

# THE EDUCATION FUTURES COLLABORATION

England & Wales · Charity number 1157511

## Details

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Status	Registered
Legal form	CIO
Registered	2014-06-17
Register	<a href="#">View on the Charity Commission register</a>

## Contact

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Address	19 Firs Road Houghton-On-The-Hill Leicester LE7 9GU
Phone	07568520447
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Website	<a href="http://www.meshguides.org">www.meshguides.org</a>

## Activities

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**Objects:** THE OBJECTS OF THE CIO ARE TO ADVANCE EDUCATION BY:- INCREASING THE ACCESSIBILITY OF EDUCATION RESEARCH, BEST PRACTICE AND PROFESSIONAL KNOWLEDGE;- ENHANCING NETWORKING AND COLLABORATION AMONGST EDUCATION PROFESSIONALS;- PROMOTING AND DISSEMINATING EDUCATION STRATEGIES ESPECIALLY AS TO THE LEARNING OF FUNDAMENTAL CONCEPTS TO ENABLE FURTHER LEARNING; AND - DEVELOPING EFFECTIVE MODELS OF EDUCATION RESEARCH.

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## Classification

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- **How:** Provides Services, Provides Advocacy/advice/information, Sponsors Or Undertakes Research, Acts As An Umbrella Or Resource Body
- **What:** Education/training
- **Who:** The General Public/mankind

## Geography

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- Australia
- Brunei
- China
- New Zealand
- Pakistan
- Poland
- Portugal
- Thailand
- United States
- Throughout England

## Finances

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Period end	Income	Expenditure	Assets	Employees
2025-05-31	£470	£14,355	-	-
2024-05-31	£20,686	£27,792	-	-
2023-05-31	£39,168	£17,011	-	-
2022-05-31	£21,084	£17,678	-	-
2021-05-31	£5,744	£7,188	-	-

## Trustees

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Name	Role	Appointed
JONATHAN NOAKES		2016-06-01
Michael Blamires		2016-06-01
PROF MARILYN GAIL LEASK		2014-06-17
Prof. Sarah Younie		2023-11-02
Richard Procter		2023-11-02
Stephen Hall		2019-09-19

**THE EDUCATION FUTURES COLLABORATION**

England & Wales - Charity number 1157511

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# Accounts

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The Education Futures Collaboration  
Trustees' Annual Report  
1<sup>st</sup> June 2024 – 31<sup>st</sup> May 2025



Charity name: The Education Futures Collaboration  
Registered charity number: 1157511  
Charity's principal address: 19 Firs Road  
Houghton on the Hill  
Leicester  
LE7 9GU

Trustees: Prof Marilyn Leask - co-chair  
Prof Sarah Younie - co-chair  
Mr Michael Blamires  
Mr Jonathan Noakes  
Mr Stephen Hall  
Mr Richard Procter

Organisation type: CIO  
Governing document: Constitution

## Aims

The Education Futures Collaboration is an education sector developed and managed initiative, providing an e-infrastructure to support education as it transforms into a knowledge focused collaboration and supporting knowledge transfer, collaborative knowledge building and sharing within education sectors in individual countries as well as worldwide.

We aim to professionalise teaching and to support professional judgement with evidence through the creation of a sustainable model for knowledge mobilisation and collaboration using digital tools in the education sector.

## Objectives

We define success as increasing numbers of educators, worldwide, using the MESHGuides to support decision making. For a number of subject areas, we have been inundated with expressions of interest.

- Transform the quality of learning and teaching in education by providing accessible relevant research informed professional knowledge.

- Create a joined-up education profession linking pockets of excellence in teaching, research, and evidence-based practice.
- Provide diagnosis and intervention strategies to help educators and students overcome misconceptions and break through barriers to learning threshold concepts.
- Develop models of transformational and translational research in education, using scalable and cost-effective technologies.

## Activities

### International partnerships - UNESCO ITTF

The EFC (providing governance to the MESH project) was formally appointed as a recognized and approved NGO to the UNESCO supported International Teacher Task Force (UN ITTF) panel in 2020. This involves regular meetings with the ITTF Secretariat panel, and EFC membership of the thematic sub-groups of this panel. See above for EFC personnel and groups in which we are represented.

### **UNESCO International Teacher Task Force (ITTF) new thematic group ‘Digital Learning and AI’ – set up in spring 2025 – EFC cohost**

New developments: in February 2025, the TTF Secretariat created a new thematic group to address the growing interest and demand in education technology and Artificial Intelligence (AI). The EFC were invited to co-host this new group, led by Prof Sarah Younie alongside another NGO, ‘Digital Promise’ from USA.

The EFC co-leads the newest thematic group on technology, focusing on digital learning and AI. EFC’s partner in this new venture is the Washington (DC) based organization, Digital Promise’. The Digital and AI thematic group’s remit is to create a vibrant community of practice “to meet online for sharing and recording practices; developing new knowledge; and collating resources in the field and policy documents”. TTF has set up a ‘Knowledge Hub’ for disseminating up to date information on policy and practice globally in digital learning and AI in education.

Termly webinars of the thematic group are held with TTF members, including teachers, policy makers, NGOs, academics and education technology (edtech) and AI experts from around the world for knowledge capture purposes and the working group will document the outcomes of these webinars. Publications from this thematic group and TTF members will be published via the TTF Knowledge Hub on themes related to AI and teaching, such as AI practice in school teaching/administration, in-school assessments and teacher training practices, and analysis of the benefits and potential.

The EFC acknowledges this as an important opportunity to take a leading role in the development of knowledge sharing and dissemination in the field of Digital and AI internationally. The appointment recognizes EFC/MESH’s continued leadership in translational research through the open access publication of MESHGuides and the global discussion on the future of education and how AI can be used to its best advantage for making learning more accessible, in line with the UN Sustainable Development Goals, focusing on SGD 4 Education.

The thematic group’s work, led by EFC with Digital Promise, includes delivering the following global webinars and conferences in 2025:

- **UNESCO International Teacher Task Force (ITTF) Thematic group professional engagement events 2025:**
- **Meeting 1 – Webinar to launch new thematic group ‘Digital Learning and AI’ - 3 April 2025**
- **Meeting 2 – Webinar on ‘Low tech and high impact in teacher education’ - 4 June 2025**
- **UNESCO ‘Digital Learning Conference’ – EFC as TTF thematic group cohost - chaired the panel session on the new TTF ‘AI Position Paper: Promoting and Protecting Teacher Agency in the Age of AI’ on 1<sup>st</sup> - 4<sup>th</sup> September 2025**
- **Meeting 3 - Webinar on ‘Teacher Agency in the Age of AI’ - 21 November 2025**

Recognizing the irreplaceable role of teachers, the International Task Force on Teachers for Education 2030 developed the position paper '*Promoting and Protecting Teacher Agency in the Age of Artificial Intelligence*'. This paper was launched at the UNESCO Digital Learning Conference. EFC was represented by Prof Sarah Younie at the Digital Learning Event at UNESCO Headquarters Paris on 1st - 4th September 2025, who chaired the panel session of the launch of the AI paper.

Further dissemination of the AI position paper was promoted through a global webinar, open to all TTF members. This was accompanied by additional communications products, helping participants understand why these resources were developed, how they can be used, and how they will be shared across the TTF network and beyond.

Through interactive discussions and reflections, the members brought their experience and expertise to the table generating actionable insights that reinforce teacher agency at the heart of AI integration in education. The webinar was chaired by Prof Sarah Younie as the EFC co-host of the thematic group.

### **International partnerships - ICET**

EFC has been working collaboratively with ICET (International Council on Education for Teaching). This partnership was set up in 2014, and EFC were asked to become members of ICET. The EFC working collaboratively with ICET enables sharing of knowledge that is of benefit to both organisations.

ICET is a global network of teacher educators from across the UN regions. The EFC is a recognized and approved member of the ICET Board of Directors and attends the ICET Annual Board Meeting.

