



DECSY

DEVELOPMENT EDUCATION CENTRE
SOUTH YORKSHIRE

EDUCATION FOR A JUST AND SUSTAINABLE WORLD

Charitable Incorporated Organisation no: 1153377



Annual Report 2019

Development Education Centre

South Yorkshire

2019 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 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. 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.

However, we appreciate that there is now a wealth of educational resources online and that use of our loans service is declining.

With increasing pressures on teachers and schools in terms of both time and budget, we took the bold decision in 2019 to scrap membership fees for schools and nurseries. Although this measure means a loss of income from subscriptions, our hope was that more schools would sign up as members, thereby becoming more aware of our loan resources and training offers.

As we face the challenges ahead we hope to continue to build our membership and awareness of our work and to continue to make a difference.

Our Amazing Volunteers

Thanks are due as always to our amazing volunteers for the time and effort they have given throughout the year - a list of those who have given their time in 2019 is shown on page 10.

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:

- 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)
- 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)

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

2019 Highlights


Schools Linking Programme

DECSY continues to work with the Schools Linking Programme across England to bring communities together by linking demographically diverse schools, creating year-long curriculum-rich class links for pupils. DECSY runs school linking programmes between 30 classes in Sheffield and Rotherham and is evaluating how far school linking reduces prejudice and promotes a more equal relationship between pupils (see page 7 for more details).



Non-Violent Action: A Force for Change - inspiration for all

Supported by the Joseph Rowntree Charitable Trust, this project is creating lesson plans for primary and secondary schools and the subject matter is proving to be inspiring both to teachers and pupils and is reaching parents too! One parent tweeted a teacher after a lesson on Otpor's non-violent resistance to Milosovic in Serbia asking for details of the organisation and the country as their child had come home speaking enthusiastically about what he had learnt but was unable to recall the country or the name of the resistance group. The children and young people's awareness of ongoing current non-violent responses to the climate and ecological emergency make this project live and relevant to schools (see more on page 6).

 Twitter: @dec_sy

P4C Schools - 'Going for Gold'

In 2019 DECSY has been supporting seven schools on the Philosophy for Children (P4C) Going for Gold Scheme - a programme for developing and sustaining P4C throughout a school. Congratulations to all schools for their achievements and to St Catherine's RC Primary School who became the first school in Sheffield to receive this SAPERE Gold Award (see more on page 4).

P4C After School Club and Philosophy for Communities

With funding from the Wesleyan Foundation we have begun a pilot project to encourage critical, caring, creative and collaborative thinking in community settings. Our city-wide, weekly after-school Philosophy for Children (P4C) club for Year 6/7 children started in September and has been running for eight Fridays every term since then. We have a merry and dedicated band of P4Cers but are always on the look-out for Y6/7s who would like to join us. So far, we have explored concepts as varied as: gender; race; friendship; responsibility; behaviour and the extraordinary! The last was inspired by a trip to Western Bank Library at Sheffield



University. We were invited to a photographic exhibition called 'Looking Beyond: Different Perspectives in Travelling Entertainment Photography', followed by a P4C session there using selected photos as the stimulus. It was thoroughly enjoyed by all. Community groups we worked with in 2019 included The Library of Life Community Philosophy Club and Emmaus Primary School parents/carers.

A Schools Linking Programme visit to High Riggs Farm

Members of the P4C After School Club at Western Bank Library

 Facebook: Development Education Centre South Yorkshire - DECSY

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Training Work

Global Learning Training Courses

In 2019 DECSY staff delivered over 100 Global Learning training sessions to over 1400 school teachers, Early Years practitioners and trainee teachers and to nearly 1000 school pupils.

'Another great session with real meaning delivered by a professional with a huge range of knowledge.'

(Global Teacher Award course participant)

These training sessions included a whole-staff, twilight training on 'Planning a Broad & Balanced curriculum through Global Learning' at Westways Primary School in February, by Clive Belgeonne and Rob Unwin, which was very well received. The Deputy Head teacher had attended the initial pilot of the course in November.

Clive ran a half day training on 'Developing as an Eco-school' in March that was attended by seven enthusiastic participants. Helen Griffin and Clive ran a GTA (Global Teacher Award) Level 1 course at Woodthorpe Primary over three twilight sessions from September to November, funded by the British Council's Connecting Classrooms through Global Learning programme. They also ran a one day GTA Level 1 at Kingfisher Primary School, Doncaster in November.

Words which best summed up the learning experience from course participants over the year included, 'thought-provoking', 'interesting', 'enjoyable', 'inspiring'.

'A thought-provoking course that challenges the basis of why, and for what, we are educating children.'

