

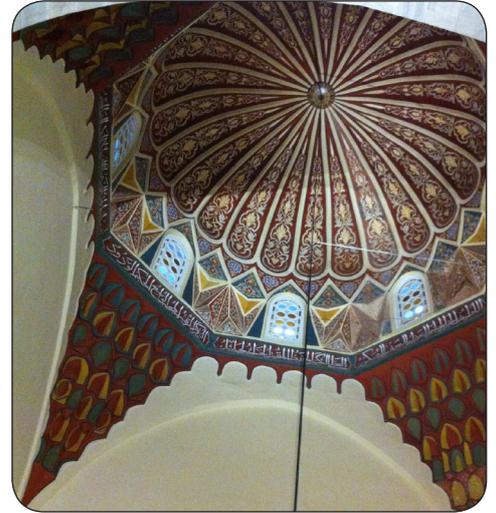


DECSY

DEVELOPMENT EDUCATION CENTRE
SOUTH YORKSHIRE

EDUCATION FOR A JUST AND SUSTAINABLE WORLD

Charitable Incorporated Organisation no: 1153377



Annual Report 2017

Development Education Centre South Yorkshire 2017 Annual Report

The Development Education Centre South Yorkshire was established as a charity (No. 517354) in 1984. It became a Charitable Incorporated Organisation (No. 1153377) in 2013. It works with teachers and others involved in education, promoting a global perspective in the curriculum.

The Centre's work focuses on building an understanding of the interdependence between global issues and people's own lives. Using active learning methods, based on enquiry into issues and ideas, DECSY aims to help people to develop the skills and commitment to work together to bring about a more just world.

The Centre also works to promote a positive attitude towards diversity. DECSY is aware that many groups and individuals within society are discriminated against, and aims to promote effective equal opportunities in all its work.

DECSY is organised by its members. These include educational bodies, campaign groups, community and religious organisations and individuals. It is a founder member of, and holds a Director position on, the Consortium of Development Education Centres and is a member of Think Global and a range of other bodies.

DECSY Resource Centre, Scotia Works

The Resource Centre is open from 12.00 to 5.30pm on Tuesdays, Wednesdays and Thursdays during term time. There are over 4,000 titles in stock, including photo-packs, DVDs, fiction and non-fiction books, posters and games, for early years, primary, secondary, further education, and for youth and community work. Almost every school curriculum area is represented. There is also a global objects collections service and staff can offer assistance in finding human resources in the form of artist/educators from countries of the 'South'.

Centre Staff can offer specialist advice on resources for teaching about citizenship, distant places, development, human rights, peace, environmental and equal opportunities issues, community cohesion, gender equality and Philosophy for Children.

Membership

Group membership or individual user membership of DECSY helps the Centre to plan ahead to meet users' needs and entitles you to many benefits including:

- Discounted rate on all DECSY CPD training courses
- Free loan of Global collections / Early Years boxes
- Free loan of books, CDs, DVDs and teaching packs
- Tailor-made resource listings put together by experienced staff
- Free introductory session at Scotia Works (20 at a time)
- 20% discount on purchases from the bookshop
- 10% discount on whole staff INSET
- Newsletter and information on projects and courses
- Book ordering service from major publishers
- Chance to hold an 'Away Day' for staff at Scotia Works (subject to availability)

Membership rates:

Group membership:	£80 Schools (£50 Nurseries)
Individual user membership:	£10/£5 (students)
Individual voting membership:	£25/£6 (concession)

The Centre would be delighted to hear from individuals who wish to support DECSY through donations. Please contact the DECSY office for details.

Contents	Page
Resources Work	3
General Education Work	4
Project Work	5
Executive Committee Report	9
Financial Summary	10
Staff	10
Trustees	10
Acknowledgements	11

Resources Work and Membership

DECSY offers an extensive and unique collection of resources for global learning for educators within commuting distance of the Resource Centre in Sheffield and for others beyond through our on-line services. DECSY school members are entitled to borrow fantastic collections of global objects, children's books and other education materials; get 20% off all purchases from our bookshop; obtain access to the members' area of our website and 10% off all our open courses, all for only £80 a year.

DECSY's loans library continued to expand in 2017 in response to demand from individual users. Loan of our global objects collections is now free to members which is encouraging more use. The collections are continually updated with support from volunteers such as Hannah Coleman. We completely refreshed the Aboriginal Arts collection this year.

