

# 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  
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# 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".





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## 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.

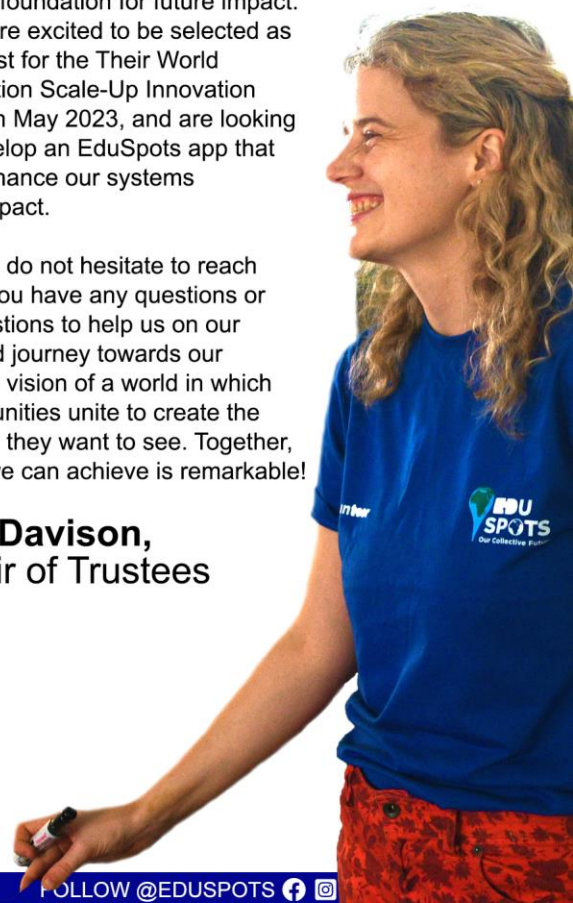
Thanks to support from the Fonthill Foundation, 2022 saw the second year of the Community Leadership in Education (CLEd) Programme with a new cohort of 15 Catalysts gaining enhanced leadership training through a residential Academy, community action plans and 1-1 mentoring to enable them to meet their 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](http://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).

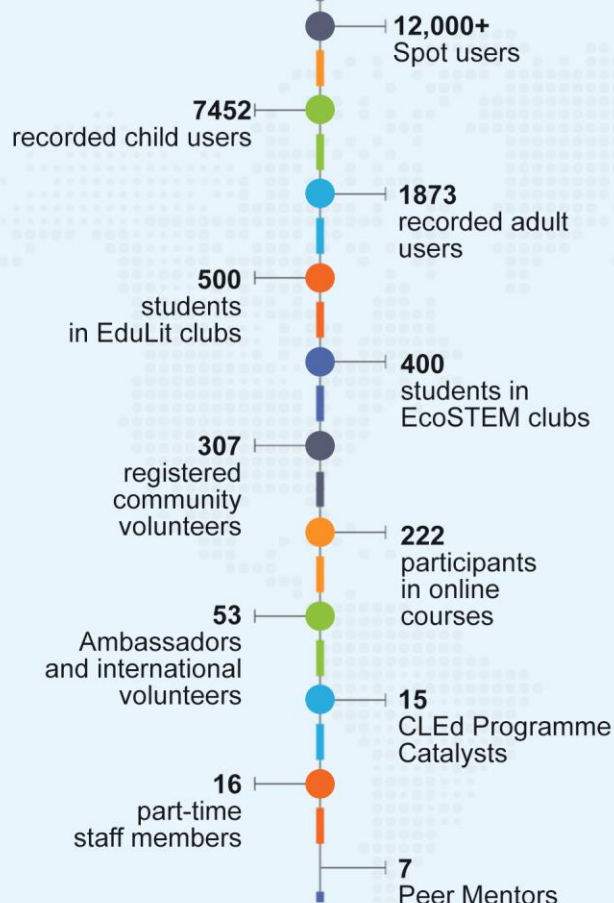
In rural areas, access to pre-primary education is just 38%, compared to 90% for urban areas (UNESCO, 2020). 26% of girls reported sexual violence; 220,000 females 15-24yrs are illiterate (UNESCO Institute for Statistics, 2019).