The EFC co-chair Prof Sarah Younie was elected the Chair of ICET in 2023, for a period of two years of office 2023-25. Thereafter acting as out-going chair from 2025-27.

### **International Research Projects – ICET & MESH ‘Teacher Voice’ Series 2 (2023-26)**

EFC/MESH and ICET: this project focuses on providing teachers with an opportunity and space to share their experiences of practice and provides a forum for knowledge exchange. This project is running in three phases: phase I was a Global Webinar in 2023 and phase II in 2024 is to undertake research to gather empirical evidence from teachers via a series of interviews with EFC/MESH and ICET researchers. Phase III will be the dissemination of outcomes in 2025.

MESH, led by Prof. Sarah Younie and ICET led by Dr. Carol Hordatt-Gentles (ICET President, University of Jamaica) collaborated on running the second ICET/MESH Guides Teacher Voice Global Webinar, entitled Future proofing education systems: learning from the legacy of the Covid-19 pandemic, the theme focused on 'Lessons learned from the Covid-19 experience'. This was attended by 122 global participants, and ran x16 break out rooms, with ICET and MESH facilitators leading discussions in each group. The EFC/MESH co-chair Prof. Sarah Younie gave the opening keynote address.

This phase 1 event provided initial data for the EFC/MESH and ICET research project on this topic, with the findings being presented at the 2024 ICET World Assembly, then followed up in phase 2, with developing in-depth teacher interviews (October 2023 – Nov 2025), with EFC NEC members conducting the research interviews (Dr Linda Devlin), alongside ICET members. A report, to be verified by the co-researchers, will be produced in phase 3, in 2026. This builds on the Teacher Voice research from earlier years).

### **International partnerships - Global Network of Deans of Education (GNDE)**

The EFC co-chairs (Profs. Marilyn Leask and Sarah Younie) were invited to present on the MESH project at the Global Network of Deans of Education at Innsbruck University in Austria in autumn 2024.

This provided an opportunity to disseminate about the MESH project and run knowledge exchange discussions with GNDE members on how the MESH website can link to education resources hosted on university websites, working with Deans of Education from across the UN regions that attended the GNDE event.

- **EFC presentation at - GNDE Inaugural Conference 2024 – Innsbruck University, Austria**

### **National partnerships – CfSA**

The CfSA invited the EFC to present on the MESHGuide initiative. The co-chair Prof Sarah Younie delivered a national webinar to the CfSA on Thursday 25th September 2025, to outline and explain the MESH project and to invite the curriculum areas to write new MESHGuides. The aim of presentation was to explore launching a pilot project to develop subject-specific guides that can serve as exemplars for other Associations.

- **EFC presentation - CfSA national webinar 25th September 2025**

### **National Research Projects – Open Schools <https://cominofoundation.org.uk/>**

The Open Schools project was commissioned by ‘The Open School Community Interest Company’ and sponsored by ‘The Comino Foundation’ – for the EFC to undertake a scoping study in summer 2025.

The report outlined a rationale for an open schooling system that would provide opportunities for learners UK-wide, as well as protect educational opportunities in the case of any unforeseen school closures. It provided a definition of the concept of a ‘National Open School’ and the systems that support it; it draws on well-established practices in other countries to define the characteristics and core elements of national open schools.

### **New MESH strands – Genocide Education**

Dr Kim Sadique has joined EFC to lead on a new strand of MESH work focusing on Genocide Education. Having spoken to a wide range of educators including teachers, museum and theatre educators, we understand the difficulties faced in 'teaching difficult knowledge' especially genocide and mass atrocities. Content is being developed that is research-informed and pedagogically underpinned to support delivery both in and outside of the classroom. Two MESHcasts have been produced with a number of MESHGuides in progress.

### **MESHGuide – on Germs Journey Guinness World Record**

In 2024, the health education MESHGuide, which disseminates the Germs Journey project, successfully secured a Guinness World Record title for the largest number of primary school children taking part in an online hand washing lesson on Global Handwashing Day in 2024.

### **National MESH presentation to Fabians Education Policy Group (FEPG)**

The FEPG invited the EFC to present on the MESHGuide initiative. The co-chair Prof Sarah Younie chaired a national webinar to the FEPG on Monday 24th November 2025, with speakers Prof. Christina Preston and Dr Linda Devlin, who outlined and explained the MESH project and took questions from the participants.

- **EFC presentation - FEPG national webinar 24th November 2025**

### **Communication and Publicity**

In 2024-2025 our focus has been to start to promote MESHGuides and our work increasingly through a combination of podcasts and LinkedIn articles and posts.

Whilst MESHcasts and LinkedIn posts on leading stories behind current MESH work and activity now lead our publicity approach, we have also settled on a digital online format for newsletters to collate updates and provide further depth to reporting our work, we will publish these periodically as part of a

revision of the MESHGuides website so that materials in the newsletter could easily provide links to other related projects and platforms for wider dissemination.

An ongoing issue is to review our contact list for circulation purposes in collaboration with Matt Scase to ensure that it does not breach GDPR regulations.

Christina Preston continues to publicise the work of EFC/MESH through articles and news about key MESHGuides into the Naace journal. Currently Christina is negotiating a collaboration on knowledge exchange between MESH, Naace, TPEA and CfSA wherever there are shared interests and outcomes. In particular, she is bidding for joint research funding to increase the availability and accessibility of the Advanced Education journal in order to increase the influence of each of these organisations and their wider membership reach.

The response to the first MESHcasts as our podcasting feature on the new website has been very favourable and the series of MESHcasts with Associate Kim Sadique of genocide education and peace building has been a particularly effective set of conversations about Kim's work which is having impact internationally. Thank you to Mike Blamires for leading and supporting on MESH casts.

Likewise our LinkedIn articles and posts have captured key moments such as our representation at the UNESCO headquarters in Paris in September, where Professor Sarah Younie was co-presenting the Teacher Task Force position paper on Digital Teaching and AI.

### **EFC Board**

The EFC trustees are supported by the EFC board. This group sets and reviews the short-term and long-term strategy. Decisions are normally made on the basis of consensus at board meetings, but the trustees have the ultimate legal responsibility. The name below are the list of current board members and the roles they have on the board:

Marilyn Leask	Co-chair, MESH editorial team
Sarah Younie	Co-chair, rep on UNESCO TTF Panel and thematic group for 'Equity and Inclusion'; and EFC co-host of new 'Digital Learning and AI' thematic group
Mike Blamires	MESH editorial team, podcasts and badging development
Linda Delvin	Rep on UNESCO TTF thematic group for 'School Leadership'
Stephen Hall	MESH communications & podcasts
Christina Preston	Press & media lead
Richard Procter	MESH Website Development Officer
Matt Scase	Finance officer and secretary
Chris Shelton	MESH Teacher Education lead
Kim Sadique	New MESH lead for Genocide Education

### **Public Benefit Statement**

The Trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the charity's aims and objectives and in planning future activities. The trustees refer to public benefit throughout this report.

Our charity was set up to benefit the general public and in particular education professionals and students. The organisation's purpose is beneficial as it aims to advance the standards of education and in particular, teaching, learning, research and collaboration amongst education professionals. The trustees are not aware of any detriment or harm which might result from the organisation's purpose. The charity has a Conflict of Interest Register, which is updated at every Management Meeting and Meeting of Trustees.

## Financial Review

It has been agreed to keep one year's worth of regular expenditure in reserve. This is to cover costs of such things like web hosting, tech support and the finance role. Therefore, it is agreed the reserves should be kept at £2,000.

On top of our reserve policy, it is agreed to make sure we carry enough money to be able to support the running of the website, hosting the MESHGuides, for a least the next five years.