Membership of schools and individuals rose in 2017 from 110 to 138. This is mainly because we have been offering free membership for one year for individuals attending a Philosophy for Children (P4C) course and school membership for schools receiving whole school P4C training, so that they can access the members' area of the website with links to P4C stimuli. We continued to host the Learn Sheffield PHSE and Citizenship coordinators meetings at DECSY in 2017. All new DECSY school members are entitled to a free introductory staff meeting to enable staff to get to know some of the resources available for loan and sale. Schools can use our training and meeting rooms by arrangement for staff

meetings so that they can do some planning using the resources.

In 2017 we continued to develop our use of social media (Facebook and Twitter) with the help of volunteers Barney Waller and Laura Bailey. The number of Twitter followers increased steadily over the year to 486. In order to promote the materials we have on offer we again attended four Sheffield LA EAL/New Arrivals conferences with the help of our volunteers Liz Hibberd and Sam Collins, and the Sheffield Peace and Craft Fair. We also attended nearly all the Sheffield LA Locality headteachers' meetings to make sure all schools in Sheffield are aware of us. We would like to reach out to schools in Barnsley, Rotherham and Doncaster in this way in the future.

In addition to those volunteers mentioned above we gratefully received the voluntary support of Joy Paul in our resources work.

 Facebook: Development Education Centre South Yorkshire - DECSY

 Twitter: @dec_sy



In 2017 our Resource Centre highlighted The Global Goals for Sustainable Development

General Education Work

Global Learning Training Courses

In 2017 Helen Griffin, Clive Belgeonne and Rob Unwin delivered nearly 100 training sessions, covering a wide variety of aspects of Global Learning, to over 1800 school teachers, early years practitioners and trainee teachers. These sessions included, 'Developing as an 'Eco-School'', 'Gender Respect Workshop', 'Global Teacher Award', and a variety of Philosophy for Children (P4C) courses including Level 1, Level 2a and 2b and a course specifically for using P4C with Early Years Foundation Stage children.



Participants taking part in a 'Global Teacher's Award' course

Course evaluations for content, quality of delivery, and usefulness remained positive throughout the year with most courses being rated 'excellent' or 'good' by over 95% of participants.

Rimas Tankile Morris and Maxwell Ayamba ran a variety of African Artist workshop days in local schools, reaching 120 pupils.

'This course has definitely improved my knowledge and made me feel more confident in discussing these issues in my work.'

(Gender Respect Workshop course participant)

International Training Courses

Rob was invited to deliver a keynote session on global citizenship and a repeated workshop with a Senior Adviser to the Minister of Education of Afghanistan at a British Council conference for education ministries in Colombo, Sri Lanka in November. Both the workshops and keynote received very positive feedback from delegates. He was also invited to present to a large visiting delegation of teachers and officials from Hangzhou, China who were joined by British Chinese teachers of Mandarin.

Philosophy for Global Citizenship

Over 20 Philosophy for Children (P4C) courses were run in 2017 with around 400 participants. Nine of these were 2-day Level 1 courses with 2 Level 2a and 1 Level 2b course running in Sheffield. Introductory (up to 1 day) training was run for Silverdale Teaching School Alliance trainees as well as with individual schools. We organised teachers and pupils to present their P4C work at the Sheffield Hallam Institute of Education Primary and EYFS conference for the third year running.

'Most helpful – has demonstrated how P4C is not another layer but an approach that can be applied in all areas of the curriculum.'

(P4C Level 1 course participant)

Of the six open Philosophy for Children (P4C) courses completed in 2017, 100% of the evaluations rated the training as 'excellent' or 'good'. The open EYFS P4C course also had 100% 'excellent' or 'good' evaluations.



We continued work with local SAPERE (the national organisation for P4C) 'Going for Gold' schools. Wybourn Primary, High Hazels Primary, Emmaus C of E and Catholic Primary and Tinsley Meadows Primary are now in their third year of support. Emmaus Primary gained the SAPERE silver award and the other schools have either submitted for it or are about to submit.

They all now have P4C coordinators who have completed Level 2a and 2b. Phillimore Primary, another SSEL (Sheffield South East Learning Partnership) school is in its second year of support having obtained the SAPERE bronze award. Other schools such as Stocksbridge Junior school are also working with us to embed P4C in their curriculum.