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?



## 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

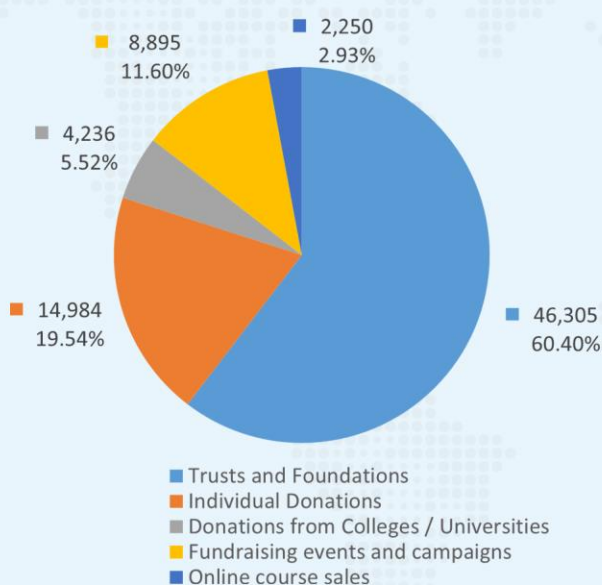
**3**  
evenings a week  
on average.

**5**  
days a week  
on average.



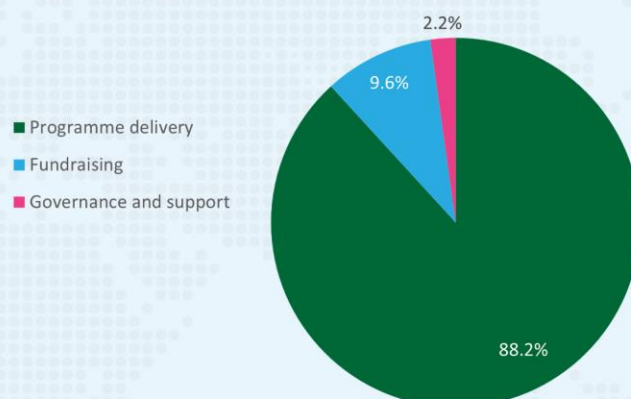
*Drawn from quarterly Spot data collection from a limited number of Spots.*