Annual accounts for the financial year 1 <sup>st</sup> June 2024 – 31 <sup>st</sup> May 2025		
Receipts and payment account		
Prepared by Matt Scase		
1 <sup>st</sup> July 2025		
<b>Opening Balance</b>	<b>1<sup>st</sup> June 2024</b>	<b>£38,956.42</b>
<b>Receipts</b>		
Donations (including gift aid reclaim)		405.35
Bank Interest		64.29
<b>Total</b>		<b>£469.64</b>
<b>Payments</b>		
EFC Brist Project		1,945.15
VSO - Sierra Leone Project		9,481.41
Finance		1,555.00
Technical Support		1,000.00
Bank Charges		60.00
Website Costs (hosting, domain,...)		223.07
Other		90.00
<b>Total</b>		<b>£14,354.63</b>
<b>Closing Balance</b>	<b>31<sup>st</sup> May 2025</b>	<b>£25,071.43</b>

The financial year for the Educations Futures Collaboration runs from 1<sup>st</sup> June – 31<sup>st</sup> May. The regular expenditure for the EFC is mainly the payment of myself for the finance and social media work, and the admin costs of running and maintaining the website, the location of the published MESHGuides. The following finance policy is in place regarding the cost of publishing and maintaining the MESHGuides:

*The following sets out the funding position and financial contributions for potential MESHGuides being produced:*

- *Where the guide being produced has received no funding, the charity, EFC, will try to find the funding to publish the guide.*
- *Where the guide being produced has received funding there is an expectation that a fee will be agreed, between EFC and the party producing the guide, towards the cost of publishing and maintaining the guide long term.*

On top of the regular income and expenditure, the account also holds the money we receive for larger projects. In this financial year we made payments out for both the BRIST project the VSO - Sierra Leone Project.

Currently we hold a single account with the CAF Bank where all our reserves are held. At the end of the financial year there was £25,071.43 in the bank. This is a large amount to hold for a charity of our size, but this is down to the ongoing projects that are taking place.

Annual reports are required by the Charities Commission and have been filed on time.

### **Independent Examination**

As the income for the year fell below the £25,000 threshold, we were not required to carry out an independent examination of the accounts.

**THE EDUCATION FUTURES COLLABORATION**

England & Wales - Charity number 1157511

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# Accounts

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The Education Futures Collaboration  
Trustees' Annual Report  
1<sup>st</sup> June 2023 – 31<sup>st</sup> May 2024



Charity name: The Education Futures Collaboration  
Registered charity number: 1157511  
Charity's principal address: 19 Firs Road  
Houghton on the Hill  
Leicester  
LE7 9GU

Trustees: Prof Marilyn Leask - co-chair  
Prof Sarah Younie - co-chair  
Mr Michael Blamires  
Mr Jonathan Noakes  
Mr Stephen Hall  
Mr Richard Procter

Organisation type: CIO  
Governing document: Constitution

## Aims

The Education Futures Collaboration is an education sector developed and managed initiative, providing an e-infrastructure to support education as it transforms into a knowledge focused collaboration and supporting knowledge transfer, collaborative knowledge building and sharing within education sectors in individual countries as well as worldwide.

We aim to professionalise teaching and to support professional judgement with evidence through the creation of a sustainable model for knowledge mobilisation and collaboration using digital tools in the education sector.

## Objectives

We define success as increasing numbers of educators, worldwide, using the MESHGuides to support decision making. For a number of subject areas, we have been inundated with expressions of interest.

- Transform the quality of learning and teaching in education by providing accessible relevant research informed professional knowledge.
- Create a joined-up education profession linking pockets of excellence in teaching, research, and evidence-based practice.
- Provide diagnosis and intervention strategies to help educators and students overcome misconceptions and break through barriers to learning threshold concepts.
- Develop models of transformational and translational research in education, using scalable and cost-effective technologies.

## Activities

### International partnerships - UNESCO ITTF panel

The EFC (MESH project) was formally appointed as an NGO to the UNESCO International Teacher Task Force (ITTF) in 2020. This involves regular meetings with the ITTF panel, and EFC membership to the thematic sub-groups of this panel.

### International partnerships - VSO

EFC has been working collaboratively with VSO (International Volunteer Services Overseas) on multiple projects this year;

including 'ROTLIC' - Radically Open Technology to tackle the Learning Crisis: Improving Learning Outcomes of Primary School Children, based in West Africa. The ROTLIC project was undertaken in Sierra Leone from 2022 to 2024 and explores the use of an education app to support literacy and numeracy development with primary school children.

Co-chair Sarah Younie, working with Debra Laxton, from Chichester University ran the evaluation of the ROTLIC project, which included an in-country site visit to Sierra Leone to undertake data collection in primary schools and conduct interviews with project stakeholders. The trip also included a meeting with the Ministry of Education in Sierra Leone.

Mike Blamires has continued to work with VSO on the 'Psycho-Social Development' project and has published information on this on the MESH website.

### International partnerships - ICET

ICET is a global network of teacher educators from across the UN regions. The EFC working collaboratively with ICET enables sharing of knowledge that is of benefit to both organisations

The EFC co-chair Sarah Younie was the charity representative at the ICET face-to-face World Assembly at Minho University, Portugal from 13-16 June 2024. EFC undertook dissemination of the EU funded EFC/MESH project BRIST (Building a Research Infrastructure for Teachers).

A BRIST presentation by Profs Sarah Younie and Sarah Jones was given, which demonstrated how an innovative mobile app was designed and developed to support teachers as active consumers of research, enabling them to translate, use and share research to enhance their classroom practice.

### International partnerships - Global Network of Deans of Education (GNDE)

The EFC co-chairs (Profs. Marilyn Leask and Sarah Younie) were invited to present on the MESH project at the Global Network of Deans of Education at Innsbruck University in Austria on 2-4th September 2024. This provided an opportunity to both disseminate about the MESH project and run knowledge exchange discussions with GNDE members on how the MESH website can link to education resources hosted on university websites, working with Deans of Education from across the UN regions that attended the GNDE event.

### **Research Project BRIST Project - 2019-2022 (Building a Research Infrastructure for Teachers)**

This project was completed this year in December 2022. Erasmus is a European grant to help develop global citizens. Academics from the Education Futures Collaboration Charity, working on the MESH project, joined forces with the University of Hull, to lead a three-year international project that will develop teachers' research skills and networking practices. The researchers were awarded €354k of European funding for the project, to develop teachers into teacher-researchers and evidence-informed practitioners through an innovative Infrastructure and an app. The budget was allocated for specific actions allocated to different partners in the project.

The funding was awarded through the Erasmus+ programme, which supports international partnerships seeking to enhance education. The Education Futures Collaboration Charity and the University of Hull joined with research partners from across Europe, including the Republic of Ireland, Poland, Greece and Spain. The project has sought to inform teacher education practice in its partner countries and more widely.

### **International Research Projects - Teacher Voice Series 2**

EFC/MESH and ICET: this project focuses on providing teachers with an opportunity and space to share their experiences of practice and provides a forum for knowledge exchange. This project is running in three phases: phase I was a Global Webinar in 2023 and phase II in 2024 is to undertake research to gather empirical evidence from teachers via a series of interviews with EFC/MESH and ICET researchers. Phase III will be the dissemination of outcomes in 2025.

MESH, led by Sarah Younie and Karen Blackmore, and ICET led by Carol Hordatt-Gentles (ICET President, University of Jamaica) collaborated on running the second ICET/MESH Guides Teacher Voice Global Webinar that took place on November 15th, 2023. Entitled Future proofing education systems: learning from the legacy of the Covid-19 pandemic, the theme focused on 'Lessons learned from the Covid-19 experience'.

The objective was to capture teachers' experiences of managing their work and what they have learned from this to take forward. We successfully attracted x122 global participants, and ran x16 break out rooms, with ICET and MESH facilitators leading the discussions in each group. The technical support was provided by ICET Deb Elridge, working with John Sorrentino (both from the USA). The EFC/MESH co-chair Prof. Sarah Younie gave the opening keynote address.

This phase 1 event provided initial data for the EFC/MESH and ICET research project on this topic, with the findings being presented at the 2024 ICET World Assembly, then followed up in phase 2, with developing a set of questions for in-depth teacher interviews (October 2023 – July 2024).

