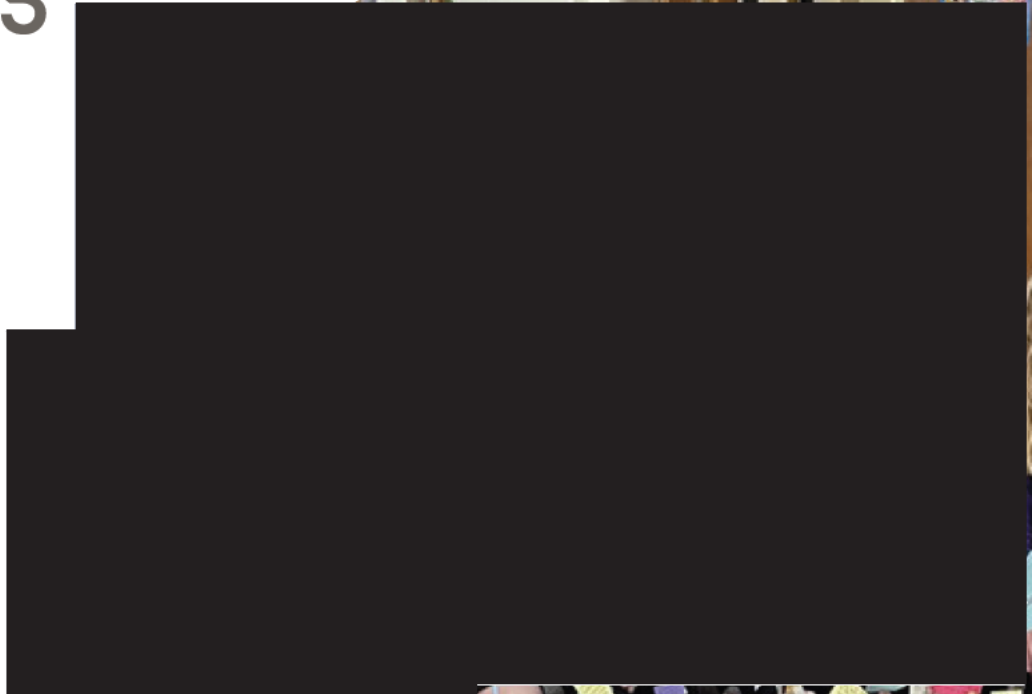


Highland One World Annual Report

2024-25



Inspiring
learning for a
fairer future...

Our impact this year

72



Courses delivered

1319



Practitioners attended our
courses

99%



Practitioners rated our
courses good or excellent

12,443



Downloads of our
resources

About us

At Highland One World (HOW), we believe that education is fundamental to creating a more just, sustainable and peaceful world.

Since its foundation in 1992, HOW has grown and evolved, continually exploring innovative ways to promote [sustainability](#) and [social justice](#) through [Global Citizenship Education](#).

In a world challenged by inequality, conflict, and environmental harm, we remain committed to responding to these pressing issues. By collaborating with educators, Local Authorities and partner organisations, [we empower children and young people to become critically informed and active global citizens](#), because we know that together, a fairer and more sustainable future is possible.



Our Vision

'People working together as informed and active citizens to build a more just and sustainable world.'

We work to achieve our vision by collaborating with **partners** to **advocate** for Global Citizenship Education, developing **quality professional learning opportunities** and **resources for educators**, and working with **young people** to translate their learning into **informed action**.



Our Values

Our work is guided by the following values:

Commitment to: **social justice & equity, participation & inclusion, sustainable development**

Respect for: **people & human rights, our environment**

Belief that: **people can bring about positive change**





At Highland One World, we promote **active** and **critical Global Citizenship** - an approach to learning that empowers children and young people to understand the world and take meaningful action to shape it for the better. It invites learners to **question assumptions**, **explore diverse perspectives**, and **recognise the interconnectedness of local and global issues** such as inequality, conflict, migration and the biodiversity and climate crises.

