



# DECSY

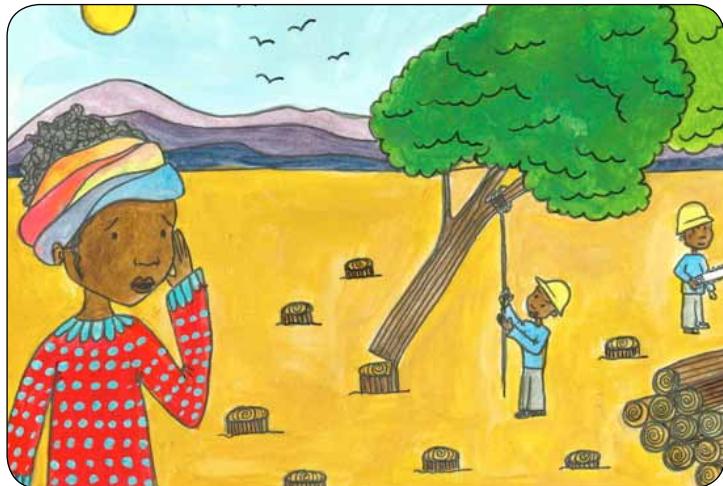
DEVELOPMENT EDUCATION CENTRE  
SOUTH YORKSHIRE

EDUCATION FOR A JUST AND SUSTAINABLE WORLD

Charitable Incorporated Organisation no: 1153377

## Global Learning: increasing understanding of complex global issues

# Annual Report 2021



Resources, Advice, Training, Support

# **Development Education Centre**

## **South Yorkshire**

# **2021 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.

2021 was of course another disrupted year which started with a third national lockdown. Schools returned once more to remote learning and did not see most of their students again until March. Society gradually opened up again after that but the impact on schools and DECSY's work remained significant.

Thankfully the experiences of 2020 and the development of new working practices stood DECSY in good stead, as this report demonstrates. Much home-working and online meetings and training continued, with in-person activity resuming slowly as this became possible. As the world moves on from the pandemic there will be an ongoing demand from schools for high-quality resources and training to help students make sense of what has happened. Membership of DECSY has increased and we have reached out to new audiences in this difficult period. Moving into 2022 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.

# 2021 Highlights

## Gender Equality Charter Mark

The culmination of ten years of DECSY work on gender issues, this project concluded in August 2021 after three years' work with eight European Partners. In the UK our dissemination event attracted 40 teachers from 36 schools and confirmed the need for ongoing work in this area. DECSY's focus on gender equality in schools continues through the national Gender Action Schools Award ([www.genderaction.co.uk](http://www.genderaction.co.uk)).

*'A beacon of hope when I was feeling quite demoralised. I am very grateful.'*

(GECM Training participant feedback)

## Non-violent Action: a force for change lesson plans

In September the full set of project lesson plans was published on the project website, free to download and use. These resources include 11 inspiring case studies of groups of people locally and from around the world, past and present, involved in non-violent social change, and a series of lessons exploring the concept of power. This project, funded by Joseph Rowntree Charitable Trust, will culminate in a National Dissemination Conference in June 2022.



Facebook: Development Education Centre South Yorkshire – DECSY



Twitter: @dec\_sy



Instagram: decsy\_globallearning

## COP 26 – climate change, a whole-school approach

In November, the UK hosted COP 26, to try to reach an agreement to speed up action globally to address the climate emergency. DECSY created and ran a training course in October to support schools in responding to the climate emergency. The session looks at how schools can take a whole-school approach to climate change, linking the Curriculum (teaching provision and learning), Campus (values and ways of working) and Community (engagement of local people and partners).



A volunteer at COP 26 in Glasgow – the United Nations Climate Conference

## Welcome to Sarah Ahmed – new DECSY Associate Trainer

Sarah is the Head of Initial Teacher Education for Secondary and Lifelong Learning at the University of Huddersfield, making her the first person from a BAME background to have a leading role in education across Yorkshire. As a DECSY Associate Trainer, Sarah has delivered Anti-Racist Education Workshops to schools and student teachers.