The research project, for which ethical clearance is has been successfully sought, with thanks to Dr Karen Blackmore at Worcester University, will comprise recruitment of co-researchers from EFC/MESH and ICET and partner networks, who will conduct the interviews with teachers across the UN regions, and undertake an analysis to elicit initial findings to submit to the principal researchers for meta-analysis and interpretation. A report, which will have been verified by the co-researchers, will be produced in phase 3, in 2025. This builds on the Teacher Voice research from earlier years).

### **Communication and Publicity**

Building on the 2023-2024 publicity plan where we focused in particular on a seasonal newsletter that might appeal both to existing stakeholders who use or work with MESH as well as prospective users and contributors to creating MESH Guides.

A more accessible approach to publicity has therefore been adopted and is being coordinated into a revision of the MESH Guides website so that materials in a revised newsletter format and associated

podcasts provide links to the updated website which in turn would reflect the style of the podcasts and overview in the newsletters.

This revision of the forward-facing profile of MESH, particularly in the light of the increased international involvement of MESH and MESH Exec members with the UN's Teacher Task Force (TTF) has been influenced by the work of MESH member Jon Audain, whose passion for Education and drive for the work of MESH until his recent sad and untimely passing has been an inspiration to all of us. We plan to record colleagues' memories about him and write an article from this material. Thank you Jon. We will continue to build on your work to make MESH a key part of the future international education environment.

The publicity team have been involved in various projects throughout the year with a combined focus of promoting 'research into practice/practice into research' through continued involvement with VoiceEd radio in Canada along with the current challenge in EdTech of collating and making freely available valuable EdTech resources from previous initiatives that have either reached their shelf-life.

### **Website Reach**

The main point of access for people is the website. The website is getting good coverage with the Guides site getting the most users, with a good number of users being in the Philippines. For the Guides site we are now over 1,000,000 page views over the last seven years.

### **Further Work**

Members of the steering group continue to contribute to education research and development across the world. Members have developed audio podcasts on the work of MESH.

### **EFC Board**

The EFC trustees are supported by the EFC board. This group sets and reviews the short-term and long-term strategy. Decisions are normally made on the basis of consensus at board meetings, but the trustees have the ultimate legal responsibility. The name below are the list of current board members and the roles they have on the board:

Marilyn Leask	Co-chair
Sarah Younie	Co-chair and Rep on UN TT Panel and thematic group for Inclusion
Jon Audain	Newsletter and social media
Mike Blamires	Core editorial team on MESHGuides and badging development
Linda Delvin	Twitter strategy and Rep on UN TTF – thematic group for school leadership
Stephen Hall	Communications & media lead and Rep on UN TTF school leadership
Christina Preston	Press lead
Richard Procter	MESHGuides website & software development officer
Matt Scase	Finance officer and secretary
Chris Shelton	Teacher education lead

### **Memorial**

*It is with deep regret that we share the sad passing of our dear colleague Jon Audain, who has been with us since the inception of MESH and has been an inspiration to us as we have worked collaboratively to build MESH.*

*Jon was instrumental in designing the website and his creative talents and colourful graphics have been the cornerstone of our communications literature, such as the early newsletters and the promotional postcards, which are distributed at knowledge exchange events globally. Jon shared his continuing vision for the website and how we can progress at the EFC Away Day in July 2024 (see below). Co-chair Marilyn Leask and Chris Shelton represented the EFC charity at Jon's memorial celebration and our deepest condolences were sent to Jon's family. We are now working on a legacy podcast to record Jon's achievements and to remember him and his work.*

## Public Benefit Statement

The Trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the charity's aims and objectives and in planning future activities. The trustees refer to public benefit throughout this report.

Our charity was set up to benefit the general public and in particular education professionals and students. The organisation's purpose is beneficial as it aims to advance the standards of education and in particular, teaching, learning, research and collaboration amongst education professionals. The trustees are not aware of any detriment or harm which might result from the organisation's purpose. The charity has a Conflict of Interest Register, which is updated at every Management Meeting and Meeting of Trustees.

## Financial Review

It has been agreed to keep one year's worth of regular expenditure in reserve. This is to cover costs of such things like web hosting, tech support and the finance role. Therefore, it is agreed the reserves should be kept at £2,000.

On top of our reserve policy, it is agreed to make sure we carry enough money to be able to support the running of the website, hosting the MESHGuides, for at least the next five years.

Annual accounts for the financial year 1<sup>st</sup> June 2023 – 31<sup>st</sup> May 2024

Receipts and payment account

Prepared by Matt Scase

14<sup>th</sup> June 2024

<b>Opening Balance</b>	<b>1<sup>st</sup> June 2023</b>	<b>£46,062.65</b>
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### Receipts

EFC Brist Project	17,176.72
Founder Member Contribution	1,000.00
Donations (including gift aid reclaim)	729.16
Bank Interest	100.10
Other	1,680.00

<b>Total</b>	<b>£20,685.98</b>
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### Payments

EFC Brist Project	12,498.46
VSO - Sierra Leone Project	9,953.16
Finance	2,185.00
Technical Support	1,000.00
Bank Charges	60.00
Website Costs (hosting, domain,...)	15.59
Other	2,080.00

<b>Total</b>	<b>£27,792.21</b>
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<b>Closing Balance</b>	<b>31<sup>st</sup> May 2024</b>	<b>£38,956.42</b>
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The financial year for the Educations Futures Collaboration runs from 1<sup>st</sup> June – 31<sup>st</sup> May. The only regular income for the EFC is the founding membership contributions and we are very grateful for the financial support they offer. The regular expenditure for the EFC is mainly the payment of myself for the finance and social media work, and the admin costs of running and maintaining the website, the location of the published MESHGuides. The following finance policy is in place regarding the cost of publishing and maintaining the MESHGuides:

*The following sets out the funding position and financial contributions for potential MESHGuides being produced:*

- *Where the guide being produced has received no funding, the charity, EFC, will try to find the funding to publish the guide.*
- *Where the guide being produced has received funding there is an expectation that a fee will be agreed, between EFC and the party producing the guide, towards the cost of publishing and maintaining the guide long term.*

On top of the regular income and expenditure, the account also holds the money we receive for larger projects. In this financial year we received the final payment for the BRIST project that Sarah and Richard have been undertaking for a number of years now.

*On the 30<sup>th</sup> May 2023 and the 6<sup>th</sup> June 2023 the EFC received a payments of £400 and £1,680 respectively. This was unknown to the EFC and after contacting the CAF bank they informed us that this was a misplaced transfer and should not have gone into our account. The CAF bank, citing GDPR, would not elaborate further on this transfer but both were returned to the sender as a misplaced credit on 16th June 2023.*

Currently we hold a single account with the CAF Bank where all our reserves are held. At the end of the financial year there was £38,956.42 in the bank. This is a large amount to hold for a charity of our size, but this is down to the ongoing projects that are taking place. A full breakdown of how much is allocated to each project can be found below.

Annual reports are required by the Charities Commission and have been filed on time.

### **Independent Examination**

As the income for the year fell below the £25,000 threshold, we were not required to carry out an independent examination of the accounts.

**THE EDUCATION FUTURES COLLABORATION**

England & Wales - Charity number 1157511

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# Accounts

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The Education Futures Collaboration  
Trustees' Annual Report  
1<sup>st</sup> June 2022 – 31<sup>st</sup> May 2023



Charity name:	The Education Futures Collaboration
Registered charity number:	1157511
Charity's principal address:	19 Firs Road Houghton on the Hill Leicester LE7 9GU
Trustees:	Prof Marilyn Leask - co-chair Prof Sarah Younie - co-chair Mr Michael Blamires Mr Jonathan Noakes Mr Stephen Hall Mr Richard Procter
Organisation type:	CIO
Governing document:	Constitution

## Aims

The Education Futures Collaboration is an education sector developed and managed initiative, providing an e-infrastructure to support education as it transforms into a knowledge focused collaboration and supporting knowledge transfer, collaborative knowledge building and sharing within education sectors in individual countries as well as worldwide.

We aim to professionalise teaching and to support professional judgement with evidence through the creation of a sustainable model for knowledge mobilisation and collaboration using digital tools in the education sector.

