



DECSY

DEVELOPMENT EDUCATION CENTRE
SOUTH YORKSHIRE

EDUCATION FOR A JUST AND SUSTAINABLE WORLD

Charitable Incorporated Organisation no: 1153377

Global Learning Resources, Advice, Training, Support



Annual Report 2022



**Global Learning: increasing understanding
of complex global issues**

Development Education Centre

South Yorkshire

2022 Annual Report

The Development Education Centre South Yorkshire (DECSY) (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.

In 2022 the lingering impact of the pandemic continued to shape DECSY's work. This is most clearly seen in the permanent shift towards more online working. Meetings, conferences, and perhaps most significantly, training courses, have often continued to take place on a screen. Obviously there are pros and cons to consider, but the most striking outcome is that DECSY courses can still attract participants from far-flung locations.

With staff continuing to work largely from home, one big change has taken place at Scotia Works. The upstairs office has been vacated and a major reorganisation of the Resource Centre undertaken. The result is an attractive and welcoming space in which we continue to offer a wide selection of useful, high-quality resources. We hope that this will complement our online presence and continue to be used by members and others as we consolidate new ways of working in 2023.

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 2,000 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.

Free 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.

2022 Highlights

Office sorting and revamp

The office reorganisation saw the sorting through of nearly 20 years of work. There has been much reminiscing and remembering (and dusting!) and it has been great to find new homes for some of our Global Learning artefacts, especially at Willow Tree Academy Trust, Hinde House School, and The Manor Community Nursery.



New trustees

We were very excited to welcome two new trustees this year.

Donald Mclean has 40 years' education experience including for Nottingham African Caribbean Education Team and as Vice Principal at a Sheffield sixth form college.



Alison Twells worked at DECSY in 1989 researching and co-writing (with Rob Unwin)



'The Empire in South Yorkshire' and 'Olaudah Equiano Visits Sheffield.' She is now Professor of Social and Cultural History at Sheffield Hallam University.

Our wonderful volunteers

A very big thank you to all those who have given their time to DECSY this year helping with finance, social media, fundraising and many trips to the tip!



Facebook: Development Education Centre South Yorkshire - DECSY



Twitter: @dec_sy



Instagram: decsy_globallearning

Remembering Liz Coates – DECSY founder and trustee

It is with great fondness that we remember Liz, who passed away this year. Page 9 pays tribute to her life.



Staff tributes include:

'Liz was such an important part of DECSY and was so committed to the organisation and everyone in it. There's many a time when we all say – Liz used to do that or Liz always knew about this! She always took a keen interest in people, remembering details about their lives that many other people would just have forgotten.'

Joy Paul (trustee) and Jane Anderson (Administrator) relaxing in the revamped Resource Centre

Non-violent Action: A Force For Change

The National Dissemination Conference for this project took place in June and showcased the lesson plans to a wide range of teachers, pupils and educators. The event concluded with three young non-violent activists, including Scarlett Westbrook, inspiring us all.



Anya Ramamurthy and Chris Alton – inspiring young activists

Schools Linking Project

With the generous support of five local funders, we were able to encourage new schools to get involved with linking again, following two difficult lockdown years. The funders are: Sheffield Town Trust, Sheffield Grammar Schools Exhibition Foundation, Charles and Elsie Sykes Trust, Scurrah Wainwright Foundation and the Pears Foundation.

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Training Work

Global Learning Courses

This year we delivered 52 Global Learning training sessions to over 1150 teachers, trainee teachers, school governors and university researchers. Our direct delivery to pupils increased from 210 in 2021 to 375. Our indirect reach to pupils is significantly higher as teachers take their training into the classroom for years to come. 46% of our courses were online with participants attending from 6 countries.

Training courses in 2022 included a pilot of a new course, Teaching Topical, Controversial and Sensitive Issues, and also Gender Equality in Schools - A Whole-School Approach, Diversity and Anti-Racism workshops, A Whole-School Approach to Climate Change, and Philosophy for Children Level 1, Level 2a, Level 2b.

