



DECSY

DEVELOPMENT EDUCATION CENTRE
SOUTH YORKSHIRE

EDUCATION FOR A JUST AND SUSTAINABLE WORLD

Charitable Incorporated Organisation no: 1153377

Annual Report 2023



genderaction
supporter



Global Learning Resources, Advice, Training, Support

Development Education Centre

South Yorkshire

2023 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 and sustainable 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 2023, DECSY continued to settle in to new working practices. Post-pandemic, much of the work remains online, with staff largely home-based but meeting regularly in person.

The office down-sizing process had ongoing implications for the Resource Centre, with 'weeding' and rationalising of both files and resources helping to keep the space tidy, accessible and user-friendly.

The Resource Centre has seen parallel trends with those mentioned in this report regarding take-up of training courses. There are fewer visitors, fewer loans and reduced sales. However, we still have much to offer, including a wealth of useful free resources. Scotia Works remains the 'hub' of our operations and we hope that members will remember that, even in these days of virtual experiences, we can provide a range of stimulating, attractive teaching resources.

DECSY Resource Centre, Scotia Works

The Resource Centre is open from 10.30am to 5.30pm on Mondays, 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.

2023 Highlights

Welcome to Angharad Morgan



We were delighted to welcome Angharad to the staff team in July 2023 as the Gender Action Programme Co-ordinator (part time). Angharad is based in Newcastle and is also a secondary social science teacher. She is also

completing a PhD in Education and Social Justice at Lancaster University.

'Joining the Gender Action Programme has given me the opportunity to work with a passionate and knowledgeable team to tackle gender inequity in schools. It has been fantastic to meet so many educators and organisations who want to drive change to support their students. I am looking forward to continuing to grow the programme over the next year.'



Sheffield Hallam University PGCE Students Diversity Training Day

We had great feedback from our latest Diversity Day training:

'The Diversity Day was very useful. It helped me to put myself into my students' shoes.'

'Interesting and informative – I'm embarrassingly ignorant of some of the issues in education when looking at diversity. Eye-opening session!'



Linked In: DECSY – Development Education Centre South Yorkshire



Facebook: Development Education Centre South Yorkshire – DECSY



X: @dec_sy



Instagram: decsy_globallearning

Our wonderful volunteers



Yao Xie, long-term volunteer, with Rob Unwin and Jane Anderson

A very big thank you to all those who have given their time to DECSY this year, helping with finance, social media and fundraising, including Joy Paul, who stepped down as a trustee this year after 30 years of service. Thankfully she remains a volunteer.



Joy Paul, volunteer and former trustee

Schools' Climate Education South Yorkshire (SCESY) conference

SCESY supports students, teachers and schools on their climate education journey, and as a SCESY partner we were delighted to be involved in the third schools conference. Pupils and teachers from 13 Primary and 7 Secondary schools joined together for the day to talk and learn about sustainability activities that they can bring into their schools.

Philosophy for Children Level 1 training for schools

Due to generous support from funders, we have been able to train all teachers in five local schools at Philosophy for Children Level 1, with five more lined up for training in 2024. We thank the following: Ganton Educational Trust, Sheffield Bluecoat and Mount Pleasant Foundation, James Neill Trust, Church Burgesses Foundation, People's Postcode Lottery.



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Training Work

Global Learning Courses

This year we delivered 40 Global Learning training sessions to nearly 900 teachers, trainee teachers, school governors and university researchers. Our direct delivery to pupils remained similar to 2022 levels, at 350. Our indirect reach to pupils is significantly higher as teachers take their training into the classroom for years to come.

'A really insightful and engaging workshop that will help build on best practice.'

(Anti-Racist Education course feedback)

Over the last few years we have been having to rethink how we connect with teachers with regards to global learning training. Direct feedback to us and from other training providers shows that school budgets are preventing teachers from attending training. We are considering the option of offering CPD on Saturdays as this means schools would not have to pay supply cover. In 2023, the majority of our training income came from local funders covering the course costs for five P4C Level 1 whole-school training sessions, and from staff delivering nine national SAPERE P4C courses (mostly online). Our Associate Trainer, Sarah Ahmed, also delivered two Anti-Racist Education twilight sessions.