Being critical means developing the skills and values to **recognise how power, privilege and systems influence our world**, and to reflect on our own roles within them. Being active means **using the knowledge and understanding, skills and values to make informed, ethical choices and to take action** on issues.

Through this approach, Highland One World supports educators to nurture informed, compassionate, and courageous learners who are willing to **challenge injustice** and contribute to a **fairer, more peaceful and sustainable world**.

Our Partnerships

Partnerships are central to our work, enabling us to extend our reach, share expertise, advocate for Global Citizenship Education (GCE) and enhance its impact across Scotland.

As one of three **Development Education Centres (DECs)** in Scotland, and a member of the **Scottish International Development Alliance (SIDA)**, we continued to collaborate across these networks to advance Global Citizenship Education.

Through our **Global Citizenship in Scotland Programme**, we continued to work closely with our partner DECs - Scotdec and Wosdec, to promote GCE in Scotland.

The merger of our umbrella network IDEAS with SIDA strengthened our collective capacity to influence policy and promote Global Citizenship at Scottish and UK levels. This year, through SIDA's newly formed **Global Citizenship Education Committee**, partners including HOW continued the important work of IDEAS within an invigorated, forward-looking network.

Based in Inverness Royal Academy, our long-standing partnership with **Highland Council** remains central to our work. Together with practitioners and strategic leads, we worked to advance Global Citizenship, Learning for Sustainability, Anti-Racist Education and Rights-Based Learning across the Authority.

Beyond Highland, we worked with strategic leads in **Eilean Siar, Argyll and Bute, Orkney, Shetland, Moray, Aberdeen City, Aberdeenshire** and **Perth and Kinross** to promote Global Citizenship and provide tailored support for educators.

Collaborations with organisations including **Keep Scotland Beautiful, Christian Aid, African, Caribbean, Asian and Mixed Heritage Association (ACAMHA), Open University, University of Ibadan, YMCA Africa Alliance** and **Developing the Young Workforce** further enriched and expanded our work.

17 PARTNERSHIPS
FOR THE GOALS



Professional Learning

Highland One World works to achieve its vision through the provision of a range of relevant and responsive professional learning opportunities and resources to build teacher skills and confidence to embed active and critical Global Citizenship Education into their setting.

Probationer Training

Supporting **newly-qualified teachers** to embed Global Citizenship into their practice remained at the heart of our work. This year we delivered **16** Global Citizenship and Rights training sessions to **349** probationers, equipping them with the methodologies and frameworks to deliver the Curriculum through the lens of Global Citizenship.

"An inspiring course. The activities opened my eyes about the power we have as teachers to shape the world views of our pupils, and really helpful examples of what to do in practice"

Probationer Teacher

Learning for a Better Future

Through our **GTCS-accredited Learning for a Better Future Programme**, we provided in-depth support to primary and secondary teachers across the North of Scotland to gain **professional recognition in Learning for Sustainability (Global Citizenship)**. Participants engaged in professional learning, reading and mentoring to design and deliver **enquiry-based projects** on key Global Citizenship themes.

"I found this course brilliant and so valuable. I've taken so much out of it already."

Primary Participant

Early Years

At HOW, we believe it's never too early to start with Global Citizenship Education. By nurturing **curiosity, empathy** and **awareness**, we can support young children to grow into active global citizens, ready to contribute to a more just and sustainable world. This year we delivered **10 courses** on **Rights in ELC** and **Developing Global Citizenship through Play** to **567** practitioners

A really thought provoking course, and provided some immediate tries as well as things to think about longer term and places to look for more info. Fantastic! I feel more confident in having conversations with children about race and their identity as well as understanding the importance of developing a global identity and interconnections"

DGC Through Play Participant

"It was a really helpful session for a topic that can feel daunting, and the resources look very good. I'm looking forward to exploring further and incorporating in some of my units"

Participant - ARE resource training

Anti-Racist Education

Anti-Racist Education is one of HOW's key strategic priorities. We believe that education has the power to **challenge prejudice, amplify underrepresented voices** and **create a fairer, more inclusive society**. This year we provided a range of professional learning and resources to support teachers to embed anti-racist principles within their settings.

