



DECSY

DEVELOPMENT EDUCATION CENTRE
SOUTH YORKSHIRE

EDUCATION FOR A JUST AND SUSTAINABLE WORLD

Charitable Incorporated Organisation no: 1153377

Annual Report 2024



DECSY's 40th Anniversary 1984 – 2024



Global Learning Resources, Advice, Training, Support

Development Education Centre

South Yorkshire

2024 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. 2024 saw DECSY celebrating its 40th anniversary and reflecting on the fact that the need for this work is as vital as ever. In a changing world, the subject focus may have shifted but the underlying need to equip young people with citizenship skills remains.

The year confirmed that post-pandemic working practices are here to stay. Much

of the work remains online, notably training courses, with advantages which include a wider reach – nationally or even internationally – and greater accessibility. In-person work continues however, as can be seen from this report.

The Resource Centre remains an attractive, user-friendly space offering a wide selection of stimulating teaching resources for sale or loans, the latter including our Global Objects Collections which are quite unique. Though fewer visitors and reduced loans and sales are seen, we continue to offer this valuable service, with sales and loan items vetted and updated by staff and a useful range of free resources also available. We hope that members will remember that even in these days of virtual experiences, there is satisfaction to be found in handling a physical book or artefact.



Development Education Centre
South Yorkshire – DECSY



decsy_globallearning



@decsy24.bsky.social



DECSY - Development Education
Centre South Yorkshire

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 see www.decsy.org.uk/how-to-donate for details.

40th Anniversary Celebrations

2024 AGM

DECSY's 2024 AGM was a celebratory occasion held as usual at Scotia Works, in April, and attracting not just the 'usual suspects' but a selection of past staff, trustees and volunteers. Memory joggers provided included a timeline, a display of DECSY publications from over the years, archive material and photographs spanning the decades. Read more on p 9.



Town Hall 40th Anniversary event

DECSY held its 40th Anniversary celebration at Sheffield Town Hall on 23rd October. This was attended by over 40 people, including the Deputy Lord Mayor Councillor Safiya Saeed, teachers and supporters. The main address was given by the celebrated educationalist Mick Waters. Mick looked back at the last 40 years of education and how DECSY had played a part in supporting teachers to help young people make sense of the changing world.

Mick started his talk with images of some of the key events from 1984 which included the AIDS epidemic, the first computer game, the miners' strike, the single 'Do they know it's Christmas?' and the advert for Apple Mac based on George Orwell's 'Big Brother' – all issues relevant to DECSY's work in development education. The background to these events included social unrest and a cost-of-living crisis, as well as an uneasy relationship with Europe, issues which resonate still today.

Mick went on to show how over the following years central government

began to take a more centralising role in education, with examples such as the National Curriculum, the Literacy and Numeracy strategies and the promotion of academies. There was a focus on marketisation and competition with high stakes accountability and the advent of league tables as well as the establishment of Ofsted to ensure compliance. With growing managerialism, there was a danger of headteachers being seen as no more than branch managers, with teachers as operatives and pupils as units of production. The challenge, given that we live in a changing world, was and is how to get schools to engage deeply with an agenda beyond exam and test results.

He then went on to praise DECSY's work over the years and the projects and publications that have helped teachers to connect to, and teach about, often contentious issues in the wider world, such as migration, the climate crisis, gender, and mental health and wellbeing.



The first DECSY staff Harm-Jan Fricke and Maggi Clarke at DECSY's AGM

Professor Mick Waters giving the key note at Sheffield Town Hall

He considered that children need a better understanding of complex global issues such as inequality, conflict, climate change, migration, gender and different world views and that schools should see addressing these as core issues, not add-ons or only to be addressed in emergencies. He asked us to remember that children and their development should be central to the objectives of schooling.

To conclude, he invited those present to consider some questions for DECSY going forward including 'what and how much can DECSY do? And is DECSY a concept or a resource or both?

