EduSpots

England & Wales · Charity number 1166734

Details

Other names	READING SPOTS
Status	Registered
Legal form	Trust
Registered	2016-04-25
Register	View on the Charity Commission register

Contact

Address	Flat 3 20 Atlingworth Street Brighton BN2 1PL
Phone	07914359903
Email	info@eduspots.org
Website	www.eduspots.org

Activities

Objects: To advance education throughout Africa and the UK by the provision of but not limited to, providing educational courses, assisting in the operation of community led education centres and providing grants to individuals to further education as trustees from time to time may determine

Activities: To advance education throughout Africa and the UK by the provision of but not limited to, providing educational courses, assisting in the operation of community led education centres and providing grants to individuals to further education as trustees from time to time may determine.

Classification

- **How:** Makes Grants To Organisations, Provides Buildings/facilities/open Space
- **What:** Education/training
- **Who:** The General Public/mankind

Downloaded from opencharities.uk/ew/1166734

Geography

- Ghana
- Throughout England

Finances

Period end	Income	Expenditure	Assets	Employees
2024-12-31	£268,612	£243,769	-	-
2023-12-31	£171,415	£142,077	-	-
2022-12-31	£76,673	£70,476	-	-
2021-12-31	£90,969	£74,548	-	-
2020-12-31	£75,894	£68,390	-	-

Trustees

Name	Role	Appointed
Gloria Mary Agyemang	Chair	2021-07-07
Adam Khanbhai		2022-05-07
Gayle Clifford		2022-05-07
Katie Allen-East		2025-01-28
Mark Bernard Goodrich		2019-09-19
Sally Yeboah		2025-02-28

Downloaded from opencharities.uk/ew/1166734

EduSpots

England & Wales - Charity number 1166734

Accounts


10th ANNIVERSARY
EDU SPOTS
Our Collective Future
2024 EDUSPOTS' ANNUAL REPORT
Igniting future-ready education through community leadership
EDU SPOTS
Our Collective Future
UK registered charity 1166734
Ghana Registered NGO Number CG091852019
www.eduspots.org
info@eduspots.org
Follow@eduspots

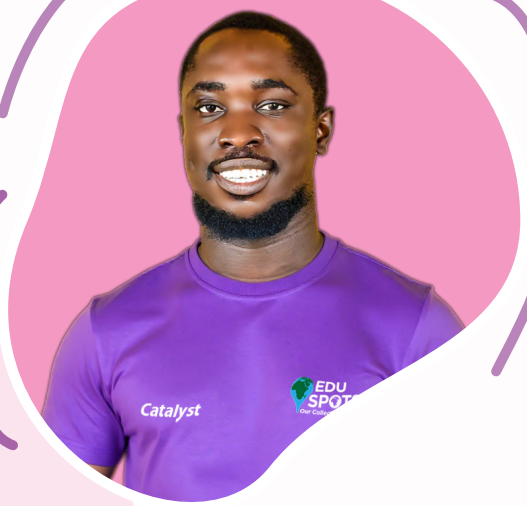


CONTENTS

Welcome from the Catalyst Committee Chairperson	1
Welcome from Chair of Global Trustees	2
Key Charitable Information	3
Why Does EduSpots Exist?	4
The Process of Change	5
A Network of Spaces Named 'Spots'	6
Impacted Study 2024	7
Who is Driving EduSpots' Work?	8
Abdul Manaf: A Learner's Journey	10
Hamidu's Story: A Headteacher's Journey	12
Keeping Spots Safe Education: The Change In Yamfo	13
Who are the Staff Propelling EduSpots' Work?	14
Championing Female Leadership: The Story of Getrude Akunlibe	15
Highlights from the Independent Study with Expectation State	16
Key Recommendations from Expectation State	18
Expanding Spaces: Savelugu Spot's Story	19
Resource Mobilization	20
Digitalisation	21
Specialised Resource Kits	22
Local Grants	23
EduSpots' Growth: 2022–2024	24
Other Highlights	25
Independent Examiner's Report to the Trustees of EduSpots (UK)	26
Financial Statements	27
Notes to the Financial Statements	29
Additional Financial Information	36
Annual Awards	38
Spot & Strand Award Winners 2024	38
National & Regional Awards 2024	39
Partner and Supporter Awards	40
Spotlights	41
Our Future Plans	42
Be Part of the Change	43

The Trustees have pleasure in presenting their Annual Report and Financial Statements for the year ended 31 December 2024. The financial statements have been prepared in accordance with the accounting policies set out in note 1 of the accounts. They comply with the charity's governing document, the Charities Act 2011, and the Accounting and Reporting by Charities: Statement of Recommended Practice ("SORP"), applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland.





WELCOME FROM ADU BOAHEN CARLOS

Chairperson of the Catalyst Committee (Akumadan Spot Project Leader, past Spark)

> **Our Spots have become beacons of knowledge, creativity, and innovation.**

Adu started his journey as an EduSpots learner in 2016, before becoming an EduSpots Catalyst and later Project Leader in Akumadan. Today, having built a youth Catalyst team of over 30 and impacting thousands of learners, he is a graduate of the University of Ghana. In February, he was elected by Catalysts to serve as its first Catalyst Chairperson, strengthening Catalyst input into decision-making across the network.

"As we reflect on the remarkable journey of 2024, we are reminded of the transformative power of collaboration, innovation, and dedication that defines our mission.

Over the past nine years, Akumadan, our Spot, has evolved from a humble beginning to a vibrant hub of activity, nurturing talent and driving progress. I had the privilege of utilizing the EduSpots library in Akumadan during my high school years, which not only provided access to a wide range of books but also instilled in me a sense of responsibility to contribute to the development of my community. A testament to this is our initiative during the COVID-19 pandemic, where we mounted speakers on top of the library to broadcast lessons for students and assess them, ensuring continuity of learning despite the challenges. In Akumadan, the introduction of EduSpots has led to a significant increase in interest in reading among thousands of learners from 12 different schools, particularly outside of school hours.

The 2024 Ignite Academies across all 50 Spots ignited further passion and creativity in our Catalysts and subsequently Sparks across the network, with all strands thriving and the launch of the Catalyse Leadership Programme advancing Spot systems across the network. Our learners' projects showcased their growth, resilience, and commitment to creating positive change in their communities with communities developing sustainable period projects in the process. The commissioning of the Savelugu project marked a significant milestone, demonstrating our commitment to growth and development.

Our Spots have become beacons of knowledge, creativity, and innovation, providing a platform for individuals to grow, share, and learn from one another. As we reflect on our journey, we are proud of the strides we have made and are excited about the possibilities that lie ahead. We have learned valuable lessons, forged lasting partnerships, and developed a deeper understanding of the communities we serve.

This annual report highlights the achievements, challenges, and lessons learned in 2024, showcasing the collective efforts of our team, partners, and community. We are grateful for the trust and support that has enabled us to push boundaries and strive for excellence.

We are excited to continue our journey, driven by our passion for creating positive change through standing alongside each other and engaging in collaborative dialogue. Thank you for being part of our story. We are proud to be part of the EduSpots community and look forward to sharing more successes in the years to come"



WELCOME FROM PROFESSOR GLORIA AGYEMANG

CHAIR OF GLOBAL TRUSTEES

2024 has been a truly transformative year for EduSpots, with new team members and partners joining the strong foundation for EduSpots' work built by an ever-strengthening network of over 400 local educators across the last decade.

Indeed, the year began and ended with celebrations of the achievements, ideas, and vision of EduSpots' grassroots network. Professor Elsie Effah Kaufmann, who is now serving in 2025 as our official Patron, met Catalysts and Sparks for the first time at a New Year event at the University of Ghana.

The year closed with six Ignite Academies involving 402 Catalysts in EduSpots' uniquely playful, dialogical and community-rooted training, creating a ripple of collaboration and engagement across the network.

Recognising the role of access to digital tools and training in promoting future-ready education, EduSpots launched an ambitious digitalisation strategy, distributing over 150 devices to the network, launching a new app, and embedding a digital skills curriculum throughout our educational approach. Our Digital Launch Event in Elmina highlighted our strong commitment to digital equity, with guests of honour including the Regional Director with Ghana Library Authority and the Director of Strategy and Innovation with the Ministry of Education.

After an open recruitment process, Cat Davison was selected by the trustees to be appointed as EduSpots' first official Chief Executive Officer, after 8 years of leading the organization on a voluntary basis alongside classroom teaching since its founding.

These are just a few highlights of a dynamic, evolving and passionate community of educators.

With additional time dedicated to fundraising and an expanded staff team, EduSpots was able to secure further funding and new partners, including selection for the Dovetail Impact Foundation's Africa Accelerator Portfolio, two year funding for the Catalyse Leadership Programme with the EA foundation and signing a three year core costs partnership with the mc2h foundation.

Responding to calls from Catalysts for further focus on safeguarding, EduSpots' expanded its Keeping Spots Safe strategy, with enhanced collaborative training, grants for local Catalyst-led events and advocacy, and extensive resource development, including flash cards for effective parental community engagement in rights and responsibilities. Participation in EduSpots' monthly challenges continued to increase, with growing membership and quality of engagement across EduKidz, DigiLit, EcoSTEM and Ignite Equity involving over 2800 learners in inclusive, community-rooted and interactive learning.

These are just a few highlights from our dynamic, evolving and passionate community of educators; thank you for your continued support of EduSpots in this pivotal period of our growth. We hope you enjoy reading these highlights of the pathway to #OurCollectiveFuture as we step into celebrations of our 10th anniversary year.

KEY CHARITABLE INFORMATION

This trustees' report and accounting information included is for EduSpots UK (also known as EduSpots Global). EduSpots UK conducts its charitable activities in Ghana through EduSpots Ghana, a separately registered NGO no CG091852019 by providing grants to carry out activities. The two organisations agree that, while they are separately constituted legal entities with their own constitutions and governance, they will affiliate themselves under the common name of EduSpots. They will share common principles, values and a common programme, and they will generally operate as two geographical branches of one organisation.

Our Charitable Objects

To advance education throughout Africa and the UK by the provision of, but not limited to, providing educational courses, assisting in the operation of community-led education centres and providing grants to individuals to further education as trustees from time to time may determine.

OUR TRUSTEES

The Trustees of EduSpots Global (UK) during this period were:



GLORIA AGYEMANG (joined July 2021)



AMJAD SALEEM (joined March 2021, resigned July 2025)



MARK GOODRICH (joined October 2019)



GAYLE CLIFFORD (joined May 2022)



ADAM KHANBHAI (joined May 2022)



SALLY YEBOAH (joined February 2025)



KATIE ALLEN-EAST (joined February 2025)

CORE INFORMATION

EduSpots is a UK Registered Charity 1166734
UK office: Flat 3, 20 Atlingworth Street, Brighton, BN2 1PL.
Website: www.eduspots.org
Social Media: @eduspots on Twitter, Facebook and Linkedin, with @edu_spots on Instagram
Our bank: Cooperative Bank, PO Box 250, Skelmersdale, WN8 6WT

EduSpots is the name of the UK charity and is also known as EduSpots Global or EduSpots UK

EduSpots' UK's governing document, which is its Trust Deed dated 25 Apr 2016 as amended on 19 Aug 2019 as amended on 06 Jun 2020.

INDEPENDENT EXAMINER

The financial reports enclosed have been approved by an Independent Examiner:

Shruti Soni Limited, 117a, St. Johns Hill, Sevenoaks, TN13 3PE



WHY DOES EDUSPOTS EXIST?

My education stopped when the chalk ran out; with one torchlight shared by my family,I persisted, driven by my desire for a brighter future for the next generation.

EduSpots asked me a simple question: Are the talents, ideas, and assets of my community being leveraged in education? Answering this led me to set up a Spot in my home community, Dulugu.

(Dulugu Spot Founder and Regional Coordinator)

In rural areas of Ghana, 35% of children do not complete primary school.

(UNESCO, 2020)

35% of Ghana's population are under 15 (2021 census). This brings huge future leadership potential.

In 2024–2025, over 200 local teams have applied to join the EduSpots network driven by their desire to strengthen local education.



Since 2015, over 800 local Catalysts like Getrude have come together to drive educational change, creating the organisation that has become EduSpots.

EduSpots' unique blend of fun, community-rooted, and future-ready education is led by voluntary Catalysts at inclusive community-led learning spaces named 'Spots' through co-curricular clubs and wider informal learning sessions, using digital tools.

The Catalysts - a growing movement of teachers, youth and parents - grow their leadership, education and professional skills, all whilst inspiring over 10,000 learners annually to become the next generation of empathetic and informed changemakers.



THE PROCESS OF CHANGE

Before the Spot, many learners didn't know how to browse the internet or type a letter. Today, they can. Our learners are now engaged in impactful literacy and digital skills activities that are fun and future-focused. This has created a space for them to demonstrate leadership and problem solving abilities in school and at home, and the community is taking notice.

(Japhta, Aboabo no 4 Spot)

How Does EduSpots Work ?



THE REASON

Educational inequity is growing, and local leaders - teachers, youth and parents - have **untapped talents, energy and ideas.**



THE ACTION

We connect, train and equip local Catalysts to lead **fun, community-rooted and future-ready education** through co-curricular clubs in spaces named 'Spots' using digital tools.



THE OUTCOMES

Learners, teachers and community members **grow their confidence, optimism and engagement in education,** creating the futures they want to see through a sustainable grassroots network.



THE IMPACT

School and wider community-based **learning become more inclusive, interactive and relevant.** Both locally, and nationally, communities work together to advance education.

I have been working with education and community development NGOs in Ghana for almost 25 years and EduSpots stands out for the quality of its work, the creativity of its model and the integrity of its people.

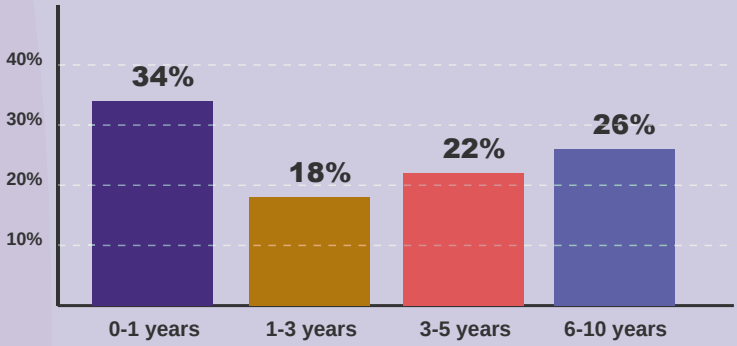
(Sally Vivyan, Co-Director, Gower Street Trust)

A NETWORK OF SPACES NAMED 'SPOTS'

> ***The model recognises that each community is unique, with different needs and priorities, and emphasises the importance of community-driven change.***
>
> (Catalyst, Expectation State, Independent Evaluation 2025)

> **EduSpots has been my second home, a place where I've grown, learned, and discovered my strengths.**
>
> Jeffery – Learner, Akumadan

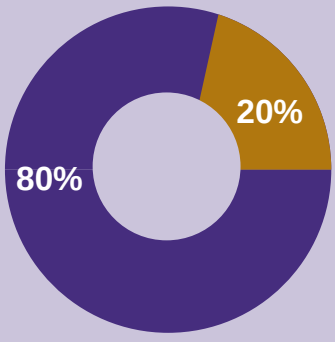
Spots' age by years



In 2024, 50 Spot teams involved 158 schools in fun, community-rooted and future-ready learning. All Spots are owned by the community with all ongoing costs paid at the local level. 12 Spots run on solar power.

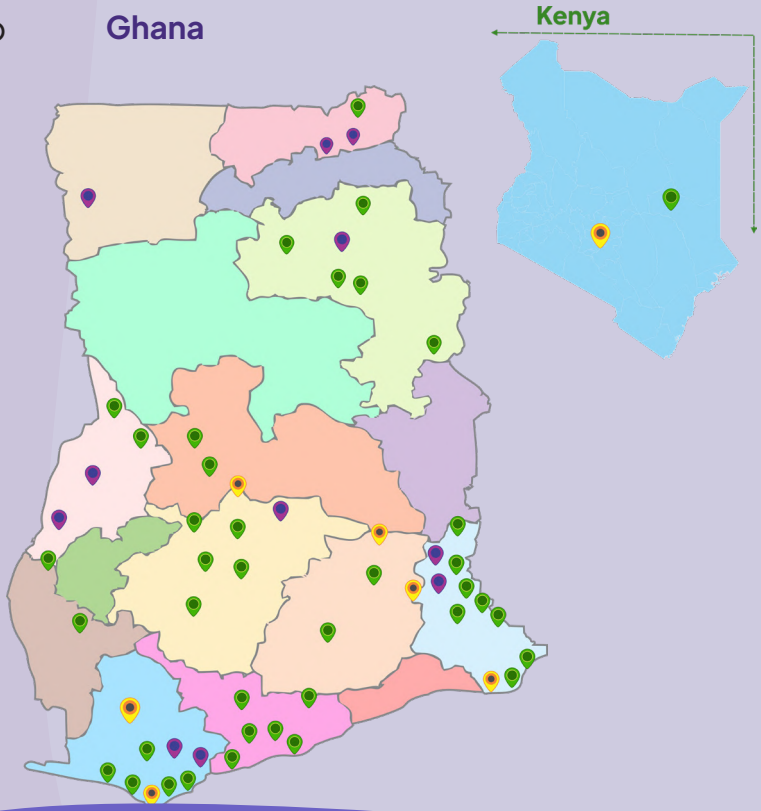
We welcomed 12 new Spots to the network through a structured recruitment process, which is due to be reopened in July 2025.

> **25% of current Spots were set up by existing Catalysts who had moved communities.**



80%
School-based Spots

20%
Community-based Spots



IMPACTED STUDY 2024

ImpactEd

> ***We have seen some tremendous changes after introducing EduSpots. With regards to EduLit, these kids can now read fluently, unlike previously. Also, EduKidz and EcoSTEM have changed students' attitudes towards learning Science and Maths***
>
> ***(Headteacher, Independent Evaluation 2025)***

In 2024, we completed a range of quantitative studies with Impact Ed to evaluate the change across our programmes, using validated surveys to test changes in attitudes and skills across a 10 month period.

Learner Quantitative Studies

EMOTIONAL ENGAGEMENT
in Maths and Science for learners



EcoSTEM club members, across 10 months, 107 surveyed

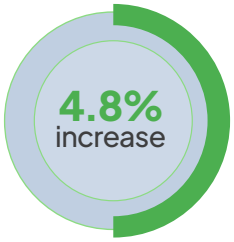
METACOGNITION
across learners



EduLit club members, across 10 months, 101 surveyed

Catalyst Quantitative Studies

SENSE OF COMMUNITY INDEX



Ignite Programme participants, over 12 months, 55 surveyed

SELF-EFFICACY

Catalyst Leadership Programme over a 12 month period in Catalysts, 27 surveyed



WHO IS DRIVING EDUSPOTS' WORK?

> ***EduSpots has built an effective network of young people and community members who initiate positive changes. This approach has created a new generation of leaders who can sustain and expand EduSpots' work.***

(Expectation State, Independent Evaluation, 2025)

In 2024, there were:

10,439
LEARNERS
Enabled to **become independent learners** through resources, study space and mentorship.

23
STAFF
Growing as leaders, 40% from Catalyst backgrounds. All full-time staff areGhana-based

2809
SPARKS
Aged 3-16, **engaged in fun, community-rooted and future-ready education clubs.**

8
PEER MENTORS
Catalysts trained in mentoring, **gaining professional skills** working alongside staff.

402
CATALYSTS
Local changemakers trained in the model through the Ignite Programme, and **growing as leaders and educators.**

50
SPOT LEAD CATALYSTS
Catalysts **building their leadership capacity** through the Catalyse Leadership Programme.



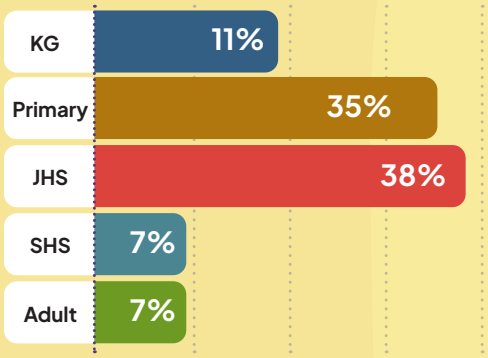
Beyond this, Catalysts also engage and involve an estimated 25,000 community members in themes such as gender equity and safeguarding through events, radio shows and home visits.



I am committed to acquiring more knowledge and skills to strengthen Ameyaw Spot, ensuring it remains a vibrant, safe, and inclusive space for learning.

(Janet – Spot Leader and Founder, Ameyaw Spot)

Learner by Age:



Learner by Gender



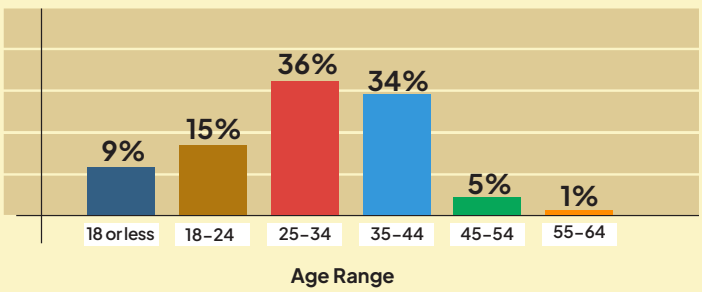
Catalyst by Gender



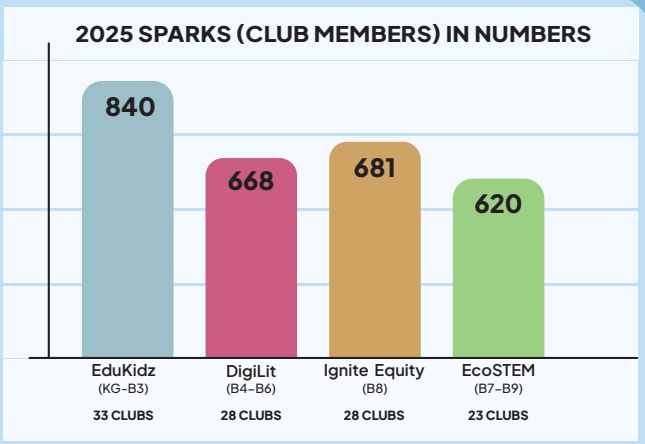
Catalyst by Occupation

Teacher / headteacher	64%
Student (SHS/JHS)	15%
Student (higher education)	9%
Other	5%
Businessman/woman or entrepreneur	3%
Nurse, doctor, medical professional	2%
Development professional / NGO worker	2%
Farmer	1%
Construction / Transportation	1%

Ages of Registered Catalysts



ABDUL MANAF: A LEARNER'S JOURNEY



My parents didn't really go far with education. When my dad heard I was involved in EduSpots, he was like "WOW!"

Through EduSpots, I've improved my reading, creativity and use of technology. Now, I think critically to solve problems and make vital decisions.

(Abdul Manaf, 13 year old Spark and Catalyst, Abofour Spot)



2018

Joins DigiLit in Class 3 feeling anxious about maths and speaking English.

2019

Visits the Spot to **read books, uses science sets** and engages with Catalysts.

2020

During the pandemic, he **borrows books** and engages in #StayAtHome challenges.

2022

Attends EcoSTEM club and reports his **classes becoming more practical, fun and engaging** and his confidence growing.

2023

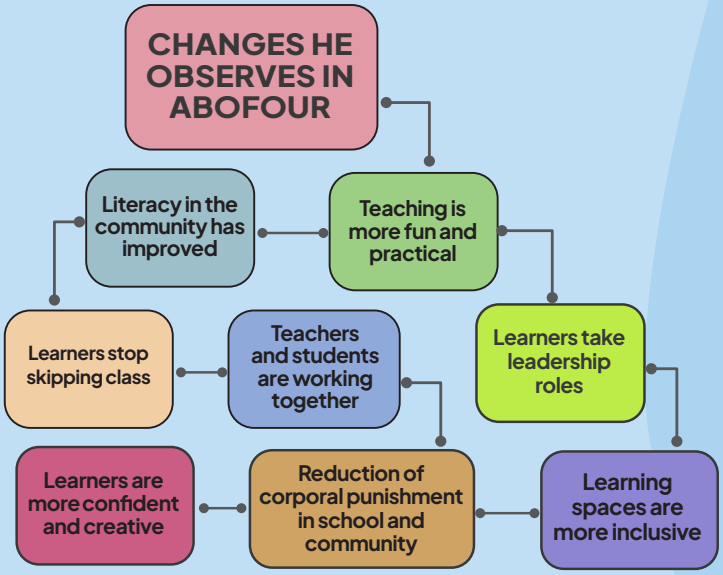
Becomes the EcoSTEM Club President, leading the club's activities.

2024

Joins EduSpots as a Catalyst supporting younger learners with digital tools and organizing books and attends Ignite Academies

2025

Manaf is EduSpots' Learner of the Year, and plans his **future as a staff member!**



65% of learners took on leadership roles at the end of the clubs programme.

(Expectation State, Independent Evaluation, 2025)

The 2024 Impact Ed demonstrated a 13% increase in Emotional Engagement in Maths and Science across 100 EcoSTEM Sparks across a 10 month period, using validated measures.

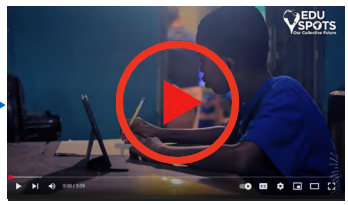
I've seen confidence grow in our students, who now believe they can be changemakers.

(Gloria Addae, Abofour Spot)

In the future, I hope to study science at university and then become an EduSpots staff, to help mentor younger ones to become great Catalysts like me.

(Abdul Manaf, Spark & Catalyst, Abofour Spot)

Scan here to watch the full journey of Manaf





HAMIDU'S STORY: A HEADTEACHER'S JOURNEY

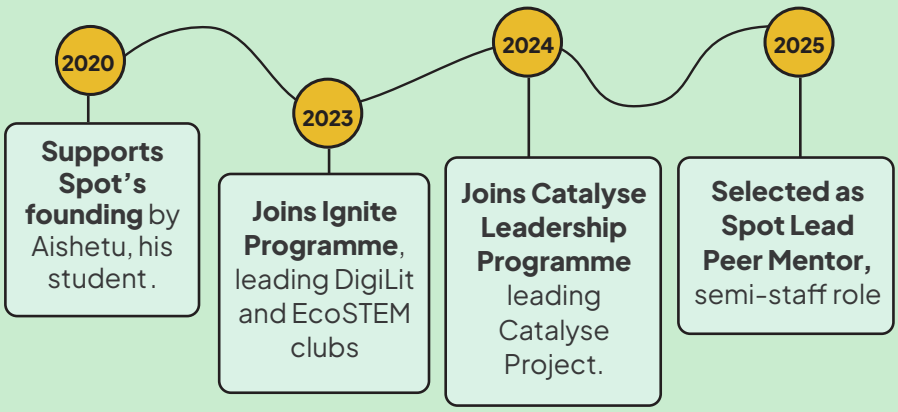
Before joining the Catalyse Leadership Programme, I was an ordinary headteacher. I returned not just as a school leader, but as a strategic leader, a change maker, community builder and staff-developer.

(Hamidu Kaadri, Headteacher & Catalyst, Yamfo Spot)

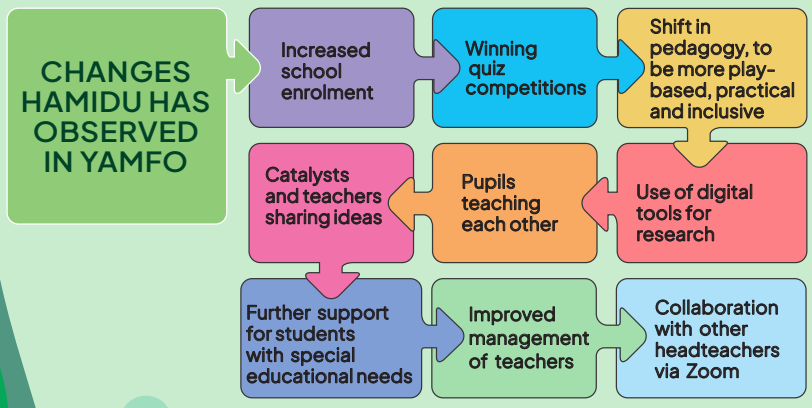


Classroom observation data showed a 45% increase in student-centred learning approaches among teachers exposed to the EduSpots model.

(Expectation State, Independent Evaluation, 2025)



After EduSpots' training, I started to get closer to all the stakeholders in education – parents, chief imams and all the rest. Having explained the concept of EduSpots to them, together with my teachers, many things changed in this school and in the community as a whole.



KEEPING SPOTS SAFE EDUCATION: THE CHANGE IN YAMFO

Schools and headteachers are all learning from the EduSpots model's safeguarding activities and they sometimes call us to come and give them a talk on how to manage certain activities in their schools

(Hamidu Kaadri, Headteacher & Catalyst, Yamfo Spot)

Keeping Spots Safe in EduSpots

100% of Spots in EduSpots complete the Keeping Spot Safe Badge as part of EduSpots' commitment to creating learning spaces that are safe, inclusive, and caring for everyone.

This includes:

1. Engagements with Sparks, including understanding their rights and responsibilities, and expressing feelings.
2. Engagements with Catalysts including forms of abuse and behaviour management strategies.
3. Community engagement sessions with parents, including online safety.
4. Explanation and posters on the process for 'passing it on', with quizzes and interviews to test understanding and action.
5. Regular 'Together Thursday' sessions explore safeguarding, inclusion and well-being in education.

There was a 52% increase in Catalysts' self-reported empathy and cultural sensitivity scores.

(Expectation State, Independent Evaluation, 2025)

The change that Hamidu Kaadri has observed in his school:

Previously, some special educational needs learners could not stay in the school because of how the other learners were treating them.

But after we took them through the safeguarding approaches, the behaviours of the learners and teachers themselves changed to be more inclusive; now the parents are brining them back to school.





> **50% of the global staff & peer mentor team have Catalyst backgrounds, with 100% of full-time staff based in Ghana.**

2017 2018 — Starts Studying at African Science Academy, **takes EduSpots' online course**

2018 — Applies to **set up Dulugu Spot**

2019 — **Commissions Dulugu Spot** following mentorship

2019 2021 — Becomes an **Active Catalyst**, driving change in her Spot & beyond

2021 — Joins EduSpots as **part-time EcoSTEM Coordinator**

2022 — Getrude graduates **top in her class in Computer Science** as a Presidential Scholar

2022 2024 — Works with Spot team to **lead DigiLit and EcoSTEM clubs**

2024 — Becomes **full-time Regional Coordinator** for Northern Cluster, also supporting the app development process

> ***At first, my community believed only a powerful authority could bring educational reform. Today, the presence of Dulugu Spot and the impact made by local Catalysts has changed that perception.***

WHO ARE THE STAFF PROPELLING EDUSPOTS' WORK?

The story of Getrude Akunlibe

Dulugu Spot Founder and Regional Coordinator

Getrude grew up in a rural area of Bolgatanga where more than 70% of households lacked power and 90% of individuals lacked formal education. She was one of the fortunate 0.5% that made it beyond secondary school, and this experience fuelled her ambition to shift the narrative.



CHAMPIONING FEMALE LEADERSHIP



I recruited Catalysts and worked relentlessly to shift my community leaders' traditional mindsets of leadership being male-dominated.

As a result, rigid preconceptions about women's roles in my community have now shifted.

At the start of the Dulugu EcoSTEM Holiday Camp, only 1 out of 20 girls could turn on a computer.

CHANGES SHE OBSERVES IN DULUGU

- Perceptions of the role of women have changed
- Learning is more practical
- Reading for joy
- The community works together
- STEM education is more practical
- Digital skills increasing
- Literacy levels increased
- Teachers are more motivated to drive changes

THE IMPACT ON GETRUDE:

My confidence and adventurous attitude, fueled by my engagement in EduSpots, helped me secure a full scholarship to pursue a degree in computer technology, which I accomplished with distinction. ***EduSpots has served as a beacon of light for me, and I hope to continue extending that light to many others,*** *whilst developing my own leadership skills.*





HIGHLIGHTS FROM THE INDEPENDENT STUDY WITH EXPECTATION STATE

> ***The EduSpots programme has successfully transformed educational landscapes across Ghana, fostering a new generation of active, empathetic citizens and catalysing community-driven change.***
>
> **(Expectation State, February 2025)**

> **68% of parents reported being more engaged in their children's learning.**
>
> (Expectation State, Independent Evaluation, 2025)

In December 2024, we commissioned Expectation State to conduct an independent evaluation of our work across 10 sampled Spot communities. These were a mix of school and community-based Spots, located in diverse regions, and in existence for 1 to 9 years.

Expectation State interviewed 211 students, teachers, Catalysts, community leaders, staff and headteachers in this process.

They used an outcome harvesting approach, triangulating evidence from desk research, surveys and qualitative research methods such as focus groups and semi-structured interviews.

Expectation State

THESE WERE SOME OF THE KEY FINDINGS

1 Pedagogical transformation:



> The shift towards more learner-centred, inclusive, and practical teaching methods has transformed school-based pedagogy, making education more relevant and engaging for students.

2 Value for money, systems and sustainability:

> The model offers a structured approach to programme delivery. It offers significant value for money, leveraging volunteer engagement and capacity building to maximise impact.



3 Replicability in new contexts:



"The study confirms that **"the model's ability to be replicated and the general benefits derived by the community indicate its potential to make a lasting impact in diverse contexts, positioning EduSpots as a promoter of educational equity and community."**

4 Co-creative learning environments:

"One headteacher commented: **"Now, I see myself as a facilitator, guiding students to discover knowledge for themselves. The energy in my classroom has completely transformed."**



5 Civic action and leadership:



"One Catalyst commented: **"most students are now confident when speaking in public, using their voices when necessary and participating in advocacy campaigns to fight for their rights and the rights of vulnerable groups."**

6 Environmental action:

"The Community is cleaner and safer without plastic sachets and litter, as students now use the waste to produce important items like raincoats, footwear, and others. Open defecation has also declined since EduSpots came around.



"**Trends analysis showed a 40% increase in learners' participation in civic activities throughout the programme.**

(Expectation State, Independent Evaluation, 2025)

KEY RECOMMENDATIONS FROM EXPECTATION STATE

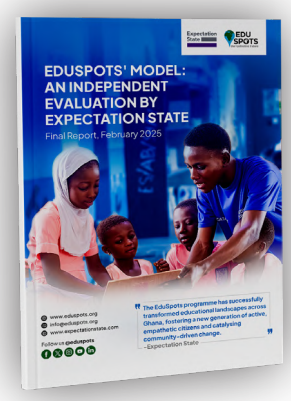
The team has integrated all of these recommendations, and others, into the ongoing strategic development plan for 2025 and beyond.

- Deepen local community engagement working with local teams.
- Advance local community partnerships and fundraising, creating a database for local Spots to access.
- Develop a guidebook for the Spot model, with school-based and community-based versions
- Implement a system for regularly assessing and adapting Spot models based on local feedback and performance metrics.
- Continued analysis of the relationship with government curriculum-based content

In 2025, EduSpots has four full-time Regional Coordinators who are responsible for Catalyst mentorship and tracking, with a dedicated new Head of Leadership Programmes introduced to focus specifically on developing local team building and partnerships. A comprehensive updated Catalyst guide book for implementing our model has been sent to all Spot teams.



Scan here to read the full report from Expectation State.





EXPANDING SPACES: SAVELUGU SPOT'S STORY

A Spark's perspective:

It has boosted the confidence level of everybody and we have been able to work as a team which has been amazing. I will work hard in order to become a volunteer, so that I will help my community members and educate them on how to use the library.

(Yaw George Atsu, EcoSTEM club member)

A Catalyst and teacher's viewpoint:

It's a dream come true. Before, when we came for our Ignite Equity session, we had to wait for EduLit to finish, but now we have a spacious library where we can all work together, it's so exciting and awesome.

I've learnt a lot about teamwork in EduSpots – when you want to do a task, you don't have to do it alone.

(Okomongye Diana, teacher and Catalyst)



Aged 19, Nimatu Abdul-Rahman founded Savelugu Spot in 2019 in a small office space in the school she attended, aiming to improve literacy outcomes for students coming after her.

In 2024, in partnership with the PTA who part funded the building, Savelugu Spot runs in a spacious solar-powered facility overseen by a Spot Management Committee.

SAVELUGU SPOT IN NUMBERS:

Open Hours
- **6** days a week
- **7** evenings a week

8 schools using the Spot

Catalysts

12 Active Catalysts including students, teachers and nurses

- **Yaw Pele** (Catalyse Leadership Programme participant)
- **Adam Ibrahim** (Peer Mentor)
- **Nimatu Abdul-Rahman** (Catalyst Committee Vice-Chair)

467 learners using the Spot

CLUBS RUNNING

- EduKidz
- DigiLit
- EcoSTEM
- Ignite Equity
- Spot Lead
- Spot Management Committee

RESOURCE MOBILIZATION



78% of Spots have secured local funding or partnerships to support ongoing operations.

(Expectation State,Independent Evaluation, 2025)

EduSpots' model has a focus on training and supporting local Catalysts to acquire their own funds and resources through community mobilisation; we also fostered partnerships to support with some resource distribution.



BOOKS

1,360	New books by local authors
3,729	New books from Book Aid International and Books for Africa
3,531	Donated books
1,560	Printed EduSpots' own titles
2000+	Books collected by local teams

The reading and writing skills of club members (which include learners from other schools) have improved, as have their creativity and ability to think critically in solving problems.

(Catalyst, Independent Evaluation, Expectation State)

97% of learners surveyed reported an improvement in reading and writing skills, with 60% noting a significant improvement through EduSpots.

(Expectation State,Independent Evaluation, 2025)

DIGITALISATION

EduSpots embeds digital skills training for Catalysts and learners across its programme design. We distributed the following devices in 2024:

106	Tablets
50	Wi-Fi kits
10	Projectors
10	Laptops



> ***This is my first time to have an opportunity to use a tablet. The experience cannot easily be forgotten due to the "talking" Alexa feature on the tablet.***
>
> **Alhassan Ragadawu, EcoSTEM club member at Kalpohin Spot, Tamale**

ONE CATALYST IN AHENKRO SPOT COMMENTS THAT:

> ***The tablets have created a modern, inclusive and engaging learning environment that is supporting learners' academic and personal growth and increasing interest in education.***

The EduSpots App

In 2024, EduSpots developed an app to enable Catalysts and staff to register Catalysts and learners effectively, access EduSpots' programmes and mentoring, and have live information of Spot activities. In 2024, over 300 Catalysts and 2,000 learners were registered.



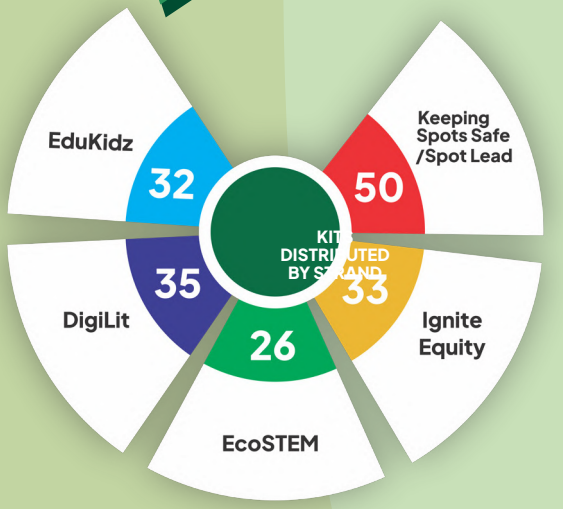




SPECIALISED RESOURCE KITS

> ***Now, we focus on learning through hands-on experience and ensure everyone participates. We also use visuals in teaching with a projector.***
>
> (Catalyst, Expectation State, Independent Evaluation, 2025)

The strand resource kits serve as **invaluable tools to facilitate a learning process that is interactive, student-centred and inclusive** with packs of monthly challenges guiding Catalysts and learners in practical project-based learning alongside practical and sustainable tools such as Dext Technology STEM kits, phonics sliders and wider teaching aids.





> **Beyond books, EduSpots encouraged practical, real-world problem-solving. We worked on projects like designing solar-powered lamps for students without electricity and repurposing waste materials into useful products.**
> **This hands-on approach fueled my passion for engineering and shaped my decision to pursue Electrical and Electronics Engineering.**
>
> (Rahim, Spark now Catalyst, Sakasaka Spot)



LOCAL GRANTS

Catalysts were given **166,410 Ghana Cedis (£8,913.83)** in grant funding to design projects across 4 areas:

> ***The Spot has become a hub for more than just education. We now use it to organise community clean-up drives and awareness campaigns.***
>
> **(Community elder, Expectation State, 2025)**

1



THE CATALYSE LEADERSHIP PROGRAMME:

Catalyse Project Grants for all participants.

Example: Mohammed Fuseini using STEM kits in Dulugu transforms science education across the district.

2

SUSTAINABLE ENTERPRISES TO SUPPORT MENSTRUAL HYGIENE CHALLENGES.

Example: Learners and Catalysts in Ameyaw create soap to sell to create income for sanitary pads.



3



TO SUPPORT COMMUNITY ENGAGEMENTS IN KEEPING SPOTS SAFE.

Example: Catalysts and learners in Abofour engage local parents using the Keeping Spots Safe picture cards.

4

GREEN SPOT INNOVATION CHALLENGE:

Spots were given 10,000 cedis to design an intervention that solved a local environmental problem.

Example: Ideas ranged from school-wide plastics recycling and upcycling initiative in Abofour, to student-led tree planting and nurturing in Aboabo No 4 Spot.



EDUSPOTS' GROWTH: 2022-2024

This table reflects our collected data across 2022–2024, with ongoing advancements made here in 2025 via the introduction of the EduSpots' app. Note that some changes are due to advances in data collection across the Spots. **From 2022–2024, EduSpots had a consistent number of 50 Spots in the network with the figures below therefore reflecting local growth.**

	2022	2023	2024	PERCENTAGE CHANGE FROM 2023-2024	
Number of active Catalysts	274	337	368	↗	9 % increase
No of monthly challenges submitted		427	611	↗	43% increase
Total literacy sessions (now DigiLit)	421	668	997	↗	49 % increase
EcoSTEM sessions	225	269	900	↗	335% increase
Ignite Equity sessions			1,005	→	New strand
EduKidz sessions			1022	→	New strand
Keeping Spots Safe engagements			282	→	New formal strand
Other community-led activities	95	148	404	↗	273% increase
Spot management committees held		148	298	↗	201 % increase
Average opening hours (day time)	4.9	4.4	5	↗	11 % increase
Average opening hours (evening)	3	3.4	2	↘	59 % decrease Due to school-based Spots shift
Recorded books borrowed	1,343	2,268	11,313	↗	499 % increase
Local funds raised	6,467.9	10,813.9	35,000	↗	3229 % increase
Organisational funds raised	£76.67k	£171,415	£268,212	↗	56.5% increase
Staff team (full time equivalent)	5	9	17	↗	88.89% increase



OTHER HIGHLIGHTS:

We were selected for the Dovetail Impact Foundation's Acceleration Portfolio.

Professor Gloria Agyemang, Executive Dean at Royal Holloway's School of Business and Management, University of London, was appointed Chair of Trustees of EduSpots Global.

Professor Elsie Effah Kaufmann, Dean of the School of Engineering Sciences at the University of Ghana, and televised NMSQ Quiz Mistress, became EduSpots' Patron in Ghana.

Cat Davison, CEO, was selected as a Gratitude Network fellow and gave a TedTalk: How to Build a Movement for Community-Led Education at Academic City University, Accra

With thanks to all those supporting the journey to #OurCollectiveFuture, including the following...

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF EDUSPOTS (UK)

I report on the financial statements of the charity for the year ended 31 December 2024

Responsibilities and Basis of Report

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 charity's accounts carried out under section 145 of the 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

Since the charity's gross income exceeded £250,000, your examiner must be a member of a body listed in section 145 of the Act. I confirm that I am qualified to undertake the examination because I am a member of the Association of Chartered Certified Accountants (ACCA), which is one of the listed bodies.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008, other than any requirement that the accounts give a 'true and fair view', which is not a matter considered as part of an independent 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.