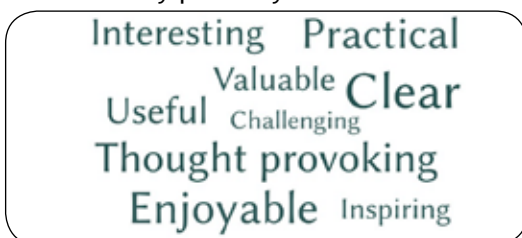
'Thought-provoking session and so relevant for today's world and tomorrow's global citizens.'
(Teaching topical, controversial and sensitive issues participant, November 2022)

Sheffield Hallam Uni Diversity Days

DECSY organised this experience for the seventh year running for 160 PG Secondary Core trainee teachers at Sheffield Hallam University (SHU). This included an Introduction to P4C workshop by Helen Griffin with Clive Belgeonne and Rob Unwin delivering Diversity workshops, along with two DECSY Associates, Sarah Ahmed and Sara Nobili-Park. This year DECSY organised a second day for the 150 Secondary School Direct trainees as well. Both days were evaluated very positively.

Participants on a Philosophy for Children training course at DECSY

The words most chosen by participants to describe the learning experience on the Diversity Days



Clive, Rob and Sarah Ahmed also ran workshops on Diversity Scenarios for all the SHU Secondary trainees as part of an English as an Additional Language (EAL) day.

'Some very important issues addressed... Sarah's anti-racism lecture was a highlight.'
(SHU Teacher Trainee, February 2022)

Climate Emergency CPD

Clive Belgeonne developed a series of online CPD sessions for Learn Sheffield to support their aim for all Sheffield teachers to be confident to teach about the climate emergency. These were based on the course Clive piloted successfully online in September 2021, A Whole-School Approach to Climate Change: The Four Cs (Culture, Curriculum, Campus & Community). He ran sessions for Sheffield school governors in June and school leaders in July and for South Yorkshire Climate Alliance at SHU in September. Sessions for teachers on Culture, Campus and Curriculum (with Thom Winterbotham of Learn Sheffield) took place in the autumn. The final session on Community took place in January 2023. These courses have been well-received; the Department of Education are looking to use the materials to promote good practice as part of their Sustainability and Climate Change strategy.

Philosophy for Global Citizenship

In 2022 DECSY delivered Philosophy for Children (P4C) training to around 230 teachers and trainees.



There were seven open Level 1 courses, three Level 2a courses and two Level 2b courses. In addition to this, DECSY delivered whole-school training to Newbold Primary, Hucklow Primary, Gleadless Primary and Sharrow Primary in Sheffield; Dunston Primary, Chesterfield and Littlecoates Primary, Grimsby. We received funding from The Ganton Educational Trust, Sheffield Bluecoat and Mount Pleasant Foundation, James Neill Trust, and The Church Burgesses Educational Foundation which has enabled us to offer whole-school training at a reduced rate. DECSY continued to offer support to Littlecoates Primary in Grimsby and delivered a whole school 'Tools for Thinking Together' course to them.

DECSY continued to be a part of Think Together Sheffield and work closely with SAPERE, the national umbrella organisation for P4C. Support was given to Tinsley Meadows Academy in March as they work towards their SAPERE Gold Award and to Littlecoates School, Grimsby and Deans

Training Work

Primary, Swinton to help them towards their Bronze Awards.

'Very informative and gave me the tools and confidence to go forward in my practice.'

(P4C Level 1 course participant, 2022)

Networking

Clive Belgeonne continued to work with Schools' Climate Education South Yorkshire (SCESY), a local consortium of organisations and teachers. A second online Schools Climate Conference was put on in March with workshops and presentations for both primary and secondary schools. Clive did an overview of the 'Whole-School Approach to Climate Change' training as part of a teacher CPD session with Leeds DEC. The workshops and presentations can be viewed at www.scesy.org.uk/conference/conference-programme-2022/ This led to useful contacts with the DfE and an invitation to join an advisory group with CEOs of Multi-Academy Trusts. Clive also attended the second Schools Climate Assembly at King Edward VII School in October.

Clive continued to attend Our Shared World (OSW) meetings as part of the Coordinating Group. OSW is a broad coalition of over 300 organisations, including international NGOs and other organisations seeking to support the successful realisation of Sustainable Development Goal 4.7 (inclusive and equitable quality education) by 2030. Clive presented at the webinar on Green Skills in June and attended an OSW face-to-face review and planning event in London 'The Abundance of Us' in December.

Clive continued as part of the TEESNet (Teacher Education for Equity and Sustainability Network) Steering Group and chaired a workshop on Global Learning at the first face-to-face TEESNet conference since the pandemic in Liverpool in September 'Re-Imagining Teacher Education: Transforming Learning for a Just and Sustainable World'.

