wall planner and we secured funding for Project Everyone (to support the world's largest lesson focused on raising awareness of the SDGs). This generated an extra £48k. We also obtained a grant from Nuffield for the development of a global learning maths resource. Overall income increased by £96k on the previous year. A third of this increase arose from new income with the remainder from the change in accounting treatment noted above.

However, core GLP income declined by 5% in line with the budget set out in the contract and this fall will continue next year.

Membership income also continued to decline as member organisations' funding itself becomes tighter.

## 9.4 Resources Expended

We continue to keep tight control over office running costs and these costs have remained largely static over the year.

Employment costs increased marginally as we had increased staff turnover and incurred some double funding of salaries as a result. More investment in staff was also made to support delivery of EU project work.

Investment costs connected with supporting projects were also slightly greater than budgeted. The web site upgrades, which should provide more flexibility for future content changes, also received increased investment.

## 9.5 Reserves

Total reserves increased at year end to £356k as a result of a combination of increased income and changing the accounting treatment for deferred income. A small amount of this reserve is restricted and linked to the EU projects.

The previous reserve for investment in revenue diversification has been absorbed into the general reserve. Investment in developing projects will come from the general reserve funds next year. This is in line with a general simplification of reserves policy.

## 9.6 Reserves Policy

The board regularly reviews its reserves policy. Reserves are held to manage emergencies, uncertainty in funding, variations in cash flow, and to fund future activity to support fundraising. In 2016-17 and 2017-18, unless it continues its recent success in income generation, Think Global anticipates that the organisation will operate a deficit budget. So in this period the organisation is very likely to be drawing on reserves funds to support day to day activity.

This year the board has modified its reserves policy to make it simpler and reserves now apply to a core range between £65k and £170k.

The lower end of the range reflects the minimum finance required to wind up the organization in terms of staff and other essential costs. The upper end represents about six months' of core operating costs.

The board will continue to closely review the financial position of the organisation and possible changes in the level of its activities at its regular meetings across the year. This will enable it to make decisions about changes in the direction of the organisation well in advance so that adequate planning can be put in place.

## 9.10 Remuneration Policy and key management personnel

The directors are the board of trustees whose role is to bring strategic direction and effective oversight to Think Global. All the trustees give their time freely but can be reimbursed for expenses incurred to attend meetings. Details of key management personnel and trustee expenses are included in the accounts.

The day to day running of Think Global is undertaken by the Chief Executive. The pay of the Chief Executive is reviewed periodically through a Remuneration Committee of the board. This committee reports to the full board with any recommendations. In considering the salary, the board looks at factors like benchmarks with comparable organisations so that the pay level is as fair as it can be given the financial constraints of a small charity. No member of staff is paid more than £60,000.

### 9.11 Risk Statement

The board reviews key risks at each of its meetings. A detailed risk register is reviewed annually and risks are assessed for likelihood and impact. Mitigations for risks and their effectiveness are also considered.

There are three key current risk issues that the board continues to monitor:

**Insufficient income** - in the event our income reduces there will be a need to match expenditure to it by reducing activity.

Despite success last year in diversification of income the organisation remains dependent on core GLP funding. There is a risk that new income streams may not be sufficient to substitute for this core funding when it comes to an end later in 2017.

*Mitigation: close monitoring of reserves policy (as noted above)*

**Reduced government support for development education** – the DFID budget remains under pressure and there is no guarantee of government funding for global learning beyond the current GLP contract.

*Mitigation: maintaining close relationships with government to influence views on the importance of global learning.*

**Performance and compliance issues with EU projects** – the EU projects demand a high level of compliance. There are extensive reporting requirements and partnership working that stretch the available resources of the organization.

*Mitigation: reviewing and prioritizing resources available within the organization.*

## 10. Statement of Trustees' Responsibilities

The Trustees (who are also directors of the charity for the purposes of the Companies Act) present their annual report together with the audited financial statements of The Development Education Association (the company) for the year ended 31 March 2016.

The trustees confirm that the Annual report and financial statements of the company comply with the current statutory requirements, the requirements of the company's governing document and the provisions of the Statement of Recommended Practice (SORP), applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015).

Company law required trustees to prepare financial statements for each financial year which give a true and fair view of the state of the affairs of the charitable company and of the incoming

resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2015;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as the trustees are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware; and
- the trustees have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.



Hilary Thornton  
Chair



Mike Peirce  
Treasurer

14 September 2016

## **DEVELOPMENT EDUCATION ASSOCIATION (TRADING AS THINK GLOBAL)**

### **Independent Auditor's Report to the trustees of Development Education Association**

---

We have audited the financial statements of Development Education Association for the year ended 31 March 2016 as set out on pages 22 to 29. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) including FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland".