Shruti Soni

Shruti Soni FCCA FCIE

Date: 23 October 2025

Shruti Soni Ltd ● Chartered Certified Accountants

117a St. John's Hill, Sevenoaks TN13 3PE

FINANCIAL STATEMENTS OF THE CHARITY FOR THE YEAR ENDED 31 DECEMBER 2024

For the year ended 31 December 2024

	Note	2024 Unrestricted £	2024 Restricted £	2024 Total £	2023 Unrestricted £ (Restated)	2023 Restricted £ (Restated)	2023 Total £ (Restated)
Income from:							
Donations and grants	3	108,094	160,518	**268,612**	61,324	118,472	179,796
Charitable activities		–	–	**–**	500	–	500
Total income		108,094	160,518	**268,612**	61,824	118,472	180,296
Expenditure on:							
Raising funds		60	–	**60**	1,054	–	1,054
Charitable activities							
Ignite, Catalyse and Peer Mentoring programmes		29,236	132,493	161,729	26,961	41,915	68,876
Building & Furnishing Libraries		456	8,106	8,562	354	24,045	24,399
Project & Programme Delivery		16,990	2,090	19,080	11,917	–	11,917
Online Courses & School		1,488	–	1,488	2,652	–	2,652
Literacy Resources & Distribution		–	–	–	–	9,280	9,280
Travel		383	410	793	2,563	–	2,563
Media, Marketing & IT		280	–	280	259	–	259
App Development		–	5,462	5,462	–	–	–
Monitoring & Evaluation		776	5,400	6,176	1,050	1,590	2,640
Consultancy costs		33,510	1,610	35,120	19,768	600	20,368
Recruitment		1,156	–	1,156	568	–	568
Insurance		252	–	252	414	–	414
Trustee & Volunteer training		52	–	52	368	–	368
Events		1,279	–	1,279	–	–	–
Independent Examination Fee		1,060	409	1,469	1,470	–	1,470
Just Giving / Big Give fees		734	–	734	1,404	–	1,404
Bank charges		77	–	77	16	–	16
Total expenditure		87,789	155,980	**243,769**	70,818	77,430	148,248
Net income / (expenditure) for the year		20,305	4,538	**24,843**	(8,994)	41,042	32,048
Transfers between funds		–	–	–	(2,474)	2,474	–
Net movement in funds		20,305	4,538	**24,843**	(11,468)	43,516	32,048
Reconciliation of funds:							
Total funds brought forward		14,894	57,645	**72,539**	26,362	14,129	40,491
Total funds carried forward	10	35,199	62,183	**97,382**	14,894	57,645	72,539

All of the above results are derived from continuing activities. There were no other recognised gains or losses other than those stated above. Movements in funds are disclosed in Note 10 to the financial statements.

As at 31 December 2024

	Note	2024 £	2024 £	2023 £ (Restated)	2023 £ (Restated)
Current assets:					
Debtors	7	2,267		8,879	
Cash at bank and in hand		104,855		69,832	
		107,122		78,711	
Liabilities:					
Creditors: amounts falling due within one year	8	9,740		6,172	
Net current assets / (liabilities)			97,382		72,539
Total assets less current liabilities			97,382		72,539
Total net assets / (liabilities)	9		97,382		72,539
The funds of the charity:	10				
Restricted income funds			62,183		57,645
Unrestricted income funds:					
General funds		35,199		14,894	
Total unrestricted funds			35,199		14,894
Total charity funds			97,382		72,539

These financial statements were approved by the Trustees on and signed on their behalf by

Signature	Print Name	Date of approval
	**Gloria Agyemang**	**22nd October 2025**

NOTES TO THE FINANCIAL STATEMENTS

for the year ended 31 December 2024

1 Accounting policies

a) Basis of preparation

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) 2019, the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy or note.

In 2024, the charity adopted accrual basis of accounting. The 2023 comparative figures have been restated to adjust for debtors and creditors at the year end due to transition from cash basis of accounting to accruals basis.

b) Public benefit entity

The charitable company meets the definition of a public benefit entity under FRS 102.

c) Going concern

The trustees consider that there are no material uncertainties about the charitable company's ability to continue as a going concern.

There are no key judgements that the charitable company has made which have a significant effect on the accounts.

The trustees do not consider that there are any sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

d) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the income have been met, it is probable that the income will be received and that the amount can be measured reliably.

Income from government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

Income received in advance of the provision of a specified service is deferred until the criteria for income recognition are met.

e) Fund accounting

Restricted funds are to be used for specific purposes as laid down by the donor. Expenditure which meets these criteria is charged to the fund.

Unrestricted funds are donations and other incoming resources received or generated for the charitable purposes.

Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

1 Accounting policies (continued)

f) Expenditure and irrecoverable VAT

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably.
Expenditure is classified under the following activity headings:

- Costs of raising funds relate to the costs incurred by the charitable company in inducing third parties to make voluntary contributions to it, as well as the cost of any activities with a fundraising purpose
- Expenditure on charitable activities includes the costs of provision of space and services undertaken to further the purposes of the charity and their associated support costs
- Other expenditure represents those items not falling into any other heading

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

2 Post Balance Sheet events

In 2025, it was identified that EduSpots Ghana, a connected organisation based in Ghana, had been the victim of fraud. The total amount involved in 2024 is estimated at approximately £13,474 (GHS 194,225), which has been 100% recovered in 2025. The incident has been reported to the appropriate authorities in Ghana and the UK. Given the amount donated to EduSpots by senior staff and trustees in 2024 and 2025, we are confident that no donor funds were adversely affected. EduSpots Ghana and EduSpots Global have worked closely together in 2025 to review all financial policies and procedures, and tighten its financial controls on the Ghana Ecobank account.

3 Income from donations and grants

	Unrestricted £	Restricted £	2024 Total £	2023 Total £ (Restated)
Donations	8,992	14,185	**23,177**	55,175
Grants	99,102	146,333	**245,435**	124,621
	108,094	160,518	**268,612**	179,796

Of the total income of £179,796 in 2023, £118,472 was restricted and £61,324 was unrestricted

4 Related party transactions

EduSpots (also known as EduSpots UK or EduSpots Global) carries out its charitable activities in Ghana through EduSpots Ghana, an independent sister organisation registered in Ghana. Professor Gloria Agyemang, Chair of the Board of Trustees of EduSpots UK, also serves as a Director of EduSpots Ghana, while Catherine Davison holds the position of Chief Executive Officer in both organisations.

During the year, Trustee, Katie Allen East (joined as Trustee on 28 January 2025), was remunerated £18,440 (2023: nil) for project delivery and consultancy services provided before her appointment. CEO, Catherine Davison, was remunerated £9,000 (2023: nil) for project delivery and consultancy services provided to the charity. £3,000 was accrued at year end for Catherine's remuneration. No trustees were reimbursed any expenses incurred during their office as trustee during the year (2023: nil). Unrestricted donations of £99 were received during the year from a trustee (2023: £nil). No restricted donations were received from trustees during the year. (2023: £5,000 from Catherine Davison).

Due to severe banking challenges in UK, funds totaling £57,000 (2023: £20,000 though Adam Khanbhai and £75,794 through Catherine Davison) have been transferred to Eduspots Ghana using personal bank accounts of the trustee, Adam Khanbhai. This has been fully documented, approved and only done when there was no other option.

5 Grant Payments

During the year, total expenditure includes grant payments amounting to £172,965 (2023: £95,794) made by EduSpots UK to EduSpots Ghana in support of its charitable programmes. These grants were directed towards the Ignite, Catalyse and Peer Mentoring Programmes, Building & Furnishing Libraries and Literacy Resourses & Distribution programmes.

6 Taxation

The charity is exempt from corporation tax as all its income is charitable and is applied for charitable purposes.

7 Debtors

	2024 £	2023 £
Prepayments	–	–
Accrued income	2,267	8,879
	2,267	8,879

8 Creditors: amounts falling due within one year

	2024	2023
	£	£
Accruals	9,740	6,172
	9,740	6,172

9 Analysis of net assets between funds at the end of year

	General unrestricted £	Designated £	Restricted £	Total funds £
Tangible fixed assets	–	–	–	–
Net current assets	35,199	–	62,183	97,382
Net assets at the end of the year	**35,199**	**–**	**62,183**	**97,382**

Analysis of net assets between funds at the start of year

	General unrestricted £	Designated £	Restricted £	Total funds £
Tangible fixed assets	–	–	–	–
Net current assets	14,894	–	57,645	72,539
Net assets at the end of the year	**14,894**	**–**	**57,645**	**72,539**

10 Movements in funds

During the year	At the start of the year £	Income & gains £	Expenditure & losses £	Transfers £	At the end of the year £
Restricted funds:					
Brian Murtagh Charitable Trust – Ignite staff	450	–	(450)	–	–
The Evan Cornish Foundation – Ignite	1,859	–	(1,859)	–	–
Chalk Cliff Trust – refurb of Savelugu Spot	1,721	–	(1,721)	–	–
The Souter Charitable Trust – Elmina	837	–	(837)	–	–
British & Foreign Schools Society (BFSS) – Ignite	6,858	18,003	(24,861)	–	–
Carmela and Ronnie Pignatelli Foundation – Savelugu Spot	2,500	–	(2,500)	–	–
CB & HH Taylor Trust – Savelugu Spot	1,000	–	(1,000)	–	–
The De La Rue Trust – Savelugu Spot	2,000	–	(2,000)	–	–
W F Southall Trust – Peer mentors	2,856	–	(2,856)	–	–
Kwadwo's Drive for Digitalisation (JustGiving)	1,263	–	(1,263)	–	–
Kwabena's EduSpots Drive for Digitalisation (JustGiving)	13,563	–	(6,830)	–	**6,733**
Big Give	22,738	14,185	(21,603)	–	**15,320**
The Farthing Trust – Ignite programme	–	14,000	(14,000)	–	–
EA Foundation – Payment 1 – Catalyst Programme	–	33,126	(22,008)	–	**11,118**
The Coles-Medlock – Ignite Equity Programme	–	8,294	(4,984)	–	**3,310**
Belacqua Charitable Trust – Savelugu library	–	2,000	–	–	**2,000**
Gilchrist Educational Trust – spot furniture	–	1,000	–	–	**1,000**
The William Leech Charity – Zangbalun Spot	–	3,000	–	–	**3,000**
Fonthill Foundation – Digitalisation project	–	17,690	(17,690)	–	–
Brian Murtagh Charitable Trust – Spot Safeguarding	–	6,375	(6,267)	–	**108**
Gower Street Grant – to cover first year's costs for maintenance of the EduSpots app	–	6,600	(5,462)	–	**1,138**
The Ashworth Charitable Trust – restricted grant (Zangbalun)	–	3,000	–	–	**3,000**
Eleanor Rathbone Charitable Trust – restricted grant for Ignite equity (girls clubs)	–	1,000	(142)	–	**858**
Chalk Cliff Trust – resources/books for Ignite Academies	–	5,000	(5,000)	–	–
Small grants – Books	–	2,500	(2,500)	–	–
King Charles III charitable Fund – Ignite	–	5,000	(5,000)	–	–
Gower Street – external evaluation of EduSpots' model and impact to date	–	8,995	(3,000)	–	**5,995**
Allan & Nesta Ferguson Charitable Trust – Ignite	–	10,000	(1,397)	–	**8,603**
The N Smith Charitable Settlement – Savelugu Spot	–	750	(750)	–	–
Total restricted funds	57,645	160,518	(155,980)	–	**62,183**
Unrestricted funds:					
General funds	14,894	108,094	(87,789)	–	**35,199**
Total unrestricted funds	14,894	108,094	(87,789)	–	**35,199**
Total funds	72,539	268,612	(243,769)	–	**97,382**

10 Movements in funds (continued.....)

During previous year	At the start of the year £	Income & gains £	Expenditure & losses £	Transfers £	At the end of the year £
Restricted funds:					
Nick Baldock - donation for Elmina project	1,400	-	(1,400)	-	-
Jephcott Charitable Trust - Elmina Solar and furniture fit out	6,729	-	(6,729)	-	-
EF Rathbone Charity - STEM summer camps	1,000	-	(1,000)	-	-
The Coles-Medlock Foundation - Ignite programme	5,000	-	(5,000)	-	-
LIV CHA and VO Kitchen Table Charities Trust - Resources & repairs for Spots	-	6,000	(5,974)	(26)	-
Brian Murtagh Charitable Trust - Ignite staff	-	3,750	(3,300)	-	**450**
The Evan Cornish Foundation - Ignite	-	2,500	(641)	-	**1,859**
Chalk Cliff Trust - refurb of Savelugu Spot	-	5,000	(3,279)	-	**1,721**
British & Foreign Schools Society - Ignite	-	16,000	(16,000)	-	-
The William Leech Charity - Elmina	-	2,000	(2,000)	-	-
Fonthill Foundation - Ignite	-	5,000	(5,000)	-	-
Fonthill Foundation - Ignite	-	5,000	(5,000)	-	-
The Morel Trust - Elmina	-	2,500	(2,500)	-	-
Oakdale Trust - Elmina	-	1,000	(1,000)	-	-
Fonthill Foundation - Ignite	-	3,000	(3,000)	-	-
The Souter Charitable Trust - Elmina	-	2,000	(1,163)	-	**837**
British & Foreign Schools Society (BFSS) - Ignite	-	9,878	(3,020)	-	**6,858**
Carmela and Ronnie Pignatelli Foundation - Savelugu Spot	-	2,500	-	-	**2,500**
CB & HH Taylor Trust - Savelugu Spot	-	1,000	-	-	**1,000**
The De La Rue Trust - Savelugu Spot	-	2,000	-	-	**2,000**
W F Southall Trust - Peer mentors	-	3,000	(144)	-	**2,856**
Kwadwo's Drive for Digitalisation (JustGiving)	-	1,263	-	-	**1,263**
Kwabena's EduSpots Drive for Digitalisation (JustGiving)	-	13,563	-	-	**13,563**
Big Give	-	31,518	(8,780)	-	**22,738**
Transfer from Designated Funds	-	-	(2,500)	2,500	-
Total restricted funds	14,129	118,472	(77,430)	2,474	**57,645**
Unrestricted funds					
General funds	26,362	61,824	(70,818)	(2,474)	**14,894**
Total unrestricted funds	26,362	61,824	(70,818)	(2,474)	**14,894**
Total funds	40,491	180,296	(148,248)	-	**72,539**

10. Movements in funds (continued)

TRANSFERS:

Transfers from restricted to general funds represent core costs and overheads charged to general funds covered by the restricted grants.

Purposes of Restricted Funds

REFURBISHMENT OF SAVELUGU SPOT:

The library is fully furnished with bookcases, tables (for early years learners and adults), book boxes for younger readers, and a wider range of books alongside a selection of local storybooks and textbooks chosen by the local team. The installation of solar power will serve as a source of sustainable energy for the centre, enabling the operation of lights, computers, and other digital educational tools.

REFURBISHMENT OF ZANGBALUN SPOT:

The expanded solar-powered Spot will use the Dream Spot Model and will serve as a fantastic community hub for education and learning, offering a safe and inclusive environment for children and young people to access high-quality educational resources, homework support, and a spacious study space. Local community volunteers will continue to lead regular educational clubs, with safeguarding and other community-led initiatives.

ELMINA – CONSTRUCTION OF NEW SPOT:

The fantastic new space has been completed and includes learning spaces for adults and children of all ages, with books appropriate to all age groups. It is also equipped with flexible IT stations, with plans to equip the space with IT facilities over time, alongside whiteboards and a projector screen.

The Spot was constructed in partnership with We-Building, an organisation supporting sustainable architecture projects, who voluntarily donated their time to support the design and development of the project, working with AIConstruct. The Spot is run by solar power, has natural ventilation, and is designed to endure over time. It is also raised from the ground to ensure the building is not affected by local flooding, with plans for further development of the downstairs space over time.

Elmina Spot is also used as a training venue for Catalysts and staff.

THE IGNITE PROGRAMME:

The Ignite Programme is EduSpots' pioneering community education programme, equipping 400 community-based volunteers named 'Catalysts' with the skills to run inclusive, engaging, and practical educational activities for learners of all ages, develop their community-owned learning spaces, and become active citizens and leaders, using the new EduSpots app and digital tools effectively in this process.

PEER MENTORING PROGRAMME:

EduSpots has run a Peer Mentoring Programme since 2021, with the aim of enabling existing experienced Catalysts to share learnings with the wider network in specific roles that also aim to advance their own professional development, network engagement, and impact at their Spots.

CATALYST PROGRAMME:

Through the 2025 Catalyse Leadership Programme, we enable 50 community-based Catalysts to catalyse change in their communities through their leadership of 50 community-owned library-education spaces named 'Spots', involving over 10,000 learners in fun, co-creative, and imaginative educational opportunities.

SPOT FURNITURE:

Our Spots have a list of classroom furniture (tables, chairs, bookshelves) needed at their centres, which will enable them to improve conditions for the children and their learning. Materials and resources such as additional furniture are all purchased or made locally wherever possible.

BOOKS:

To purchase books by African authors and local textbooks suitable for primary, secondary, and young adult readers. We purchase books locally (in Ghana) wherever possible, selecting a range of exciting, established, and up-and-coming Ghanaian and wider African authors.

DIGITALISATION:

The aim is to equip all 50 Spots with at least one digital learning device, alongside the training and Spot visits needed to ensure that the impact of the technology is sustained.

SAFEGUARDING:

Keeping Spots Safe is not just a strand of our work. It is a bold, community-rooted movement that is reimagining what safeguarding can mean in schools and communities across Ghana. Instead of treating safety as a policy checklist, it places care, trust, and youth voice at the centre of education.

ADDITIONAL FINANCIAL INFORMATION

Statement of Public Benefit

The Trustees have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing their aims and objectives and in planning future activities. In particular, the Trustees consider how planned activities will contribute to the aims and objectives of the charity.

Financial Review

The charity's total income during the year was £268,612 (2023: £180,296), of which £108,094 (2023: £61,824) was unrestricted and £160,518 (2023: £118,472) was restricted. Expenditure during the year was £243,769 (2023: £148,248), of which £87,789 (2023: £70,818) was unrestricted and £155,980 (2023: £77,430) was restricted. Net income for the year stood at £24,843 (2023: £32,048), of which £20,305 (2023: -£8,994) was unrestricted and £4,538 (2023: £41,042) was restricted.

Reserves Policy

The trustees aim to hold 3 months of direct charitable expenditure as reserves, which allow the charity to work efficiently and meet the needs of its members and activity participants. The unrestricted funds available to the charity as of 31 December 2024 were £35,199 (2023: £14,894 restated). The funds were carried forward to be spent in future years.

Grant-making Approach

EduSpots' UK gives grants to EduSpots Ghana in line with the agreements made with donor organisations and individuals, and in response to needs in line with our agreed Theory of Change 2025. EduSpots has a Community Grants Policy which covers the process for which communities apply for, spend and report on small community grants for items such as furniture, books and renovation work.

Going Concern

The Trustees are satisfied that the charity will continue to be a going concern for the foreseeable future

Policies and Reporting

EduSpots has a wide range of global policies to guide our work and best practice, including on Anti-bribery, Fraud, and Corruption, Safeguarding, Financial Strategy and Internal Controls, Whistleblowing and Data Protection, which apply to EduSpots personnel and operations in all global locations. We have a clear incident reporting protocol agreed with the Board of Trustees.
All staff are obliged to move through safeguarding and anti-fraud training annually, with all serious incidents reported to donors and the Charity Commission.

Serious Incidents

Despite our commitment to the prevention of misuse of funds and strong financial controls, the reality is that fraud continues to be a risk area for all organizations. In 2025, we discovered a material fraud on our partner, EduSpots Ghana's, Ecobank account, which is still under investigation. 100% of the money lost in 2024 has been recovered in 2025. Further information can be found in the accounts section. This matter was shared with the UK Charity Commission, key donors, and the relevant authorities in Ghana, including the police.

In 2025, we have reviewed all our financial policies and procedures, introduced further anti-fraud and wider financial training for staff, and required EduSpots Ghana to tighten its financial controls on the Ghana Ecobank account.

Trustee Responsibilities

The trustees are responsible for preparing the Trustees' Annual Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

The law applicable to charities in England & Wales requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the trustees are required to:

a) select suitable accounting policies and apply them consistently;

b) observe the methods and principles in the Charities SORP;

c) make judgments and accounting estimates that are reasonable and prudent;

d) state whether applicable UK accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;

e) prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Trust will continue in operation.

The Trustees are responsible for keeping proper accounting records that are sufficient to show and explain the Trust's transactions and disclose with reasonable accuracy at any time the financial position of the Trust and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the Trust and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities

This report was approved by the Trustees on 22nd October 2025 and signed on their behalf by:



Professor Gloria Agyemang
Chair of Trustees, EduSpots UK

ANNUAL AWARDS 2024

Spot Award Winners 2024

These recognitions were given after reflecting on the Spot's achievements and activity across the respective areas across 2024.

AWARD	SPOT
Spot of the Year	Ameyaw (Techiman)
Spot Team of the Year	Savelugu, (Runner-up: Akumadan)
New Spot of the Year	Wodome Akatsi
Long-term Impact Award	Abofour
Most Entrepreneurial Spot	Sakasaka, (Runner-up: Akumadan)
Keeping Spots Safe Awards	Funkoe, Elmina, Akumadan, Nkonya, Bono Manso

Strand Award Winners 2024

These awards were determined by participation in EduSpots' monthly challenges across a year period, with a prize of 2000 cedis for the winner of each strand, to be spent on Spot resources.

AWARD	SPOT
EduLit Club of the Year 1st Place	Wodome Akatsi
EduLit Club of the Year 2nd Place	Ameyaw (Techiman)
EduLit Club of the Year 3rd Place	Abofour
EcoSTEM Club of the Year 1st Place	Akumadan
EcoSTEM Club of the Year 2nd Place	Abofour
EcoSTEM Club of the Year 3rd Place	Agbledomi
Ignite Equity Club of the Year 1st Place	Ameyaw
Ignite Equity Club of the Year 2nd Place	Abofour
Ignite Equity Club of the Year 3rd Place	Ampatano
EduKidz Club of the Year 1st Place	Agbledomi
EduKidz Club of the Year 2nd Place	Ampatano
EduKidz Club of the Year 3rd Place	Ekumfi
Spot Lead 1st Place	Agbledomi
Spot Lead 2nd Place	Ejura
Spot Lead 3rd Place	Joska and Nkonya

National Individual Award Winners 2024

These recognitions were given as a result of consistent Catalyst activity, and commitment to the Spot and the wider network in their respective areas.

AWARD	INDIVIDUALS	SPOT
Catalyst of the Year	Janet Owusuaa Kakari	(Ameyaw)
Youth Catalyst of the Year	Alhassan Bako	(Kalpohin)
Junior Catalyst of the Year	Abdul Manaf Abdul Rahman	(Abofour)
Learner of the Year 1st Runner Up 2nd Runner Up	Hawawu Abdul Kaadri Abubakari Kabiru Lawrencia Eshun	(Yamfo) (Sakasaka) (Ampatano)
Social Media Ambassador of the Year	Gifty Dinbian	(Akumadan)
Peer Mentors of the Year	Nimatu Abdul Rahman Abdul Wadud Suleiman	
EduLit Catalyst of the Year	Janet Owusuaa Kakari	(Ameyaw)
EcoSTEM Catalyst of the Year	Joshua Agyemang	(Akumadan)
EduKidz Catalyst of the Year	Rita Otabil Mavis Apore	(Ampatano) (Gomoa Manso)
Ignite Equity Catalyst of the Year Runner-Up	Addae Amponsah Janet Bernice Bening	(Abofour) (Ameyaw)
Spot Lead Catalyst of the Year	John Kofi Nuvormawor	(Agbledomi)
International Catalyst of the Year	Adeline Cheung	
Intern of the Year	Madeleine McBroom	
Exceptional contribution to EduSpots	Sarah Davis (3 years as voluntary Finance Officer)	

Regional Individual Award Winners 2024

These recognitions were given as a result of consistent all-round Catalyst activity, and commitment to the Spot and wider network.

AWARD	INDIVIDUAL	SPOT
CATALYST OF THE YEAR, NORTHERN CLUSTER		
Winner Runner-Up	Adam Ibrahim Mohammed Fuseini	(Savelugu) (Dulugu)
CATALYST OF THE YEAR, CENTRAL/WESTERN CLUSTER		
Winner 1st Runner Up 2nd Runner Up	Solomon Lartey Daniel Manso Rita Otabil	(Funkoe) (Dadwen) (Ampatano)
CATALYST OF THE YEAR (VOLTA CLUSTER)		
Winner 1st Runner Up 2nd Runner Up	John Nuvormawor Gabriel Katabo Rita Tuglo	(Agbledomi) (Wodome Akatsi) (Metsrikasa)
CATALYST OF THE YEAR (MIDDLE CLUSTER)		
Winner 1st Runner Up 2nd Runner Up	Janet Owusuaa Kakari Kadir Hamid Enoch Tetteh Young	(Ameyaw) (Yamfo) (Nkonya)

Partner and Supporter Awards

These awards are given in recognition of some exceptional supporters, with thanks to all the individuals and organisations that funded our work in 2024.

AWARD	
Partner Organisation of the Year	mc2h foundation
Partner School of the Year	Sevenoaks School
EduChamp of the Year	Katie Couldrey
Supporter Group of the Year	Warwick University Economics Society



We're not just implementing a pre-set model. Our ideas and experiences are actively shaping how EduSpots evolves. It's truly a collaborative effort.

(Catalyst, Ameyaw Spot, Independent Study, 2025)

SPOTLIGHTS

mc2h foundation



The mc2h foundation boldly confirmed their support in EduSpots through agreeing to a 3 year partnership focused on unrestricted funding.

The mc2h foundation have also introduced us to individuals who became advisory group members, nominated us for wider funding opportunities, acted as a referee for other applications and created a learning partnership with other education NGOs working in Northern Ghana

Sevenoaks School

Through the commitment of English teacher, Anne Durnford, Sevenoaks School have continued to provide weekly support through providing technical and design work support to the DigiLit education strand, also supporting fundraising events and wider ambassador work!

The Director of Teaching and Learning, Mark Beverley, has been a key supporter through EduSpots' advisory group.



Katie Couldrey



Katie has been a consistent Ambassador for EduSpots' work since its birth, constantly campaigning for EduSpots during campaigns such as the Big Give Campaign, and the 100 Club, also joining herself.

She has run fundraising auctions and given vital advice into our schools fundraising strategy; fundamentally, always cheering for the whole team along our journey!

OUR FUTURE PLANS

The model's ability to be replicated and the general benefits derived by the community indicate its potential to make a lasting impact in diverse contexts, positioning EduSpots as a promoter of educational equity and community.

(Expectation State, 2025)

After a decade of Catalysts and staff working hand in hand to shape our unique model for community-led education and strengthening our organizational systems, EduSpots is entering a bold new phase. The next phase will see 50 new Spots join through a process co-created with local leaders.

This expansion directly responds to the growing demand from local teams seeking to join our network, amidst rising educational inequity, economic challenges and digital exclusion.

Education Hub

With an established tech-support Education Hub and a dedicated team of full-time specialists in place, we are fully equipped to grow efficiently, delivering increased impact while benefiting from economies of scale.

Keeping Spots Safe

We are also strengthening our Keeping Spots Safe certificate, ensuring that every learner and Catalyst understands their rights and responsibilities and has the tools, knowledge and understanding to raise their voice to affect change.

Community Leadership

Finally, we are further developing our core leadership programmes, working alongside local leaders in strengthening community-based fundraising and income generation, also further embedding environmental sustainability and gender equity across the Spot model and wider programme design.

In 10 years time, I'd like to become a staff of EduSpots, helping and mentoring great Catalysts like me. My Spot will have given birth to 10 more Spot and EduSpots will have thousands of Catalysts across the nation.

(Abdul Manaf, Spark & Catalyst, Abofour Spot)



Be Part of the Change

In EduSpots, leadership is teamwork. I've truly learnt that we don't have to do anything alone.

(Okomongye Diana, teacher and Catalyst, Savelugu Spot)



100 Club



JOIN THE 100 CLUB HERE.

Sustainable, long-term support is at the heart of EduSpots' work. By joining The 100 Club, you commit to giving monthly, providing vital funding that allows us to plan with confidence. Your regular support helps us invest in the network of 400+ volunteer Catalysts and expand 50+ community-led Spots. As a member, you'll receive special updates, invitations to key events and recognition for your role in powering a grassroots education movement. Join The 100 Club here.

Fundraising Campaigns

Big Give Christmas Challenge



Each December, EduSpots takes part in the UK's biggest match-funding campaign. Donations made via our Big Give Page are doubled, meaning your support has twice the impact. In 2025, the campaign runs from midday 2 December to midday 9 December, a powerful way to make your giving go further.

Future of Education Challenge



Launched in 2025, the Future of Education Challenge invites schools, communities and supporters to explore how education can evolve in a fast-changing world. Participants build skills in research, creative design and teamwork while raising vital funds to support EduSpots. Apply to join the challenge.

APPLY TO JOIN THE CHALLENGE.

Join EduChamps



Our global community for anyone passionate about community-led education and international development. Support campaigns, fundraising and learning initiatives while turning curiosity into action through EduChamps Talks and our EduChamp of the Month recognition. No financial commitment, just learn, share and amplify our impact! Join EduChamps to be part of a vibrant network shaping the future of education.

SCAN HERE TO SIGN-UP

Corporate & Business Partnerships

We are looking for businesses who want to make a lasting difference. From cause-related campaigns to employee fundraising and matched giving, we co-create initiatives that align business values with educational impact. Corporate support fuels our digital literacy programme, expands access to STEM and climate education and creates meaningful engagement opportunities for staff teams.

Philanthropy & Transformational Giving

EduSpots partners with donors, family trusts and foundations to drive transformational impact. Strategic gifts enable us to increase our impact across Ghana and Kenya, supporting systemic, community-led education. These high-level partnerships are catalytic, shaping our next chapter and ensuring long-term, sustainable change.

Pro-Bono Volunteering

We welcome volunteers who can share professional skills through short-term, pro bono projects. From consultancy to training, communications to fundraising, your expertise can strengthen our team and help us grow our impact. Volunteering with EduSpots is flexible and collaborative, an opportunity to make a tangible difference while learning from a grassroots education movement.

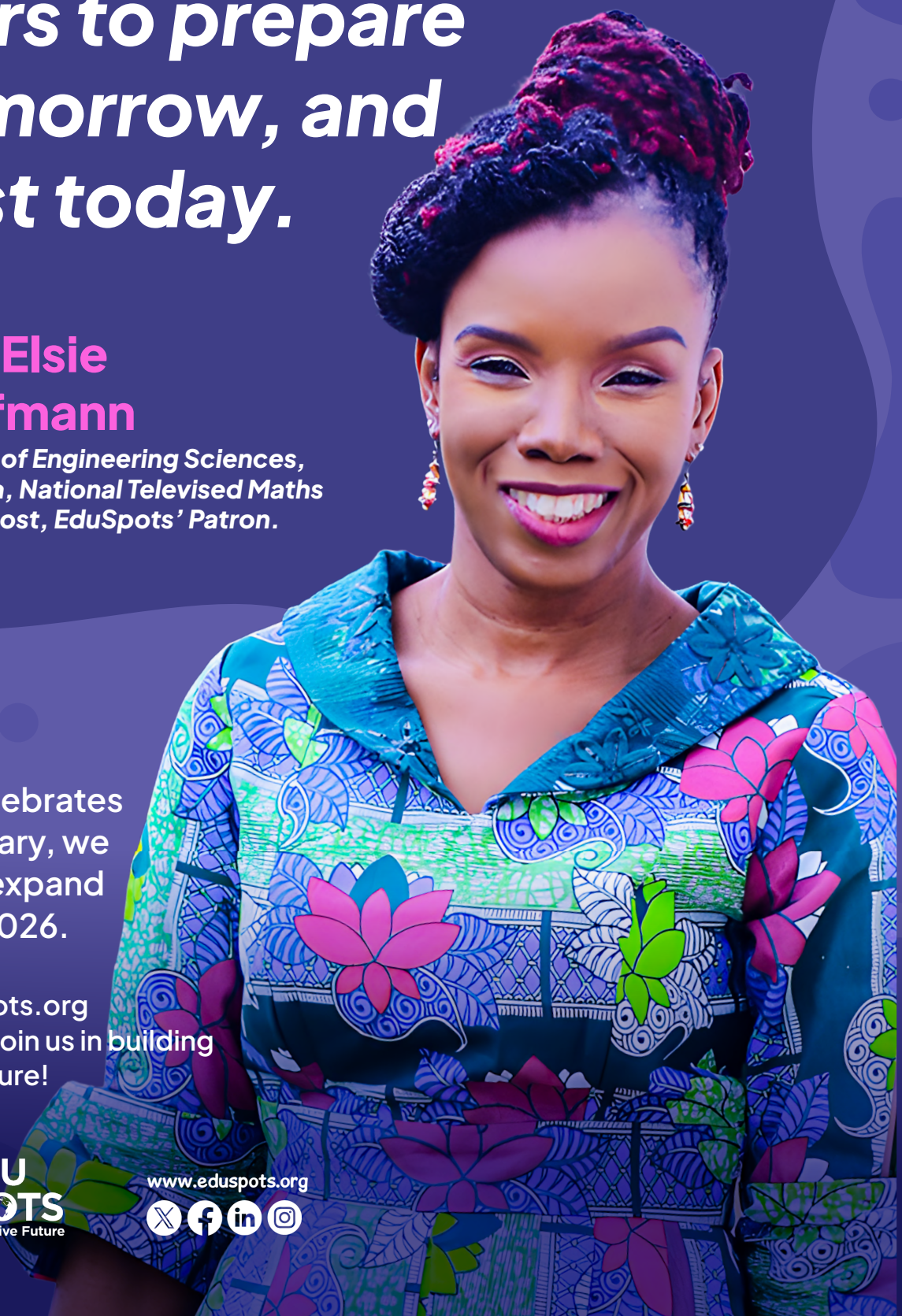
Gifts-in-Kind

Practical support can be just as valuable as financial donations. We especially welcome gifts-in-kind that strengthen our programmes, such as books or digital devices, internet/data bundles, software or learning resources for our Digital Literacy Programme. These contributions directly support Catalysts and Learners, helping bridge the digital divide and expand access to future-ready opportunities.

If you would like to engage on any of the above points,
please email Cat Davison, CEO/Founder at info@eduspots.org

”

Let’s enable our learners to prepare for tomorrow, and not just today.



Professor Elsie Effah Kaufmann

Dean of the School of Engineering Sciences, University of Ghana, National Televised Maths and Science Quiz Host, EduSpots’ Patron.

As EduSpots celebrates its 10th anniversary, we are planning to expand the network in 2026.

Email: info@eduspots.org if you would like to join us in building #OurCollectiveFuture!

10th ANNIVERSARY

EDU SPOTS
Our Collective Future

www.eduspots.org

EduSpots

England & Wales - Charity number 1166734

Accounts

EDU SPOTS
Our Collective Future

2023 ANNUAL REPORT

Community-led, sustainable and transformative education



We connect, train and equip local Catalysts to drive community-led change through education spaces named 'Spots'

UK registered charity 1166734
Ghana Registered NGO Number CG091852019

www.eduspots.org
info@eduspots.org
Follow @eduspots

© EduSpots 2024

Table of Contents

- An EduSpots Story 1
- Welcome Address - Chair of Trustees 2
- Welcome Address - Founder & C.E.O. 3
- Key Charitable Information 4
- Our Theory of Change 5
- Dream Spot Model 6
- 11 Steps to the Dream Spot Model 7
- Our Growth in Statistics 8
- Our Programmes 9
- The Ignite Programme 10
- Most Significant Changes in Communities 11
- Most Significant Changes on Catalysts 12
- Case Study: Zangbalun Spot 13
  1. Regional Academies 14
  2. Strands for Learners 15
     - EduLit strand 16
     - EcoSTEM strand 18
     - Ignite Girls strand 20
     - EduKidz strand 22
     - Spot Ops strand 24
  3. Flexible grant funding 25
  4. Resource support 27
  5. Ignite Talks 28
  6. National conference 29
  7. Graduation event 30
- The Inspire Mentoring Programme 31
- Keeping Spots Safe 33
- Regional Coordinators & Spot Visits 34
- Staff Professional Development 35
- Elmina Spot & Training Centre 36
- Wider educational reach: Online courses 37
- Ambassadors' Network 38
- Drive for Digitalisation 39
- Partnerships & Fundraising 40
- Independent Examiners' Report 41
- Financial Reports 42
- Additional financial information 44
- EduSpots' Network Awards 2023 45







An EduSpots Story

From Sakaska Spot where I was the Project Leader, I came to Techiman on release and transfer by Ghana Education Service. Upon reaching Ameyaw school, I saw that the learners' reading skills were very low so I decided to set up a reading club in the school. I saw that the learners were responding positively so in one of our staff meetings I shared EduSpots' vision, mission and our dreams with my colleagues. Almost all the teachers including the then headmaster showed interest, we applied, and were successful in joining the network in 2023 as one of seven new Spots joining the Ignite Programme Regional Academies.

In Ameyaw Spot we take part in all of the strands: EduLit, Ignite Equity, EcoSTEM, EduKidz and Spot Lead, with clubs running for each, equipped with resource kits. With the support from EduSpots, we have been able to make a lot of changes and impact thousands of learners, teachers, fellow Catalysts and community members.

We have many able up and coming and other already committed catalysts who are always ready to support the Spot. Currently, Ameyaw Spot has the strength of twenty Catalysts, with each Catalyst having a strand to work on.

On the part of the learners I have seen drastic change in their attitudes and behaviors. They now have a positive attitude towards their books, learning, themselves and others. They have also passed through a lot of activities like debate, dramatisation, poetry recitals, dancing, article writing, personal hygiene, menstrual hygiene, career awareness, sexual harassment, to mention but a few. We have been able to bring the community to the school through a lot of activities like a clean-up campaign, the launch of our period poverty social enterprise, and our careers choices session.

We have had a number of parents coming to the school to appreciate us. That they have seen tremendous change in their children's attitudes towards their learning. That is they have improved academically, socially and even the way they dress, talk and conduct themselves have changed. The Director too is very much appreciative of all our activities in the Spot and he wishes that all schools in Techiman Municipality have a Spot.

I have also changed a lot through coming in contact with EduSpots. I have learnt to be receptive, tolerant, patient, and accepting. I now know how to use the internet frequently and how to use Canva for design work. I have also come to understand different behaviours and how to deal with situations that I found myself in. I have also realised that I need to acquire more knowledge and skills needed to manage together with other Catalysts Ameyaw Spot to become a more vibrant Spot where students can come and access knowledge and skills in a violence free environment where students can access knowledge without intimidation.

As long as I have life and good health, I will explore the possibilities in nurturing the learners wherever I find myself, in this community and the country at large. Long live EduSpots! Our Collective Future!!!

Janet Owusuaa Karikari
Ignite Equity Catalyst of the Year
Spot Leader and Founder, Ameyaw Spot
Ameyaw was one of 8 new Spots successfully inducted into the network in 2024.



Welcome Address

from EduSpots' Chair of Trustees



EduSpots' Chair of Trustees,
Professor Gloria Agyemang

It was a privilege to take up the role of EduSpots' Chair of Trustees in January 2024, and lead the trustee team in overseeing the governance of this transformative organisation having joined as a trustee in 2021. I would like to thank Cat Davison for her remarkable leadership of EduSpots' trustee team since its UK registration in April 2016.

The 2023 year was a busy year for EduSpots, with the launch of the new Ignite Programme which trained over 250 Catalysts across 40 communities in EduSpots' core ways of working, educational principles, and in safeguarding practices. The network was inspired by our partnership with Wanderlust Ghana in their 10,000km Drive for Digitalisation from Accra to London, which has enabled us to begin a vital digitalisation process across 2024 - as one Catalyst from Dulugu commented, 'only 2 out of 20 girls in our Spot knew how to turn on a laptop'.

We are grateful for all the existing supporters and donors who continue to believe in our low-cost model for driving community-led change through education; do take a close read of the changes highlighted in this report - as you will see, your support is truly transforming lives across 50 underserved communities.

EduSpots' trustees in 2023 were:

Gloria Agyemang
Gayle Clifford
Catherine Davison
Mark Goodrich
Adam Khanbhai
Amjad Saleem

Catherine Davison stepped down as Chair of Trustees on 13 December 2023, handing this role to Professor Gloria Agyemang.



Welcome Address

from EduSpots' Founder & Chief Executive Officer



EduSpots' Founder / Chief Executive Officer
Cat Davison

2023 was the year the EduSpots network was truly ignited! The introduction of our first regional Ignite Academies enabled over 250 Catalysts to be connected, inspired and equipped to lead change, advancing the quality of educational opportunities of over 10,000 learners.

We also introduced two new learner strands: Ignite Girls, focusing on female empowerment, and EduKidz, offering early years education engagement. As is core to how we work in EduSpots, these introductions came at the request of the Catalysts, alongside 'Spot Lead' for Catalysts which aims to strengthen the Catalysts' leadership capacity.

We are continuing to engage with Catalysts and wider stakeholders on EduSpots' future. In 2024-2025 we are consolidating our programmes and Spot model, embedding our EduSpots' app and digitalisation process and ensuring that 50 Spots in Ghana are actively reflecting our model. We have also joined the Gratitude Network and Dovetail Impact Foundation's accelerator programmes which offer scale-up curriculums, mentorship and wider support.

I would like to thank the staff team for all their creativity, problem-solving and dedication that have made EduSpots' organizational transformation across the past few years possible.

Importantly, this report is dedicated to the commitment and vision of over 300 rural changemakers, a diverse and rich mix of teachers, students and community members who lead EduSpots' work at a community level on an entirely voluntary basis. You are the inspiration of our work, and through EduSpots you are truly driving our vision of uniting to create the futures you want to see for your communities through education.

Key Charitable Information



Our Charitable Objects

To advance education throughout Africa and the UK by the provision of, but not limited to, providing educational courses, assisting in the operation of community-led education centres and providing grants to individuals to further education as trustees from time to time may determine.

Core Information

EduSpots is a UK Registered Charity 1186734

Our UK office is Flat 3, 20 Atlingworth Street, Brighton, Bn2 1PL.
Our website is **www.eduspots.org** and we use **@eduspots** on Twitter, Facebook and Linkedin, with **@edu_spots** on Instagram

Our Bank

Wise Bank,
6th Floor, TEA Building,
55 Shoreditch High Street, London,
E1 6JJ, United Kingdom

Our Trustees

Our current trustees are:

- Catherine Davison (joined April 2016 resigned December 2023)
- Mark Goodrich (joined October 2019)
- Amjad Saleem (joined March 2021)
- Gloria Agyemang (joined July 2021)
- Gayle Clifford (joined May 2022)
- Adam Khanbhai (joined May 2022)

Independent Examiner

The financial reports enclosed have been approved by an Independent Examiner:

Shruti Soni Limited, 117a, St. Johns Hill, Sevenoaks, TN13 3PE

Our Theory of Change

EDUSPOTS' PROGRAMMES
with EduSpots' app as key tool

Ignite Programme → Catalyse Leadership Programme → Inspire Mentoring Programme → Accelerate Programme (Staff)

COMMUNITY OUTPUTS
Two Spot models; School-based and community-based

Quality learner clubs & activities
EduKidz, Digilit, EcoSTEM, Ignite Equity clubs, community-led activities and online courses

Sustainable, safe & collaborative education spaces – 'Spots'
Catalyst-led, supported with context-relevant resources, Spot Lead hub and mentorship

OUTCOMES

Learners advance their interest in education and skills in literacy, teamwork, and sustainable leadership → School-based teacher pedagogy is more practical, inclusive & community-connected → Catalysts gain confidence, optimism and teamwork skills → Diverse actors are involved, protected and included.