## Objectives

We define success as increasing numbers of educators, worldwide, using the MESHGuides to support decision making. For a number of subject areas, we have been inundated with expressions of interest.

- Transform the quality of learning and teaching in education by providing accessible relevant research informed professional knowledge.
- Create a joined-up education profession linking pockets of excellence in teaching, research, and evidence-based practice.
- Provide diagnosis and intervention strategies to help educators and students overcome misconceptions and break through barriers to learning threshold concepts.
- Develop models of transformational and translational research in education, using scalable and cost-effective technologies.

## Activities

### International partnerships - UNESCO ITTF panel

The EFC (MESH project) was formally appointed as an NGO to the UNESCO International Teacher Task Force (ITTF) in 2020. This involves regular meetings with the ITTF panel, and EFC membership to the thematic sub-groups of this panel.

### International partnerships - VSO

EFC/MESH has been working collaboratively with VSO (International Volunteer Services Overseas) on multiple projects again this year; including 'Numeracy for All'; 'Inclusive Education' and 'Psycho-Social Development'.

In addition, in 2022-23, VSO & EFC are collaborating on a new project based in Sierra Leone, which explores the use of an education app to support literacy and numeracy development with primary school children. This project is entitled 'Unlocking Talent Through Technology: Improving and accelerating learning outcomes for early grade children in Sierra Leone', working collaboratively with IT CHIMPLE app developers and the VSO office in Sierra Leone, with support from the Sierra Leone Ministry of Education.

### International partnerships - ICET

EFC/MESH continues to work with ICET (International Council on Education for Teaching, [www.icet4u.org](http://www.icet4u.org)) to run international webinars and to produce summaries of teachers' experiences across different UN regions and countries. ICET is a global network of teacher educators from across the UN regions. Working collaboratively with ICET enables sharing of knowledge that is of benefit to both organisations. The EFC has representation on the ICET executive board.

November 15 2023 at 6:00pm GMT, is the next joint global webinar with ICET and MESH, on 'Teacher Voice', examining the experiences of teachers post-covid and looking at 'lessons learnt'.

### National partnerships

EFC continues to work in partnership with holders of research knowledge to create MESHGuide research summaries. For example, work is ongoing with Wolverhampton university to deliver staff professional development, with a view to developing knowledge exchange, via the writing of new MESHGuides.

### **Research Project BRIST Project - 2019-2022 (Building a Research Infrastructure for Teachers)**

This project was completed this year in December 2022. Erasmus is a European grant to help develop global citizens. Academics from the Education Futures Collaboration Charity, working on the MESH project, joined forces with the University of Hull, to lead a three-year international project that will develop teachers' research skills and networking practices. The researchers were awarded €354k of European funding for the project, to develop teachers into teacher-researchers and evidence-informed practitioners through an innovative Infrastructure and an app. The budget was allocated for specific actions allocated to different partners in the project.

The funding was awarded through the Erasmus+ programme, which supports international partnerships seeking to enhance education. The Education Futures Collaboration Charity and the University of Hull joined with research partners from across Europe, including the Republic of Ireland, Poland, Greece and Spain. The project has sought to inform teacher education practice in its partner countries and more widely.

### **MESHGuide Development**

One of the main achievements of the EFC is the publishing of MESHGuides. There continues to be much interest in writing for MESH across a range of relevant topics. Much developmental work has been undertaken this year which welcomes new authors and has the potential to secure completed Guides in the future. A simpler Guide format is to be trialled to secure more completed Guides in the future. Statistics show an extremely buoyant picture of MESHGuide use in the last year. 3 new guides were published this year:

- Using the principles of practice based research to develop professional development programmes. *Authors Christina Preston & Stephen Hall*
- VOOCs for VET teacher professionalization. *Author Pieter Seuneke*
- The education of highly able learners. *Authors Hilary Lowe & Jonathan Doherty*

There are also more Guides currently in development which should be published throughout the next year.

### **Communication and Publicity**

Several key communication and publicity activities have taken place during the year. They include:

- Focussing the format of a seasonal newsletter which would appeal both to existing stakeholders who use or work with MESH as well as prospective users and contributors to creating MESHGuides.
- The publicity team have various projects underway which will benefit from publicity in the proposed newsletter, Twitter, Linked In, Naace journal, VoiceEd radio and a new Guardian initiative called Future of EdTech Campaign. We also hope to keep the Fabians involved and we will try the TES again. We do not think SchoolWeek is the right medium for promoting MESHGuides.
- We have developed a new MESHGuide about practice based research and a snapshot which along with the one on Rhizomatic Learning will be a key element in the publicity that is about to surround the archiving of the MirandaNet Fellowship at the British Library. This MESHGuide will also be published in the Autumn edition of the Naace journal.
- The creation a piece of research with members of Naace, MirandaNet, MESHGuides and TPEA that will be used to influence politicians before and after the forthcoming national election. We are planning to publish in the Spring with articles from the 4 regions of the UK

who spoke at the last conference in July in Bedford 2023. We will also be asking some key thinkers to write a piece.

### **Website Reach**

The main point of access for people is the website. The website is getting good coverage with the Guides site getting the most users, with a good number of users being in the Philippines and Singapore. Some Guides that consistently get a good number of views are those on validity and reliability, and Guides on carrying out research. For the Guides site we have just reached over 1,000,000 page views over the last six years.

### **Further Work**

Members of the steering group continue to contribute to education research and development across the world. Members have developed an extensive school friendly toolkit for Research Informed School self Evaluation (RISE). Due to the pressures on schools we have continued to find it difficult to begin a pilot of these materials in schools. Members continued to work with VSO as a volunteer coopted onto the Psycho Social Skills Task Group. We continue to support educators working in emergency and conflict settings and repurpose and develop resources with them. These include crib sheets for educators new to teaching as well as longer e learning modules on inclusion and universal design.

### **EFC Board**

The EFC trustees are supported by the EFC board. This group sets and reviews the short-term and long-term strategy. Decisions are normally made on the basis of consensus at board meetings, but the trustees have the ultimate legal responsibility. The name below are the list of current board members and the roles they have on the board:

Marilyn Leask	Co-chair
Sarah Younie	Co-chair and Rep on UN TT Panel and thematic group for Inclusion
Jon Audain	Newsletter and social media
Mike Blamires	Core editorial team on MESHGuides and badging development
Linda Delvin	Twitter strategy and Rep on UN TTF – thematic group for school leadership
Jonathon Doherty	MESHGuide development - Global North and Rep on UN TTF early childhood
Larissa Mclean Davies	MESHGuide development - Global South
Stephen Hall	Communications & media lead and Rep on UN TTF school leadership
Christina Preston	Press lead
Richard Procter	MESHGuides website & software development officer
Matt Scase	Finance officer and secretary
Chris Shelton	Teacher education lead
Rosie Rafferty	Engagement with international government priorities
Kate Reynolds	Engagement with unions and international government

### **Public Benefit Statement**

The Trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the charity's aims and objectives and in planning future activities. The trustees refer to public benefit throughout this report.

Our charity was set up to benefit the general public and in particular education professionals and students. The organisation's purpose is beneficial as it aims to advance the standards of education and in particular, teaching, learning, research and collaboration amongst education professionals. The trustees are not aware of any detriment or harm which might result from the organisation's purpose. The charity has a Conflict of Interest Register, which is updated at every Management Meeting and Meeting of Trustees.

## Financial Review

It has been agreed to keep one year's worth of regular expenditure in reserve. This is to cover costs of such things like web hosting, tech support and the finance role. Therefore, it is agreed the reserves should be kept at £2,000.

On top of our reserve policy, it is agreed to make sure we carry enough money to be able to support the running of the website, hosting the MESHGuides, for at least the next five years.