DECSY is part of the new larger national Education Endowment Fund P4C evaluation

SAPERRE P4C
Gold Award
School logo

Project Work

project which is taking place over three years. DECSY is working with Woodseats Primary in Sheffield, Tupton Primary in Chesterfield, Gamesley Primary in Glossop and Hental Primary in Wakefield on this programme of support.

'An opportunity to complete practical tasks in a collaborative and supportive environment.'

(P4C Level 2b course participant)

Half-termly practitioner development meetings continued to draw teachers interested in deepening their P4C practice with each other. This year the themed meetings were an opportunity for participants to discuss 'taboo issues and P4C' and to hear reports from the SAPERE national conference and the use of P4C tools and resources from Philosophy Foundation Training. These alternated with enquiries run by a member of the group.

International P4C Training Courses

Our international P4C work continued as we hosted some teachers from the Xie He group of schools in Shanghai for a day which included reviewing P4C practice, and introduced P4C to teachers in a secondary Islamic boys' school in Bursa, Turkey.

'Not a minute was wasted in this course. So much content and variety, and brilliant delivery.'

(P4C Level 1 course participant)

Networking

Helen is on the Sheffield Healthy Relationships Education sub group, which has developed a student wellbeing resource for Learn Sheffield. DECSY wrote the guidance on Gender Equality and was included as an organisation in the sections on Bullying, Healthy Relationships, Prevent and Radicalisation.

Rob continued as a Director of CoDEC (Consortium of Development Education Centres), contributing to the Global Teacher Award Level 2 development and a funding support system for DECs.

Clive continued to be a member of the Steering Group of TEESNet (Teacher Education for Equity and Sustainability Network), hosting a successful 10th Annual

Conference in September on 'Making the Sustainable Development Goals Real: The Role of Teacher Education in Promoting Quality Education for Sustainable Development and Global Citizenship Education in Schools'. The event was sold out and attended by over 90 researchers, teachers, representatives from non-governmental organisations and policy makers from the UK and beyond. Clive also continued as an invited member of ELSA (English Learning and Sustainability Alliance). Clive drafted a letter on behalf of CoDEC that ELSA sent to all political parties and key broadsheets about the crisis in education and the need to engage with real world issues and the Sustainable Development Goals.

Project Work

Building understanding and critical thinking about extremism and terrorism

Helen has been working with other P4C trainers, Global Learning colleagues and teachers in the north west of England following the terrorist attacks in Manchester, West Yorkshire and London to develop lesson plans which help children and young people to think critically about these issues. These lessons have been trialled and evaluated by teachers in primary and secondary schools. Philosophy for Children is an underpinning methodology. If you are interested in trialling the materials then please contact Helen.

Gender Equality Charter Mark Project (GECM)



The objective of this EU-funded project is to create whole-school change in schools for 13–18 year olds that

The new logo for the Gender Equality Charter Mark

will impact on young people's expectations of gender roles and challenge gender stereotyping, through the creation of a Gender Equality Charter Mark (GECM) quality standard and accreditation tool. This is a key 'next step' idea from the teachers involved in DECSY's Gender Respect Project. The project is working with partners developing similar Charter Marks in Hungary and Italy.

A Development Group of teachers and advisers met in July to develop the draft

Project Work continued

The creation of GECMs is funded by the Rights, Equality and Citizenship Programme of the European Union



charter mark, then invited applications from secondary schools to pilot it. The schools

chosen are: Fir Vale School, Sheffield; The City Academy, Bermondsey; The Harris Academy, Chafford Hundred.

Clive, as Project Worker, has visited each of the schools and they are now working on the GECM implementation. The project researcher from the University of Wolverhampton also visited the schools to carry out baseline assessments with teachers and pupils.

Helen, as Project Manager, and Clive met with the Institute of Physics in September as they have also been developing a quality mark as part of their Opening Doors project. We aim to devise one single charter mark which will be promoted nationally.

Following on from the Gender Respect Project Helen Griffin was commissioned by Jessica Kingsley Publishers to write a handbook for primary teachers and this book is now in production (publication date July 2018).

Rob Unwin, Clive Belgeonne and other participants of the Gorca Residential Experience

School Linking Project



Because of its past experience with the 'Building Communities Through Dialogue Project,' The Linking Network asked DECSY to co-ordinate

new local school linking schemes in Rotherham and Sheffield.