SUSTAINED IMPACT

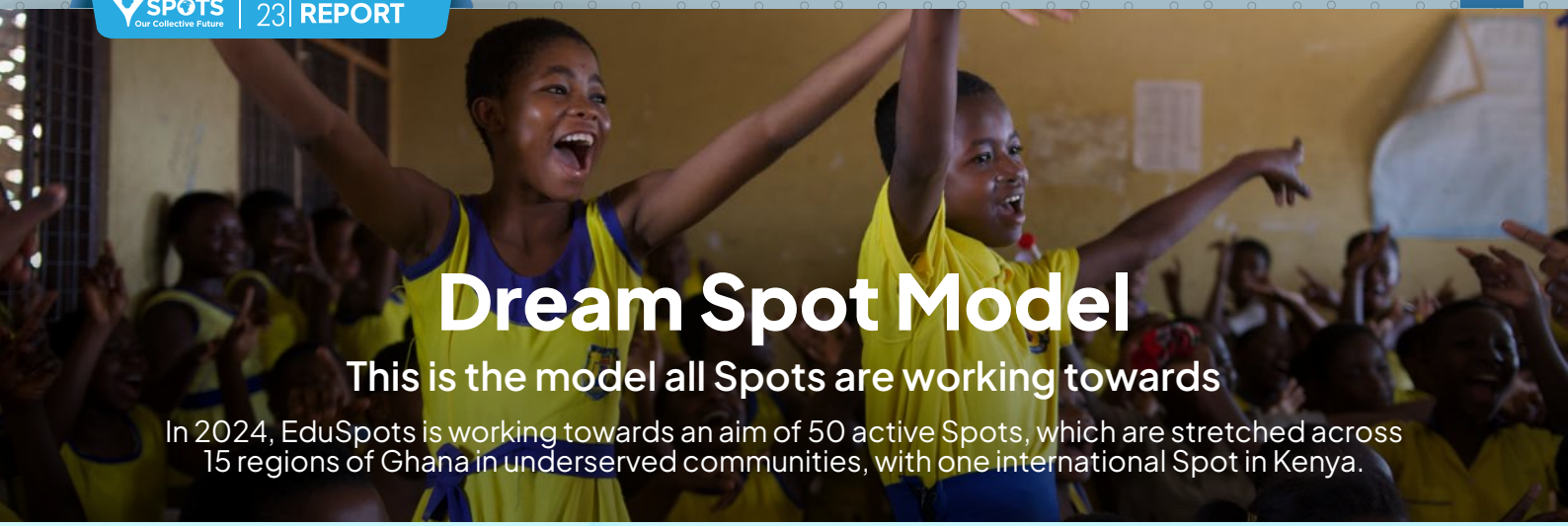
Students become active citizens and the future Catalysts → Catalysts are empathetic and effective active global citizens → Community members work together to advance educational outcomes. → Others adopt aspects of our community-driven model

VISION

A world in which communities unite to create the sustainable futures they want to see through education

Who is involved?

- **25** Staff & Interns (60% from Catalyst backgrounds)
- **7** Peer Mentors (100% from Catalyst backgrounds)
- **30** Catalyse participants
- **2000** Club members (aged 3–15)
- **300** Catalysts (community-based volunteers: a mix of teachers, students & community members)
- **10,000+** Spot learners (All ages using the Spot, 82% under 18)
- **20,000+** Wider community members (parents, religious leaders, local businesses, wider family members, headteachers etc)



Dream Spot Model

This is the model all Spots are working towards

In 2024, EduSpots is working towards an aim of 50 active Spots, which are stretched across 15 regions of Ghana in underserved communities, with one international Spot in Kenya.

Spot Leadership

Delivered through the Spot Lead strand of Ignite and the Catalyse Leadership Programme, intending to create a sustainable community-led Spot operational structure.

01

- Community engagement and participation (locally, and in the network)
- Team building and Catalyst capacity development
- Core systems - including resource, financial & data management.
- Environmental sustainability
- Communication for change
- Fundraising, enterprise & events
- Project design & implementation
- Digital tools and skills

Keeping Spots Safe

Delivered through the Spot Lead strand of Ignite

02

- Child safeguarding and protection
- Rights and responsibilities of the child and learners of all ages
- Health, safety & promotion of well-being

Educational Equity

Delivered through the Ignite Programme. Note that Spot teams have to choose at minimum one learner strand, though many run all strands. All Spots engage in community-led activities and resource usage.

03

EduKidz (KG-Basic 3 learners)

- Early years education activities for learners, Catalysts with active parental involvement, including a focus on literacy, psychomotor, numeracy & social-emotional development
- Phonics education

DigiLit (Basic 4–6 learners, with skills embedded in other age-specific clubs)

- Literacy & digital skills activities promoting creativity, critical thinking and teamwork
- Promoting reading and leadership across the Spots

EcoSTEM (Basic 7–9 learners)

- Practical STEM education leveraging local resources
- Environmental sustainability education and action

Ignite Equity (Basic 8 learners)

- Gender equity clubs, focused on youth empowerment and addressing gender-based challenges through sustainable locally-driven solutions
- Topics include careers, study skills, sexual harassment, menstrual hygiene, social vices, and active citizenship

During the Basic 9 year, we offer training to support learners in transitioning into Catalyst roles, including being reading buddies for EduKidz learners, mentors for the Ignite Equity strand, and EcoSTEM and DigiLit club champions.

Community-led activities

- Active usage of the Spot promoted including for book borrowing, study, homework groups, mentorship etc.
- Other community-designed clubs (e.g. on another theme e.g. drama, arts, vocational training, dance)
- Community-led events (such as literacy festivals, PTA meetings etc)

11 Steps to the Dream Spot Model

01 Application & community engagement:
Community-based teams apply to become a Spot via online form, interview and community visit, gaining an understanding of our 'Dream Spot Model' (3 elements: Spot Leadership, Keeping Spots Safe, and Educational Equity) and providing a space to house Spot activities and resources.

02 Team building:
Selected teams engage community and local schools to create a Spot Committee comprising a range of local stakeholders and recruit further local Catalysts.

03 Induction:
Teams enter a specific Spot and Catalyst induction process delivered through the Ignite Programme. This includes training, ongoing mentorship from regional coordinators, and a partnership agreement. At least one Spot Leader joins the Catalyse Leadership Programme.

04 Keeping Spots Safe:
All Catalysts engage in safeguarding training, and roll this out at their Spots through engagements with learners, teachers and wider community members with resource support on promotion of safety and well-being.

05 Resources & technology:
Teams are given devices loaded with EduSpots' app and other digital resources, alongside books and strand-related resource kits once the probation period is passed.

06 Systems:
Spots set up wider systems, using the app, including systems for finance, resource and Catalyst team management with environmental sustainability embedded into local and organisational ways of working.

07 Programme participation:
Teams choose one or more education strands (from EduKidz, DigiLit, EcoSTEM & Ignite Equity) alongside Spot Lead challenges for Catalysts, engaging in WhatsApp communities of practice, in-person Academies and online workshops.

08 Communication:
Spots are supported in setting up key communication channels to keep the Spot learners and wider community informed, including local WhatsApp groups, noticeboards, local social media accounts, and engaging community stakeholders.

09 Fundraising & enterprise:
Spots identify ongoing costs considering aims for the future. They are supported in creating a local income generation and resource acquisition plan, with in-house opportunities to receive flexible grant funding for projects driving sustainable change.

10 Monitoring, learning & storytelling:
Alongside sending Spot information using the app as a tool, Spots are supported in communicating their own impact, giving key information and updates to stakeholders and actively learning from the wider network of Spots and Catalysts.

11 Celebrating commitment & change:
Spots, Catalysts and learners are recognised with monthly and annual awards with transformative stories of change and examples of educational outcomes shared across the network.

OUR GROWTH IN STATISTICS

Activities	2022 Records	2023 Records	Percentage Change
Communities submitting challenges	15	32	↗ 113.3%
Total literacy activities	421	668	↗ 58.7%
Total EcoSTEM activities	225	269	↗ 19.6%
Other community-led activities	95	148	↗ 55.8%
Number of recorded visits (children)	7723	16788	↗ 117.4%
Number of recorded visits (adults)	1873	3235	↗ 72.7%
Average days open / week	4.9	4.4	* ↘ 11.3%
Average evenings open / week	3	3.4	↗ 13.3%
Number of active Spot volunteers	274	337	↗ 23.0%
Recorded books borrowed	1343	2268	↗ 68.9%
Total funds raised by Spots (in Cedis)	6468	10814	↗ 67.2%
Spot management committees established	22	31	↗ 40.9%
Total organizational income	£76,673	£171,416	↗ 123.57%

NB We are working on our Spot data collection process as a priority in 2024 where we will ensure a complete data set and further processes for validation, with the EduSpots app launched as a key tool in this process. The above self-reported data does not include all the Spots - it represents 15-20 Spots who sent back the quarterly Spot information collection survey. Challenges in completing this survey include technical and data challenges, alongside a lack of a local system to collect the information effectively.

* This downward shift in average opening days statistics is due to changes seen within a widened data set with an increased number of Spots represented.

OUR PROGRAMMES



Ignite PROGRAMME

The Ignite Programme ensures all volunteers (also called 'Catalysts' in EduSpots) understand our core ways of working and safeguarding practices, equipping them with the skills they need to lead sustainable change using their Spots as a vehicle for driving community-centred change through education.

The core elements of the programme are:

- Regional 3-day in-person training Academies
- Formal induction process including safeguarding training & volunteer handbooks
- Mentorship from regional coordinators
- Access to our structured WhatsApp channels.
- Online workshops and communities for EduKidz, DigiLit, EcoSTEM, Ignite Girls (Ignite Equity in 2024) and Spot Ops (Spot Lead in 2024) strands
- Access to strand resource kits and books
- Invitation to apply for grant funding, with wider opportunities shared
- Online Ignite Talks with experienced guest speakers
- Volunteer recognition and reference support

Catalyse Leadership PROGRAMME

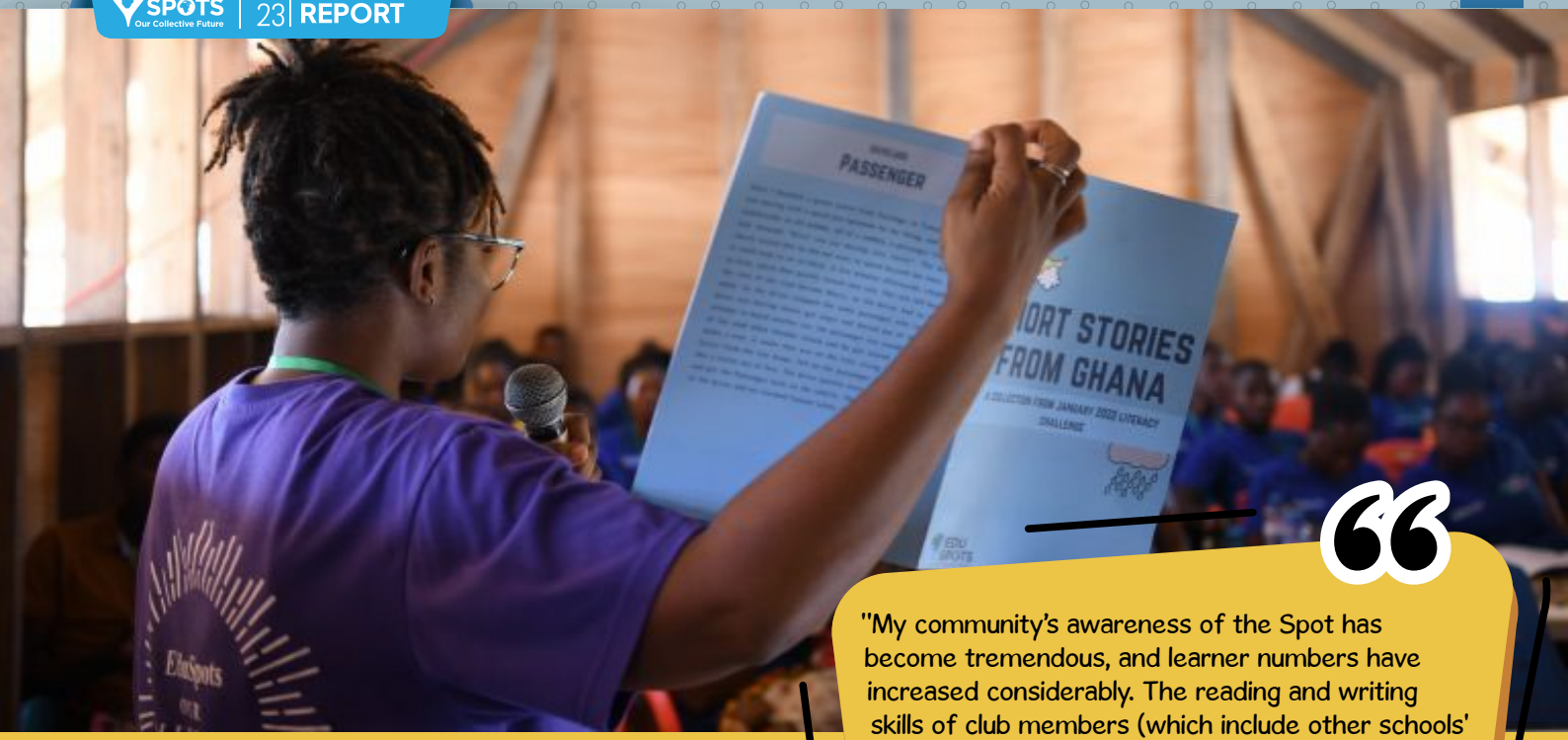
This programme aims to develop our most committed community volunteers with the skills and experience they need to move their Spots towards the 'Dream Spot Model' whilst developing their own skills as leaders. The programme involves:

- A 5-day residential Academy focused on leadership, entrepreneurship and project management skills.
- Pre-Academy reflection task, and Catalyse Action Plans, with accompanying grant funding.
- Ongoing Catalyse Leadership Workshops, and access to Catalyse community
- 1-1 mentorship from regional coordinators

Inspire Mentoring PROGRAMME

Those who successfully graduate from the Catalyse Leadership Programme can apply to be a peer mentor, joining the staff team on a 6-12 month internship, working alongside a staff member on a specific area of EduSpots' work, receiving a small stipend.

- Training in mentoring and coaching, alongside key professional skills
- Monthly professional development sessions
- 1-1 support from staff members in skills development
- Opportunity to apply for flexible grant funding and resource support for their Spot



"My community's awareness of the Spot has become tremendous, and learner numbers have increased considerably. The reading and writing skills of club members (which include other schools' members) have been improved as well as their creativity and ability to think critically in solving problems. Both genders now understand the idea of stereotypes and its implications, child protection and safeguarding and the better ways of using the library and the strands of lessons to better their education."

(Franklin, Catalyst, Abofour Spot)

Ignite PROGRAMME

The Ignite Programme launched in May 2023 has catalysed the reach and impact of EduSpots' work, most notably by increasing participation in our education strands by over 100%, also enhancing the core functioning of the Spots, leading to a larger number of users, books borrowed, improved opening hours, local fundraising and community-led activities.

What does the Ignite Programme involve?

01 Regional academies
02 Resource kits
03 Monthly challenges
04 Online workshops
05 WhatsApp community
06 Peer & staff mentorship
07 Grant funding
08 National conference
09 Graduation

Headline Statistics

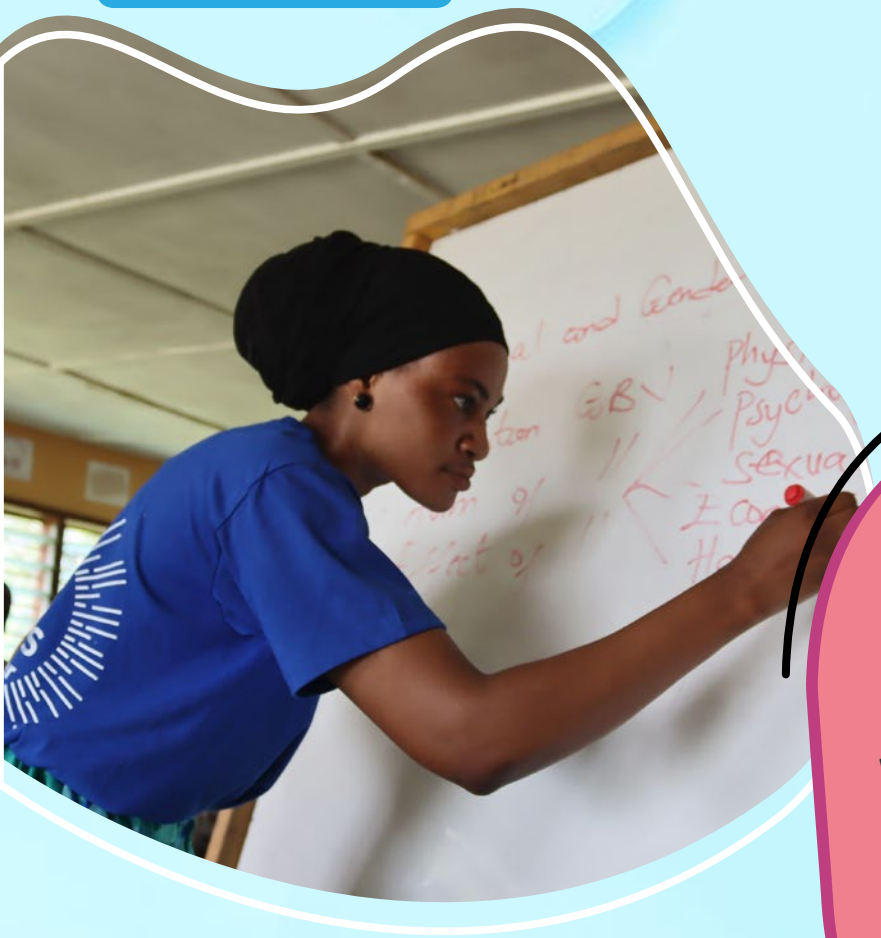
147 Catalysts formally passed phase 1 of the Ignite Programme, 70 at merit level, and 17 at distinction, with tight requirements for certification.

258 Volunteers completed the 3-day Ignite Academies, held in Tamale, Akumadan, Elmina, Ho and online.

437 Total project-based learning 'challenges' have been submitted by communities

1788 Learners participated in clubs across EduLit, EduKidz, EcoSTEM & Ignite Girls, with close to 20,000 Spot learner visits tracked.

10,000+ Estimated total number of learners of all ages using the Spots annually.



Most Significant Changes on Communities

> The changes I have observed are students' willingness and readiness to learn, community acceptance of the importance of education and EduSpots' works and learners' commitments in educative activities.
>
> These changes are important as they made a positive impact on the lives of students and the wider community. Community members prioritise education rather than involving students in agricultural activities.
>
> Most students are now confident when speaking in public, using their voices when necessary and participating in advocacy campaigns to fight for their rights and the rights of vulnerable groups.
>
> Zainab Yussif, Nkonya Spot

The Most Significant Change (MSC) technique is a form of participatory monitoring and evaluation.

It involves the collection and selection of stories of change, produced by programme stakeholders, following an inductive approach that enables participants to define the areas of change, rather than being presented with a range of predefined areas to discuss.

Q1: What was the most significant change that you have created in your community this year as an EduSpots' volunteer?

Menstrual hygiene management and destigmatisation	3
Improved reading skills	3
Improved exam results	1
Increased school attendance	2
Greater community engagement and connections	7
Breaking generational poverty/inequality	1
Development of child protection and safeguarding knowledge	1
Greater understanding of career opportunities	5
Helping children realise their potential	1

Most Significant Changes on Catalysts



> I observed tolerance, unity , passion, play, and empathy or care for others in volunteers enrolled on Ignite. These behaviours or characteristics observed in volunteers were significant because the combined action of the volunteers promoted effective and efficient running of the Spot's activities.
>
> Kwabena Ahenkan Joseph
> Catalyst, Techiman Ameyaw Spot

29% cited increased confidence as a key change in themselves

Q2: What was the most significant change that you have observed this year upon you as a result of being an EduSpots volunteer enrolled on Ignite?

Improved personal well-being & health	3
Greater community engagement and connections	5
Breaking generational poverty/inequality	1
More informed career choices	1
Increased motivation to learn	5
Increased confidence	10
Improved academic performance	4
Improved leadership skills	3
Development of child protection and safeguarding knowledge	3
Improved working relationships with volunteers	4

A Case Study: Zangbalun Spot



Zangbalun Spot (Northern Ghana) was one of seven Spots who successfully joined EduSpots from May 2023, moving through a Spot induction process after a formal application process.

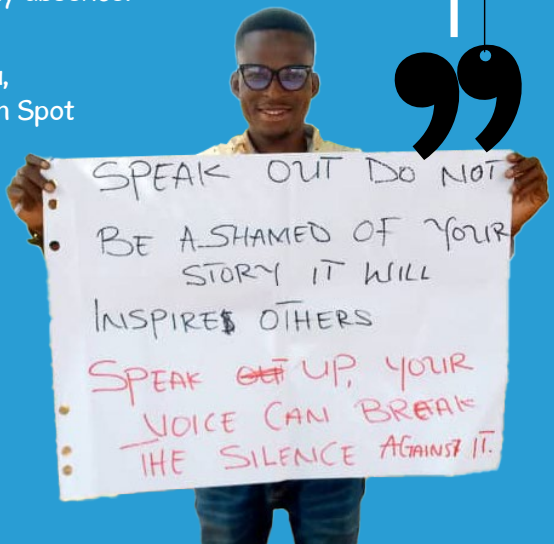
They have run all five strands successfully, and have also received support with the renovation of this building.



"The most significant impact created in Zangbalun is that the Spot is bringing back the love for education. Before the establishment of the various clubs, the children were giving up on education with numerous challenges. Some of these challenges included lack of knowledge on the importance of education, low literacy skills, lack of learning resources, limited knowledge on career guidance and self-care etc. But with the introduction of the various clubs with monthly challenges, children are beginning to realize their potential."

"The most significant change of being an Ignite volunteer is that I am now making sure that I engage all stakeholders involved to be involved in the Spot's activities. This has increased in me the spirit of volunteering because I see that through giving back to the society that made me, my leadership skills have exponentially increased and I'm ready to do more to make sure that the Spot succeeds even in my absence.

Abdul-Malik Iddrisu,
Catalyst, Zangbalun Spot



Ignite PROGRAMME

1 Ignite Regional Academies

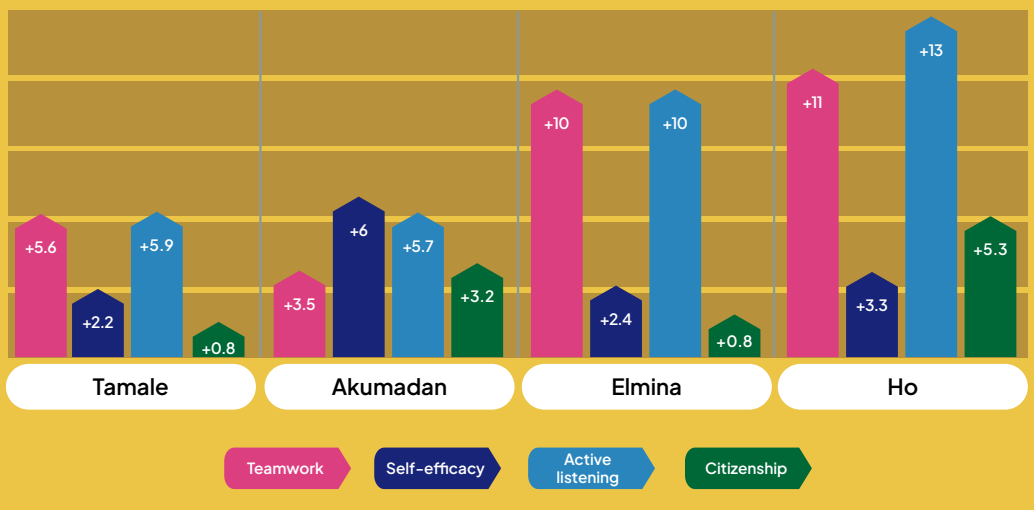
"I have learnt so many things but what mostly inspired me most is hearing that we shouldn't underestimate ourselves for anything. We will plan together and try to focus on achieving our goals as Spots, for my community and for the entire world."

Catalyst, Akumadan Spot

Between 28th April and 21st May 2023, 258 volunteers completed the Ignite Academies, held in Tamale, Akumadan, Elmina, Ho and online. The Academy training stretched across EduSpots' ways of working, safeguarding and protection, introductions to the 4 learner strands and Spot operations.

"I feel more confident in leading change through education as a result of attending this conference." 94% strongly agreed.



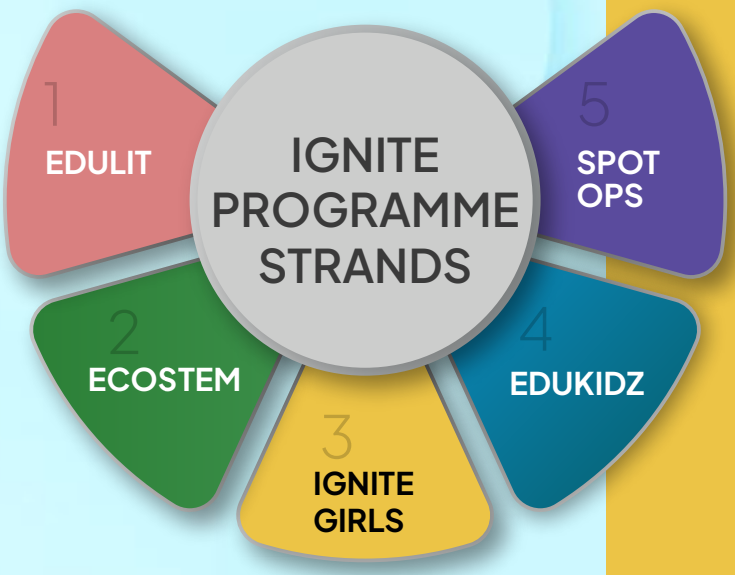


Over 100 Catalysts were surveyed, using Impact Ed validated surveys where learners were asked a set of questions for each measure, evaluating change over time. See ImpactEd report for further information.

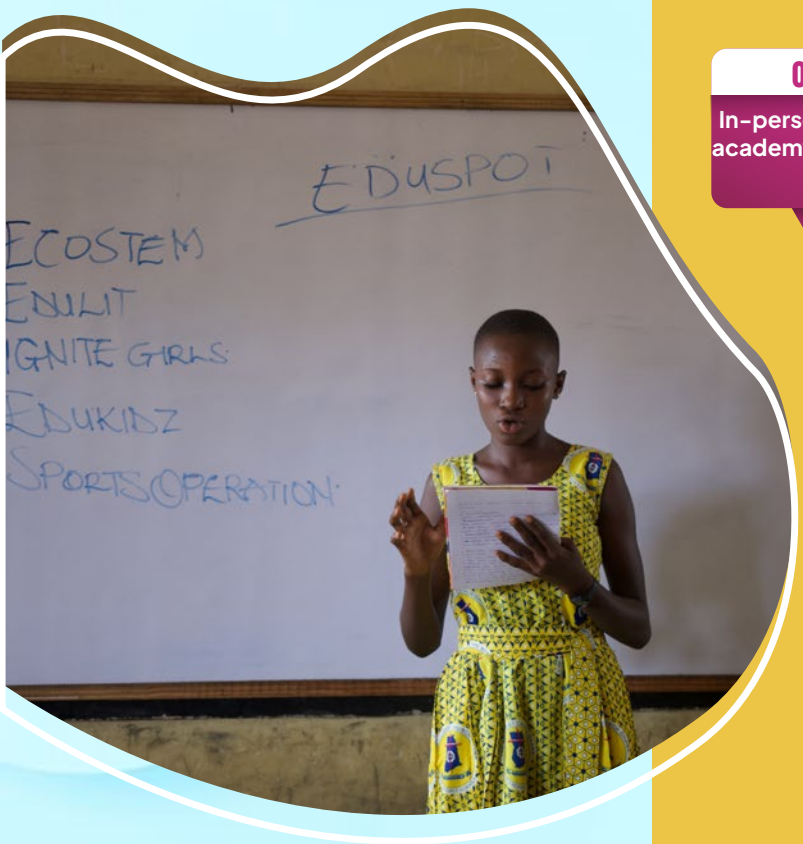
Ignite PROGRAMME

2 Strands for Learners

As part of the Ignite Programme, Catalyst teams have the opportunity to choose 1–4 education strands to run with learners at the Spot, supported with monthly resource packs and wider mentorship and training sessions.



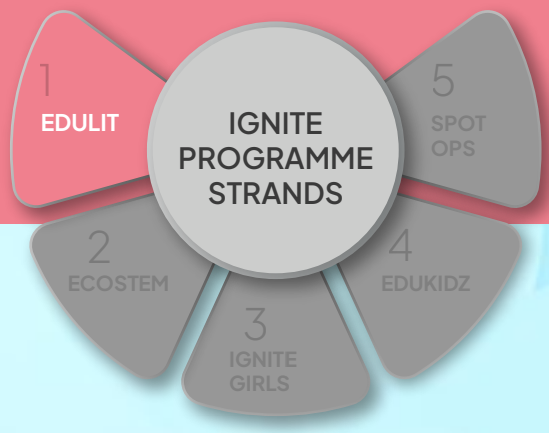
> The monthly challenges programme is very helpful for the following reasons; it keeps the volunteer and club members active all the time; it broadens the knowledge of volunteers and learners as they research for answers; it provides everyone a platform to think critically. collaborate and communicate effectively, be creative and innovative and find solutions to problems; it enhanced teamwork and mutual respect.
>
> Catalyst, Sakasaka Spot



How do our strands work?



Ignite PROGRAMME





The EduLit strand works with Junior High School (JHS) learners to promote creativity, active citizenship, critical thinking skills, whilst developing core literacy competencies.

18 Communities participating

472 Learners participating, JHS 1–3

"Being in the literacy club has made a positive change in me."

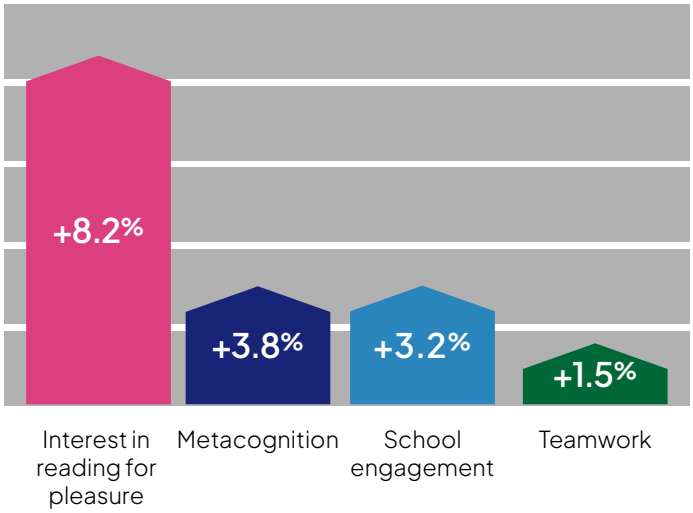
90% strongly agreed

Most common responses

"'I am now confident' / my literacy skills have improved."

Impact Ed Quantitative Study

Outcome (from May 2023 to December 2023)



Sample size of 64 students, from May 2023 - December 2023 using Impact Ed validated surveys.

Example of challenge





Kalpohin Spot's EduLit club members with Catalysts

Key learnings:

We will continue to work with Spots to formalise the EduLit Club model, establishing key ways of working including regular meeting times, with a EduLit handbook.

We will rename EduLit as Digilit with a plan to more formally integrate digital skills into the curriculum.

We will continue to embed critical thinking skills more formally into the programme in 2024 to meet the programme objectives. This will include months looking at critical reasoning, alongside introducing debates, and advancing the quality of reflection.

We will continue to build a bank of resources to give volunteers ideas and examples of how to lead the clubs beyond the core monthly challenges.

Requests from learners:

Keep literacy challenges interesting; provide more resources; we should meet more often; we should include film shows.



Ignite PROGRAMME



The EcoSTEM strand works with JHS learners to promote practical science and environmental education, with a focus on teamwork and inspiring curiosity.

We have partnered with a range of local STEM organisations who have supported the creation of challenges, and given wider additional training to volunteers.

Key Statistics

15 Communities participating

223 Learners participating, JHS 1–3

"Being in the EcoSTEM club has helped me in school." — 87% strongly agreed

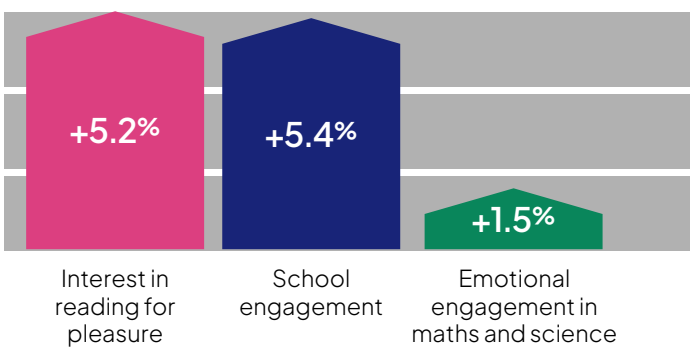
Most common responses:
- "It has helped me to understand scientific concepts" — 12
- "It has increased my interest in science" — 10

"Being in the EcoSTEM club has made a positive change in me." — 90% strongly agreed

Most common responses:
- "I love practical science." — 10
- "I find science easier to learn" — 8

Impact Ed Quantitative Study

Outcome (from May 2023 to December 2023)



Sample size of 68 students, using Impact Ed software and validated surveys.

Monthly Challenges

"I found the monthly challenges interesting."

87% of learners strongly agreed

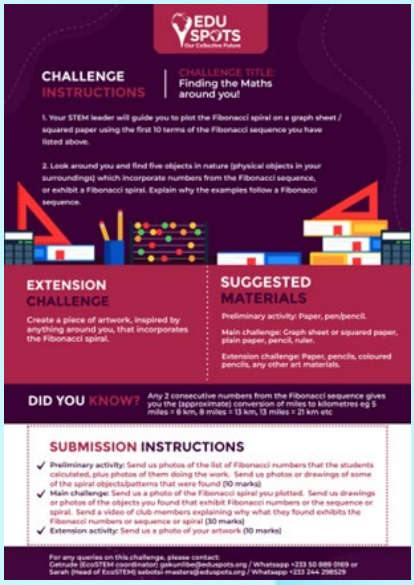
Which monthly challenge did you find most interesting?

- Rocket Challenge — 16
- Fibonacci Sequence challenge — 15

A challenge example, created in partnership with FemAfricMaths:







Key learnings:

Develop further practical science resources to create an online resource hub, enabling EcoSTEM volunteers to lead a wider range of activities across the month. Continue to develop strategies to promote the active sharing of resources between volunteers.

Ensure formal EcoSTEM clubs are established that match with agreed objectives and ways of working, with challenges reaching targeted age groups. Create an EcoSTEM handbook to ensure further development of the ways of working of EcoSTEM clubs in this process.

Continue to work with a range of local STEM & sustainability partners (with an increased focus on environmental sustainability), therefore injecting a wide range of training facilitators into the EcoSTEM hub, working collaboratively with actors in Ghana in this process.

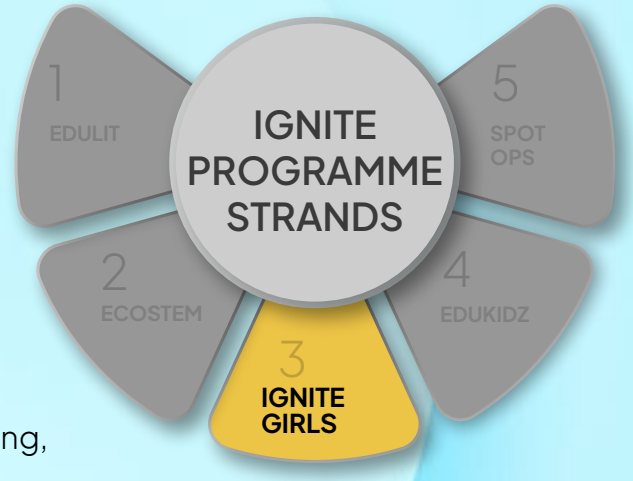
Pupil requests for improving activities:

More practical tools; more science kits; more practical challenges.



Ignite PROGRAMME

This programme was created at the strong request of Spot communities, and pioneered by a working group of volunteers who designed the monthly themes and programme structure. Volunteers worked with students in Junior High 2 to pair them with a local female mentor, and join bi-monthly Ignite Girls Club sessions. Key to the programme was a certain level of flexibility to allow communities to design their own activities that related to the context, needs and aspirations of the community.



Key Statistics

23 Communities participating

538 Learners participating, JHS 1–3

Key Themes

01	02	03	04	05	06
Communication and gender stereotypes	Careers awareness	Social entrepreneurship	Sustainable period projects and personal hygiene	Sexual abuse and harassment	Reflection and graduation

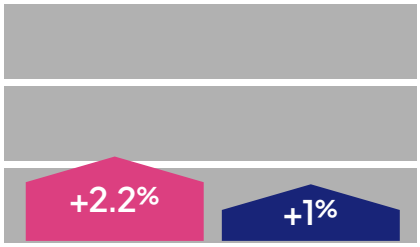
Example challenge

Students created petitions, asking community members to sign to indicate their support of a campaign against sexual harassment.



ImpactEd Quantitative Study

Outcome (from May 2023 to December 2023)



Sample size of 71 students, from May 2023 - December 2024 using Impact Ed validated surveys.

Sustainable Period Projects

Grant funding was given for Spots to implement sustainable period solutions involving enterprise or creating reusable pad workshops, alongside graduation events and careers workshops.

In total: 23,069 cedis was given towards sustainable period projects, and 4400 cedis for graduation events.

As part of the programme, students learnt about the concept of social entrepreneurship, and using these skills, analyzed the nature of period poverty and stigmatization in their communities. Following this, they were given up to 1000 cedis to develop a sustainable period project, which enabled girls to stay in school during their period, long into the future.

Case study: Ahenkro Spot developed their own brand of sobolo (a fruit juice) which they are selling to create a sustainable stock of both disposable and reusable sanitary pads, alongside leading a community event to raise awareness and promote destigmatisation in the community.



"Being in the Ignite Girls club has made a positive change in me." (90% strongly agreed, sample of 91 learners). Sample of reasons given:

"It makes have the confidence to talk when I see something wrong"

"I now know more about my personal hygiene and the menstrual cycle"

"My perception about being a girl has changed because at first girls were taught not to speak when men are talking"

Key learnings:

In 2024, at the request of the communities, the programme will transition to' Ignite Equity' and more clearly involve boys in solving gender-based challenges.

We will continue to allow flexibility for communities to adapt the activities, relating to their own context, and bringing in their own ideas.

Many clubs will empower learners who graduated in 2023 to act as mentors for the 2024 cohort

Key requests from the students:
More sanitary pads; to empower other students.

Ignite PROGRAMME



Through school and community-based EduKidz clubs, we support local volunteers in Spots with essential training that equips them to provide a variety of play-based literacy activities in areas pertaining to reading, writing, speaking and comprehension.

We are also committed to working with our volunteers to create local, and culturally relevant resources that support the delivery of the programme.

Key Statistics

23 Communities participating

538 Learners participating, JHS 1–3

Key Themes

01	02	03	04	05	06
Incorporating art in early years education	Reading aloud skills	Early childhood space set-ups	Animals in our environment	Emotion and self-regulation	Manners, love and friendship

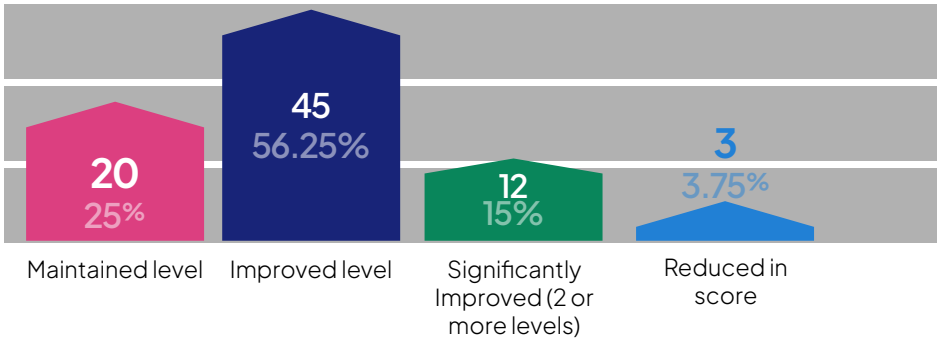


ASER Score Analysis:

Annual Status of Education Report (ASER) literacy scores: The ASER reading assessment tool consists of four levels: letters, words, a short paragraph and a longer "story". The child is marked at the highest level which they can do comfortably. The tests were conducted on a sample of 80 students.



71.25% of students increased their literacy score over a 9 month period by 1, 2 or more levels



Key learnings:

EduKidz strand will become a wider early years programme, focused on Kindergarten to Primary 3, with a clearer certificated professional development programme for volunteers developed, including a 6 hour beginners' phonics training course.

Introduce differentiated learning and instruction for the monthly challenges to enable kindergarten and lower primary to access them.

Increase early-year education resources by building the EduKidz resource hub.





Ignite PROGRAMME



> The most significant change I have observed in the introduction of Ignite is each volunteer was assigned a specific role to play and so all volunteers were active throughout the year.
>
> Barikisu Yakubu
> Catalyst, Savelugu Spot

The Spot Ops programme aimed to work with volunteers to improve their leadership, entrepreneurship and community engagement competencies, whilst advancing all the core systems of the Spots.

The monthly themes were: team building and management, fundraising and entrepreneurship, partnerships development, Spot promotion and communication, resource management and environmental sustainability.

22 Communities participating in Catalyst-led activities

Key learnings:

Spot Ops is being rebranded as 'Spot Lead' enabling the volunteers to more clearly see the impact of this programme upon their wider leadership skills, rather than purely focusing on the Spot's operations. This will be in part integrated with the new Catalyse Leadership Programme.

We have recruited a new Leadership Programmes Coordinator to give dedicated time to producing resources to support leadership competencies and Spot development resources. Regular workshops with external specialist resource personnel will be a core part of this, integrated with our existing Ignite Talks programme.

This strand will become compulsory for all Spots, due to its vital role in both volunteer capacity building and in Spot development.

Ignite PROGRAMME

3 Flexible grant funding for renovations or furniture

Across the period, the following grants were awarded, following an application process where communities had to demonstrate the sustainability of the impact of suggested expenditure.

The sustainable items included: tablets, chairs, book shelves, book boxes, solar power, electricity connection, faulty switches, bulbs, doors, noticeboards, roof repairs, painting, floor tiles, doors, window security, and projectors.

April – June	Ekoso, Takuve, Sakasaka, Dulugu, Joska	GHS 8,900.00
July – September	Savelugu, Ahenkro, Kotokoli Zongo, Zangbalun, Atsata-Bame, Kalpohin, Sefwi Nkonya, Asemkow, Abofour, Ejura, Bimbilla & Atanve	GHS 28,335.00
October – December	Abofour, Kotokoli Zongo, Zangbalun, Akumadan, Metsrikasa, Posmonu, Nkonya, Sakasaka, Joska, Dulugu, & Ahenkro	GHS 33,640.00

Abofour Spot

Reflections from learners in Abofour:

> We are very happy that you people have provided us with furniture and ceiling fan. At first, the library was in a very poor condition.
> Because when we came to the library, some of us will not get a place to sit and those who would get a place to sit will be complaining of feeling intense heat but now we have enough furniture and a new ceiling fan.
> Thank you Eduspots.





Nkonya Spot, Western Region

> Having the library has ignited the 'learning spirits' of students and their passion to access information. Going forward, the library will not only have a great impact on students and community members in Nkonya, but it will also benefit people in neighbouring communities.
>
> Zainab Yussif, Catalyst, Nkonya







Dulugu Spot, Northern Region



> The grant has really made usage of the library interesting and easy through our Spot maintenance upgrade with more logistics. The ceiling fans have enabled students to use the spot without having to fan themselves due to the usual heat or warm temperature of our locality. Now about 40 students can sit comfortably and read. It used not to take up to 40 learners, not because the space in the Spot was small but it was because of the unbearable warmness of the place.
>
> Again, a big marker board and notice board were made through the grant. This has enabled easy use of projectors without looking for cloth to make it visible. Our participation in the monthly challenges would improve as we can explain the contents clearly and discuss it on the board.
>
> Mohammed Fuseini, Project Lead, Dulugu Spot

Ignite PROGRAMME

4 Resource support

Across all our resources we have a focus on purchasing books by local authors, alongside relevant curriculum-specific text books, alongside printing our own in-house 'Kwame's Adventures' series which features stories from the Spots, told by volunteers.

> If we want to encourage pupils to read then we need to give them books that mirror their worlds and capture their interest.
>
> Adam Nabila, Catalyst, Kalpohin Spot & Spot Coordinator, Northern Region

4500 Books given out

80 EduLit & EduKidz resource kits given out

20 EcoSTEM kits given out

2000 Copies of Kwame's Adventures distributed

40 Volunteer handbooks & safeguarding posters

40 EduSpots stickers

152/154 **99%** pupils surveyed use the library once a week or more.

