



2023 | ANNUAL REPORT

Community-led, sustainable and transformative education



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

UK registered charity
Ghana Registered NGO Number
🌐 www.eduspots.org
✉ info@eduspots.org

1166734
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An EduSpots Story

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

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

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

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

like a clean-up campaign, the launch of our period poverty social enterprise, and our careers choices session.

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

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

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

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



Welcome Address

from EduSpots' Chair of Trustees



EduSpots' Chair of Trustees,
Professor Gloria Agyemang

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

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

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

EduSpots' trustees in 2023 were:

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

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



Welcome Address

from EduSpots' Founder & Chief Executive Officer



EduSpots' Founder /
Chief Executive Officer
Cat Davison

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

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

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

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

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

Key Charitable Information



Our Charitable Objects

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



Core Information

EduSpots is a UK Registered Charity 1186734

Our UK office is Flat 3, 20 Atlingworth Street, Brighton, BN2 1PL.

Our website is www.eduspots.org and we use @eduspots on Twitter, Facebook and LinkedIn, with @edu_spots on Instagram



Our Bank

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



Our Trustees

Our current trustees are:

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



Independent Examiner

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

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

Our Theory of Change



EDUSPOTS' PROGRAMMES

with EduSpots' app as key tool

Ignite Programme

Catalyse Leadership Programme

Inspire Mentoring Programme

Accelerate Programme (Staff)



COMMUNITY OUTPUTS

Two Spot models; School-based and community-based

Quality learner clubs & activities

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

Sustainable, safe & collaborative education spaces - 'Spots'

Catalyst-led, supported with context-relevant resources, Spot Lead hub and mentorship



OUTCOMES

Learners advance their interest in education and skills in literacy, teamwork, and sustainable leadership

School-based teacher pedagogy is more practical, inclusive & community-connected

Catalysts gain confidence, optimism and teamwork skills

Diverse actors are involved, protected and included.



SUSTAINED IMPACT

Students become active citizens and the future Catalysts

Catalysts are empathetic and effective active global citizens

Community members work together to advance educational outcomes.

Others adopt aspects of our community-driven model



VISION

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

Who is involved?

25

Staff & Interns (60% from Catalyst backgrounds)

7

Peer Mentors (100% from Catalyst backgrounds)

30

Catalyse participants

2000

Club members (aged 3-15)

300

Catalysts (community-based volunteers: a mix of teachers, students & community members)

10,000+

Spot learners (All ages using the Spot, 82% under 18)

20,000+

Wider community members (parents, religious leaders, local businesses, wider family members, headteachers etc)

Dream Spot Model

This is the model all Spots are working towards

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

Spot Leadership

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

01

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

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

Keeping Spots Safe

Delivered through the Spot Lead strand of Ignite

02

Educational Equity

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

03

Community-led activities

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

EduKidz (KG-Basic 3 learners)

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

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

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

EcoSTEM (Basic 7-9 learners)

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

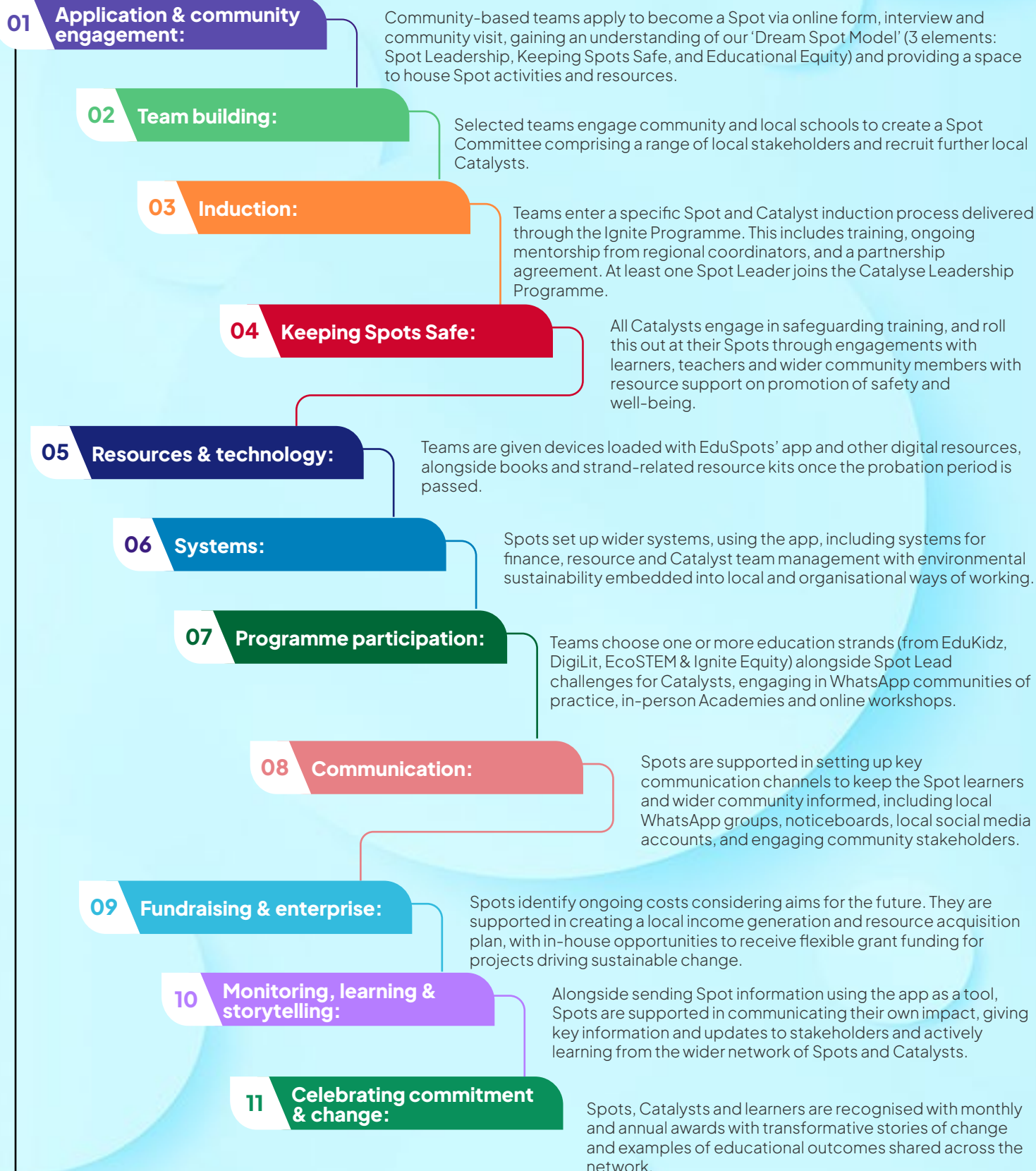
Ignite Equity (Basic 8 learners)

