



# DECSY

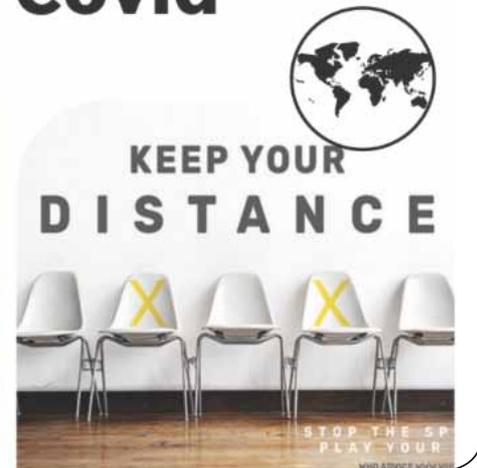
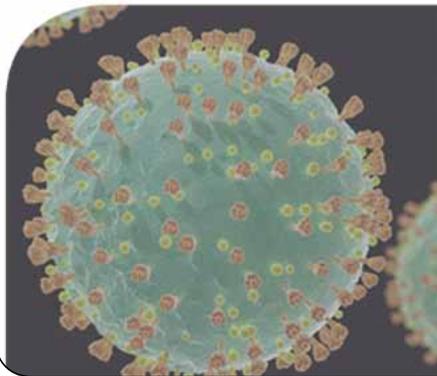
DEVELOPMENT EDUCATION CENTRE  
SOUTH YORKSHIRE

EDUCATION FOR A JUST AND SUSTAINABLE WORLD

Charitable Incorporated Organisation no: 1153377

# Annual Report 2020

## Coping with Covid



# Development Education Centre

## South Yorkshire

### 2020 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 include items such as our Global Objects Collections which are not easily found elsewhere.

2020 was for DECSY, as for everyone else, a year unlike any other. With schools closed for a large chunk of the year, and teachers under enormous pressure, there was an inevitable impact on our activities. The Resource Centre was closed for most of the year, though remarkably some Global Objects Collections loans still took place by special arrangement.

This report demonstrates how our working practices developed during the year. With the future still something of a question mark, we feel equipped to deal with whatever it brings. Some of the 'innovations' of 2020 are likely to become fixtures in the future.

We also know that there will be an ongoing demand from schools for high quality resources and training to help students make sense of what has happened to their world. Membership of DECSY has increased and we have reached out to new audiences in this difficult period. Moving into 2021 we hope we can raise awareness of our work with more schools and others and continue to make a difference.

#### **DECSY Resource Centre, Scotia Works**

The Resource Centre is open from 12.00 to 5.30pm on Tuesdays, Wednesdays and Thursdays during term time, when permitted. 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.

# 2020 Highlights

## Adapting and Persevering

With the swift announcement of a national lockdown on 23rd March, DECSY staff adapted very quickly to the working from home arrangements required and DECSY activities, training, projects, networking, meetings, all immediately moved online. Clive Belgeonne set to work to bring together useful resources for home learning which have been accessed many times from the DECSY website.

Sympathetic and responsive funders and demand for pandemic-related resources helped support us towards finding new ways of working. The Fore Foundation supported us with an emergency grant which enabled DECSY staff to get to grips with online training and offer useful courses to teachers in the summer term and beyond.



The Joseph Rowntree Charitable Trust gave all their current fundees an extra year of funding. This will enable our project to be trialled in schools properly, the prevention of which had been a huge worry as the lockdown started.

## Black Lives Matter and Anti-racism

Following the raised profile of the Black Lives Matter movement we supported schools and a number of anti-racist forums including for Mums United and SHARE (Sheffield Anti-Racist Education). DECSY led a workshop and discussion on anti-racism for the CoDEC Conference in February.

 Facebook: Development Education Centre South Yorkshire - DECSY

 Twitter: @dec\_sy

 Instagram: decsy\_globallearning

## Learning from a Pandemic Teaching Resource

Rob Unwin spearheaded the creation of a British Council funded teaching and learning resource to bring together information about pandemics, Covid-19, vaccines and more.

## Online Philosophy for Children After School Club

Kate Halliwell, a DECSY Associate Trainer, took the Philosophy for Children After School Club online within a few weeks of lockdown, and the club has been enthusiastically attended throughout 2020.