Annual accounts for the financial year 1<sup>st</sup> June 2022 – 31<sup>st</sup> May 2023

Receipts and payment account

Prepared by Matt Scase

28th June 2023

<b>Opening Balance</b>	<b>1<sup>st</sup> June 2022</b>	<b>£23,905.77</b>
<b>Receipts</b>		
EFC Brist Project		11,632.64
VSO - Sierra Leone Project		22,120.42
Founder Member Contribution		1,000.00
University of Wolverhampton Workshops		1,946.20
Pieter Seuneke MESHGuide		400.00
Donations		1,627.41
Bank Interest		41.56
Other		400.00
<b>Total</b>		<b>£39,168.23</b>
<b>Payments</b>		
EFC Brist Project		11,632.64
VSO - Sierra Leone Project		2,843.17
Finance		1,355.00
Technical Support		1,000.00
Bank Charges		72.00
Website Costs (hosting, domain,...)		108.54
<b>Total</b>		<b>£17,011.35</b>
<b>Closing Balance</b>	<b>31<sup>st</sup> May 2023</b>	<b>£46,062.65</b>

### Receipts

EFC Brist Project	11,632.64
VSO - Sierra Leone Project	22,120.42
Founder Member Contribution	1,000.00
University of Wolverhampton Workshops	1,946.20
Pieter Seuneke MESHGuide	400.00
Donations	1,627.41
Bank Interest	41.56
Other	400.00

**Total** **£39,168.23**

### Payments

EFC Brist Project	11,632.64
VSO - Sierra Leone Project	2,843.17
Finance	1,355.00
Technical Support	1,000.00
Bank Charges	72.00
Website Costs (hosting, domain,...)	108.54

**Total** **£17,011.35**

**Closing Balance** **31<sup>st</sup> May 2023** **£46,062.65**

The financial year for the Educations Futures Collaboration runs from 1<sup>st</sup> June – 31<sup>st</sup> May. The only regular income for the EFC is the founding membership contributions and we are very grateful for the financial support they offer. The regular expenditure for the EFC is mainly the payment of myself for the finance and social media work, and the admin costs of running and maintaining the website, the location of the published MESHGuides. The following finance policy is in place regarding the cost of publishing and maintaining the MESHGuides:

*The following sets out the funding position and financial contributions for potential MESHGuides being produced:*

- *Where the guide being produced has received no funding, the charity, EFC, will try to find the funding to publish the guide.*
- *Where the guide being produced has received funding there is an expectation that a fee will be agreed, between EFC and the party producing the guide, towards the cost of publishing and maintaining the guide long term.*

On top of the regular income and expenditure, the account also holds the money we receive for larger projects. In this financial year we have received money for a new research project in collaboration with VSO that is taking place in the Seirra Leine. Payments totalling £1,946.20 were received from the University of Wolverhampton for workshops that Sarah Younie carried out. We also received money ongoing BRIST Project (which we also received money for in the previous financial year), as well as contributions towards a new MESHGuide.

Donations to the EFC include those from individuals as well as Amazon Smile. Amazon Smile is an affiliate link that when people use to purchase items from Amazon a percentage of the fee is donated to the charity.

*On the 30<sup>th</sup> May 2023 the EFC received a payment of £400. This was unknown to the EFC and after contacting the CAF bank they informed us that this was a misplaced transfer and should not have gone into our account. The CAF bank, citing GDPR, would not elaborate further on this transfer but it was returned to the sender as a misplaced credit on 16th June 2023 (which falls after our financial year ended).*

Currently we hold a single account with the CAF Bank where all our reserves are held. At the end of the financial year there was £46,062.65 in the bank. This is a large amount to hold for a charity of our size, but this is down to the ongoing projects that are taking place. A full breakdown of how much is allocated to each project can be found below.

Annual reports are required by the Charities Commission and have been filed on time.

### **Independent Examination**

With the money received for the various projects the EFC passed the threshold for needed an independent examination of the year end account. The was conducted by Mark Brown who completed the examination and found no issues so signed them off.





The Education Futures Collaboration  
Charity Number 1157511

Independent examiner's report on the accounts  
Financial Year 1<sup>st</sup> June 2022 - 31<sup>st</sup> May 2023

**Responsibilities and basis of report**

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended 31/05/2023.

As the charity's trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").


I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

**Independent examiner's statement**

I have completed my examination. I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Name: MARK BROWN

Address: 22, Firs Rd, Houghton on the Hill, Leicester.

Signed: 

Date: 26/9/2023.

**THE EDUCATION FUTURES COLLABORATION**

England & Wales - Charity number 1157511

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# Accounts

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The Education Futures Collaboration  
Trustees' Annual Report  
1<sup>st</sup> June 2021 – 31<sup>st</sup> May 2022



Charity name: The Education Futures Collaboration  
Registered charity number: 1157511  
Charity's principal address: c/o Hewitsons, Exchange House  
456 Midsummer Boulevard  
Milton Keynes  
MK9 2EA

Trustees: Prof Marilyn Leask –chair  
Mr Michael Blamires  
Mr Jonathan Noakes  
Mr Stephen Hall

## Aims

The Education Futures Collaboration is an education sector developed and managed initiative, providing an e-infrastructure to support education as it transforms into a knowledge focused collaboration and supporting knowledge transfer, collaborative knowledge building and sharing within education sectors in individual countries as well as worldwide.

We aim to professionalise teaching and to support professional judgement with evidence through the creation of a sustainable model for knowledge mobilisation and collaboration using digital tools in the education sector.

## Objectives

We define success as increasing numbers of educators, worldwide, using the MESHGuides to support decision making. For a number of subject areas, we have been inundated with expressions of interest.

- Transform the quality of learning and teaching in education by providing accessible relevant research informed professional knowledge.

- Create a joined-up education profession linking pockets of excellence in teaching, research, and evidence-based practice.
- Provide diagnosis and intervention strategies to help educators and students overcome misconceptions and break through barriers to learning threshold concepts.
- Develop models of transformational and translational research in education, using scalable and cost-effective technologies.

## Activities

### International partnerships - UN Teacher Task Force

The EFC (MESH project) were formally appointed as an NGO to the UN International Teacher Task Force (UN TTF) in 2020. This involves regular meetings with the UN TTF panel, and EFC membership to the thematic sub-groups of this panel.

### International partnerships - VSO

EFC/MESH has been working collaboratively with VSO (International Volunteer Services Overseas) on multiple projects this year; including 'Numeracy for All'; 'Inclusive Education' and 'Psycho-Social Development'. In addition, VSO & EFC are collaborating on a new project based in Sierra Leone, which explores the use of an education app to support literacy and numeracy development with primary school children.

### International partnerships - ICET

EFC/MESH worked with ICET (International Council on Education for Teaching) throughout the year. Activities with ICET include representing the EFC on the ICET executive board - and attended the ICET Annual Board meeting on 20 June 2022, held at Bath Spa University.

Other activities include attending and supporting the ICET 64th World Assembly in which Sarah Younie presented the keynote, which discussed the global knowledge management project MESH, entitled: 'Reimagining Education for Teachers: Time for transformation'. Other MESH representatives also helped run workshops at this assembly, one on 'Building a MESHGuide' and another on 'Rhizomatic Learning'.

### International publications – ICET/MESH Global Report 2021

The ICET/MESH Global Report was published in autumn 2021 and is available on the MESH website. This publication reports on the research that was undertaken during the global webinars on COVID-19. Report - 'Teachers' Experiences during Covid-19'.

### Publications - Ensuring schooling for all in times of crisis - Lessons from Covid-19

The EFC co-chairs have written a book for Routledge; Leask & Younie (2022) Ensuring schooling for all in times of crisis - Lessons from Covid-19, London: Routledge. The evaluation of what worked and what didn't work for teachers during the pandemic can facilitate global knowledge transfer for education during times of crisis. There are lessons to be learnt that can benefit the sector and enable more effective planning for crisis, whether natural/environmental or human-made, so the sector is better prepared.

### Research Project BRIST Project - 2019-2022 (Building a Research Infrastructure for Teachers)

Erasmus is a European grant to help develop global citizens. Academics from the Education Futures Collaboration Charity, working on the MESH project, have joined forces with the University of Hull,

to lead a three-year international project that will develop teachers' research skills and networking practices.

