



CDEC
Cumbria as a Beacon
of Global Citizenship



Impact Report 2025

| Critical Thinking | Compassion | Collaboration | Citizenship |

CUMBRIA DEVELOPMENT EDUCATION CENTRE
LOW NOOK, RYDAL ROAD, AMBLESIDE, CUMBRIA LA22 9BB
TEL: 015394 31602 | EMAIL: OFFICE@CDEC.ORG.UK | WEB: WWW.CDEC.ORG.UK

A word from the Director

Cumbria Development Education Centre is a Global Learning Charity, focusing on how we can empower young and old to build a fair and more sustainable world - starting with Cumbria. We believe the actions we take locally have global impact.

Our way of working encourages critical thinking and reflection, action and agency to make our school and wider communities fairer for all.

We invite young people, teachers, community members to work with us through social action, creative or nature based projects. We foster critical awareness of some of the big 'global' issues facing us locally.

In the past year, this has included poverty, the climate crisis, migration and how to create and build welcoming communities free from racism. It focuses on building a more just and equitable world by understanding global interconnectedness and our roles and responsibilities within it.

In this snapshot of our year 2024-25, we want to share with you some of the outcomes and impact from our work. We use external evaluation, participants' reports captured by facilitators, feedback forms and visual media to measure impact and outcomes, and you'll see them reflected here in a variety of ways including case studies, photographs, narrative reporting, illustrative quotes and more.

Our work is underpinned by the Sustainable Development Goals and focused on having an impact on our 4 C's: **Critical Thinking, Compassion, Collaboration and Citizenship.**



Laura Goad
CDEC Director

CDEC Project Work

Welcoming the Stranger

An arts-based project working with primary school pupils in nine schools on the West Coast.

This COLLABORATIVE project is delivered by The La'al Collective and CDEC and funded by the Paul Hamlyn Foundation. The project introduces children to a puppet - a life size bear - who is lost, frightened and needs help. The children work with Bear to create his story, resulting in each school writing their own book. The arts-based, global learning process allows the children to develop their empathy, creativity and oracy skills.


[Bear] teached
me how to be
good

better at
helping
each other


there was
more
laughter



Schools entering their second year of the project have been engaging in a wide range of activities that link to their Bear story, learning and practising new skills. The role of the artists has been crucial in listening to and engaging with children's ideas and showing how these original ideas can turn into beautiful and meaningful creations that belong to them.



made the class
happy and
energetic



I love Thursdays
because my son
comes home
happy

The creative work provides inspiration, confidence and self-assurance for young children and the development of their oracy also helps them to engage more and express their feelings and ideas. Empathy continues to be a core aspect of focus and a growing empathy for their peers has been a feature of many groups. The opportunities for talking and listening before, during and after creative work are an essential part of the development of empathy for each other and for people beyond the classroom.

The project's collaborative arts-based approach has proven particularly effective in developing crucial social, emotional, and communication skills, especially among young children.



Youth-led Climate Social Action projects: *Blue Influencers*, *Climate Leaders* and *PLACE*

Through these funded projects, CDEC worked with a range of partners to support young people to do something linked to their passions, urgency and need to be heard. These projects resulted in:

- young people leading a community litter-pick, recruiting families and other young people to take part and make a visible difference. In one 3 hour session we collected 15 bin bags of litter
- 16 young people signed up for the first 'Changemakers of Tomorrow' residential - a project delivered alongside Another Way and Futureproof Cumbria. The young people were supported to develop the skills, connections and confidence needed to turn their ideas for change into action. Projects developed included clothes swaps, practical campaigns to improve nature and to lobby for change. Along with Another Way, plans are underway for a second residential for the summer of 2026

- primary pupils developed composting schemes in their school- making sure pupils and staff composted correctly.
- primary pupils reduced food waste by deciding the portions they were served were too big (small people, small plate). They wrote letters to parents to explain their action and why
- Through our Blue Influencers project pupils developed plans for the grounds in their schools and colleges. They worked on plans to create nature and biodiversity friendly blue spaces.



Youth Climate Summits

Since 2021, CDEC have been co-ordinating the delivery of the Youth Climate Summits in Cumbria. They bring pupils together from across the county to share what they have been doing, learn new skills and share their insights and opinions with decision makers. To date, 870 young people and 80 schools have taken part. The summits are planned, developed and led by young people.