This report is made solely to the charitable company's trustees, as a body, in accordance with regulations made under section 154 of the Charities Act 2011. Our audit work has been undertaken so that we might state to the charitable company's trustees those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's trustees as a body, for our audit work, for this report, or for the opinions we have formed.

#### **Respective responsibilities of trustees and auditor**

As explained more fully in the Trustees' Responsibilities Statement, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view.

The trustees have elected for the financial statements to be audited in accordance with the Charities Act 2011 rather than the Companies Act 2006. Accordingly we have been appointed as auditor under section 145 of the Charities Act 2011 and report in accordance with regulations made under section 154 of that Act.

Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors.

#### **Scope of the audit of the financial statements**

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the charitable company's circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the trustees; and the overall presentation of the financial statements. In addition, we read all the financial and non-financial information in the Trustees' Annual Report to identify material inconsistencies with the audited financial statements and to identify any information that is apparently materially incorrect based on, or materially inconsistent with, the knowledge acquired by us in the course of performing the audit. If we become aware of any apparent material misstatements or inconsistencies we consider the implications for our report.

#### **Opinion on financial statements**

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 March 2016, and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

**DEVEOPMENT EDUCATION ASSOCIATION (TRADING AS THINK GLOBAL)**

**Independent Auditor's Report to the trustees of Development Education Association**

---

**Matters on which we are required to report by exception**

We have nothing to report in respect of the following matters where the Charities Act 2011 requires us to report to you if, in our opinion:

- the information given in the Trustees' Annual Report is inconsistent in any material respect with the financial statements; or
- the charitable company has not kept adequate accounting records; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

**Other matter - prior period financial statements**

In forming our opinion on the financial statements, which is not modified, we note that the prior period financial statements were not audited. Consequently, International Standards on Auditing (UK and Ireland) require the auditor to state that the corresponding figures contained within these financial statements are not audited.

  
Richard Hill FCA

for and on behalf of  
**Griffin Stone Moscrop & Co**  
Chartered Accountants  
Statutory Auditors

21-27 Lamb's Conduit Street  
London  
WC1N 3GS

Date: 21 September 2016

**Statement of Financial Activities for the year ended 31 March 2016  
(Incorporating an income and expenditure account)**

	Notes	2016			2015
		Unrestricted Funds	Restricted Funds	Total Funds	Total Funds
		£	£	£	£
<b>INCOME FROM:</b>					
<b>Charitable activities</b>					
Grants and contracts for the promotion of development education	2	427,514	96,823	524,337	417,213
Other Income	3	6,200	-	6,200	7,892
<b>Total from Charitable activities</b>		<u>433,714</u>	<u>96,823</u>	<u>530,537</u>	<u>425,105</u>
<b>Other trading activities</b>					
Grants and contracts for the promotion of development education	2	-	-	-	8,373
Membership		7,925	-	7,925	8,730
Bank Interest		507	-	507	772
<b>Total from Other trading activities</b>		<u>8,432</u>	<u>-</u>	<u>8,432</u>	<u>17,875</u>
<b>TOTAL INCOME</b>		<u><b>442,145</b></u>	<u><b>96,823</b></u>	<u><b>538,968</b></u>	<u><b>442,980</b></u>
<b>EXPENDITURE ON:</b>					
<b>Raising funds</b>	4	4,585	-	4,585	4,516
<b>Charitable activities</b>	5	365,707	91,698	457,405	438,080
<b>TOTAL EXPENDITURE</b>		<u><b>370,292</b></u>	<u><b>91,698</b></u>	<u><b>461,990</b></u>	<u><b>442,596</b></u>
<b>Net Income</b>		<u><b>71,854</b></u>	<u><b>5,125</b></u>	<u><b>76,979</b></u>	<u><b>384</b></u>
Transfers between funds		-	-	-	-
<b>Net movement in funds</b>	6	<u><b>71,854</b></u>	<u><b>5,125</b></u>	<u><b>76,979</b></u>	<u><b>384</b></u>
<b>Reconciliation of funds:</b>					
Balances brought forward at 31/3/15		281,789	(2,551)	279,238	278,854
Balances carried forward at 31/3/16	14	<u><b>353,643</b></u>	<u><b>2,574</b></u>	<u><b>356,217</b></u>	<u><b>279,238</b></u>