P4C After School Club Members at a Zoom session

Through an Aviva Crowd Funding campaign and with the help of the After School Club participants taking part in a promotional video, we have been able to fund the continuation of the After School Club for the 2020/21 academic year (see the video here: [decsy.org.uk/p4c/p4c-after-school-club/](https://decsy.org.uk/p4c/p4c-after-school-club/))

## Our Amazing Volunteers

Even within the confines of online working, we have had another amazing set of volunteers this year, four of whom are smiling on the front page of this report! They have been involved, among other things, with finance, Gender Action, social media and creating an Instagram presence, website improvements, writing newspaper articles, fundraising research and applications, creating promotional videos, project research, project evaluation. We salute you all!

Contents	Page
Training Work .....	4
Project Work .....	5
Executive Committee Report .....	9
Financial Summary .....	10
Staff .....	10
Trustees .....	10
Acknowledgements .....	11

# Training Work

## Global Learning Training Courses

Our expectations for the year changed dramatically during the week of 23rd March as the first UK lockdown arrived and staff began working from home. With the assistance of an Emergency Fund grant from The Fore, we embraced online training, and our first online course took place on 18th May. Initially we offered free taster sessions to trial the medium and keep teachers interested. Over the year we delivered over 60 Global Learning training sessions and workshops to 730 school teachers, Early Years practitioners and trainee teachers and to 700 school pupils. These numbers are only about a third lower than in 2019, which given the upheaval of the year, we are very proud of.

***'Really valuable course, thought provoking and inspiring. A great opportunity to connect with others working in this field.'***

*(Gender Equality in Schools participant, May 2020)*

In responding to the pandemic DECSY created a 'Resources for Homeschooling' document available from the website, with 115 links to a variety of topics. DECSY staff were also the main authors for a set of teaching materials created for the British Council called 'Learning from a Pandemic.' See below for more details on this resource.

Training courses in 2020 included:

A-Z Thinking Moves webinar, Coping with Covid, Engaging with the Sustainable Development Goals, Gender Equality in Schools, Global Teacher Award, Philosophy for Children Level 1 and Level 2a, Planning a broad and balanced curriculum through Global Learning.

## Sheffield Hallam Uni Diversity Day

DECSY organised this experience for the fifth year running for the Postgraduate Secondary Core trainees. Clive Belgeonne, Helen Griffin and Rob Unwin were involved, as well as two DEC consultants. Among others, the P4C workshop was enthusiastically received by around 50 students. Words most commonly chosen to describe the training were: 'thought provoking', 'valuable', 'interesting', 'useful', with trainees again wishing they could have more time devoted to the issues and attended all the workshops offered.

## Learning from a Pandemic/ Community Covid Response Fund

Early in the Covid-19 pandemic, Rob Unwin and Clive Belgeonne pitched the idea to the British Council of teaching and learning materials to help young people make sense of their changed world. They recruited a small team of local advisors, and a former DECSY volunteer, a copy editor and designer, and set about researching, writing, and developing online activities for home learning. These were approved by a local medical practitioner and GP trainer and later developed into a full resource for teachers internationally. The free materials aim to put the pandemic in perspective by making comparisons with other common global endemic diseases and past pandemics, before looking at the science behind infection control and vaccinations, mental well-being and looking to a post-pandemic future.

Feedback on the resources from teachers has been very positive and the British Council are pleased with the uptake.

***'This is an excellent resource. There are a wide range of activities which are clear and easy to follow... to make life easy for the teachers delivering it.'***

Building on this work, DECSY successfully applied to Sheffield City Council's Community Covid Response Fund to disseminate the resource through local online training sessions. To date around 70 student teachers and teachers have been reached. 87% felt better equipped to teach young people to understand Covid-19. Other comments included: 'Inspiring,' 'Thought-provoking,' 'Really interesting,' 'Practical'.

DECSY has been involved in the development of a further British Council teaching and learning resource around inequalities (not yet published) that includes a section on racial injustice and the pandemic. Some of this material has been incorporated into the above sessions.

Learning from a Pandemic teaching resource front cover, British Council



## Training Work

### Philosophy for Global Citizenship

The last face-to-face training delivered by DECSY in 2020 before the national lockdown was a Level 2b delivered by Helen Griffin on behalf of SAPERE in London. DECSY staff became skilled in online training delivery and initially developed some free introductory online sessions which were well attended (2 sessions, attracting 18 teachers) then offering the online P4C Level 1 which SAPERE had adapted. This course was run twice and attracted 22 participants.