- Youth-leadership of the summits reached new heights in the last two years with the eco group at The Whitehaven Academy (2024) and the Furness Academy 'Summit Makers' (2025) taking the lead. These teams created action plans and divided into specialised teams (Design, Welcome, Logistics, Tech, etc.) which proved "extremely successful"
- The engagement of local councillors was significant at the 2025 summit with four Westmorland and Furness Councillors attending. Attendees and organisers noted that councillors were "clearly interested in hearing more and doing more work," demonstrating a direct link between the youth discussions and local political action



Furness Academy 'Summit Makers' with the Carbon Pledge World at the 2025 Youth Climate Summit - the textile map has become a permanent installation at Furness Academy to showcase ongoing climate action initiatives

- Tunnel of Success and Pledge Tree (2024): The 2024 summit featured a 'Tunnel of Success' where schools showcased their projects and a 'Pledge Tree' for attendees to write their wishes for people, place and planet.



South Lakes Poverty Truth Commission

Another COLLABORATIVE project, this one led by Cumbria CVS where our role was to facilitate conversations to support the Commissioners to effect change.

The Poverty Truth Commission approach focuses on ensuring people with the lived experience of poverty have a voice in improving services that affect them.

‘Nothing about us, without us, is for us.’



The Commissioners have influenced a range of services to become more poverty-aware on issues such as domestic violence, mental health and community hubs, underpinned by the view that services that are ‘people centred’ are best. SLPTC has also co-created a range of training packages to cascade and embed best practice across Westmorland and Furness Council, partners and other third sector organisations. A vast library of resources has been created by the commissioners to keep the conversation about poverty going and centred on the people affected - [take a look here](#).



Supporting young refugees and unaccompanied young people seeking asylum

A leadership project in partnership with Carlisle College, supporting young people recently arrived to feel connected to local place, people and networks

32 refugee/ unaccompanied asylum seeking young people were supported through project work that connected them with each other people and organisations who can support their ability to thrive in their new home.

The young people reported feeling better connected with people and place; stronger networks for them now exist and they have delivered their own youth-led projects.

Lucy, a film student at Kendal College, came to us at the start of 2025 with her idea for a project visiting businesses and charities across Cumbria to photograph the work they are doing to build a fair and more sustainable world.



Lucy managed and directed this project and the exhibition. She said, "On a personal level, going out to take some of these pictures along with working closely with CDEC and experiencing their enthusiasm and willingness to support this project has opened my eyes to just how many people and projects there are within just this county committed to the same hope and compassion driven goals. It has been really uplifting for me to see and be a part of, so I hope this small exhibition can make some others feel the same way."



The Case For Global Learning

The national network of which CDEC is a part, **The Global Learning Network**, along with more than 30 other national and international organisations, is urging the UK Government to place global learning back at the heart of the school curriculum.

The organisations have worked together to create and publish a 'manifesto' - **The Case for Global Learning** - which details evidence of the wide-ranging benefits for teachers and learners in discussing these topics in a structured way in the classroom and beyond. It also calls for a properly resourced new framework across the UK to redress a significant reduction in support from Government funding in the past few years.

[More info and read the manifesto and case studies here](#)

We deliver training to teachers on a wide variety of topics - all through the lens of global learning. We use the UN's Sustainable Development Goals as a basis for both CPD courses and classroom resources.

A particular focus during 2024-25 was on teacher training courses and workshop sessions on topics related to sustainability and the climate crisis.

One strand of this was designed to support schools to meet their obligations under the DfE's sustainability and climate change strategy which states that "by 2025 all education settings will have nominated a sustainability lead [teacher] and put in place a climate action plan". Working in collaboration with multiple partners, we delivered workshop sessions to 50+ teachers from schools across the county during the year.