DECSY continues to contribute to the Consortium of DECs by holding one of the Director positions in the network. CoDEC are hoping to find funding to appoint a part-time advocacy and communications post to try and contribute to an improved policy environment for global learning. The post holder would be working in alignment with Our Shared World.

Project Work

Gender Action

After administering the Gender Action programme without external funding, DECSY was very pleased to find itself in line for funding from the Ignite



Partnership to roll out

the programme nationally. Founded by Sir Lewis Hamilton and the Mercedes-AMG PETRONAS F1 Team and now embedded into Mission 44, Ignite exists to increase diversity and inclusion within motorsport. This funding was confirmed early in 2023 and will enable the appointment of a project coordinator to continue to deliver the programme over the next couple of years at no cost to schools. Through the programme, schools, ranging from nurseries to colleges, are invited to develop and implement action plans for whole-school change in gender equity supported by DECSY. They can receive accreditation at Supporter, Initiator, Champion and Beacon level. If you are interested in getting involved please contact DECSY.

The Ignite Partnership focuses on improving representation in STEM roles. Learn more at mission44.org

During 2022 we delivered three Gender Equality in Schools training courses to around 34 teachers including from The British School of Barcelona (online of course!).

Champion Level		Six areas of change	
Personal Practice: Supporting staff to reflect	Progression, choices and jobs	Student voice: putting children and young people at the heart of change	Internal and external communications
Curriculum and Learning	Engagement with parents, carers, and the wider school community		

The Gender Action Champion Level six areas of change

Non-Violent Action: A Force for Change (NVAFC)

In 2022 the NVAFC project materials were actively disseminated through networks, conferences, workshops, publications and events both online and in person. The materials were very positively received with many teachers, other educators and school students finding them inspiring.

The NVAFC National Dissemination Conference in June 2023 (although affected by train strikes and Covid) was a great success, with the involvement of 63 teachers, other educators and school students on the day.

Sikhu Ndlovu (Hinde House Secondary, Sheffield), Carey O'Donaghue (Emmaus Primary, Sheffield), Rebecca Conway

Project Work continued

(St Catherine's Primary, Sheffield), Megan Hayward (St Peter at Gowts Primary, Lincoln) and Thom Winterbotham (Malin Bridge Primary, Sheffield) all contributed very well-received workshops based on their use of the lessons in their schools.

Thom Winterbotham and school pupil at the NVAFC conference



Sikhu and Rebecca also ran joint workshops with the project worker, Helen Griffin, at the Association of Citizenship Teachers (ACT) conference and Festival of Education Conference respectively. Again both workshops were enthusiastically received by teachers attending.

Project records show that around 300 teachers and other educators have had direct contact with the materials through workshops, training and conferences. Around 1,900 school students and 180 schools have experienced lessons from the project. These are the known numbers but it is impossible to quantify the exact reach of the project. Around 20,000 teachers and other educators have been reached through direct email and social media (including over 845 downloads from the DECSY website in 2022 and around 1500 downloads from the TES website in total). Around 20 national organisations (additional to DECs we worked with directly) disseminated to their contacts. DECSY were pleased to have the work reviewed in the December issue of the ACT journal and have applied for the ACT Quality Charter Mark.

Through Train the Trainer courses and funding for dissemination, new areas of work were opened up within DECs nationally, developing new expertise for members of staff. Teachers, educators and students developed deeper understanding of the nature of violence and non-violent action and the efficacy of non-violence. The project has resulted in curriculum change and development, with the case studies incorporated into the curricula of schools. The translation of the materials into Welsh and publication on the Wales Hwb will potentially result in massive reach across Wales.

An independent evaluation was carried out and is published in full on the DECSY

website here: www.decsy.org.uk/wp-content/uploads/2020/12/NVAFC-Evaluation-Report.pdf

Key findings from the evaluation are: **'Project has lasting impact for pupils'**

- *The project significantly increased pupil knowledge of the subject:* Increased knowledge about the topics and the concepts was a recurring theme. It was stated that knowledge was essential for pupils to successfully explore the issues through the method of P4C.
- *The UK examples were crucial in making the project accessible to pupils:* Both the historic and current UK examples helped pupils relate the issues – and bridge the learning gap around non-violence. In particular, the case studies helped black pupils feel that issues of racism and protest were being taken up by the school.
- *Increased vocabulary of non-violence, leading to changes in attitudes, peer interactions and behaviours:* As pupils explored examples of non-violent action, they also began to develop the vocabulary of non-violence.
- *Improved discussion and critical thinking skills impacting on behaviour:* This was supported by P4C which provided a dialogic learning technique. Both of these supported children to think about their behaviours and adjust their actions and verbal responses to others – especially at times of conflict.
- *Further actions beyond the project not strongly evidenced:* The evaluator could not find significant longer-term actions taken by the schools as a result of the project. This may have been due to the sample size, or the heavy disruption that the Covid pandemic caused the project. This is an area to assess further in future projects.