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Training Work

Global Learning Courses

This year we delivered 44 Global Learning training sessions to nearly 900 teachers, trainee teachers, school governors and university researchers, and directly delivered to 135 pupils. Our indirect reach to pupils is always significantly higher as teachers take their training into the classroom for years to come. We also attended six conferences to promote DECSY and Global Learning. On top of this, through the Gender Action programme we had contact with over 1000 teachers through training courses and presenting and having stalls at 18 teacher and education conferences during the year.

We struggled again this year to attract teachers onto Global Learning CPD training courses and, indeed, the only courses we ran were two subsidised 'Sustainability and Climate Change – a whole-school approach'. Instead, similar to last year, the majority of our training income came from local funders covering the £2,500 course costs for four Philosophy for Children (P4C) Level 1 whole-school training sessions, and from staff delivering ten national SAPERE P4C courses (mostly online) and Going for Gold in-school support days.

'I loved how practical the training was. I can't wait to use the ideas in class.'

(P4C Level 1 participant feedback)

DECSY staff and DECSY Associate Trainer, Sarah Ahmed, ran workshops on Diversity scenarios for all the Sheffield Hallam University Secondary teacher trainees (200) as part of an English as an Additional Language (EAL) day.

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

(SHU Teacher Trainee)



Participants on an in-school training day.

Sustainability CPD

The one-day CPD course 'Sustainability and Climate Change – a whole-school approach' was run



in March and November with the first five places allocated free, using funding from the Nineveh Trust given to promote outdoor learning. The course focuses on the 4Cs: Culture, Curriculum, Campus & Community. Again, we had input from Sheffield and Rotherham Wildlife Trust on how to develop nature-friendly schools, as well as from Durham-based outfit OASES (Outdoor and Sustainability Education Specialists) on how to use their Climate Friendly Schools programme which DECSY is a partner in promoting. Five attended the first session and seven the second, including two from a school in Kenya.

'Very well researched and with the right balance of research and ways to take action.'

(Sustainability and Climate Change course participant)

Clive Belgeonne and Rob Unwin ran Oxfam's 'Teach Climate Justice', three online CPD sessions for SHU primary and secondary trainee teachers in February and March.

Clive did a workshop on 'Climate & Nature Emergencies: Developing cross-phase and cross-curricular learning opportunities' at the Geographical Association annual conference in Manchester in April with Lee Jowett, Sustainability Research Fellow at SHU.

Philosophy for Children

DECSY education staff, particularly P4C lead Helen Griffin, continue to work closely with SAPERE, the national umbrella organisation for P4C. As well as delivering training on SAPERE's behalf they have been involved in course design and development. Throughout 2024, DECSY facilitated a range of SAPERE P4C courses, including those based on the newly developed Level 1 pathway, which DECSY helped design.

Level 1 Training: Seven in-person/blended courses and one online course were held at locations including Three Bridges Primary (Southall), St Ebbe's Primary (Oxford),

Training Work continued

and schools in Sheffield, including St Catherine's, Dobcroft Infant, Mundella, and St Joseph's RC Primary. Feedback included: 'Really good training – knowledgeable and friendly,' 'The trainers were very engaging and made the day enjoyable,' and 'Fabulous!'

Participant feedback from the new open online Level 1:

'The trainer did an excellent job delivering the course material. I learned so much from him. He was a great listener and answered all our questions thoughtfully. He handled a diverse group of teachers from various backgrounds and ages, adjusting activities to meet each participant's needs. His ability to adapt to the group's dynamics made for a positive learning environment. I loved the online breakout activities and the follow-up discussions.'

Level 2a Training: The online open course in April 2024 also received positive feedback: 'Rob was fantastic. He was always supportive, encouraging everyone to share ideas. His expertise in the subject was impressive. Even though it was on Zoom, he was approachable and communicated effectively, even with participants who had EAL. He created a friendly, calm atmosphere that helped everyone feel comfortable and engaged.'

Level 2b Training: A face-to-face open course in Reading was held in June, with lower attendance due to a last-minute national holiday announcement. However, an online version of the Level 2b course, developed in collaboration with SAPERE, was successfully delivered twice in Autumn 2024.

'As always, the most stimulating, relevant and practical training that actually helps me to make big changes.'