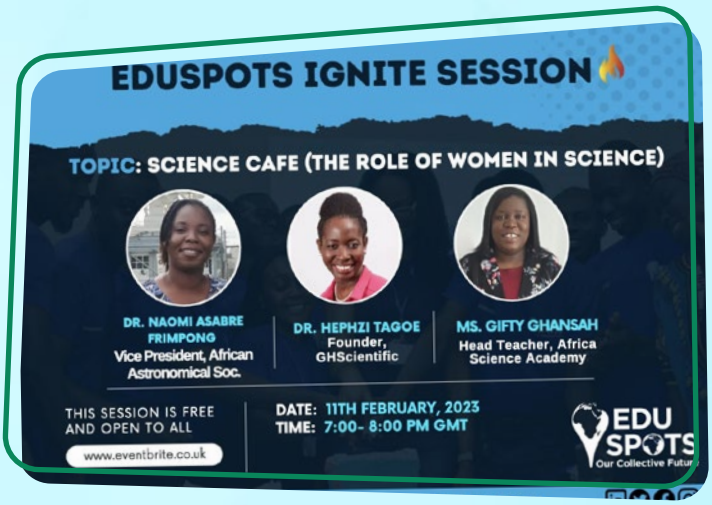
128/154 **83%** pupils surveyed indicated that they borrowed books from the library.





Ignite PROGRAMME

5 Ignite Talks



Across 2023, we ran 14 Ignite talks with a range of external guest speakers aiming to strengthen the capacity of volunteers, whilst enabling a wider audience to access our online training opportunities.

A total of 214 volunteers and external guests attended these sessions.

> "These talks gave a viewpoint of Spot activities, the hidden merits of volunteering, how to maintain the Spot and engagement of the community members. Personally, the talk on finance sharpened my perspective and made me handle my Spot finance with much care and strategy.
>
> Frank,
> Catalyst, Akumadan Spot"



These talks are placed on YouTube and across our social media feeds, with 232 subscribers to the channel so far.

The most popular talk was with author and development specialist Cormac Russell, which saw an attendance of over 40 individuals joining a discussion on connecting communities.



Ignite PROGRAMME

6 National Conference

This conference has inspired me to lead further change in my community.

100% Agreed or strongly agreed

67% Strongly Agreed

Volunteering with a growth mindset has helped to develop a positive attitude towards my spirit of volunteerism. It has highly encouraged me to be bold, confident and well organised in all my doings regarding leading a team.

(EduSpots' Catalyst)

"Fundraising sessions impacted on me the knowledge and skill to write and seek for funding. With this impact I can now seek funding from the stakeholders in my community as well as organisations and industries in my community.

(EduSpots' Catalyst)

The national conference was held in Accra from the 4–6th January, with 80 selected Catalysts invited, after gaining merit and distinction in the Ignite Programme.

The training stretched across themes relating to team building, values, leading interactive education sessions and safeguarding. The Catalysts were also consulted on EduSpots' medium term strategic plan.

Feedback on the conference:

"This conference has inspired me to lead further change in my community."	**100%** Agreed or strongly agreed	**67%** Strongly agreed
"I made new friends and connections at the conference who I will keep in touch with."	**100%** Agreed or strongly agreed	**60%** Strongly agreed
"The training sessions were engaging."	**100%** Agreed or strongly agreed	**60%** Strongly agreed
"The training sessions were relevant to me and my Spot's context.'	**100%** Agreed or strongly agreed	**53.3%** Strongly agreed





Ignite PROGRAMME

7 Graduation event

114 Catalysts passed phase 1 of the Ignite Programme

- **70** at merit level
- **17** distinction

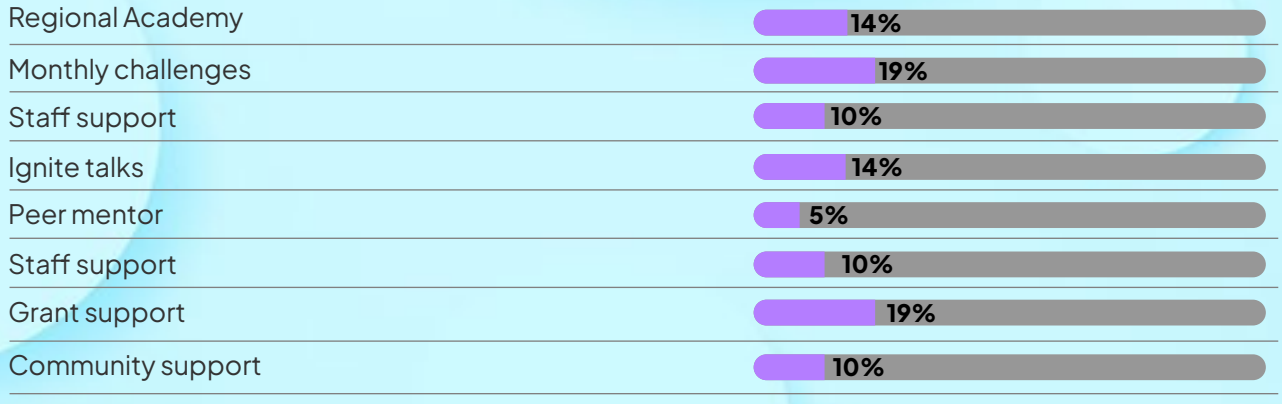
87 Catalysts passing with merit and distinction were invited to our first national conference in Accra which culminated in an awards night at the University of Ghana with Professor Elsie Kauffman as guest speaker.







Which element of the Ignite programme did you find most helpful?



The Inspire Mentoring Programme

In 2023 we introduced, trained and coached 9 peer mentors, who play a supportive role to staff managing the various strands in the following areas: Edulit, EduKidz, EcoSTEM, Ignite Girls, Spot Ops, Communications, Ambassadors.

> Peer mentors became the shoulders Catalysts can lean on for their respective strand assistance. Most difficult activities that stop many Spots from functioning effectively were made easier and more simple due to the availability of peer mentors.
>
> (EduSpots' Catalyst)

One Catalyst affirmed that '"peer mentors empowered their peers, fostered personal growth, and promoted a sense of community and support."

4 Peer Mentors passed the programme at distinction level, with 2 gaining merit, 3 at a pass level which involved meeting our strict professional requirements in the role, and attending a monthly professional development programme. Two dropped out of the

programme due to incompatibility with their wider working commitments, and were replaced.

Yahya Seidu (pictured) progressed from a role as Peer Mentor (Spot Operations), into the staff team as Regional Coordinator (Middle Region).



Impact on Peer Mentors

"I have grown in confidence as a result of being on the Peer Mentor Programme."		100% Strongly agreed
"I have gained professional understanding and skills that will be valuable to me in my future career as a result of the Peer Mentoring Programme."		100% Strongly agreed
"I feel more motivated to lead change in my community and beyond as a result of the Peer Mentoring Programme."	100% Agree	86% Strongly Agree
"I felt strongly supported by my manager throughout the programme."		100% Strongly agreed

A Case Study:

Hamdiyatu Tunteeya Sadik,

Hamdia: Kalpohin Catalyst and UDS student



Key learnings:

- The Peer Mentors for Spot Operations have progressed into new staff roles, regional coordinators, with one staff member supporting a cluster of 10–15 Spots.
- Peer Mentors will be given further enhanced professional development training at the beginning of the programme to ensure EduSpots' core ways of working are met.
- Peer Mentors will be brought together on a monthly basis to reflect on their progress and share learnings as a group.

Her Role:

I engaged and inspired Catalysts with ideas to have active and interesting EduLit sessions. I did check in calls with volunteers for feedback and challenges which I conveyed to my line manager. I supported in organising and participating in the monthly training on zoom of which records high participation and turnouts of volunteers. I supported filling up the Ignite tracking document.

Impact on the network:

Being a peer mentor over the period, I have contributed to supporting Catalysts in driving change at their Spots. There has been a rise in volunteer participation in EduLit activities and monthly challenges. Through the peer mentorship engagements, some inactive Spots have become active eg. Abofour Spot, and I have also supported new Spots with ideas to lead effective literacy sessions at their spots.

Impact on Hamdia:

I have acquired sufficient experience regarding remote working which I believe will positively impact me. I have encountered many challenges through the period and through the advice of my manager and the capacity building by EduSpots, I am more able to navigate some of these challenges. I have had to learn more to be patient in dealing with people, especially volunteers and how to engage effectively to get things done.



Keeping Spots Safe

In 2023, EduSpots rolled out a comprehensive 'Keeping Spots Safe' strategy. This included:

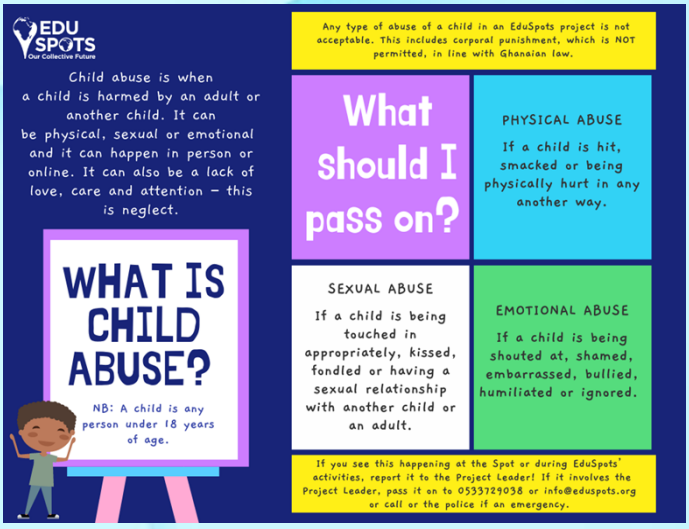
> I feel confident in understanding and implementing EduSpots' child safeguarding strategy and policy.

94% Strongly agreed

- 257 Catalysts engaged in in-person 2 hour safeguarding training as part of our Ignite Regional Academies, with Project Leaders gaining further enhanced training at national conferences.
- In order to remain part of the network, and receive resource, training and grant support, all Spot teams had to lead a three-staged safeguarding process locally including training for learners, volunteers and teachers.
- Communities are encouraged to lead local engagement events with parents and the wider community, with 24 Spots receiving funding to lead these events.
- All Spots have EduSpots' safeguarding information posters displayed which include information on types of abuses, and our safeguarding policy and number for passing information on.
- All new volunteers engaged in safeguarding training both at a local level and as part of their online induction into the network.
- All staff receive safeguarding training and vetting as a core part of their induction process.
- At local ReIgnite Events Spots completed a 'keeping Spots safe' canvas enabling them to plan safeguarding activities for 2024.
- 24 Spots were issued with a 'Keeping Spots Safe' certificate, indicating exemplary commitment to all elements of our safeguarding process.

In 2024, EduSpots is extensively reviewing and strengthening its "Keeping Spots Safe' work, working with Ghana Education Services and other organizations in the process.





Regional Coordinators

75% of our regional coordinator team come from Spot Catalyst backgrounds.

In 2023, we further developed our staff team to include four regional coordinators who dedicate 16 hours a week to offering tailored mentorship to a region of Spots, with structured monthly meetings with Spot teams.

Three out of four of our regional coordinators (captured) have progressed through from our volunteer network, thus having strong ground level experience of the workings of the Spot Model. Seidu (captured, right), has progressed through the Community Leadership in Education and Peer Mentorship Programme, into the role of regional coordinator.



Spot Learning Visits

Spot learning visits were taken to each community at least once during the six month Ignite period, with a focus on learning from Catalysts' work, as much as giving feedback and monitoring key aspects of our work such as safeguarding systems, pedagogical quality, and Spot systems.

In total, 82 Spot learning visits took place across the network in 2023, with a focus on learning from community activities and approaches, alongside monitoring key aspects of our collective work and observing club pedagogy.





Staff Professional Development

EduSpots' staff team is in itself a leadership development hub, with over 60% of our staff team transitioning from Spot volunteer backgrounds.

In 2023, we recognised the need to bring in a dedicated staff member, a Head of Staff and Professional Development, to offer additional human resources support, alongside working with the CEO and the Head of Development, on an in-house professional development programme.

Across 2023, we ran a six-week leadership training programme, open to all staff, alongside bringing staff together for monthly professional development sessions, drawing from needs identified including monitoring and evaluation, communication skills, IT skills, time management, and promoting well-being.

Staff Training Academy



We launched our first residential staff training Academy in our Elmina Training Centre in November 2024, which was attended by 20 staff in total for a range of sessions across strategic planning, IT skills, staff planning time and leadership development.

Staff profile case study: Lawrence Dankwah

We are proud of the achievements of all our staff, who work incredibly hard to drive forward the impact in their particular areas, whilst developing themselves as professionals, educators and changemakers.

As one example of staff growth, Lawrence Dankwah joined EduSpots as a volunteer in the EduLit Hub in 2020, having initially taken EduSpots' online course in global development as a classroom teacher. He went on to found a Spot in Dichemso, Kumasi, ahead of joining as our Literacy Clubs Coordinator in 2021. In 2022, he gained a full Commonwealth Shared Scholarship to study an MSc Education for Sustainable Futures in Adults, Youth & Community contexts at Glasgow University, UK, gaining a distinction. In 2023, he returned to EduSpots as our Education and Research Manager, bringing his experience of the Spot context into a leadership role.



Elmina Spot & EduSpots' Training Centre

> "From where we have started and where we have got to, we are so amazed by the impact we are now seeing. We started in a small shop, where we were running STEM and literacy programmes for young learners in Elmina. We hope that this centre will be a resource space for the whole community, with some amazing resources to enable them to upgrade their education level."
>
> Benjamin Aikins,
> EduSpots' Catalyst, Elmina

In November 2023, the traditional leaders in Dwira Akyinim commissioned Elmina Spot, otherwise known as Dwira Akyinim Community Library, which also doubles as EduSpots training centre for staff and volunteers across the network.

The new space, which is built on land donated by the community, includes learning spaces for adults and children of all ages, with books appropriate to all age groups. It is also equipped with flexible IT stations, with plans to equip the space with IT facilities over time.

The Spot was constructed in partnership with We-Building, an organisation supporting sustainable architecture projects. The Spot is run by solar power, has natural ventilation, and is designed to endure over time. It is also raised from the ground, to ensure the building is not affected by local flooding, with plans for further development of the downstairs space over time.









Wider Educational Reach

Online Courses

> The EduSpots online courses introduced me to a new way of thinking that was more fair... from the first post I was exposed to philosophical ideas I'd never heard of before.
>
> UK Student, London



EduSpots' online courses have run since 2018, with a focus on critical and empathetic reflection on key themes in global development, social entrepreneurship and leadership, with a particular focus on using postcolonial thinking as a critical lens.

Social entrepreneurship	2 Sessions	43 Completed	22 With Distinction
Global development	2 Sessions	31 Completed	13 With Distinction
Postcolonial perspectives	1 Sessions	1 Completed	1 With Distinction

In 2023, out of the 337 participants who registered for the courses, 96 started the courses in the first week.

Q3. Which of the following applies to you?

Students (Ages 13–18)	10%
Higher Education	59%
Teacher	32%
Community Member	9%

Q4. Are you an EduSpots volunteer?

Yes I'm a Spot Volunteer	28%
Yes I'm an EduSpots Vol.	3%
Yes I'm an International V	0%
No	13%
No, but I would be	55%

Ambassadors' Networks

'It has opened my eyes to new perspectives and issues in the world.'



Across 2023, we have run two Ambassadors' Networks: the Student Ambassadors Network (for U18s) and the Youth Ambassadors Network (for over 18s). The purpose of these networks is to bring together a wider group of support for EduSpots, leveraging their own communities to raise funds, resources and wider opportunities for EduSpots.

In the process, we aim to drive further understanding of our model for community-led change, promote understanding of critical themes in development education in the process, and strengthen the entrepreneurial skills of Ambassadors.

'I really enjoyed this lead component because it put me out of my comfort zone and I learnt many new skills as organising a full fundraiser is something I had never done before. I was also very passionate about the cause and knew the money we raised would be very useful.'

Student Ambassadors

36 students joined the programme from 4 UK schools (which launched in its current form in September 2023) with 2 graduating at silver level, one at gold, and one at bronze, reflecting their impact and engagement.

Youth Ambassadors

39 students joined the programme in 2023 with 30% highly active, and engaged in a variety of ways, with impact mostly related to advocacy and communication support. The programme has been redesigned for 2024, with a stronger international reach and focus on resource acquisition and fundraising.

"Ever since joining EduSpots, I have loved the model and approach used by EduSpots. Development of the people by the people with the people and for the people is how I will put it. I have personally improved by skills, knowledge and impact through EduSpots online courses and ambassador weekly activities.

Wider School Partnerships

We have continued our impactful partnerships with Sevenoaks School, where the EduLit team have continued to support the literacy programme with resources, fundraising and ideas, and Wellington College, where the EcoSTEM group have supported our practical science work. Thorpe St Andrew School and Sixth Form launched a partnership with Zangbalun Spot, raising funds in support of their Spot's renovation.

Drive for Digitalisation: Looking Ahead

Background

As a grassroots network with limited resources we initially focused on resourcing the Spots with books, including our own in-house range of storybooks that reflect the local communities that we work with.

In 2023, we decided to work on a campaign to digitalise our Spots and learning environments, focusing on acquiring tablets for the learners to access a wider range of e-books, using existing apps, such as Worldreader, that already house books by local authors alongside curriculum specific text books.



App Development

In April 2024, we launched our EduSpots app with thanks to the Gower Street Trust and Engagedu that enables volunteers to access our training programmes and effectively run the clubs session, featuring profiles for Spots and volunteers with recognition systems, alongside providing key tools to enable Spots to track aspects like Spot users, book borrowing and financial management.

Launch of Catalyse Leadership Academy in 2024

We launched the trial of the app and tablets at the Catalyst Leadership Academy in April 2024 with a Digital Skills Day, as part of the new Catalyse Leadership Programme.

30 Catalysts received 2 tablets and wifi kits each for use at their Spot, with 10 Spots receiving laptops, and received training on using the EduSpots' app, alongside wider digital skills training relating to operations and education.



Wanderlust campaign:

In summer 2023, we worked with with Kwabena Ayirebe and Wanderlust Ghana, who were embarking on a 10,000km journey from Accra to London, and created the concept of a 'Drive for Digitalisation' highlighting the differences in digital learning opportunities between rural and urban areas. After featuring on BBC news and the campaign trending more widely across Ghana, we were able to raise $20,000 to support tablet procurement, training and wider costs.



Partnerships & Fundraising

EduSpots has a remarkable community of support, and we would like to take this opportunity to thank everyone who has made a contribution towards our vision of #OurCollectiveFuture in 2023 and beyond

Thank you to the support we have received from many schools who have participated in our online courses, or supported our work through partnership projects or fundraising. In particular, we would like to thank students and staff at the following schools:

- Benenden School
- Brentwood School
- Eton College
- Sevenoaks School
- The Big Give
- Thorpe St Andrew School and Sixth Form
- Wellington College

Thank you to all donors and contribution organizations; we'd particularly like to thank the following partners and organizations for their significant support in 2023:

- African Science Academy
- Black Spike Design Ltd
- Book Aid International
- Dext Technology
- Engaged U
- Impact Ed
- Wanderlust Ghana
- We-Building

With thanks to all the trusts and foundations who supported our work in 2023, including those listed here:

- Brian Murtagh Charitable Trust
- Carmela and Ronnie Pignatelli Foundation
- CB & HH Taylor Trust
- Chalk Cliff Trust
- Educational Opportunity Foundation
- Evan Cornish Foundation
- Fonthill Foundation
- Gower Street Trust
- Kitchen Table Charities Trust
- MC2H Foundation
- Morel Trust
- Oakdale Trust
- Souter Charitable Trust
- The De La Rue Trust
- W F Southall Trust
- William Leech Charity

Independent Examiners' Report

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 December 2023 which are set out on page 42 and 43.

Responsibilities and basis of report

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 charity's accounts carried out under section 145 of the 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 confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or

2. the accounts do not accord with those records; or

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.

Shruti Soni

Shruti Soni FCCA FCIE

Date: 30/10/2024

Shruti Soni Ltd ● Chartered Certified Accountants

117a St. John's Hill, Sevenoaks TN13 3PE

Financial Reports

CHARITY COMMISSION FOR ENGLAND AND WALES

EduSpots 1166734

Receipts and payments accounts

CC16a

For the period from	01-01-23	To	31-12-23

Section A Receipts and payments

	Unrestricted funds £	Restricted funds £	Endowment funds £	Total funds £	Last year £
A1 Receipts					
Grants	52,493	72,128	-	124,621	46,305
Donations	4,727	-	-	4,727	19,591
Fundraising	2,734	39,108	-	41,842	8,527
Courses / curriculum	225	-	-	225	2,250
***Sub total** (Gross income for AR)*	60,179	111,236	-	171,415	76,673
Total receipts	60,179	111,236	-	171,415	76,673
A3 Payments					
Ignite, Catalyse and Peer Mentoring programmes	23,375	41,915	-	65,290	34,948
Building and Furnishing Libraries	354	24,045	-	24,399	14,271
Project & Programme Delivery	11,917	-	-	11,917	1,518
Online Courses & School Partnerships	2,652	-	-	2,652	3,361
Literacy Resources & Distribution	-	9,280	-	9,280	1,000
Fundraising	1,054	-	-	1,054	501
Travel	2,563	-	-	2,563	6,067
Media, Marketing & IT	259	-	-	259	144
Monitoring & Evaluation	1,050	1,590	-	2,640	1,584
Consultancy costs	17,933	600	-	18,533	5,332
Recruitment	568	-	-	568	471
Insurance	414	-	-	414	401
Trustee & Volunteer training expenses	368	-	-	368	-
Independent Examination Fee	720	-	-	720	684
Just Giving / Big Give fees	1,404	-	-	1,404	122
Bank charges	16	-	-	16	72
Sub total	64,647	77,430	-	142,077	70,476
Total payments	64,647	77,430	-	142,077	70,476
Net of receipts/(payments)	- 4,468	33,806	-	29,338	6,197
A5 Transfers between funds	- 2,474	2,474	-	-	-
A6 Cash funds last year end	26,362	14,129	-	40,491	34,294
Cash funds this year end	19,420	50,409	-	69,829	40,491

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	Bank account	19,420	50,409	-
	Total cash funds (agree balances with receipts and payments account(s))	19,420 OK	50,409 OK	- OK

	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B2 Other monetary assets	Gift aid claim receivable	4,695	-	-
	Big give funds related to 2023 campaign received in Jan 2024	3,910	-	-
	Other debtors	275	-	-

	Details	Fund to which liability relates	Amount due (optional)	When due (optional)
B5 Liabilities	Accruals	Unrestricted	6,171	

Grant payments

Payments for Ignite, Catalyse and Peer Mentoring programmes, Building & Furnishing Libraries and Literacy Resources & Distribution include £95,794 (2022: £35,948) grants paid to EduSpots Ghana, an independent NGO in Ghana registered in 2019.

Designated Income

In 2022, Unrestricted fundraising income included £2,500 designated by the trustees for literacy resources. The funds were carried forward to 2023 and have been fully spent.

Related Party Transactions

The charity trustees were not paid or received any other benefits from employment with the charity in the year (2022: £nil). No charity trustee received payment for professional or other services supplied to the charity (2022: £nil).

No trustees were reimbursed any expenses incurred in relation to their duties as trustees (2022: nil).

During the year, a board member who was a trustee until 13 December 2023, made a restricted donation of £5000 (2022: trustees made unrestricted donations of £16,000) to the charity. There are no donations from related parties outside the normal course of the charity business.

Due to severe banking challenges in UK, funds totaling £95,794 have been transferred to Eduspots Ghana using personal bank accounts of the Chief Executive Officer and one trustee. This has been fully documented, approved and only done when there was no other option. This issue was resolved in 2024.

Signed by one or two trustees on behalf of all the trustees	Signature	Print Name	Date of approval
	gmoAgyemang	Gloria Agyemang	24-Oct-24

Additional financial information

Statement of Public Benefit

The Trustees have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing their aims and objectives and in planning future activities. In particular, the Trustees consider how planned activities will contribute to the aims and objectives of the charity.

Financial review

The charity's total receipts during the year were £171,415 (2022: £76,673) of which £60,179 (2022: £55,368) were unrestricted and £111,236 (2022: £21,305) were restricted, Total payments were £142,077 (2022: £70,476) of which £64,647 (2022: £40,900) were unrestricted and £77,430 (2022: £29,576) were restricted. Net receipts for the year stood at £29,338 (2022: £29,576) of which -£4,468 (2022: £14,468) were unrestricted and £33,806 (2022: -£8,271) were restricted.

Reserves Policy

The trustees aim to hold 3 months of direct charitable expenditure as reserves, which allow the charity to work efficiently and meet the needs of its members and activity participants. The unrestricted funds available to the charity as of 31 December 2023 were £19,420 (2022: £26,362). The funds were carried forward to be spent in future years. The Trustees aim to improve the reserves level by 31 December 2024.

Going Concern

The Trustees are satisfied that the charity will continue to be a going concern for the foreseeable future.

Trustees' Responsibilities

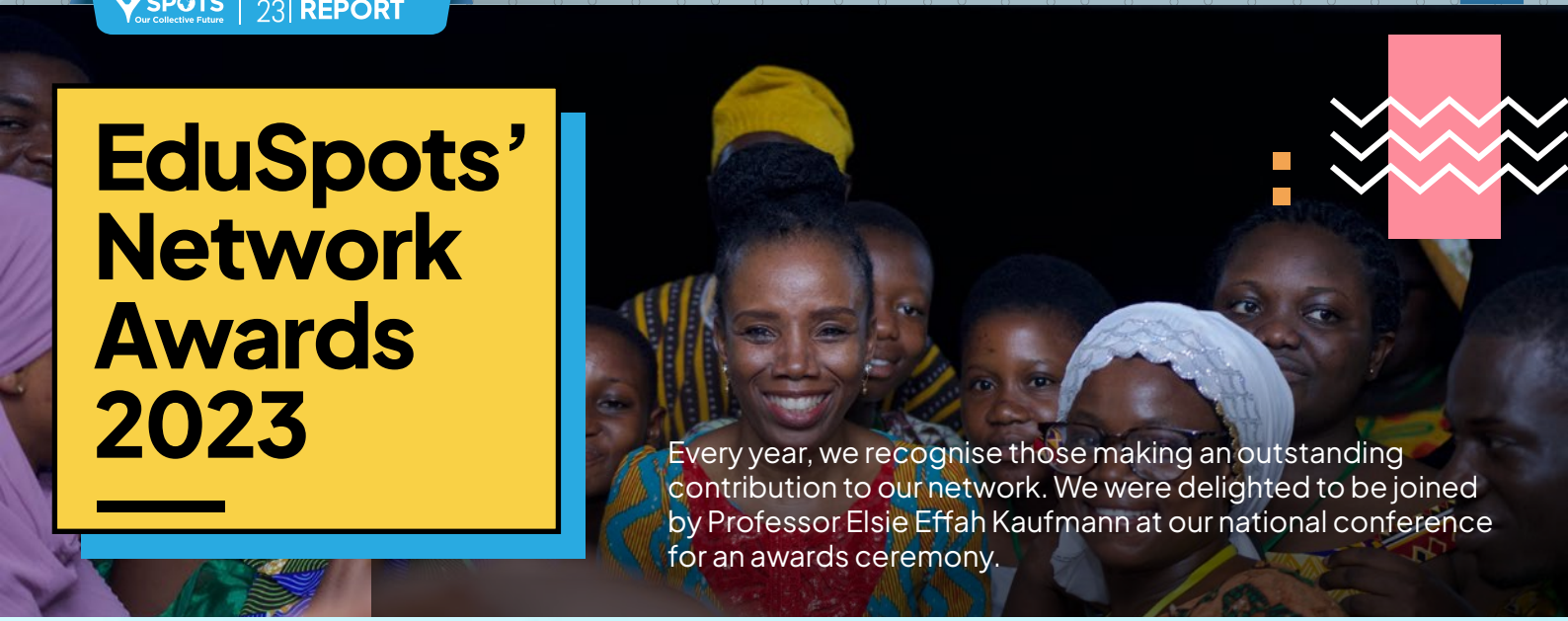
Charity law and good practice require trustees to ensure that financial statements are prepared which give a true and fair view of the charity's affairs and of the receipts and payments of the organisation for that period. In order to achieve this, the Trustees must comply with their obligation under the Charities Act 2011 with regards to, the keeping of account records for the charity, the auditing or independent examination of the statements of account of the Charity, the transmission of the statements of account of the Charity to the Commission and the preparation of Annual Return and its transmission to the commission.

It is also the responsibility of the trustees to ensure that the income and the property of the charity must be applied solely towards the promotion of its objects. A charity trustee is entitled to be reimbursed out of the property of the charity or may pay out of such property reasonable expenses properly incurred by him or her when acting on behalf of the charity and may benefit from trustee indemnity insurance cover purchases at the charity's expense in accordance with, and subject to the conditions in section 189 of the Charities Act 2011. Also subject to clause 28, none of the income or property of the charity may be paid or transferred directly or indirectly by way of dividend, bonus or otherwise by way of profit to any charity trustee.

This report was approved by the Board of Trustees on Friday 18th October and signed on their behalf.

Gloria Agyemang, Chair of Trustees

EduSpots' Network Awards 2023



Every year, we recognise those making an outstanding contribution to our network. We were delighted to be joined by Professor Elsie Effah Kaufmann at our national conference for an awards ceremony.

Individual Award winners 2024

Abdul-Hakim Haruna (Sakasaka)
Catalyst of the Year 2023

Kwabena Ayirebi
Exceptional contribution to EduSpots Award 2023

Hamdiyatu Tunteeya Sadik (Kalpohin)
Peer Mentor of the Year 2023

Habibata Yakubu Iddrisu (Sakasaka)
Peer Mentor of the Year 2023

Shureya Yussif
Ambassador of the Year 2023

Zainab Yussif (Nkonya)
Social Media Ambassador of the Year 2023

Ernest Fordjour (Ahenkro)
EduLit Catalyst of the Year 2023

Safianu Issifu (Bimbilla)
EcoSTEM Catalyst of the Year 2023

John Abentara(Dulugu)
EduKidz Catalyst of the Year 2023

Adam Ibrahim (Savelugu)
Spot Ops Catalyst of the Year 2023

Janet Owesuaa (Ameyaw)
Ignite Girls Catalyst of the Year 2023

Sarah Davis
International Catalyst of the Year 2023

Jacqueline Owusuwaa (Ahenkro)
Youth Catalyst of the Year 2023

Franklina Nsenkyire (Ahenkro)
Junior Catalyst of the Year 2023

Spot and Partner Awards 2023

EduLit Club of the Year 2023	**Abofour**
Ignite Girls Club of the Year 2023	**Ahenkro**
Spot Ops Spot of the Year 2023	**Kalpohin**
EduKidz Spot of the Year 2023	**Abofour**
EcoSTEM Club of the Year 2023	**Bimbilla**
Community Engagement Award 2023	**Sakasaka**
Most Innovative Spot 2023	**Joska**
New Spot of the Year 2023	**Ahenkro**
Spot team of the Year 2023	**Akumadan**
Spot of the Year 2023	**Bimbilla**
Partner organization of the Year 2023	**Gower Street**
Partner school of the Year 2023	**Sevenoaks School**
Supporters of the Year Award 2023	**Wanderlust Ghana**

Long-term service awards: 8 years

Francis Yeboah (Director)

Long-term service awards: 5 years

- **Janet Addae Amponsah (Abofour)**
- **Arahamatu Sule (Bimbilla)**
- **Safianu Issifu (Bimbilla)**
- **Mohammed Fuseini (Dulugu)**
- **Nimatu Abdul-Rahman (Savelugu)**
- **Carlos Adu Boahen (Akumadan)**
- **Getrude Akunlibe (Dulugu & staff)**
- **Adam Nabila (Kalpohin & staff)**

EDU SPOTS
Our Collective Future

2023 ANNUAL REPORT



For more information visit www.eduspots.org
Contact info@eduspots.org

Follow **@eduspots**

EduSpots

England & Wales - Charity number 1166734

Accounts

EDU SPOTS
Our Collective Future

Annual Report 2022

Community-led, sustainable and transformative education



About

EduSpots connects, trains and equips over 250 voluntary community educators to create transformative educational opportunities for over 15,000 students of all ages through our network of 50 education spaces named 'Spots'.

EDUSPOTS IS UK REGISTERED CHARITY 1166734

Award winner BigGive

FOR MORE INFO, VISIT
WWW.EDUSPOTS.ORG

EMAIL US ON
INFO@EDUSPOTS.ORG

FOLLOW @EDUSPOTS

Welcome from the team
Cynthia Kumassah

an EduKidz & Online Course Coordinator

'For a relatively small charity with limited resources, EduSpots is brightening the corner of 50 Spots in its network through its community-led model. With its five Ignite strands which focus on early years literacy, literacy at the junior high level, STEM education infused with environmental sustainability, girls' empowerment and volunteer and Spot development, the EduSpots network is truly rewriting the story of education at the basic level."



It was amid scorching Saturday heat that I found myself walking to the school premises of the Ave-Posmonu D/A JHS to explore its facilities. This school would soon be my home, and I was eager to have a firsthand look before the school session on Monday.
Upon arrival, I walked into the school's library and took in the welcoming smell of wood. At first glance, all I saw were shelves filled with books. On a steady look, I took full notice of posters on the wall and three in particular caught my attention; the three posters bearing the EduSpots logo. Little did I know that that logo would soon become, in part, a representation of who I am…

When I first heard of EduSpots three years ago, I looked it up because it was the first time I had heard of it. I had recently been assigned to Ave- Posmonu D/A JHS to begin a two-year teaching fellowship, and I was searching for any and all opportunities to provide access and opportunity for the learners I would lead as well as to grow myself. With time, I realised that EduSpots provided me with the potential for both, and I grabbed the bull by the horns.

Coming aboard a network with a diverse volunteer pool was exciting! It was incredible to be part of a network of like-minded people working to effect change in their communities. As a volunteer, I learned from shared experiences, which helped me enhance my pupils' reading and leadership skills and confidence. My school also benefited from book donations and grant applications, which enabled us to revamp our library.

I am proud of my students' desire to participate in the monthly challenges, as well as how winning on two separate occasions last year improved their attitude toward school. We were also able to particularly focus on supporting girls in the community and cut teenage pregnancy cases from 14.3% in 2020 to 0% today because of a Girls' Club I founded and a relationship with the local CHPS compound. I particularly admire our dedication to volunteer development, which has been transformative for me.

Transitioning into a staff role was a big step. It required learning readiness and pushed me out of my comfort zone. I wasn't only responsible for early years education in my Spot, but for forty-nine others. But, one step at a time, with support from the team, I have honed my professional skills. Over the course of a year, I learned to be an excellent team player, assertive, resourceful, and to take initiative. I have also gained tech, leadership, and advocacy skills along the way through the in-house professional development programme.

Currently, a network of 250 local volunteers are helping reach 15000 children in Ghana and Kenya. I hope that within the next five to ten years, EduSpots would be operating on a global scale; impacting more children in Ghana, Africa and other parts of the world. In order to increase sustainability of development efforts, I also hope that other organisations will take lessons from our distinctive community-led model.

Overall, I am grateful for the staff team and volunteers I work with. What a team! From supportive bosses to collaborative colleagues and inspiring volunteers, the EduSpots team is one to reckon with. Today, when asked, I'm always happy to introduce myself, saying, "Hi everyone, I am Cynthia Mawuena Kumassah, the EduKidz and Online Courses Coordinator at EduSpots".



Contents



01

Welcome message from a volunteer/staff 2
Report from Chair of Trustees 4
Trustees‘ bios 5
Key charitable information 6
Why does EduSpots exist? 7
2022 Spot activities 8
Spot impact fact file: Kalpohin 9

02



CLEd programme 10
Quantitative study 11
Catalyst case study 12
Peer Mentoring Programme 13
National conference for project leaders 14
EduLit clubs 15



03

EcoSTEM clubs 16
Online Courses 17
The EduSpots Ambassadors' Network 18
School Partnerships Case Study 19
Elmina Spot 20
The Dream Spot Model 21

04



Recognition & thanks 22
EduSpots’ Annual Awards 2022 23
Independent Examiner‘s report 24
Financial report 25
Financial report 26
Additional notes 27
How can you join our community? 28
Closing message from a volunteer/staff 29



Report from Chair of Trustees

Dear EduSpots community,

There is an Akan proverb that says "one who climbs a good tree always deserves a push". We are so grateful to all those who believed in our model, listened to our volunteers and staff, and made a decision to give us this 'push' at this point in our development. It is now nine years since the idea of a 'Spot' - a collaborative and innovative community-led education space - was born in Abofour in 2014. It is due to teamwork and commitment across hundreds of individuals that we are developing a model of community-led and community-connected education that could have relevance in settings across the world.

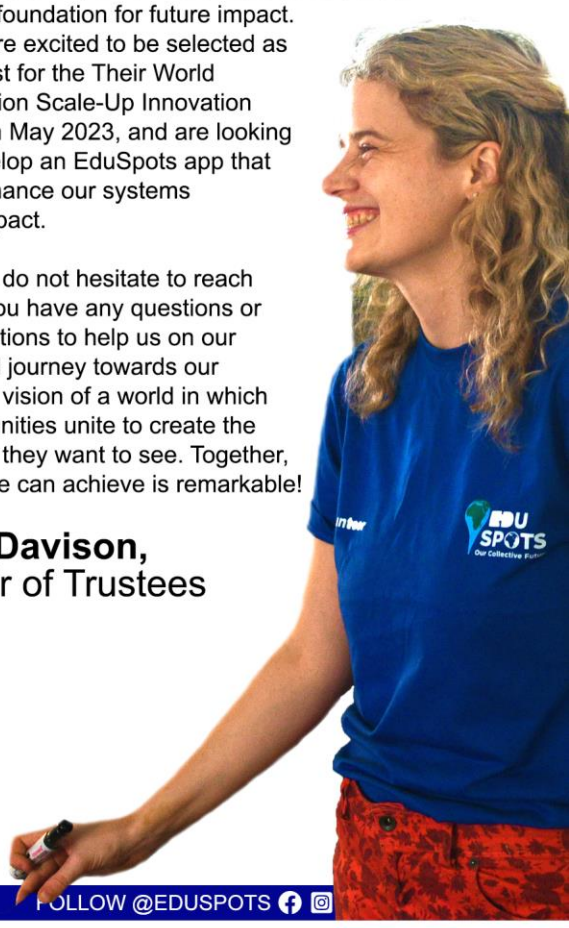
Thanks to support from the Fonthill Foundation, 2022 saw the second year of the Community Leadership in Education (CLEd) Programme with a new cohort of 15 Catalysts gaining enhanced leadership training through a residential Academy, community action plans and 1-1 mentoring to enable them to meet their community's goals whilst advancing their own leadership skills. As one example of volunteer community impact and leadership growth, following the CLEd Academy, Anita Esi Eleh gained the support of community leaders in the project, and applied for a $5000 grant from the Youth Mobilization fund, which she and her team secured and used to launch an IT centre and IT training at Gomoa Manso Spot. In 2023, Anita transitioned into a Peer Mentor role for the Ignite Girls programme, sharing her knowledge across the network and playing a key role in developing the Ignite Girls Programme. Indeed, following our leadership development strategy, in 2023, over 60% of staff roles are taken by individuals who have been, or are, Spot volunteers.

Following new support from Gower Street in mid 2022, we were able to significantly expand our staff team in Ghana, bringing in a new management level including roles across education, operations and communications. We were also delighted to welcome new trustees to the EduSpots UK team: Professor Gloria Agyemang, Gayle Clifford and Adam Khanbhai, who bring significant experience across management, finance, education and fundraising. 2022 also saw a particularly exciting Big Give campaign, raising over £11,000 in support of our EduLit programme with thanks to match funding from the Reed Foundation and a remarkable 99 donations made across our supporter network. Thanks to a thoughtfully crafted Facebook post on the impact of EduSpots in Kalpohin by Spots Coordinator, Adam Nabila, we were chosen from thousands of charities to win the Big Give Supporters' Choice Award.

As I write in September 2023, progress continues. Support from the British and Foreign Schools Society and five other funders enabled us to launch our Ignite Programme with over 280 Catalysts passing through regional Academies, leading to engagement from communities in our challenges quadrupling and an estimated 15,000 learners accessing the Spots. With support from the MC2H Foundation, we have been able to further develop our staffing support, also developing clearer systems for professional development for both staff and volunteers, which will enable us to build a strong foundation for future impact.
We were excited to be selected as a finalist for the Their World Education Scale-Up Innovation Fund in May 2023, and are looking to develop an EduSpots app that will enhance our systems and impact.

Please do not hesitate to reach out if you have any questions or suggestions to help us on our onward journey towards our shared vision of a world in which communities unite to create the futures they want to see. Together, what we can achieve is remarkable!

Cat Davison,
Chair of Trustees



Trustees Bios

Cat Davison (Chair)



Cat oversees the day-to-day runnings of the organisation, having founded EduSpots in 2016, alongside many other collaborators in community-led education. Cat read philosophy at Cambridge University, ahead of gaining a PGCE and studying an MA in Education and International Development at UCL. She has 12 years of experience of classroom teaching, including academic and pastoral leadership roles, and a senior role overseeing service and partnerships in a world-leading IB school. In 2021, she was a finalist for the UNESCO-backed Varkey Foundation Global Teacher Prize, and in 2023 she was a semi-finalist for the Big Change Big Education Challenge with an idea for transforming citizenship education in schools.

Gloria Agyemang



Gloria Agyemang, Professor of Accounting, and current Head of the School of Business and Management at Royal Holloway, University of London holds a PhD in Management from the University of London. Receiving her undergraduate degree at the University of Ghana and her postgraduate at McGill University, Canada, she has both management and teaching experience at UK and African Universities. Gloria's diverse research interests include Accounting and Race, Culture and Diversity issues; NGO Accountability, Management Control and performance management in Public Sector Organisations, the Management of Educational institutions; Accounting and Sustainability Management in Emerging Economies, Accounting for Migration-Immigration and Accounting for Crime.

Gayle Clifford



Gayle Clifford is a health improvement specialist with global experience (England, Mexico, Ghana, Azerbaijan, Jamaica, Uganda) of health, education and gender programs and research with children, young people, women and community groups. Gayle's PhD (City, University of London) used feminist Interpretative Phenomenological Analysis (IPA) to explore the experiences of HIV positive mothers in Kingston, Jamaica. In her current role as Senior Development Director for Nyaka, an NGO in southwest Uganda, she coordinates fundraising efforts across the organisation and supports planning and strategic development.

Mark Goodrich



After a 25-year career as a lawyer including as a partner with the global law firm, White & Case, Mark recently requalified as a primary school teacher to pursue his passion for education. He has had a highly international career with his work taking him to many different countries in Asia and Africa. In addition to a law degree and his teaching qualification, Mark also has two Masters degrees in the area of politics, administration and public policy.

Adam Khanbhai



Adam is a British New Zealander who has spent most of his career in London, firstly as a Strategy Consultant with OC&C, and subsequently as a fund manager investing in publicly listed small companies. Adam first met Cat at Cambridge University, where he studied for a Masters degree in Chemical Engineering. He is also a CFA charterholder. As the Trustee responsible for Finance, Adam's primary role is to ensure EduSpots remains on a robust financial footing. He is also focused on helping the organisation build the resources and controls to enable it to deliver its longer term ambitions.

Amjad Saleem



Amjad is the orchestrator of the Volunteer, Youth and Education Development Unit at the International Federation of Red Cross and Red Crescent Societies, based in Geneva. This is a global team focused on volunteering management, youth innovation and engagement, and education programming. He has worked in different perspectives of humanitarian work, interfaith engagement and peace building. He applies his extensive knowledge on peace building, humanitarian affairs and development work and interfaith engagement in many domains, including as board member of the Geneva Peacebuilding Platform, and People Beyond Borders. His publications include journal articles, several book chapters and a book on 'Lessons from Aceh'. Amjad has an M.Eng from Imperial College, London, an MBA from Manipal GlobalNxt, Malaysia and a PhD from Exeter University.

Key charitable information

Our Charitable Objects

To advance education throughout Africa and the UK by the provision of, but not limited to, providing educational courses, assisting in the operation of community-led education centres and providing grants to individuals to further education as trustees from time to time may determine.