DECSY continued to work with Going for Gold and EEF schools offering online support to three schools during this period, and began work with Arbourthorne Primary, Sheffield, who received an introductory online session for the whole teaching staff.

***'Thanks for your excellent sessions. You have certainly perfected the art of delivery via Zoom! We all feel inspired.'***

*(Sheffield School, whole-school training feedback)*

DECSY continued to coordinate the P4C Practitioner Development Group meeting half termly online. DECSY also took the opportunity during lockdown to coordinate a partnership of P4C providers from across Sheffield, including the universities, P4C trainers and P4C practitioners. This was launched as Think Together Sheffield on World Philosophy Day in November 2020. Think Together Sheffield's aim is to make Sheffield a place where people of all ages and backgrounds can think together about what matters most to them. Helen Griffin, DECSY's P4C Advisor, continued to support P4C nationally by sitting on the SAPERE Professional Standards Board.

### Networking

Clive Belgeonne attended Our Shared World (OSW) Steering Group meetings, including discussion of the vision for education. OSW is a broad coalition of over 90 organisations, seeking to advocate for and support the successful realisation of Sustainable Development Goal 4.7 (promoting sustainable development in education) by 2030.

Rob Unwin continues to serve as a Director of the Consortium of DECs; adapting courses for online delivery has been a major focus for all. In the wake of the death of George Floyd in the USA, a big concern of the network has been antiracist education, and the annual

## Project Work

conference was based on this theme. As a result of changes in working practices during the pandemic there is a greater will for collaboration and advocacy work in the future.

Clive continued as part of the TEESNet (Teacher Education for Equity and Sustainability Network) Steering Group which organised a successful online conference in September, 'Education as a Pedagogy of Hope and Possibility', attended by over 120 people.

Other networks DECSY has been involved with this year include: Schools' Climate Education South Yorkshire (SCESY); the Sheffield Climate Action Fund (supporting the development of a community-led movement for delivery of practical climate actions and carbon footprint reductions in the Sheffield City Region); working with Reboot the Future and Global Learning London on a short film to provoke discussion around the purpose of education. See it here: [rebootthefuture.org/rebootingeducation](https://rebootthefuture.org/rebootingeducation).

### Gender Equality Charter Mark 2 (GECM)



UK Gender Equality Charter Mark Logo.

With the support of the Erasmus+ programme of the European Union

A fourth three-day meeting of this Erasmus Plus project with nine partners (UK, Hungary, Italy, Finland, Austria, Slovakia, Greece, Poland and Slovakia) was due to take place in Croatia in April. Instead we had a successful two-day meeting online.

All partners have adapted the GECM for use in their country. Instead of producing books with support materials around how to develop the charter mark, we set up the materials on a website. Clive and Oxfam Italy designed the website and then edited the materials the partners contributed. The website, [genderequalityinschools.org](https://genderequalityinschools.org), launched in December. It explains how the GECM is a framework that can be adopted by schools to help them look at influencing and informing their leadership, curriculum, physical environment, and the attitudes and relationships of the students, staff and wider community in relation to gender equality issues. The process asks key questions, suggests initial steps that schools can take, has curriculum links, 'Ideas into Action' and invites schools to submit their own case studies, as well as suggesting further resources.

## Project Work continued

English Disco Lovers school pupil's poster

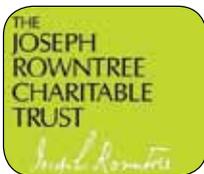
The project has also developed introductory and supplementary workshops for trainee teachers and is developing teacher CPD and 'Train the Trainer' modules.

Our fifth three-day meeting, due to be in Budapest in October again had to be an online meeting attended by eight of the nine partners. It was very impressive to see all the good work being done by partners in promoting gender equality in schools, especially in several of the countries where the political and cultural climate is not supportive. All the partners have links from the main website to their own, demonstrating the work being done in their countries and how schools can get involved.

We continued to have meetings with the Institute of Physics (IoP) and consortium partners on Gender Action – the national Gender Equality Charter Mark in England. Specific Gender Action funding from the Mayor of London finished this year. All the consortium partners will carry on in an advisory capacity, and DECSY is overseeing the administration of Gender Action as the consortium continue to seek funding to enable this to run as an ongoing national programme.

