

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

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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.



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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)



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 Awiasu
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 – Abundant 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).



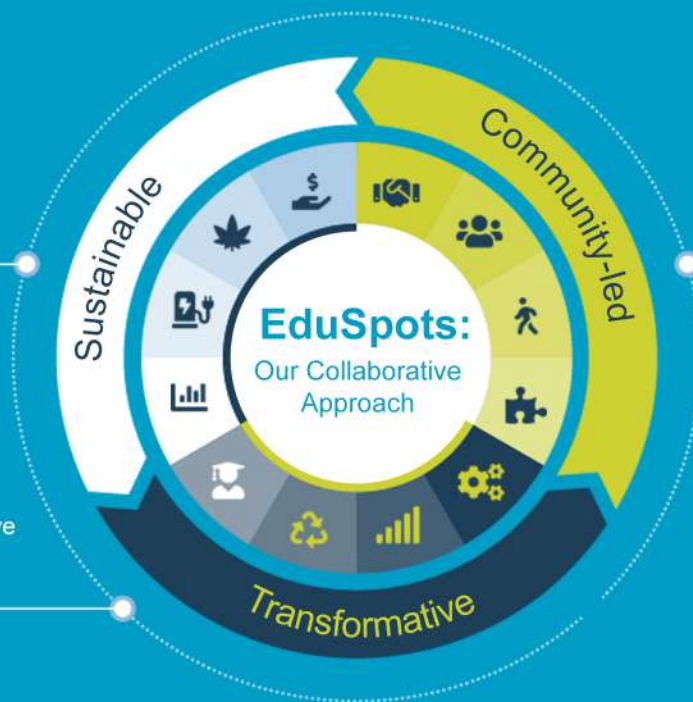
Our Collaborative Approach



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



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



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

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

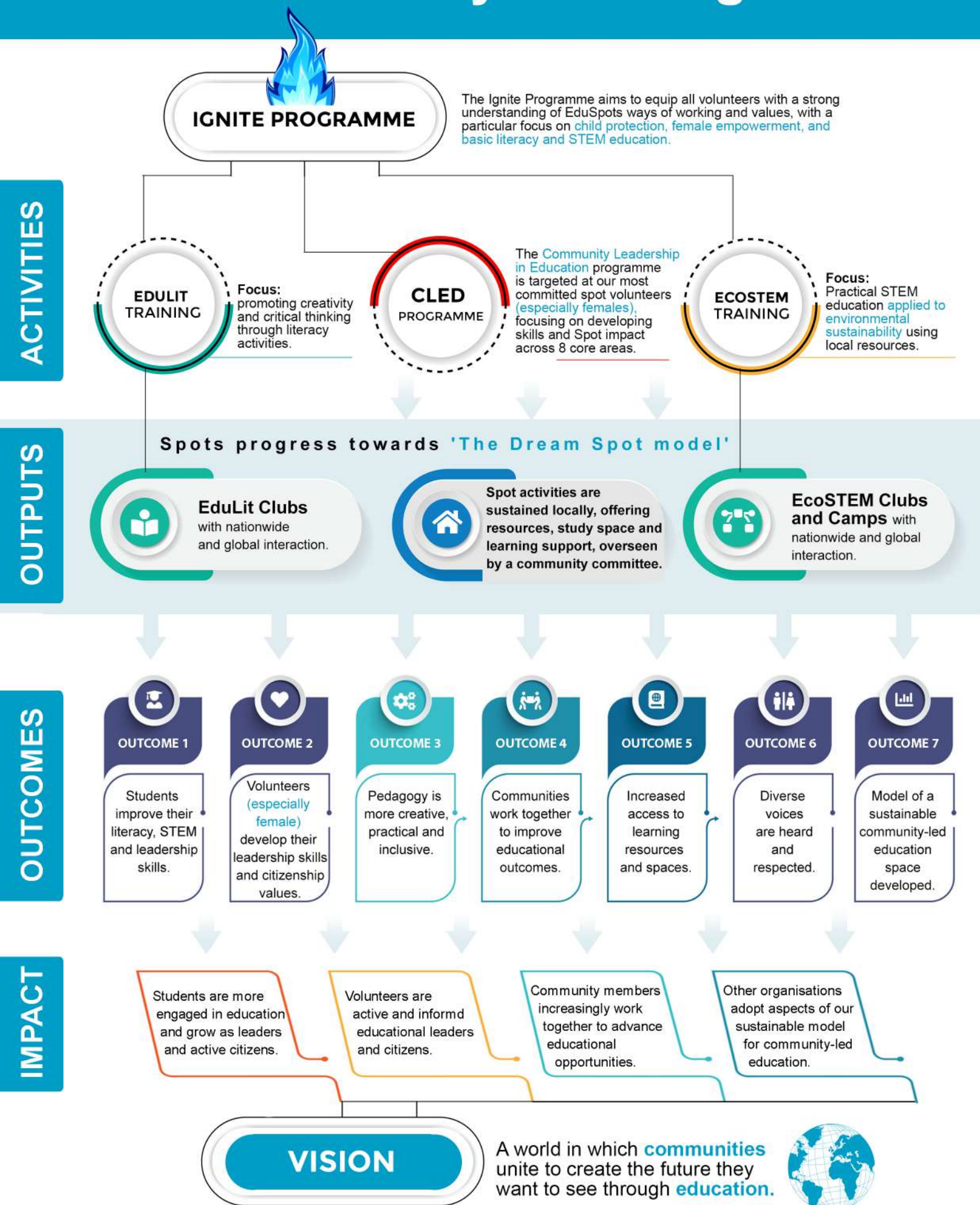
- Ongoing costs are sustained locally through fundraising, enterprise & partnerships.
- The impact of Spots is driven by local volunteer teams, supported by a collaborative network.
- Solar power is installed where possible with a focus on environmental sustainability education and action.