Our Trustees

Our current trustees are:
Catherine Davison (joined April 2016)
Mark Goodrich (joined October 2019)
Amjad Saleem (joined March 2021)
Gloria Agyemang (joined July 2021)
Gayle Clifford (joined May 2022)
Adam Khanbhai (joined May 2022)

Core Information

EduSpots is a UK Registered Charity 1166734

Our UK office is Flat 3, 20 Atlingworth Street, Brighton, BN2 1PL. Our website is www.eduspots.org and we use @eduspots on Twitter, Facebook and LinkedIn, with @edu_spots on Instagram.

Our Bank

Wise Bank, 6th Floor, TEA Building, 56 Shoreditch High Street, London, E1 6JJ, United Kingdom.

Independent Examiner

The financial reports enclosed have been approved by an Independent Examiner: Shruti Soni Limited, 117a, St. Johns Hill, Sevenoaks, TN13 3PE



WHY DOES EDUSPOTS EXIST?

Our vision is of a world where communities unite to create the futures they want to see through education.



In Ghana, 65% of students in rural areas do not complete primary school (UNESCO, 2020).
In rural areas, access to pre-primary education is just 38%, compared to 90% for urban areas (UNESCO, 2020). 26% of girls reported sexual violence; 220,000 females 15-24yrs are illiterate (UNESCO Institute for Statistics, 2019).

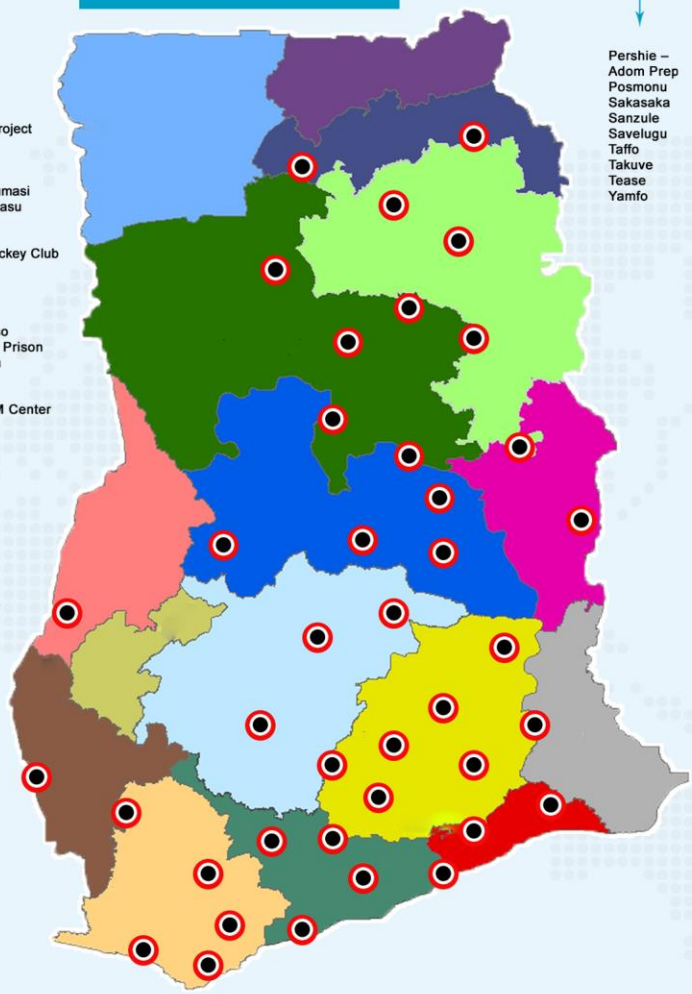
EduSpots works in 50 underserved communities across 16 regions in rural Ghana and Kenya where access to any reading books and learning support beyond school hours was previously extremely limited.
In all these communities there was also strong community interest in volunteering to lead changes for their students.

Who is EduSpots impacting in 2022?

- **12,000+** Spot users
- **7452** recorded child users
- **1873** recorded adult users
- **500** students in EduLit clubs
- **400** students in EcoSTEM clubs
- **307** registered community volunteers
- **222** participants in online courses
- **53** Ambassadors and international volunteers
- **15** CLEd Programme Catalysts
- **16** part-time staff members
- **7** Peer Mentors

OUR SPOTS AT GLANCE

Abofour
Agbledomi
Akumadan
Apegusu
Asemkow
Badili Zone Project
Bimbilla
Bono Manso
Bosomadwe
Dichemso, Kumasi
Dodome Awuiasu
Donkorkrom
Dulugu
Edinaman Hockey Club
Ejura
Ekoso
Ekumfi
Elmina
Gomoa-Manso
James Camp Prison
Joska, Kenya
Kalpohin
Kodzi
Lusaka STEM Center and Library
Metsrikasa
Mpatano
New Atuabo



Pershie – Adom Prep
Posmonu
Sakasaka
Sanzule
Savelugu
Taffo
Takuve
Tease
Yamfo

WHAT ACTIVITIES ARE ONGOING AT THE SPOTS IN 2022?

418 literacy activities

192 STEM activities

79 locally led events

1295 recorded books borrowed

87 87 Spot Management Committee Meetings

42 local grants awarded

15,000+ volunteer hours worked

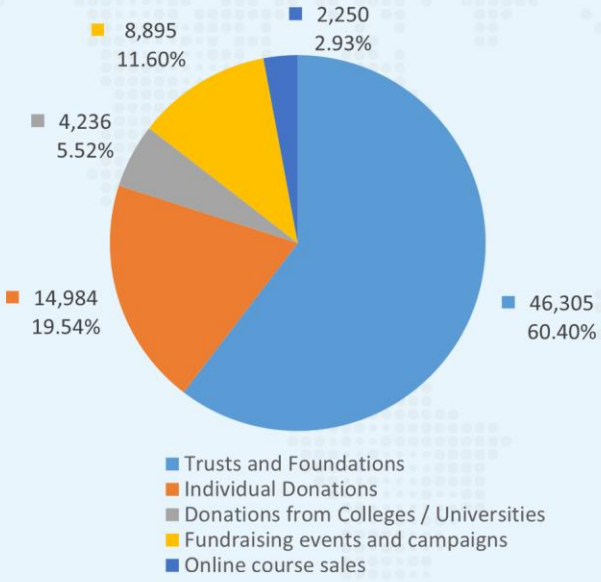
5 days a week on average.

3 evenings a week on average.



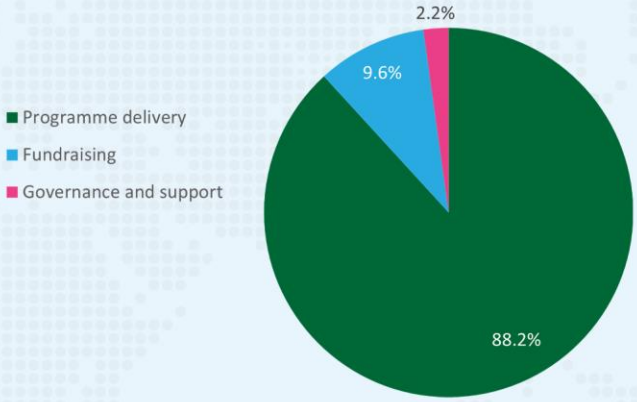
Drawn from quarterly Spot data collection from a limited number of Spots.

Our Income



How did we spend our funds in 2022?

Our model is truly low-cost, high impact and sustained by local communities.



Note that all ongoing costs are funded by communities, with no ongoing salaries paid to local community volunteers or bills such as electricity paid by EduSpots.

SPOT IMPACT FACT FILE: KALPOHIN

A 'Spot' is a flexible education space or library, managed and owned by the local community with activities driven by local volunteers with support from our staff team.

- **Cost to build, furnish and equip new Spot: £10,000**
- **Age of Spot: 4 years**
- **Volunteer hours contributed in 2022: 1820**
- **Open: 6 days a week, 6 evenings a week**

Local Partnerships Formed:
GES through Municipal Education Office, head teachers of basic schools in Kalpohin, CAMA GH Northern Chapter, PTA /SMC, PPAG, MP for Tamale North Constituency.



Key statistics for 2022

This data was obtained by our quarterly Spot information collection, which is checked through Spot visits.

- **13** local schools using the Spot
- **476** books loaned
- **93** total literacy activities
- **51** EcoSTEM activities
- **30** student members of the EduLit Club
- **20** student members of the EcoSTEM club
- **25** wider community-led activities
- **13** Spot Management Committee meetings held
- **11** volunteers in the team
- **3** volunteers enrolled on the CLEd Programme
- Staffing meetings held for school, youth trainings, extra maths classes
  1000 cedis raised through local fundraising

A reflection from Adam Nabila, Spot Project Leader

"Kalpohin Spot has become one of the key stakeholders working with schools in the community to improve educational outcomes. The library has become famous especially for early grade literacy development across the community in the 2022 period when children from the community in early grades are engaged during holidays. Initially 72% of enrolled students could not identify or read content at their level; by the end 68% of kids could identify letters and their sounds.

Our decentralized literacy programs also prevent the children from the hazards of roaming on the streets during the holiday period. Our remedial lessons for BECE candidates are helping students to overcome learning difficulties in the areas of Mathematics, Integrated Science and English language which saw 80 percent of students who attended had their first choice schools into the SHS in 2022 period."



Adam has been an active volunteer with EduSpots since 2019, also working as a JHS teacher and local unit committee member. In 2022, he joined our staff team as a part-time Spot Coordinator, sharing his experience of Spot development with the wider network.

CLED PROGRAMME

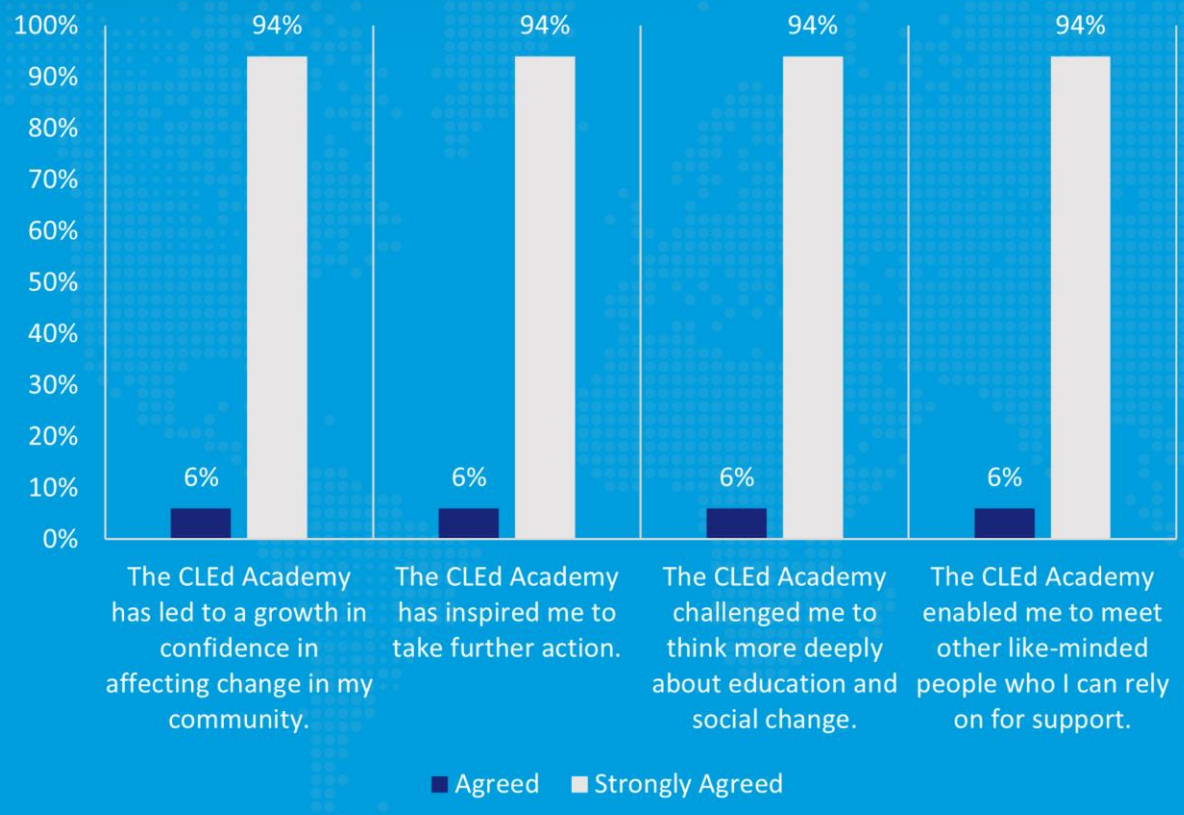
The CLEd (Community Leadership in Education) Programme is a one-year programme, involving 15 Catalysts in a 5-day residential training Academy, monthly group coaching sessions, peer mentoring, community action plans, flexible grant funding and impact reporting. In total Catalysts received over 2000 hours of training.

The programme cost **£14,305** to deliver in total, including **£3000** flexible grant funding and **£1000** resource support.

Impact of CLEd Academy

"The CLEd programme has unearthed hidden potential in me. I've met like-minded Catalysts who are very zealous at what they do. This has made me understand the collectiveness of the network and has motivated me to contribute better to do my quota to support the overall vision of EduSpots and lead sustainable change at my Spot with the new insight and skills gained."

(Faad Abdul-Rahman,
CLEd Catalyst and teacher
in Sakasaka, now EduSpots'
staff team Ignite Programme Coordinator)



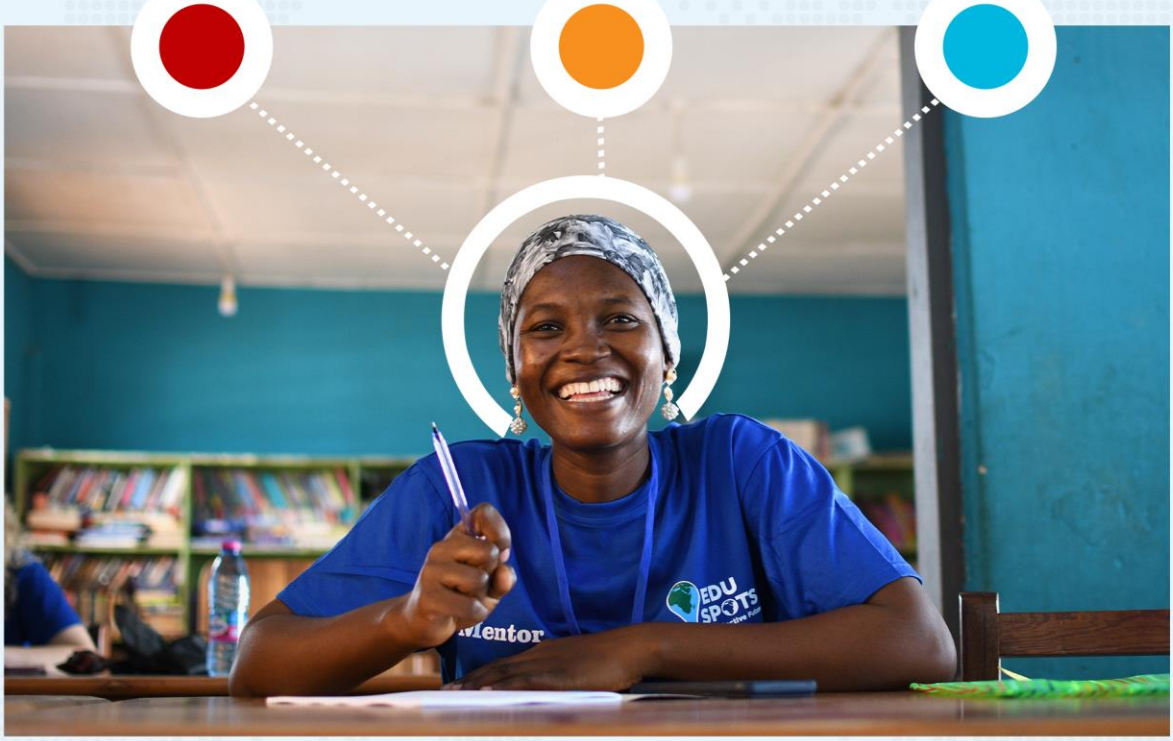
QUANTITATIVE STUDY

By ImpactEd exploring the changes upon Catalysts during the CLEd programme

4% increase
on the Goal Orientation (secondary) scale

3% increase
on the New General Self-Efficacy Scale

2% increase
Team Working (secondary)



Programme Impact

Our analysis of reports from Catalysts and quarterly Spot information demonstrated the following significant changes across participating Catalysts' communities.

1. **Improved community ownership,** leadership and engagement
2. **Increased number of users** (individuals and schools)
3. **Improved local communication** systems and strategies
4. **Improved quality of education** in EduLit and EcoSTEM clubs
5. **Increased local fundraising** and further partnerships development
6. **Advances in information collection** submitted quarterly by Spots
7. **Improved understanding of child safeguarding** and stronger systems in place
8. **Improved operational systems** at the Spots - e.g. book loaning systems and information boards

CATALYST CASE STUDY

Anita Esi Eleh

"The community, including the traditional council, now understands our work and appreciates how far we've brought the Spot. It is now understood that it's a collective effort and they're ever ready to lend a helping hand."

Anita Eleh is a local student and Spot Project Leader at the Gomoa Manso Spot which she founded in 2019 as part of our youth changemaker partnership with African Science Academy. Within the CLEd Programme, Anita has earned a distinction in Project Management, Community Engagement, and Literacy Development.







Key advances in the community

1. Community engagement
Anita was successful in community engagement to the extent that she was able to bring on board key stakeholders to enhance the management and impact of the Spot creating an active library management committee.

2. IT Centre created at the Spot
As a result of winning a $5,000 grant herself from the Global Youth Mobilization Fund, Anita has created an IT centre at the Spot, complete with internet access. She has enlisted local students to volunteer to lead IT sessions for students and adults.

3. Literacy development
Anita worked with her volunteer team to develop a reading clinic and organised a literacy development workshop for volunteers, involving local teachers. As part of the CLEd Programme, Anita was awarded a 3,000 cedis grant from EduSpots which she used to purchase literacy materials and fund workshops organised for volunteers. The library committee also now regulates a book loaning system which has increased the reading culture of learners.

The Impact on Anita

Anita's score on the New General Self-efficacy Scale (NGSE) used by Impact Ed was 12%.
"As a CLEd participant, I was privileged to learn the key areas in running a project and was enthused about early years literacy and community engagement. I was given the platform, grant funding and resources to apply my acquired knowledge in these fields in my community. This is real-time growth and I'm grateful to have been a part of it."
The future ahead for Anita: In 2023, equipped with new skills, Anita continues to lead Gomoa Manso as a Project Leader, and has just been selected as the Peer Mentor of the new Ignite Girls Programme. At our 2022 Project Leaders' Conference, Anita was given a special award for her role in securing multi-year funding from the Gower Street Trust.



PEER MENTORING PROGRAMME

100% of Catalysts strongly agreed that their Peer Mentor enabled them to lead further change in their communities.



The Peer Mentoring Programme was introduced in 2022 to further develop the mindset and leadership capabilities of the CLEd 2021 alumni as a stepping stone into paid employment, whilst enabling them to share valuable experience with the new CLEd Catalysts in a remunerated role.

Impact Ed Study

According to ImpactEd's Active Emphathetic Listening Scale, the active listening skills of Peer Mentors developed by 4.2% across the programme as a whole and rose by 7.4% after the CLEd Academy. This study was conducted by Impact Ed using their Active Empathetic Listening Scale.

What have our Peer Mentors learnt in this process?

"I have learnt patience and empathy, trying to learn from others and standing in their shoes. You need to understand them, rather than complain and put a lot on them."

"I have learnt a lot about communication. I'm able to stand in front of the elders in my community and explain to them everything we decide to do in terms of the programme and at the Spot. Formally, there were things we did in front of elders that were termed as poor behaviour, but now I've learnt about body language.'

Case Study: Sule Arahamatu

Following the peer mentoring training, Arahamatu's scores in the Active Empathetic Listening Scale analysed by ImpactEd rose by a significant 14%.

"The mentoring programme helped me to build my self-confidence, brought out the best out of me, and motivated me because of the impact and changes I have been able to share with a lot of people at this age. It has also improved my mentoring skills."

Arahamatu is the Spot Project Leader in the Bimbilla community. She mentored three of the Catalysts. For 2023, Arahamatu continues as a volunteer Project Leader using her new leadership skills, receiving extensive training at the national conference, also joining the Ignite Programme. She has been part of the Ignite Girls working group, and has established the first girls' empowerment club at Bimbilla Spot.

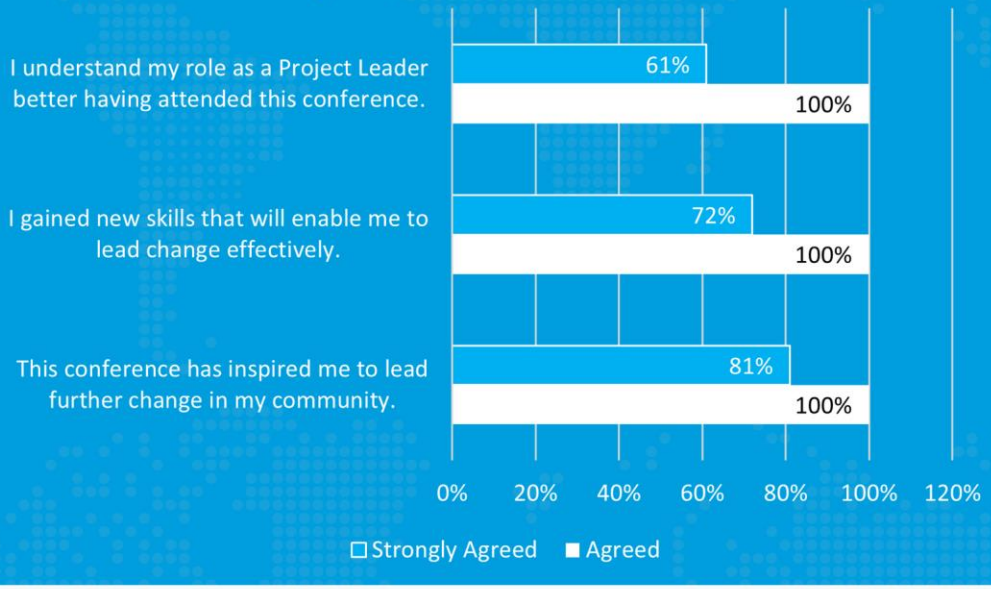




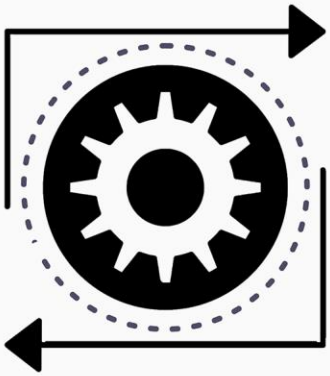
NATIONAL CONFERENCE FOR PROJECT LEADERS

In total we had 50 attendants from 22 Spot Communities, with 8 staff present.

"I'm always proud to be with people who have similar visions and think like me. Upon seeing the energy every volunteer puts into their work and the passion with which they work, I'm always motivated to do more."



Here are just a few examples from across our Spots;



A **Child safeguarding:**
10 Spots so far have led refresher training for volunteers and students, with all Spots displaying safeguarding information and 3 leading engagements with the wider community.

B **Reorganisation of library:**
Bosomadwe reorganised their library, ensuring that books for early readers were more accessible for them to find and use.

C **Communication:**
In Sakasaka, the team improved their communications by setting up a new Sakasaka Facebook page, also advancing communications with the local community about their activities.

D **Girls' empowerment club:**
In Bimbilla, the team has set up a girls' empowerment club, pairing local JHS students with female mentors.
They led a quiz event on female participation in science for International Day of Women and Girls in Science.

EDULIT CLUBS

The EduLit programme aims to strengthen core literacy skills for Junior High School students whilst building creativity and critical thinking and strengthening the pedagogical approaches of teachers. Volunteers are sent monthly challenges which involve students in team challenges with supporting resources and mentoring.



Key statistics

- **500** students enrolled in EduLit clubs
- **56%** of participants are girls
- **80** challenge entries
- **17** community EduLit clubs are engaged in our challenges

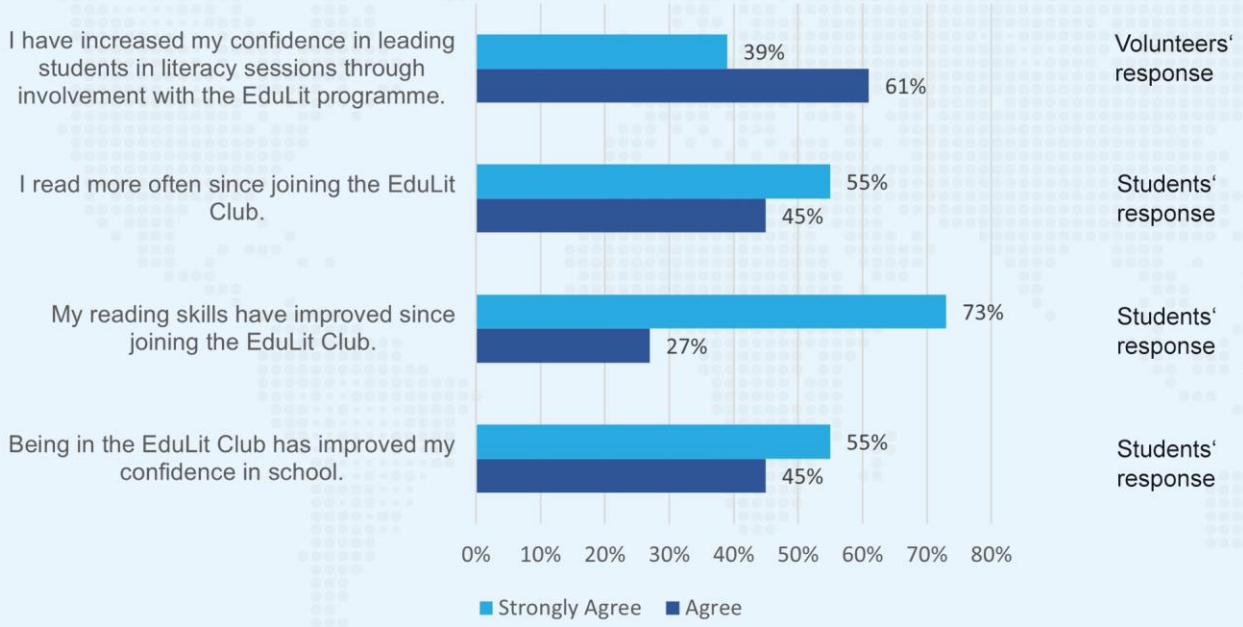
Student Impact

"As a student I am very happy to be part of EduSpot EduLit club because now I speak English all the time when I am in school because, I feel more confident than before, the activities we do are very fun, we learn a lot and we enjoy reading time in the club a lot." (Wireduwaa Florena 15 yrs, EduLit student)

"I am now bold when I speak and read in public." (EduLit student)

"They participate more in discussions and always want to contribute. They like asking questions and follow up questions." (EduLit teacher)

Key statistics



ECOSTEM CLUBS

Our EcoSTEM clubs engage students in practical science, technology, engineering, mathematics and environmental education through experiments that relate to the curriculum and the community context, using resources that can be found locally. EcoSTEM volunteers are sent a monthly EcoSTEM challenge alongside accompanying EcoSTEM resources and training sessions.



Key statistics

400 members of EcoSTEM clubs
48% of participants are girls
11 clubs submitting challenges
60 challenge entries

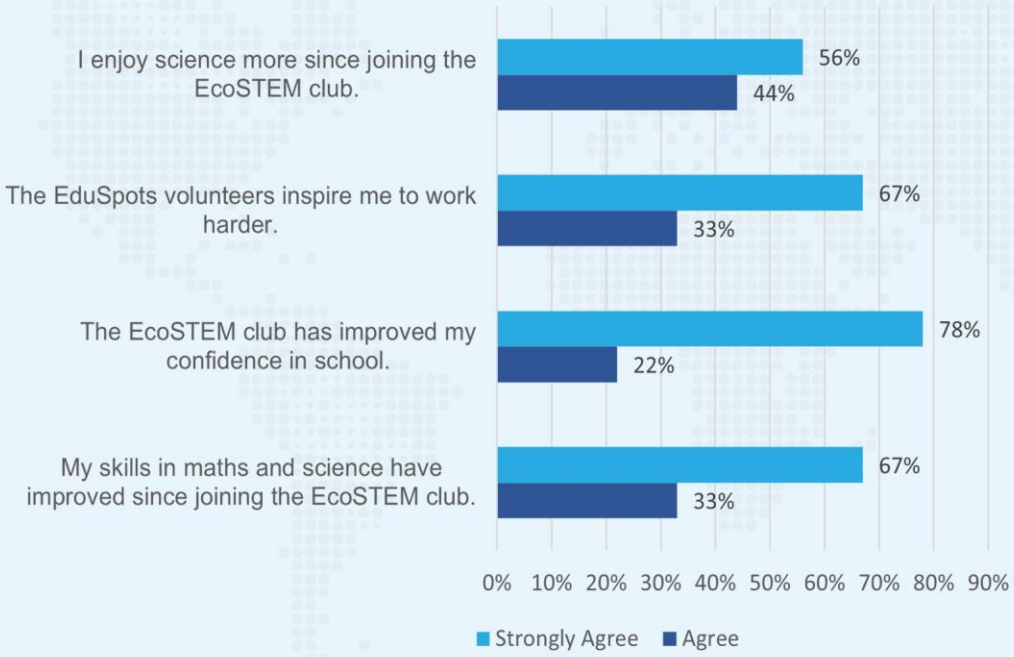
Impact on students

"Before EcoSTEM, most students in the Sakasaka community never had the desire or passion to pursue General Science as a course at the SHS level, because they felt science and mathematics is a difficult subject to excel in. And is all due to the absence of practical orientation and freedom of exploration at the basic schools and at the tender ages. Almost all teachings are done in the abstract and not in real live but now, with the existence and support of EduSpots I can BOLDLY say my own students and students from our sister school are currently at the SHS learning General Science as a course." (EcoSTEM volunteer, Sakasaka)

Student Case Study

Name: Abubakari Zakirat, Bimbilla Spot.

"The EcoSTEM Club has increased my understanding and confidence in the topics taught in class through the practical sessions we have every Wednesday. I now have proper understanding of how things work around me in the world of technology. I can now confidently say that I am a girl in science and will pursue science to the highest level."



ONLINE COURSES

We run four online courses on the topics of social entrepreneurship, postcolonial perspectives, social leadership and global development.

These courses are free for all students in government schools, with a charge of £25/student for independent schools. Students in Ghana, the UK and across the world participate.

100% of participants surveyed strongly agreed that "This course has enabled me to think more critically about social change."

"I often think about problems my community is facing, but I don't know how to tackle these issues, and I realised this is what happens most of the time with young people of my age; you identify the problem, but then the next steps are mixed, and you end up not achieving your goals. But then, taking this leadership and action course has helped me a lot in my understanding of the issue and the one-by-one steps to take for sustainable change." (Leadership and Action course participant 2022)

In total, **across 2022,** we had:

- 120 Certificated participants
- 60% Female
- 58% Passed with dinstinction
- 4% Gained 'top in cohort awards'



Example curriculum: Postcolonial Perspectives

The course aims to enable students to understand different meanings of postcolonialism, and expose students to key themes, debates and scholarship in the field of postcolonial studies, asking them to apply these theories to development practice and wider social conversations.

WEEKLY TOPICS:

1. What is a postcolonial perspective?
2. Postcolonialism and development
3. Key texts and literature (including Achebe, Fanon and Dangarembga)
4. Othering, agency and the path forwards
5. Postcolonialism and education (including Freire and Adichie)
6. Orientalism (exploring Said, Spivak and Bhabha)



THE EDUSPOTS AMBASSADORS' NETWORK

"It has made me realise the true importance of team work and hence improved my team building capabilities."
(EduSpots Ambassador)

The Ambassadors' Network was created in 2022 to offer a formal structure through which individuals beyond our Spot communities can contribute to EduSpots' work whilst learning about our model of community-led development.

Those enrolled in our network promote our work online, join and share our online course and Ignite talk opportunities, and lead fundraising and resource collection events.

We are working with students in 8 Ghanaian universities, and one UK university. To join the programme email info@eduspots.org

Key statistics

60% of Ambassadors strongly agree and
40% agree that they feel 'inspired by EduSpots' work to do more to drive educational equity more widely.'
24 school-based Ambassadors across UK and Ghana
12 university Ambassadors (92% Ghana-based)
6 wider adult Ambassadors

What impact has being part of the network had upon our Ghanaian Ambassadors?

"Attitude and mind change"

"Opportunity to learn more from like minded people, socialize and impact others"

"Attitudinal change and helped me in networking with people"

"Knowledge gained"

"Leadership skills"

"I gained knowledge and skills on how to handle give back projects from various Spot leaders and volunteers"

"Eduspot has built my skill on how to learn and give back to society through knowledge acquired so far"

"Improved knowledge through the online training course"

SCHOOL PARTNERSHIPS: CASE STUDIES

"Being able to work with EduSpots has been educational and entertaining, we would love to see EduSpots grow and hope to be a part of this amazing organisation for as long as possible." (Student at Wellington College, UK)



African Science Academy

Since 2018, EduSpots has worked in close partnership with students and alumni from African Science Academy, a pre-university for gifted young female STEM students, founded by the African Gifted Foundation.

10 African Science Academy students have been supported with grant funding to set up their own Spots, with Spots in Savelugu, Dulugu, Yamfo, New Atuabo, Gomoa Manso, Bimbilla, Nairobi, Free Town, and Lusaka, all set up by ASA alumni. Getrude Akunibe, ASA alumni is now our EcoSTEM programme Coordinator, with Nimatu Abdul-Rahman, Anita Esi Eleh and Seiba Abdul Rahaman, all taking on roles as Peer Mentors.

In 2022, ahead of applying for the 2023 Spot creation grant, many ASA students have joined our online courses and 3 students signed up as EduSpots Ambassadors.

Sevenoaks School

Since 2018, the EduLit team at Sevenoaks School has played an integral role in supporting the design, development and funding of literacy resources that mirror and engage with the local context.

"I loved helping to design the December literacy challenge and learning about literacy strategies. As someone who has done a lot of service virtually because of the pandemic and haven't therefore been able to see for myself what sort of an impact my work has actually had, EduLit today was incredible because seeing the photo submissions from the Spots themselves. I genuinely loved seeing the dedication and enthusiasm of the EduSpots' students and volunteers through their submissions to the December challenge." **(Anna, Year 12, Sevenoaks School EduLit group)**

Wellington College

In 2022, students at Wellington College have researched effective strategies for creating reading buddy programmes, ahead of working closely with the EduSpots team to help design posters and educational resources. Beyond this they have explored and promoted African fiction, creating reels and writing book reviews, also fundraising to support EduSpots' work.

"Throughout all the weeks working with the EduSpots' organisation we feel we have learnt so much about the issues different cultures face, which sadly are issues that might not otherwise cross our minds. An example of this is the lack of accessibility to African authors, this therefore creates the issue of not only a lack of cultural education but also a severe lack of role models to the African community. As students we recognise that this should not be the case and strive to ensure that this does not remain an issue in the future. Therefore, we will continue to help and support the community."'

In 2022, we have also loved working with students at Benenden School, Brentwood School, Brighton College, Eton College and Magdelene College School , and thank all the students and staff for their support.
To start a school partnerships, email info@eduspots.org



ELMINA SPOT



The Spot is due to be commissioned on the7th November 2023, the Elmina building in the Dwira Akyinim community is being created in partnership with the local community, We Building and AIConstruct. It will bring together three existing Spots in the nearby community which have been part of the network since 2017.

"I come from the Dwira Akyninim community and this library is very important to us; we are so excited to have a library in this community! I used to work in another library but it has closed too, so there are no books at all that I can have access to! **(Chibans, local student)**

"This community is excited for the library to be completed in order to improve the academics of the children. It will enable the children to come during the weekends to read, do their homework and also prevent them from roaming about on the streets in the evening." **(Gibsi, local teacher)**



A BLUEPRINT FOR OUR WORK: THE DREAM SPOT MODEL

In 2022, we have been working to develop a clear blueprint for our Spot Model. This model has been further advanced and simplified in 2023.

We are together working towards

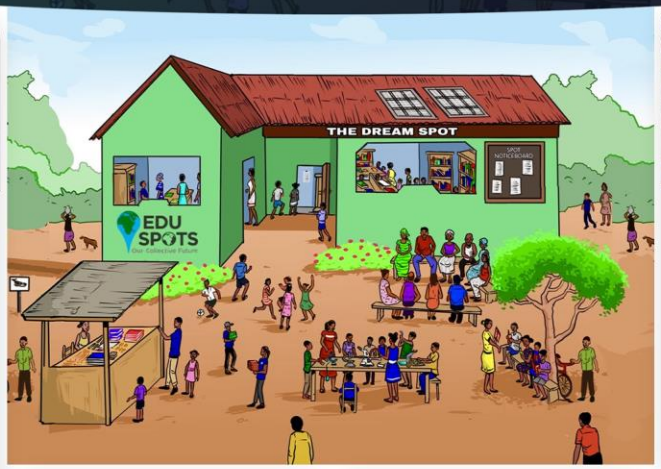
The Dream Spot Model

This is the model of practice that we hope all Spots in the EduSpots network can work towards, with our support. This has been created through the ideas and practice of volunteers and staff from across our wide network. We continue to refine and research a model that could support communities in low-resource settings across the world in leading and sustaining their own change through education. The model is based on **8 core areas**, which are also the focus areas of training through our Community Leadership in Education (CLEd) programme.



1 Project Management & Sustainability

- There is a management committee to oversee the day-to-day running of the Spot which meets regularly, comprising a representation of a cross-section of stakeholders in the community.
- Clear schedule of regular educational activities and opening hours.
- Clear plan for all other areas of focus, such as child protection, fundraising, volunteer and community engagement.
- Collect and submit information on average number of Spot users, infrastructure, funds, etc every three months.
- Activities are planned in line with our environmental sustainability policy.
- Partnership agreements with EduSpots are signed and understood.
- Resources are accounted for and monitored closely.
- A book loaning system in place.





2 Education Project Design

- Education programmes are designed to meet the needs of the community.
- Educational activities are clearly publicized to the local community.
- Permissions are sought in advance from schools, parents and local education authorities for programmes involving children.
- Information is gathered to evaluate the impact of education programmes.



3 Team Building & Community Engagement

- Engagement and interaction with community members; this includes traditional, political, educational and religious leaders.
- Evidence of teamwork in all activities.
- Volunteers are registered and inducted both centrally and locally.
- Evidence of community members included in Spot programmes.
- Evidence of multiple schools and local groups in the community using the Spot.
- Engagement in EduSpots' Empowerment Sessions.



4 Child Protection and Inclusion

- EduSpots' child protection policy is understood by all volunteers and Spot users, is on display and actively employed.
- Children are comfortable and safe at the Spot and during all activities
- Evidence that all are equally welcome at the Spot and steps are actively taken to ensure Spot activities and resources are inclusive.
- Diversity of opinions from the community are sought.



5 Literacy Development

- Existence of a vibrant literacy club, using aspects of the EduLit model
- Engagement in literacy challenges, the EduLit model, and our literacy festival.
- Clear locally relevant literacy resource section including African fiction and non-fiction books, local text books and Ghanaian-specific phonics resources.
- Have a monitoring and evaluation system for literacy participation.



6 Practical STEM and Sustainability Education

- Existence of a vibrant EcoSTEM club, using aspects of the EduSTEM model
- Participation in major stem activities such as EcoSTEM challenges.
- Have a monitoring and evaluation system for EcoSTEM participation.



7 Fundraising and Social Entrepreneurship

- Regular fundraising and enterprise activities are organised.
- Ability to fund maintenance and other needs of the Spot.
- Partnerships are sought and sustained with local companies, individuals and bodies.
- A transparent system of accountability in place to ensure efficient management of funds.



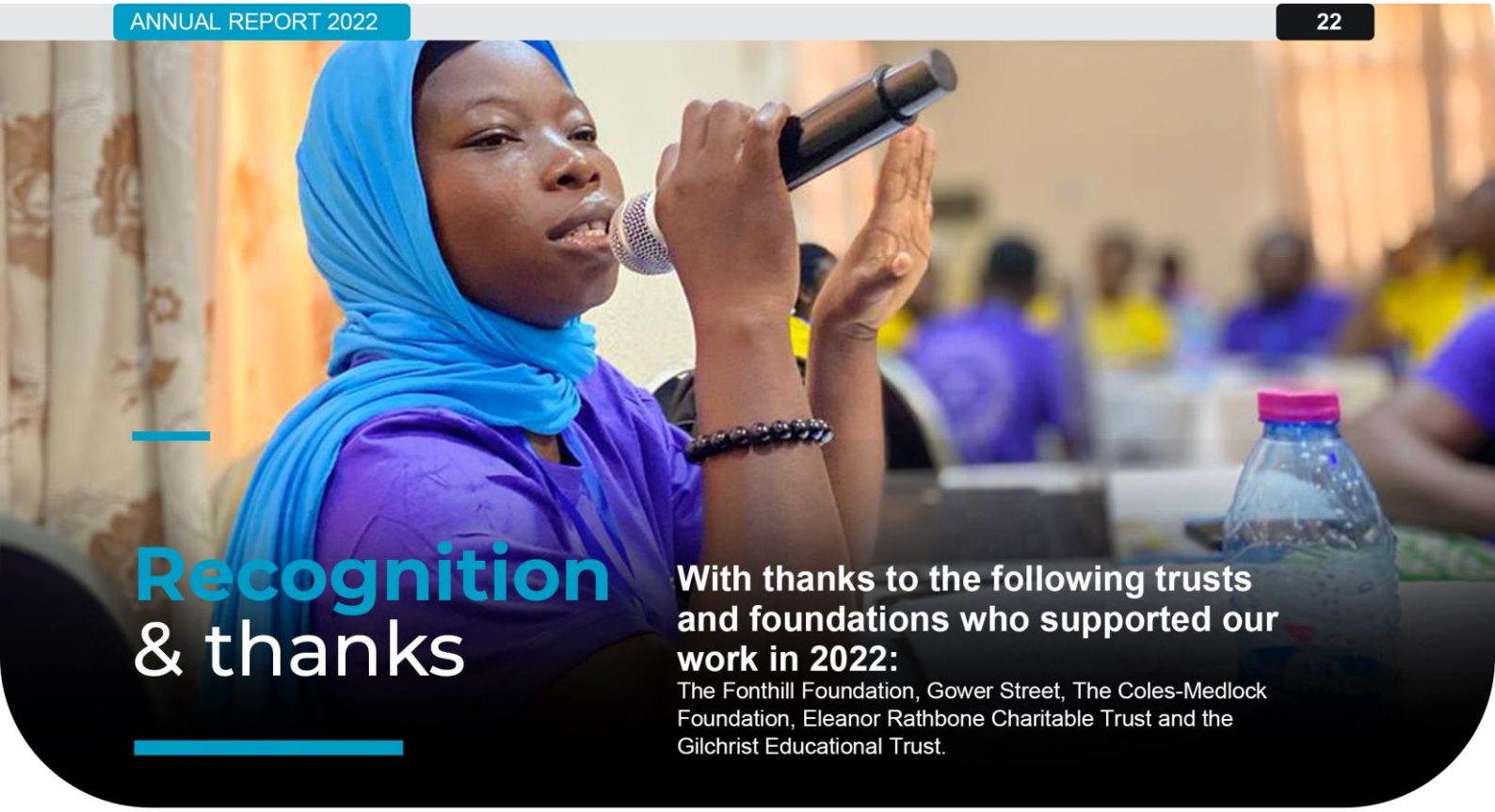
8 Communication for Change

- Clear Spot signage demonstrating both community ownership and EduSpots network membership.
- Clear channels of communication for volunteer team and community members.
- Impact of programmes and the Spot clearly communicated to external stakeholders.
- Communication of Spot activities onto the main EduSpots WhatsApp feed.
- All communications in line with EduSpots' communication and branding strategy.
- Strong communication with EduSpots staff regarding activities, operations and support needed.



Origin of 'Spot' Concept

In Ghana, a 'Spot' is a drinking Spot, a place for socialising. They are found all over the country, each having their own locally rooted name such as 'Best Friend's Spot' or 'Hope Spot'.



