

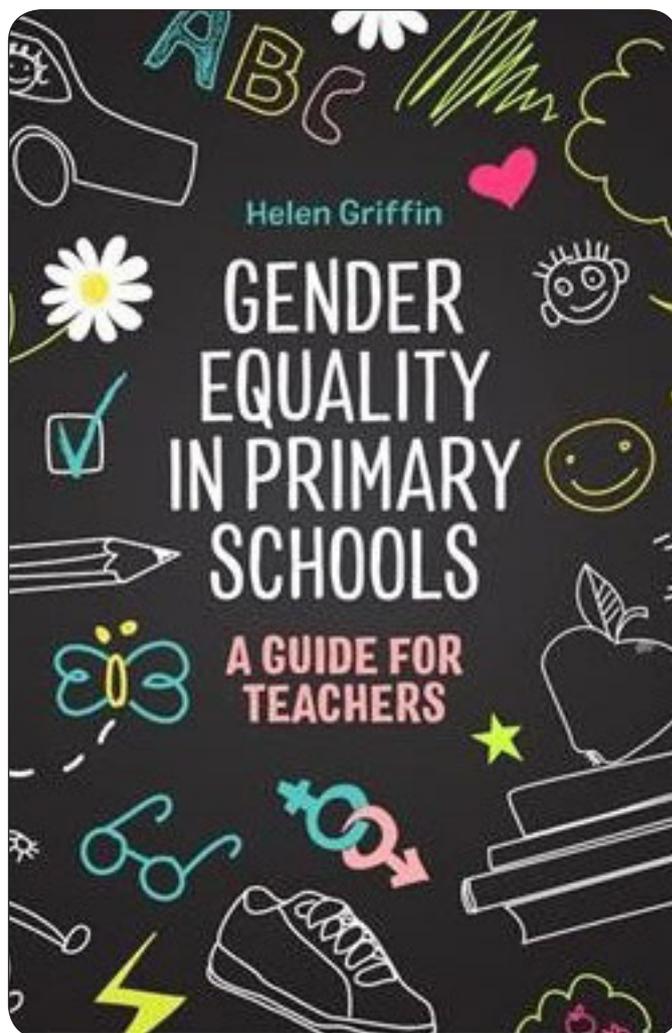


DECSY

DEVELOPMENT EDUCATION CENTRE
SOUTH YORKSHIRE

EDUCATION FOR A JUST AND SUSTAINABLE WORLD

Charitable Incorporated Organisation no: 1153377



Annual Report 2018

Development Education Centre

South Yorkshire

2018 Annual Report

The Development Education Centre South Yorkshire (Charitable Incorporated Organisation No. 1153377) works with teachers and others involved in education, promoting a global perspective in the curriculum.

The Centre's work focusses 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 membership subscriptions help to support our work and DECSY user membership provides a range of valuable benefits. We appreciate that there is now a wealth of educational resources online and that use of our loans service is declining. However we take pride in our loan resources which are researched, vetted and updated regularly by our specialist staff. They also include items such as our Global Objects Collections which are not easily found elsewhere. Our members know this and value what we have to offer.

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 artists/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.

2018 Highlights

Gender Equality in Schools - going from strength to strength

DECSY has continued to build on its Gender Equality work, and three major highlights are that after a year of hard work, Helen Griffin had her first book published in September, 'Gender Equality in Primary Schools'; as a consequence of our EU funded project to create a Gender Equality Charter Mark for secondary schools, DECSY is working closely as a partner with Gender Action, the Charter Mark initiated by the Institute of Physics to establish one UK-wide charter mark for schools; and we are very excited to be starting a new Erasmus Plus project expanding the Gender Equality Charter Mark for schools to six more European countries.



Helen Griffin at her book signing event at Scotia Works in October

Responding to the terrorist attacks in Manchester

In response to requests from teachers and pupils in Manchester, Helen was part of a group of Philosophy for Children (P4C) practitioners that created lesson plans using P4C to help children think critically about extremism and terrorism. Sheffield school pupils involved in this project presented their activities at an event at Sheffield Town Hall to mark the 70th anniversary of the Universal Declaration of Human Rights.

Non-violent action: A force for change

We have received funding from the Joseph Rowntree Charitable Trust for an exciting new curriculum development project: 'Non-Violent Action: A Force for Change'. New lesson plans will provide inspiring case studies of groups of people locally and from around the world, past and present, involved in non-violent social change at a variety of levels, and for a variety of causes, and aim to engage pupils with local and global issues so that they feel motivated to work for change.