### Non-Violent Action: A Force for Change

This project, which was originally entering its final dissemination year in Sept 2020, was granted an additional year's funding by the funder Joseph Rowntree Charitable Trust in the light of the Covid restrictions on schools which prevented the further trialling of the lessons.



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 nonviolent 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.

In spite of Covid restrictions the lesson development was almost completed in 2020. After a few introductory lessons which draw out the students' initial thinking about how it is possible to change things that you care about and introduce the concepts of violence and non-violence, students are introduced to a number of inspiring case studies which teachers can select according to their relevance to students and the school curriculum:

- Otpor in Serbia
- The Bristol Bus Boycott
- The Role of the Arts (English Disco Lovers and the Singing Revolution)
- Non-violent Resistance in WW2 (Invasion of Denmark, Rosenstrasse and the White Rose Movement)
- Anti-Apartheid and the Sheffield Boycott
- The Chipko Movement, India
- The Green Belt Movement, Kenya
- Right to Roam Movement, UK (Kinder Trespass)
- The Struggle for Independence in India (The Salt March and the Muslim Pashtun Movement)

A further case study on the successful Sheffield Street Trees Protest is being written. DECSY engaged Lucy Holbrook, a consultant expert, to write a series of lessons examining 'Power'. These lessons work well within the PSHE curriculum. The lessons which support students in taking action themselves on something they care about are yet to be written and trialled.

The following additional Sheffield schools have been recruited to the project for the academic year 2020-2021: Beck Primary, Lound Junior, Phillimore Primary

Helen Griffin ran a well-received workshop on this project with two of the project teachers at the online TEESNet conference in September. From September 2021, all being well, it is hoped that the fully trialled and evaluated materials will be able to be disseminated. They will be freely available under a creative commons license, but there will also be national Train the Trainer events and support for trainers to run training in different parts of the country to enable the lessons to be used effectively. If you are



## Project Work continued

interested in trying out any of the lessons or supporting the dissemination of this project please contact Helen.

### Schools Linking Programme

DECSY organised a number of successful joint meetings between pupils from linked schools in Sheffield and Rotherham in the early spring with the support of The Graves Art Gallery and Rotherham United Community Sports Trust. Although all activity was suspended during the first lockdown and some schools left the programme, new schools and classes were recruited for the 2020-21 online programme which ran through the autumn term. Rob Unwin was involved in developing materials to support two P4C based online lessons for the national Linking Network. A new online programme for secondary schools was also promoted to a couple of Rotherham schools. Rob continues to be involved in evaluating the national programme.



### Connecting Classrooms through Global Learning (CCGL)

The British Council's programme local advisors in England and Wales, managed and supported by Clive Belgeonne and Rob Unwin through the Pearson Consortium, are broadly meeting their targets for international school partnerships; although the pandemic meant that visits and face-to-face meetings and CPD were cancelled from April onwards. The constantly changing nature of the situation facing schools has made contacting teachers to engage with the programme challenging. However, overall, 84% of teachers are feeling increased confidence in teaching activities relating to active global citizenship. Schools are beginning to engage with a new virtual programme that has involved some direct online contact between teachers and, in some cases, pupils, from the UK and the 29 participating African and South Asian countries. Two sets of national webinars and one round of online training for national

cluster co-ordinators were delivered during the year. Ten out of the 12 Opportunity Areas for England were reached and special efforts were made to find innovative strategies to reach the remaining two areas and under-represented regions. Wales has exceeded all its targets, though it is hoped that more schools in the north of the country will engage with the programme. Programme training materials were revised during the year and online versions of CPD courses on partnerships and critical thinking were produced. CCGL has been given a nine-month extension because of the pandemic and consultations are due to take place in 2021 about a potential successor programme. It is hoped that the new Foreign, Commonwealth and Development Office (formed from the merger of DFID and FCO) will see the value of continued support for the work.

### Philosophy for Children After School Club and Philosophy for Communities

This Wesleyan Foundation funded project has gone from strength to strength over 2020. The city-wide weekly after school club for Years 6, 7 and 8 pupils, facilitated by DECSY Associate Trainer Kate Halliwell, has been attended by a group of 8 – 12 pupils from seven schools across Sheffield. Enquiries have included: Would the world be better with one race? Can friendships ever truly break? Can you be an ordinary person and do extraordinary things?