Recognition & thanks

With thanks to the following trusts and foundations who supported our work in 2022:

The Fonthill Foundation, Gower Street, The Coles-Medlock Foundation, Eleanor Rathbone Charitable Trust and the Gilchrist Educational Trust.

The Big Give Campaign 2022

Thank you to all those who supported our 2022 Big Give Campaign in support of our literacy development work. With your support, we were able to raise £11,835 from 99 donations. Thank you to the Reed Foundation for their support with £2500 match funding and our pledge funders who donated the remaining £2500. We were also delighted to receive a further £1000 after Adam Nabila's post relating to impact in Kalpohin Spot, leading us to receive the Big Give Supporters' Choice Award.

School & Wider Partners

We would like to thank Sevenoaks School, for the continued engagement and support through the EduLit programme, including enabling us to hold a formal dinner, partly led by EduLit students, in the Space recital room. We appreciate Brighton College for a significant donation of £3,585.87 raised through their home clothes days. We also thank Wellington College, Eton College, Benenden School, Brentwood School and African Science Academy for their continued support through engagement in programmes, online courses and fundraising.
We appreciate Black Spike Design Ltd for their ongoing voluntary support with the website and wider branding and IT support, and also WeBuilding for their voluntary support in the design and construction of Elmina Spot, due to be opened in November 2023.

A final thank you

A final thank you is due to all the people who make EduSpots' work a reality on a daily basis - we appreciate all our committed staff, trustees, directors, Ambassadors and most of all our Spot volunteers who we support in developing their vision for their communities through education.







EduSpots' ANNUAL AWARDS 2022

Each year we recognise outstanding effort and achievement across the EduSpots network through our annual awards. In 2022, these were awarded at our national conference in Techiman, held in December.





Spot Award



Spot Award



Volunteer Award

SPOT AWARDS 2022

- Spot of the Year: Kalpohin
- School-based Spot of the Year: Sakasaka
- Volunteer Team of the Year: Gomoa Manso
- Education Initiative of the Year: Akumadan
- EcoSTEM Spot of the Year: Elmina
- EcoSTEM Spot of the Year Runners-up: Kalpohin (2nd) and Abofour (3rd)
- EduLit Spot of the Year: Ejura
- EduLit Spot of the Year Runners-up: Dichemso (2nd) and Sakasaka (3rd)
- Spot Award for Creativity and Entrepreneurship: Joska
- Spot Information Supporters of the Year: Dodome Awiasu and Dulugu
- Spot Fundraising Award of the Year: Akumadan

VOLUNTEER AWARDS 2022

- Volunteer of the Year, Ghana: Anita Esi Eleh (also outstanding contribution to EduSpots award)
- Volunteer of the Year, UK: Sarah Davis (with particular thanks and recognition for continuing to support us as a Finance and Admin Officer in a voluntary capacity)
- EcoSTEM Volunteer of the Year: Benjamin Eikins (Elmina)
- EduLit Volunteer of the Year: Seidu Yahya (Ejura)
- Youth Volunteer of the Year, Ghana: Musah Alhassan Baako (Kalpohin)
- Youth Volunteers of the Year, UK: Anna Tarasheva and Delaney Kim (Sevenoaks School)
- Junior Volunteer of the Year, Ghana: Saeed Hafsatu (Kalpohin)
- Social Media Ambassador of the Year: Faad Abdul-Rahman (Sakasaka)
- School Partners of the Year 2022: Sevenoaks School
- International Student Group of the Year 2022: Wellington College Team

Independent Examiner's Report

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 December 2022 which are set out on pages 25 and 26.

Responsibilities and basis of report

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 charity's accounts carried out under section 145 of the 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 confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the accounts do not accord with those records; or

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.

Shruti Soni

Shruti Soni FCCA FCIE

Date: 24 October 2023

Shruti Soni Ltd ● Chartered Certified Accountants
117a St. John's Hill, Sevenoaks TN13 3PE

Financial Reports

CHARITY COMMISSION FOR ENGLAND AND WALES

EduSpots	1166734	CC16a

Receipts and payments accounts

For the period from	1/1/2022	To	31/12/2022

Section A Receipts and payments

	Unrestricted funds	Restricted funds	Endowment funds	Total funds	Last year
	£	£	£	£	£ Restated
A1 Receipts					
Grants	25,000	21,305	-	46,305	42,090
Donations	19,591		-	19,591	28,610
Fundraising	8,527	-	-	8,527	14,919
Courses / curriculum	2,250	-	-	2,250	5,350
***Sub total**(Gross income for AR)*	55,368	21,305	-	76,673	90,969
Total receipts	55,368	21,305	-	76,673	90,969
A3 Payments					
Literacy, STEM, CLEd & Spot Programmes	14,143	20,805	-	34,948	47,400
Building and Furnishing Libraries	6,500	7,771	-	14,271	-
Project & Programme Delivery	1,518	-	-	1,518	4,198
Online Courses & School Partnerships	3,361	-	-	3,361	6,130
Literacy Resources & Distribution	-	1,000	-	1,000	3,990
Fundraising	501	-	-	501	279
Travel	6,067	-	-	6,067	3,597
Media, Marketing & IT	144	-	-	144	144
Monitoring & Evaluation	1,584	-	-	1,584	2,940
Consultancy costs	5,332	-	-	5,332	4,199
Recruitment	471	-	-	471	289
Insurance	401	-	-	401	339
Independent Examination Fee	684	-	-	684	642
Just Giving fees	122	-	-	122	401
Bank charges	72	-	-	72	-
Sub total	40,900	29,576	-	70,476	74,548
Total payments	40,900	29,576	-	70,476	74,548
Net of receipts/(payments)	14,468	- 8,271	-	6,197	16,421
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	11,894	22,400	-	34,294	17,873
Cash funds this year end	26,362	14,129	-	40,491	34,294

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds	Restricted funds	Endowment funds
		to nearest £	to nearest £	to nearest £
B1 Cash funds	Bank account	26,362	14,129	-
	Total cash funds	26,362	14,129	-
	(agree balances with receipts and payments account(s))	OK	OK	OK

		Unrestricted funds	Restricted funds	Endowment funds
	Details	to nearest £	to nearest £	to nearest £
B2 Other monetary assets	Gift aid claim receivable	5,160	-	-
	Big give funds related to 2022 campaign received in Jan 2023	8,980	-	-

	Details	Fund to which liability relates	Amount due (optional)	When due (optional)
B5 Liabilities	Accruals	Unrestricted	3,121	

Grant payments

Payments for Literacy, STEM & Spot Programmes and Literacy Resources & Distribution include £35,948 (2021: £49,000) grants paid to EduSpots Ghana, an independent NGO in Ghana registered in 2019.

Designated Income

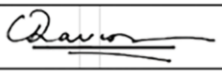
Unrestricted fundraising income includes £2,500 designated by the trustees for literacy resources. The funds were carried forward to be spent in future years. The 2021 unrestricted fundraising income includes £6,500 designated by the trustees for Elmina build project which has been fully spent in 2022.

Related Party Transactions

The charity trustees were not paid or received any other benefits from employment with the charity in the year (2021: £nil). No charity trustee received payment for professional or other services supplied to the charity (2021: £nil).

No trustees were reimbursed any expenses incurred in relation to their duties as trustees (2021: nil).

During the year, the Board of Trustees made unrestricted donations in aggregate of £16,000 (2021: £11,000) to the charity. There are no donations from related parties which are outside the normal course of the charity business and no restricted donations from related parties.

Signed by one or two trustees on behalf of all the trustees	Signature	Print Name	Date of approval
		CATHERINE DAVISON	13/10/2023

Additional Notes

Statement of Public Benefit Entity

The Trustees have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing their aims and objectives and in planning future activities. In particular, the Trustees consider how planned activities will contribute to the aims and objectives of the charity.

Reserves policy

The trustees aim to hold 3 months of direct charitable expenditure as reserves, which allow the charity to work efficiently and meet the needs of its members and beneficiaries. The unrestricted funds available to the charity as of 31 December 2022 were £26,362 (2021: £11,894) which include £2,500 (2021: nil) designated by the Trustees for literacy resources. The funds were carried forward to be spent in future years. The 2021 unrestricted fundraising income includes £6,500 designated by the trustees for Elmina build project which has been fully spent in 2022. The Trustees expect to improve the reserves level by 31 December 2023.

Financial review

The charity's total receipts during the year were £76,673 (2021: £90,969) of which £55,368 (2021: £53,779) were unrestricted and £21,305 (2021: £37,190) were restricted. Total payments were £70,476 (2021: £74,548) of which £40,900 (2021: £48,658) were unrestricted and £29,576 (2021: £25,890) were restricted. Net receipts for the year stood at £6,197 (2021: £16,421) of which £14,468 (2021: £5,121) were unrestricted and -£8,271 (2021: £11,300) were restricted.

Going Concern

The trustees are satisfied that the charity will continue to be a going concern for the foreseeable future.

Trustees' Responsibilities

Charity law and good practice require trustees to ensure that financial statements are prepared which give a true and fair view of the charity's affairs and of the receipts and payments of the organisation for that period. In order to achieve this, trustees must comply with their obligation under the Charities Act 2011 with regards to, the keeping of accounting records for the charity, the auditing or independent examination of the statements of account of the Charity, the transmission of the statements of account of the Charity to the Commission and the preparation of Annual Return and its transmission to the commission.

It is also the responsibility of the trustees to ensure that the income and the property of the charity must be applied solely towards the promotion of its objects. A charity trustee is entitled to be reimbursed out of the property of the charity or may pay out of such property reasonable expenses properly incurred by him or her when acting on behalf of the charity and may benefit from trustee indemnity insurance cover purchased at the charity's expense in accordance with, and subject to the conditions in section 189 of the Charities Act 2011. Also subject to clause 28, none of the income or property of the charity may be paid or transferred directly or indirectly by way of dividend, bonus or otherwise by way of profit to any charity trustee.

This report was approved by the Board of Trustees on 13th October 2023 and signed on their behalf.

Miss Cat Davison, Chair of Trustees



How can you join our community?

Inspired and want to join our community of supporters?
Here's a few ways that you can get involved!

The EduChamps Club

Join us today in becoming an EduChamp, a member of our monthly giving club dedicated to creating lasting change and championing education in rural Ghana and Kenya. By standing with Catalysts in these communities, together we can ignite transformative impact and shape a brighter future. As an EduChamp, your monthly contribution will be used to lay a foundation for the future of our Spot communities

Fundraise for Us

Have an idea for a work party, school event, sponsored run or bake sale? Do reach out at info@eduspots.org if you would like to lead an event in support of EduSpots. Our team will be able to support with advice, design work, and potentially merchandise. To fundraise for EduSpots, you can visit www.justgiving.com/eduspots to set up your own fundraising page.

Student & Youth Ambassadors Network

For school-aged students (aged 15-18) and wider youth (over 18), you are invited to join our dynamic Ambassadors Network! Through these roles you will be able to contribute to EduSpots' impact through advocacy, fundraising and collections, whilst building your leadership skills and learning about development.

School & Organizational Partnerships

If you are a school or organization interested in 'Partnering a Spot', please do reach out to info@eduspots.org and we can set up a call. We are also looking for sponsors and partners for all our programmes; again, reach out if you'd like to learn more.

Trustee, Directors, Advisory Group & Staff Roles

Finally, we are always looking for new trustees, directors and advisory group members. If this might be of interest, please email info@eduspots.org. Staff and wider volunteers are advertised on our website in the 'news' section.



Closing reflections from Faad Abdul-Rahman,

volunteer in Sakasaka, now Programmes Manager

"I dream of expanding our reach to even more underserved communities, providing them with the tools and support they need to transform their educational systems. I aspire to see EduSpots recognised as a global leader in community-led education initiatives." (Faad Abdul-Rahman)



As we complete our reflection on EduSpots' journey in 2022, it is a great privilege to share a little of my journey as an EduSpots volunteer and later staff member with you. I began my journey with EduSpots back in 2021, and it all started when I was posted to the Northern Region as a teacher working in the community of Sakasaka. I have been passionate about education and wanted to make a real impact on the lives of my students. EduSpots had already established a presence in the school, and I was drawn to its community centered approach to education.

As a volunteer, EduSpots prepared the grounds for me as an educator to contribute towards the wider Sustainable Development Goal 4. Moreover, I had the opportunity to participate in numerous invaluable EduSpots leadership development programmes. EduSpots not only offered resources and training but also connected me with a network of like-minded educators, many of whom are also teachers who share their passion for improving education in underserved communities in Ghana and beyond. My journey continued as I became a part of the second cohort of the Community Leadership in Education (CLEd) programme, which is a leadership development programme for very committed EduSpots volunteers. Through this programme, I gained essential skills in community engagement, project management, and I honed my overall leadership abilities.

The catalyst grant awarded as part of the programme brought about transformative changes in Sakasaka's educational landscape. Using this grant, we were able to renovate the library and invest in essential learning materials, including a whiteboard, STEM kits, and a projector. This ignited a passion for learning among students and we have seen a massive improvement in their learning outcomes. Teachers can now deliver engaging lessons, making complex concepts more accessible to students. The STEM kits alongside EduSpots monthly challenges have also opened up new horizons for students in Sakasaka. They now have access to hands-on experiments and activities that promote critical thinking and problem-solving skills.

Following this, I transitioned into a part-time paid staff role as the Ignite Programme Coordinator and a year later I transitioned into a full time staff role at EduSpots, taking on a management position as Programmes Manager. This transition has been both challenging yet rewarding. I've had the opportunity to work closely with the incredible team at EduSpots and have witnessed firsthand the impact our organisation has on communities like Sakasaka.

Looking ahead, my hopes for the future of EduSpots are boundless. I dream of expanding our reach to even more underserved communities, providing them with the tools and support they need to transform their educational systems. I aspire to see EduSpots recognised as a global leader in community-led education initiatives. EduSpots' success is a collective effort. I call on anyone who shares our vision of empowering communities through education to join us. Whether you're an educator, a volunteer, a donor, or a supporter in any capacity, your involvement can make a significant difference. Together, we can continue to champion the community-led model and work towards #OurCollectiveFuture.

Faad Abdul-Rahman, September 2023





#OurCollectiveFuture

Contact us at info@eduspots.org to learn more, support our work, or partner with us.

EduSpots is UK registered charity 1166734.

© EduSpots October 2022

Scan to visit our website

EDU SPOTS
Our Collective Future

For more info, visit www.eduspots.org
Email us on info@eduspots.org
Follow @eduspots

EduSpots

England & Wales - Charity number 1166734

Accounts

EDU SPOTS
Our Collective Future

Annual Report 2021

Community-led, sustainable and transformative education



Our vision is of a world in which communities unite to create the futures they want to see through education

UK registered charity 1166734

For more info, visit www.eduspots.org
Email us on info@eduspots.org
Follow @eduspots

Welcome Message from Anita Esi Eleh

an EduSpots volunteer

"Everyone counts when it comes to making our world better. It's not the work of the government only, or say, well-to-do individuals only, but a collective step where we bring all hands on board. Look around you and make straight that shaky plant by supporting it with a stick. It'll soon bloom, and you'll smile at its awesomeness."



Positive change and development are best implemented and sustained when taken up by the community themselves. This is at the heart of what EduSpots teaches and promotes.

I joined EduSpots as a volunteer in 2019 after completing Senior High School and studying for a year at African Science Academy. I've been amazed at how I've led my Spot this far, creating change each step of the way. Growing up, I had always wanted to make lives better for students in my community but, as reserved as I was, I wondered how I could do this. I started by teaching students at home and helping with their assignments, but this was just not enough. I often got frustrated as I didn't have the needed resources to help the students in their studies.

Through the EduSpots network, I was supported and inspired to create a learning space to foster educational development - the Gomoa Manso Spot (Everybody Matters Initiative). We started off with a teenage pregnancy awareness and mentoring program. As a follow up activity, we created a learning space for the participants to promote educational activities. The idea was to get more girls interested and conscious of education as a way to curb the increasing number of teenage girls becoming pregnant at a young age. As activities commenced at the Spot, gradually more and more girls have participated and used the space. Further interactions revealed that a vast number of these students didn't know how to read or didn't understand what they read, have never experienced a STEM practical session and others with no technology experience. They are limited to what they see in their textbooks and descriptions given by their teachers. This propelled the volunteer team to run several sessions at the library to help solve this issue, including running EcoSTEM and EduLit activities, and having the opportunity to lead a 2 week 'STEM for a Sustainable Future' holiday camp.

Fast forward, and we won a $5000 grant from Global Youth Mobilization (an opportunity that was posted on the EduSpots volunteer platform) and created an IT centre at the Spot which consists of 15 computers, a projector, projector screen and a router which provides internet connection for all 15 devices. Students are now being taken through basic IT sessions (theory and practical) to equip them with the necessary skills for their course of study. Recently, two Gomoa Manso volunteers, including myself, joined the EduSpots CLEd program, equipping us with a peer mentor, and offering a 5-day residential Academy. Through this, we also were awarded an additional grant to implement the Reading Clinic, an initiative intended to teach the students basic reading skills. I'm happy to add that the library is being managed by the community and for the community.

I can't imagine a better way to create a solid foundation for students in Gomoa Manso than through this process that EduSpots has supported me with. I do make this statement as often as I can and whenever I'm granted the opportunity: 'Having my education sponsored by CAMFED and MasterCard, I understand what it means to make provisions for one who lacks it'. All they did was to train one girl, and now, our Spot manages about 35 students with about 22 girls on average. I wonder how many more we will reach if these students also replicate what we are doing. Now, that's the butterfly effect and I'm glad to be a part of this, thanks to EduSpots.



Contents

Welcome message from Anita Esi Eleh 2
Report from Chair 4
Key charitable information 5
Our Trustees 6
Our story 7
Our context 8
Our collaborative approach 9



01

02



Our theory of change 10
The Dream Spot model 11
Kalpohin Spot - Case study 12
Our programme 13
CLEd Programme 2021 14
CLEd Academy Impact 2021 15

Our Clubs in 2021-2022 16
EduSpots Literacy development 17
EduLit club - Case study 18
EduLit global partnership project 19
EduSTEM - Case study 20
STEM for a sustainable future camps 2021 21



03

04



Wider Spot activities 2021 22
Our online courses 23
Fundraising and recognition 24
Independent Examiner's report 25
Financial report 26
Additional notes 27
How to support EduSpots 28



Report from the Chair

As the restrictions caused by Covid gradually began to lift across the world, alongside many organisations, EduSpots collectively looked to assess the impact of the pandemic, reopen the Spots and further ignite the volunteer activity in our communities, whilst supporting our well-being as a network. The pandemic has led to widening learning inequalities in Spot communities, exacerbated by the digital resource and learning divide, with volunteers in some communities reporting a high rate of school dropouts, increase in teenage pregnancy, and a reduced status of education within the wider community. Our Spot volunteers quickly responded to the challenges that they saw; this report and indeed all our work is dedicated to them, and to the community members and students they work with.

This year saw the introduction of our Community Leadership in Education programme, a 10-month programme designed to enable our most committed local volunteers to come together to share practice and advance Spot impact. Matched with a Peer Mentor, CLEd Catalysts led community needs assessments ahead of exploring eight areas of EduSpots impact at our residential CLEd Academy and created and delivered a community action plan. The results from our first cohort were quite astonishing, with the programme, which was fully funded by the Fonthill Foundation, leading to a significant increase in local fundraising, improvement in Spot management systems and advances to the quality of education programmes delivered by volunteers. These pioneering CLEd Catalysts have helped our Spot Coordinator to start to create our 'Spot Handbook' in 2022 – a blueprint for what we call the 'Dream Spot': a vision for a community-led and school-connected education space focused on 8 core areas (see page 10).

In 2021, following the commitment and creativity of our staff and volunteer team, engagement in our EduLit and EduSTEM clubs grew. Monthly challenges have enabled volunteers across the network to engage students in practical team-based challenges, which also aim to promote leadership skills and citizenship values. Indeed, our first formal monitoring and evaluation report, created independently by ImpactEd, gave us extensive quantitative evidence to support our qualitative observations. We also printed our second edition of Kwame's Adventures, based in Abofour - a huge hit with the community! It was launched by the local chieftaincy, with students coming from afar to spot their friends and teachers within the storybook.The highlight of the year for Francis Yeboah and me was our summertime book-drop combined with a diverse literacy festival across all the Ghana-based Spots in celebration of EduSpots' five-year anniversary. Many of our Spots are now seven years old, and their impact and community interest only strengthen.

We have supported numerous Spots in renovating their centres, with several Spots awarded grants independently from the Global Youth Mobilisation Fund and USAid. We are delighted to have started building the new Elmina Spot in 2022 which is being created in partnership with WeBuilding. EduSpots has decided to strategically cap its network expansion to 50 Spots for the next two years, with a focus on tightening operations, collaboratively developing our model, and further advancing the quality of educational impact, monitoring and evaluation. It is our vision that by 2024, having created a self-sustaining network in Ghana, we can look to develop a wider strategy for change.

At a local level, in our Spot communities, new members have made their mark on the EduSpots organisation, whilst older volunteers sustain their engagement. With respect to governance, I would particularly like to thank Ruth Bussey for her contribution as Finance Trustee as she steps back, and welcome Amjad Saleem, Gloria Agyemang, Adam Khandhai and Gayle Clifford to the Trustee team. Following a significant grant award from the Gower Street Trust, we have significantly expanded our staff team, bringing diverse experience across operations, education, and fundraising.

Engaging communities in education is not easy: our volunteers consistently demonstrate resilience, creativity, and ambition. Today, more than ever, we believe that education must engage with the community context; research consistently indicates that growing educational inequality is dependent on the wider network of support that students experience in education and the value that communities place on education. Our model is driven by those with lived experience of the community context whilst believing in the need to work collaboratively towards a fairer and more sustainable future through education – a vision that we call 'Our Collective Future'.

Thank you to everyone who has supported this shared vision: every action or quiet word of advice has truly combined to advance the educational opportunities of over 15,000 individuals across Ghana, whilst empowering a movement of community educators and activists in the process. I am certain that when I write in 2022, our impact will have significantly deepened.



Cat Davison
(Chair of EduSpots)

Our Trustees

Cat Davison (Chair)



Cat Davison oversees the EduSpots staff team in a voluntary capacity. She brings extensive experience of education having taught for 12 years in leading UK and Ghanaian schools, currently overseeing the partnerships, service and social entrepreneurship education at Sevenoaks School. In 2021, she was selected as a finalist for the $1million Varkey Foundation Global Teacher Prize. She studied Philosophy at Cambridge, followed by a Part II at Cambridge's Judge Business School before qualifying as a teacher and taking an MA in Educational and International Development at UCL. She is also Chair of the Schools Community Action group and advises schools, organisations and individuals on service learning and partnerships, with a particular interest in analysing power and applying postcolonial thinking in development contexts.

Gloria Agyemang



Gloria Agyemang, Professor of Accounting, and current Head of the School of Business and Management at Royal Holloway, University of London holds a PhD in Management from the University of London. Receiving her undergraduate degree at the University of Ghana and her postgraduate at McGill University, Canada, she has both management and teaching experience at UK and African Universities. Gloria's diverse research interests include Accounting and Race, Culture and Diversity issues; NGO Accountability, Management Control and performance management in Public Sector Organisations, the Management of Educational institutions; Accounting and Sustainability Management in Emerging Economies, Accounting for Migration-Immigration and Accounting for Crime.

Gayle Clifford



Gayle Clifford is a health improvement specialist with global experience (England, Mexico, Ghana, Azerbaijan, Jamaica, Uganda) of health, education and gender programs and research with children, young people, women and community groups. Gayle's PhD (City, University of London) used feminist Interpretative Phenomenological Analysis (IPA) to explore the experiences of HIV positive mothers in Kingston, Jamaica. In her current role as Senior Development Director for Nyaka, an NGO in southwest Uganda, she coordinates fundraising efforts across the organisation and supports planning and strategic development.

Mark Goodrich



After a 25-year career as a lawyer including as a partner with the global law firm, White & Case, Mark recently requalified as a primary school teacher to pursue his passion for education. He has had a highly international career with his work taking him to many different countries in Asia and Africa. In addition to a law degree and his teaching qualification, Mark also has two Masters degrees in the area of politics, administration and public policy.

Adam Khanbhai



Adam is a British New Zealander who has spent most of his career in London, firstly as a Strategy Consultant with OC&C, and subsequently as a fund manager investing in publicly listed small companies. Adam first met Cat at Cambridge University, where he studied for a Masters degree in Chemical Engineering. He is also a CFA charterholder. As the Trustee responsible for Finance, Adam's primary role is to ensure EduSpots remains on a robust financial footing. He is also focused on helping the organisation build the resources and controls to enable it to deliver its longer term ambitions.

Amjad Saleem



Amjad is the orchestrator of the Volunteer, Youth and Education Development Unit at the International Federation of Red Cross and Red Crescent Societies, based in Geneva. This is a global team focused on volunteering management, youth innovation and engagement, and education programming. He has worked in different perspectives of humanitarian work, interfaith engagement and peace building. He applies his extensive knowledge on peace building, humanitarian affairs and development work and interfaith engagement in many domains, including as board member of the Geneva Peacebuilding Platform, and People Beyond Borders. His publications include journal articles, several book chapters and a book on 'Lessons from Aceh'. Amjad has an M.Eng from Imperial College, London, an MBA from Manipal GlobalNxt, Malaysia and a PhD from Exeter University.

Key charitable information

Our Charitable Objects

To advance education throughout Africa and the UK by the provision of, but not limited to, providing educational courses, assisting in the operation of community-led education centres and providing grants to individuals to further education as trustees from time to time may determine.

Our Trustees

Our current trustees are:
Catherine Davison (joined April 2016)
Mark Goodrich (joined October 2019)
Amjad Saleem (joined March 2021)
Gloria Agyemang (joined July 2021)
Gayle Clifford (joined May 2022)
Adam Khanbhai (joined May 2022)

Core Information

EduSpots is a UK Registered Charity 1166734

Our UK office is Flat 5, 2 High Street, Sevenoaks, TN13 1HX. Our website is www.eduspots.org and we use @eduspots on Twitter, Facebook and LinkedIn, with @edu_spots on Instagram.

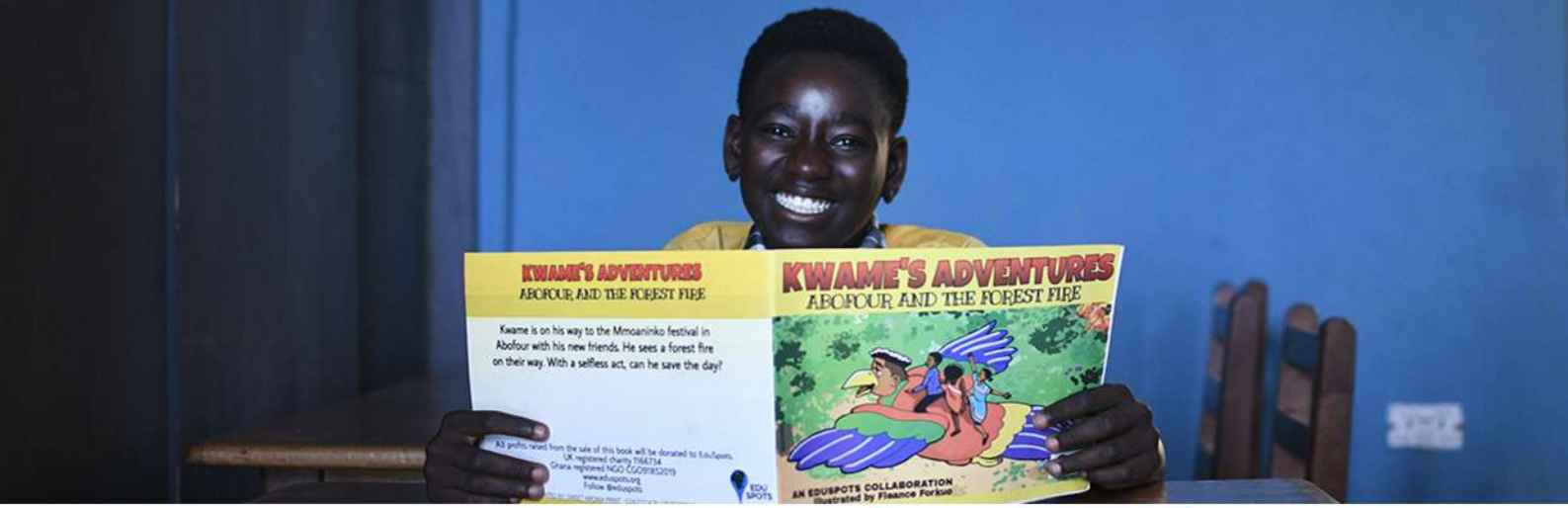
Our Bank

Wise Bank, 6th Floor, TEA Building, 56 Shoreditch High Street, London, E1 6JJ, United Kingdom.

Independent Examiner

The financial reports enclosed have been approved by an Independent Examiner: Shruti Soni Limited, 117a, St. Johns Hill, Sevenoaks, TN13 3PE





Our Story

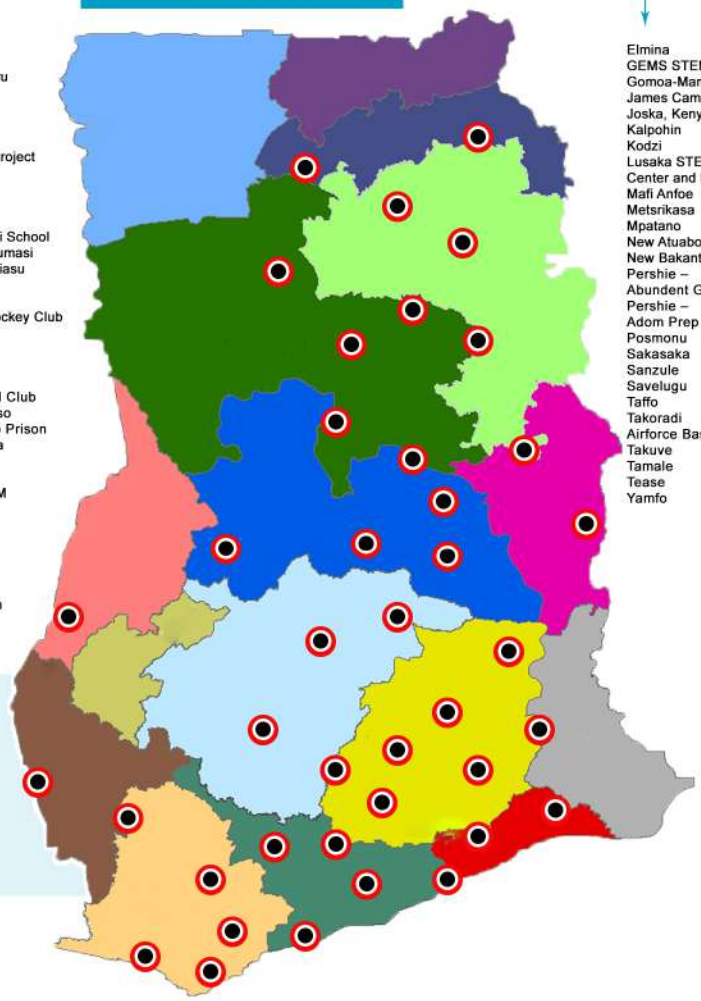
EduSpots sprang to life in **2015**, with the creation of a community education space in a disused classroom, working with the community of **Abofour**. Students, teachers and community members came together as volunteers to open the space beyond school hours, in the evenings and weekends, establishing our first **EduLit club in 2016**.

After the model was tested, more communities came forwards wanting to follow the concept; once five Spots were created, volunteers were joined together on WhatsApp and our network came into existence. In 2021, we have close to **50 Spots**, with **over 250 local volunteers** working together to solve local challenges through education.

As a network, we are now focused upon developing what we call **'the Dream Spot model':** a replicable model for a *community-led, sustainable and transformative* education centre that we believe could have applications across the world.

OUR SPOTS AT GLANCE

Abofour
Agbledomi
Agona Swedru
Akome
Akumadan
Apegusu
Asemkow
Badili Zone Project
Bimbilla
Bono Manso
Bosomadwe
Boti
David Abdulai School
Dichemso, Kumasi
Dodome Awuiasu
Donkorkrom
Dulugu
Edinaman Hockey Club
Ejura
Ekoso
Ekumfi
Elmina
GEMS STEM Club
Gomoa-Manso
James Camp Prison
Joska, Kenya
Kalpohin
Kodzi
Lusaka STEM Center and Library
Mafi Anfoe
Metsrikasa
Mpatano
New Atuabo
New Bakanta



Elmina
GEMS STEM Club
Gomoa-Manso
James Camp Prison
Joska, Kenya
Kalpohin
Kodzi
Lusaka STEM Center and Library
Mafi Anfoe
Metsrikasa
Mpatano
New Atuabo
New Bakanta
Pershie – Abundent Grace
Pershie – Adom Prep
Posmonu
Sakasaka
Sanzule
Savelugu
Taffo
Takoradi Airforce Base
Takuve
Tamale
Tease
Yamfo

What we do

Through all our programmes, we connect, train and equip local volunteers to drive community-led change working towards what we call **#OurCollectiveFuture.**

We connect

We bring **volunteers** together through WhatsApp, online sessions & training meet-ups.

We train

We offer **training** in leadership, literacy & STEM through our Ignite, CLEd and Peer Mentoring programmes.

We equip

We provide **sustainable resources** such as books & literacy/STEM kits, alongside access to flexible grant funding.

Our Context

EduSpots builds from many strengths in our communities.



Motivated volunteers

There are motivated teachers, students and community members who want to play a role in improving educational opportunities for their students.



Engaged students

Students in our communities want to learn. They have often not had the opportunity to read at home, or do not have learning support or study space; they might not have engaged in practical STEM and literacy challenges at school.



Community structures

We work in rural communities, where there is a strong traditional leadership model, alongside local educational, political, and religious leaders with existing systems for project oversight.

Why do we exist?

'I experienced an education system where when the chalk was finished you would have to go home.' - Getrude Akunlibe, Dulugu Spot Lead

Quality of education

In 2021, pre-primary education was available to 38.7% of rural communities as compared to 90.1% percent of urban localities. More widely, 66% of primary school teachers in Ghana are trained with a varying quality of teaching at all levels and relatively limited opportunity for practical experimentation. 8% of 15-24yrs olds are illiterate (UNESCO Institute for Statistics, 2018).

Widening inequality

These challenges have been exacerbated by the pandemic, which has led to widening learning inequalities, affecting vulnerable children and youth disproportionately (UNESCO, 2020). The number of out of school children leapt from 35,432 in 2019 to 265,188 in 2020 (UNESCO, 2018) with primary education enrolment dropping from 86.2% to 82.4% between 2019 and 2020.

Female empowerment and protection

1 in 5 girls aged 20-24 years old are married before 18 (UNICEF) with 26% of girls reporting sexual violence (UNESCO Institute for Statistics, 2019).

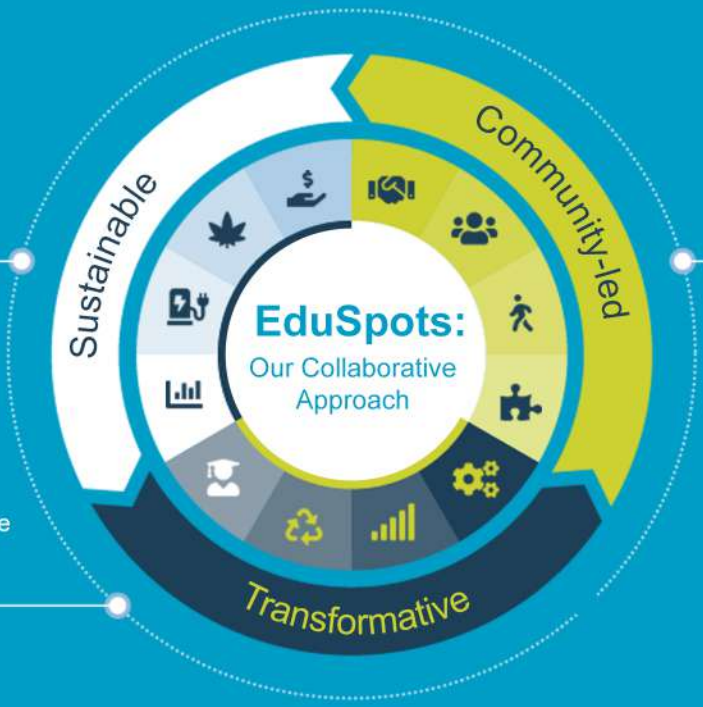


Our Collaborative Approach

We believe that change must be designed to endure over time.

We believe in the power of individuals and their communities to create and sustain change.

We believe in the power of education as a collaborative tool to transform lives and communities.



Community-led

- 'Spots' are owned and managed by community committees, who oversee the safeguarding and inclusion strategy.
- We ensure educational resources and activities are rooted in community understanding.
- Power analysis is applied in decision-making to ensure values are not imposed.

Sustainable

- Ongoing costs are sustained locally through fundraising, enterprise & partnerships.
- The impact of Spots is driven by local volunteer teams, supported by a collaborative network.
- Solar power is installed where possible with a focus on environmental sustainability education and action.

Transformative

- Volunteers and Spot users advance their leadership skills and grow their confidence and commitment as active citizens.
- Students and wider users increase their engagement with education, also advancing their creativity and critical thinking skills.
- Learning is collaborative in nature, with teamwork encouraged throughout.



Our Theory of Change

ACTIVITIES

IGNITE PROGRAMME

The Ignite Programme aims to equip all volunteers with a strong understanding of EduSpots ways of working and values, with a particular focus on child protection, female empowerment, and basic literacy and STEM education.

EDULIT TRAINING

Focus: promoting creativity and critical thinking through literacy activities.

CLED PROGRAMME

The Community Leadership in Education programme is targeted at our most committed spot volunteers (especially females), focusing on developing skills and Spot impact across 8 core areas.

ECOSTEM TRAINING

Focus: Practical STEM education applied to environmental sustainability using local resources.

OUTPUTS

Spots progress towards 'The Dream Spot model'

EduLit Clubs with nationwide and global interaction.

Spot activities are sustained locally, offering resources, study space and learning support, overseen by a community committee.

EcoSTEM Clubs and Camps with nationwide and global interaction.

OUTCOMES

OUTCOME 1
Students improve their literacy, STEM and leadership skills.

OUTCOME 2
Volunteers (especially female) develop their leadership skills and citizenship values.

OUTCOME 3
Pedagogy is more creative, practical and inclusive.

OUTCOME 4
Communities work together to improve educational outcomes.

OUTCOME 5
Increased access to learning resources and spaces.

OUTCOME 6
Diverse voices are heard and respected.

OUTCOME 7
Model of a sustainable community-led education space developed.

IMPACT

Students are more engaged in education and grow as leaders and active citizens.

Volunteers are active and informd educational leaders and citizens.

Community members increasingly work together to advance educational opportunities.

Other organisations adopt aspects of our sustainable model for community-led education.

VISION

A world in which **communities** unite to create the future they want to see through **education.**

We are together working towards

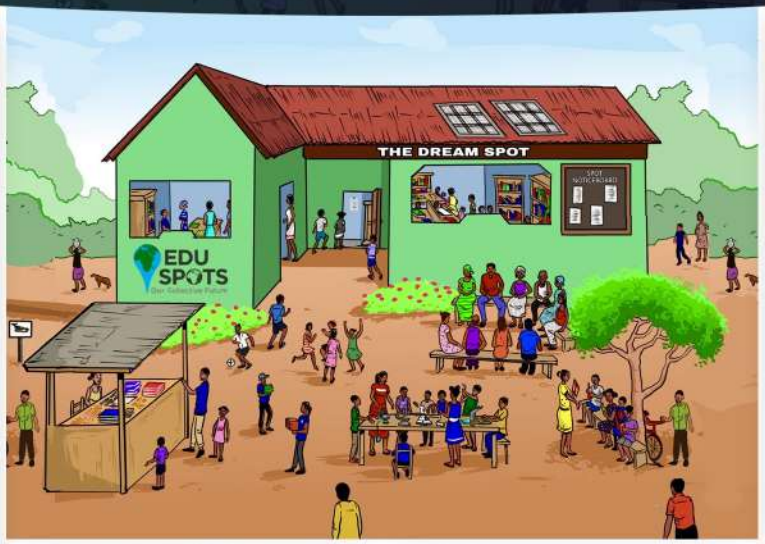
The Dream Spot Model

This is the model of practice that we hope all Spots in the EduSpots network can work towards, with our support. This has been created through the ideas and practice of volunteers and staff from across our wide network. We continue to refine and research a model that could support communities in low-resource settings across the world in leading and sustaining their own change through education. The model is based on **8 core areas**, which are also the focus areas of training through our Community Leadership in Education (CLEd) programme.



Project Management & Sustainability

- There is a management committee to oversee the day-to-day running of the Spot which meets regularly, comprising a representation of a cross-section of stakeholders in the community.
- Clear schedule of regular educational activities and opening hours.
- Clear plan for all other areas of focus, such as child protection, fundraising, volunteer and community engagement.
- Collect and submit information on average number of Spot users, infrastructure, funds, etc every three months.
- Activities are planned in line with our environmental sustainability policy.
- Partnership agreements with EduSpots are signed and understood.
- Resources are accounted for and monitored closely.
- A book loaning system in place.





Education Project Design

- Education programmes are designed to meet the needs of the community.
- Educational activities are clearly publicized to the local community.
- Permissions are sought in advance from schools, parents and local education authorities for programmes involving children.
- Information is gathered to evaluate the impact of education programmes.



Team Building & Community Engagement

- Engagement and interaction with community members; this includes traditional, political, educational and religious leaders.
- Evidence of teamwork in all activities.
- Volunteers are registered and inducted both centrally and locally.
- Evidence of community members included in Spot programmes.
- Evidence of multiple schools and local groups in the community using the Spot.
- Engagement in EduSpots' Empowerment Sessions.



Child Protection and Inclusion

- EduSpots' child protection policy is understood by all volunteers and Spot users, is on display and actively employed.
- Children are comfortable and safe at the Spot and during all activities
- Evidence that all are equally welcome at the Spot and steps are actively taken to ensure Spot activities and resources are inclusive.
- Diversity of opinions from the community are sought.



Literacy Development

- Existence of a vibrant literacy club, using aspects of the EduLit model
- Engagement in literacy challenges, the EduLit model, and our literacy festival.
- Clear locally relevant literacy resource section including African fiction and non-fiction books, local text books and Ghanaian-specific phonics resources.
- Have a monitoring and evaluation system for literacy participation.



Practical STEM and Sustainability Education

- Existence of a vibrant EcoSTEM club, using aspects of the EduSTEM model
- Participation in major stem activities such as EcoSTEM challenges.
- Have a monitoring and evaluation system for EcoSTEM participation.



Fundraising and Social Entrepreneurship

- Regular fundraising and enterprise activities are organised.
- Ability to fund maintenance and other needs of the Spot.
- Partnerships are sought and sustained with local companies, individuals and bodies.
- A transparent system of accountability in place to ensure efficient management of funds.



Communication for Change

- Clear Spot signage demonstrating both community ownership and EduSpots network membership.
- Clear channels of communication for volunteer team and community members.
- Impact of programmes and the Spot clearly communicated to external stakeholders.
- Communication of Spot activities onto the main EduSpots WhatsApp feed.
- All communications in line with EduSpots' communication and branding strategy.
- Strong communication with EduSpots staff regarding activities, operations and support needed.



Origin of 'Spot' Concept

In Ghana, a 'Spot' is a drinking Spot, a place for socialising. They are found all over the country, each having their own locally rooted name such as 'Best Friend's Spot' or 'Hope Spot'.

EDU SPOTS Our Collective Future

For more info, visit www.eduspots.org
Email us on info@eduspots.org
Follow @eduspots



KALPOHIN SPOT CASE STUDY

Written by
Adam Nabila, Kalpohin Spot Lead

EXPLORING THE 8 CORE AREAS

Our Dream Spot model and our CLEd programme are based on 8 core areas. In this case study, we look at Kalpohin's current activity in each of these.

Project Management and Sustainability:

The Kalpohin Community Library has a functional management committee in place, which meets monthly to plan and also be briefed about the happenings in the library by the Project Leader. The management committee is composed of the following: the representative of the Chief of Kalpohin; PTA representative; Representative of the host school (Kamaria basic school); representatives of three other schools in Kalpohin; the Assemblyman Representative (usually the unit Committee Chairman); the Project Leader and Lead Volunteer.