Building on the foundations of the Global Learning Programme (GLP)

With the GLP programme having involved nearly 8000 schools in Global Learning it is really encouraging to be involved with the new British Council and DfID funded programme 'Connecting Classrooms through Global Learning.' Rob Unwin and Clive Belgeonne have Team Leader positions in the winning consortium in which the Consortium of DECs are core partners.

A warm welcome to our new Associate Trainers

We are pleased to welcome new DECSY Associate Trainers to our team; Linda Barker, Rosie Carnall, Kate Halliwell, Sara Nobili-Park

Volunteers, Volunteers, Volunteers!

This year we have again been incredibly fortunate with the raft of volunteers who have given their time and skills in a variety of ways - we are extremely grateful.



One of our volunteers, Michaela working on DECSY's Facebook page

 Twitter: @dec_sy

 Facebook: Development Education Centre South Yorkshire - DECSY

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Training Work

Global Learning Training Courses

In 2018 DECSY staff delivered at least 80 Global Learning training sessions to over 1600 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.

'The best CPD course I've been on in my six years of teaching.'

SHU Diversity Day

We ran a Diversity Day at SHU for the PG Secondary Core trainees for the third year running. GLP Local Advisors in their freelance capacity and a teacher from Newfield School also delivered workshops. We received overwhelmingly positive evaluations. Sheffield Teaching School Alliance also bought Clive and Rob in to run a well-received Diversity Day for their School Direct trainees.

Philosophy for Global Citizenship

Philosophy for Children (P4C) open courses were run in 2018 with around 66 participants. Three of these were 2-day Level 1 courses with two Level 2a and one Level 2b course running at DECSY. Introductory training was run for Silverdale Teaching School Alliance trainees and Birley Primary Academy School Direct students, and Level 1 courses were run in individual schools in Sheffield, Derbyshire and Doncaster. We organised teachers and pupils to present their whole-school development of P4C at the Sheffield Hallam Institute of Education Primary and EYFS Conference for the fourth year running. We also ran a successful P4C and Global Maths course with Jan Hedge facilitating.

We were commissioned to run P4C Level 1 open courses for Rotherham School Improvement Service as part of their package for schools. We ran one successful course in the autumn term 2018 and further courses will take place in the spring and summer terms in 2019 and 2020. We are hoping to reach many more Rotherham schools with P4C in this way.

We continued work with our 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 completed their third year of support. Wybourn Primary and Tinsley Meadows Primary joined Emmaus in gaining their Silver award and all schools are well on their way to Gold, joining only 11 schools nationally. Phillimore Primary, another SSELP (Sheffield South East Learning Partnership) school, completed its second year of support having obtained the SAPERE Bronze award. Other schools such as St Catherine's RC Primary school are also working with us to embed P4C in the curriculum.

DECSY is part of the new larger national Education Endowment Fund P4C evaluation project which is taking place over three years. DECSY is working with Woodseats Primary, Sheffield, Tupton Primary, Chesterfield, Gamesley Primary in Glossop and Hendl Primary in Wakefield on this programme of support. The schools have obtained their Bronze awards and are working towards Silver. P4C coordinators in the schools have completed Level 2a and in some cases Level 2b training held by DECSY on behalf of SAPERE.

Half-termly practitioner development meetings experienced a resurgence of interest from teachers in 2018 with 10-12 teachers attending each session.

We are pleased to welcome three Associate Trainers to our P4C team: Kate Halliwell, a primary teacher who is a P4C Level 1 trainer, Rosie Carnall, a Level 2 trained P4C practitioner who can run community P4C, and Ann Dawson, an EYFS teacher and P4C practitioner.

'If anyone is keen to develop thinking skills in their school, then this is a great course... I wish I had done it years ago!'

(P4C Level 2a course participant)

Networking

The staff continued to support and play an active role in the following networks: Helen - Sheffield Healthy Relationships Education Group; SAPERE Rob - Consortium of Development Education Centres (CoDEC) Clive - Teacher Education for Equity and Sustainability Network (TEESNet), English Learning and Sustainability Alliance (ELSA), Sex and Relationships Education (SRE) Forum, PSHE and Citizenship Subject Network.