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














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

11

Steps to the Dream Spot Model



OUR GROWTH IN STATISTICS

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

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

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

OUR PROGRAMMES



Ignite PROGRAMME

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

The core elements of the programme are:

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



Catalyse Leadership PROGRAMME

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

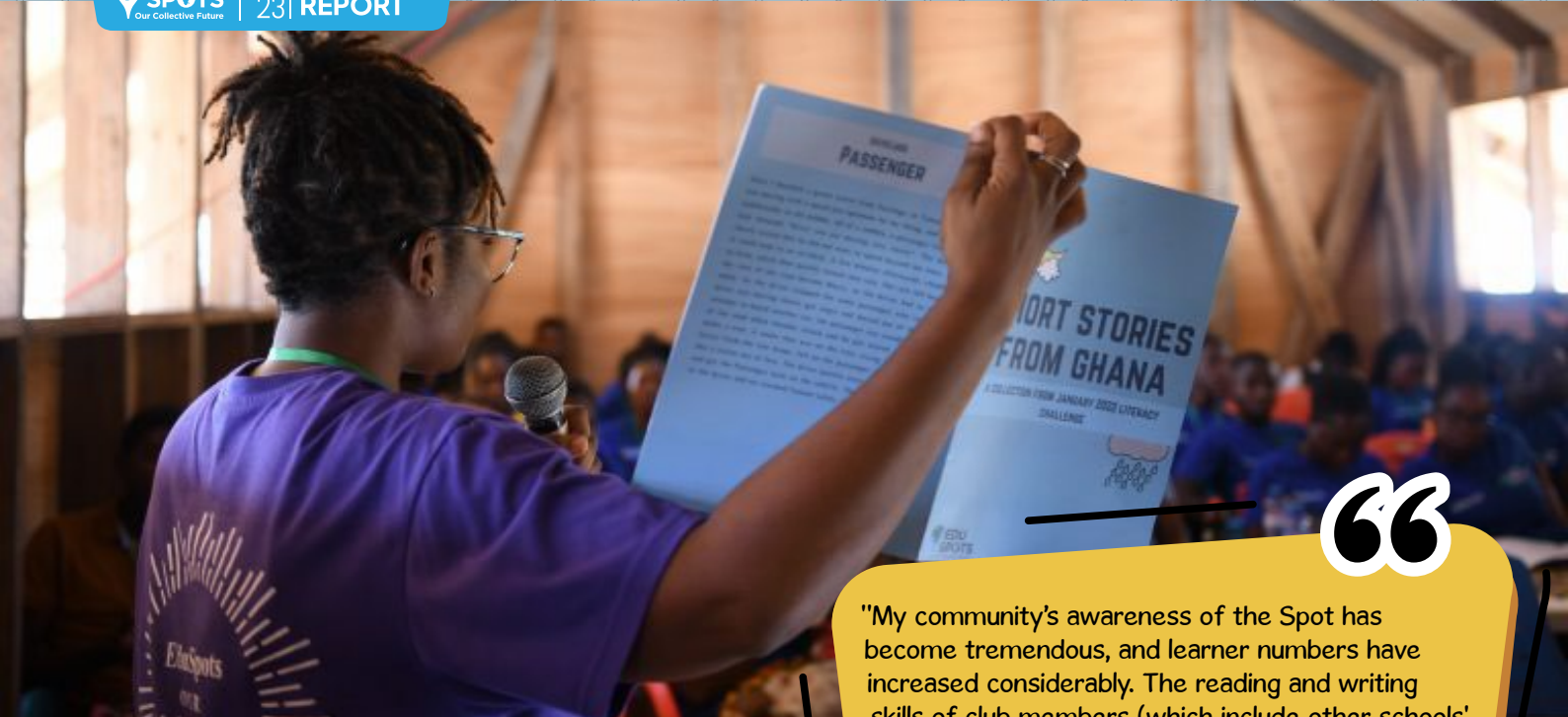
- A 5-day residential Academy focused on leadership, entrepreneurship and project management skills.
- Pre-Academy reflection task, and Catalyse Action Plans, with accompanying grant funding.
- Ongoing Catalyse Leadership Workshops, and access to Catalyse community
- 1-1 mentorship from regional coordinators



Inspire Mentoring PROGRAMME

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

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



“

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

(Franklin, Catalyst, Abofour Spot)

Ignite PROGRAMME

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

What does the Ignite Programme involve?