Participants on a Philosophy for Children training course at Scotia Works

Sheffield Hallam Uni Diversity Days

DECSY organised and ran the Diversity Days for all 162 SHU postgraduate Secondary trainees for the eighth year running. DECSY staff and Associate Trainers were again involved. Both days were evaluated very positively with words most often chosen to describe the course including: 'Inspiring', 'Useful', 'Practical', 'Interesting.'

DECSY staff and Sarah Ahmed also ran workshops on Diversity Scenarios for all the SHU Secondary trainees (220) as part of an English as an Additional Language (EAL) day.

Unfortunately, at short notice due to budget concerns, SHU cancelled DECSY's

involvement with the diversity training segment on the university's PGCE course in the 23/24 academic year. DECSY's input and expertise over the last eight years was favourably noted by the Dean. Indeed, when asked in the SHU PG Secondary Exit Survey to respond to the statement: 'My training has developed my understanding of teaching learners from a range of ethnic backgrounds', responses that 'Strongly agreed' or 'Agreed' were 54% in 2013/14 (before DECSY was involved), 75% in 2015/16 (when DECSY started helping the programme) and 98% in 2022/23. SHU and DECSY hope to continue some form of partnership, including engaging Future Now student volunteers with DECSY.

'We had discussions that people would usually shy away from... The openness of conversations was vastly beneficial.'

(SHU Teacher Trainee, January 2023)

Sustainability CPD

As part of a series of online CPD sessions for Learn Sheffield, DECSY delivered the final session on 'Community' in January 2023. The course is 'A Whole-School Approach to Climate Change: The Four Cs (Culture, Curriculum, Campus & Community)'. These aimed to support Sheffield teachers to be confident to teach about the climate emergency. The Learn Sheffield sessions usually had 15-plus schools signing up but only three or four turning up on the day, even though they pay Learn Sheffield to access CPD. According to Learn Sheffield this is happening across the board with CPD.

The Whole-School Approach was also delivered, covering all 4Cs, as a one-day course in November, with the first five places allocated free using funding to promote outdoor learning from the Nineveh Trust. There was input from Sheffield and Rotherham Wildlife Trust on how to develop nature-friendly schools, with the offer of half a day of free advice. There was also input from OASES (Outdoor and Sustainability Education Specialists, based in Durham) on using their Climate Friendly Schools programme which DECSY is now a partner in promoting. Five attended this session, three of whom were School Business Managers (SBMs). DECSY is now looking to develop a course aimed at SBMs.



Training Work continued

Philosophy for Global Citizenship

In 2023, DECSY delivered Philosophy for Children (P4C) training to around 250 teachers and trainees. There were two open Level 1 courses, three Level 2a courses and one Level 2b course, mostly run through SAPERE. In addition to this, DECSY delivered whole-school training to Hucklow Primary, Norton Primary, Abbeyfield Primary, Sharrow Primary and Mundella Primary in Sheffield. We have continued to receive funding to allow us to offer whole-school training at a reduced rate – if you are an interested local school please do get in touch. DECSY continued to offer support to Littlecoates Primary in Grimsby, who were awarded SAPERE Bronze level in April, and to Deans Primary (previously a control school for a research project looking at the benefits of P4C). Following online training, DECSY responded to a special request from a school in London to support them through the Going for Gold programme.

A P4C workshop was offered again to SHU secondary PGCE students on their Diversity day run by DECSY in January. This was also delivered to SHU's School Direct students.

P4C was used with many classes of primary and secondary children in the Linking Project.

We conducted a small sustainability project in collaboration with SHU, 'Just NetZ', using P4C to examine sustainability issues with 30 KS2 pupils at Herringthorpe Primary in Rotherham.

We continue to be a part of Think Together Sheffield and work closely with SAPERE, the umbrella organisation for P4C. We participate in their P4C Development Group, and contributed to the development of the new SAPERE modular Level 1 course which all three trainers are now qualified to run. We also contributed a P4C and Gender Equality workshop to the SAPERE annual conference.

Feedback from 2023 training courses included: 'Rob did a wonderful job. Engaging, encouraging. A model for the programme.' 'Professional, knowledgeable, supportive and approachable.' Over 90% said the course was relevant to their work and that they would recommend it to others.

'Rob was fantastic – he led the sessions really well and helped push my thinking as a P4C facilitator forward.'