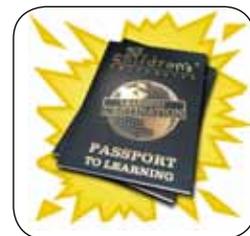
Schools Linking Network session at Rotherham United Community Sports Trust

As lockdown started we quickly realised we could continue to offer the club online. The club members were very keen to continue and were able to use the P4C format to talk about the lockdown and various impacts of the COVID-19 pandemic.

***'P4C helps me to pay attention to what thoughts I'm having.'***

*P4C After School Club Year 7 pupil.*

By July 2020 we had delivered 24 sessions, and due to an underspend in the budget, we were able to continue the club for the Autumn 2020 term. The club is also now a Sheffield Children's University learning destination, a national initiative which encourages children to take part in a wide range of worthwhile out-of-school-hours learning.



Sheffield Children's University Passport logo

## Project Work continued

In evaluating the sessions, feedback from the question, 'Things I have learnt' include: To listen more; Not all questions have an answer; About children with other backgrounds; How people feel about different things

The Philosophy in Community groups have been facilitated by DECSY Associate Trainers Kate Halliwell and Rosie Carnall. They took more time to set up than we expected but throughout the year we have been able to work with seven groups: On the Brink Co-Housing Community; ASSIST volunteers; Library of Life; Sheffield Libraries Year of Reading, Sheffield Creative Guild, Sheffield Young Writers, Burngreave Library Volunteers.

***'I love, love, love the respectful conversations and the insights, and challenges that arise.'***  
(Philosophy for Communities participant)

Questions generated from enquiries included: How do people monitor human rights in a country that's neglecting them? Can colonised people exist equally without reconstructing capitalism? Should there be limitations to free speech?

Evaluations from the community groups showed that the overwhelming majority of participants learnt a lot about the concepts explored; enjoyed sharing their ideas, beliefs and experiences and listening to those of others; and now feel more confident to challenge opinions that they disagree with when they hear them.



Philosophy for Communities Zoom session

A Philosophy for Communities participant commented: *"I find this P4C time just so relaxing, just being able to explore my understanding of things and other people's understanding of things and broaden my own horizons and expand my own thinking..."*

Pupil using a home growing pack as part of the School Linking and Outdoor Learning project

These P4C sessions have provided opportunities for connection between people during lockdown, and the depth of

connection in a session, even when people didn't know each other before, has been often commented on. As the enquiries went online we have had a broader spread of people geographically and a more socially and culturally diverse mix of people too. With the move online working well in many ways, it has also prevented contact with those digitally excluded. We are planning an in-person community project for after lockdown.

### **Learn Sheffield PSHE and Citizenship with Prevent Network**

The scheduled meeting for this subject network for Learn Sheffield in the Spring Term was cancelled due to the pandemic. We put on a meeting in July with the main focus being the new RSE Curriculum that was developed by Learn Sheffield. Updates on Citizenship were given by Clive Belgeonne and on PHSE by Boo Spurgeon, a freelance PSHE Consultant.

### **Schools Linking and Outdoor Learning**

Funded by the Nineveh Trust, this project has enabled Year 5 children from two schools to have hands-on experience of growing food. Due to staffing changes at Freeman Biodynamic Garden, we began working with Heeley City Farm and Wortley Walled Garden in February 2020. The growing manager visited the schools involved in the project, Nether Edge Primary School (NEPS) and Valley Park Primary School (VPPS), in early March and drew up a five-year garden plan for each of them.

During the first lockdown, it became clear that we could not conduct site visits to the Walled Garden. Instead we initially tried to get the pupils of key workers to be involved in growing plants in the school. This did not prove possible, so we sourced enough vegetable and herb growing kits to provide for all Year 5 classes at home (over 100 pupils). The aim was for each child to keep a learning diary and share their experiences. VPPS wrote the outdoor linking project into their wellbeing curriculum.