Scotland's New Anti-Racist Education Resource

To support educators, we delivered three training courses for **55** early, primary, and secondary practitioners to accompany the launch of the DEC's new [Anti-Racist Education Website](#).

Mirrors and Windows Project

Through our **Mirrors and Windows Project**, we worked closely with practitioners and the African, Caribbean, Asian and Mixed Heritage Association (ACAMHA) to develop our new resource: [Mirrors and Windows](#) which we launched in March. The resource supports early years and primary practitioners to **critically reflect on the books and materials** they use in their schools and nurseries, offering practical guidance on auditing, diversifying, and using literature to promote anti-racist education. It has already been shared widely and downloaded over **3000** times.

To complement the resource, we created **nine themed book boxes available for loan to schools**. These have proved immensely popular reaching **1025** children so far.

Alongside this, we delivered **three professional learning sessions** to **81** practitioners, building their skills and confidence to embed anti-racist principles within their settings.

I appreciated the emphasis on using literature as a powerful tool to engage children in meaningful conversations about race, diversity, and inclusion. The course not only highlighted the importance of representation in books but also equipped me with techniques to facilitate thoughtful discussions and address bias effectively.

Thank you

M&W training participant

“

As a school with 25 different languages spoken and 50% of the school EAL, borrowing these books and reading them to whole classes allowed the children to see themselves represented more in the stories they were reading/being read. We plan to purchase some of these books as a school to support our learning in this area.

Highland Primary Head Teacher

”

It's the first opportunity I have had to attend CPD focusing on this and the wealth of detail really helped me to start thinking more deeply. An excellent course: an opportunity to learn various methodologies and share views with other professionals. I've already shared the resources with 2 colleagues with whom I work closely.

Course participant - Anxiety to Hope & Action



Responsive Training

In response to global challenges - from conflict and climate change to inequality, we ran a series of professional learning sessions, supporting practitioners to engage learners with these complex issues. Courses included:

Rights Across the Curriculum, From Anxiety to Hope and Action: Exploring Global Issues with Learners, Teaching Controversial Issues and Exploring the Sustainable Development Goals.

We also partnered with Keep Scotland Beautiful to deliver **Climate Justice** sessions for primary teachers.

Tailored Support for Local Authorities

We were delighted to deliver a range of customised training sessions for Local Authorities including:

Learning for Sustainability for Supply Teachers; Learning for Sustainability for New and Acting Head Teachers; LfS and STEM; Global Citizenship for Social Subjects; and whole-school Global Citizenship and Rights training for Culloden Academy, Inverness Royal Academy, Cauldeen Primary and Avoch Primary.

An insightful session. It really brought the subject into focus for me and showed how to embed the principles into non-social subjects. I plan to teach in future with more curiosity about student's voices.

Participant LfS for Supply Teachers



Using Books With Learners



Our Teacher Networks

Highland Anti-Racist Education Schools' Network

This year, in partnership with Highland Council Educational Psychology team and ACAMHA, we launched our **Highland Anti-Racist Education Schools' Network** - a growing community of over **40 members**, including teachers, educational psychologists, third sector partners, parents and police. The network provides a **supportive space for discussion, resource sharing and collective action to embed anti-racist education across Highland.**

This work can feel lonely sometimes. I'm so glad to have found such a supportive space

Secondary Depute, ARE Network



Our Resources

Global Teacher Network

Our Global Teacher Network met **two** times this year, providing a platform to **share best practice, explore emerging themes and share resources.** This year's meetings focused on numeracy and Global Citizenship and whole school approaches to Global Citizenship.

We also convened a **secondary teacher advisory group** to help shape our future direction and priorities.

We continued to expand and promote our **HOW teacher resources**, which were downloaded **12,443** times this year.

HOW also continued to manage and develop **Signposts**, the DEC's online resource hub for Scottish schools, ensuring that educators across the country have access to high-quality, relevant materials.