The researchers have been awarded €354k of European funding for the project, which will develop teachers into teacher-researchers and evidence-informed practitioners through an innovative infrastructure. The budget is allocated for specific actions allocated to different partners in the project.

The funding was awarded through the Erasmus+ programme, which supports international partnerships seeking to enhance education. The Education Futures Collaboration Charity and the University of Hull has been joined with research partners from across Europe, including the Republic of Ireland, Poland, Greece and Spain.

The project is seeking to inform teacher education practice in its partner countries and strategically target stakeholders and policy makers at its external multiplier events.

The resources will also be made freely available across the European Union, after the project's completion in December 2022; following the granting of an extension to the project that was originally due to finish in August 2022.

### **MESHGuide Development**

One of the main achievements of the EFC is the publishing of MESHGuides. There continues to be much interest in writing for MESH across a range of relevant topics. Much developmental work has been undertaken this year which welcomes new authors and has the potential to secure completed Guides in the future. Statistics show an extremely buoyant picture of MESHGuide use in the last year. 2 new guides were published this year:

- Video-supported collaborative learning. Pieter Seuneke
- Rhizomatic Learning, Christina Preston

There are also more Guides currently in development which should be published throughout the next year.

### **Communication and Publicity**

Several key communication and publicity activities have taken place during the year. They include:

- Successful publicity campaign through Twitter and LinkedIn, with published book chapters and professional journal articles for teachers and lecturers in digital technologies.
- High profile conference keynote speech and presentations by EFC/MESH members.
- Participation in EU-funded research including fieldwork research with schools promoting RISE programme of research-informed school self-evaluation.
- Extensive participation by EFC/MESH members in UN Teachers TaskForce 2030 initiative and relevant thematic groups across a wide range of important aspects of education.
- Looking ahead to the new academic year we are considering MESHMatters, a termly newsletter for keeping members and stakeholders updated with current news.

### **Website Reach**

The main point of access for people is the website. The MESHGuides themselves get the most views with over 300,000 pageviews in the last year. The Philippines is the largest viewer of the guide's site,

with Germany having an increase on previous years. The main webpage had around 15,000 pageviews. The MESHGuides have seen an increase in views on the previous year.

### **Further Work**

Members of the steering group continue to contribute to education research and development across the world. Some of these activities have been working with a number of VSO countries including Nepal, Kenya, Pakistan, Uganda, and Nigeria. The VSO Psycho social Skills Task group has run online courses for teachers and support staff from more than 16 countries. One course focused on the needs of Kenya teachers supporting girls at risk of exclusion and teachers working in refugee camps. This course has been further developed as a set of resources to support teachers and children in Myanmar who providing education outside of the military run schools in the country. These materials also include resources on the wellbeing of teachers so there is scope for synergy between this and the RISE school informed by the recent INEE report on teacher wellbeing.

### **EFC Board**

The EFC trustees are supported by the EFC board. This group sets and reviews the short-term and long-term strategy. Decisions are normally made on the basis of consensus at board meetings, but the trustees have the ultimate legal responsibility. The name below are the list of current board members and the roles they have on the board:

Marilyn Leask	Co-chair   STEM rep on UN TTF
Sarah Younie	Co-chair   Rep on UN TT Panel and thematic group for Inclusion
Jon Audain	Newsletter and social media
Mike Blamires	Core editorial team on MESHGuides   Badging development
Linda Delvin	Twitter strategy   Rep on UN TTF – thematic group for school leadership
Jonathon Doherty	MESHGuide development - Global North   Rep on UN TTF early childhood
Larissa Mclean Davies	MESHGuide development - Global South
Stephen Hall	Communications & media lead   Rep on UN TTF School Leadership
Christina Preston	Press lead
Richard Procter	MESHGuides Website and software development Officer
Matt Scase	Finance Officer
Chris Shelton	Teacher education lead   STEM rep on UN TTF
Kate Reynolds	Guest Partner

### **Next Steps**

Our major challenges for the next few years are filling the gaps and managing the financial burden of expansion of use – editorial and web hosting costs increase with usage.

The next stage of development then, is necessarily focused on establishing sustainable funding and a number of models are relevant. A major challenge is that we wish to keep resources open to all at the point of use. National subscriptions which provide access to all teachers, parents and learners are the most obvious solution to this challenge.

### **Public Benefit Statement**

The Trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the charity's aims and objectives and in planning future activities. The trustees refer to public benefit throughout this report.

Our charity was set up to benefit the general public and in particular education professionals and students. The organisation's purpose is beneficial as it aims to advance the standards of education and in particular, teaching, learning, research and collaboration amongst education professionals. The trustees are not aware of any detriment or harm which might result from the organisation's purpose. The charity has a Conflict of Interest Register, which is updated at every Management Meeting and Meeting of Trustees.

## Financial Review

It has been agreed to keep one year's worth of regular expenditure in reserve. This is to cover costs of such things like web hosting, tech support and the finance role. Therefore, it is agreed the reserves should be kept at £2,000.

On top of our reserve policy, it is agreed to make sure we carry enough money to be able to support the running of the website, hosting the MESHGuides, for at least the next five years.

Annual accounts for the financial year 1<sup>st</sup> June 2021 – 31<sup>st</sup> May 2022

Receipts and payment account

Prepared by Matt Scase

1<sup>st</sup> June 2022

<b>Opening Balance</b>	<b>1<sup>st</sup> June 2021</b>	<b>£20,500.15</b>
<b>Receipts</b>		
EFC Brist Project		£18,178.78
Founder Member Contribution		£2,000.00
BATOD MESHGuides		£500.00
D&T MESHGuides		£400.00
Other		£5.00
<b>Total</b>		<b>£21,083.78</b>
<b>Payments</b>		
EFC Brist Project		£14,953.51
Finance & social media		£1,270.00
Technical Support		£1,000.00
BATOD MESHGuides		£300.00
Bank Charges		£96.00
Website Costs (hosting, domain...)		£58.65
<b>Total</b>		<b>£17,678.16</b>
<b>Closing Balance</b>	<b>31<sup>st</sup> May 2022</b>	<b>£23,905.77</b>

The principal sources of income for the charity are currently by way of contributions from educational organisations and universities contributions and we are very grateful for the financial

support they offer. In this financial year we have received money for the ongoing BRIST Project (which we also received money for in the previous financial year), as well as contributions to 2 sets of MESHGuides. We currently are not in a position to invest funds. If we achieve surplus funds, a decision will be taken by the board on how to best invest these ethically.

## **Names and addresses of advisers**

Solicitors: Hewitsons LLP Solicitors  
Exchange House  
456 Midsummer Boulevard  
Milton Keynes  
MK9 2EA

Accountants: Keens Shay Keens MK LLP  
c/o Sovereign Court  
230 Upper Fifth Street  
Central Milton Keynes  
MK9 2HR

**THE EDUCATION FUTURES COLLABORATION**

England & Wales - Charity number 1157511

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# Accounts

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The Education Futures Collaboration  
Trustees' Annual Report  
1<sup>st</sup> June 2020 – 31<sup>st</sup> May 2021



Charity name: The Education Futures Collaboration  
Registered charity number: 1157511  
Charity's principal address: c/o Hewitsons, Exchange House  
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Trustees: Prof Marilyn Leask – co-chair  
Dr Sarah Younie – co-chair  
Mr Michael Blamires  
Mr Jonathan Noakes  
Mr Stephen Hall

## Aims

The Education Futures Collaboration is an education sector developed and managed initiative, providing an e-infrastructure to support education as it transforms into a 'knowledge industry' and supporting knowledge transfer, collaborative knowledge building and sharing within education sectors in individual countries as well as worldwide.

We aim to professionalise teaching and to support professional judgement with evidence through the creation of a sustainable model for knowledge mobilisation and collaboration using digital tools in the education sector.

## Objectives

We define success as increasing numbers of educators, worldwide, using the MESHGuides to support decision making. For a number of subject areas, we have been inundated with expressions of interest.