Headline Statistics

147

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

258

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

437

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

1788

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

10,000+

Estimated total number of learners of all ages using the Spots annually.



Most Significant Changes on Communities

The changes I have observed are students' willingness and readiness to learn, community acceptance of the importance of education and EduSpots' works and learners' commitments in educative activities.

These changes are important as they made a positive impact on the lives of students and the wider community. Community members prioritise education rather than involving students in agricultural activities.

Most students are now confident when speaking in public, using their voices when necessary and participating in advocacy campaigns to fight for their rights and the rights of vulnerable groups.

Zainab Yussif, Nkonya Spot

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

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

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

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

Most Significant Changes on Catalysts



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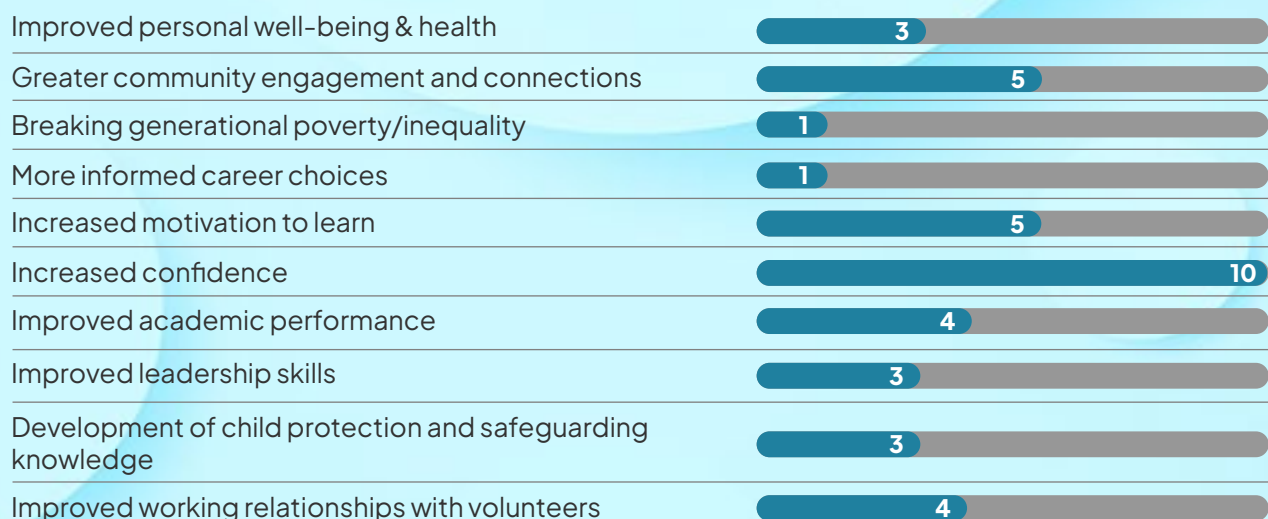
I observed tolerance, unity, passion, play, and empathy or care for others in volunteers enrolled on Ignite. These behaviours or characteristics observed in volunteers were significant because the combined action of the volunteers promoted effective and efficient running of the Spot's activities.

Kwabena Ahenkan Joseph
Catalyst, Techiman Ameyaw Spot

29%

cited increased
confidence as a key
change in themselves

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



A Case Study: Zangbalun Spot



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

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



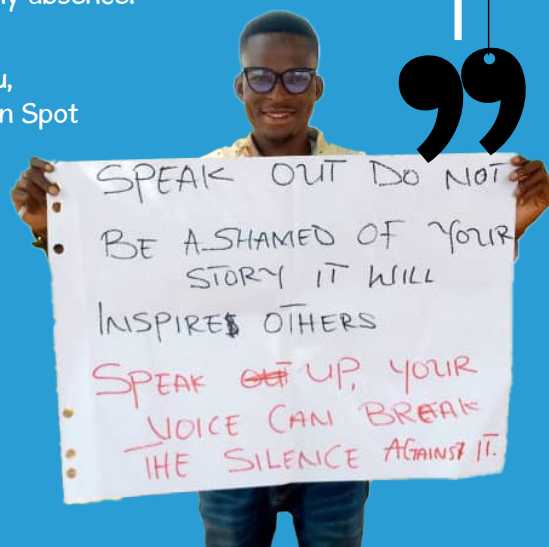
“

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

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

Abdul-Malik Iddrisu,
Catalyst, Zangbalun Spot

”