Project Work

Building understanding and critical thinking about extremism and terrorism

Lesson plans using P4C to help children think critically about extremism and terrorism were introduced in September 2018 to 14 teachers who then enthusiastically used the materials over the course of the autumn term in their schools (Wybourn Primary, St Catherine's RC Primary, Herringthorpe Junior, Gooseacre Primary, Hinde House Primary and Secondary, Lound Primary and Phillimore Primary). These materials are available in a password-protected area of DECSY's website for teachers who have received training. A celebration event took place at Sheffield Town Hall in December where teachers and pupils presented their activities.

'A fantastic afternoon celebrating the P4C work, thoughts and achievements of young people across South Yorkshire on the 70th anniversary of the Universal Declaration of Human Rights'

(Head Teacher Gooseacre Academy, Barnsley)



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 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. In all three countries the work is being evaluated by university departments: University of Wolverhampton, University of Florence and Central European University. The evaluation and account of the Charter

Mark development will be published by Palgrave publishers in 2020.

Project partners met in Florence in October to review progress. The political contexts for promoting gender equality are more challenging in Italy and Hungary than the UK. At the meeting all agreed to work on a document providing key questions for a school in any context to begin an audit around gender equality.

Over the course of 2018 three secondary schools successfully piloted the Charter Mark created by a group of teachers and consultants in 2017: Fir Vale School, Sheffield; The City Academy, Bermondsey; The Harris Academy, Chafford Hundred.

All three schools found the Charter Mark useful especially when they concentrated on particular areas of it. Fir Vale focussed on curriculum development including how to involve girls more in the classroom; beginning to develop new materials on gender issues for PSHE; introducing different books into English teaching which have a positive attitude to women; taking over 100 girls to STEM events at both Universities in Sheffield; publicising the role of women in the history of the Sciences and Maths; setting up a STEM club aimed at younger pupils, including of course girls; and continuously discussing gender issues in tutor time via the weekly Global News PowerPoint.

The City Academy focussed on attitudes and relationships, enabling scrutiny to take place around negative verbal interaction in the school, ensuring training was provided to all members of staff on anti-sexist language and inclusive language. In recognition of incidents in the community, the academy took on the job of tackling gender-based violence and bullying with a specific target of educating staff about the needs and concerns of the LGBT students and teachers. The opinions of the students and the adults in the academy were key to identifying and tackling issues, and students were given the opportunity to share through the Student Voice Group. Tutor time activities were designed to enable discussions on negative language and gender inequality. Governors were keen to hear about the project and so were presented with the information and confidential data.

The Harris Academy focussed on how leadership in the school could promote gender equality. One of the big areas

School children taking part in the Celebration Event at the Town Hall in December 2018

Project Work continued

Front cover to Gender Equality in Primary Schools - A guide for teachers

where significant change occurred over the course of the year was through the use of the student council to influence / lead on gender equality in the school through student voice. One of the key areas where the school excelled was engaging in the 'Women's Leadership' conferences which were hosted at the school and which were attended by female members of staff from other schools as well as their own. This was very inspirational and staff who were already committed to the promotion of positive gender roles in the school now did far more to support school initiatives.

Clive Belgeonne promoted the GECM in a workshop and action group meeting at the Feminism in Schools conference at Deptford Green High School in London in November, attended by over 200 pupils, teachers and activists.

Logo for the new Gender Action Mark for Schools.



DECSY is working closely as a partner with Gender Action, the Charter Mark initiated by the Institute of Physics to establish one UK-wide charter mark for schools. The coordinators from all three of our pilot schools worked with Primary and Early Years teachers to devise the content for Gender Action. Gender Action has funding from the Lord Mayor of London for a London roll out and we are now looking at ways to roll this out nationally.

DECSY has obtained further EU Erasmus Plus funding to roll out the Charter Mark in six additional countries:

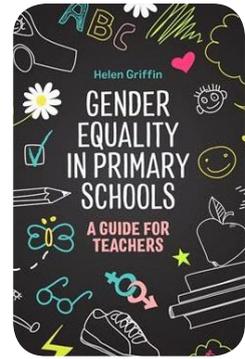
Finland, Austria, Poland, Slovakia, Croatia and Greece.



Jessica Kingsley Publishers published Gender Equality in Primary Schools: A Guide for Teachers by Helen Griffin, based on DECSY's Gender Respect work, in July 2018. The following teacher's comment is indicative of the feedback that Helen's book has received,

'Gender Equality in Primary Schools should be required reading by all teachers (and parents). Absolutely relevant in today's society, it has supported my school in how to approach conversations around the issue of gender with primary students.'