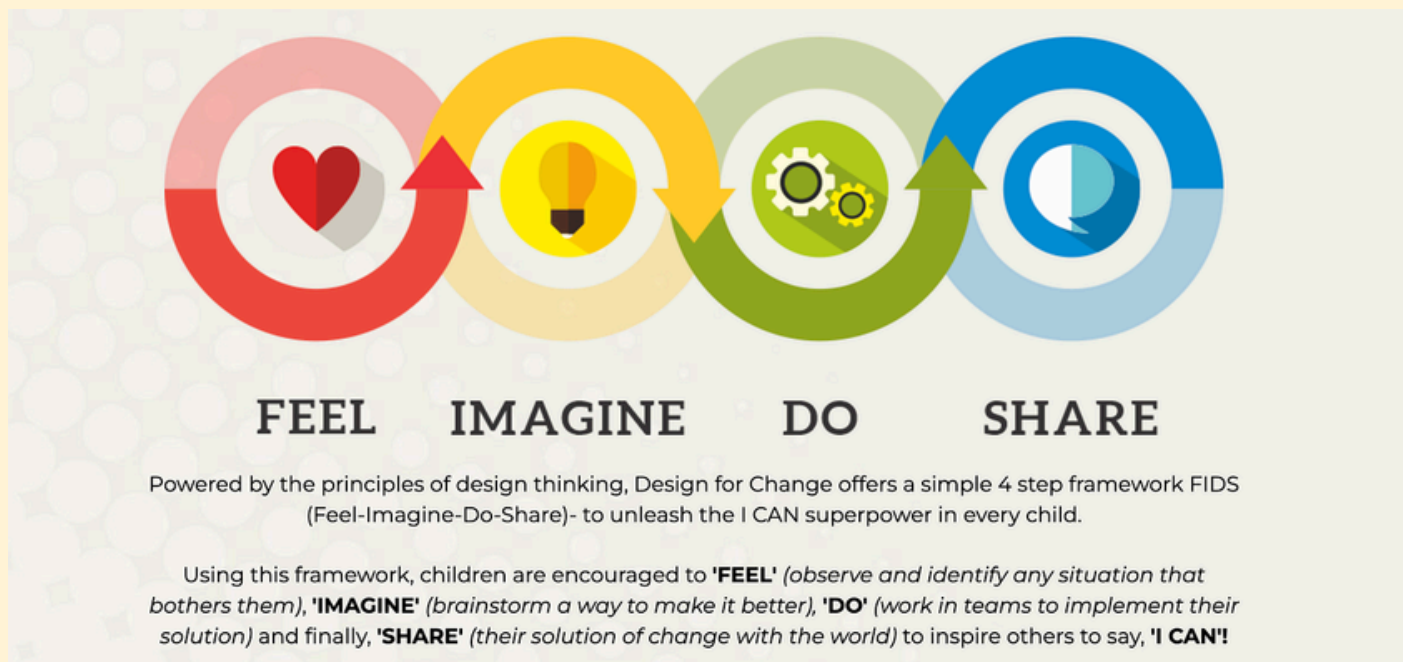
Again working in collaboration, we had great success during the year delivering the course **'Teaching a Climate Curriculum'**.

This is an intensive and immersive course consisting of a full-day session with follow-up workshops to track development and progress and was designed by our colleagues at Global Learning Leeds.

We've delivered this training in open sessions and in whole-school and cluster settings - the latter proving particularly popular.



We've also had particular success during 2024-25 with our course **Leading for the Future - an inclusive approach to pupil voice** which aims to embed the FIDS approach at a whole-school level, unleashing the I CAN superpower in every child.



“This approach has enabled all of our children to work together and celebrate their achievements, from contributing to climate action to improving our community.” - **Lyndsay Tarr, Year 6 teacher at Ambleside Primary**

“This is better than school council as we all get to work together. I love working with the younger children.” - **Year 5 pupil at St. Michael’s, Bothel**

Partnerships & Collaborations



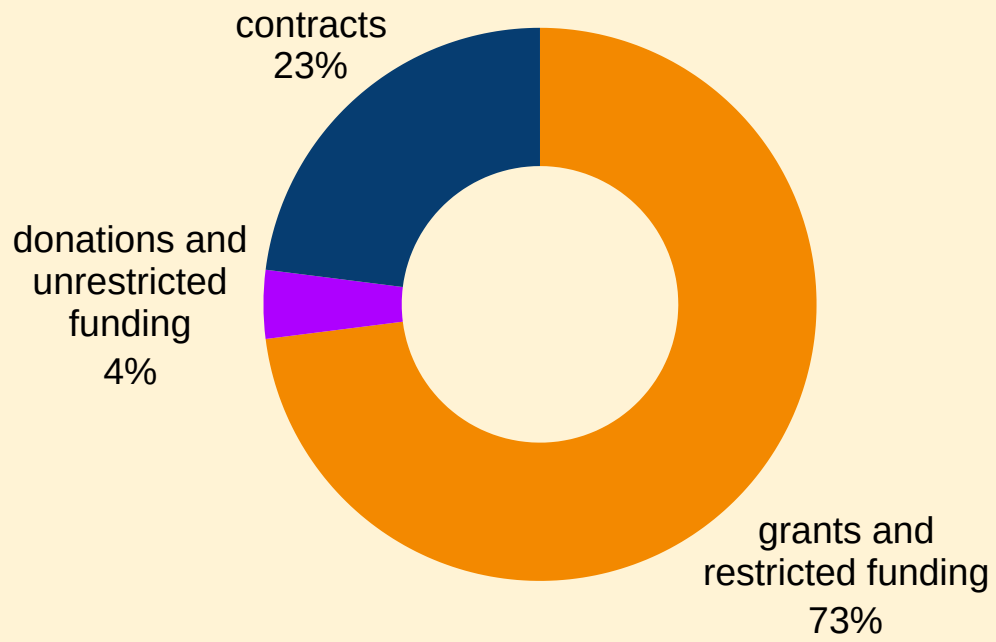
Partnerships and collaborations are central to how we work. These organisations are delivery partners on our projects, events, summits and training courses and collaborators on resources and research. We can't do what we do without the experience and expertise of others.