'Project has profound impact for teachers'

- *Increasing awareness non-violent action for change amongst teachers:* For most of the teachers involved, the emphasis on non-violence in teaching subjects was new. Looking at case studies through the lens of non-violent action and resistance refreshed familiar topics such as WWII, and provided new and exciting areas of learning, such as the Bristol Bus Boycott and English Disco Lovers (EDL). It was also significant that even those teachers who only attended dissemination events were impacted by the unique perspective that the project offered.

Project Work continued

- *Embedding of materials in school curriculum year on year:* Some schools were able to use the non-violent resources and ethos to underpin whole-school learning from year to year. The project provided a depth and richness to underpin school values on non-violence. This could be further explored in terms of how schools map their curriculum and overall mission.
- *Some evidence of improved behaviours across the whole school:* The project has the potential to transform behaviour across the whole school, as a result of the changes noted in pupils and the whole school approach taken by teachers. This was most likely in schools with a strong leadership commitment to similar projects and methods like P4C, and emphasis on student voice and participation in school.



The external evaluation concludes with the following statement: 'The findings from this evaluation point to the need for further work to be done, reaching more pupils and charting the longer-term impact on learning, but also the changes taking place beyond the school, in terms of pupil engagement in community action.'

Using funding underspend, Helen Griffin, the project coordinator, continued working on the project in autumn 2022 and will continue to develop new case studies (e.g. Anti-Apartheid in Sheffield), improve the current materials, update the website and continue with dissemination until July 2023. If you are interested in using or reviewing the lessons, which can be found here: www.decsy.org.uk/projects/non-violent-action-a-force-for-change-lesson-plans/ please get in touch with Helen.

CRESST

Rob Unwin is seconded two days a week as Interim Programme Director for CRESST, the charity which evolved twenty years ago from a DECSY project. CRESST works on conflict resolution for young people by young people, mostly through local schools. 2022 saw recruitment of more trainers and

trustees, the relaunch of CRESST's programmes, and in-person training again of young people and children. During the year a record 22 schools took part in the programmes with similar positive evaluations of the training sessions as in previous years. The responses of 24 peer mediators from one school to a 6-month follow-up survey indicated that 67% thought they had changed since becoming peer mediators. One said 'I now feel calmer when I get in an argument with my friends.' 74% of the peer mediators responded that they had seen changes in their school because of peer mediation.



'I feel really confident in handling conflict in my own life, inside or outside of school!'

(Peer mediator, 6-month follow up response)

One said 'There are less fights and I have seen y3/4 have learnt how to say sorry and sort the conflict themselves.' A separate, before and after 'Conflict in School' survey of 54 Year 5 pupils in one junior school, found statistically significant reductions in a number of conflicts across the school and an increase in pupils talking to each other following the running of a peer mediation scheme for six months.

There was also a statistically significant improvement in how 27 beneficiaries of conflict coaching (CRESST's secondary programme) felt about their situations, compared to before conflict coaching, with an average of 88% ticking that they now 'Understood things better', 86% that they now 'Know what they need to think about or do next', and over 82% likely to 'Come back to see a conflict coach in future if struggling with something'.

The year ended with one of CRESST's longest serving schools, Greystones Primary School, winning the 'Peer Mediation Scheme of the Year' award at the National Mediation Awards at the Palace of Westminster.



Pupils at the NVAFC conference in June

Greystones Primary School at the National Mediation Awards

Project Work continued

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 demographics.



Two Schools Linking Project school pupils meeting for cooperation games at Hillsborough Park

Around 20 classes have been participating in virtual links through the year, 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. A smaller number arranged face-to-face meetings again, sometimes in outdoor venues to reduce the risk of Covid transmission. Reduced participation by primary schools, due to post-pandemic issues, has been balanced by greater engagement by secondary schools in the new academic year, especially those who wish to develop links between pupils within their academy chains. An example was an engaging visit to The Graves Art Gallery in December, followed by philosophical enquiries involving pupils from Yewlands and Hinde House. Rob continues to support the national evaluation of the TLN programme and to run workshops for other local areas.