(P4C course participant, 2023)

Project Work

Networking

DECSY contributed to the Consortium of DECS, now renamed The Global Learning Network (TGLN), by holding one of the Director positions. An in-person event was held in the summer and an online AGM and workshops in the autumn. The Network has been working with others to develop and promote a 'Case for Global Learning' in the run-up to the next general election.



DECSY continued to work with Schools' Climate Education South Yorkshire (SCESY), the local consortium of organisations and teachers. SCESY put on their third conference in March, the first held face-to-face, at Victoria Hall, Sheffield. The places for 20 schools filled up within two weeks. Over 200 pupils and 40 teachers attended. We ran a workshop on Community with Thom Winterbotham from Learn Sheffield to get schools thinking about how to engage their whole-school community. DECSY also had a stall at the event.

DECSY continued to attend Our Shared World (OSW) meetings and support TEESNet (Teacher Education for Equity and Sustainability Network) Steering Group through online meetings.

Gender Action

In February, the Gender Action programme started again in earnest after DECSY received funding from Mission 44 (founded by Sir Lewis Hamilton to build a fairer, more inclusive future in which every young person can thrive).



The programme supports schools to develop and implement action plans for whole-school change in gender equity, moving through four programme levels: Supporter, Initiator, Champion, Beacon.

We appointed a Gender Action Programme Co-ordinator, Angharad Morgan, who began the role in July 2023. Angharad is a secondary social science teacher in Newcastle who is completing her PhD in Education and Social Justice at Lancaster University. She is

Project Work continued

also the Vice-Chair of the National Women's Organising forum at the National Education Union. She now splits her time between teaching and Gender Action. We are also pleased to welcome Rachel Whitehouse to the volunteer team. Rachel is an MA student at Sheffield University and has been using her fantastic skills to help us with our social media campaigns.

During the summer months, the Gender Action team spent time building networks with organisations interested in working with Gender Action or with similar initiatives. This led to discussions with organisations such as 'End Sexism in Schools' and UK Feminista. We have also fostered strong working relationships with Stemettes and NCFE (a charity working in vocational and technical learning). NCFE have been hugely supportive, publishing our blog in November 2023 and distributing our campaign materials at National conferences and events. Stemettes invited us to attend their round-table in Birmingham – part of a series of events to produce a White Paper about STEM learning and inclusion.

Clive Belgeonne attending the Stemettes round-table event



Alongside this, we attended a series of conferences, including the Women's Equality Party conference, CoDEC (Consortium of DEC's – now The Global Learning Network), ACT (Association of Citizenship Teachers) and UCET (Universities' Council for the Education of Teachers). We have been given the opportunity by the Chartered College of Teaching to be part of their series of webinars in Spring term 2024.

We have set up briefing sessions for schools to learn more about the GA programme. 15 schools attended sessions in 2023 and we also created a briefing video for our website to further advertise the programme.

School support continues with our Initiator level training sessions. Since May 2023, we have run four training blocks with 12 different schools. We have had some fantastic feedback from these training programmes, with educators emphasising

that they enjoyed meeting fellow educators from across the country and learning about unfamiliar concepts (e.g. intersectionality). We have also run two networking sessions which have enabled educators to share best practice and meet others involved in the programme.



We are pleased to have had over 30 supporters sign up in the past year, with five schools awarded Initiator status. These five schools have worked hard to demonstrate gender equality commitment through action plans and have worked closely with us to ensure maximum success as they begin to gather evidence. We are currently in the process of working with eight different schools who are busy creating their action plans. It is encouraging to see how many strong and innovative ideas are being created to suit the different needs of schools. This is particularly significant as we are currently working with five nurseries in London. It is interesting to see how their challenges differ from those of other settings and we look forward to supporting them along the way.

Two particular schools have stood out: Pitmaston school in Worcestershire and King Edward IV school in Southampton. These schools have been awarded Champion status, which means that they have created an action plan to cover all six areas of our whole-school approach. They will be supported over the next year to achieve Beacon Status. We are looking forward to visiting the schools to see some of the amazing work they have done. We are working closely with our steering group to ensure that those schools reaching Beacon status are fully supported.