### 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

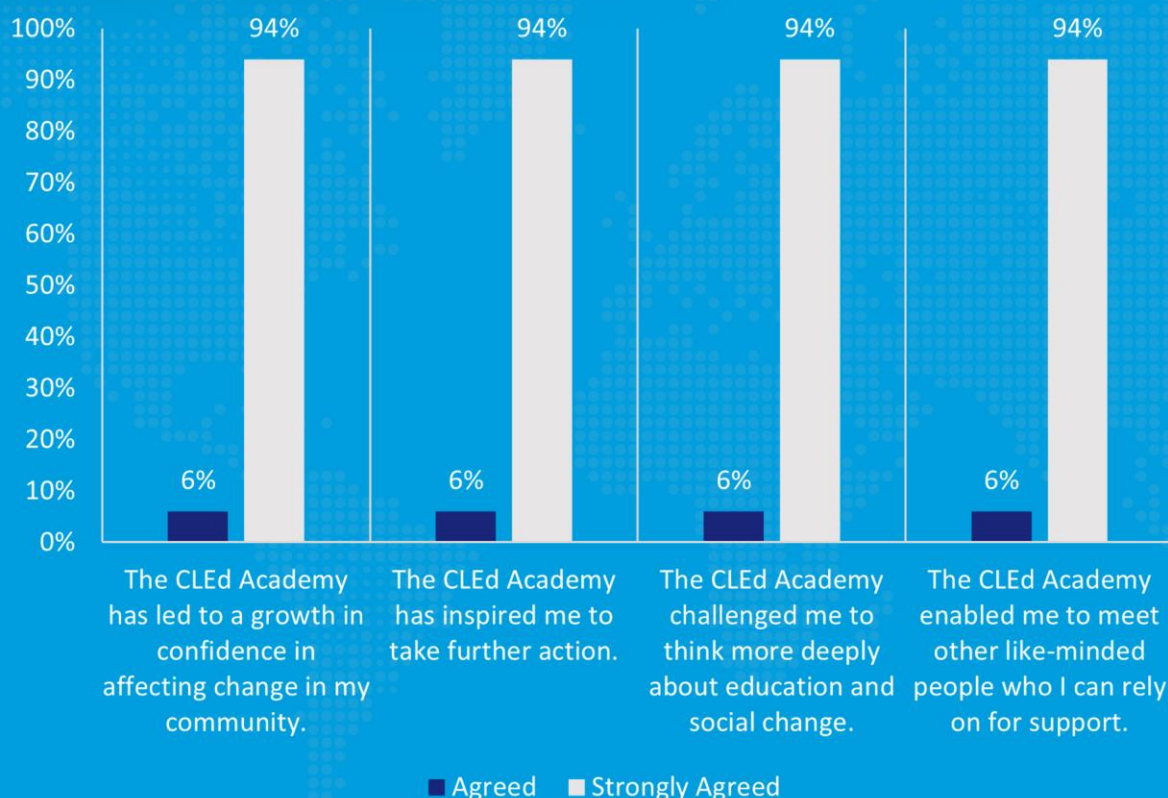
The CLEd (Community Leadership in Education) Programme is a one-year programme, involving 15 Catalysts in a 5-day residential training Academy, monthly group coaching sessions, peer mentoring, community action plans, flexible grant funding and impact reporting. In total Catalysts received over 2000 hours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



## 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.



## 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.





# 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 Empathetic 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

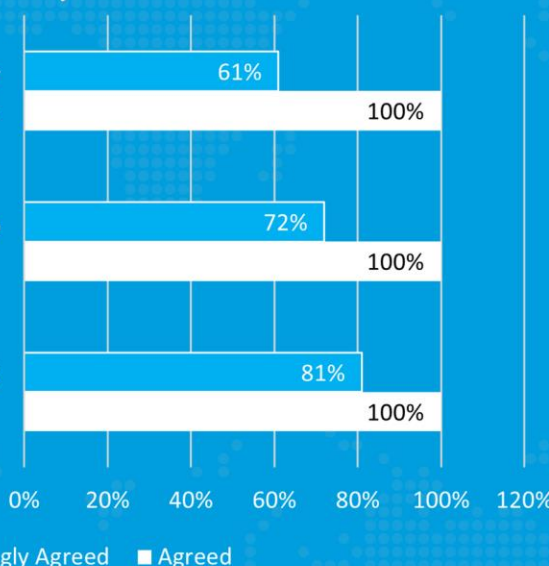
*In total we had 50 attendants from 22 Spot Communities, with 8 staff present.*

"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."

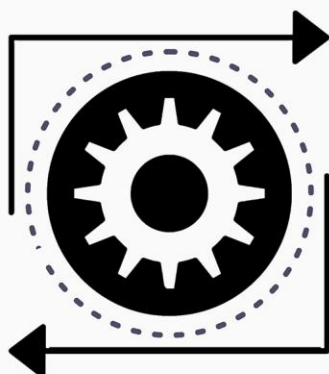
I understand my role as a Project Leader better having attended this conference.

I gained new skills that will enable me to lead change effectively.