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



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.



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.



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.



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'.



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.



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.



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



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

Practical 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%



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

■ Strongly agree ■ Agree ■ Neither agree or disagree

Programme gave tools and skills that will enable me to impact my community

Programme has inspired me to take further action

Programme challenged me to think more deeply about education and social change

Programme enabled me to meet other like-minded people who I can rely on

Programme has led to a growth in confidence in affecting change in my community

We felt comfortable to share our ideas and opinions in the group

Programme was well organised

Would you recommend the programme to other volunteers?



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.

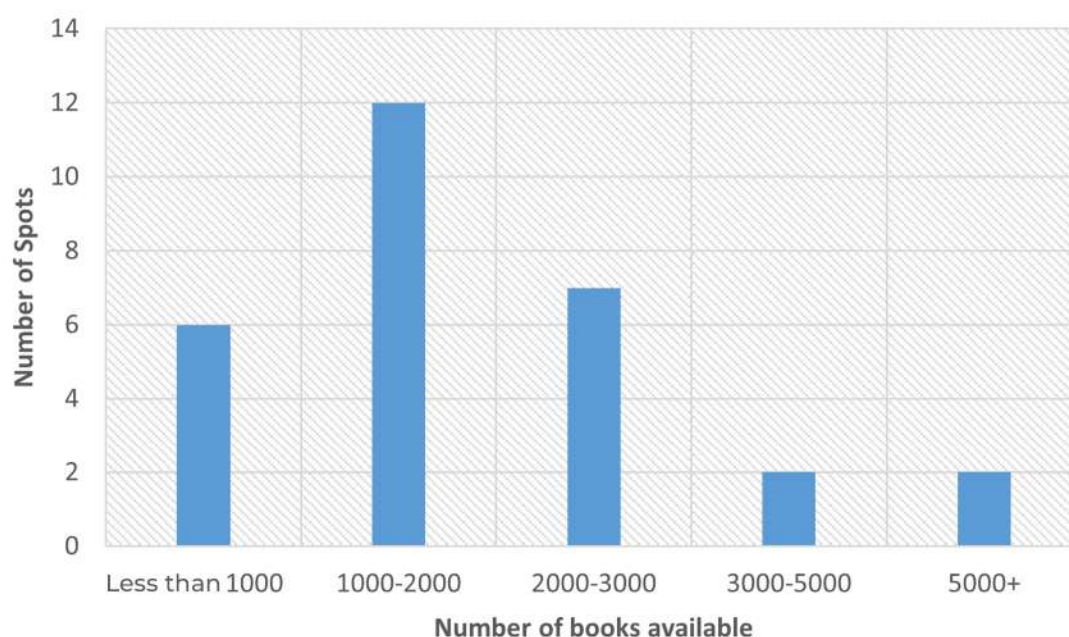
EduSpots Literacy Development

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.