Mock COP 29

We were delighted to partner again with Open University Scotland and Developing Young Workforce to deliver our fourth successful **Mock COP programme** for young people across the Highlands.

As the real COP was taking place in Azerbaijan, over **80 pupils** from **12 Highland secondary schools** took part in the **Mock COP at Highland Council Chambers**, designed to mirror the real COP process. Schools engaged in **climate learning** in the run up to the event, taking on the roles of different countries, organisations and stakeholders to debate global climate policies including emissions targets, adaptation and renewable energy commitments. The event aimed to support young people to **develop an understanding of international climate diplomacy** and **practice negotiation, advocacy** and **teamwork**, all while **developing the key skills and values of Global Citizenship**.

Art for Action

Exhibitions and Stakeholder Event

This year, we were delighted to deliver our biggest **Art for Action Project** yet, with **17** schools and **637** young people taking part from across the Highlands. The project **encouraged learners to think critically and act creatively on climate issues that matter most to them**, supporting them to have a **voice, hope** and **agency** in the face of a global climate emergency.

I love the exhibition because it shows children can fight for climate change plus I got to talk about my class artwork.

P3 Pupil



Learners' artwork was displayed in the **Highland Council Chambers** during the fortnight of COP29, showcasing young people's creativity and commitment to climate action.

In spring, we hosted a **follow-up exhibition and stakeholder event at Inverness Botanic Gardens**, bringing together **109 participants**, including **MSPs, MPs, local councillors, business and third-sector leaders, educators** and **young people**. The event fostered meaningful dialogue between decision-

makers and the young people whose futures are most affected by climate change, amplifying youth voices at local and national levels.

The children and young people's artwork resonated far beyond the Highlands, featuring in **climate justice galleries in the UK and Scottish Parliaments**, and even being referenced during a **debate in Holyrood**.

"I was completely in awe of the schools presentations last Friday, the pupils were amazing, I just love the Climate Action song and the focus on the global goals and climate justice. It was so inspiring to see Art-tivism in action and to hear of the climate action they are taking across their schools and communities.

Representative from Highland Council Climate Change team

Our pupils really enjoyed the event – they had some great stories on the way home. It sounds like many of the decision makers were keen to chat to them, so that's great.

I thought the event was brilliant. Really good mix of youth engagement and nice class work, with a bit of a punch too! Having the researchers there was great – it made it feel real.

Secondary Teacher



Follow



An inspiring visit to the [Highland One World Global Learning Centre](#) activism exhibition at the [Inverness Botanic Gardens and Café](#) last week. The artwork from children from around the Highlands certainly got us thinking. The children we met will live into the 22nd century and if WE fail to make the right decisions today THEY will have to live with the consequences. Thank you for all the hard work and the focus on how climate change and inequalities are closely linked.

The event was quite rightly children led and I want to encourage every one of them to register to vote as soon as they can and elect the politicians of today who will make the right decisions for their tomorrow. Thank you to all elected members who attended.



Young artists in Highlands exhibit climate change issues at Inverness Botanic Gardens



More than 500 young artists in the Highlands have used their creativity to make powerful works of art highlighting climate issues.

The Art for Action exhibition at the Inverness Botanic Gardens was enjoyed by hundreds of people.

Research Collaboration

Building on the success of Art for Action, this year the project became part of a wider **international research collaboration with the Open University, the University of Ibadan (Nigeria) and YMCA Africa Alliance**. Together, we explored how activism can empower young people to respond to the climate emergency.

This partnership resulted in a **co-authored academic paper** titled:

“Which voices are heard? Who is silenced? Learning from young people about the climate emergency using activism as a sustainable pedagogy.”

In May, Highland One World and the Open University co-facilitated a workshop at the **Children in Scotland Annual Conference** in Glasgow, sharing learning and insights from the project with educators, youth practitioners, and policymakers from across the country.

This collaboration not only strengthened our research links and knowledge exchange, but also amplified the voices of young people in global conversations about climate justice.

We will continue to work in partnership in the coming year to support pupil action on the climate emergency.