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



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



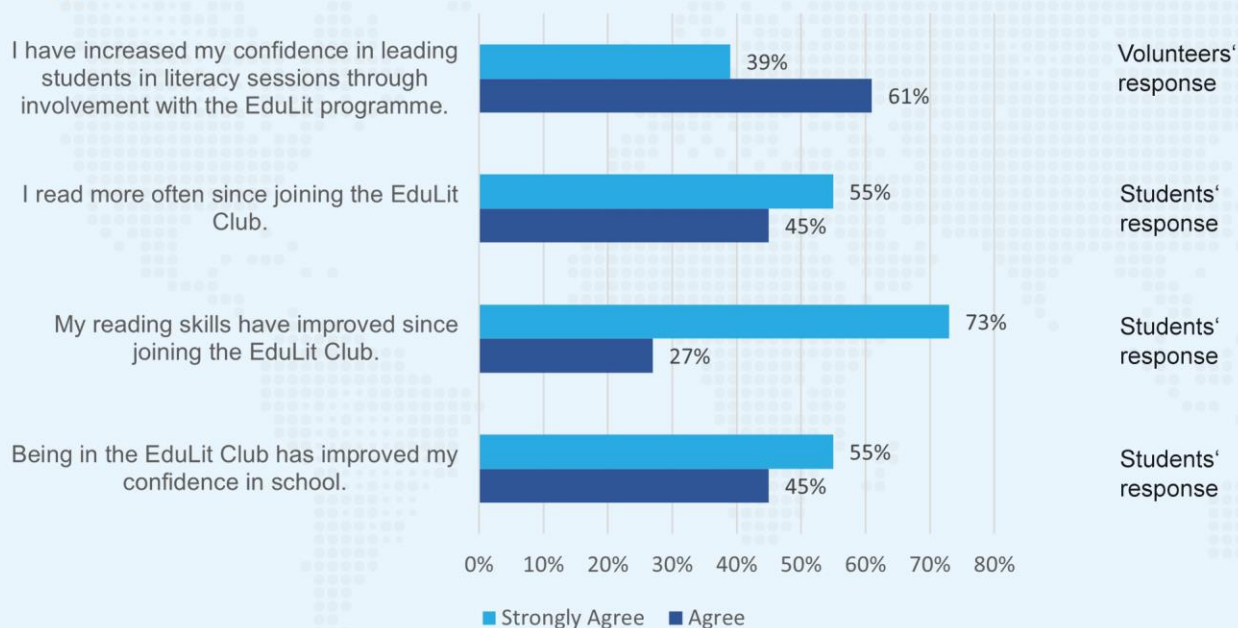
## Student Impact

*"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

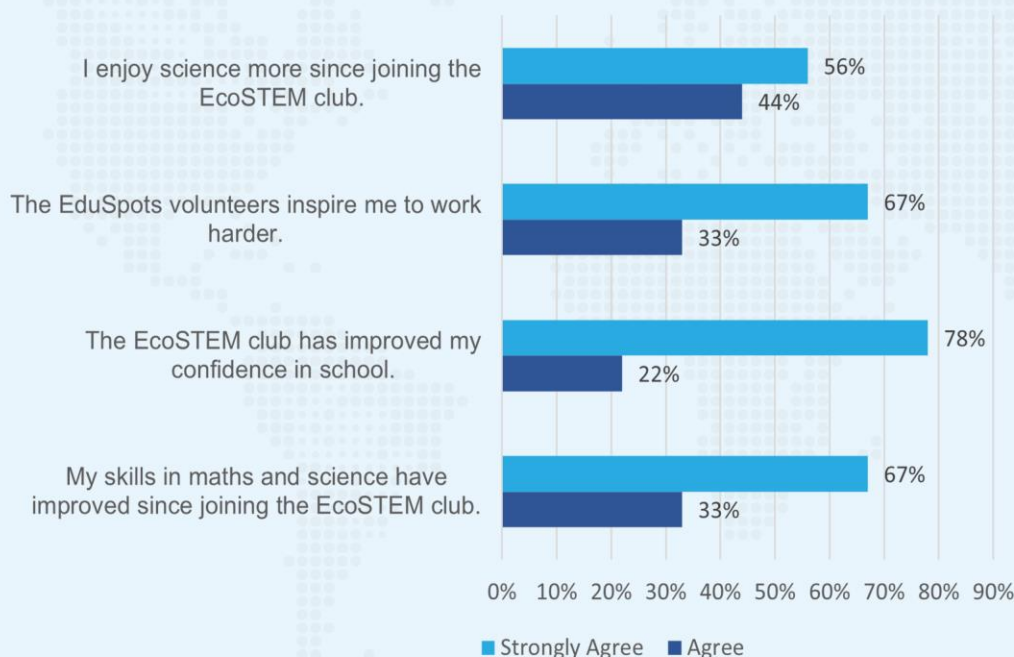
*"Before EcoSTEM, most students in the Sakasaka community never had the desire or passion to pursue General Science as a course at the SHS level, because they felt science and mathematics is a difficult subject to excel in. And is all due to the absence of practical orientation and freedom of exploration at the basic schools and at the tender ages. Almost all teachings are done in the abstract and not in real life 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."