We have regular meetings with our Steering Group, which comprises the founders of Gender Action (The Institute of Physics, Kings College, London, University College London and the University College of Modern Languages). We also have quarterly meetings with Mission 44, our funders, who have set us targets to achieve for the number of schools at different levels of the award during the academic year 2023/24. They are very pleased with our progress to date.

Project Work continued

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

Using underspend from the project budget plus a small grant from Edith Ellis Trust, we were able, in 2023, to continue to disseminate the project materials. We achieved the ACT (Association of Citizenship Teaching) Quality Mark for the lesson plans and guidance, subject to a few additions, which we implemented. We were also able to improve some of the lessons, based on classroom experience and new information relating to the case studies. Furthermore we:

- updated web links in lessons and examples of contemporary movements for change
- added detailed Citizenship curriculum links to each lesson (as part of ACT Quality Mark)
- included safeguarding advice in the guidance (as part of ACT Quality Mark)
- developed a new case study on Anti-Apartheid in South Africa.

We attended many conferences and other events:

- Development Education Research Centre June 2023 online session: 'Taking action in the International Baccalaureate Primary Years Programme.' NVAFC materials were recommended by main speaker, Laura Griffin. Attended by over 100 educators from across the world.
- UKLA (UK Literacy Association) conference, June: Paper presented on NVAFC.
- ACT conference, June, for teachers and teacher educators: Workshop on NVAFC sustainability-related case studies.
- Philosophy for Children (P4C) Advanced Seminar, January: presentation on NVAFC with teachers and academics.
- CRESST Peer Mediation Conference, June: workshops with Y6 peer mediators (40 in total) using NVAFC lessons on non-violence.



Conference exhibitions:

- Historical Association conference, May
- NEU conference, April (1600 delegates)
- Peace Education Network stall
- UKLA conference, June (230 delegates)
- ACT conference, June

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

ACT Quality Mark

The ACT Quality Mark was obtained in June 2023 with the following endorsement:

'The Non-Violent Action: A Force for Change resources provide a comprehensive introduction for younger pupils and students to different forms of non-violent protest and campaigning. The high-quality content includes a range of different case studies and lessons that explore interesting examples of action on a range of issues in different countries and contexts. Appropriate teaching strategies and pedagogies should help engage students with the issues and approaches to making change. Teachers will also find the 'Resource Guidance' and pathway through lessons helpful in knowing where to get started in using the resources.'



We published an article on NVAFC in the ACT journal on 'Conflict' in Autumn 2022 and a teacher reviewed the lessons in the same journal. We had over 1,500 lesson plan downloads from the DECSY website and over 800 from the TES website.

We will continue to keep the lessons live for the foreseeable future and invite any feedback from anyone using them.

CRESST

Rob Unwin continues to be seconded two days a week as Programme

Director for CRESST, a charity which developed around 20 years ago out of a DECSY project which supports conflict resolution for young people, by young people, in schools. 2023 saw the staging of the first peer mediators' conference since the pandemic and work with 18 schools reaching well over 1000 pupils and 100 teachers. Five schools (91 pupils in total) attended the conference and a film was made of the event. The CRESST team described the day as 'aspirational' in terms of providing young people with a vision of mediation in the wider world: the Lord Mayor (who was described as both 'funny and informative')



Helen Griffin delivering a Non-violent Action workshop at the CRESST Schools conference

Project Work continued

gave the example of the Council Chamber and guest speaker, Amrik Kandola (described by one headteacher as 'very inspirational'), talked about mediation in the commercial world. The SHU venue provided a glimpse of a university. The conference enabled meeting and sharing experiences and ideas with peer mediators from other schools, which boosted confidence and feeling valued as a peer mediator. 75% of the 12 attending teachers rated the experience of the conference as 'excellent' with the other 25% all rating it as 'good', (the second highest rating). Pupils said things like 'This is brilliant' and 'I've had a fantastic day!'

This year, data from 150 pupils from nine primary schools showed a statistically significant improvement in: pupils' understanding of conflict; how it affects them; how good they are at listening to others' problems; and how confident they feel, following peer mediation training, in helping young people to sort out their problems.

Schools Linking Project teachers at a twilight training session at DECSY

Primary teachers have said: *'Peer mediation is going really well here. It was lovely to see their responses after they had supported their first mediations.'* *'Peer mediation has helped reduce low-level conflict in our school.'* *'There is daily positive evidence that it is working.'*

Pupils feedback includes: 'I've learnt to be more patient and listen more.'