Working with the two local authorities, DECSY has been able to recruit eleven pairs of classes, run training sessions for the teachers concerned (including in P4C) and to support them to plan and implement



Sheffield School Linking Project pupils visiting Grayson Perry's 'Comfort Blanket' at Graves Gallery, Sheffield

joint activities. These have included initial 'neutral venue visits' where Sheffield half-classes have joined together to visit Grayson Perry's 'Comfort Blanket' at the Graves Art Gallery for a critical take on 'British Values'. In the spring Rotherham half-classes will join together to visit The Anne Frank Exhibition at Riverside House Library.

PiCaM Project

This two-year Global Citizenship and Mathematics Erasmus Plus project commenced in November with a kick-off meeting at the premises of lead partner Sheffield Hallam University (SHU). Universities from Greece, Germany, Romania, along with the Aga Khan Foundation and DECSY have been working with SHU on a framework to combine content and competences in maths and global learning. Activities will then be prepared to engage older primary and younger secondary pupils and their teachers in exploring the global and philosophical roots of maths and then deepening learning by applying this understanding to real world issues.

Gorca Residential Experience



At the beginning of August Rob and Clive participated in the Global Education 'Otherwise' trainer retreat in Gorca, Slovenia at the eARTh Care Centre. This came about through an invitation from Vanessa Andreotti, an influential thinker in the field of Development Education/Global Learning, who has worked with Clive and DECSY on previous projects. Six people attended the retreat from Development Education Centres in England and two from Italy, as well as summer resident artists and activists from a number of countries. Over the five days participants engaged in a range of activities to develop their connection to the earth and each other and challenge their thinking about global learning. Vanessa has developed an online course on 'Global Education Otherwise' through DECSY and the GLP that will be piloted from next spring.

Global Learning Programme (GLP)

Clive and Rob continued to work on a consultancy basis on a job share as National Leaders (North) for the Global Learning Programme (England). The GLP aims to create a national network of like-minded schools, committed 'to equipping their students to make a positive contribution to a globalised world'. Rob and Clive have each been managing a team of four Local Advisors (LAs) covering the Northwest, Northeast, West Midlands and East Midlands.

There have been over 175 Expert Centres in the North region covered by DECSY GLP National Leaders. Nearly 2,800 Partner schools have registered with Expert Centres and over 9000 teachers have attended a total of over 1000 CPD sessions. As a result of this, it is estimated that over 12,000 teachers and nearly 250,000 school students have been impacted across the region to date, including as far as the Isle of Man.

Clive and Rob were involved in the training of the final wave (Wave 8) of Expert Centre Co-ordinators over two and half days at the University of Warwick in January. The amalgamated feedback from the eight Expert Centre Co-ordinator training sessions over the three and a half years gave an overall score of 67% 'Excellent' and 32% 'Good'.

At the end of the summer term DfID announced that they would be extending the GLP until July 2018, so that all the programmes in the four UK nations would finish at the same time. This extension has been particularly welcomed as it allows more time for current ECs to plan and deliver their network sessions and for new EC-'Lites' to form where the interest and need lies. The climate has proved very challenging for schools trying to run effective networks, with more and more schools reluctant to let teachers out for training purposes. The teaching profession is going through a crisis period with more teachers leaving the profession than are being recruited for the second year running. In addition teachers are exhausted by the demands of the job and many plan to leave the profession in the next few years. A recent Guardian article noted: *'Teachers need to be given the time, autonomy and professional development and collaboration opportunities that will help them to keep making a difference – as well as recognition of how good a job they do'*. GLP EC networks provide many of these opportunities and teachers value this.

'The GLP provides a wider context for improving standards in core subjects. Children become passionate and engaged, and you, as a teacher, rediscover that spark that drove you to become a teacher in the first place.'

Sam Olubodun, Meadow Primary School, Great Sutton, Cheshire

During the year Clive and Rob were involved in supporting their respective teams of Local Advisors, delivering new sessions on Teaching Controversial Issues, attending regional and national conferences to promote the GLP and consultations on a potential new programme.

As DfID have been very pleased with progress made by the GLP in challenging



Members of the Global Learning Programme Team attending a training day

educational circumstances, they have readjusted the target from 10,500 to 7,500 schools. The GLP held its 4th Annual Conference in London in October attended by over 80 teachers from ECs from different parts of the country and all waves of the programme. The Policy Adviser for Extremism, Education and Youth at DfID was a keynote speaker and she made clear how valuable she deemed the programme to have been. Several organisations have been meeting with DfID to push for continuation of the programme.