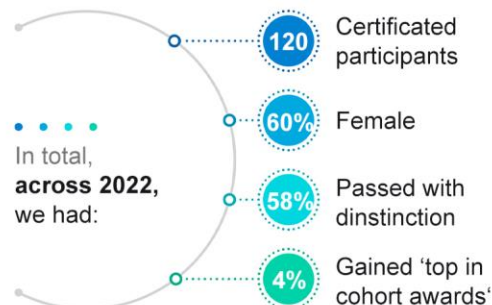
# ONLINE COURSES

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."

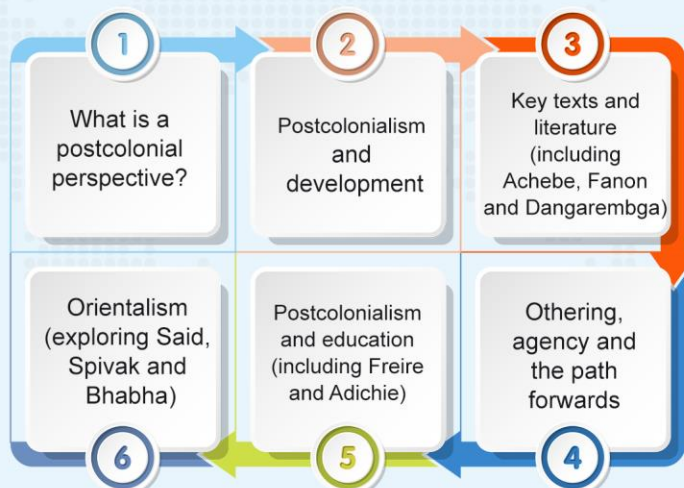
"I often think about problems my community is facing, but I don't know how to tackle these issues, and I realised this is what happens most of the time with young people of my age; you identify the problem, but then the next steps are mixed, and you end up not achieving your goals. But then, taking this 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)



## 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:







## 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](mailto: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, Gomaa 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](mailto:email info@eduspots.org)





## ELMINA SPOT

The Spot is due to be commissioned on the 7th November 2023, the Elmina building in the Dwira Akyninim 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.



### 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.



### 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.



### 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.



### 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'.



### 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.



## 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'

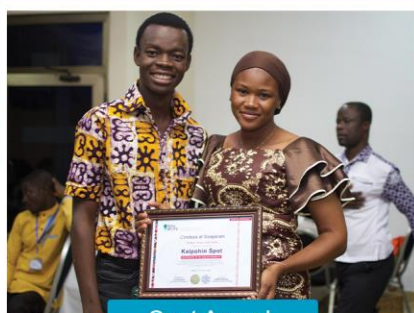
## ANNUAL AWARDS

# 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 Hafsat (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

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

Date: 24 October 2023



# Financial Reports



CHARITY COMMISSION  
FOR ENGLAND AND WALES

EduSpots

1166734

## Receipts and payments accounts

CC16a

For the period from	1/1/2022	To	31/12/2022
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### Section A Receipts and payments