Conversations related to gender equality need to take place within the entire learning community. Students need time to reflect, think and question assumptions that they and their peers hold. Helen's strategies, which include P4C, allow the voices of students to be heard in a positive way.'



Non-Violent Action: A Force for Change

In 2018 DECSY obtained funding from the Joseph Rowntree Charitable Trust for an exciting new, 30-month, curriculum development project: 'Non-Violent Action: A Force for Change'. This project aims to create a series of lesson plans across different curriculum areas for students aged 8-13 which use Philosophy for Children (P4C) to:

- Provide inspiring case studies of groups of people locally and from around the world, past and present, involved in non-violent social change at a variety of levels and for a variety of causes.
- Offer pupils ways to think critically about gender issues and enable them to understand that masculinity can be expressed in non-violent ways.
- Engage pupils with local and global issues so that they feel motivated to work for change.

- Help pupils to decide on actions with a local or global impact and give them the tools to carry them out.

Schools will be invited to trial and develop the materials in the academic year beginning in 2019.

If you are interested in getting involved please contact Helen Griffin.

School Linking Project

DECSY continues to co-ordinate local school linking schemes with over 30 active classes in Rotherham and Sheffield. Working with the two local authorities, DECSY has run training sessions (including in P4C) for the teachers concerned to support them to plan and implement joint activities. These have included initial 'neutral venue visits'. Sheffield classes joined together to visit Grayson Perry's 'Comfort Blanket' at the Graves Art Gallery to explore identity and 'British Values.' Rotherham classes took part in cooperative games with Rotherham

Project Work continued

United football club. In the coming year a link has been developed between a Sheffield secondary school and an Islamic girls' high school. DECSY has also been supporting The Linking Network in evaluating their programme across England through devising questionnaires and entering and analysing the collected data. The programme is likely to continue over the next few years as it is seen to contribute to social cohesion and integration.

'It seemed to enable less confident children to have a voice and the space to develop and express themselves.'

(Participant school teacher feedback)

PiCaM Project

This two year Erasmus Plus project has been developing innovative, embodied global citizenship related mathematical activities for primary and secondary pupils in the UK, Greece, Germany, Romania, and Portugal. DECSY has worked with Sheffield Hallam University and others to develop creative new activities around magic squares and calendars with the support of Indian Masters student, Sreejita Batabyal. These and other activities have been shared with and developed by local teachers and initial teacher education students. Many of them have been used by classes of children, some being built into the curriculum. It is hoped that these materials will be used as the basis of e-Twinning activities across Europe.



Global Learning Programme (GLP)

Clive Belgeonne and Rob Unwin continued to work on a consultancy basis on a job share as National Leaders (North) for the Global Learning Programme (England), which came to an end in September 2018. The GLP aimed 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 each managed a team of four Local Advisors (LAs).

In the five years of the GLP (2013-2018), 7,843 schools registered with the programme and developed about 350 active learning networks, the largest ever engagement with Development Education / Global Learning ever in England.

In the North region there were 217 Expert Centres, that developed 189 active learning networks with 2,825 Partner Schools. As a result of the training they provided, it is estimated that 18,000 teachers and 340,000 school students have been further impacted by global learning across the region. Data collected by the UCL evaluators has given us the largest survey of the impact of global learning to date (Bentall and Hunt, 2018, UCL). A key finding was the impact on teachers personally: their increased confidence in global learning; the impact on their role as teacher; that it provides a new focus in their teaching and that it develops them as a practitioner. There was also evidence of the impact of quality CPD for teachers and how global learning acts as a motivation for teachers.

'I feel more confident ... in going with what I think – not necessarily what I think is right, but questioning the children and getting them to discuss it. And helping children understand there isn't a right or wrong answer always.'

(Participant school teacher feedback)

Clive and Rob were involved in the training of the final wave of Expert Centre Co-ordinators in January. The Department for International Development (DfID) extended the GLP from December 2017 until summer 2018, so that the programmes in the four nations would finish at the same time. The climate proved very challenging for schools to run effective networks, with more and more schools reluctant to let teachers out for training purposes.

Despite the challenging climate, several Expert Centres agreed to 'Go again' and develop new Partner School networks. 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 consultations on a potential new programme.