## Balance Sheet as at 31 March 2016

Company House No.:1737830

	Notes	2016		2015	
		£	£	£	£
<b>Fixed Assets</b>					
Tangible Assets	8		-		-
<b>Current Assets</b>					
Debtors and Prepayments	9	159,266		145,411	
Cash at bank and in hand	13	<u>235,447</u>		<u>266,201</u>	
		<u>394,714</u>		<u>411,612</u>	
Creditors - amounts falling due within one year	10	<u>(38,497)</u>		<u>(132,374)</u>	
<b>Net Current Assets</b>			356,217		279,238
<b>Total Assets less Current Liabilities</b>			<u>356,217</u>		<u>279,238</u>
<b>Total Net Assets</b>	11		<u>356,217</u>		<u>279,238</u>
<b>Funds and Reserves</b>					
Restricted Funds	14		2,574		(2,551)
Unrestricted Funds	14		353,643		281,789
<b>Total Funds</b>			<u>356,217</u>		<u>279,238</u>

These accounts have been prepared in accordance with the special provisions of part 15 of the Companies Act 2006, relating to small companies.

Approved by the Board and authorised for issue on 14 September 2016, and signed on their behalf by:



Hilary Thornton  
Chair



Mike Peirce  
Treasurer

**Cash Flow Statement for the year ended 31 March 2016**

		<b>2016</b>	<b>2015</b>
		£	£
<b>Cash flows from operating activities</b>			
Net cash used in operating activities	12	<u>(30,754)</u>	<u>(232,358)</u>
<b>Change in cash and cash equivalents in the period</b>	13	<u>(30,754)</u>	<u>(232,358)</u>
Cash and cash equivalents brought forward		266,201	498,559
<b>Cash and cash equivalents carried forward</b>	13	<u><u>235,447</u></u>	<u><u>266,201</u></u>

## Notes to the Financial Statements year ended 31 March 2016

### 1 ACCOUNTING POLICIES

#### 1.1 Basis of preparation of financial statements

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The Development Education Association meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy.

#### 1.2 Reconciliation with previous Generally Accepted Accounting Practice

In preparing these accounts, the Directors have considered whether in applying the accounting policies required by FRS 102 and the Charities SORP FRS 102 the restatement of comparative items was required.

No restatements were required under FRS 102.

#### 1.3 Legal status of company

The company is a company limited by guarantee. The members of the company are the Directors named on page 2. In the event of the company being wound up, the liability in respect of the guarantee is limited to £10 per member of the company.

#### 1.4 Fund accounting

Restricted funds comprise unexpended balances of donations and grants held on trust to be applied for specific purposes.

Designated funds comprise funds which have been set aside at the discretion of the directors for specific purposes. The purpose and use of the designated unrestricted fund is set out in the notes to the accounts when appropriate.

General funds comprise the accumulated surplus on the unrestricted income and expenditure account. They are available for use at the discretion of the directors in furtherance of the general objectives of the charity.

#### 1.5 Income recognition

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the item(s) of income have been met, it is probable that the income will be received and the amount can be measured reliably.

Income represents grants and donations and other amounts receivable. Conditional grants and subscriptions relating to future financial periods are carried forward as deferred income. All general income is treated as unrestricted income and is available for expenditure approved by the Board.

#### 1.6 Resources Expended

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

Charitable activities expenditure comprises expenditure directly related to the charitable objectives of the charitable company. Salaries and general overheads have been allocated to projects based on staff utilisation ratios. Costs have been recognised as incurred, when a legal and constructive commitment has been entered into by or on behalf of the charity. Grants payable where the offer is conditional, are recognised as expenditure when the conditions attaching are fulfilled. Grants offered subject to conditions which have not been met at the year end are noted as a commitment, but not accrued as expenditure.

#### 1.7 Governance costs

These comprise all costs in the governance of the charity and relate to the statutory audit / Independent Examination together with an apportionment of overheads and support costs.

#### 1.8 Cost of generating funds

A proportion of specified staff costs are included in this figure in the accounts.

#### 1.9 Future funding

A proportion of the company's income (less than 10%) is from grants which are subject to review and are not guaranteed for the future periods. Furthermore, certain granting bodies reserve the right to clawback grants, which have been under-spent, and to withdraw any grant by giving an agreed period of notice. No allowance is made in these financial statements for any cost attributable to terminating contractual arrangements in the event of a significant withdrawal of funds.

**1 ACCOUNTING POLICIES (continued)****1.10 Depreciation of tangible fixed assets**

Depreciation is provided on all tangible fixed assets so as to write them off over their anticipated useful lives at a rate of 33.3%.

Tangible fixed Assets costing more than £750 are capitalised. There are currently no assets costing more than £750

**1.11 Operating lease**

There are no operating leases. The premises are now occupied under a license agreement.