Non-violent Action Lesson 1 storyboard

## A big thank you to all our volunteers

Thanks as ever to all those who have given their time to DECSY over the year. With their help we have been able to increase our social media presence, especially on Instagram, and volunteers have also assisted with finance, Gender Action, website improvements, fundraising research and applications.

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# Training Work

## Global Learning Training Courses

Continuing to build on the developments of 2020, DECSY delivered online training courses for the 2021 spring and summer terms and re-introduced face-to-face courses in autumn term 2021, while also continuing to offer online courses. DECSY staff delivered over 60 Global Learning training sessions to over 1130 school teachers and trainee teachers. Reflecting the consequences of lockdowns, our delivery to pupils fell by about two thirds to 210. Our international reach continued with participants attending virtual sessions from Australia, Ireland, Pakistan and South Africa. Rob Unwin also delivered the Global Teacher Award to an International School in Thailand.

**'Thank you for a very useful course about the most important issue the world is now facing!'**  
(Climate Change – a whole-school approach participant feedback)

At our AGM, our new Associate Trainer, Sarah Ahmed, delivered an Anti-Racism Education workshop, and also delivered this as a whole-school training session later in the year.

Training courses in 2021 included: Coping with Covid, Engaging with the Sustainable Development Goals, Gender Equality in Schools, Global Teacher Award, Climate Action webinar, Philosophy for Children Level 1 and Level 2A, and a new course COP 26: Climate change – a Whole-School approach.

## Sheffield Hallam Uni Diversity Day

DECSY organised this experience for the sixth-year-running for 160 PG Secondary Core trainees at SHU with Clive Belgeonne, Helen Griffin and Rob Unwin again involved, along with two DECSY Associates, Sarah Ahmed and Sara Nobili-Park. The day was again evaluated in a largely positive way, with as usual the trainees wishing they could have had more time devoted to the issues and have attended all the afternoon workshops. The top four words chosen by the participants to best describe their learning experience for the day were: Thought-provoking, Valuable, Inspiring, Interesting.

**'Wonderfully informative and brilliant to include decolonisation and BAME experience.'**  
(Diversity Day participant feedback)

## 'Learning from a Pandemic' training

Between January and March Rob Unwin delivered training sessions to introduce a Covid-19 teaching resource to 140 teachers and student teachers, supported by the Sheffield City Council Community Covid Response Fund. The sessions used the British Council 'Learning from a pandemic' resource developed by DECSY staff in 2020. With the teaching materials being used in lessons and school assemblies, an estimated 3150 – 5400 pupils were reached.

**'The resources were useful and have helped our pupils really understand Covid and remove some of the fear, which is our main aim.'**

(Training course participant feedback)

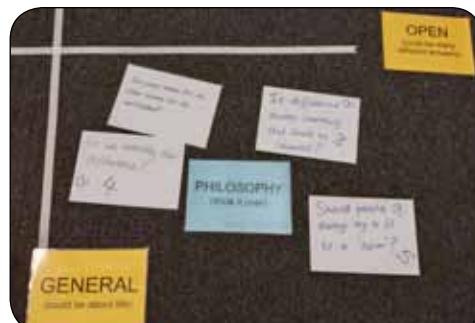
The materials aim to put the pandemic in perspective by making comparisons with past pandemics before looking at the science behind infection control and vaccinations, mental well-being and looking to a post-pandemic future. The resource is available on the British Council website: [connecting-classrooms.britishcouncil.org/resources/global-learning-resources/learning-from-a-pandemic](https://www.connecting-classrooms.britishcouncil.org/resources/global-learning-resources/learning-from-a-pandemic)

## Philosophy for Global Citizenship

DECSY continued to offer online P4C training in 2021. Two open Level 1 courses took place attracting 20 teachers, whole-staff training was offered to Roughwood and Rockingham Primary reaching 32 teachers, and to St Marychurch Primary in Devon. In the autumn term in-person delivery resumed, with whole-school Level 1 training received by Sitwell Infant, Littlecoates Primary in Grimsby, Cherry Dale Primary in Barnsley, and Arbourthorne Primary, reaching around 90 teachers. Two face-to-face Level 2A open training courses attracted 10 participants in total.