Ignite PROGRAMME

1

Ignite Regional Academies

“

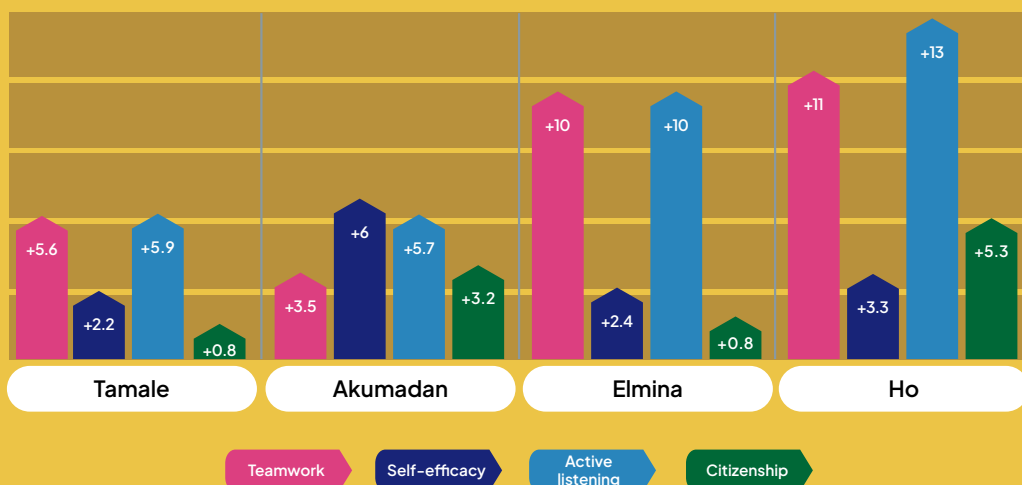
"I have learnt so many things but what mostly inspired me most is hearing that we shouldn't underestimate ourselves for anything. We will plan together and try to focus on achieving our goals as Spots, for my community and for the entire world."

Catalyst, Akumadan Spot

”

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

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



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

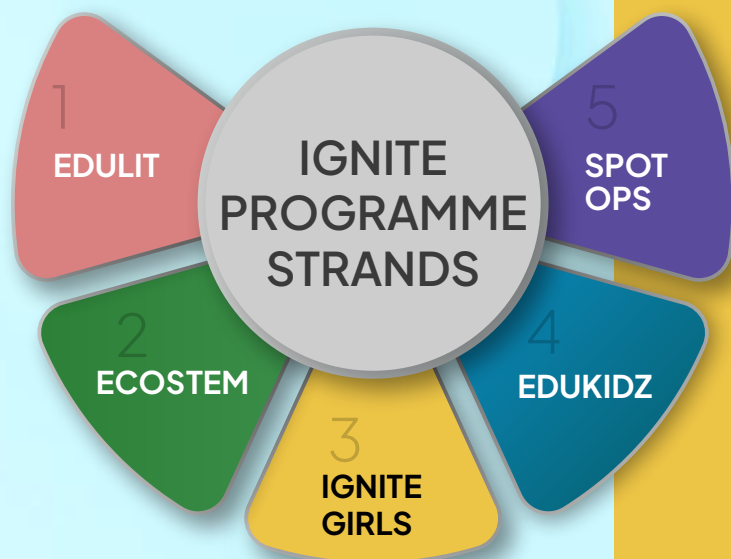


Ignite PROGRAMME

2

Strands for Learners

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



“

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

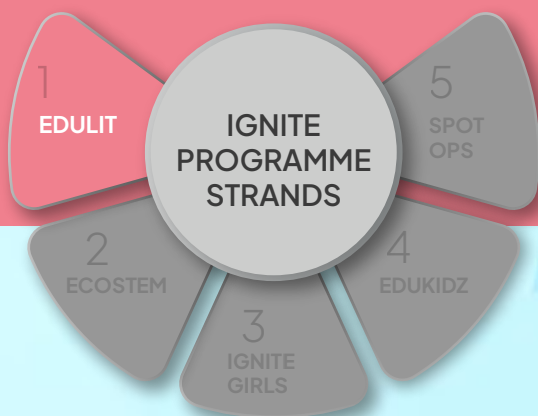
Catalyst, Sakasaka Spot

”

How do our strands work?



Ignite PROGRAMME



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

18

Communities participating

472

Learners participating, JHS 1-3



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



90% strongly agreed



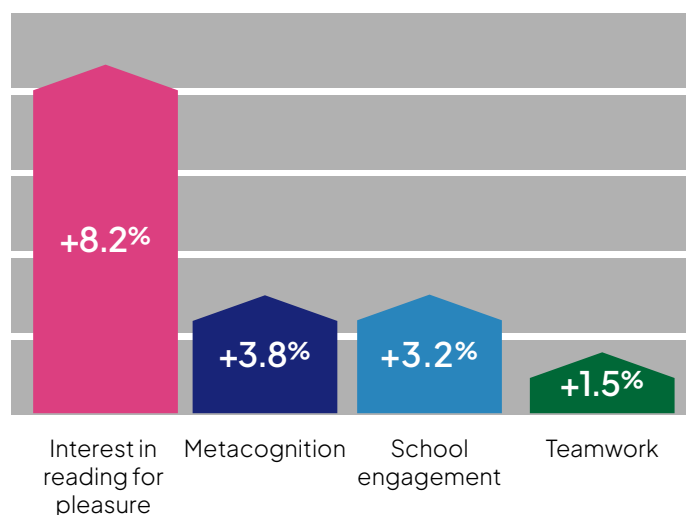
'I am now confident' / my literacy skills have improved.