**1.12 Tax status**

The company is a registered charity and is not subject to corporation tax on its current activities.

**1.13 Debtors**

Trade and other debtors are recognised at the settlement amount after any trade discount offered. Prepayments are valued at the amount repaid net of any trade discounts due.

**1.14 Cash at Bank and in hand**

Cash at bank and in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

**1.15 Creditors and provisions**

Creditors and provisions are recognised where the company has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

**1.16 Financial instruments**

The company only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value with the exception of bank loans which are subsequently measured at amortised cost using the effective interest method.

**1.17 Staff pensions**

Contributions are made to staff personal pension schemes on a money purchase basis. These expenses are charged to the Statement of Financial Activities in the year that contributions are made.

**2 Grants and contracts for the promotion of development education**

	2016			2015
	Unrestricted	Restricted	Total	Total
	£	£	£	£
Grants received were as follows:				
CAFOD	15,000	-	15,000	8,373
CODEC GTA	-	2,901	2,901	11,179
COSPE	-	31,828	31,828	1,673
CIR	-	36,227	36,227	5,313
DEEEP	-	3,505	3,505	6,254
Nuffield	-	22,362	22,362	-
<b>TOTAL GRANTS</b>	<b>15,000</b>	<b>96,823</b>	<b>111,823</b>	<b>32,792</b>
Contracts for consultancy	412,514	-	412,514	392,795
<b>Total grants and contracts</b>	<b>427,514</b>	<b>96,823</b>	<b>524,337</b>	<b>425,587</b>

In 2015, of the total income from grants and contracts, £401,168 was for unrestricted funds and £24,419 was for restricted funds.

**3 Other Income**

	2016	2015
	£	£
Schools training	4,174	5,615
Donations and Other Sundry Income	2,026	2,277
	<b>6,200</b>	<b>7,892</b>

**4 Raising funds**

	2016			2015
	Unrestricted	Restricted	Total	Total
	£	£	£	£
Staff Costs	3,926	-	3,926	3,909
Office and Overhead Costs	659	-	659	607
	<u>4,585</u>	<u>-</u>	<u>4,585</u>	<u>4,516</u>

In 2015, all of the expenditure was from unrestricted funds.

**5 Charitable Expenditure**

	2016			2015
	Promotion of Global Learning	Governance Costs	Total	Total
	£	£	£	£
Staff and related costs	319,920	2,299	322,219	323,185
Charitable grant	12,650	-	12,650	-
Consultants	4,467	-	4,467	2,271
Office Expenditure	29,548	3,929	33,477	46,293
Events and Conferences	3,270	-	3,270	2,951
Resources and Membership	1,950	-	1,950	1,595
Communications, Publications & Promotion	46,896	-	46,896	43,909
Research	8,338	-	8,338	-
Travel	3,828	3,304	7,132	6,178
Audit and Accountancy	-	4,644	4,644	1,716
Bank and Legal Charges	310	-	310	1,800
Project Development	5,344	-	5,344	8,166
Bad and doubtful debt	3,425	-	3,425	-
Sundry expenses	3,284	-	3,284	-
Total Expenditure	<u>443,229</u>	<u>14,176</u>	<u>457,405</u>	<u>438,064</u>

In 2015, of the total expenditure, £406,184 was expenditure from unrestricted funds and £31,896 expenditure was from restricted funds.

**6 Net Incoming resources for the Year**

	2016	2015
This is stated after charging:		
	£	£
Auditors' fees - Audit of accounts (2015: Independent examination)	4,644	1,716

**7 Trustees and Staff Costs**

None of the trustees received any remuneration during the year (2014/15 - nil).

Four trustees received reimbursed expenses for travel costs related to attendance of meetings (2014/15 - 4 trustees).

	2016	2015
	£	£
Trustees travel costs re-imbursed	1,484	1,291
Staff Costs comprise:		
-Salaries	277,487	226,245
-Employer's National Insurance	21,969	20,018
-Childcare vouchers	73	2,991
-Contribution to staff personal pension schemes	21,567	49,959
	<u>321,096</u>	<u>299,213</u>

Average number of employees: 9.0 9.2

No employee earned more than £60,000 during the year.

The key management personnel of the charity comprise the board of trustees, the CEO and his senior management team. The employee benefits and employer's pension contributions for the key management personnel totalled £180,780.