'The bus journey home was full of the start of new conversations and friendships – a very positive experience.'
(Sheffield Schools Linking Project Teacher)

Connecting Classrooms through Global Learning (CCGL)

This international British Council programme in which DECSY coordinated a team of 25 local advisors across England and Wales from 2018 – 2022 was evaluated by Ipsos Mori, and DECSY staff were invited to speak at the presentation. Though Covid created significant barriers, the CCGL programme was able to exceed its targeted outputs for schools partnerships and teachers trained. These were achieved through the pivoting of programme resources towards online

delivery. The programme was also able to achieve the intended number of school partnerships through transitioning to online partnerships, facilitated by support from the British Council and local advisors.

Qualitative research activities with teachers found that teacher training was effective in increasing teachers' understanding of global citizenship, particularly for those with less experience in this subject area. Partnerships were found to reinforce learning, bringing the training to life, and further increasing teachers' understanding of global citizenship. Both the training and partnerships improved teachers' confidence in teaching global learning. Overall, the programme was perceived as relevant to needs expressed by schools and this was evident in the strong outcomes.

DECSY supported a study by Ben Ballin of the Geographical Association to analyse the progress of a small sample of schools using before and after Self-Assessment evaluations. Positive evaluation showed that schools particularly valued local advisor support, networking and the training offered through the programme.

'The teachers are much more aware of the global dimension, and the sustainable goals and how they can be incorporated into their planning.... we're not adding anything on, we're making sure it fits with what we're already doing.'
(CCGL Teacher)

Schools Linking and Outdoor Learning

Clive Belgeonne and Rob Unwin had several meetings with Sheffield and Rotherham Wildlife Trust, including a scoping field visit to Grenoside Woods and Centenary Riverside in Rotherham to plan for School Linking and Outdoor Learning visits in 2023.



A meeting of Schools Linking Project pupils at a neutral venue.

In Remembrance

It is with great sadness that 2022 saw the passing of Liz Coates, Di Durie and Beryl Barry, all highly committed and long-serving members of DECSY's management committee.

Liz was DECSY, from its foundation right up until about ten years ago, and continued to take a keen interest. She was so dedicated and committed to the organisation, its staff and trustees. We all felt so very well cared for by her and it was an immense privilege to have worked with her. It is impossible to quantify how much she contributed; under her nurturing support (ably supported by Laurence, her husband), the organisation flourished and achieved so much. We will never forget her.



Di Durie was a key influence in the establishment and development of DECSY. As an educator her clarity of thought and motivational practice provided plenty of inspiration. As a person she was stimulating, collaborative, compassionate: what you would expect from a good teacher but with added 'oomph' and humour!

During the year DECSY was also very sad to learn of the death of Beryl Barry, a long-serving member of the management committee of DECSY and wife of one of DECSY's founders, Roy, who died in 2021.

Although we are diminished by their passing, their legacy lives on in our purpose and practice and those that we're able to influence and empower.

Executive Committee Report



It is always satisfying at the end of the year to look back at the impact of DECSY's work on teachers and pupils. However, at the end of 2022, a sense of pride in what the team has achieved is perhaps greater than ever.

If you read our report last year, you will remember that, going into 2022, DECSY was facing much uncertainty about its future, and huge challenges in terms of funding. Staff hours were being reduced, and a significant financial loss was projected. However, staff, trustees and volunteers all rose to the challenge, and I'm delighted to say that we are now looking forward with a far more positive outlook.

The successes in terms of projects are clear to see within the pages of this report. What is perhaps hidden is the tenacity of Rob, Clive, Helen and Jane. We are very grateful to them for their dedication and hard work. Hours were cut, and many bids for funding were rejected, but they persevered – both with ensuring DECSY continued to deliver projects and training to the excellent quality standard it is known for, and in looking for new funding sources. This included creating and building on contacts, and finding ways to remain relevant in a climate where schools are more pressed than ever in terms of both time and budget. While life has largely returned to normal, post pandemic, its effects will

continue to be felt for years to come. Perhaps one of the few positives is the enduring skill in online training, and the national and international reach offered by this.