Most common responses



Impact Ed Quantitative Study

Outcome (from May 2023 to December 2023)



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

Example of challenge



FEBRUARY'S LITERACY CHALLENGE

THIS IS AN ACTING AND IMPROVISATION CHALLENGE

THIS IS A GROUP CHALLENGE

Put your acting skills to the test in this February Challenge! In a group, pick out a scene from 'Susu and the Bukari Boys' by Lawrence Darmiani from 'The Cockcrow' short story collection. After planning the short scene, practise acting it out. You should aim to include lots of **dialogue**, even if you need to **add your own** and **adapt the content** of the story to fit the style of a **play**. Be as **creative** as possible, remembering to act out the characters' reactions and emotions. Use **props** and **costumes** if you wish.

A recommendation of scenes

- The Bukari Boys go out to eat fried rice and chicken. Soso asks Bukari how he has so much money.
- Mrs. Anku talks to Vivian and Soso and explains the family's hardships.
- Soso arrives late to assembly and discovers Bukari being punished for stealing money from his father.

Tips on creating your own dialogue

- Try to mirror the everyday speech of your character.
- Make the dialogue interactive.
- Stick as closely as possible to the original content of the story.
- Include a variety of characters.
- Think about volume, tone and body language when you speak.

Once you are happy with your final acted-out scene, ask your EduSpots' volunteer to film it and send it as a video.

Submissions should be sent to Anna on WhatsApp: +233 550519000 or email: annavugia@eduspot.org



Kalpohin Spot's EduLit club members with Catalysts

Key learnings:



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

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



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



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



Requests from learners:



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



Ignite PROGRAMME



Key Statistics

15

Communities participating

223

Learners participating, JHS 1-3

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

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

“

Being in the EcoSTEM club has helped me in school.



87% strongly agreed

It has helped me to understand scientific concepts

12

Most common responses

It has increased my interest in science

10

”

“

Being in the EcoSTEM club has made a positive change in me.



90% strongly agreed

I love practical science.

10

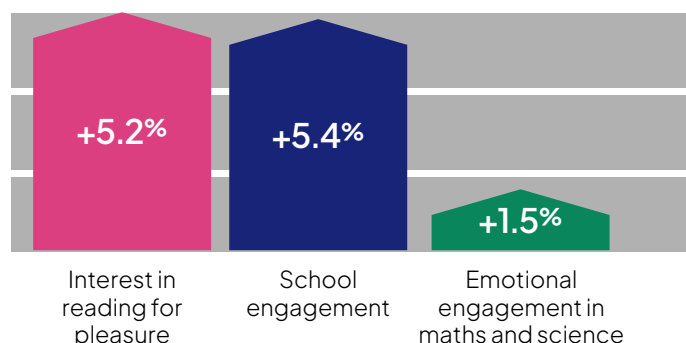
I find science easier to learn

8

”

Impact Ed Quantitative Study

Outcome (from May 2023 to December 2023)



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

Monthly Challenges

“

I found the monthly challenges interesting.



87% of learners strongly agreed

Which monthly challenge did you find most interesting ?

Rocket Challenge

16

Fibonacci Sequence challenge

15

A challenge example, created in partnership with FemAfricMaths:



AUGUST ECOSTEM CHALLENGE

CHALLENGE TITLE: Finding the Maths around you!

OUR PARTNER THIS MONTH:

QUESTIONS

- What do we mean by a sequence of numbers?
- Can you give examples of numbers that follow a particular pattern or sequence?
- Have you heard of the Fibonacci sequence or Fibonacci spiral?
- Where can you see spiral patterns around you?

BACKGROUND INFORMATION

As you find patterns in nature, you will find the Fibonacci sequence. A Fibonacci sequence is a sequence of numbers in which each number is the sum of the two preceding ones, starting with 1 and 1. The first few numbers in the sequence are 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89, 144, 233, 377, 610, 987, 1597, 2584, 4181, 6765, 10946, 17711, 28657, 46368, 75025, 121393, 196418, 317811, 514229, 832040, 1346269, 2178309, 3542248, 5712015, 9271035, 14930352, 24214301, 39186370, 63490861, 102334155, 165522076, 267914921, 433492059, 701408730, 1134903470, 1836311940, 2971215410, 4807526370, 7778762530, 12586864115, 20365598880, 32958363860, 53316291173, 86267571272, 139583862445, 225851433717, 365435296162, 591286729879, 956738289046, 1553783603845, 2512354242397, 4069086422439, 6581355442142, 10648590664541, 17220061376680, 27939573440521, 45169640771162, 73160013526603, 118374646996064, 191502152916067, 309815040196864, 501317640112931, 810713352742389, 1311686579856220, 2121398599451409, 3436090139559629, 5557483638110039, 8987922917976549, 14560092556235817, 23658368564206366, 38214141271921605, 61872033836128071, 100486068139921686, 162557260369099661, 263081814489716656, 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This programme was created at the strong request of Spot communities, and pioneered by a working group of volunteers who designed the monthly themes and programme structure. Volunteers worked with students in Junior High 2 to pair them with a local female mentor, and join bi-monthly Ignite Girls Club sessions. Key to the programme was a certain level of flexibility to allow communities to design their own activities that related to the context, needs and aspirations of the community.