Jane Yates, the former co-ordinator of an Expert Centre in Cumbria and a SAPERE trainer won 'Global Educator of the Year' with two of the three runners-up also GLP Expert Centre co-ordinators (the second year running that a GLP Expert Centre co-ordinator has done so). All three were part of a Q&A panel at the end of the GLP Annual Conference.

Clive and Rob have been involved in developing materials for free CPD on 'Helping young people make sense of the world – Teaching Controversial Issues'. Rob piloted them in Cheshire and in Hartlepool. Clive developed a one minute animation with Jim Hildyard of Razor Digital (a previous collaborator with DECSY) entitled 'Why do

Project Work continued

you teach?' which has been placed on the main page of the GLP website. The aim is to hook busy teachers into wanting to know more about global learning and exploring the website to find out.

'I feel more confident to address the issues and have a 'toolkit' of ideas to help with this.'

(GLP course, 'Making sense of the world - tackling controversial issues' participant)

65 new schools were signed up at the NAHT (National Association of Headteachers) conference, part sponsored by LYFTA education organisation. LYFTA was promoting their new interactive documentary for schools (see the case study on the village of Awra Amba in Ethiopia that promotes gender equality on the Gender Respect project website). In the final year of the GLP there are plans to hold regional conferences and special events including regional events in Yorkshire, Cheshire, Cumbria and Merseyside.

Global Schools Project

Clive attended meetings of the national Expert Group for this 10-partner, EU project led by Cumbria DEC. He also represented the UK Expert group at the International Expert group meeting in Dunkirk in May, where he ran a session on 'Values Education'. He helped to draft the project position statement about the importance of Global Citizenship Education that they hope all partners will endorse and promote at the end of project international conference next year. He was invited to attend the training day for Local Authorities for the French project partners in St Omer in December; he ran the final seminar to summarise the day and plan the way forward for local to global citizenship (in French!).

Learn Sheffield PSHE and Citizenship with Prevent Network

DECSY continues to host this subject network for Learn Sheffield. Clive runs the termly sessions with Boo Sturgeon, a PSHE specialist. In April they ran a training session on creating safe spaces for discussing sensitive and controversial issues. In July they joined up for the first part with the Sex and Relationships Education Forum with a focus on mental health and LGBT. In the second half Clive delivered training on 'Teaching Citizenship Education for Non-Specialists'. In

November they looked at ways of teaching the topics of 'home' and 'food' with input from the Real Junk Food Project, a non-profit social enterprise saving food from being wasted and making it available to the people of Sheffield, which is helping schools set up social enterprises with waste food.

Outdoor learning and school gardens (Ernest Cook Trust)

DECSY made a successful bid for a project to build outdoor learning into a school linking project between two primary schools with different social and cultural populations in Sheffield, although they are only about three miles apart. The project will work with Sheffield Organic Growers, a group of independent organic growers, on a 12-acre site, situated in the Moss Valley on the outskirts of Sheffield. Teachers and pupils will visit the Sheffield Organics site, and the growers will visit the schools to advise on growing vegetables and encourage engagement with the wider community.

International Tree Foundation: Fruit-full Communities Project

Sue Pitt has continued to work closely with DECSY to deliver the second year of the Fruit-full Communities Project involving development education consultants across England and Wales. Consultants have been asked to encourage



participants to consider the environmental benefits of planting local varieties of fruit trees for community use. They have also made connections with young people working on tree-planting projects supported by International Tree Foundation in Kenya, Uganda and Zambia.

SHU Diversity Day

DECSY ran a Diversity Day in January at Sheffield Hallam University for the PG Secondary Core trainees for the second year running. Clive and Rob delivered the keynote and prepared and ran the morning workshops assisted by SHU tutors, as well as being part of the afternoon workshop choices that had input also from DECSY freelance associates. The day was evaluated very positively by 80 trainees: ratings of

Planting trees as part of the Fruit-full Communities Project

Excellent or Good were 91% for Quality of delivery, 79% for Content, 72% for Usefulness to my work and 80% for Activities and resources. The top four words to describe the day were 'Thought-provoking' (68%), 'Interesting' (41%) 'Valuable' and

'Useful' (37% each). The day was highlighted as part of evidence to SHU's Ofsted inspection as part of trainees' preparation for teaching SMSC (spiritual, moral, social and cultural development – SHU was judged 'Good' at secondary).