'It's nice to see children leave with a smile on their face when we've helped them.'

(CRESST pupil peer mediator feedback)

Schools Linking Programme



With funding from The Linking Network, DECSY continues to support schools across Sheffield and Rotherham to establish

and sustain links with classes from other schools which serve contrasting demographics. Around 18 classes have been participating in links through the year, involving the sending and receiving of classwork, questions and answers, the holding of video meet-ups and in-person meet-ups around the themes of identity, diversity and how to live well together. There was greater engagement by secondary schools wishing to develop links between pupils within their academy chains. Extra funding from local trusts, for school coach

hire and activity session costs, enabled schools to participate in meetings and visits. The funders are: Sheffield Town Trust, Sheffield Grammar Schools Exhibition Foundation, Charles and Elsie Sykes Trust, Scurrah Wainwright Foundation, Pears Foundation. This included engaging visits to The Graves Art Gallery followed by philosophical enquiries involving pupils from Yewlands and Hinde House and five schools from the Wickersley Partnership Trust. Pairs or fours of pupils from both linked schools went around each gallery room choosing pieces of interest, making notes of their emotional responses and trying to identify some of the concepts or big ideas involved.



Pupils then took part in Philosophy for Children enquiries. Projected images of art work that was of particular interest to them were used as stimuli to help them to build on their big ideas to generate enquiry questions. The democratically-chosen questions were then explored with the help of experienced facilitators. Some of the questions focused on the topic of art (e.g. 'What makes art, art?') while others considered questions around slavery and its effect on our lives today. In some cases pupils were able to get a deeper understanding of each others' perspectives through this activity. Over 400 pupils and their teachers benefitted from the funding through being able to participate in shared in-person activity days (either neutral venue or visiting each others' schools). In nearly all cases, pupils who took part were from schools with a much greater than national average percentage of pupils eligible for free school meals.



A meeting of Schools Linking Project pupils at a neutral venue

The contrasting demographics of the pairs of classes are illustrated, for example, by big differences between the pairs of schools in the percentage of non-white British pupils, or those with English as an Additional Language.

Pupils spoke about how valuable it was to get to know people from different backgrounds. 'I've learnt that lots of people have, like, different lifestyles and like different things but, like, people are, like, very similar when you get to know them.'

'What I liked best was meeting new people from different schools.'
(Sheffield Schools Linking Pupil, 2023)

Just Netz

DECSY developed this project – a Just Transition to Net Zero – with DECSY Associate Trainer, Rosie Carnall, and two researchers from SHU who want to look at marginalised voices in climate change decision-making. School pupils represent a marginalised

group. We ran a session at Herringthorpe Junior School in Rotherham with a group of Year seven pupils. They all visited tables with activities around travel, buildings and food, thinking about how these issues might be more sustainable in the future. They then thought of questions raised by these activities and chose one which was discussed using a P4C framework. At the end, pupils were invited to consider what this means for their school. The session was recorded by the researchers and their findings and recommendations will be produced in 2024. We will devise another set of activities to run with secondary pupils later this academic year.

Climate Fresk Training Day

DECSY staff were part of a group put together by SCESY to experience and then become trainers in 'Climate Fresk'. This is an interactive workshop based on a set of cards developed from the latest climate science that teaches people about our changing climate system and empowers them to take high-impact climate action. Those trained will run workshops at the SCESY conference in February 2024.

Executive Committee Report



If you read our report last year, you will remember that, going into 2023, DECSY was feeling more hopeful for its future, having received a substantial grant for its

Gender Action work. It has been exciting to see the progress of this project during the year, and to welcome Angharad, our new team member, to work on it.

It is wonderful as usual to read of all the successes in terms of projects and training as described in this report. The trustees are extremely grateful to Rob, Clive, Helen, Jane and Angharad for their commitment and enthusiasm, and all their hard work on behalf of DECSY. As always, I am also hugely appreciative of all DECSY's trustees and volunteers, who give their time so willingly for the benefit of the organisation. As well as our regular online meetings, we had two opportunities to meet in person this year – for the AGM and our annual away day.