Ignite PROGRAMME



Key Statistics

23

Communities participating

538

Learners participating, JHS 1-3

Key Themes

01

Communication and gender stereotypes

02

Careers awareness

03

Social entrepreneurship

04

Sustainable period projects and personal hygiene

05

Sexual abuse and harassment

06

Reflection and graduation



Example challenge

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



ImpactEd Quantitative Study

Outcome (from May 2023 to December 2023)

+2.2%

Interest in reading for pleasure

+1%

School engagement



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

Sustainable Period Projects

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

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

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

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



“

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

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

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

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

”



Key learnings:



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



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



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



Key requests from the students:

More sanitary pads; to empower other students.

Ignite PROGRAMME



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

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

Key Statistics

23 Communities participating

538 Learners participating, JHS1-3

Key Themes

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

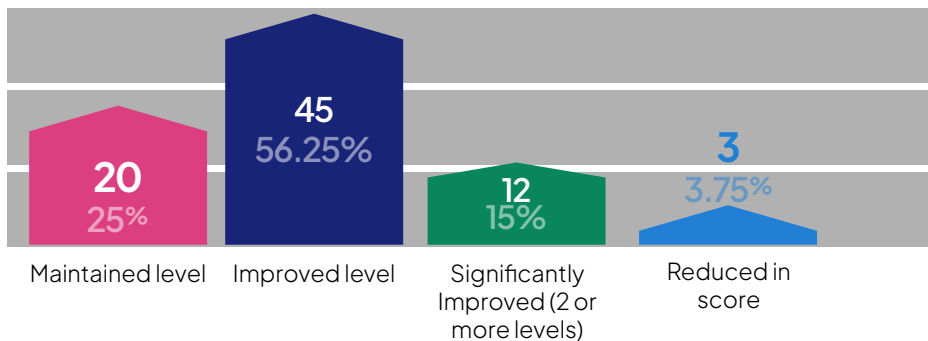


ASER Score Analysis:

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



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



Key learnings:



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



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



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





Ignite
PROGRAMME



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

Barikisu Yakubu
Catalyst, Savelugu Spot



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

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

22

Communities participating in Catalyst-led activities



Key learnings:



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



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



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



Ignite PROGRAMME

3

Flexible grant funding for renovations or furniture

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

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

April – June

Ekoso, Takuve, Sakasaka, Dulugu, Joska

GHS 8,900.00

July –
September

Savelugu, Ahenkro, Kotokoli Zongo,
Zangbalun, Atsata-Bame, Kalpohin,
Sefwi Nkonya, Asemkow, Abofour, Ejura,
Bimbilla & Atanve

GHS 28,335.00

October –
December

Abofour, Kotokoli Zongo, Zangbalun,
Akumadan, Metsrikasa, Posmonu,
Nkonya, Sakasaka, Joska, Dulugu, &
Ahenkro

GHS 33,640.00

Abofour Spot

Reflections from learners in Abofour:

“

We are very happy that you people have provided us with furniture and ceiling fan. At first, the library was in a very poor condition.

Because when we came to the library, some of us will not get a place to sit and those who would get a place to sit will be complaining of feeling intense heat but now we have enough furniture and a new ceiling fan. Thank you Eduspots.



Nkonya Spot, Western Region

“

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

Zainab Yussif, Catalyst, Nkonya

”



Dulugu Spot, Northern Region

“

The grant has really made usage of the library interesting and easy through our Spot maintenance upgrade with more logistics. The ceiling fans have enabled students to use the spot without having to fan themselves due to the usual heat or warm temperature of our locality. Now about 40 students can sit comfortably and read. It used not to take up to 40 learners, not because the space in the Spot was small but it was because of the unbearable warmth of the place.

Again, a big marker board and notice board were made through the grant. This has enabled easy use of projectors without looking for cloth to make it visible. Our participation in the monthly challenges would improve as we can explain the contents clearly and discuss it on the board.

Mohammed Fuseini, Project Lead,
Dulugu Spot

”



Ignite PROGRAMME

4

Resource support

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

“

If we want to encourage pupils to read then we need to give them books that mirror their worlds and capture their interest.

Adam Nabila, Catalyst, Kalpohin Spot & Spot Coordinator, Northern Region

4500

Books given out

80

EduLit & EduKidz resource kits given out

20

EcoSTEM kits given out

2000

Copies of Kwame's Adventures distributed

40

Volunteer handbooks & safeguarding posters

40

EduSpots stickers

152/154

 99%

pupils surveyed use the library once a week or more.

128/154

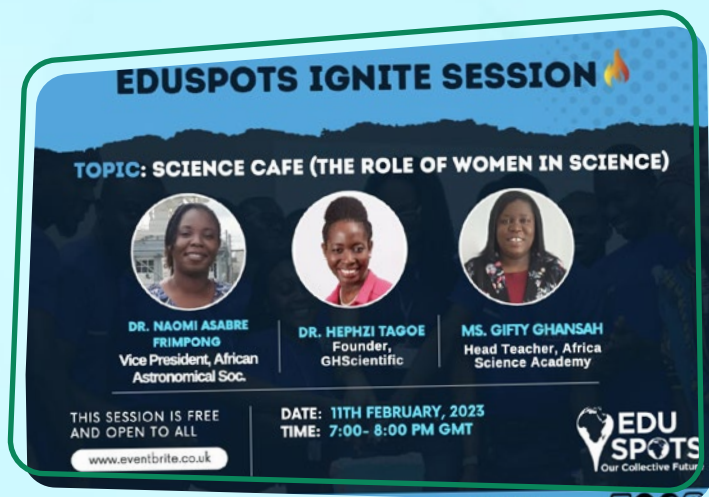
 83%

pupils surveyed indicated that they borrowed books from the library.