**'Inspiring P4C CPD that will change our school.'**

(Sheffield School, whole-school training feedback)



## Training Work continued

DECSY continued to work with Going for Gold and Education Endowment Foundation schools Acres Hill Primary and Emmaus Primary, offering online staff meetings to Emmaus and in-school observation and feedback to Acres Hill staff.

A P4C workshop was offered again to Sheffield Hallam University secondary PGCE students on their diversity day run by DECSY in January. This was enthusiastically received by around 50 students.

DECSY continued to coordinate the P4C Practitioner Development Group, continuing to meet termly online during 2021.

DECSY participated in Think Together Sheffield, offering a P4C workshop as part of the Sheffield Festival of Debate in May and supporting a week of activity around World Philosophy Day in November. 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.

***'I've learnt a lot in a short space of time and it's reignited my enthusiasm.'***

(P4C Level 2A course participant feedback)

## Networking

DECSY continues to contribute to the Consortium of DECs by holding one of the Director positions in the network. A virtual conference, 'Solidarity, resilience and the fight for social justice' was held in the summer to continue the theme of developing anti-racist practice, with a workshop led by DECSY. In the autumn DECSY commissioned former DECSY Director, Harm-Jan Fricke, to write a report exploring different models for DEC structures in the face of reduced funding opportunities. This has helped inform DECSY's plans to cope with the ending of the Connecting Classrooms programme.

Clive attended a number of Our Shared World (OSW) meetings as part of the Coordinating Group and was Co-chair for three months, with Ann Finlayson of SEEd. OSW is a broad coalition of now over 150 organisations, including international NGOs

## Project Work

and other organisations seeking to advocate for and support the successful realisation of Sustainable Development Goal 4.7 by 2030. OSW put on a webinar in December to examine the education pledges made at COP26. Clive also attended meetings of the OSW Social Movement group, including running a training session on Values.



Clive continued to work with Schools Climate Education South

Yorkshire (SCESY), the local consortium of organisations and teachers which put on Sheffield's first Schools Climate Conference in July. This 3-day online conference enabled a wide range of organisations to engage teachers and pupils to learn about the climate emergency. The conference is available at [www.scesy.org.uk](http://www.scesy.org.uk) with a second conference planned for July 2022. Clive has also been liaising with Learn Sheffield for DECSY to play a lead role in supporting their aim for all Sheffield teachers to be confident to teach about the climate emergency.

Clive continued as part of the TEESNet (Teacher Education for Equity and Sustainability Network) Steering Group. TEESNet was part of a consortium that developed an online course 'Learning for Equity and Sustainability in ITE' for the British Council and Connecting Classrooms through Global Learning. A webinar 'The Role of Teacher Education in Responding to Global Challenges' was held in November and connected people from the four regions of the UK.

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### Gender Equality Charter Mark 2 (GECM)



UK Gender Equality Charter Mark Logo.

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

The final online meetings of this Erasmus Plus project with nine partners (UK, Hungary, Italy, Finland, Austria, Slovakia, Greece, Poland and Croatia) took place in February and July. The Teacher Professional Development and Initial Teacher Education modules were trialled and shared, and the Train the Trainer module written up. All partners carried out Multiplier Events which had to have a minimum of 30 teachers attending five hours of training. The website 'Gender Equality in Schools' ([www.genderequalityinschools.org](http://www.genderequalityinschools.org)) has links to each of the country organisations' websites, which show how the Gender Equality Charter Mark has been adapted for use in their

# Project Work continued

The Joseph Rowntree Charitable Trust generously fund the Non-violent Action: a force for change project

country. It also shows how schools can adopt a whole-school approach to gender equality in the key areas of leadership, curriculum, physical environment, and attitudes and relationships, and invites schools to share good practice. At the final meeting all agreed how much they had learned from each other and how much the project had achieved, even though the political climate in several of the countries is fairly hostile to issues of gender equality. The partners plan to put in a bid for further EU funding to work on stereotypes but unfortunately, due to Brexit, DECSY is no longer eligible to be a partner.