Executive Committee Report

At the 2017 AGM Joy Paul handed over the Chair of the Executive Committee after eight years, with much appreciation and thanks from the Executive Committee and all at DECSY for her faithful service and guidance during her time as Chair. Thankfully for DECSY Joy is continuing as a trustee.

Following a long gap during which we were valiantly supported by our consultant Sheila Broadhead, we finally succeeded at the 2017 AGM in appointing David Thorne, a qualified accountant, as our Treasurer. Nobly supported by Jane, our administrator, and Ryan Scully our finance volunteer, David has been able to provide invaluable assistance towards clarifying and predicting our financial position. We also welcome the appointment of Cheryl Smart and Marie Lowe to the board. Finally, and sadly, Heather Hunt announced her resignation on health grounds. We are happy to report that she is making a good recovery, and thank her most warmly for her many years of expert and devoted service.

In many ways, this has been a vibrant and exciting year. Schools membership levels have been maintained and consultancy work by DECSY in schools in the Sheffield area is currently at an all-time high. In 2017 we reported our first year-on-year surplus for a long time. This achievement is mainly due to the outstanding achievements of Helen and Jane in securing EU funding for designing a Gender Equality Charter Mark and of Rob and Clive in continuing as National Leaders for the North and Midlands region within DfID's Global Learning Programme (GLP). However, the GLP will end in July 2018 and, although there are suggestions that some kind of DfID follow-on programme for global education in schools may materialise, it is by no means certain that DECSY will be involved in this. This challenging situation makes it urgent to bring in extra revenue. Some of this has already been obtained from consultancies. However, this on its own

will not be enough to take us back into the black, and we are therefore trying to diversify our sources of income. Our efforts include:

- making further project applications to build on current successful projects
- seeking to learn lessons from the GLP, in particular what are the factors which make for durability of 'learning hubs'
- continuing to work with the networks of GLP participant schools
- seeking additional grant income from other sources. Increasingly we are looking at the possibilities of collaborating with other development education centres (DECs) and with Think Global, the national coordinating organisation for DECs;
- attracting additional income from members by broadening our view of who the beneficiaries from DECSY might be and putting our resource centre at the disposal of a wider public (i.e. not only educators, but anyone interested in development) and orienting our publicity to the wider market as well as our dear friends in schools in the Sheffield region;
- and broadening our publicity into universities, other institutions of further education, trade unions, credit unions, and other voluntary organisations.

As mentioned above, we exist in an insecure financial environment, in which many development education centres, about a quarter of those which were still trading in 2016, have already gone to the wall. But, as emphasised by Jess McQuail, the CEO of Think Global, at our AGM in 2017, global education, although never more threatened, has never been more needed. We are very proud that DECSY remains amongst those organisations still fighting for a fairer and more equitable world, and it is all due to your support. We thank you most profoundly for your efforts in making this possible.

Paul Mosley,
Chair of the Executive Committee

Financial Summary

The Executive Committee considers the outcome for the year and the position at the year end to be acceptable.

The Committee is grateful for donations from individuals and local organisations and for their continuing support for the core work of the Centre. The Committee is also grateful to the many organisations which have provided funding for our current projects. DECSY works intensively to obtain additional funds to continue the core work and existing projects, and to initiate new projects.

The Composition of Funds carried forward at the end of 2017 (compared with 2016) are as follows:

	Unrestricted (CORE) Funds	Designated Funds		Total unrestricted funds	Restricted Funds	NET CURRENT ASSETS
		Premises	Other			
2017	£72,888	£10,000	£30,500	£113,388	£22,197	£135,585
2016	£79,135	£10,000	£30,500	£119,635	£5,007	£124,642

DECSY has policies in place designed to address the major financial risks that the Trustees have identified. The reserves policy, agreed in 2008, is to aim to have, each 31st December, sufficient funds to cover three months of the predicted total resources to be expended the following year, together with funding to cover a current Statutory Redundancy Payment for every member of staff.

More detailed information on the financial changes, from 2016 to 2017, are given in the Formal Accounts for 2017, copies of which may be obtained from the office.

Trustees

2017 Honorary Officers

Celia Mather	Chair of General Meetings
Joy Paul (to AGM)	Chair, Exec. Com
Paul Mosley (from AGM)	Chair, Exec. Com
Heather Hunt (to AGM)	Vice Chair, Exec. Com
Mary Stead	Secretary

Executive Committee Members

Val Johnson, Marie Lowe, Cheryl Smart, and the Honorary Officers listed above.