Teachers at a PiCaM training session

Project Work continued

Regional conferences included the 'Big Global Learning Conference – Learning for our Future' in Penrith, Cumbria in March, which showcased work from the GLP and Cumbria DEC's Global Schools project in the region and was attended by about 100 teachers and educators. The most common evaluation comments were how inspired and excited participants were by the global learning opportunities they had seen and how motivated they were to go back to school and share ideas / make changes. A Regional Conference in Sheffield in March was led by Tankersley Junior, a Barnsley Expert Centre, with the support of the Science Learning Centre at Sheffield Hallam University. The GLP held its fifth and final national Annual Conference at RIBA in London in July attended by over 80 teachers from Expert Centres, which was a great celebration of achievement.

DfID carried out a consultation on the impact of and future of global learning, to which many key players in the GLP contributed. There was overwhelming support for continuation of the programme. The outcome was a merger with the British Council's 'Connecting Classrooms' programme, creating 'Connecting Classrooms through Global Learning'.

Despite the challenges of running an Expert Centre network for busy teachers with many other demands, there were also many rewards. In answer to the question: 'What was the most beneficial, exciting or positive part of your experience with the GLP and why?' one headteacher who ran an Expert Centre said:

'I have one child whose last words, when leaving Weston last year transferring to high school, were "I am ready to change the world by being the best global citizen I can be." I believe her!'

Connecting Classrooms through Global Learning

DECSY, through its holding of a CoDEC Director position, was instrumental in ensuring that CoDEC was part of the winning, Pearson led, consortium for the Lead organisation and a training lead for this new, 3-year DFID and British Council funded programme. This builds on the GLP and Connecting Classrooms with the encouragement of the formation of

clusters of schools which establish around reciprocal international school partnerships with countries in Africa, Asia and the Middle East. Rob and Clive expanded their GLP National Advisor roles to encompass the whole of England and Wales. The first task was to recruit a team of 30 Local Advisors and then to create deliverables such as handbooks and Self-Assessment Tools recommending courses in response to the completion of questionnaires by schools. Working in collaboration with the Geography Association and SSAT, we are organising programmes of teacher CPD courses across England.



UN International Organisation for Migration (IOM)

DECSY was commissioned by the British Council to source photographs, develop children's journals and conduct training for trainers as part of a UN programme to prepare child refugees for settlement in the UK. The training, which was delivered to trainers from a range of countries in the Middle East and officials from the IOM and the Home Office, was very well received. The materials which required intensive desk top publishing work in English and Arabic have now been published and IOM trainers have delivered successful Train the Trainer sessions using the resources.

Global Schools Project

This three year project had the aim of putting Global Education at the core of learning in primary schools, as well as influencing policy in each of 10 European countries involved (Austria, Bulgaria, Czech Republic, France, Ireland, Italy, Latvia, Portugal, Spain and UK). Clive was invited to join the national and international Expert Groups by Cumbria DEC.

Clive attended the end of project conference in Trento in March attended by over 100 teachers and educators. He chaired a Roundtable Discussion of representatives from the project partners and also

GLP expert centre final evaluation puzzle

introduced 'The Trento Statement on Global Citizenship Education' which he had helped to draft with the international project group. The declaration was signed by all the organisations present, and has been widely disseminated since.

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 2018 topics included; loss and bereavement, sexual harassment, online safety, auditing Relationships & Sex Education, and the government response to the Lords Report on Citizenship.

Outdoor learning and school gardens (Ernest Cook Trust)

This project aims to build outdoor learning into a school linking project and P4C project between two primary schools with different social and cultural populations in Sheffield, although they are only about three miles apart, working with Sheffield Organic Growers to get pupils to work together to grow vegetables on their site and in their schools. The two primary schools both completed their P4C Level 1 courses in the Spring Term, but further progress was hampered by one of the schools having an Ofsted inspection that put them in the 'Requires Improvement' category. The funders agreed that the project can be carried over for another year.

Executive Committee Report

We ended 2017 on a triumphant, but apprehensive note. Triumphant, because DECSY had achieved record levels of consultancy activity, because its work on both global learning and gender had been enthusiastically received in many places, and not least because the financial position was still relatively healthy. But also apprehensive, because we knew that we were coming to the end of the Global Learning Programme (GLP), and we were not sure what role we might have in any follow-up programme. With Brexit looming over us, it was hard to see what grant income we might be able to generate in its place.