In the autumn, Palgrave published Gender Equality and Stereotyping in Secondary Schools – Case Studies from England, Hungary and Italy which was based on the work of GECM1 and to which Helen and Clive each contributed chapters.



DECSY continued to manage the website for **Gender Action (GA)**, the version of the Gender Equality Charter Mark for England. We have had regular online meetings with the members of the GA consortium (Institute of Physics, Kings College London, University College London, University Council of Modern Languages) and have been trying to get funding to make GA a national accreditation programme, so far without success. The consortium agreed that DECSY should be the official trainer for GA and Clive and Helen ran the first part of a three-part training online in December. The Ofsted report on sexual harassment in schools that came out in June and the revised Ofsted handbook guidance on sexual harassment in schools have led to greater interest in the issue. Clive ran gender equality training for NQTs at a MAT in June and whole-school training for an academy in Bristol in September.

## Non-Violent Action: A Force for Change

In 2021 following further trialling and development by teachers, the lesson plans were published and uploaded to the **DECSY website**. The lesson plans, across different curriculum areas for students aged 8–13, 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 lessons, which have the following inspiring case studies, are now freely available under a Creative Commons licence:

- 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 in India
- The Green Belt Movement in Kenya
- The Right to Roam Movement in the UK (Kinder Trespass)
- The Struggle for Independence in India (The Salt March and the Muslim Pashtun Movement)
- Sheffield Street Trees

Each of the case studies uses different interactive methods, e.g., Mantle of the Expert for the Sheffield Street Trees study, to engage learners and support their reflection and critical thinking. There is also a series of lessons exploring the concept of 'power' written by Lucy Holbrook, a consultant expert. These lessons work well within the PSHE curriculum.

The 'Taking Action' lessons enable teachers to guide students through a highly participatory process of deciding if they would like to take action about an issue they care about, carrying out and reflecting on the action.

The lessons have good curriculum links with the Citizenship and History curricula in England, Scotland and Wales but also with RE, English, Arts and PSHE. There are even links with Maths and Science in some of the lessons. A curriculum links document is provided to accompany the lessons.

Following the publication of the lessons the process of dissemination began in earnest in autumn 2021 with the recruitment and training of trainers from a number of other DECs (Global Learning Centres) across

## Project Work continued

England, Scotland and Wales. There will be regional teacher training and support offered in all regions of England. In Wales, the Welsh Centre for International Affairs is writing additional Wales-focussed case studies and translating many of the case studies into Welsh to enable the lessons to be able to be used throughout Wales.

The project coordinator, Helen Griffin, has also been involved in disseminating the materials at various conferences and through relevant publications. A free national, in-person, conference is planned in Sheffield for Friday 24th June 2022. All teachers and educators are invited.

We have also been offering free classroom workshops for secondary schools which use the lesson plans and are suitable for RE, English, History, Geography, Citizenship, PSHE and Social Sciences. Please get in touch with Helen if you wish to access the free workshops or find out anything more about the project and its materials.

*'The children responded very positively to all of the Non-violent Action sessions, and the case studies promoted a lot of detailed discussion. By the end of the project, the class were motivated to bring about changes they wanted to make in the world, and were knowledgeable on the different types of non-violent action they could use to achieve this. The activities were pitched well to the age group and the mix of modern and older case studies meant the children were engaged. All children could articulate how each lesson linked to non-violent action and the aim of creating more tolerant attitudes in the world. The class continued to use their knowledge from the sessions and link this across subjects and to current news events.' (St Catherine's RC Primary School teacher feedback.)*

### Schools Linking Programme

DECSY continues to support schools across Sheffield and Rotherham to establish and sustain links with classes from other schools which serve contrasting catchment areas. School linking can be planned strategically so that schools serving communities that have experienced mutual hostility in the past can be gently and carefully brought together, starting with their young children. Trust can be built through structured, tried and tested, getting-to-know-each-other activities which can gradually lead to parental and wider community engagement.