Art for Action Resource



Drawing on the learning and creativity that emerged from the Art for Action project, we began developing a new **creative toolkit** designed to support upper primary and secondary teachers facilitate **learner-led activism projects focused on social justice and environmental themes**.

The resource aims to inspire educators to integrate artistic expression and activism into their teaching, empowering young people to take informed, creative action on the issues that matter most to them. The toolkit is due for publication in September 2025.



HIGHLAND ONE WORLD

Scottish Registered Charity No SC048130

Year end 28 February 2025

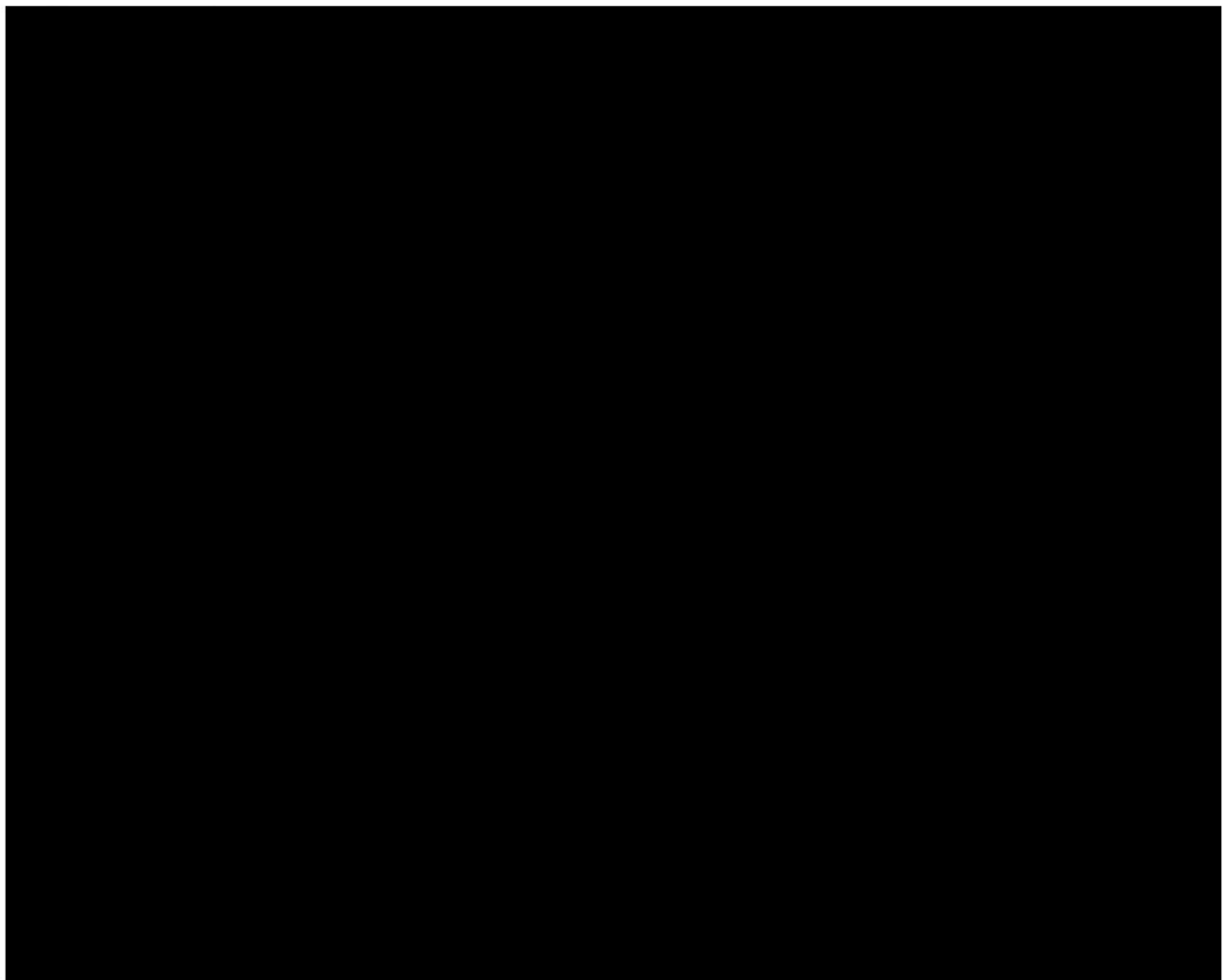
HIGHLAND ONE WORLD

Scottish Registered Charity number SC048130

TRUSTEES' REPORT FOR THE YEAR ENDED 28 February 2025

Address

Highland One World (HOW)'s principal address is



Governing Document

HOW was established as a constituted body in October 1992 and recognised as a charitable group. Its governing document is its written constitution.

Trustee Recruitment and Appointment

Officers are appointed at the organisation's Annual General Meeting from the body of attendees and supporters with the appropriate skills and commitment. The total number on the Management group is now 11, including 3 Office bearers. HOW formally became a SCIO on 1 July 2018.

Charitable purposes

HOW 'aims to inspire learning for a fairer world' by developing active global citizens who are aware of global inequality and injustice and the causes and effects of world poverty. It encourages closer cooperation between local organisations concerned with global development issues. It aims to enhance the charitable objectives of its funders.

Summary of the main activities in relation to these objects

This work is mostly carried out in the formal education sector through funding received to enable:

- collaboration with local initiatives at advisory level
- contributing to local authority inservice programmes for teachers and probationary teachers
- collaboration with the University of the Highlands and Islands to support teachers in training
- working with teachers in their schools to develop a global approach to the curriculum
- maintaining and servicing a library of development education materials
- using all modern media to help keep teachers abreast of the ways global citizenship education can enable effective delivery of Curriculum for Excellence, Learning for Sustainability and Rights based Learning.
- working in partnership with other members of IDEAS network to further global citizenship education in Scotland.

A detailed report on these activities is attached separately.

Reserves Policy

HOW seeks to maintain sufficient reserves to allow for its continued operation at current capacity and to enable HOW to have the matched funding available to participate in projects funded from other sources.

The aim is to build reserves to previous levels by including a contribution to reserves in all future funding bids.

Surplus for the year

Activities in the year resulted in a (net deficit of £12,973), 2024 – (net deficit £22,444) .

The down turn in the general financial situation has made funding harder to secure.

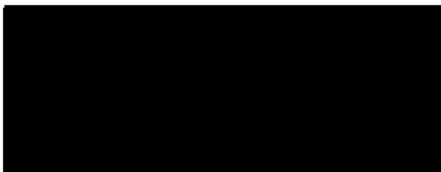
It was decided to draw on some of our reserves in this financial year to maintain our service delivery level and enable time for fund raising. Funding was successfully secured for several short term projects but longer term funding still needs to be sought.

Donated facilities and services

In-kind support is received from Highland Council of the use of administrative premises and services.

The Trustees declare that they have approved the trustees' report above

Signed on behalf of the charity's trustees.