(Planning a Broad and Balanced Curriculum through Global Learning course participant)

Sheffield Hallam Uni Diversity Day

For the fourth year running DECSY organised this experience for the post graduate Secondary Core trainees at Sheffield Hallam University, with Clive, Helen and Rob involved, as well as two other DEC consultants. The day was again evaluated in a largely positive way, with as usual the trainees wishing they could have more time devoted to the issues.

Philosophy for Global Citizenship

Six Philosophy for Children (P4C) open courses were run in 2019 with around 45 participants. Three of these were 2-day Level 1 courses with two Level 2a and one Level 2b courses running at DECSY. Our trainer, Helen Griffin, also delivered a SAPERE-commissioned Level 2a course in London.

Introductory training was run for Birley Primary Academy School Direct students and we successfully ran the commissioned P4C Level 1 open courses for Rotherham School Improvement Service as part of their package for schools in Spring and Summer terms 2019.

'Will change my teaching practice from now on.'

(P4C Level 1 course participant)

We continued our support for St Catherine's RC Primary school by delivering the SAPERE Tools for Thinking Together course. We are delighted that later in the year they became the first school to receive SAPERE's P4C Gold Award in Sheffield.

Other SAPERE Going for Gold schools we supported in 2019 include Emmaus Primary school which became the second SAPERE gold school in the area, and we are still working with Phillimore Primary, who have obtained their Silver Award. Acres Hill Primary in Sheffield and the Deans School in Manchester also joined the Going for Gold programme in the autumn term.



Clive made his final Going for Gold support visits to Tinsley Meadows Primary and they will be putting in for their Gold Award in Spring 2020. The Assistant Head and P4C lead was very complimentary about the scheme and is keen to publicise the benefits to other schools. Rob has supported Woodseats Primary to achieve a Going for Gold Silver Award and will be working to help them achieve the Gold Award in 2020.

DECSY continued to support the national Education Endowment Fund P4C evaluation

Training Work

project working with Woodseats Primary, Sheffield, Tupton Primary, Chesterfield, Gamesley Primary, Glossop and Hental Primary, Wakefield.

DECSY facilitated a P4C workshop at Sheffield Hallam University's Institute of Education's first Festival of Education and supported a P4C event attended by over 40 participants, celebrating the use of P4C in the Institute of Education's teaching.

***'It really made me think...
about everything.'***
(P4C Level 1 course participant)

Half-termly practitioner development meetings were well attended in 2019 with regular enquiries led by members of the group and sharing sessions covering different P4C practice issues. Our P4C Advisor, Helen Griffin, supports P4C nationally by sitting on the SAPERE Professional Standards Board.

Networking

DECSY contributed to the consultation to the new Ofsted framework with the other Yorkshire & Humberside DECs and also through ELSA (English Learning and Sustainability Alliance) in April.

Clive took part in the Our Shared World Advocacy meeting in London in July. This is being led by Oxfam and WWF to develop a strategy for promoting global learning to key decision makers. He has joined the Steering Group Meeting with meetings in October and December.

Clive and Rob attended the Consortium of Development Education Centres (CoDEC) conference in December. Half a day was devoted to training for the CCGL Local Advisors. Rob continues to serve as a CoDEC director.

Clive is part of the local consortium of organisations and teachers putting together Sheffield's first Schools Climate Conference. The group has been meeting since September. The conference will take place on 8th July 2020 at Sheffield Hallam University and is aimed at Year 9 and 10 pupils. The aim is to create a funded network that will continue beyond the initial conference.

Clive has taken part in meetings of ELSA and TEESNet (Teacher Education for Equity and Sustainability Network).

Project Work

Gender Equality Charter Mark Project (GECM)

This two and a half year long project concluded in July 2019, helping to create whole-school change 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.



UK Gender
Equality Charter
Mark Logo

The final report for the project was sent to the EU Rights, Equalities and Citizenship programme in September. Helen and Clive contributed to and edited the draft for a chapter of the publication on the project (for Palgrave) on NGOs working with schools on the charter mark in England, Hungary and Italy.

Helen and Clive did a presentation on the GECM at the 'Gender & Intersectionality Conference' at Wolverhampton University in June, organised by the project researcher, Dr Maria Tsouroufli. Clive attended an 'Information & Networking' event on gender in Brussels in June, that brought together all related EU projects. There was a lot of interest in the work of the GECM.

During the life of the project we became one of the partners, led by the Institute of Physics, working on a similar mark with schools called Gender Action. Our charter mark knowledge has been used to help create this national gender equality schools award. Clive attended the launch of Gender Action at City Hall in London in February. He ran a workshop on 'Ethos, Language and Student Voice' with Charlotte Carson from Deptford Green High School who runs the Feminism in Schools programme. DECSY is still part of the Gender Action working group and Clive attended the Gender Action meeting in London in November to discuss its future and how to roll this Schools Award out nationally.