Although the pressures of Covid-19 have taken their toll, 30 different classes have been

participating in a safe virtual linking programme involving the sending and receiving of classwork, questions and answers and the holding of video meet-ups around the themes of identity, diversity and how to live well together. Linking has a valuable part to play in any Covid recovery programme as it helps rebuild children's social skills through interacting with others beyond the school and local community bubble. This, in turn, helps build relationships and consequent positive mental health and wellbeing.



*'An inspiration for the school signing up was not to be insular, and to make sure the children here are exposed to different backgrounds and cultures.'*  
(Sheffield Schools Linking Project School)

### Connecting Classrooms through Global Learning (CCGL)

This international British Council programme in which DECSY coordinates a team of local advisors across England and Wales has now reached 15,200 schools (2,700 schools in the UK) and trained 63,000 teachers in 29 countries, with 84% teachers expressing an increase in confidence. 88% school leaders agreed that school partnership activities were enhancing students' skills, knowledge and attitudes towards action on sustainable development and social justice. Clive and Rob continued as team leaders for the local advisors for the programme across England and Wales. The virtual partnerships grants were supplemented in the UK by a new 'Supported Partnerships' programme during the year which reaches all Opportunity Areas in England and has greatly exceeded school targets in Wales.

*'A pivotal achievement has been the programme's ability to adapt flexibly and quickly in response to Covid-19 to keep children and teachers learning through school closures.'*  
(CCGL Partner School Teacher Feedback)

Overall the Milestones for the number of schools engaged were off track, due to Covid-19, but the training of teacher and school leader outputs were exceeded. DECSY supported a study by Ben Ballin of

# Project Work continued

the Geographical Association to analyse the progress of a small sample of schools using before and after Self-Assessment evaluations. The headline trend in the schools' global learning capabilities is positive, across all 21 categories relating to outcomes for teachers, pupils, values and whole schools. The average score is +3.5. Schools particularly valued local advisor support, networking and the training offered through the programme.

'Reducing inequalities: exploring race and power' resource activity

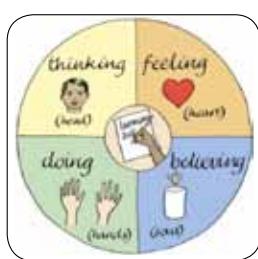
Despite the success of the programme, financial constraints, following the pandemic and cuts in the aid budget, mean that it is unlikely to continue in its current format and there is likely to be a delay from the end of the current programme, in December 2021, until the programme resumes, perhaps in the next academic year.

## CCGL Consultancy

Helen Griffin in her role as Local Advisor to CCGL supported two clusters of schools in the final round of the programme. Tankersley St Peter's in Barnsley and St Mary's CE Primary in Sheffield each led clusters of four schools locally linked with schools in Uganda, Ghana and Zimbabwe.

Helen provided advice to the cluster leads and attended meetings of the partner schools. Each cluster of schools used the 'Taking Action' materials from DECSY's Non-violent Action: A Force for Change project to support their students in planning and taking action locally. Helen provided training sessions to the schools on Philosophy for Children and Global Learning.

## Mental Health and Well-being



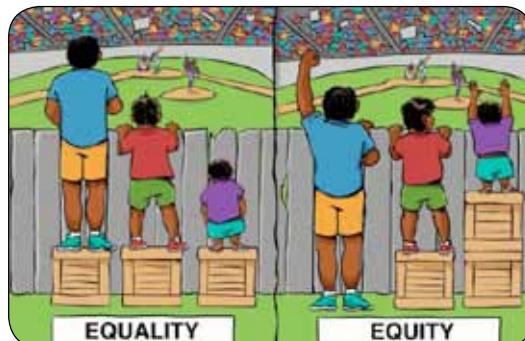
DECSY worked with Cumbria DEC to produce a resource for the British Council linked to SDG 3 Good Health and Well-being 'Mental health and well-being – staying healthy and resilient'

which is available as a series of online steps or as a booklet: [connecting-classrooms.  
britishcouncil.org/resources/global-learning-resources/well-being](https://www.britishcouncil.org/resources/global-learning-resources/well-being)

## Inequality and racism (SDG 10)

In the wake of the murder of George Floyd in the USA and the rise in prominence of the 'Black Lives Matter' movement, DECSY has been working with Global Learning London to develop a new teaching resource for the

British Council for teachers around the world. The online version which explores concepts of equality of opportunity and outcome, equity, power, privilege and discrimination has now been published: Reduced inequalities: exploring race and power.