(P4C Level 2b course participant)

Support and Development:

Going for Gold Support:

This SAPERE scheme supports schools throughout the year. DECSY supported two schools this year:

- Three Bridges Primary in Southall achieved a Bronze award. The positive SAPERE assessment included, 'The school has integrated P4C into its School Development Plan, and into daily life,

Networking

with classroom displays and records of enquiry demonstrating its impact. Staff are engaged and collaborate to plan and share best practices. The Senior Leadership Team (SLT) identified improved KS2 reading results in the previous year, attributing part of the improvement to the role of P4C.'

- Littlecoates Primary in Grimsby earned a Gold award, one of only ten schools in England and Wales to do so. SAPERE assessment feedback included, 'P4C is highly valued at Littlecoates, with a particular emphasis on the 'community of enquiry' approach. This practice encourages children to hold differing views, share ideas, and challenge each other, preparing them for challenges in life beyond school. The school recognises the importance of fostering robust ways of engaging with diverse perspectives.'



Ongoing Involvement and Collaboration:

DECSY has continued its collaboration with SAPERE and Think Together Sheffield. At the 'Philosophy Late' event at the Millennium Gallery, DECSY organised activities focused on sustainability, climate change, and gender stereotypes, facilitating meaningful dialogue with members of the public.

Networking



DECSY continues to contribute to The Global Learning Network (TGLN), by holding one of the Director positions. The network is working with others to develop and promote a 'Case for Global Learning'. An on-line launch event was held on 18th July which was attended by nearly 150 participants. The group is now calling on people to take action, primarily

Networking continued

through writing to their MPs, to ask them to read the summary report, and to pressure the Foreign, Commonwealth and Development Office to take action on Global Learning.

Separately DECSY and TGLN have both contributed to the National Curriculum review consultation for England and have had direct contact with officials from the DfE.

Clive Belgeonne and Helen Griffin visiting Gender Action's first Beacon School - Pitmaston Primary School

Clive attended a range of conferences and events including the following: TEESNET conference at Liverpool Hope University (LHU), 'Education for Repair and Realising Alternative Futures.'

A meeting at LHU about bringing Sustainability and Climate Change into teacher training with a range of organisations and the DfE, where he did a presentation on 'How to learn from other countries.'

The networking launch event for Rotherham Children's Capital of Culture 2025 in December.

Through Our Shared World (OSW), a Transformative Education Summit which led to contacts for work in Gender Action and P4C.

The launch of PACTS – Politicians Accountable for Climate to Students in London in September.

Project Work Gender Action

We reported last year on the setting up of this programme, with funding from Lewis Hamilton's Mission

44 organisation, and the appointment of Angharad Morgan as Programme Coordinator. The programme offers accreditation to schools at four progressive levels: Supporter, Initiator, Champion, Beacon.

Gender Action is about working on improving the whole-school environment through six Focus Areas: personal practice; student voice; curriculum & learning; progression, choices & jobs; communications; engagement. This ensures the effectiveness of the programme while still providing flexibility to schools in determining which of the focus areas they should prioritise.

By the end of 2024 we have welcomed 81 new Supporter schools, 17 Initiator



Project Work

schools and 4 Champion schools. A highlight of 2024 was the awarding of Beacon status to our first two schools, Pitmaston Primary in Worcester and King Edward VI secondary school in Southampton.



Our work has included, in addition to direct support (online or in person) to participating schools, online briefing sessions, development of the GA website (genderaction.co.uk), networking with organisations with shared objectives, and attendance at many conferences. The GA conference held in Sheffield in June was attended by 20 teachers.

Clive and Angharad ran a webinar on Gender Action for the Chartered College of Teaching which had input from Professor Carolyn Jackson and Natasha Fowler from William Davies Primary School in Newham which they visited in March. They also attended the launch of the Stemettes White Paper at the House of Commons the same day.

MISSION 44

Angharad attended the Mission 44 networking and collaboration meeting in July at the Silverstone racing track, and had the opportunity to meet other organisations that are funded by Mission 44.