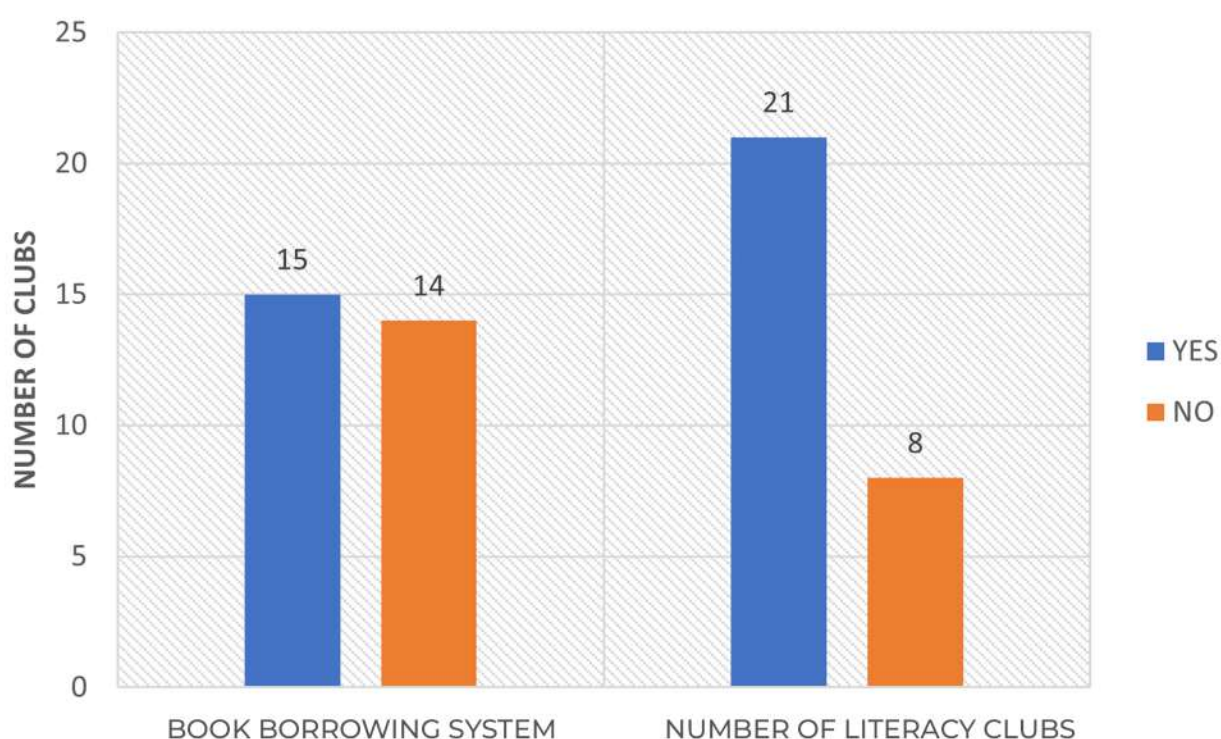
Some EduLit Clubs are based in schools, and others are based in communities. Meetings are held at the Spots, bringing students and teachers from different schools together.

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.

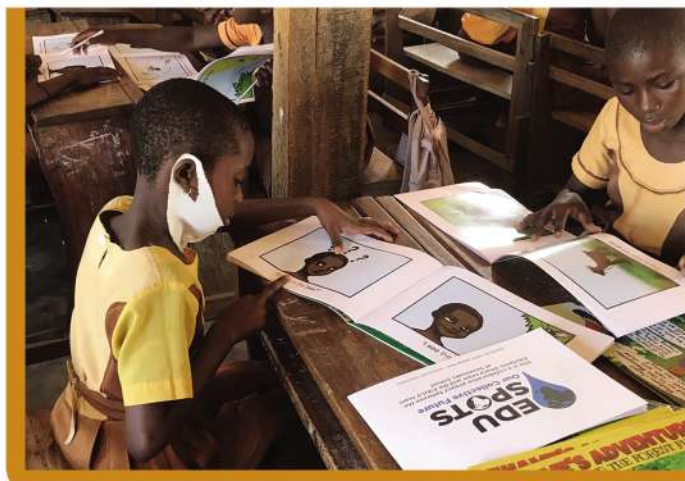
ACTIVITIES

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, Fleanse Forkuo. Through this storybook, and other literacy-focused projects, students have been able to collaborate in a process of decolonisation of resources.

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."



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)



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

2 0 2 1



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

Self-efficacy

8.2%

School engagement
10%

Emotional engagement in maths & science
7.3%

Attitudes towards reading
8.1%

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:

'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)

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)



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


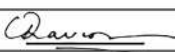
I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

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

 CHARITY COMMISSION FOR ENGLAND AND WALES		EduSpots		1166734	
Receipts and payments accounts					
For the period from		1/1/2021	To	31/12/2021	
CC16a					
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 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	
			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

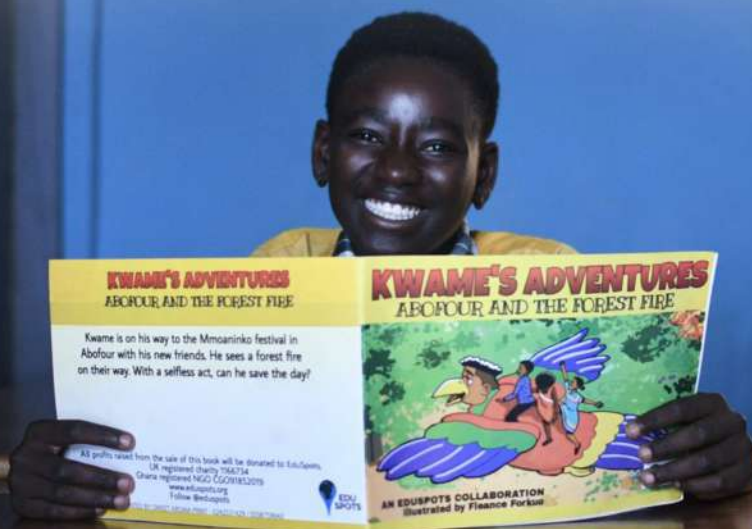
Charity law and good practice require trustees to ensure that financial statements are prepared which give a true and fair view of the charity's affairs and of the receipts and payments of the organisation for that period. In order to achieve this, trustees must comply with their obligation under the 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.

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.

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.





#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

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