## Creating Inspirational Schools

DECSY staff contributed three chapters to the new international education book 'Creating Inspirational Schools, reflection, collaboration and leadership' edited by Trevor Higginbottom and Maxine Lu. As part of the author team they are available to support schools to enhance their practice in particular areas.

## CRESST

From June 2021 Rob Unwin has taken on the role of Interim Programme Director for CRESST, the charity, which evolved twenty years ago from a DECSY project, works for conflict resolution for young people by young people, mostly through local schools.

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

This project was able to extend into 2021 due to an underspend with the Wesleyan Foundation grant, a new Wharfedale Foundation grant and a crowd-funding effort. Overall we were able to deliver 40 P4C After School Club sessions for pupils in Years 6 – 9 across seven Sheffield schools. Many of the pupils attended from 2019 – 2021. 2021 began with online sessions which became blended sessions for the Autumn term. Enquiries have included: Would you rather be an adult or a child? How important are pronouns? Why isn't everyone talking about white privilege more? Is there a superior species/creature?

*'I've had a really good time and it's opened my mind. From 'initial thoughts' I've often changed my mind.'*

(P4C After School club participant)

Philosophy for Communities sessions were delivered by our Associate Trainers, Kate Halliwell and Rosie Carnall. They were able to work with six community groups throughout 2021, all of whom were new to Philosophy for Communities. The groups were: Foodhall, U3A, Sheffield M.E. and Fibromyalgia Group, Zest women's multi-cultural group, Zest youth mentoring group and Think Together Sheffield #PhiloFest community enquiry.

These community sessions provided opportunities for connection between people during the pandemic lockdowns, and the depth of connection in a session, even when people didn't know each other before, was

often commented on. People were able to talk about questions and issues which matter to them, expressing their own opinion and listening to others.

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

Due to Covid 19 disruptions it has not been possible to resume face-to-face links with the two primary schools involved in this project. One of the two schools has been making good progress with the garden plan that was drawn up by the organic grower and the other is building elements of the plan into their work with OPAL, a whole-school approach to outdoor play and learning.

## **Executive Committee Report**

As it was the second year of a global pandemic, DECSY was better prepared operationally for the challenges of 2021 than it was at the beginning of 2020. Much of the learning around remote working and virtual meetings and training continued to serve staff and trustees well throughout the year. As the year progressed, there was more hybrid working, and some evidence of starting to return to 'normal', with some staff members working in the office regularly again over the last few months of 2021. In between lockdowns, staff and trustees were able to have some face-to-face interactions, including a rather ironically named 'away day' held at Scotia Works in September.

We were grateful to Celia Mather for taking the reins as interim chair at last year's AGM, when I was elected as vice-chair, with the understanding that I would take over as chair this year. This duly happened, and I'd like to thank Celia for her commitment, both as chair and trustee, and as an ongoing member (and minute-taker) of the finance committee.

In a year when finance has been at the forefront of our minds, with a pressing need to find new funding streams as some more traditional sources have ceased to be available, we have been extremely grateful to Brian Kerslake for all his work as Treasurer in conjunction with volunteer Ryan Scully and staff member Jane Anderson. Together they have supplied the trustees with an excellent view of the finances throughout the year and facilitated close and consistent management of these.

Thank you also to our other trustees, and our adviser John Gilbert, for their continued service and insights.

Despite dealing with a high level of uncertainty, and a heavy workload throughout the year, the staff team have had another year of successes, as evidenced in the pages of this report and the positive feedback received from those impacted by the work. We are very grateful to Clive, Rob, Helen and Jane for their ongoing commitment to the organisation and their hard work.

As 2022 starts, and with a number of long-standing projects having come to an end, DECSY faces a great deal of uncertainty. Work is ongoing to find new funding streams and expand our training offer, and we will need to be brave in a time of change. We must be willing to consider different opportunities that may arise and ensure staff, trustees and volunteers all continue to work together to meet the challenges we face. We must be prepared to evolve, while not compromising on our values or diluting our core strengths.