- Transform the quality of learning and teaching in education by providing accessible relevant research informed professional knowledge.
- Create a joined-up education profession linking pockets of excellence in teaching, research, and evidence-based practice.
- Provide diagnosis and intervention strategies to help educators and students overcome misconceptions and break through barriers to learning threshold concepts.
- Develop models of transformational and translational research in education, using scalable and cost-effective technologies.

## Activities

### **International partnerships - UN Teacher Task Force**

The EFC (MESH project) has formally been appointed as an NGO to the UN International Teacher Task Force (UN TTF) this year. This involves regular meetings with the UN TTF panel, and EFC membership to the thematic sub-groups of this panel. See above for EFC personnel and groups in which we are represented.

### **International partnerships - VSO**

EFC/MESH has been working collaboratively with VSO (International Volunteer Services Overseas) on multiple projects this year; including 'Numeracy for All'; 'Inclusive Education' and 'Psycho-Social Development'. In addition, VSO & EFC collaborated on a UNICEF bid to deliver teacher education in Cambodia

### **International partnerships - ICET**

EFC/MESH worked with ICET (International Council on Education for Teaching) in 2020 leading online webinars for teachers globally, collecting data via focus groups to produce a report in 2021. This included LMIC (low- and middle-income countries) and an analysis and evaluation of the COVID-19 pandemic on education.

### **International publications – ICET/MESH Global Report 2021**

The ICET/MESH Global Report was published in autumn 2021 and is available on the MESH website. This publication reports on the research that was undertaken during the global webinars on COVID-19. Report - 'Teachers' Experiences during Covid-19 '.

### **Research Project BRIST Project - 2019-2022 (Building a Research Infrastructure for Teachers)**

Erasmus is a European grant to help develop global citizens. Academics from the Education Futures Collaboration Charity, working on the MESH project, have joined forces with the University of Hull, to lead a three-year international project that will develop teachers' research skills and networking practices. The researchers have been awarded €354k of European funding for the project, which will develop teachers into teacher-researchers and evidence-informed practitioners through an innovative infrastructure. The budget is allocated for specific actions allocated to different partners in the project. The funding was awarded through the Erasmus+ programme, which supports international partnerships seeking to enhance education. The Education Futures Collaboration Charity and the University of Hull has been joined with research partners from across Europe, including the Republic of Ireland, Poland, Greece and Spain. The project is seeking to inform teacher education practice in its partner countries and strategically target stakeholders and policy makers at its external multiplier events. The resources will also be made freely available for across the European Union, following project completion in August 2022.

## **MESHGuide Development**

One of the main achievements of the EFC is the publishing of MESHGuides. There continues to be much interest in writing for MESH across a range of relevant topics. Much developmental work has been undertaken this year which welcomes new authors and has the potential to secure completed Guides in the future. Statistics show an extremely buoyant picture of MESHGuide use in the last year. 2 new guides were published this year:

Video-supported collaborative learning. Dr Minna Koskinen et al  
Schools as learning Organisations. Dr Jonathan Doherty

## **Communication and Publicity**

Several key communication and publicity activities have taken place during the year. They include:

- Naace Journal (August 2021); MESHGuides article published with specific reference to Rohingya project.
- Gaining a shared focus for the potential of MESHGuides to play a major role in reshaping education post Covid-19 locally, regionally, nationally and internationally.
- Launching and supporting extensive Twitter and LinkedIn campaigns with a consistent approach and style to sharing news and events.

## **Website Reach**

The main point of access for people is the website. The MESHGuides themselves get the most views with almost 250,000 pageviews in the last year. The Philippines is the largest viewer of the guide's site. The main webpage had around 15,000 pageviews. The MESHGuides have seen an extra 50,000 views on the previous year.

## **Further Work**

Members of the steering group continue to contribute to education research and development across the world. Some of these activities have been working with a number of VSO countries including Nepal, Kenya, Pakistan, Uganda, and Nigeria. From this work courses and briefings on Psycho Social Skills have been done, including the creation of a resource wall. Also created were resources that included information a number of areas that are not so well covered such as self-harm and bereavement. Alongside this there has been work on the Research Informed School Self Evaluation Toolkit (RISE) which is now at a pilot stage.

## **EFC Board**

The EFC trustees are supported by the EFC board. This group sets and reviews the short-term and long-term strategy. Decisions are normally made on the basis of consensus at board meetings, but the trustees have the ultimate legal responsibility. The name below are the list of current board members and the roles they have on the board:

Marilyn Leask	Co-chair   STEM rep on UN TTF
Sarah Younie	Co-chair   Rep on UN TT Panel and thematic group for Inclusion
Jon Audain	Newsletter and social media
Mike Blamires	Core editorial team on MESHGuides   Badging development
Linda Delvin	Twitter strategy   Rep on UN TTF – thematic group for school leadership
Jonathon Doherty	MESHGuide development   Rep on UN TTF early childhood
Stephen Hall	Communications & media lead   Rep on UN TTF School Leadership
Christina Preston	Press lead

Richard Procter	MESHGuides Website and software development Officer
Matt Scase	Finance Officer
Chris Shelton	Teacher education lead   STEM rep on UN TTF
Purna Shrestha	Guest Partner - VSO international – link to projects and UN TTF work

### Next Steps

Our major challenges for the next few years are filling the gaps and managing the financial burden of expansion of use – editorial and web hosting costs increase with usage.

The next stage of development then, is necessarily focused on establishing sustainable funding and a number of models are relevant. A major challenge is that we wish to keep resources open to all at the point of use. National subscriptions which provide access to all teachers, parents and learners are the most obvious solution to this challenge.

## Public Benefit Statement

The Trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the charity's aims and objectives and in planning future activities. The trustees refer to public benefit throughout this report.

Our charity was set up to benefit the general public and in particular education professionals and students. The organisation's purpose is beneficial as it aims to advance the standards of education and in particular, teaching, learning, research and collaboration amongst education professionals. The trustees are not aware of any detriment or harm which might result from the organisation's purpose. The charity has a Conflict of Interest Register, which is updated at every Management Meeting and Meeting of Trustees.

## Financial Review

It has been agreed to keep one year's worth of regular expenditure in reserve. This is to cover costs of such things like web hosting, tech support and the finance role. Therefore, it is agreed the reserves should be kept at £2,000.

On top of our reserve policy, it is agreed to make sure we carry enough money to be able to support the running of the website, hosting the MESHGuides, for at least the next five years.

Annual accounts for the financial year 1<sup>st</sup> June 2020 – 31<sup>st</sup> May 2021

<b>Opening Balance</b>	<b>1<sup>st</sup> June 2020</b>	<b>£21,944.50</b>
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<b>Receipts</b>		
EFC BRIST Project		£5,738.66
Other		£5.00
<b>Total</b>		<b>£5,743.66</b>
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<b>Payments</b>		
EFC Brist Project		£5,149.05
VSO Numeracy Project		£40.00

Technical Support	£1,000.00
Website Costs (hosting, domain,...)	£413.73
Bank Charges	£75.00
Finance	£365.00
Offline Data Storage	£145.23
<b>Total</b>	<b>£7,188.01</b>

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<b>Closing Balance</b>	<b>31<sup>st</sup> May 2021</b>	<b>£20,500.15</b>
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The principal sources of income for the charity are currently by way of contributions from educational organisations and universities. Expenditure has been kept to a minimum during this period, with funding received being used to pay for web hosting, minimal travel expenses and the MESHGuides website development. We currently are not in a position to invest funds. If we achieve surplus funds, a decision will be taken by the board on how to best invest these ethically. Currently balance levels are higher than normal due to the money we have received towards the BRIST project that has not yet been spent, as this project is taking place over a number of years.

## Names and addresses of advisers

Solicitors: Hewitsons LLP Solicitors  
Exchange House  
456 Midsummer Boulevard  
Milton Keynes  
MK9 2EA

Accountants: Keens Shay Keens MK LLP  
c/o Sovereign Court  
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MK9 2HR