***'The GECM is a great
opportunity to make a real
difference to so many young
people (and to change some
staff attitudes too along
the way!')***

(Teacher involved in GECM 1 project)

Project Work continued

Gender Equality Charter Mark 2

This EU Erasmus Plus funded project is a continuation of the original GECM project and aims to expand the use of the GECM to 6 more European countries.

The project was launched with a three day meeting of the nine project partners (Austria, Croatia, Finland, Greece, Hungary, Italy, Poland, Slovakia and UK) in Sheffield in January. It went extremely well and the latter part featured working in country trios. Skype meetings have taken place in country trios every three months. Project partner meetings took place in Florence, Italy in May and in Volos, Greece in October. The GECM has been developed for the primary phase as well and each country has been working on adapting it to their country context. Clive and Helen have worked on and shared materials via the project's shared drive.

Non-Violent Action: A Force for Change

The 30-month, Joseph Rowntree Charitable Trust funded project 'Nonviolent Action: A Force for Change' began in January 2019. 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.

The project worker Helen Griffin, aided by students on placement from Sheffield Hallam University, carried out research on the academic literature, and identified useable case studies. A number of teachers and other specialists then met together to draft some initial lesson plans. These plans were then presented to teachers from primary and secondary schools who had been recruited into the project to further develop and trial lessons during the academic year 2019-2020.

We have been delighted by schools' enthusiasm about participating in the project and with the positive responses by teachers and pupils so far to the curriculum materials generated. The subject matter seems to be inspiring both to teachers and pupils. Teachers have questioned their curriculum priorities, wondering why pupils haven't had the opportunity to learn about the issues raised by the project before. One parent tweeted a teacher after a lesson on Otpor's non-violent resistance to Milosovic in Serbia asking for details of the organisation and the country as their child had come home speaking enthusiastically about what he had learnt but was unable to recall the country or the name of the resistance group. Another parent spoke of how normally her son rarely said anything about his school activities but was regularly telling her about the lessons in this project.



The children and young people's awareness of ongoing current non-violent responses to the climate and ecological emergency make this project immediately relevant to schools.

The schools involved in 2019 were:

Emmaus Primary, Sheffield
Greasbrough Primary, Rotherham
Hinde House Secondary Phase, Sheffield
Nether Green Junior, Sheffield
Prince Edward Primary, Sheffield
Rockingham Junior & Infants, Rotherham
Spire Junior, Chesterfield
St Catherine's RC Primary, Sheffield
St Peter at Gowts C of E Primary, Lincolnshire
Whalley Range 11-18 High School, Manchester
Herringthorpe Junior, Rotherham

If you would like to find out more about this project, please contact Helen Griffin.

Protestors
during the
Otpor resistance
movement

Project Work continued

Schools Linking Programme

An important aspect of global learning is to break down barriers between people from different backgrounds through intercultural dialogue. DECSY continues to work with The Linking Network across England to bring communities together by linking demographically diverse schools, creating year-long curriculum-rich class links for pupils. DECSY runs school linking programmes between 30 classes in Sheffield and Rotherham and is evaluating how far school linking reduces prejudice and promotes a more equal relationship between pupils.



'Neutral venue visits' continue where Sheffield half classes have joined together to visit Grayson Perry's 'Comfort Blanket' at the Graves Art Gallery to critically explore identity and 'British Values,' (this year some took part in the Outdoor Learning and School Gardens Project) meanwhile, Rotherham classes take part in paired work and cooperative games with Rotherham United Community Sports Trust.

'What an amazing project. I have enjoyed being part of such a great concept. The children have had such a positive experience, developed new skills, an understanding of contemporary issues and have forged new friendships.'

(Claire Robertson, Primary Education Community Co-ordinator with Rotherham United Community Sports Trust)

The national evaluation has shown a statistically significant reduction in misconceptions held by pupils towards others of different backgrounds (as perceived by their teachers measured by baseline and follow-up questionnaires). It also found a statistically significant increase in teacher confidence in both selecting and running appropriate activities relating to linking in class and in responding to pupils' questions around identity, diversity, equality or community. A further evaluation is taking place in collaboration with the University of Kent this year.



Pupils meeting at a Schools Linking programme initial visit.