	Unrestricted funds	Restricted funds	Endowment funds	Total funds	Last year
	£	£	£	£	£
					Restated
<b>A1 Receipts</b>					
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
<b>Sub total (Gross income for AR)</b>	<b>55,368</b>	<b>21,305</b>	<b>-</b>	<b>76,673</b>	<b>90,969</b>
<b>Total receipts</b>	<b>55,368</b>	<b>21,305</b>	<b>-</b>	<b>76,673</b>	<b>90,969</b>
<b>A3 Payments</b>					
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	-
<b>Sub total</b>	<b>40,900</b>	<b>29,576</b>	<b>-</b>	<b>70,476</b>	<b>74,548</b>
<b>Total payments</b>	<b>40,900</b>	<b>29,576</b>	<b>-</b>	<b>70,476</b>	<b>74,548</b>
<b>Net of receipts/(payments)</b>	<b>14,468</b>	<b>- 8,271</b>	<b>-</b>	<b>6,197</b>	<b>16,421</b>
<b>A5 Transfers between funds</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>A6 Cash funds last year end</b>	<b>11,894</b>	<b>22,400</b>	<b>-</b>	<b>34,294</b>	<b>17,873</b>
<b>Cash funds this year end</b>	<b>26,362</b>	<b>14,129</b>	<b>-</b>	<b>40,491</b>	<b>34,294</b>



## 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 £
<b>B1 Cash funds</b>	Bank account	26,362	14,129	-
	<b>Total cash funds</b>	<b>26,362</b>	<b>14,129</b>	<b>-</b>
	(agree balances with receipts and payments account(s))	OK	OK	OK
	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
<b>B2 Other monetary assets</b>	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)
<b>B5 Liabilities</b>	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).

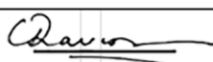
During the year, the Board of Trustees made unrestricted donations in aggregate of £16,000 (2021: £11,000) to the charity. There are no donations from related parties which are outside the normal course of the charity business and no restricted donations from related parties.

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

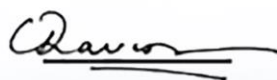
The trustees are satisfied that the charity will continue to be a going concern for the foreseeable future.

## Trustees' Responsibilities

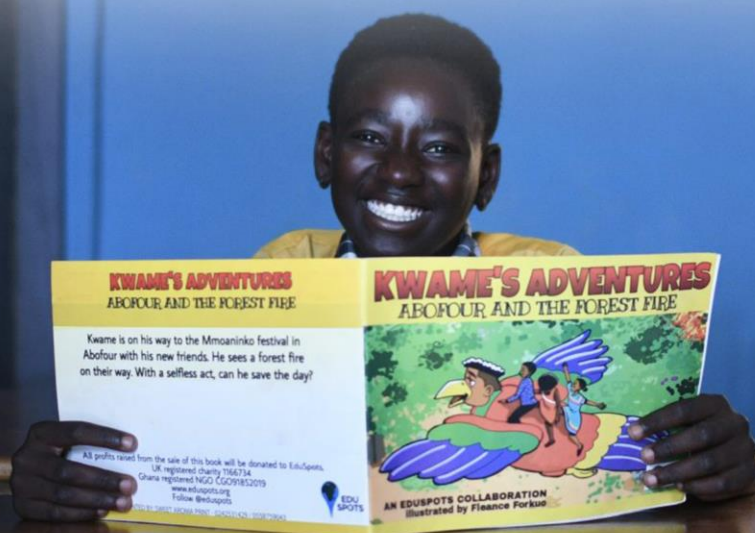
Charity law and good practice require trustees to ensure that financial statements are prepared which give a true and fair view of the charity's affairs and of the receipts and payments of the organisation for that period. In order to achieve this, trustees must comply with their obligation under the 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](mailto: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](http://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](mailto: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](mailto: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](mailto:info@eduspots.org) to learn more, support our work, or partner with us.

EduSpots is UK registered charity 1166734.

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visit our  
website