I am also grateful to all DECSY's trustees and volunteers who have given generously of their time. Trustee meetings have continued online, but there were welcome opportunities to meet face-to-face at the AGM and at an away day. We were sad to lose Celia Mather as a trustee during the year, but thank her warmly for her support over many years. We were delighted to welcome Alison and Donald as new trustees, and are certain we will benefit from their considerable skills and experience. As Chair during a challenging year, I was particularly grateful for the advice of John Gilbert on all matters HR and especially to Brian Kerslake for his work as Treasurer. In conjunction with Jane (staff member) and Ryan Scully (volunteer), he supported trustees to ensure close and consistent management of the finances.

In summary, we are proud of the achievements of 2022 and look to 2023 and beyond with hope. However, we must not be complacent; in order to secure the future of the organisation for the longer term, we must continue to evolve and spread the word about what we do.

Olwen Lintern-Smyth
Chair of Executive Committee

Financial Summary

The Executive Committee considers the financial outcome for the year and the financial position at the year end to be acceptable. Full details are set out in the separate document: Statement of Accounts 2022 and in particular the Statement of Financial Activities and the Balance Sheet. The former statement reveals an excess of expenditure over income in Unrestricted Funds of £24,061 over the year. This is a better position than anticipated at the start of the financial year when Trustees agreed a budget with a projected deficit of £44,000. Careful monitoring of the financial position over the year by both the Finance Committee and the full Executive, together with the implementation of some difficult financial decisions, has brought about the improvement. Obviously there has still been a reduction in the Funds held at the end of 2022 as compared to the end of 2021 as shown in the following table.

	Unrestricted (CORE) Funds	Designated Reserves	Total Unrestricted Funds	Restricted Funds	Total Funds
2022	£46,719	£46,000	£92,719	£6,863	£99,582
2021	£68,530	£48,000	£116,530	£32,727	£149,257

DECSY has policies in place to address the major financial risks identified by the Trustees. The Reserves Policy aims to have in place, at the end of each financial year, sufficient funds to cover 3 months normal expenditure together with funding to meet estimated statutory redundancy payments for all staff. The Total Unrestricted Funds figure at the 31 December 2022 meets this requirement.

The Executive Committee is grateful for donations from individuals and local organisations and for their continuing support for DECSY's core work. The Committee is also grateful to the many organisations providing funding for current projects and continues to support staff in their ongoing search for additional sources of funding to support and expand the range of projects.

Trustees

2022 Honorary Officers

Olwen Lintern-Smyth Chair,
Executive Committee
Paul Highfield Vice Chair
Mary Stead Secretary

Executive Committee Members

Marie Lowe, Joy Paul, Cheryl Smart, Paul Mosley, and Donald Mclean and Alison Twells (from July 2022) and the Honorary Officers listed above.

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

Volunteers

Hamza Aamir, Rosemary Anderson, Libby Bull, Solomon Hayes, Rose Howard, Isha Jain, Hongqing Liu, Nabil Ould-Dada, Zoe Pymont, Ryan Scully, Tracy Xu Cui, Tianqi Yang Chloe, Yixin Liu, Yao Xie

Sheffield University Placement students

Beth Keller, Manami Sano

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

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
Charles and Elsie Sykes Trust
Connecting Classrooms through Global Learning
Ganton Educational Trust
Edith Ellis Trust
Joseph Rowntree Charitable Trust
The Linking Network
Nineveh Charitable Trust
Pears Foundation
Scurrah Wainwright Foundation
Sheffield Bluecoat and Mount Pleasant Foundation
Sheffield Grammar Schools Exhibition Foundation
Sheffield Town Trust

Thanks to all the schools, Sheffield and Rotherham Local Authorities and the two Sheffield Universities which have worked with DECSY and to all our other partners including: The Consortium of Development Education Centres; Llama Digital; People4Print; SAPERE

Front cover photographs: (Clockwise from top): Win-Win CRESST playground game; pupils at the NVAFC conference; pupils involved with a Climate Change workshop; pupils at a Schools Linking Project day.

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

Sheffield Town Trust

Covenants and donations have been received from many individuals in support of the core work of the Centre, and this year we are especially grateful to those individuals who gave to DECSY in remembrance of Liz Coates, Di Durie and Beryl Barry.

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): pupils at a Schools Linking Project day; Liz Coates at Mount Kenya; pupils at the NVAFC conference; Grace Lockrobin (P4C Director, SAPERE) delivering to the NVAFC conference.



Photographs (Clockwise from Top Left) ; Helen Griffin opening the NVAFC conference; Front cover of the Climate change and girls' education school resource pack created for the British Council; Clive Belgeonne and Paul Stockley (local headteacher) at the NVAFC conference



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