Team Building and Community Engagement:

Kalpohin Library has engaged a wide range of stakeholders, including headteachers, political and traditional leaders, education administrators, parents, development-oriented youth groups, and artisans. We have put in place subject matter specialists who support the pupils. A teachers' and headteachers' platform has been created to enable monitoring of the impact of the programmes on pupils. This allows for collaboration and feedback, enabling the programmes to adapt and improve over time. Volunteers are associated with EduLit or EduSTEM clubs; some are assigned more specific roles aligned with their skills and interests.

Education Project Design:

All educational programmes are designed collaboratively with stakeholders, including the learners. For Kalpohin Spot, this consultation process led to the rapid scaling of EduLit sessions and the current focus on literacy. We also aimed to build more connections within the community through an inter-school competition between 13 schools in the area. The 5 month long inter-JHS quiz involved 1,350 pupils and 216 teachers. Programmes are held outside school hours, parents are duly informed, and proper attendance records of pupils are kept. We design programmes to engage all the domains of learning. Individuals outside the regular volunteers have supported our programmes.

Fundraising and Social Entrepreneurship:

Kalpohin Community Library has raised funds for a number of activities. The management committee raised GHC 6,000 for the inter-school JHS quiz competition from the Member of Parliament for Tamale North Constituency.

Ibrahim Nabila Adam, a CLEd Programme Catalyst, applied for a CLEd grant of GHC 3,500 which was used to reinforce the library walls and install an additional 200AH solar system as the main source of lighting.

The 'door-to-door' appeal raised about GHC 260 which was used to connect the library to the national grid. Occasionally, we reach out to individuals for donations for specific repairs, or celebratory events like our end-of-year volunteer party.

Communication for Change:

We update most of our activities on the EduSpots platforms and fill a quarterly data capture. The signage of Kalpohin Community Library is clearly sited. Comprehensive 'do's and don'ts' posters, available hours etc. are displayed on the inner walls.

The Kalpohin Community Library has four active WhatsApp platforms including Kalpohin EduSpots, Kalpohin Spot Quiz Group, Kalpohin Community Library and Kalpohin Library Sponsors platforms. We equally have Kalpohin EduSpot on Facebook and Kalpohin Spot Facebook page. In all these we try as much as possible to keep all stakeholders informed about the day-to-day happenings in the library.

Child Protection Policy and Inclusion:

A copy of the child protection guidelines is pasted in the library, but crucially every new volunteer is taken through the policy and abuse reporting procedures during the orientation process.

We aim to make the Spot a safe and inclusive space; it's important to us that Spot doesn't just feel like just another classroom, but is a space where learners have freedom to explore. Users are not charged for materials.

Literacy Development and Practical STEM Education:

Both our Literacy and STEM Clubs run weekly sessions and monthly challenges. We also hold an EduSpots Literacy Festival.

Members read aloud, there are group readings, and the JHS literacy club perform a piece highlighting the importance of education for girls. Maths game on basic arithmetics are played by the primary literacy club.



Our Programmes

Spot volunteers, Catalysts, Peer Mentors and staff all play a key role in creating and reviewing our ongoing strategy: deep collaboration rooted in community experience is central to our approach.

Ignite Programme (Spot volunteers) → **CLEd Programme (Spot Catalysts)** → **Peer Mentoring Programme (Peer Mentors)** → **Core Delivery Roles (EduSpots Staff)**

1



Ignite Programme

The Ignite Programme aims to equip all volunteers with a strong understanding of EduSpots ways of working and values, with a particular focus on child protection, female empowerment, and basic literacy and STEM education.

Through this programme, we aim to strengthen our dynamic volunteer network, leading to further sustainable action in the Spots, with volunteers collaborating to further advance our model for community-led education.

All volunteers will be offered:

- A thorough induction process at a local and organisational level, including a volunteer handbook
- A range of in-person training in child protection, female empowerment, literacy and STEM education leading to community-led activities.
- Staff mentoring, peer support and networking opportunities
- Bi-weekly empowerment sessions and online courses, alongside other opportunities based on their interests.
- Opportunities to apply for STEM & literacy resources, alongside flexible grant funding.
- Recognition for their work and support with references

2



CLEd Programme

This programme aims to develop our most committed community volunteers, called 'Catalysts', with the skills and experience they need to move their Spots towards the 'Dream Spot model' whilst developing their own skills as educational leaders.
The programme involves:

- A 5-day residential Academy where Catalysts explore 8 core units stretching across project management and sustainability, child protection and inclusion, education programme design, literacy development practical STEM education, communication for change, team building and community engagement, as well as fundraising and social entrepreneurship.
- Catalysts are supported through peer mentoring and online group coaching to create and lead a Spot development plan, relating to three of the core areas.
- Catalysts can apply for funding and resources relating to their impact plan.
- Catalysts are encouraged to be active in all aspects of the Ignite Programme.

3



Peer Mentoring Programme

Those who successfully graduate from the CLEd programme are given the chance to become Peer Mentors for Catalysts in the next CLEd cohort, receiving a small stipend for their work. The programme involves:

- Training in mentoring and coaching, combined with handbook and resources.
- Experience of managing formal coaching relationships, with support from EduSpots' staff team.
- Opportunity to apply for flexible grant funding and resource support for projects at their own Spots.

In addition to these core programmes, our **EduSpots Ambassador Network** enables a wider network of supporters to act through fundraising, resource drives, online course promotion & sharing our work.

CLEd Programme 2021

OurCollectiveFuture





The CLEd programme brings together committed volunteers from across our Spot communities for 10 months of collaborative learning, relating to delivering further impact at their Spots, whilst growing skills in educational leadership.



This quantitative study was independently conducted by Impact Ed across a cohort of 11 Catalysts. It used validated research measures across a 10 month period to explore areas relating to leadership development and well-being.

The study included 8 core units

- Project Management & Sustainability
- Literacy Development
- Child Protection
- Fundraising & Social Entrepreneurship
- Pratical STEM Education
- Team Building & Community Engagement
- Communication for Change
- Education Programme Design

The CLEd Programme includes

- Residential academy
- Experienced mentors
- Group coaching sessions
- Flexible grant funding
- Resource support
- Graduation event

Impact on Catalysts

Catalysts showed an increase in all areas

1. **Self-efficacy** 11.9%
2. **Well-being of catalysts** 8.2%
3. **Goal orientation** 5.7%
4. **Citizenship values** 5.3%
5. **Team working** 4.7%



EDU SPOTS Our Collective Future

For more info, visit www.eduspots.org
Email us on info@eduspots.org
Follow @eduspots

CLEd Academy Impact 2021

Quotes from Catalysts



"The greatest thing I value is the community. I don't know if they are carefully selected, or it just happened by accident, but during the CLEd programme I was amazed. I went back to my room and I wondered, how does a group of people with such passion for creating an impact on others come together? It always motivates me, seeing what a team of passionate people are doing. Even if I have to sleep, I think of this - if someone is doing this, then what else can I also do?" **(Seidu, Ejura)**

"After the project management and child protection sessions, we created an identification card to ensure that everyone understands who is an official volunteer, and gave everyone in the team clear roles and responsibilities." **(Adu, Akumadan)**

"The greatest change is on the literacy. Initially, when we started, not many people were interested in reading, but through a gradual process, and through what I learnt in the CLEd programme, we were able to engage the kids and start their engagement, before we came to the actual reading. Sometimes it's not about the reading but how you package it, we made them love it. Now before I come at the weekend they are all here waiting for me." **(Seidu, Ejura)**

"There's no library in the community, and one major change I've seen is that we've been able to engage the whole community and make them know that a library is not always a very quiet space; it's a place for innovations and creative minds.' **(Adu Akumadan)**

CLEd Academy feedback



Our Clubs in 2021-2022

EduLit Clubs

Our EduLit clubs aim to promote creativity and critical thinking, whilst developing core literacy skills, linked to areas of the JHS English curriculum. Club tasks stretch across creative writing, drama, public speaking, community interviews and much more!

Volunteers are supported with:

- Literacy education training and mentoring
- Monthly literacy challenges, feedback & recognition
- An EduLit WhatsApp group & online resource hub
- An EduLit handbook
- EduLit resources & boxes





EcoSTEM Clubs and Camps

Our STEM and environmental sustainability Clubs are run by Spot volunteers, designed to enhance the JHS curriculum science content with practical experimentation using locally available, or recycled, resources and a focus on female empowerment in STEM.

Volunteers are supported with:

- STEM education training and mentoring
- Monthly practical STEM challenges, feedback & recognition
- An EcoSTEM WhatsApp group & online resource hub
- An EcoSTEM handbook
- EcoSTEM kits

STEM for a Sustainable Future

Our '**STEM for a Sustainable Future**' Camps are 10-day camps led by Spot volunteers, designed to engage JHS 2 students in practical challenges relating to climate change and sustainable energy, with a focus on female empowerment in STEM. Students visit local industry sites and hear from professional scientists and science-focused students from their communities.

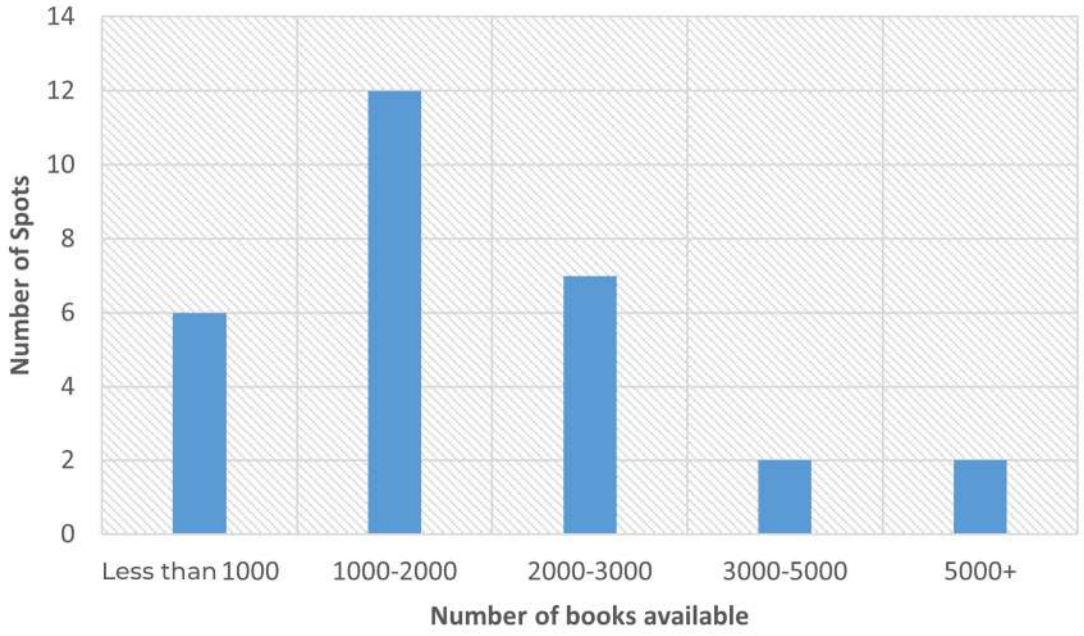
EduSpots Literacy Development

EduSpots supports literacy development in three core ways: through resources such as books and phonics cards; literacy training; monthly challenges and wider support for EduLit Clubs.

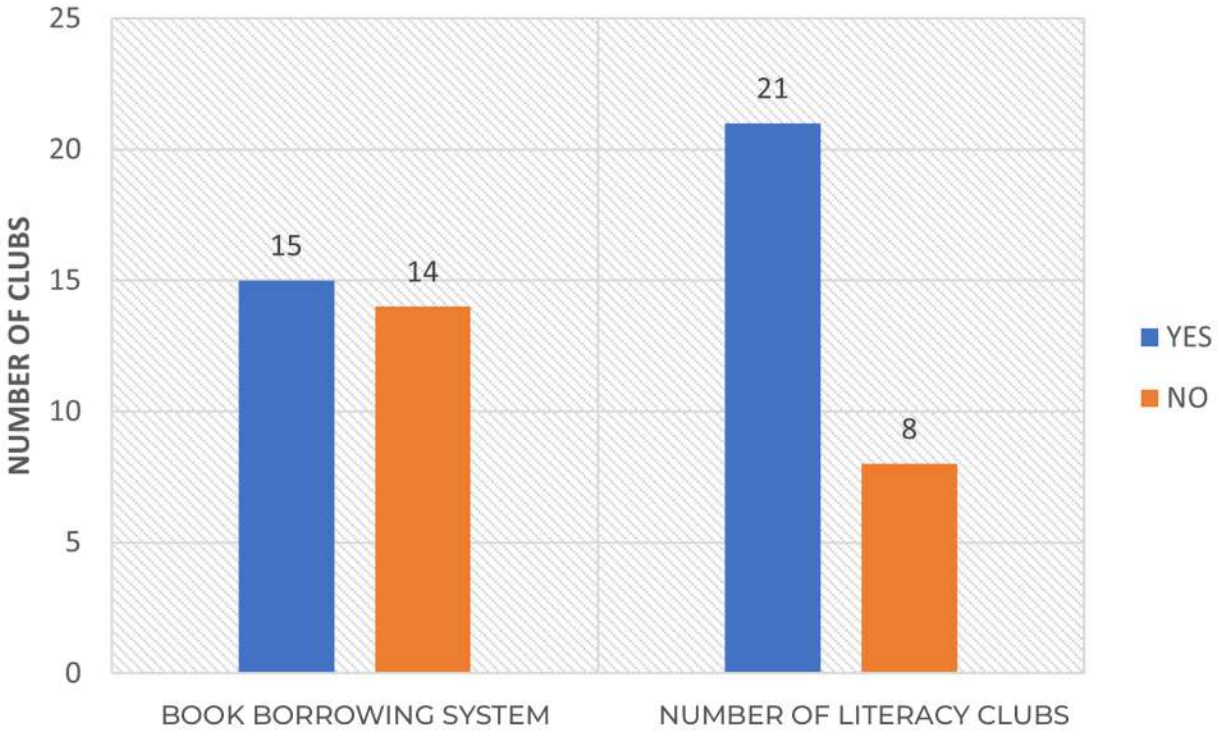
Some EduLit Clubs are based in schools, and others are based in communities. Meetings are held at the Spots, bringing students and teachers from different schools together.

The key aims are to improve literacy skills, inspire creativity, develop critical thinking skills and promote wider citizenship values. Monthly challenges co-created with the Sevenoaks School student team aim to promote these skills across the network, enabling students and volunteers to learn from each other.

Numbers of books per Spot



Spots with EduLit systems and clubs



EDULIT CLUB CASE STUDY



DICHEMSO EDULIT CLUB

Written by Lawrence Dankwah, Dichemso volunteer

Dichemso EduLit Club is a school-based literacy programme that currently runs at the Dichemso M/A JHS 'A' in Kumasi, Ghana. At Dichemso, club activities are mainly designed to improve literacy skills, inspire creativity and develop leadership and critical thinking skills. These core activities focus on three key areas of literacy development: English literacy, numeracy, and digital literacy.

ACTIVITIES

HOW PUPILS ARE ENGAGED

The EduLit Club at Dichemso runs every Saturday from 10:00 am to 12:00 pm. Workshops are sometimes held, especially for the digital literacy sessions, on web development and coding. Students are admitted after facilitators have parental consent, ensuring corporate responsibility for the welfare of children who attend club programs outside of school hours. Their ages range from 12 – to 15.

VARIOUS SESSIONS THAT ARE CARRIED OUT

In a typical session, one would find students being engaged in any of the following student-centered activities: phonemes using flashcards and their application in word-formation & pronunciation; group reading aloud; visual reading through drama; video tutorials; storytelling; numeracy & word puzzles; total physical response methods for vocabulary expansion; poems; recitals & icebreakers; dictionary drills; English & numeracy games; mathematics tricks; mathematics arts; and essentials in computer science technology. At the beginning of each month, members actively participate in the EduSpots Monthly Literacy Challenge where their creative abilities are put to the test.

Florence Esi Amponsah

facilitates the numeracy sessions at the Dichemso EduLit Club. She recounts a lack of interest in mathematics as a child and how she had sought ways of helping to demystify the fear associated with it through the club activities.

HER TESTIMONY

"Activities at the literacy club have enhanced the learning process because I have been challenged to move out of my comfort zone, beyond classroom theories, to employ dynamic ways to help our students to better understand the subject while developing their critical thinking abilities through simple math tricks. I have observed that during club sessions the children are super excited to be on the task. I realized also that aside from their growing interest in the subject, which before had not been so, they now love the idea of working in teams and pairs."

TESTIMONY

Lydia Nyabono from Bibiani Anwiaso

"I used to place second in class when I was at Bibiani but when I came to Dichemso my results were terrible. There was no single word that I would spell without making a mistake. I found it difficult to blend sounds on my own to form words nor could I break words into the right syllables for pronunciation and writing. So, I found it difficult asking questions in class and I became very reserved with time."

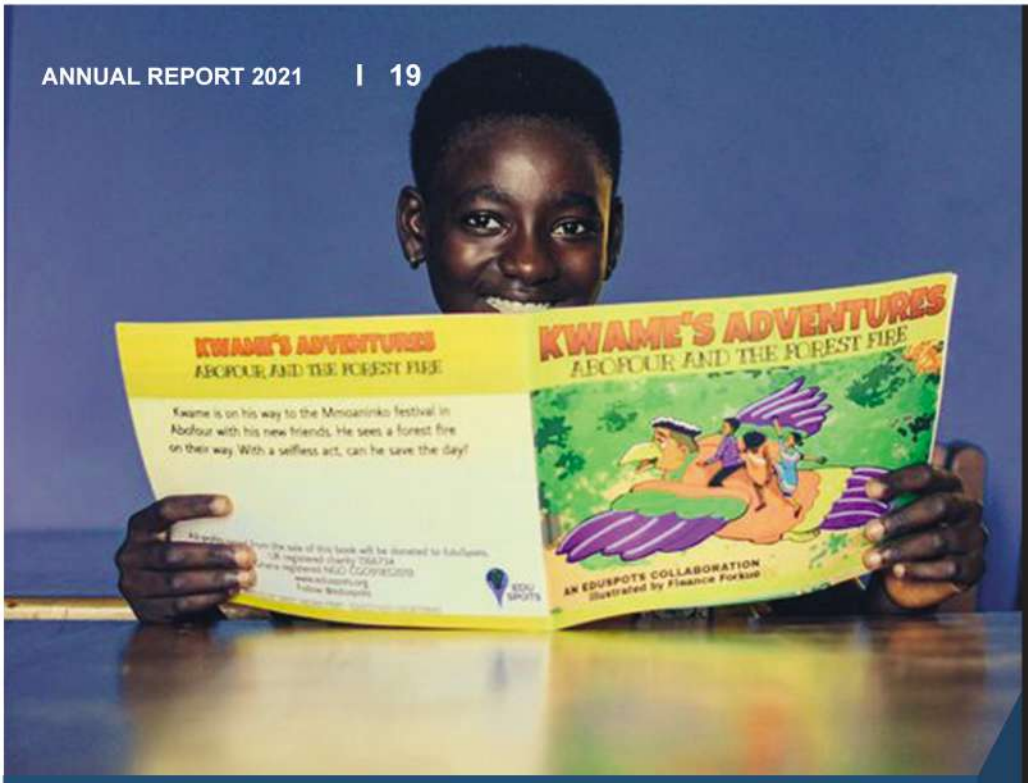
When Lydia joined the Dichemso EduLit Club

"The reason I was able to read eight storybooks last semester was because I have learned to pronounce words on my own by applying what we are taught at the club. I am motivated to read because I am supported by the leaders of our club to choose the right books available for all at the library. Aside from that, the club is always a fun place to be and I love it when there is always something new to do. I sacrifice other activities to come on Saturdays, just because we learn by playing and it has helped me to speak English and perform mathematical operations with confidence."

PROGRESS

Members of the literacy club lead efforts in running the library together with the two volunteer leads. The library records an average attendance of 20 students a day and the club has generally impacted over 150 children since its inception in February 2021.





EDULIT GLOBAL PARTNERSHIP PROJECT

ABOUT

Through this storybook, and other resources such as creating Ghana-specific phonics cards, we have continued to create several global learning partnership projects, between Ghanaian community clubs and UK schools, with the purpose of improving students' understanding of local and global issues through a postcolonial lens.

The EduLit service group in Sevenoaks are one example, and have worked closely with the Ghanaian EduLit team and community volunteers. One of the most impactful projects was the creation of Kwame's Adventures, a storybook set in Spot communities, created through collaborative storytelling and illustrated by Ghanaian illustrator, Fleance Forkuo. Through this storybook, and other literacy-focused projects, students have been able to collaborate in a process of decolonisation of resources.

Quotes from EduLit project, Sevenoaks School

"As someone born and raised in the UK, the abundance of relatable literacy resources had never been a privilege I had actively recognised, however, now I am able to recognise how literacy resources are dominated by western culture and it motivates me further to look into diversifying specifically children's literature. The most valuable experience from the process of developing 'Kwame's Adventures' was receiving back responses to the surveys we sent out. As a British student, this was an extraordinary way to learn about day-to-day Ghanaian culture and develop an understanding of what qualities and traditions makes each community special and different from the rest."
– (Alicia, Sevenoaks School)

Quotes from community members about Kwame's Adventures

"If we want to encourage pupils to read, then we need to give them books that mirror their world and capture their interest. This is what the book does and I believe more of such initiatives need spreading." – (Project Leader, Kalpohin Spot)

One of the first children to read the book commented that

"I love the book because it talks about my community and this is the first time I am reading a storybook that mentions my community's name."

Richmond, a local teacher observed that

"When the pupils were told that the story was staged at Tease, their own community, the excitement and readiness of the pupils to read Kwame's adventures was amazing! Teachers too were eager to read and were surprised and happy to see Miss Alice feature in the story."



EduSTEM case study

SAKASAKA

EDUSTEM CLUB MODEL

Report written by
Faad Abdul Rahman, EduSpots volunteer

STEM is an interdisciplinary approach that provides a suitable learning atmosphere where students use Science, Technology, Engineering and Mathematics in their daily life. EduSTEM club activities act as a springboard to widen learners' perspectives and horizons; most of the works are practical and contextualised.

EDUSTEM AT SAKASAKA

STEM activities are really important in Sakasaka and volunteers coordinating these activities really work hard to get all students on board especially ladies. The Sakasaka EduSTEM club is generally aimed at improving numeracy and promoting hands-on activities using locally derived materials. In a community like Sakasaka, where most male students take up side hustles of being motorbike mechanics, the STEM club helps them hone their existing knowledge in engineering, making them understand concepts very well, as well as exposing female students to practical STEM activities and building their confidence.

Our Approach

The club's approach is focused on encouraging students to "do things" practically and have a feel of how things are done rather than being fed the answer. The club's activities are not only limited to STEM subjects, but are cross-curricular. Arts and crafts, such as Mandala drawings and paper crafts, are incorporated. When monthly EduSTEM challenges are released, the team decides how to go about the challenge, allocating roles to team members according to their strengths. The team works collaboratively towards the shared aim. As students get involved in such activities, it helps them develop with creativity, critical thinking and problem solving skills.



Club Meetings

Moreover, the club meets every week on the school premises; this regularity helps give pupils a sense of motivation as they are engaged and take on new challenges every week. STEM learning in Sakasaka has been a major confidence boost for students and has increased their awareness of the many uses of science in the real-world.

Quotes

"Leading clubs sessions in Sakasaka has really been beneficial, considering the fact that I get the opportunity to connect well with students which creates that good teacher-student rapport. I have also been able to build good leadership skills."
Habibata Yakubu Iddrisu- Volunteer

"Joining the STEM club has improved my knowledge in science practicals and has made me understand most of the diagrams in our science books."
Abubakar Zuleiha- Student Prefect and a member of the STEM club

"The practical sessions we had during the STEM camp has helped me to come develop interest for science." **Lucy Kenya-Sanzule Community Library**

STEM for a Sustainable Future Camps

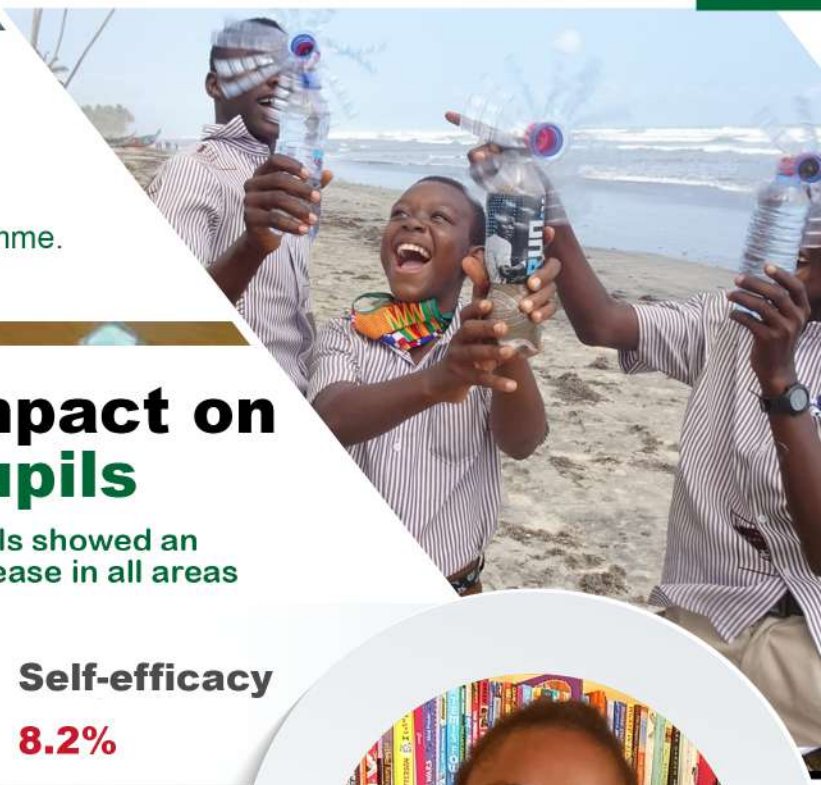
2021

OurCollectiveFuture



The EduSpots STEM camps aim to combine activities relating to practical science and environmental sustainability education through a 2 week programme. We aim to increase understanding of climate change, alongside building practical sustainability leadership and engineering skills, inspiring girls and boys to consider study and careers in STEM fields.

This quantitative study was independently conducted by Impact Ed.The baseline and final survey data (before and after) was collected from 20 pupils who participated in the two-week programme.



Our STEM camps involve:

- Information on climate change & sustainable energy
- Practical experimentation
- Fast fashion recycling
- Trips to local industry
- Female leadership
- Careers talks
- Guest speakers
- Team challenges

Impact on Pupils

Pupils showed an increase in all areas

1. Self-efficacy **8.2%**
2. School engagement **10%**
3. Emotional engagement in maths & science **7.3%**
4. Attitudes towards reading **8.1%**
5. Citizenship values **0.7%**



Wider Spot activities 2021

A core part of EduSpots' work is encouraging and mentoring volunteers in leading their own education initiatives, built on community interests and needs.

STEM activities

STEM clubs
Flying drone competition
Creativity day
STEM exhibition
Mathematics class
STEM camps x 4

Literacy-related activities

Project based learning
Reading competitions x 2
Don't Stop Learning Project
Reading/literacy sessions/clinics x 5
Debate x 3
Quiz x 2
Literacy events x 5
Mobile library
Puzzles
Spelling Bee x 5

Creative & Cultural activities

Cooking sessions
Drama activities x 4
Cultural dance group
After school catch up classes
Poetry recitals x 2
Animate your community
Movie night
PTA meetings
Art classes

Empowerment activities

Online motivation sessions
Mentorship
Free breast screening program
Motivational talk
Financial literacy empowerment
Fundraising event
Entrepreneurship session
International Girl Child Day
Advocacy campaign - International Literacy Day x 2

Case Study

Interschool Quiz Competition



On Monday 6th December, it was the Grand Finale Contest of the Kalpohin Community Library inter-school JHS QUIZ Competition Sponsored by Hon Alhassan Suhuyini, MP for Tamale North Constituency. This contest was organised by volunteers at Kalpohin Community Library.

The contest started on the 22nd August with 5 rounds of competition, culminating in a final showdown with Tishigu Anglican JHS A emerging the winners of this year's Competition. Our Lady of Fatima R/C JHS from Nyanshegu community came second while Kalpohin SDA JHS A placed third.

The winning contestants received 15 exercise books, 4 notebooks,1 mathematical set and 10 pens and certificates, while the first school received a cash amount of GHC500.

'Today's quiz competition was so amazing and enjoyable for all schools in the contest.'

(Ridwan, Senior High School student and community volunteer)

Kalpohin Community Library plans to partner with other stakeholders to roll out more programmes to improve education in its catchment area.

OUR ONLINE COURSES

We offer four six week online courses for use by students, in any context, eager to learn more about effective and sustainable community action, and engage in critical perspectives on global development. Students apply learning from diverse perspectives to practical examples often relating to EduSpots' practice, engaging in collaborative learning with other students through the discussion board.



RESULTS

- 55 students passed our course in Social Entrepreneurship
- 42 students passed our course in Global Development
- 27 students passed our course in Postcolonial Perspectives
- 29 students passed our course in Leadership and Action

43% of participants were recognised with a distinction

PEOPLE INVOLVED

Students from the following schools and universities (alongside others) have taken our courses giving excellent feedback: Ghana International School, Canford School, Eton College, Norwich School, African Science Academy, Benenden School, Roedean School, Marlborough College, Savannah International Academy, Wellington College, Academic City, University of Ghana, University of Development Studies, Oundle School, Westminster School, UCS, and many more.

QUOTE:

'It was an incredible experience. I had the opportunity to share my views on critical social issues with other young people like myself across the globe. I learnt a lot from other perspectives on how social issues can be addressed.' (Student, Ghana)

QUOTE:

'The course has really helped me to consider some of the harmful stereotypes that are so prevalent in the UK. I had not really thought about all the colonial roots of development and the continued exploitation of some countries. I feel that my eyes have been opened to an injustice I hadn't perceived before. We often hear about children in African countries but rarely do we hear about everyday lives and opinions of teenagers.' (Student, UK)



Fundraising and recognition

Fundraising highlights

Thank you to all who joined the 'Join our Journey' adventure of Summer 2022. As a volunteer team, we aimed to travel the distance across the Spots and the Ghana team travelled between the communities. Together, we raised over £4000 with thousands of miles travelled. Our first Big Give fundraising event was also a success, with over £4542.41 raised in total. We held our first online remote annual dinner, 'A Window into EduSpots' which included a talk from Advisory Board Member and Ghanaian author, Nana Demoah, and allowed attendees to get a direct look into our Spots, with inspiring speeches from volunteers and our staff team alongside a raffle, auction and quiz.

Donations & grants

Thank you to the following trust funds who supported us in 2021: The Fonthill Foundation, The Chalk Cliff Trust, The Donald Forrester Trust, The Southall Trust, The Ashworth Charitable Trust, The Brian Murtagh Charitable Trust, The Jephcott Charitable Trust, The Girdlers' Trust. Thank you also to the Baldock family and their friends for their continued support of the Elmina Spot.

Schools Network

We appreciate our engagement with many schools, including those who participated in our online courses. We would like to say a particular thank you to Sevenoaks School (to the staff and students in the EduLit and EduSTEM teams, particularly Anne Durnford), Wellington College, Eton College, Brighton College and Warwick University Economics Society for their ongoing support.

Global Teacher Prize

Our Founder, Cat Davison, was selected as one of two UK finalists for the Varkey Foundation's 2021 $1 million Global Teacher Prize, organised in partnership with UNESCO. This recognition threw a spotlight on EduSpots' work, with EduSpots mentioned in media across the world, including The Times, The Tes, The Evening Standard, and the BBC. We hope that this opportunity will continue to aid us in sharing our collective story and gaining further support. Sunny Varkey, founder of the Varkey Foundation, said:

"Congratulations to Cat for reaching the final 50. Her story clearly highlights the importance of education in tackling the great challenges ahead – from climate change to growing inequality to global pandemics. It is only by prioritising education that we can safeguard all our tomorrows. Education is the key to facing the future with confidence."

A final thank you…

We would also like to thank our staff team, Trustees, and committed staff volunteers for all their energy, ideas, and commitment across 2021. In particular, we would like to thank Sarah Davis, our 2021 UK Volunteer of the Year, for her continued long-term support as a volunteer Finance and Admin Officer, and also Laura Ward, who has consistently gone beyond her staff role to have a transformative impact across the organisation, receiving a citation of 'a lifetime contribution to EduSpots' from the Ghana team after stepping down.
We also recognise Francis Yeboah for his sustained commitment to EduSpots as a Director of EduSpots Ghana since 2018.

Partners

Thank you to Blackspike Design Ltd for the continued voluntary support with the website and branding. We also appreciate Book Aid International for their donation of books.

And most importantly…

As ever, this report is dedicated to the 250 registered local volunteers who lead the work of EduSpots on a daily basis. Without you, EduSpots would not exist, and you are the foundation of our work. Thank you for inspiring us all to work harder, and for shining the path ahead for your students and wider communities.

Independent Examiner's Report

Independent Examiner's Report to the Trustees of EduSpots

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 December 2021 which are set out on page 26.

Responsibilities and basis of report

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 charity's accounts carried out under section 145 of the 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 confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or

2. the accounts do not accord with those records; or

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.

Shruti Soni

Shruti Soni FCCA FCIE Date:13 October 2022
Shruti Soni Ltd ● Chartered Certified Accountants
117a St. John's Hill, Sevenoaks TN13 3PE

Financial Reports

CHARITY COMMISSION FOR ENGLAND AND WALES

EduSpots	1166734	CC16a

Receipts and payments accounts

For the period from	1/1/2021	To	31/12/2021

Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
Donations and grants	33,510	37,190	-	70,700	58,741
Fundraising	14,919	-	-	14,919	7,913
Courses / curriculum	5,350	-	-	5,350	9,240
AR)	53,779	37,190	-	90,969	75,894
A2 Asset and investment sales, (see table).					
	-	-	-	-	
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	53,779	37,190	-	90,969	75,894
A3 Payments					
Literacy, STEM, CLEd & Spot	25,110	22,290	-	47,400	27,306
Building and Furnishing Libraries	-	-	-	-	13,301
Project & Programme Delivery	4,198	-	-	4,198	5,584
Online Courses & School Partnerships	6,130	-	-	6,130	1,850
Book Drive and Transportation of books	390	3,600	-	3,990	4,221
Cost of fundraising events	279	-	-	279	4,640
Travel	3,597	-	-	3,597	1,749
Media, Marketing & IT	3,084	-	-	3,084	4,022
Consultancy costs	4,199	-	-	4,199	4,960
Recruitment	289	-	-	289	-
Insurance	339	-	-	339	-
Independent Examination Fee	642	-	-	642	630
Just Giving fees	401	-	-	401	127
Bank charges	-	-	-	-	-
Sub total	48,658	25,890	-	74,548	68,390
Total payments	48,658	25,890	-	74,548	68,390
Net of receipts/(payments)	5,121	11,300	-	16,421	7,504
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	6,773	11,100	-	17,873	10,369
Cash funds this year end	11,894	22,400	-	34,294	17,873

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	Lloyds bank account	11,894	22,400	-
	Total cash funds	11,894	22,400	-
	(agree balances with receipts and payments account(s))	OK	OK	OK
	Details	**Fund to which liability relates**	**Amount due (optional)**	**When due (optional)**
B5 Liabilities	Independent Examination Fee	Unrestricted	642	

Grant payments

Payments for Literacy, STEM & Spot Programmes and Building and Furnishing Libraries include £49,000 (2020: £39,806) grants paid to EduSpots Ghana, an independent NGO in Ghana registered in 2020.

Designated Income

Unrestricted fundraising income includes £6,500 designated by the trustees for Elmina build project. The funds were carried forward to be spent in future years.

Related Party Transactions

The charity trustees were not paid or received any other benefits from employment with the charity in the year (2020: £nil). No charity trustee received payment for professional or other services supplied to the charity (2020: £nil).

No trustees were reimbursed any expenses incurred in relation to their duties as trustees (2020: nil).

During the year, the Board of Trustees made unrestricted donations in aggregate of £11,000 (2020: £29,400) to the charity. There are no donations from related parties which are outside the normal course of the charity usiness and no restricted donations from related parties.

Signed by one or two trustees on behalf of all the trustees	Signature	Print Name	Date of approval
		MISS CAT DAVISON	03/10/2022

Additional Notes

Statement of Public Benefit Entity

The Trustees have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing their aims and objectives and in planning future activities. In particular, the Trustees consider how planned activities will contribute to the aims and objectives of the charity.

Reserves Policy

The Trustees aim to hold 3 months of direct charitable expenditure as reserves (estimated to be approximately £10,000), which will allow the organisation to run efficiently, and meet the needs of its members and beneficiaries.
The unrestricted funds available to the charity as at 31 December 2021 were £11,894 (2020: £6,773) which include £6,500 (2020: nil) designated by the trustees for the Elmina Build Project. The Trustees expect to improve the reserves level by 31 December 2022.

Financial Review

The charity's total receipts and payments during the year were £90,969 (2020: £75,894) and £74,493 (2020: £68,390). Net receipts for the year stood at £16,421 (2020: £7504).

Going Concern

The trustees are satisfied that the charity will continue to be a going concern for the foreseeable future.

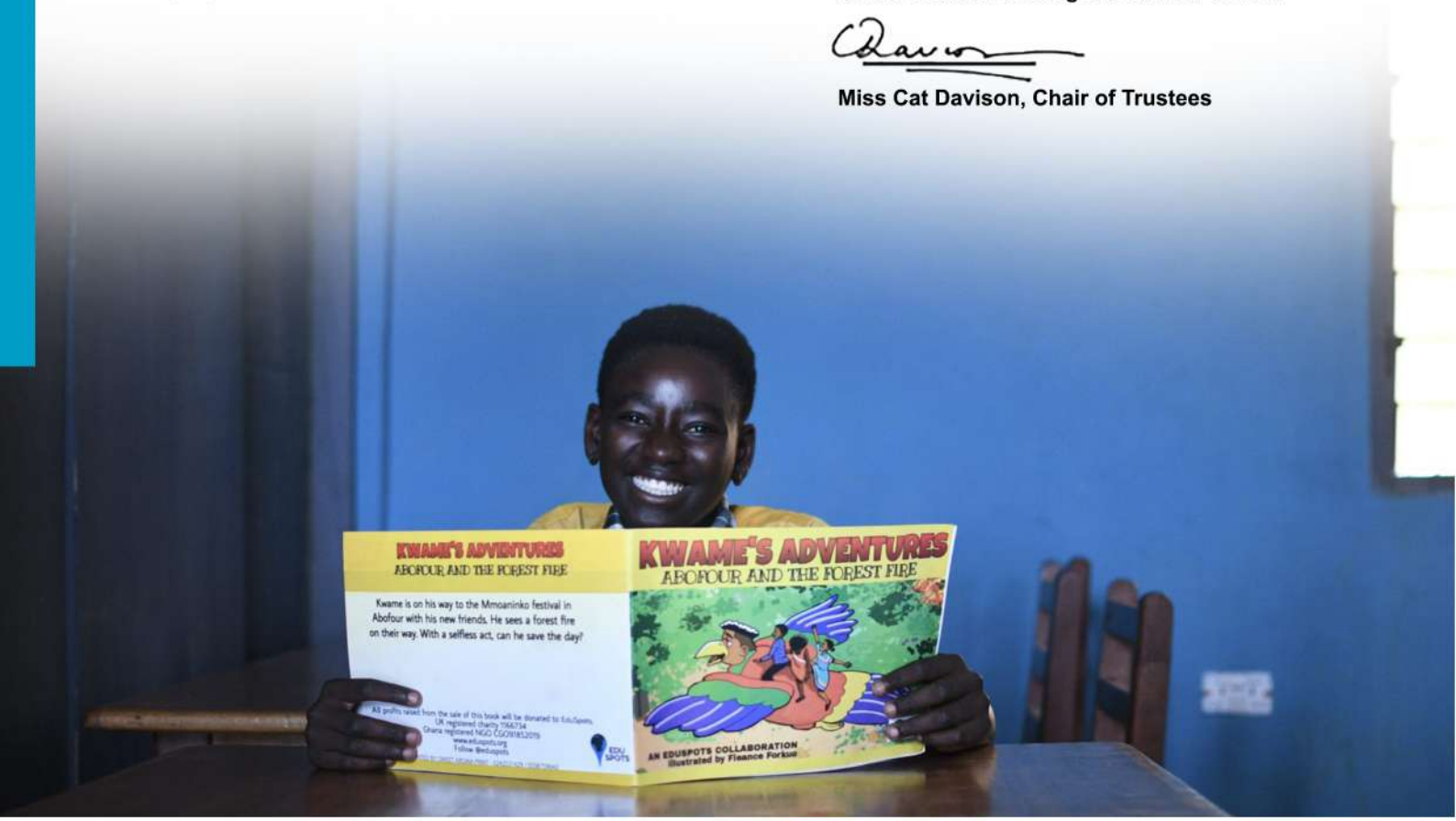
Trustees' Responsibilities

Charity law and good practice require trustees to ensure that financial statements are prepared which give a true and fair view of the charity's affairs and of the receipts and payments of the organisation for that period. In order to achieve this, trustees must comply with their obligation under the Charities Act 2011 with regards to, the keeping of accounting records for the charity, the auditing or independent examination of the statements of account of the Charity, the transmission of the statements of account of the Charity to the Commission and the preparation of Annual Return and its transmission to the commission.

It is also the responsibility of the trustees to ensure that the income and the property of the charity must be applied solely towards the promotion of its objects. A charity trustee is entitled to be reimbursed out of the property of the charity or may pay out of such property reasonable expenses properly incurred by him or her when acting on behalf of the charity and may benefit from trustee indemnity insurance cover purchased at the charity's expense in accordance with, and subject to the conditions in section 189 of the Charities Act 2011. Also subject to clause 28, none of the income or property of the charity may be paid or transferred directly or indirectly by way of dividend, bonus or otherwise by way of profit to any charity trustee.

This report was approved by the Board of Trustees on 3rd October and signed on their behalf.

Miss Cat Davison, Chair of Trustees



Make a donation

If you would like to donate to EduSpots, please visit our JustGiving page www.justgiving.com/eduspots or for larger donations, please contact us directly, or donate to the bank details below:

Account holder: Eduspots
Sort code: 23-14-70
Account number: 50399353

We are enormously grateful for any support, as we can see that our work is making such a direct and significant difference to the educational opportunities and leadership development of thousands of children, young people and adults. Our method is low-cost, high impact.

Fundraise for us

We'd love to hear from anyone who might like to fundraise for us, no matter how big or small! Possible ideas that are tried and tested include: running marathons, races and other challenges, concerts, reading sponsorship, football tournaments, raffles and auctions, literacy festivals, annual dinners, bake-offs and cake sales. At the start of December, we will launch our Big Give appeal where donations are doubled.

Volunteer or work with us

The EduSpots team are always team building! EduSpots is looking for further committed volunteers and ambassadors who want to contribute in diverse ways to our ever-evolving work, and we also regularly advertise staff roles. Do get in touch at info@eduspots.org.

Spread the word

Follow us on social media at @eduspots on Twitter, Facebook, Instagram and with @edu_spots on LinkedIn, and reshare our posts. Simply passing on our story and model by word of mouth can be extremely helpful.

Please do also let us know if you know a trust fund, company or school who may want to support us. We'd also gratefully receive any ideas for events, sponsorship, and wider fundraising activities. Do email the Chair Cat Davison directly at info@eduspots.org.





#OurCollectiveFuture

Contact us at info@eduspots.org to learn more, support our work, or partner with us.

EduSpots is UK registered charity 1166734, and a

© EduSpots October 2022

EduSpots

England & Wales - Charity number 1166734

Accounts



EDUSPOTS: ANNUAL REPORT 2020

EDUSPOTS
UK REGISTERED CHARITY
1166734

WE CONNECT, TRAIN AND EQUIP
EDUCATIONAL CATALYSTS TO DRIVE
COMMUNITY-LED CHANGE

EDU SPOTS
Our Collective Future

tes schools awards 2018
Winner
International award

A year's overview

WELCOME!