Angharad and Clive attended the Engineering UK workshop for a range of organisations looking at ways of getting more girls into engineering and technology. The whole-school approach was seen as the most popular way forward. Another meeting is scheduled for February 2025.

The Steering Group, made up of Gender Action's founder members, continues to be actively involved in the programme and discussions about its future.

Project Work continued

CRESST

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



Director for CRESST, a charity which developed around twenty years ago out of a DECSY project and supports conflict resolution for young people by young people in schools. Over the past year, CRESST has directly trained nearly 500 children as peer mediators and 160 staff members across 17 schools in conflict resolution. An additional 5,300 children have benefited as a result of this work, marking a significant increase in reach compared to 2023. The schools involved have a higher-than-average proportion of students eligible for free school meals, students with a non-White British background, and those with special educational needs, indicating that CRESST is supporting a considerable number of disadvantaged children.

The quality of CRESST's work, as evidenced by evaluations, follow-up visits, and mentions in Ofsted reports, has consistently been high. CRESST has also started collaborating nationally with the Civil Mediation Council to establish common indicators. New developments include staff training in schools beyond the region, the introduction of online short courses, an online support forum, and follow-up visits to peer mediation coordinators and the mediators.

When peer mediators were revisited after approximately eight months of experience, children shared their reflections:

'I stay calm and I don't get angry.'
'I've got more confident. I can help younger ones if they get into an argument.'
'I've learnt how to take more responsibility.'
'I've learnt more ideas for how to solve my own arguments.'
'I've learnt to be more patient and listen more.'
'I feel like I've matured more. I feel more reassured that I know how to sort out a situation. It's a really good life skill to learn.'

A recent Ofsted report from Oughtibridge Primary School, a school supported by CRESST trainers and training materials, included the following remarks:

'Excellent relationships, with both staff and each other, help pupils to feel happy and safe. The opportunities for pupils to take on leadership roles in school are numerous. Pupils complete these roles dutifully. For example, playground leaders make sure that all pupils play well together. No one is left alone.'

Oughtibridge Primary School obtained an Outstanding Ofsted in January 2024.

'I know how to properly solve an argument. If you can do it for other people, you can definitely do it for yourself.'

(CRESST pupil peer mediator feedback)

Schools Linking Programme



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. This work is supported by The Linking Network.

There are still pronounced social divisions between different localities in Sheffield and Rotherham, exacerbated by the pandemic, the cost of living crisis and misinformation and scapegoating on social media. Many of the schools serving more isolated, out-of-town localities recognise the immense value of providing their children with such horizon-broadening experiences at an early age. One of our linking schools, for example, is located in a constituency that is 97% ethnically white, has a deprivation level of 60% and where the Reform party were predicted to win in the general election with nearly 47% of the vote (although didn't). This primary school linked with an ethnically diverse inner city Sheffield school and the pupils related to each other very well, some choosing to sit together at lunch and being visibly emotional on departure.



Pupils from two schools at a Schools Linking Programme day

Project Work continued

The majority of linking schools in our area would not be engaged in linking without this programme, due to being time- and budget-poor. Linking has provided an incredibly enriching experience for children from disadvantaged backgrounds and the funding has enabled the leveraging in of local support, in cash and in kind.

With their linked partner schools, children have engaged with exhibitions at the local art gallery, taken part in an interactive outreach workshop run by The Shakespeare Birthplace Trust, visited a local dairy farm and ice cream parlour, taken part in Philosophy for Children sessions together and joined in social action activities like encouraging their parents to drive more safely in the area around the school. They have built relationships across divides through learning beyond the boundary of normal classroom experiences.



Schools Linking Programme activity day

Six schools attended linking activity days hosted by DECSY at our Resource Centre. Mixed groups of pupils from each pair of schools visited the Graves Art Gallery where exhibitions included 'Identity and Portraiture' and 'The Human Figure.' Pairs of pupils from linked schools went around each gallery room choosing pieces of interest, making notes of their emotional responses and trying to identify some of the big ideas involved. They then took part in Philosophy for Children enquiries where copies of images of art work of particular interest to them were used as stimuli to help them to build on their big ideas to generate questions. The use this year of 'concept lines' proved highly engaging, with many more pupils participating than in previous enquiries.