In spite of these anxieties, 2018 proved to be a year of great achievement. The GLP was replaced in September by a new programme - CCGL (Connecting Classrooms through Global Learning), operated by the British Council. CCGL seeks to build on the achievements of the GLP by creating 'global communities of learning' through partnerships between schools in the UK and in the developing world which can enliven education in both the global north and the global south. In August 2018, Rob Unwin and Clive Belgeonne were appointed to be team leaders within CCGL.

We are also very proud of DECSY's achievements in the gender field. Our lead project worker, Helen Griffin, crowned her efforts on DECSY's Gender Respect Project by publishing, in July, her pioneering guide to Gender Equality in Primary Schools. Remarkably, Helen and Jane were also able, less than a year before the projected date of

Brexit, to land a grant from the European Commission's Erasmus programme to continue and extend the Commission's work on establishing a Gender Equality Charter Mark for schools across Europe. These achievements establish DECSY as a pivotal influence on teaching about gender equality. As a result of all these achievements, and slightly to our surprise, DECSY's finances were once again reasonably secure when we reached the year end. This achievement is the more remarkable because the environment is so adverse. Around the country, not only distinguished development education centres, but also apex coordinating organisations, such as Think Global, are closing or have closed under the stress of ever-increasing competition for resources. This makes DECSY's achievement in not only surviving, but growing and diversifying, the more remarkable. And to our wonderful staff and volunteers there is nothing we can say except: What you have done is quite exceptional, and we are very proud of you.

There was no change in the composition of the Executive Committee over the year, however, our Treasurer, David Thorne, has resigned, and we continue the search for a new treasurer.

Finally could I say a heartfelt thank you to you, the members, without whom DECSY would not exist. Your ideas and your support have been an inspiration to us.

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 2018 (compared with 2017) are as follows:

	Unrestricted (CORE) Funds	Designated Reserves Fund	Total unrestricted funds	Restricted Funds	NET CURRENT ASSETS
2018	£9,239	£63,446	£72,685	£66,315	£139,000
2017	£72,888	£40,500	£113,388	£22,197	£135,585

These are headline summary figures. For more details please see our published annual accounts.

DECSY has policies in place designed to address the major financial risks that the Trustees have identified. The reserves policy, reviewed in 2018, 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.

Trustees

2018 Honorary Officers

Celia Mather	Chair of General Meetings
Paul Mosley	Chair, Exec. Com
Mary Stead	Secretary

Executive Committee Members

Val Johnson, Marie Lowe, Joy Paul, 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, Sreejita Batabyal, Libby Bull, Swetha Chathoth, Yunyi Dai, John Gilbert, Jack Harrison, Sam Hinchliffe, Abigail Huari, Aqsa Hussain, Mike Lawlor, Michaela Letosnikova, Florence Leung, Hannah Mortimer (internship) Anna Reed, Ryan Scully, Mike Smith, Keito Tachiwa, Vivi Zuowei

Staff

Paid Workers

Clive Belgeonne	CCGL Team Leader/ Global Education Advisor
Helen Griffin	Global Education/P4C/ Gender Equality Advisor
Rob Unwin	CCGL Team Leader/ Global Education Advisor
Jane Anderson	Administrator and Fundraising Manager

Consultants

David Thorne	Treasurer
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
 Connecting Classrooms through Global Learning
 Ernest Cook Trust
 EU Directorate-General Justice and Consumers
 EU Erasmus Plus
 The Global Learning Programme
 The James Neill Trust Fund
 Nineveh Charitable Trust
 Open Gate Trust
 Sheffield Grammar School Exhibition
 Foundation

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: The Consortium of Development Education Centres; DFS; Llama Digital; People4Print; SAPERE; Think Global

Front cover photographs: (Clockwise from top): Sheffield Youth Climate Change demonstration; Front cover for Helen Griffin's publication; Pupils from two schools involved in a Schools Linking Project event; Pupils presenting their work at Sheffield Town Hall on the 70th anniversary of the Universal Declaration of Human Rights

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

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
 FaithStar Accounting

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

Back cover photographs: (Clockwise from top): 'British values from a global perspective' GLP training session; Enjoying Helen Griffin's book launch; Rotherham Linking Project visit to Anne Frank exhibition; Pupils at a Schools Linking Project session at DECSY



Training courses throughout the year

Photographs (Clockwise from Top Left) Erasmus Plus PiCaM project teacher training; Exploring 'British Values' through global learning teacher training course; P4C Level 1 training course at DECSY; Global Schools Award Trento meeting