Ignite PROGRAMME

5 Ignite Talks



“

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

Frank,
Catalyst, Akumadan Spot

”

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

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



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

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



Ignite PROGRAMME

6

National Conference

“

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



100%
Agreed or
strongly
agreed



67%
Strongly
Agreed

“

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

(EduSpots' Catalyst)

“

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

(EduSpots' Catalyst)

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

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



Feedback on the conference:

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



100%
Agreed or
strongly agreed



67%
Strongly
agreed

"I made new friends and connections at the conference who I will keep in touch with."



100%
Agreed or
strongly agreed



60%
Strongly
agreed

"The training sessions were engaging."



100%
Agreed or
strongly agreed



60%
Strongly
agreed

"The training sessions were relevant to me and my Spot's context."



100%
Agreed or
strongly agreed



53.3%
Strongly
agreed



Ignite PROGRAMME

7

Graduation event

114

Catalysts passed phase 1 of the Ignite Programme

70

at merit level

17

distinction

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



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

Regional Academy

14%

Monthly challenges

19%

Staff support

10%

Ignite talks

14%

Peer mentor

5%

Staff support

10%

Grant support

19%

Community support

10%

The Inspire Mentoring Programme

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

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

(EduSpots' Catalyst)

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

4 Peer Mentors passed the programme at distinction level, with 2 gaining merit, 3 at a pass level which involved meeting our strict professional requirements in the role, and attending a monthly professional development programme. Two dropped out of the programme due to incompatibility with their wider working commitments, and were replaced.

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



Impact on Peer Mentors

"I have grown in confidence as a result of being on the Peer Mentor Programme."



100% Strongly agreed

"I have gained professional understanding and skills that will be valuable to me in my future career as a result of the Peer Mentoring Programme."



100% Strongly agreed

"I feel more motivated to lead change in my community and beyond as a result of the Peer Mentoring Programme."



100% Agree



86% Strongly Agree

"I felt strongly supported by my manager throughout the programme."



100% Strongly agreed

A Case Study: Hamdiyat Tunteeya Sadik, Hamdia: Kalpohin Catalyst and UDS student



Key learnings:



The Peer Mentors for Spot Operations have progressed into new staff roles, regional coordinators, with one staff member supporting a cluster of 10–15 Spots.



Peer Mentors will be given further enhanced professional development training at the beginning of the programme to ensure EduSpots' core ways of working are met.



Peer Mentors will be brought together on a monthly basis to reflect on their progress and share learnings as a group.

Her Role:

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

Impact on the network:

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

Impact on Hamdia:

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



Keeping Spots Safe

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

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

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

“

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



94% Strongly agreed





Any type of abuse of a child in an EduSpots project is not acceptable. This includes corporal punishment, which is NOT permitted, in line with Ghanaian law.

Child abuse is when a child is harmed by an adult or another child. It can be physical, sexual or emotional and it can happen in person or online. It can also be a lack of love, care and attention – this is neglect.

WHAT IS CHILD ABUSE?

NB: A child is any person under 18 years of age.

What should I pass on?

<p>PHYSICAL ABUSE</p> <p>If a child is hit, smacked or being physically hurt in any another way.</p>	<p>EMOTIONAL ABUSE</p> <p>If a child is being shouted at, shamed, embarrassed, bullied, humiliated or ignored.</p>
<p>SEXUAL ABUSE</p> <p>If a child is being touched in appropriately, kissed, fondled or having a sexual relationship with another child or an adult.</p>	

If you see this happening at the Spot or during EduSpots' activities, report it to the Project Leader! If it involves the Project Leader, pass it on to 0533729038 or info@eduspots.org or call the police if an emergency.

Regional Coordinators

75%

of our regional coordinator team come from Spot Catalyst backgrounds.

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

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



Spot Learning Visits

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

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



Staff Professional Development

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

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

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

Staff Training Academy



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

Staff profile case study: Lawrence Dankwah

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

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



Elmina Spot & EduSpots' Training Centre

“

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

Benjamin Aikins,
EduSpots' Catalyst, Elmina

”

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

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

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



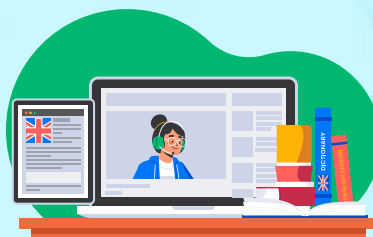
Wider Educational Reach

Online Courses

“

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

UK Student, London



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

Social entrepreneurship



2
Sessions



43
Completed



22
With Distinction

Global development



2
Sessions



31
Completed



13
With Distinction

Postcolonial perspectives



1
Sessions



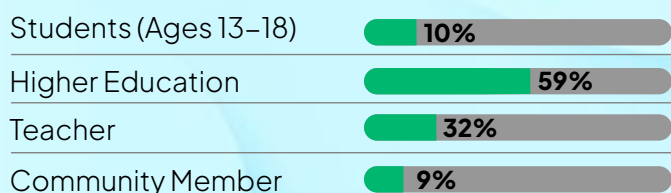
1
Completed



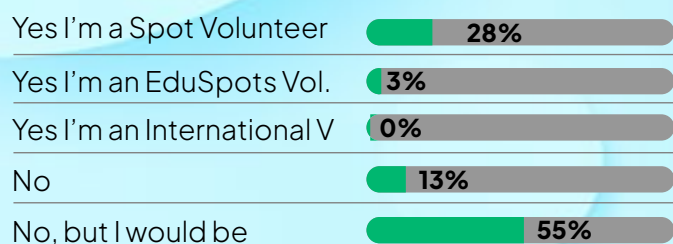
1
With Distinction

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

Q3. Which of the following applies to you?