At the AGM we were sad to lose Paul Mosley and Joy Paul as trustees. We are grateful for all they contributed over many years, and are pleased that Joy has continued to be involved as a volunteer. In July, we were also

sorry to lose Marie Lowe, with her teaching experience and valuable connections to Sheffield education networks. However, we were delighted to welcome Chris Winter as a new trustee, who brings considerable expertise and skill.

We have continued to benefit from the advice of our HR adviser, John Gilbert, although he had to step back owing to ill health for part of the year, and from the advice and meticulous work of Brian Kerslake as Treasurer. Brian, Jane (staff member) and Ryan Scully (volunteer) have together ensured trustees have a clear and up-to-date view of finances at all times, which has been invaluable for an organisation working within such tight budgets.

In summary, we are proud of the achievements of 2023 and look forward to our 40th anniversary year in 2024. The hard work and commitment of the team at DECSY is never in doubt – but we remain uncertain about our longer-term financial future. We look to all our supporters to ensure we can continue our work in global learning – work that becomes ever more important to our society and our world.

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 2023 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 £2,243 over the year. This is a considerable improvement on the position at the end of 2022 (a deficit of £24,061). Both the Finance Committee and the full Executive have continued to monitor the financial position over the course of the year, and the final position is close to what had been expected. Obviously there has still been a reduction in the Unrestricted Funds held at the end of 2023 as compared to the end of 2022, as shown in the following table. The balance of Restricted Funds has however increased reflecting some slippage in the spending of funds allocated to particular Projects. These funds will now be spent in 2024.

	Unrestricted (CORE) Funds	Designated Reserves	Total Unrestricted Funds	Restricted Funds	Total Funds
2023	£39,476	£51,000	£90,476	£13,279	£103,755
2022	£46,719	£46,000	£92,719	£6,863	£99,582

DECSY has policies in place to address the major financial risks identified by the Trustees. The Reserves Policy aims to have, 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 31 December 2023 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

2023 Honorary Officers

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

Executive Committee Members

Marie Lowe (up until July 2023), Donald McLean, Paul Mosley (up until April 2023), Joy Paul (up until April 2023), Cheryl Smart, Alison Twells, and Christine Winter (from May 2023), 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, Libby Bull, Erin Hodnett, Milly Richards, Ryan Scully, Nina Timashilova, Rachel Whitehouse, Millie Wilson, Yao Xie

Sheffield University Placement students

Chenxi Huang, Beth Keller, Pavathy Nair Lathakumari

Staff

Paid Workers

Clive Belgeonne Global Education Advisor
Gender Action Consultant
Helen Griffin Global Education Advisor
Gender Action
Programme Manager
Rob Unwin Global Education Advisor
Jane Anderson Administrator and
Fundraising Manager
Angharad Morgan Gender Action
Programme Co-ordinator

Associate Trainers

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

Treasurer: Brian Kerslake

HR 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:

Charles and Elsie Sykes Trust
Church Burgesses Foundation
Ganton Educational Trust
Edith Ellis Trust
James Neill Trust
Joseph Rowntree Charitable Trust
The Linking Network
Mission 44
Nineveh Charitable Trust
Pears Foundation
People's Postcode Lottery
Scurrah Wainwright Foundation
Sheffield Bluecoat and Mount Pleasant Fdn
Sheffield Grammar Schools Exhibition Fdn
Sheffield Hallam University
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 Global Learning Network; Llama Digital; People4Print; SAPERE

Front cover photographs: (Clockwise from top): teacher and pupils at SCESY Climate conference; pupils meeting at a Schools Linking Programme day; Schools Linking Programme teachers support session; pupils at a Schools Linking Programme 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 gratefully received from many individuals and Global Justice Sheffield, in support of the core work of the Centre.

We are also extremely grateful for professional services from:

Voluntary Action Sheffield Community Accountancy Service
White Rose Accounting for Charities

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

Back cover photographs: (Clockwise from top): pupils at a Schools Linking Programme day; Clive Belgeonne at the Stemettes conference, London; Schools Linking Programme secondary schools meeting; Schools Linking Programme primary schools meeting



Photographs (Clockwise from Top Left); Schools Linking Programme teachers support session; Climate Fresk training weekend at Scotia Works; DECSY trustee Cheryl Smart at the DECSY stall during the SCESY schools conference; Clive Belgeonne promoting Gender Action at a conference



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