Funders

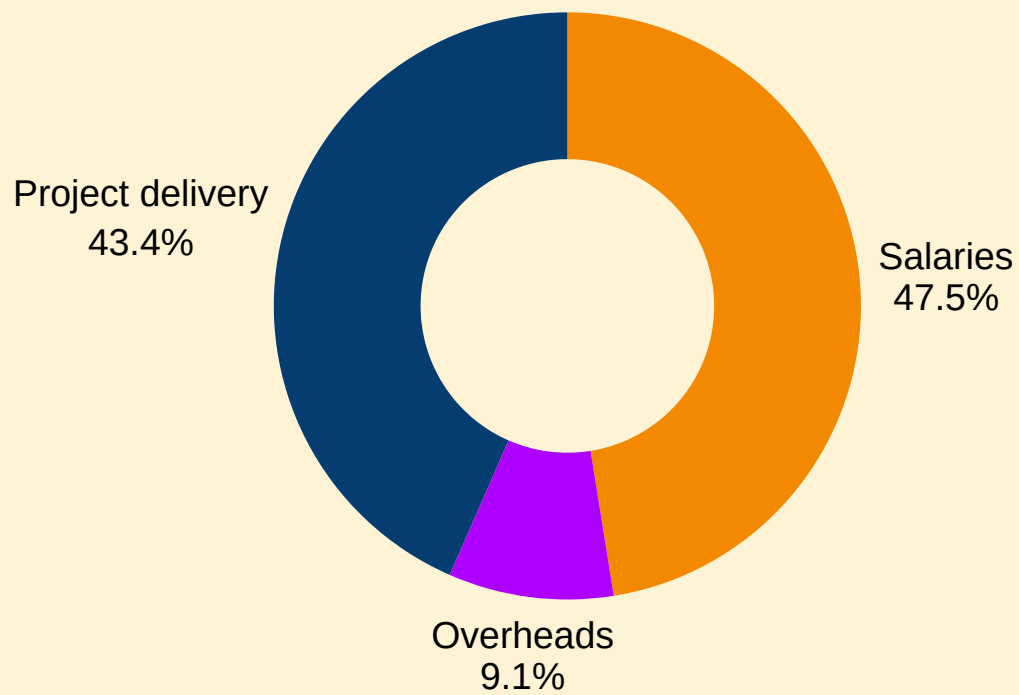


These organisations have provided us with the funding to deliver project work and develop resources.

Income



Expenditure



A concluding note from the Chair of Trustees

To read this report is a pleasure! I would like to thank all the young people, teachers, community members and partners with whom CDEC have worked and, by doing so, support the work of CDEC. In many ways, the values and actions embodied in this report act as an antidote to aspects of the prevailing national and international environment which can seem hostile to CDEC's vision to help build a fairer, more sustainable world by empowering people - young and old - to lead change.

Reassuringly, the voices and actions of young people, teachers and Cumbrian communities point to a groundswell of support for a kinder, more responsive attitude to the world and the challenges we all face.

Looking at the range of CDEC activities and a discernible shift in curricular priorities from central government, there are grounds for cautious optimism in the coming year for Global Learning. The contributions CDEC can make in both the focus of its work and the way it does it are as persuasive as ever.

My final thanks go to the extraordinary enthusiasm, skill and collaborative endeavour of the central team, led by Laura Goad, who continually go the extra mile to deliver the work of CDEC. I know I speak for all the trustees when I say that we are immensely proud to be associated with CDEC and we are looking forward to the year ahead.



Professor Murray Saunders
Chair of CDEC Trustees