Climate Friendly Schools

Thanks to funding from the Cobb Foundation, DECSY will be working with Herringthorpe Junior School in Rotherham to attain the Climate Friendly Schools award. The headteacher and deputy attended the Sustainability – a Whole-

School Approach CPD in November. Sheffield and Rotherham Wildlife Trust will also be working with us and the school.

A Just Transition to Net Zero

DECSY developed this project 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. In November we ran a workshop with the Eco Group at Meadowhead Secondary School with pupils from Years 7 to 12. We looked at photos of a derelict building and its grounds, situated near to the school, and the pupils in groups had to decide whether to retrofit or rebuild the structure, once we had explained the pros and cons of each. The teachers and the researchers were very impressed with their engagement and ideas. This is now a workshop that could be used in other schools.

Schools Climate Education South Yorkshire (SCESY)

DECSY continued to work with Schools' Climate Education South Yorkshire (SCESY), the local consortium of organisations and teachers. SCESY put on their fourth conference in March, the second held face-to-face, at the Niagara Centre in February. 21 schools, over 200 pupils and 40 teachers attended. All the school groups took part in Climate Fresk, an activity where a group of about eight people work together with several sets of cards to build up a mind map of the causes and effects of climate change, and gain a better understanding of the science and the interconnectivity of the issues. Each school completed an action plan of ideas to take back and share. Clive and Rob each facilitated a school group as Climate Fresk facilitators, having trained along with another 18 people linked to SCESY. DECSY also had a stall at the event.

Non-Violent Action: A Force for Change

The Anti-Apartheid in Sheffield case study was completed and published using remaining time from our 2023 grants and with legacy material from Mark Hutchinson.

NVAFC was promoted at various conferences throughout 2024, including those for CND Peace Education (History Association, Geography Association, Association of Citizenship Teachers

40th Anniversary cont.

and ASCL conferences). Grace Lockrobin, director of SAPERE, has been recommending the materials at SAPERE events, as she is incorporating them into her PhD studies. Additionally, Bob Banks, a DECSY volunteer, conducted workshops using the materials at Hinde House Secondary in Autumn 2024, and again at the CRESST Peer Mediators' Conference. Both workshops were very well received. The materials were referenced and the spectrum activity were also included in the new Open University course 'Principles and Practice of Peace Education.'



The 2024 AGM – 40th Anniversary
Reminiscences of the early days from founder staff members Harm-Jan Fricke and Maggi Clarke, provided entertainment as well as food for thought. Fast-forward to the overview of the past year and it was clear that both continuity and change were ever-present in the DECSY story. The mood was one of satisfaction at DECSY's 40 years of achievements and of optimism that this valuable work would continue into the future.



40 cupcakes to celebrate DECSY's 40 years



Previous DECSY staff Durayai Kapasi and Valerie Garvey

Executive Committee Report



As you will have seen elsewhere in this report, 2024 was a special year for DECSY, as we celebrated our 40th anniversary. This offered us an opportunity

to meet together at Sheffield Town Hall to revisit the achievements of the last 40 years and to reflect on the fact that organisations such as DECSY are needed now more than ever. We spent time considering how best to secure our future, especially in light of ongoing financial concerns, and how we might need to change to equip us for the years to come.

As usual, there has been a wide range of activity during the course of the year, though all staff members have spent at least some of their time on the successful Gender Action project. The trustees are grateful to Rob, Clive, Helen, Jane and Angharad for their continuing work and enthusiasm 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, both as part of our regular meetings and in supporting the work of staff.

We were delighted to welcome two new trustees this year – Laura McMullen and Fiona Roberts – who bring fresh perspectives and considerable expertise. We have also continued to benefit from the advice of our HR adviser, John Gilbert, and the financial management of Brian Kerslake as Treasurer.