Communicating with teachers and parents and getting the seeds to the children proved challenging. The lead teacher at VPPS commented that:

*'All the children who collected the plants and seeds really enjoyed working on their miniature gardens. We had over 20 children come to school during full lockdown to collect their plants and gardening equipment. The children were really excited to see how quickly the plants grew and their parents were thankful for something different to do with their children!'*

Both schools are committed to keeping the link going and to implementing their garden plans. When pupils are able to return to school, we will look to implement parts of the garden plan and have the pupils in the two schools compare experiences.

In the longer term we hope to resume the face-to-face meetings using the Walled Garden to enable pupils from the two schools to get to know each other and develop their growing skills as well as fulfilling the garden plans for the benefit of the schools and their communities.

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## Executive Committee Report

When DECSY trustees and staff participated in an Awayday in February 2020, we had no idea what was coming next. This valuable and timely experience of thinking together about DECSY's future was positive and energising and, looking back, we can be grateful that it took place. A month later, Paul Mosley had resigned as Chair due to health problems, and we were facing the prospect of a national lockdown. We grappled with these issues at a 'blended' Trustees meeting in March, the last time some of us met in person before all our interactions became 'virtual'. We thank Paul, Chair since 2017, for his commitment and support during that period. We were pleased to welcome him back onto the Committee in November after his situation had improved.

Having become Acting Chair in March, I was elected as interim Chair at the AGM (delayed until July and held online). At the AGM, we were sorry to say goodbye to Val Johnson, who had not only served as a trustee and staff supervisor but had also provided support to many DECSY P4C courses.

We were delighted to welcome two new trustees: Olwen Lintern-Smyth, who had previously worked with Rob Unwin and Clive Belgeonne on the Global Learning Programme (GLP), and indeed had been a guest speaker at a previous AGM, as well as Paul Highfield, a senior teacher at a local school who has worked with DECSY for many years. Since joining us, both have made significant contributions to the life of the organisation.

We also welcomed Brian Kerslake to the role of Treasurer after a period of supporting

us with financial matters, taking over from volunteer Laurence Coates to whom again we extend our grateful thanks for his support. Brian's meticulous attention to detail has ensured that our finances are in good hands. Thanks also as ever to volunteer Ryan Scully and staff member Jane Anderson for their continuing invaluable work on finance.

We were saddened during the year by the death of Mike Smith, who had for many years been a trustee and staff supervisor and was still involved with the Staffing Sub-Committee, who miss him particularly because he always made them laugh.

After having to work from home for the best part of a year, however, it is our staff - Jane, Rob, Helen and Clive - who deserve the biggest accolades. Speedily adapting to new ways of working, they have put resources (both existing and newly-developed) online, managed projects and volunteers, delivered training, attended conferences and meetings, maintained networks and contacts, looked for international openings, and achieved a great deal, all the time remaining responsive and flexible to need. They have grasped opportunities offered and continued to maintain DECSY's excellent reputation. We thank them whole-heartedly.

As the new year starts, DECSY's future remains more unpredictable than ever. We remain positive, however, in the knowledge that committed staff, trustees and volunteers all continue to work together to meet the challenges we face.

Celia Mather,  
Chair of 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 2020 (compared with 2019) are as follows:

	Unrestricted (CORE) Funds	Designated Reserves	Total Unrestricted Funds	Restricted Funds	Total Funds
2020	£19,381	£92,000	£111,381	£41,086	£152,467
2019	£66,046	£63,500	£129,546	£23,375	£152,921

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 2020, is to aim to have, each 31st December, sufficient funds to cover three months of normal annual expenditure, together with funding to cover a current Statutory Redundancy Payment for every member of staff.

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## Trustees

### 2020 Honorary Officers

Paul Mosley	Chair, Exec. Com to March 2020
Celia Mather	Chair, Exec. Com, March 2020 onwards
Olwen Lintern-Smyth	Vice Chair, July 2020 onwards
Mary Stead	Secretary

### Executive Committee Members

Val Johnson (to July 2020), Marie Lowe, Joy Paul, Cheryl Smart, Paul Highfield (from July 2020), and the Honorary Officers listed above.