PiCaM Project

This EU Erasmus Plus project has developed innovative, embodied global citizenship-related mathematical activities for primary and secondary pupils in the UK, Greece, Germany, Romania, and Portugal. In May Rob and Clive attended the final partner meeting in Geissen in Germany and visited the Mathematics museum there. In this final year of the project there has been a focus on outreach and successful 'Multiplier Events' were run by DECSY in London and Reading.

The project worked directly with over 50 schools, around 70 teachers and 1200 children, more than 400 initial teacher education students and 9 teacher educators. Project dissemination events expanded the reach of the project to a further 300 teachers, academics and other stakeholders.



Exhibit at the Mathematics Museum, Geissen, Germany

In addition, teachers and other education professionals not directly participating in the project have found out about it through externally organised workshops and various publications (300). Academics (250) continue to encounter the project through conference papers and other research publications. There were around 1300 visitors to the website (www.citizenship-and-mathematics.eu) during the development phase.

The PiCaM resources attracted interest when they were presented at the CoDEC conference in December and are now available on the UK national Global Dimension website.

Project Work continued

'It made me think about other lessons I teach in terms of the global aspect... it opened my mind to different views and experiences and also children working together ... [to] get good results'

(Teacher attending a PiCaM multiplier event)



PiCaM
Multiplier Event
at RISC Offices,
Reading

Connecting Classrooms through Global Learning (CCGL)

Rob and Clive lead a team of 25 CCGL Local Advisors (LAs) in England & Wales through their secondment to the Pearson-led consortium that runs CCGL. Clive is overseeing the NW, SW and SE and Rob the NE and Midlands and Wales. They were involved in training for the Cluster Co-ordinators in January and July.

Rob developed the online Self-Assessment Tool, which has proved very useful in helping schools to assess where they are in terms of global learning and what their training needs are, both individually and for their clusters. Clive has worked with a couple of local advisors to develop the handbook for cluster coordinators. DECSY are also involved in the organisation of British Council training courses across England on themes such as school partnerships and critical thinking, and in the delivery of Global Teacher Award courses. Rob regularly attends review and management meetings with the British Council in London and the programme is on target in terms of school engagement numbers. However next year will be a challenge as two-years' worth of schools need to be recruited in one year to allow time for visits to occur in the final year.

Helen ran a series of Gender Equality workshops for a Multi-Academy Trust in Hackney in January through the CCGL. Clive attended the first meeting of Egerton Primary School's Cluster in Cheshire in March. This is run by Alison Hooper, who ran three Expert Centre networks in the Global

Learning Programme. With 35 local schools and 6 schools in Kenya, it is the largest cluster in the programme. Alison ran a workshop on the 'Golden Thread of Global Learning' before DECSY's AGM in April.

Learn Sheffield PSHE and Citizenship with Prevent Network

DECSY continued to host this subject network for Learn Sheffield, led by Clive with Boo Spurgeon, a freelance PSHE Consultant. Meetings are usually attended by 15 -25 teachers. The Spring Term meeting in March had a focus on Mental Health, with an explanation and promotion of CCGL. The June meeting had an input on Empathy Lab. The meeting in November was held at the Town Hall, combined with the ACT (Association of Citizenship Teaching) Regional Hub meeting. It included a live link-up with all the regional hubs about teaching about the election. Clive attends the quarterly meetings of the SRE (Sex & Relationship) Task group in Scotia Works, chaired by SAYIT (a charity transforming the lives of LGBT+ young people and young people affected by HIV, through supportive group work, youth action, education and influence.)

School Linking and Outdoor Learning

This project, funded by Ernest Cook Trust and Nineveh Charitable Trust, eventually got underway, after a year of delays, with the support of Freeman College Organic Farm at High Riggs, run by the Ruskin Mill Trust. DECSY ran onsite training for the Year 5 teachers from Valley Park Primary and Nether Edge Primary in April, then arranged for the two sets of year five classes to visit the site and do co-operative games, woodland activities and get to know the farm on two different afternoons. The classes then visited the site in groups of fifteen from each school for hands-on activities, including potting out plants, digging potatoes, onions and garlic, picking broad beans, blackcurrants and redcurrants, plaiting onions, sorting, weighing, bagging and labelling dried thyme for selling and making compost.



Pupils working on
their school garden
supported by the
School Linking
and Outdoor
Learning project

At the end of the sessions, pupils got to take home some potatoes or currants. It was clear that the pupils and teachers enjoyed these sessions a lot and the pupils learned a lot about growing different fruit and vegetables. Teachers could clearly see the benefits for pupils and even for themselves.

'I really enjoyed working with people from Valley Park and also now I help my mum garden. I love it!'

(Nether Edge Primary School pupil, 2019)

Snapshots from the Borders

DECSY worked with three other DECs on an EU project across 29 cities that includes a campaign called 'No more bricks in the wall' to make October 3rd the 'European Day of Welcome and Memory'.