Q4. Are you an EduSpots volunteer?



Ambassadors' Networks

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

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

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



“

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

”

Student Ambassadors

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

Youth Ambassadors

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

“

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

”

Wider School Partnerships

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

Drive for Digitalisation: Looking Ahead

Background

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

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



App Development

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

Launch of Catalyse Leadership Academy in 2024

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

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



Wanderlust campaign:

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



Partnerships & Fundraising

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

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

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

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

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

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

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

Independent Examiners' Report



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

Responsibilities and basis of report

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

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

Independent examiner's statement

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

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

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

Shruti Soni

Shruti Soni FCCA FCIE

Date: 30/10/2024

Shruti Soni Ltd ● Chartered Certified Accountants

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

Financial Reports



CHARITY COMMISSION
FOR ENGLAND AND WALES

EduSpots

1166734

Receipts and payments accounts

CC16a

For the period
from

01-01-23

To

31-12-23

Section A Receipts and payments

	Unrestricted funds £	Restricted funds £	Endowment funds £	Total funds £	Last year £
A1 Receipts					
Grants	52,493	72,128	-	124,621	46,305
Donations	4,727	-	-	4,727	19,591
Fundraising	2,734	39,108	-	41,842	8,527
Courses / curriculum	225	-	-	225	2,250
Sub total (Gross income for AR)	60,179	111,236	-	171,415	76,673

Total receipts	60,179	111,236	-	171,415	76,673
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A3 Payments

Ignite, Catalyse and Peer Mentoring programmes	23,375	41,915	-	65,290	34,948
Building and Furnishing Libraries	354	24,045	-	24,399	14,271
Project & Programme Delivery	11,917	-	-	11,917	1,518
Online Courses & School Partnerships	2,652	-	-	2,652	3,361
Literacy Resources & Distribution	-	9,280	-	9,280	1,000
Fundraising	1,054	-	-	1,054	501
Travel	2,563	-	-	2,563	6,067
Media, Marketing & IT	259	-	-	259	144
Monitoring & Evaluation	1,050	1,590	-	2,640	1,584
Consultancy costs	17,933	600	-	18,533	5,332
Recruitment	568	-	-	568	471
Insurance	414	-	-	414	401
Trustee & Volunteer training expenses	368	-	-	368	-
Independent Examination Fee	720	-	-	720	684
Just Giving / Big Give fees	1,404	-	-	1,404	122
Bank charges	16	-	-	16	72
Sub total	64,647	77,430	-	142,077	70,476

Total payments	64,647	77,430	-	142,077	70,476
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Net of receipts/(payments)	- 4,468	33,806	-	29,338	6,197
A5 Transfers between funds	- 2,474	2,474	-	-	-
A6 Cash funds last year end	26,362	14,129	-	40,491	34,294
Cash funds this year end	19,420	50,409	-	69,829	40,491

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

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	Bank account	19,420	50,409	-
	Total cash funds	19,420	50,409	-
	(agree balances with receipts and payments account(s))	OK	OK	OK
	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B2 Other monetary assets	Gift aid claim receivable	4,695	-	-
	Big give funds related to 2023 campaign received in Jan 2024	3,910	-	-
	Other debtors	275	-	-
	Details	Fund to which liability relates	Amount due (optional)	When due (optional)
B5 Liabilities	Accruals	Unrestricted	6,171	

Grant payments

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

Designated Income

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

Related Party Transactions

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

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

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

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

Signed by one or two trustees on behalf of all the trustees

Signature


Print Name
Gloria Agyemang

Date of approval
24-Oct-24

Additional financial information

Statement of Public Benefit

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

Financial review

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

Trustees' Responsibilities

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

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

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



Gloria Agyemang, Chair of Trustees

Reserves Policy

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

Going Concern

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

EduSpots' Network Awards 2023

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



Individual Award winners 2024

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

Kwabena Ayirebi
Exceptional contribution to EduSpots Award 2023

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

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

Shureya Yussif
Ambassador of the Year 2023

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

Ernest Fordjour (Ahenkro)
EduLit Catalyst of the Year 2023

Safianu Issifu (Bimbilla)
EcoSTEM Catalyst of the Year 2023

John Abentara (Dulugu)
EduKidz Catalyst of the Year 2023

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

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

Sarah Davis
International Catalyst of the Year 2023

Jacqueline Owusuwaa (Ahenkro)
Youth Catalyst of the Year 2023

Franklina Nsenkyire (Ahenkro)
Junior Catalyst of the Year 2023



Spot and Partner Awards 2023

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



Long-term service awards: 8 years

Francis Yeboah (Director)



Long-term service awards: 5 years

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



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

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