**8 Tangible Fixed Assets**

Cost	£
At 1 April 2015 and 31 March 2016	7,509
Depreciation	
At 1 April 2015 and 31 March 2016	(7,509)
Net book Value	
At 1 April 2015 and 31 March 2016	<u>          </u> <u>          </u> -

**9 Debtors**

	<b>2016</b>	<b>2015</b>
	£	£
Accrued income	5,833	1,673
VAT overpayment	10,622	45,012
Other Debtors	131,867	87,548
Prepayments	5,950	6,184
Deposits	4,994	4,994
	<u>159,266</u>	<u>145,411</u>

**10 Creditors:**

	<b>2016</b>	<b>2015</b>
	£	£
Amounts falling due within one year		
Tax and social security	17,053	5,637
Creditors	15,017	5,449
Accruals	6,425	1,815
Deferred Income	-	119,473
	<u>38,495</u>	<u>132,374</u>
Deferred income		
	<b>2016</b>	<b>2015</b>
	£	£
Brought forward	119,473	140,373
Released in period	(119,473)	(42,617)
Deferred and carried forward	-	21,717
	<u>          </u>	<u>119,473</u>

In 2015/16 the accounting treatment of deferred income was altered to reflect current accounting practice. As a result more income was recognised in the year.

**11 Analysis of Net Assets between Funds**

	<b>Unrestricted Funds</b>	<b>Restricted Funds</b>	<b>Total Funds 31/3/16</b>
	£	£	£
Cash at bank	224,591	10,856	235,447
Other current assets	155,548	3,718	159,266
Current liabilities	(26,497)	(12,000)	(38,497)
	<u>353,643</u>	<u>2,574</u>	<u>356,217</u>

**12 Reconciliation of net movement in funds to net cash flow from operating activities**

	<b>2016</b>	<b>2015</b>
	£	£
Net income for the year (as per Statement of financial activities)	76,979	384
<b>Adjustment for:</b>		
Increase in debtors	(13,854)	(89,579)
Decrease in creditors	(93,879)	(143,163)
Net cash used in operating activities	<u>(30,754)</u>	<u>(232,358)</u>

**13 Analysis of cash and cash equivalents**

	<b>2016</b>	<b>2015</b>
	£	£
Cash in hand	235,447	266,201
Total cash and cash equivalents	<u>235,447</u>	<u>266,201</u>

## 14 Funds and Reserves

	Opening Balance 01/04/15	Income	Expenditure	Cost of sales	Transfers	Closing Balance 31/03/16
	£	£	£	£	£	£
Restricted Funds						
CODEC GTA	(2,794)	2,901	(143)	-	-	250
COSPE	-	31,828	34,217	-	-	(2,389)
CIR	-	36,227	26,126	708	-	9,393
DEEEP	243	3,505	2,825	1,100	-	(177)
NUFFIELD	-	22,362	14,216	12,650	-	(4,504)
<b>Total Restricted Funds</b>	<b>(2,551)</b>	<b>96,823</b>	<b>77,240</b>	<b>14,458</b>	<b>-</b>	<b>2,574</b>
Unrestricted Funds						
General	246,789	442,145	332,758	37,534	35,000	353,643
Designated	35,000	-	-	-	(35,000)	-
	<b>281,789</b>	<b>442,145</b>	<b>332,758</b>	<b>37,534</b>	<b>-</b>	<b>353,643</b>
<b>Total Funds</b>	<b>279,238</b>	<b>538,968</b>	<b>409,998</b>	<b>51,992</b>	<b>-</b>	<b>356,217</b>

The deficit on the NUFFIELD project will be cleared by income to be recognised in the year ending 2017.

The nature and purpose of restricted funds can be summarised as follows:

CODEC GTA - An EC funded project in partnership with Lancashire Global Education Centre Limited who are acting as lead partner. Aimed at raising public awareness of development issues and promoting development education in the European Union. This project ended following the administration of the lead partner.

COSPE - An EC funded project in partnership with COSPE (Cooperazione per lo Sviluppo dei Paesi Emergenti) who are acting as lead partner. Aimed at enhancing the competencies of Development Networks on the role that social economy can play in the global fight against poverty and the promotion of a sustainable way of living.

CIR - An EC funded project in partnership with Christliche Initiative Romero who are acting as lead partner. Aim to help EU citizens to understand and participate in the debate about sustainable consumption and the impact of EU development policy on citizens daily life.

DEEEP - A DEEEP4 funded project in partnership with BOND with Think Global acting as the lead partner. Aim to build capacity for the UK development NGO and DEAR sectors to interrogate the latest research into UK public attitudes towards poverty and international development and, in collaboration with the participants, to decide if there is a need to respond together to public perceptions of development, and find new and different messages to communicate.

NUFFIELD - A project funded by the Nuffield Foundation to create a global learning mathematics resource for use in schools.