All Trustees are elected at the AGM or co-opted during the year by the Executive Committee.

Volunteers

Matt Ashby, Laura Bailey, Jean Barker, Chole Cantrill, Liz Coates, Hannah Coleman, Sam Collins, Yunyi Dai, John Gilbert, Rheanna Griffin, Jack Harrison, Liz Hibberd, Nicole Lewis (student placement), Ife Ogunyomi, Chella Quint, Luca Rami, Ryan Scully, Mike Smith, Nitya Teagarajan, Barney Waller.

Staff

Paid Workers

Clive Belgeonne	GLPNL/Global Education Advisor
Helen Griffin	Global Education and P4C Advisor
Rob Unwin	Global Education Advisor/GLPNL
Jane Anderson	Administrator and Fundraising Manager

Consultants

David Thorne	Treasurer
Valerie Garvey	Cultural Mentor
Rimas Tankile Morris	Cultural Mentor/Southern Artist
Maxwell Ayamba	Southern Artist

Acknowledgements

The trustees acknowledge with gratitude the financial support of many organisations and individuals, which enables the work of the Centre to continue.

Funding for specific pieces of work has been received from:

The British Council
Ernest Cook Trust
EU Directorate-General Justice and Consumers
EU Erasmus Plus
EU Europeaid (via Cumbria DEC)
The Global Learning Programme
International Tree Foundation
Open Gate Trust

Thanks to all the schools, Sheffield and Rotherham Local Authorities and the two Sheffield Universities which have worked with DECSY and to all our other partners including: Aga Khan Foundation; The Consortium of Development Education Centres; DFS; ESCAL; Llama Digital; Moving Frame; Museums Sheffield; People4Print; SAPERE; Think Global; Xie He (SUIS) Schools, Shanghai.

Front cover photographs: (Clockwise from top) Fruit-full Communities planting project; P4C Level 2a course participants; Mosque in Bursa, Turkey; pupils at a GLP school; pupils viewing Grayson Perry's 'Comfort Blanket' at Graves Gallery, Sheffield



Funding towards the essential core work of the Centre, which provides the basis for all our other activities, has been gratefully received from:

Global Justice Sheffield
St Mark's Church Broomhill
Sheffield Central Quaker Meeting
Sheffield and District Association of Unitarian and Free Christian Churches
Sheffield Peace and Craft Fair

Covenants and donations have been received from many individuals in support of the core work of the Centre.

We are also extremely grateful for professional services from:

Voluntary Action Sheffield Community Accountancy Service
White Rose Accounting for Charities

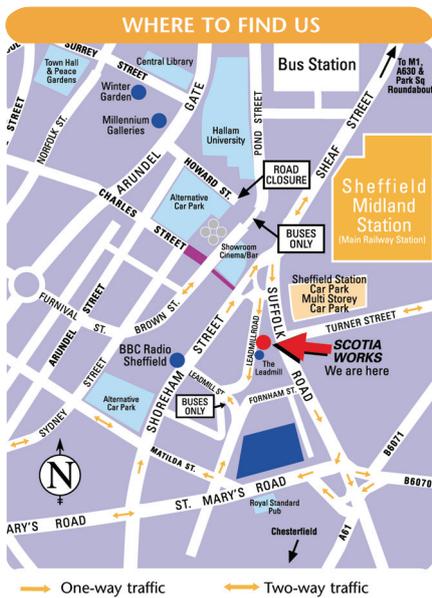
Finally to the many people who have supported the Centre and its activities throughout the year - Thank you.

Back cover photographs: (Clockwise from top) DECSY staff and Turkish teacher in Bursa, Turkey; British Council Conference workshop in Colombo, Sri Lanka; P4C Level 1 course with students from Xie He Schools, Shanghai; pupils taking part in a Schools Linking project at DECSY



Using the Training Room at Scotial Works in 2017

Photographs (Clockwise from Top Left) P4C Level 2a course participants; pupils taking part in a Schools Linking project meeting; Helen Griffin and Gender Equality Charter Mark teacher group



Development Education Centre South Yorkshire
Scotia Works
 Leadmill Road
 Sheffield S1 4SE

Tel: (0114) 2412750
 Fax: (0114) 2412752
 Email: info@decsy.org.uk
 Website: www.decsy.org.uk

Charitable Incorporated
 Organisation Registration
 Number 1153377