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

## Volunteers

Libby Bull, Yidan Chen, Eliza Groark, Sam Hinchliffe, Catherine Huntingdon, Mark Jones, Zoe Langmead Jones, Tom Le Surf-Hall, Xiaonan Liu, Nabil Ould-Dada, Ryan Scully, Rachel Starkey, Hanna Tabani, Sophie Tsang, Erika Uchiyama, Eloise Wroe, Tianqi Yang

### Placement students

Nuo Chen

## 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

**Treasurer:** Brian Kerslake

**Staffing Consultant:** John Gilbert

# 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  
EU Erasmus Plus  
The Fore Foundation  
Joseph Rowntree Charitable Trust  
The Linking Network  
Nineveh Charitable Trust  
Sheffield City Council  
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

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

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.

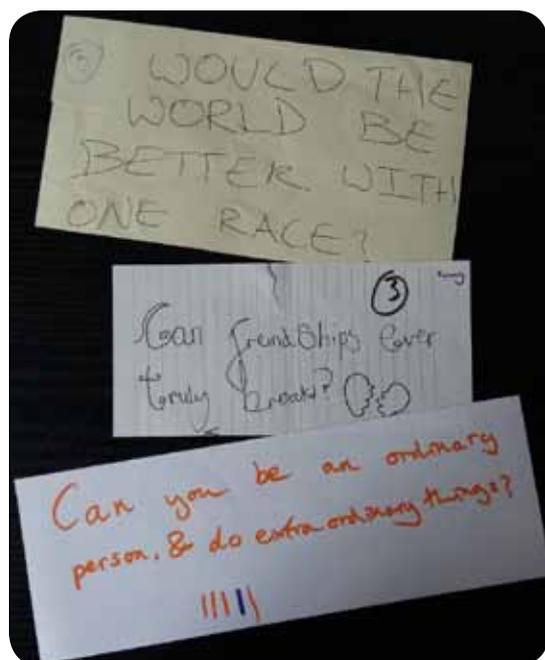
## **We are also extremely grateful for professional services from:**

Voluntary Action Sheffield Community  
Accountancy Service  
White Rose Accounting for Charities

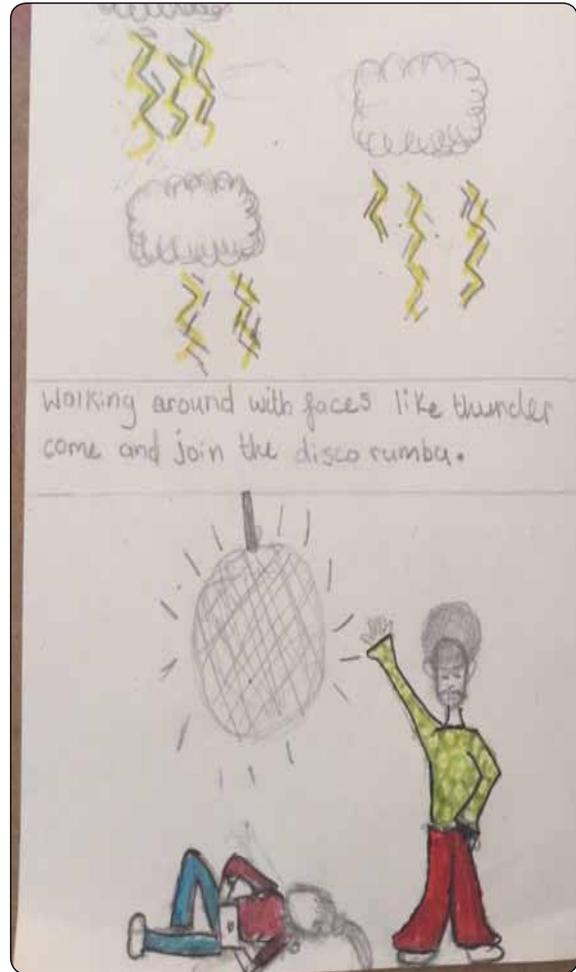
## **Finally to the many people who have supported the Centre and its activities throughout the year - Thank you.**

Front cover photographs: (Clockwise from top): Coping with Covid teacher training flyer; DECSY volunteers Zoom meeting; Pupil using home-growing kit as part of the Outdoor Learning and School Gardens project .

Back cover photographs: (Clockwise from top): a still from the Education film created by Reboot the Future, DECSY and GLL; Non-violent action: a force for change school poster; Linking Project linking visit meeting at Rotherham Football Club.



Photographs (Clockwise from Top Left) Philosophy for Children After School Club enquiry questions; The Schools Linking Project pupil work



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