The Trustees of EduSpots are pleased to present their report with the financial statements of the Charity for the year ended 31 December 2020. The financial statements were prepared to meet the requirements for a directors' report. The financial statements comply with the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

The charity is constituted as a Charitable Trust by a Deed dated 25 April 2016.

A welcome message from Nimatu, a volunteer:

I have often reflected on what I would have done to contribute to the happiness, growth and wider development of my community as a member if I had not met EduSpots. Many times I thought engaging the community in supporting their own development was the work of political and local government leaders in the community.

I became part of EduSpots in 2018 and my preoccupation of community development changed ever since. I learnt to be an impactful volunteer, developing myself, impacting others and developing the community at large.

The community's development is best achieved when managed by the indigenes. With this mission in mind, EduSpots supported me with the needed capacity to understand and support my community, knowing the problems and needs of the community through community needs assessment.

As a catalyst to community development, I have gained a lot from volunteerism at EduSpots, involving understanding myself more, thinking aloud and bringing innovative ideas on board to support my community through education.
I have learned to redirect my focus from self-centeredness to community engagement, ensuring personal well being and community development simultaneously.

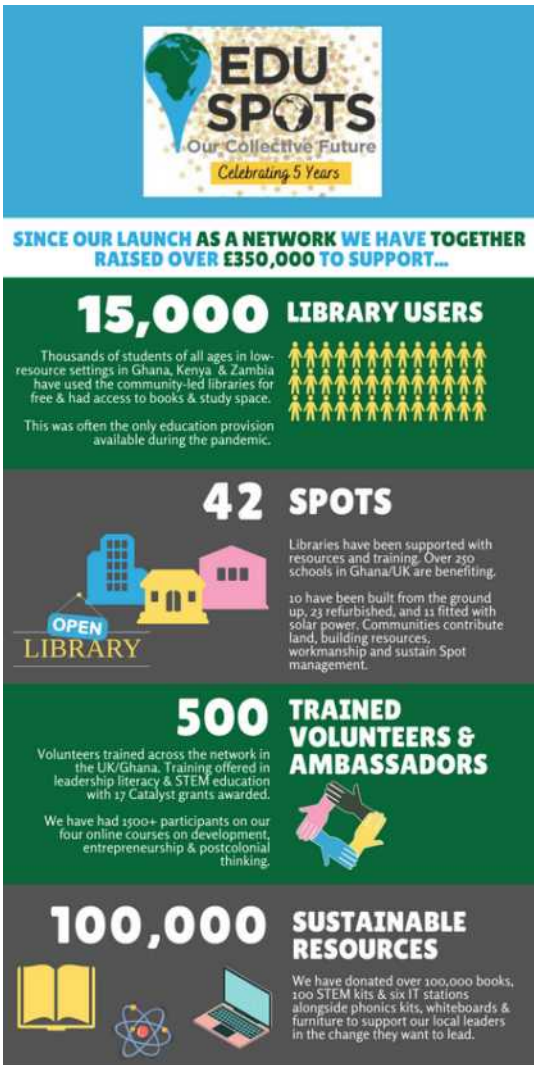
It's great if an external organization supports a community in managing their problems and providing their needs, but it is more reliable and sustainable if the community members themselves are enabled through capacity building and resources accessible to drive their own change by taking up responsibilities, which is always at the heart of EduSpots.



Nimatu Abdul-Rahmen is one of the original youth changemakers, who worked with her community and EduSpots to create a learning centre in her community, Savelugu. Today, Nimatu is part of our new CLEd programme, and has recently led STEM camps and created a remote library system to further increase access to resources across the local area.

CONTENTS PAGE

Page 2 Volunteers welcome
Page 3 Contents page
Page 4 A message from the Chair
Page 5 A message from Yvonne Asamoning
Page 6 Core charity information
Page 7 Our vision & mission
Page 8 Theory of change
Page 9 Governance
Page 10 New Spots
Page 11 Akumadan: A Case Study
Page 12 Covid response
Page 13 EduLit
Page 14 Literacy resources
Page 15 EduSTEM
Page 16 CLEd programme
Page 17 School partnerships & online courses
Page 18 Resources & fundraising
Page 19 Our impact
Page 20 Independent Examiner's Report
Page 21 Financial reports
Page 22 Additional notes
Page 23 Thank you
Page 24 Supporting EduSpots





A MESSAGE FROM THE CHAIR



As we began to develop our new STEM and literacy programmes at the tail end of 2019, we could never have anticipated that our plans would be disrupted by a global pandemic. And yet, as I reflect today on our activities in 2020, I am proud of the steps we took as a team to support our Spot communities and advance educational opportunity more widely. I can say with confidence that EduSpots is in a much stronger place as organisation today than it was at the start of 2020, with a clearer strategy and improved systems; vitally, our volunteers have also bounced back and reengaged communities.

As the pandemic hit, we reached out to communities to offer support with establishing sanitation stations and accompanying educational resources. Thanks to the support of students at Sevenoaks School and the Fonthill Foundation, we were able to support communities across the network with a significant quantity of local text books. Our volunteers established and led Covid-safe book loaning stations, ensuring full compliance with government recommendations. For some students, this was the only way that they were able to continue learning in the nine months that schools were completely closed in Ghana.

As ever, I have been inspired and motivated by the work of our local volunteers, many of whom have created innovative solutions to the educational crisis. As one example of many, Adu in Akumadan fixed a speaker system to the outside of the library and recruited local teachers to deliver lessons. Supported by the work of students at Sevenoaks School, we also created weekly #StayAtHome challenges in literacy and STEM which aimed to support parents and students in practical challenges for the home setting. These were shared widely across the UK and Ghana, with great engagement.

As the restrictions lifted, we were able to recommence delivery of our EduLit and EduSTEM programmes, thanks the support of the Fonthill Foundation.

We continued our support of volunteers throughout the year through regular EduZOOM online training sessions on topics ranging from local fundraising to child protection. These trainings have now developed into our new Community Leadership in Education programme, CLEd, which has been successfully piloted in 2021. We were also pleased to open new Spots in New Atuabo and Bono Manso, with 2021 also bringing projects in Ejura, Sanzule, and Yamfo.

As with many charities, our fundraising in 2020 and beyond has been affected by the pandemic, with an impact on our more traditional income streams. We were able to hold some pre-pandemic in-person events early in 2020, and we successfully delivered our first online fundraising events including the 42 Challenge at the end of the year. These combined with personal donations and a widening fundraising strategy enabled us keep all our staff members in employment. Further than this, we used the time strategically to improve our internal systems and programmes. We also developed three additional online courses exploring leadership, postcolonial thinking and social entrepreneurship which we successfully took to market, with over 30 schools in the UK and Ghana using these courses as a replacement for in-person community service. These, alongside some bespoke curriculum development work, enabled us to raise additional revenue whilst offering an education in sustainable and inclusive development practice.

Finally, this week I have been informed that I have been selected as a finalist for the Varkey Foundation's Global Teacher Prize 2021 in partnership with UNESCO, after being initially nominated by EduSpots volunteers. Although this recognition focuses on me an individual, this is also an opportunity to place a spotlight on EduSpots' work and celebrate the collective growth we've all been part of. I am an ally to every volunteer and my role is to seek ways to promote, support and fund their work. My heartfelt thanks goes out to every supporter for their belief in the EduSpots' community-led model thus far. Now is the time to push for more impact. If you have any suggestion towards achieving this, please do reach out at cdavison@eduspots.org.



· 2021

A year's overview

A MESSAGE FROM OUR GHANA TEAM COORDINATOR



Yvonne Peters Asamoning is our Ghana Team Coordinator, joining the team in September 2021.

Yvonne has been an EduSpots volunteer since 2018 when she won a Teacher Changemaker grant to support her work in Kalpohin, which developed into her BeBetter Mentoring organisation. She has recently finished an MA in Gender and Development at Sussex University as a Chevening Scholar. She brings extensive experience in education, development and social entrepreneurship.

If there is one thing we have all learnt this year, it is that community is important, people matter and all efforts in our work should be human-centered. The vision of EduSpots has never been more relevant than it is now.

EduSpots is uniquely set up in a way that allows for learning among individuals and communities and their Spots. This attribute makes the network filled with insightful learning opportunities. Every model organisation, every model community and every model country started out by creating a unique pathway for itself although adapting and learning from others. As we work towards making communities in the EduSpots network model communities, it is my hope that communities will capitalise on their unique talents and resources to excel.

Additionally, I hope to see communities in the EduSpots network learning from the past and utilising old but effective methods of teaching, learning and literacy techniques. Especially in this age of high technology, there is often the assumption that new is better. In Ghana we have a saying that 'Sankofa yenkyi' which means it is not forbidden to go back and take from the past. We must take old lessons and new learnings to move forward and become model communities.



CORE CHARITY INFORMATION



Our Charitable Objects

Our charitable objects were updated in June 2020 to the following:

To advance education throughout Africa and the UK by the provision of but not limited to, providing educational courses, assisting in the operation of community led education centres and providing grants to individuals to further education as trustees from time to time may determine.

Our Trustees

Our current trustees are:

Catherine Davison (joined April 2016)
Mark Goodrich (joined October 2019)
Ruth Bussey (joined June 2020)
Amjad Saleem (joined March 2021)
Gloria Agyemang (joined July 2021)
.

Core Information

EduSpots is UK Registered Charity 1166734

Our UK office is Flat 5, 2 High Street, Sevenoaks, TN13 1HX. Our website is www.eduspots.org and we use @eduspots on social media

Our Bank

Lloyds Bank
North St Brighton
171-173 North St
Brighton
BN1 1GL

Independent Examiner

The financial reports inclosed in this report have been approved by an Independent Examiner: Shruti Soni Limited, St. Johns Hill, Sevenoaks, TN13 3PE



OUR VISION & MISSION

Our vision is to create a world in which communities unite to create the future they want to see through education.

Our mission is to connect, train and equip educational 'catalysts' to drive community-led change.

Our core beliefs:

1. We believe that everyone should have access to a quality education that reflects and engages with their communities.
2. We believe in everyone's ability to effect change.
3. Communities are stronger when diverse groups and schools work together.
4. Change is more sustainable when communities are engaged in social change.
5. Partnerships enable us to progress our impact and broaden our understanding.

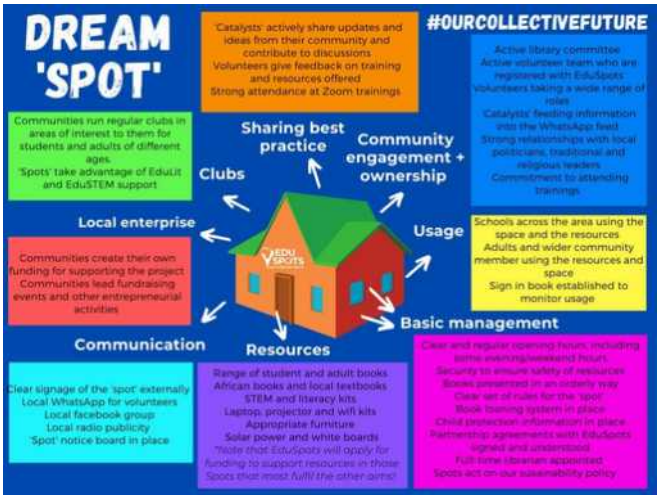
How do we do this?

We connect our Catalysts, creating a community that learns from each other. Through effective use of WhatsApp feeds and conferences, we enable community Catalysts from different areas to share their experiences and problem-solve together. Our highly active social media feeds, zoom training and conferences also give those in our network a platform to speak up and speak out.

This year, **we have trained** our Catalysts in elements of community leadership in education. This comprises project management, team building, child protection, communication for change, education project design and other areas core to ensuring the 'Spots' are used effectively whilst volunteer capacity is built. We have also trained our volunteers in early and later years literacy development and practical STEM education, leading to the formation of our EduLit and EduSTEM clubs. This training has been delivered at conferences and through community visits. In 2020 during Covid, it took a new online form on Zoom.

.

We equip our Catalysts through grants to support construction or refurbishment work for the creation of a 'Spot', also offering solar power installation where possible for environmental and economic sustainability. We provide all communities in the network with books (both donated from the UK, and African fiction and non-fiction books, bought in country), as well as supporting communities running STEM clubs by providing Dext Technology science kits and other sustainable science equipment. We have also supported Spots with items such as white boards, furniture, book boxes, community signage and noticeboards.



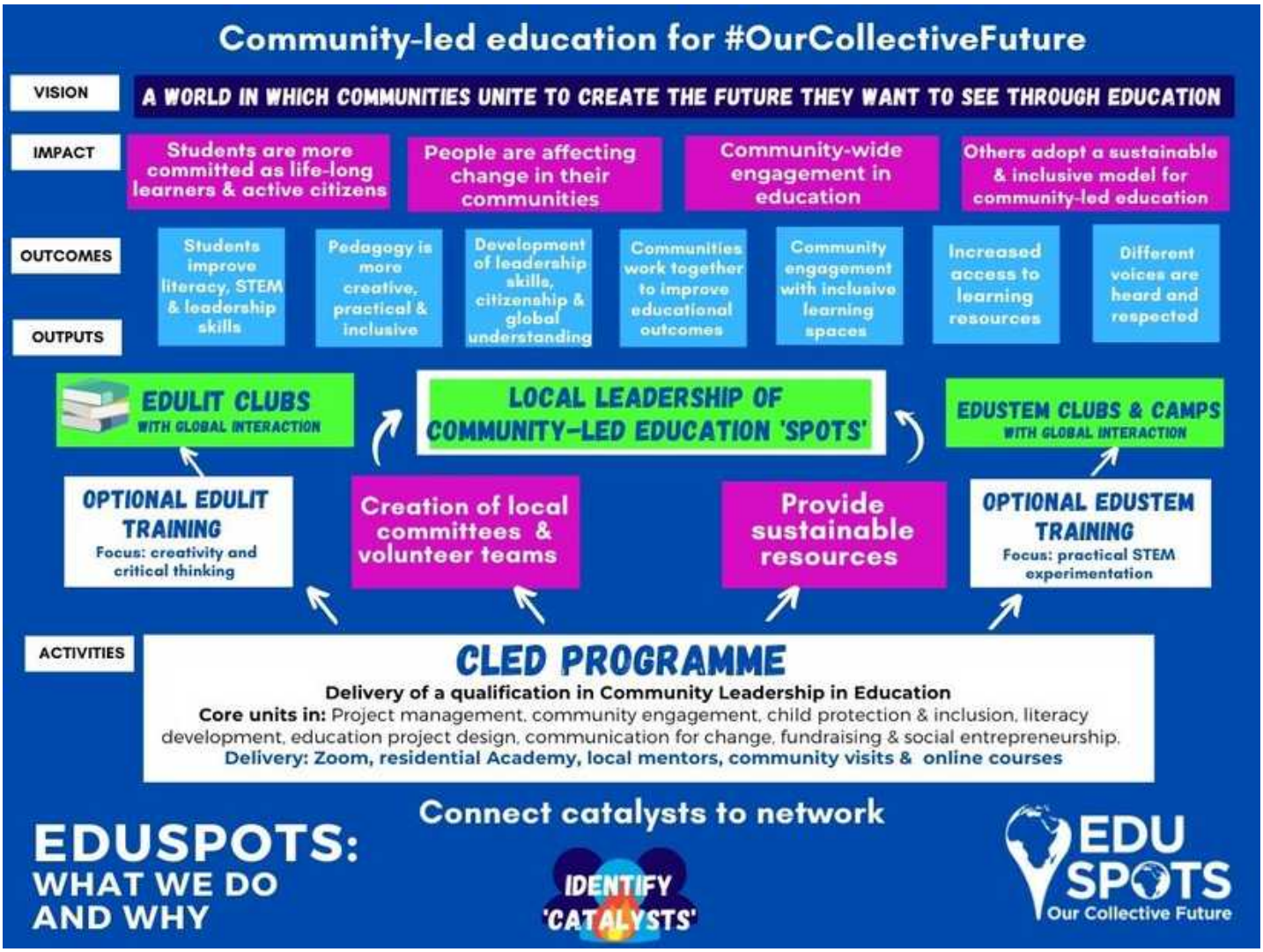
OUR THEORY OF CHANGE

What is our process of change?

1.We identify individuals or teams who want to create change in their communities through education, often through our online courses.
2.We help them to build a team and strategy to create that change built from local community interests, also connecting them to our network.
3.Selected Catalysts participate in our Community Leadership in Education (CLEd) programme, which includes a 5 day Academy training and collaborative learning in subjects such as project management, community engagement, education programme design and child protection.

4. We support them in the creation and ongoing management of Spots, often supporting with books, science kits, IT equipment. Catalysts apply for flexible grant funding.
5.We offer communities optional trainings in leading literacy (EduLit) and practical STEM (EduSTEM) clubs with the option to lead our 10 day 'STEM for a Sustainable Future' camps.
6.Our catalysts grow in their ability to affect change, supported by mentors with lived local experience.
7.Users have improved confidence and educational outcomes. We witness users becoming volunteers having directly witnessed the impact of active citizenship.

.



GOVERNANCE

In 2020 the Charity Board consisted of three trustees who oversaw all elements of the Charity's work for that year.



Cat Davison (Chair)

Cat Davison has direct oversight of all elements of EduSpots' ongoing development. She has 10 years of teaching experience in the UK and Ghana and has built experience of community-centred education programmes in Ghana and the UK since 2012. She holds an MA in Education and International Development from UCL, alongside a PGCE with QTS.



Ruth Bussey (Trustee)

Ruth is a Chartered Accountant with previous experience of auditing UK charities during 7 years at EY London. In addition to being a fellow of the Institute of Chartered Accountants in England and Wales, Ruth also has a Batchelor's degree in Molecular Genetics. Ruth was born in Sierra Leone and moved to Europe at the age of 10. She is passionate about education as a tool for national development and social change.



Mark Goodrich (Trustee)

After a 25-year career as a lawyer including as a partner with the global law firm, White & Case, Mark recently requalified as a primary school teacher to pursue his passion for education.He has had a highly international career with his work taking him to many different countries in Asia and Africa. In addition to a law degree and his teaching qualification, Mark also has two Masters degrees in the area of politics, administration and public policy.

In 2021, we were delighted to welcome two new trustees to the team: .



Gloria Adyemang (Trustee)

Gloria Agyemang, Professor of Accounting, and current Head of the School of Business and Management at Royal Holloway, University of London holds a PhD in Management from the University of London. Receiving her undergraduate degree at the University of Ghana and her postgraduate at McGill University, Canada, she has both management and teaching experience at UK and African Universities.



Amjad Saleem (Trustee)

Amjad Saleem (OS 96) is a British Sri Lankan currently working with the International Federation of Red Cross and Red Crescent Societies in Geneva. He manages the work around diversity, inclusion, violence prevention, education and youth. He has many years experience of peace building, interfaith dialogue and working in the humanitarian space.

NEW SPOTS 2020

"I HAVE ALWAYS BELIEVED IN THE IMPORTANCE OF EDUCATION. EDUSPOTS HAS HOWEVER, HELPED ME TO UNDERSTAND THAT EDUCATION AND VOLUNTEERING IS A LIFESTYLE THAT AN ENTIRE COMMUNITY CAN EMBRACE."
CEDELLA, PROJECT LEADER, NEW ATUABO (PROJECT SHOWN BELOW)

A.



Early in 2020 we took a strategic decision to slow down the growth of new Spots. After nearly 4 years of growing the network, we felt that it was the right time to move our focus to consolidating and strengthening the impact of the Spots already within our network. However, we were delighted to open two new Spots in 2020 that were already in the planning.

The Madam Doris Taylor Community Library Spot in New Atuabo, near Takwa, is open to all local schools in the area. Cedella, the project lead, was able to have a building donated by the local church, engaging community members in supporting refurbishments. She was then successful in being offered a grant through our youth changemaker programme, and is one of eight African Science Academy alumni who have now created libraries in their communities.

The second Spot opened in 2020 was the Bono Manso library, housed within a government school. This project is led by Kofi Antwi, a mathematics teacher and a long-term supporter of EduSpots. He received a grant to create the project as part of our teacher changemaker programme.



"I BELIEVE THAT EVERY STUDENT NEEDS A GOOD EDUCATION TO NURTURE THEIR DREAMS. HOWEVER, MANY STUDENTS HAVE STRUGGLES IN LITERACY AND ARITHMETIC. I AM EXCITED TO WIN THE GRANT BECAUSE IT WILL HELP MY TEAM AND ME TO IMPROVE THE STANDARD OF EDUCATION IN THE COMMUNITY AND INFLUENCE PARENTS TO BE MORE COMMITTED TO SUPPORTING THEIR WARDS."
(KOFI, BONO MANSO PROJECT LEAD)

AKUMADAN: A CASE STUDY

"WE STARTED WITH JUST THE TWO OF US, AND NOW WE HAVE COME FAR, AND BUILT A STRONG TEAM. WE SHOULD ALL SACRIFICE OUR TIME, BECAUSE THE EFFORTS WE PUT IT NOW ARE SOWING SEEDS FOR THE FUTURE GENERATION." JAMES, VOLUNTEER, AKUMADAN

The Akumadan Spot ran a regular programme of activities until the Covid-19 pandemic threatened the smooth running of the centre. Like many initiatives globally which had to be shut down due to the virus, the Akumadan Spot was almost entirely inactive until Catalysts in the community came up with a creative idea to get students learning again. Their idea was to install speakers on the outside of the library so pupils could learn through audio broadcasts. This innovative plan ensured that pupils could still learn in a safe environment even though schools in Ghana were closed.

Adu Boahen Carlos, the Project Leader of the Spot and long-term volunteer, together with other Spot volunteers repaired faulty speakers and an amplifier systems owned by their church to broadcast lessons that had been recorded by willing teachers. Adu was delighted that 11 teachers participated in this initiative. The teachers recorded lessons on different subject taught at school, as well as recording homework and tests that pupils would have been taking if they had been in the classroom. Approximately 400 pupils and students benefited from this fantastic initiative at the Akumadan Spot.

Adu shares that the political, traditional, and school leaders in the community all expressed their joy in the fact that the Akumadan Spot provided an avenue for pupils to learn when schools were closed for the best part of nine months.

The Akumadan Spot is an example of the tenacity exhibited by the Spots in the EduSpots network this past year.

In addition to the broadcast activities, the Spot also provided wash stations, masks, and sanitisers, some of which were donated by traditional leaders in the community, enabling users to practice Covid-safe measures when pupils needed to borrow books or use the library once restrictions allowed.





COVID RESPONSE

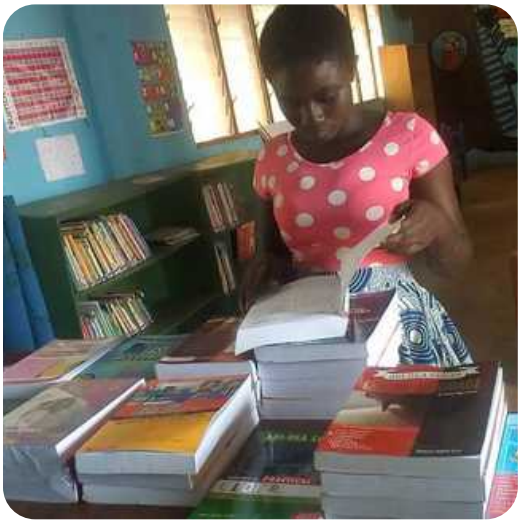
"MEMBERS WHO BORROW BOOKS FEEL THAT THEY ARE IN SCHOOL DESPITE THE LOCKDOWN BECAUSE THEY DO NOT LACK ANY READING MATERIALS IN THEIR HOUSES BECAUSE OF THE BOOKS AVAILABLE." (ADU, PROJECT LADER, AKUMADAN)

The Covid 19 pandemic is probably the worst threat to human wellbeing in our lifetime. As an organization that believes in and capitalizes on the power of human interactions to inspire social and educational change, the necessary measures of social distancing have served us an entropic blow, too.

One of the earliest proactive measures we took when the pandemic struck was to share information about the virus through our network, and to advise our communities to close down their learning centers, and halt all club and mentorship activities to prevent the spread. This time of closure offered communities the opportunity to carry-out intensive cleaning and disinfection exercises at their libraries, whilst observing all precautionary protocols.



Following this, we worked with communities to set up hand-washing stations at the libraries and were particularly enthralled by the ingenuity of some of our communities who manufactured their own liquid soaps to supplement what we were able to provide.



We also supported our Spots to implement safe book loaning systems where Senior and Junior High School students could borrow textbooks relevant to their respective syllabi for reading at home. To guarantee the success of this model, we equipped our Spots with textbooks across subjects in the Senior & Junior High School syllabi, thanks to donations from the Fonthill Foundation, and pupils at Sevenoaks School.



Our online-based Covid strategy leveraged on our enthusiastic volunteer capacity and social media networks. This involved developing a series of #Stayhome STEM challenges and literacy lessons for family-based learning. We also initiated weekly EduZOOM sessions on key educational and entrepreneurial topics, attracting a growing number of participants across our network.

Last but not least, we introduced further online courses aimed at fostering global citizenship among students across the world, and also equipping students and volunteers with the requisite skills to effectively lead community actions.

EDULIT PROGRAMME

'THIS PROJECT HAS.... GIVEN THEM AN INTEREST IN READING, AND TAUGHT THEM THAT LEARNING CAN HAPPEN OUTSIDE SCHOOL AND WITHOUT A TEACHER."
(NIMATU, PROJECT LEADER, SAVELUGU)



The EduLit Programme activities cover three main areas - our literacy clubs, the creation of literacy resources and partnership projects. in 2020 we had 6 active literacy clubs running in Kalpohin, Akumadan, Abofour, Tease, Bimbilla and Dulugu communities.

When the Covid-19 pandemic hit, these clubs could obviously not meet physically, so we adapted to develop the WhatsApp based Literacy Hub. The Hub is a platform for the leaders of all literacy clubs to receive and share information on all things literacy. Stay At Home Challenges were also developed in the peak of the pandemic when schools in Ghana were closed, and we launched our first network-wide creative writing competition and magazine.

Around this time we also held a virtual training event to support others interested in setting up their own clubs.

.

When activities were able to resume across the network, five new literacy clubs were formed in other communities including Metsrikasa and Takuve.

Beyond the pandemic response we have been continuing our literacy learning support, looking at how to develop student engagement in reading as well as developing early years literacy skills. Our trainees, who are mostly qualified teachers, are able to inject the knowledge and skills they receive into their classroom teaching, as well as the literacy work they are delivering through their Spots.

Feedback shows that teachers who have received support through the EduLit programme report increased academic performance, with 97% of trainees believing the programme should be extended to other teachers and schools..



OUR LITERACY RESOURCES

'"IF WE WANT TO ENCOURAGE PUPILS TO READ THEN WE NEED TO GIVE THEM BOOKS THAT MIRROR THEIR WORLD AND CAPTURE THEIR INTEREST, THIS IS WHAT THE BOOK DOES AND I BELIEVE MORE OF SUCH INITIATIVES NEED SPREADING." (VOLUNTEER, KALPOHIN)



Since 2019, students at Sevenoaks School, led by Ms Anne Durnford, have been working with the EduSpots staff team and wider volunteers to produce literacy resources that feature concepts and images that are relevant to the Ghanaian context.

The group produced a locally relevant set of beautifully designed phonics cards, which were distributed across many communities who were participating in the wider EduLit training, alongside other phonics related equipment.

From here, we developed the first storybook in what we hope will be a series of books. 'Kwame's Adventures: Tease and the Missing Science Book' was born from a collaboration between Sevenoaks pupils, the community in Tease, and Fleance Forkuo, a Ghanaian illustrator. With the amazing success of the first book, in 2020 we launched the second book in Kwame's Adventures, as well as producing two phonics books: The Bee is Free and Kobi



Thanks to support from the Fonthill Foundation and students at Sevenoaks School, we have now distributed 4000 of these books across 42 communities. The reaction from communities has been amazing and they are definitely the most popular resources across our network!

"I love the book because it talks about my community and this is the first time I am reading a storybook that mentions my community's name." (Student in Tease)



EDUSTEM PROGRAMME



"BEFORE WHEN I ENTERED SCIENCE CLASSES I WAS FROWNING, BUT NOW I SMILE BECAUSE I REALISE THE IMPORTANCE OF SCIENCE."
(LUCY, STUDENT FROM SANZULE)

A key ingredient needed for the improvement of STEM among pupils is the availability of practical learning and experiments. In the past year our activities have been geared towards continuous practical learning.

We held a workshop for teachers and volunteers in Bosomadwe that equipped participants with the skills to improvise with science equipment and perform low-cost experiments in their Spots without extensive equipment.

We have also run a monthly series of STEM challenges set out to inspire scientific enquiry amongst pupils.

The monthly STEM challenges are set in a way that allows EduSTEM clubs to use local tools and equipment to perform scientific investigations. The topics for the challenge are selected from the Ghana Education Service syllabus for the Junior High School, enabling students to relate the STEM challenges to the work they do in the classroom.

During the time that schools were closed in Ghana due to the pandemic, the monthly STEM challenges enabled students to still engage in critical thinking and science based enquiry.

Building on our STEM programme in 2021 we launched our highly popular STEM Summer Camps.







NEW FOR 2020: CLED PROGRAMME

"I SEE A GROUP OF PEOPLE FULL OF PASSION TO MAKE OTHERS' LIVES BETTER - EVEN WHEN I'M READY TO SLEEP, I ALWAYS THINK ABOUT THIS AND IT MOTIVATES ME TO DO MORE."
(SEIDU, EJURA PROJECT LEAD)

Our new Community Leadership in Education (CLEd) programme launched in late 2020. Building on our focus to grow the impact of our Spots the programme will develop our Catalysts' knowledge, skills and mindset to have greater impact in their communities; leading sustainable change through education, based on their community's aims and aspirations.

The programme has seven core components: Project Management, Community Engagement, Education Project Design, Communication for Impact, Literacy Development, Child Protection & Inclusion, and Fundraising & Social Entrepreneurship. With STEM education and advanced literacy as additional elements, plus the Academy also explores well-being in social change, the power of reflection, and social leadership more widely.

We have been building the leadership capacity of our local leaders since 2016.

By introducing the CLEd programme we are now doing this in a strategic, focused and measurable way.

The first cohort launched in Dec 2020 and has been running throughout 2021 following the successful 5 day CLEd Academy held in April. Our first cohort of 19 Catalysts, all long-term EduSpots volunteers, have already demonstrated impressive leadership potential and commitment in their Spot communities.

The 12 month programme involves the following stages:

- Application and interview process
- Introduction to course, group and mentors (online)
- Community needs assessment
- 5 Day Residential CLEd Academy
- Ongoing mentoring from local coaches
- Grant application process
- Community visits
- Documentation of impact
- Presentations
- Graduation



SCHOOL PARTNERSHIPS & ONLINE COURSES



Sevenoaks School

Sevenoaks School continues to be a supportive partner, with their students gaining understanding and skills whilst contributing to EduSpots' impact in Ghana. The EduLit group led by Ms Anne Durnford, continued to work with Stephen Tettegah and Ghanaian volunteers to develop literacy resources of various forms, also fundraising for local text books and sanitation centres, and leading on the annual book drive.

The EduSTEM group led by Dr David Roche continued to work with Ali Eliasu to support the creation of #StayAtHome STEM challenges and accompanying videos, which have been shared widely across the UK, Ghana and beyond, during the pandemic. They also led a STEM resource collection of sustainable items that were shipped to Ghana.

School Partners

We have welcomed many new schools to our network through the online courses, with 20 schools contributing to the book drive this year. We have been delighted to start projectswith Eton College which focus on increasing readership of African fiction and non-fiction, also starting a public speaking competition for students across our communities, with pupils creating short talks on topics that matter to them. We are also excited to be developing a new leadership partnership with students and staff at Wellington College for 2021, and we continue to strengthen our relationship with students and alumni from African Science Academy in Tema.

Online Courses

During the pandemic, we were asked by schools to develop additional online courses to provide an online replacement for in-person volunteering. Our Global Development course was first written in 2018. Since then, we have introduced courses in social entrepreneurship, leadership and action, and postcolonial perspectives. These 5-week courses involve students engaging in material that focuses on the amplification of African voices, and the application of critical thinking to practical ethical scenarios relating to development practice. Nearly 30 schools across the UK and Ghana have participated, with the programme also providing a small but sustainable source of income for our work.



"I HAVE LEARNT TO TAKE THE TIME TO TRY TO CONSIDER ISSUES RELATING TO DEVELOPMENT IN GHANA THROUGH THE LENS OF SOMEONE WHO LIVES THERE. THIS CAN BE HARD – IT'S LIKE LEARNING TO WALK AGAIN."
(UK STUDENT)

RESOURCES, FUNDRAISING & RECOGNITION



Book Collection

In 2020, our annual book drive collection was unfortunately interrupted by the UK lockdown. Despite this, with support from more than 20 schools, we were able to collect over 6000 books, alongside other educational resources. These resources were shipped to Ghana and distributed by our Ghanaian Director and Resource Manager, Francis Yeboah, across our Spots. This was alongside over 3000 new books donated by long-term partners, Book Aid International, and local text books funded by the Fonthill Foundation and students at Sevenoaks School.

Resource Packs

In addition to this, we are grateful for the additional support from the Fonthill Foundation for funding STEM and literacy kits, and providing the accompanying training for six of our communities, as well as the provision of tech packs including laptop, projector and wifi packs.

Annual Dinner

It was wonderful to welcome Stephen Tettegah to the UK, and host an annual dinner in Hotel de Vin in Brighton. This event included talks and presentations, alongside games, a quiz, a raffle, an auction, and sales of items made by Ghanaians linked to our network.

42 Challenge

We launched our 42 challenge in August 2020, which was a huge success in encouraging people across our network to challenge themselves to do something 42 times! Challenges undertaken included baking 42 cakes, running 42 laps of the athletics track, taking on 42 sea swims. A huge thank you to everyone who joined this challenge, an enabled us to raise over £4300.

Recognition

We were delighted to be shortlisted for the EDUCOM Award for NGO or Business Contribution to Education in Ghana. More recently in 2021, we are all proud of our Founder Cat Davison, who was shortlisted as a finalist for the Global Teacher Prize in partnership with UNESCO, partly for the role she has taken in developing the EduSpots network. We hope that this will lead to further support and opportunities for EduSpots in the future.







OUR IMPACT

EduSpots in Numbers

42 Spots supported in our network with training, books, and mentoring support.

200 Schools involved in EduSpots, in the UK and Ghana.

300+ Volunteers supporting our Spots in Ghana and across the world.

10k Books and educational resources donated in 2020.

25k Users of our Spots each year.

100k+ Students, teachers and community members influenced by our educational ideas and volunteerism.

Endless Stories of Individual and Community Transformation

"When you come to the Spot in the evenings, you'd see a lot of students gathered here to study. This has also built a sense of teamwork because different students from various schools come together to have group studies." (Volunteer, Abofour)

"At first people had difficulty in reading but ever since EduSpots started, we organised people and spoke to them about the benefits of reading and this has increased pupils' interest. The spirit of volunteerism is also a significant change." (Volunteer, Dulugu)

At first, I was doing everything by myself but now the Academy trained me to be an open person and be all-inclusive. So, in our Spot, we now have a team of volunteers that we are coordinating to make the spot work effectively. And we have also been sensitive about gender equality and we try to promote the spot to be a place for everyone. (Volunteer, Elmina)

"Getting involved with EduSpots gave me the courage to go in for a position at the tertiary which hitherto, I would have never thought of going in for. That's one difference it has made in my life." (Volunteer)

"It has made me realise that before change occurs you must take action and given me the ability to take action even if nobody else does. It has also given me the skill of problem solving." (Volunteer, Savelugu)

In late 2020 we initiated a new impact evaluation strategy with support from ImpactEd. Insights from the report will be shared in the 2021 Annual Report.

INDEPENDENT EXAMINER'S REPORT

Independent Examiner's Report to the Trustees of EduSpots

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 December 2020 which are set out on pages 19 to 20.

Responsibilities and basis of report

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 charity's accounts carried out under section 145 of the 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 confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the accounts do not accord with those records; or

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.

Shruti Soni

Shruti Soni FCCA FCIE

Date: 29 October 2021

Shruti Soni Ltd • Chartered Certified Accountants

117a St. John's Hill, Sevenoaks TN13 3PE

FINANCIAL REPORTS

CHARITY COMMISSION FOR ENGLAND AND WALES

EduSpots	1166734

Receipts and payments accounts

CC16a

For the period from	01/01/2020	To	31/12/2020

Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
Donations and grants	33,141	25,600	-	58,741	67,278
Fundraising	7,913	-	-	7,913	5,303
Courses / curriculum	9,240	-	-	9,240	-
AR)	50,294	25,600	-	75,894	72,581
A2 Asset and investment sales, (see table).					
	-	-	-	-	
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	50,294	25,600	-	75,894	72,581
A3 Payments					
Literacy, STEM & Spot Programmes	19,306	8,000	-	27,306	-
Building and Furnishing Libraries	5,801	7,500	-	13,301	45,700
Project & Programme Delivery	5,584	-	-	5,584	-
Online Courses & School Partnerships	1,850	-	-	1,850	-
Book Drive and Transportation of books	4,221	-	-	4,221	1,595
Conference costs	-	-	-	-	1,733
Cost of fundraising events	4,640	-	-	4,640	844
Travel	1,749	-	-	1,749	-
Media, Marketing & IT	4,022	-	-	4,022	-
Consultancy costs	4,960	-	-	4,960	6,064
Independent Examination Fee	630	-	-	630	-
Just Giving fees	127	-	-	127	586
Bank charges	-	-	-	-	197
Transfer to Edu Spots Ghana	-	-	-	-	11,000
Sub total	52,890	15,500	-	68,390	67,719
Total payments	52,890	15,500	-	68,390	67,719
Net of receipts/(payments)	- 2,596	10,100	-	7,504	4,862
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	9,369	1,000	-	10,369	5,507
Cash funds this year end	6,773	11,100	-	17,873	10,369

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £
B1 Cash funds	Lloyds bank account	6,773	11,100	-
	Total cash funds	6,773	11,100	-
	(agree balances with receipts and payments account(s))	OK	OK	OK

Details	Fund to which liability relates	Amount due (optional)	When due (optional)
B5 Liabilities Independent Examination Fee	Unrestricted	630	

Grant payments

Payments for Literacy, STEM & Spot Programmes and Building and Furnishing Libraries include £39,806 grants paid to EduSpots Ghana, an independent NGO in Ghana registered in 2020.

Related Party Transactions

The charity trustees were not paid or received any other benefits from employment with the charity in the year (2019: £nil). No charity trustee received payment for professional or other services supplied to the charity (2019: £nil).

No trustees were reimbursed any expenses incurred in relation to their duties as trustees (2019: nil).

During the year, the Board of Trustees made unrestricted donations in aggregate of £29,400 (2019: £23,000) to the charity. There are no donations from related parties which are outside the normal course of the charity business and no restricted donations from related parties.

Signed by one or two trustees on behalf of all the trustees	Signature	Print Name	Date of approval
	CR Davison	Catherine Davison	28.10.2021

ADDITIONAL NOTES

Statement of Public Benefit Entity

The Trustees have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing their aims and objectives and in planning future activities. In particular, the Trustees consider how planned activities will contribute to the aims and objectives of the charity.

Reserves Policy

The Trustees aim to hold 3 months of direct charitable expenditure as reserves (estimated to be approximately £10,000), which will allow the organisation to run efficiently, and meet the needs of its members and beneficiaries. The unrestricted funds available to the charity as at 31 December 2020 was £6,773 (2019: £9,369). The impact of Covid on our fundraising in 2020 is reflected in the slight reduction in unrestricted reserves. The Trustees expect to improve the reserves level by 31 December 2021.

Financial Review

The charity has a net receipt for the year of £7,504 (2018: net receipt of £4,862). The charity's total receipts for the year was £75,894 (2019: £72,581). Its payments for the year stood at £68,390 (2019: £67,719)

Going Concern

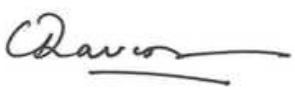
The trustees are satisfied that the charity will continue to be a going concern for the foreseeable future.

Trustees' Responsibilities

Charity law and good practice require trustees to ensure that financial statements are prepared which give a true and fair view of the charity's affairs and of the receipts and payments of the organisation for that period. In order to achieve this, trustees must comply with their obligation under the Charities Act 2011 with regards to, the keeping of accounting records for the charity, the auditing or independent examination of the statements of account of the Charity, the transmission of the statements of account of the Charity to the Commission and the preparation of Annual Return and its transmission to the commission.

It is also the responsibility of the trustees to ensure that the income and the property of the charity must be applied solely towards the promotion of its objects. A charity trustee is entitled to be reimbursed out of the property of the charity or may pay out of such property reasonable expenses properly incurred by him or her when acting on behalf of the charity and may benefit from trustee indemnity insurance cover purchased at the charity's expense in accordance with, and subject to the conditions in section 189 of the Charities Act 2011. Also subject to clause 28, none of the income or property of the charity may be paid or transferred directly or indirectly by way of dividend, bonus or otherwise by way of profit to any charity trustee.

THIS REPORT WAS APPROVED BY THE BOARD OF TRUSTEES ON 28TH OCTOBER 2021 AND SIGNED ON THEIR BEHALF.



MISS CAT DAVISON, CHAIR OF TRUSTEES

THANK YOU!

Firstly, thank you to all our volunteers - you are key to our impact, and EduSpots ultimately exists to support your vision for your communities.

We also thank the entire core staff team for their diligence and passion during this challenging period.

We would also like to thank:

Schools

To all our schools network, but in particular to: Sevenoaks School (especially Ms Anne Durnford, Dr David Roche & Mrs Clare Strange), Eton College, Wellington College, African Science Academy, Marlborough College, Brighton College, Brighton College Pre-Prep and Benenden School.

Individuals

The Denyer family, the Baldock family, Nana Demoah, Felix Corke and Fleance Forkuo

2020 Foundations & Partners

The Fonthill Foundation, Book Aid International, Black Spike, The Chalk Cliff Trust, Dext Technology, Doing the Right Thing, The Allen and Nesta Charitable Trust, Sweet Aroma Prints



Additions to our staff team in 2020-2021

Alongside new volunteers and Yvonne Asamoning, we are delighted to have several additions to our staff team during 2020-2021.

Poppy Zuzu Simpson is our new School Partnerships and Fundraising Events Manager. In voluntary roles, Sarah Davis joined as our Finance and Admin Officer and Saorirse Walsh joined as a School Partnerships Officer.

We are delighted that two of the original student volunteers, Ed Warren and Oliver Champness, have joined as Communication and Fundraising Support Officers. We have also established a new Advisory Board with members including Nana Demoah, Helen Denyer, Livingstone Delali Agbo and Evans Odei.

We also welcomed Ruth Bussey, Amjad Saleem and Gloria Agyemang as Trustees. We are always looking for new volunteers and Trustees, particularly those with experience or interest in fundraising and the Ghanaian context.



WAYS TO SUPPORT EDUSPOTS!



1.Make a donation or become a monthly donor!

f you are inspired by our work and its impact, please consider donating towards our projects through our justgiving page: www.justgiving.com/eduspots. Alternatively, our bank details are:
EduSpots
Account number: 25013060
Sort Code: 30-94-63

2. Support our resource drives!

Please do also get involved with our book and sustainable resource drives.
We are specifically looking for more African fiction/ non-fiction and science books.
Email cdavison@eduspots.org

3. Share our story!

Finally, share our story amongst your contacts! Pass this annual report on, and follow @eduspots on Facebook, LinkedIn and Twitter, and @edu_spots on Instagram.

4. Volunteer for us!

We are always looking for committed volunteers or potential trustees who can offer time and a particular skill-set. We are looking for a range of skill-sets, but particularly those with a background or interest in fundraising, or those with experience and understanding of education and development in the Ghanaian context. If this might be you, email cdavison@eduspots.org.

5. Nominate us or partner with us!

We are also **seeking support from trust funds, corporates, publishers and donors**. If you know anybody who might like to support our work, please contact us.

Finally, we are always keen to **partner with organisations with a similar mission** to ours. If you are keen to partner with us, please get in touch Miss Cat Davison at cdavison@eduspots.org.





EDU SPOTS
Our Collective Future

WE CONNECT, TRAIN AND EQUIP EDUCATIONAL CATALYSTS TO DRIVE COMMUNITY-LED CHANGE

THANK YOU FOR YOUR SUPPORT IN BUILDING #OURCOLLECTIVEFUTURE