If you are reading this report, you too have a role to play in securing DECSY's future at a time when global learning is more relevant than ever – not just for schoolchildren and teachers, but for all members of society. Spread the word about what DECSY does, and help us to engage with new audiences and share our expertise more widely within our community here in Sheffield, in South Yorkshire, and beyond.

Olwen Lintern-Smyth  
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 2021 (compared with 2020) are as follows:

	Unrestricted (CORE) Funds	Designated Reserves	Total Unrestricted Funds	Restricted Funds	Total Funds
<b>2021</b>	<b>£68,530</b>	<b>£48,000</b>	<b>£116,530</b>	<b>£32,727</b>	<b>£149,257</b>
<b>2020</b>	<b>£19,381</b>	<b>£92,500</b>	<b>£111,381</b>	<b>£41,086</b>	<b>£152,467</b>

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 2021, 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

### 2021 Honorary Officers

Celia Mather	Chair, Exec. Com to July 2021
Olwen Lintern-Smyth	Chair, Exec. Com, July 2021 onwards
Paul Highfield	Vice Chair, July 2021 onwards
Mary Stead	Secretary

### Executive Committee Members

Marie Lowe, Joy Paul, Cheryl Smart, Paul Mosley, and the Honorary Officers listed above.

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

## 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

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

**Treasurer:** Brian Kerslake

**Staffing Consultant:** John Gilbert

### Volunteers

Harriet Allan, Libby Bull, Eliza Groark, Solomon Hayes, Zoe Langmead-Jones, Nabil Ould-Dada, Ryan Scully, Rachel Starkey, Hanna Tabani, Tianqi Yang, Chloe Yixin Liu

### Sheffield University Placement students

Chelsea Hargreaves, Natasha Stead, Juliana Shrestha

# 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  
Wharfedale 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: Wangari Maathai story pictures from The Green Belt Movement, Kenya case study as part of the [Non-violent Action: a force for change series of lesson plans](#)

Covenants and donations have been received from many individuals in support of the core work of the Centre including a generous legacy from the estate of Dr Patricia Cooke.

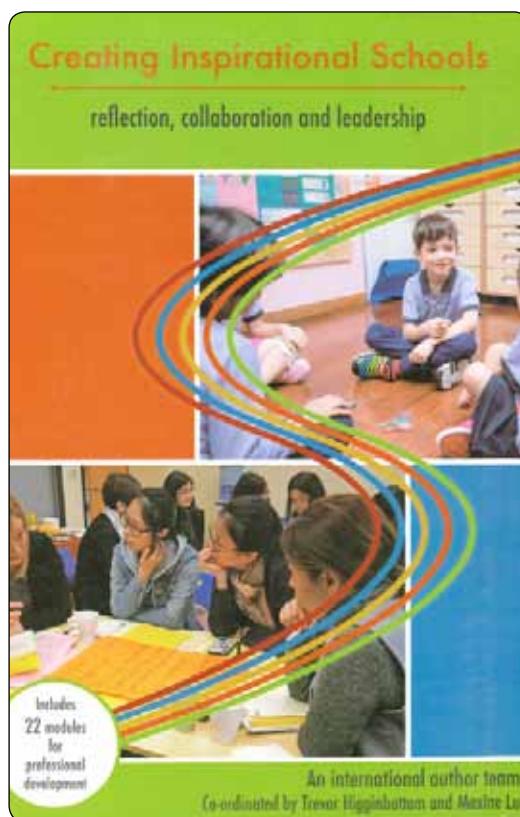
**We are also extremely grateful for professional services from:**

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 left): Think Together Sheffield #PhiloFest Philosophy for Communities session; Foodhall Philosophy for Communities session; P4C After School Club blended session.



Photographs (Clockwise from Top Left) COP 26 Climate Change rally in Sheffield, Front cover for 'Creating Inspirational Schools' (see pg 8 for details), Zest Women's multi-cultural group Philosophy for Communities session.



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