This may seem like a familiar refrain, but once again, we have started 2025 knowing that we may have to make difficult decisions during the year, unless we can find ongoing funding to sustain us. We are relying on those who appreciate the work that DECSY does to spread the word, and help us to secure our future. We are proud of the achievements of the last 40 years, and would love to be here for 40 more! As we listen to the news and look at what is happening around the world, we know that global learning is certainly needed both in our schools and in our communities.

Olwen Lintern-Smyth
Chair of Executive Committee

Financial Summary

The Executive Committee considers the financial outcome for 2024 and the financial position at the year-end (31 December) to be acceptable. Full details are set out in the separate document: Statement of Accounts 2024 and in particular in the Statement of Financial Activities and the Balance Sheet (see 'find a charity' at www.charitycommission.gov.uk). The former statement reveals an excess of expenditure over income in Unrestricted Funds of £8,314 over the year. This indicates the significant financial pressures faced by DECSY, although the final position does represent an improvement on the deficit that seemed likely in the early part of the year. The deficit means that DECSY's Unrestricted Fund balance has reduced to £31,162. Both the Finance Committee and the full Executive have continued to closely monitor the financial position over the course of the year. The Designated Reserve Fund balance has been held at £51,000 at the end of 2024 and is considered adequate to meet any statutory redundancy costs should these arise. The balance of Restricted Funds has fallen slightly from 2023 levels and once again reflects the difficulty in progressing Project work because of the pressures on schools. These funds will now be spent in 2025.

	Unrestricted (CORE) Funds	Designated Reserves	Total Unrestricted Funds	Restricted Funds	Total Funds
2024	£31,162	£51,000	£82,162	£11,516	£93,678
2023	£39,476	£51,000	£90,476	£13,279	£103,755

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 2024 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

2024 Honorary Officers

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

Executive Committee Members

Donald McLean, Laura McMullen (co-opted July 2024), Fiona Roberts (co-opted July 2024), Cheryl Smart, Christine Winter 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	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 Lead

Associate Trainers

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

Treasurer: Brian Kerslake

HR Consultant: John Gilbert

Volunteers

Isabella Archibald, Bob Banks, Tiffany Guo Yan Guan, Erin Hodnett, Joy Paul, Milly Richards, Ryan Scully, Shizhuo Shao, Nina Timashilova, Rachel Whitehouse, Yao Xie

Sheffield University Placement students

Emilie Bonay, Annabel Harries, Sun Xi, Xitong Yan

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:

Church Burgesses Foundation
Cobb Foundation
James Neill Trust
Ganton Educational Trust
The Linking Network
Mission 44
Nineveh Charitable Trust
People's Postcode Lottery
Scurrah Wainwright Foundation
Sheffield Bluecoat and Mount Pleasant Fdn
Sheffield Grammar Schools Exhibition Fdn
Sheffield Hallam University

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

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 particularly appreciative of the generosity of the Coates family, following the deaths of both Laurence and Liz Coates, founders, long-standing friends and supporters of DECSY.

We are also extremely grateful for professional services from:

Voluntary Action Sheffield Community
Accountancy Service
White Rose Accounting for Charities

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

Front cover photographs: (Clockwise from top): Olwen Lintern-Smyth, Cllr Safiya Saeed, Helen Griffin at Sheffield Town Hall event; previous DECSY Associate Trainer staff Ann Dawson & previous staff member Duraiya Kapasi at DECSY's AGM; GA staff visiting a GA Initiator school; pupils meeting at a Schools Linking Programme day.

Back cover photographs: (Clockwise from top): Previous trustees and Olwen Lintern-Smyth at DECSY AGM; Stephen Elliot (Llama Digital) & previous DECSY staff Emily Clarke; Info board at Sheffield Town Hall event; DECSY trustee Laura McMullen & Mick Waters; Info board 2; Deputy Mayor Cllr Safiya Saeed.



Photographs (Clockwise from Top Left); Clive Belgeonne, previous DECSY staff Nikki Brown, Rob Unwin, Associate Trainer Kate Halliwell; Schools Linking Programme classes meeting day; Pitmanston Primary School – the first GA Beacon school; DECSY volunteers playing Mah Jong at DECSY's Resource Centre



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