Date

20 September 2025

HIGHLAND ONE WORLD

Scottish Registered Charity No SC048130

Receipts and Payments Account for 12 months ending 28 February 2025

		2025 Unrestricted £	2025 Restricted £	2025 Total £	2024 12 months £
Receipts					
Grants and Other Funding Contributions	1	0	90,753	90,753	75,280
Contributions to Expenses		0	0	0	40
Bank Interest and Cheques written not presented		1,108	0	1,108	1,327
Other Income: Donations		0	0	0	2,250
		<u>1,108</u>	<u>90,753</u>	<u>91,861</u>	<u>78,897</u>
Payments					
<i>Charitable Expenditure</i>					
Development Worker & staff - Salaries & other costs	2	24,284	70,372	94,656	87,892
Freelance Administrative Assistant		0	366	366	0
Related out of Pocket Expense costs	3	601	942	1,543	1,411
Resource Materials		0	1,462	1,462	12
Freelance Delivery Consultants		0	0	0	2,268
		<u>24,885</u>	<u>73,141</u>	<u>98,026</u>	<u>91,582</u>
<i>Support Costs</i>					
Recruitment Costs		300	0	300	0
Insurance		423	0	423	349
Communication Expense	4	19	671	691	540
Management Committee Expenses		0	0	0	0
Payroll Bureau		240	775	1,015	742
Sundry Expenses including equipment	5	2,481	1,087	3,567	7,533
Professional & Accountancy Fees		0	811	811	593
		<u>3,463</u>	<u>3,344</u>	<u>6,807</u>	<u>9,758</u>
Total Payments		<u>28,348</u>	<u>76,485</u>	<u>104,833</u>	<u>101,340</u>
Surplus/(deficit)		-27,240	14,268	-12,973	-22,444
Pro rata Adjustment					
Net movement In funds:					
Total Funds Brought Forward		92,764	4,166	96,931	119,374
Total Funds Carried Forward		<u>65,523</u>	<u>18,434</u>	<u>83,958</u>	<u>96,931</u>

Statement of Balances as at 28 February 2025

	£	£
Opening Balances 01.03.2024		
Current Account	12,089	
Savings Account	84,841	<u>96,931</u>
Surplus/Deficit		-12,973
Closing Balances as at 28.02.2025		
Current Account		4,309
Savings Account		<u>79,649</u>
		<u>83,957</u>

Signed on Behalf of the Trustees:

20 September 2025

Notes to the Accounts:

All funds received by Highland One World are treated as general unless there are specific terms or conditions which require otherwise.

1. Grants and Funding Sources	2025	2024
	£	£
Scottish Government	65,203	39,279
EU	0	0
Gordon Cook Foundation	12,500	12,500
Connecting Classrooms through Global Learning	0	0
People's Postcode Trust	0	0
EIS/STUC	0	2,292
Cairngorm National Park Authority	0	21,199
Pebble Trust	10,000	0
Other	3,050	10
	<u>90753</u>	<u>75280</u>

2. Salaries and Other Costs	£
Salaries	88,049
PAYE/NIC	2,351
Pension Contributions	4,255
	<u>94,656</u>

3. Related out of pocket expenses comprise are principally travel reimbursed.

4. Communication expenses comprise : Web maintenance, mobile phone, internet and sharepoint storage costs, domain hosting.

5. There was a laptop purchased in the year for £699.00 on the 14.03.2024

6. Of the total funds carried forward, the surplus balance is £65,523 on the unrestricted and surplus of £18,434 on the restricted.

7. The trustees were not remunerated in the 12 month period to 28 February 2025

Independent Examiner's Report on the accounts of Highland One World SC10

Report to the trustees of Highland One World SC10, Registered Charity Number SC048130 on the accounts of the charity for the year ended 28 February 2024.

Respective responsibilities of trustees and examiner

The charity's trustees are responsible for the preparation of the accounts in accordance with the terms of the Charities and Trustee Investment (Scotland) Act 2005 and the Charities Accounts (Scotland) Regulations 2006 (as amended). The charity trustees consider that the audit requirement of Regulation 10(1) (d) of the 2006 Accounts Regulations does not apply. It is my responsibility to examine the accounts as required under section 44(1) (c) of the Act and to state whether matters have come to my attention.

Basis of independent examiner's statement

My examination is carried out in accordance with Regulation 11 of the 2006 Accounts Regulations. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeks explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view given by the accounts.

Independent examiner's statement

In the course of my examination, no matter has come to my attention,

1. which gives me reasonable cause to believe that in any material respect the requirements:
 - to keep accounting records in accordance with Section 44(1) (a) of the 2005 Act and Regulation 4 of the 2006 Accounts Regulations.
 - to prepare accounts which accord with the accounting records and comply with Regulation 9 of the 2006 Accounts Regulations.

Have not been met, or

2. To which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Dated.....22/9/2025.....

Relevant professional qualification: Chartered Management Accountant, Association of Taxation Technicians, Chartered Tax Adviser