DECSY arranged two public screenings of films about migration with follow-up discussions in October, in partnership with Sheffield City of Sanctuary. Clive did a Key Stage 2 assembly on migration for Mosborough Primary School and lessons on migration for all Year 9 classes at King Edward's School.

Executive Committee Report

We knew that 2019 would be a challenging year as The Global Learning Programme (GLP) had come to an end; European funding was at risk because of Brexit; and consultancy income, always fragile, was expected to be particularly at risk.

In the event there are major achievements to report. Rob, Clive and Helen secured appointments on the successor programme to the GLP, known as CCGL (Connecting Classrooms through Global Learning). Rob substantially developed his work on the South Yorkshire part of the School Linking Project; and Helen not only continued with the EU Erasmus Plus and Gender Equality Charter Mark projects but launched our Joseph Rowntree project on 'Non-violent action: a force for change.' Helen's book on gender equality in primary schools has played an important role in making DECSY more widely known nationally and internationally. In terms of grant capture, we secured a grant from the Wesleyan Foundation to develop P4C After School clubs and Philosophy in Communities activities, and other funding has also been obtained from the Fore Foundation and the Nineveh Trust. In terms of consultancy work, Rob, Helen and Clive all contributed substantially to CPD work in the South Yorkshire area and beyond. Consultancy income in 2019 was over £40,000 – a record.

One highlight of the year was the highly relevant and timely public lecture and training exercise conducted by Alison Hooper, headteacher of Egerton Primary

School, Cheshire, before our AGM in April, on the theme of 'Discovering the golden thread of global learning'. In her talk, she not only explained the mechanics of constructing school partnerships with schools in the Global South but also, taking examples from her own class, movingly argued for the importance of development education as a force for encouraging compassion and collaborative work in a school context.

Finally, we turn to financial matters. For two years, the charity has been without a Treasurer, and has muddled through with the help of dedicated volunteer support, especially from Laurence Coates and John Gilbert, who since September last year have joined the new Finance Sub-Committee, providing additional support for Trustees' efforts.

Our work this year has been made possible by the expertise, perseverance, hard work and unfailing good humour of Jane Anderson, Clive Belgeonne, Helen Griffin and Rob Unwin, our dedicated staff, in face of an adverse and constantly-changing environment. People of this calibre are rare and remarkable: they have kept the organisation alive, without any fuss, whilst many other very good DEC's have gone under. We salute them.

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 2019 (compared with 2018) are as follows:

	Unrestricted (CORE) Funds	Designated Reserves	Total Unrestricted Funds	Restricted Funds	Total Funds
2019	£66,046	£63,500	£129,546	£23,375	£152,921
2018	£9,238	£63,446	£72,684	£66,315	£138,999

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

2019 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

Yidan Chen, Truely Costen, John Gilbert, Sam Hinchliffe, Catherine Huntingdon, Hazel Hurboda, Mark Jones, Michaela Letosnikova, Xiaonan Liu, Kaisa Mill, Ryan Scully, Alaa Sengab, Lu Shan, Mike Smith, Keito Tachiiwa

Placement students

Georgia Hodgson, Ria Kataria, Lixia Lu, Marzia Muhammadi, Chris Simpson, Rosie Walker

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

Associate Trainers

Linda Barker, Rosie Carnall, Ann Dawson, Kate Halliwell, Sara Nobili-Park

Finance Consultant

Brian Kerslake

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
Connecting Classrooms through Global Learning
Ernest Cook Trust
EU Directorate-General Justice and Consumers
EU Erasmus Plus
Joseph Rowntree Charitable Trust
The Linking Network
Nineveh Charitable Trust
Open Gate Trust
The Pears Foundation
Sheffield Town Trust
Wesleyan 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; Llama Digital; People4Print; SAPERE

Front cover photographs: (Clockwise from top): Outdoor Learning & School Gardens pupil; Global Teacher Award training resources; P4C ASC session at Western Bank Library; School Linking Project session; Outdoor Learning session at High Riggs Farm



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 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): Alison Hooper at DECSY's AGM 2019; Nether Edge Primary School school garden; Rotherham Linking Project initial visit meeting 1; Rotherham Linking Project initial linking visit meeting 2.



Photographs (Clockwise from Top Left) Rob Unwin, Helen Griffin and teachers at the 'Golden Thread of Global Learning' workshop; Nikki Morgan (from Oxfam Education) and Celia Mather at DECSY AGM 2019; New compost toilet at Sheffield Organic Growers site; Schools Linking Programme visit to High Riggs Farm.



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