



2024 EDUSPOTS' ANNUAL REPORT

*Igniting future-ready
education through
community leadership*



UK registered charity
Ghana Registered NGO Number

1166734
CG091852019

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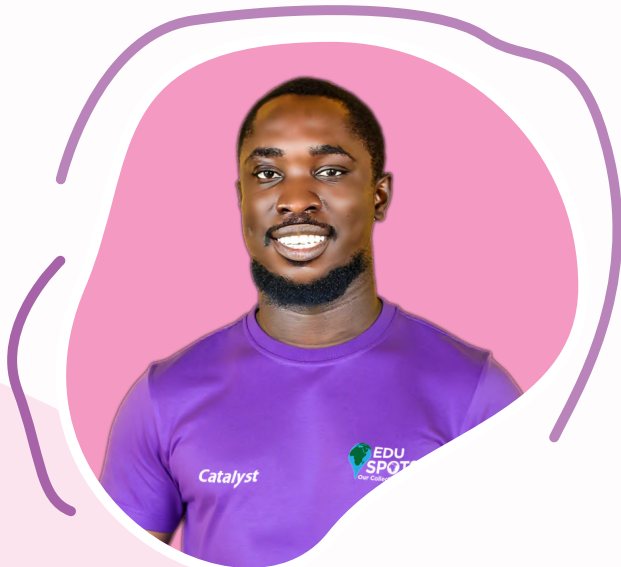


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The Trustees have pleasure in presenting their Annual Report and Financial Statements for the year ended 31 December 2024. The financial statements have been prepared in accordance with the accounting policies set out in note 1 of the accounts. They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





WELCOME FROM ADU BOAHEN CARLOS

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



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

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

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

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

The 2024 Ignite Academies across all 50 Spots ignited further passion and creativity in our Catalysts and subsequently Sparks across the network, with all strands thriving

and the launch of the Catalyse Leadership Programme advancing Spot systems across the network. Our learners' projects showcased their growth, resilience, and commitment to creating positive change in their communities with communities developing sustainable period projects in the process. The commissioning of the Savelugu project marked a significant milestone, demonstrating our commitment to growth and development.

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

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

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



WELCOME FROM PROFESSOR GLORIA AGYEMANG CHAIR OF GLOBAL TRUSTEES

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

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

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

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

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

”

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

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

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

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

KEY CHARITABLE INFORMATION

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

Our Charitable Objects

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

OUR TRUSTEES

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



CORE INFORMATION

EduSpots is a UK Registered Charity 1166734

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

Website: www.eduspots.org

Social Media: @eduspots on Twitter, Facebook and LinkedIn, with @edu_spots on Instagram

Our bank: Cooperative Bank, PO Box 250, Skelmersdale, WN8 6WT

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

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

INDEPENDENT EXAMINER

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

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



WHY DOES EDUSPOTS EXIST?

”

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

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

(Dulugu Spot Founder and Regional Coordinator)

In rural areas of Ghana, 35% of children do not complete primary school.
(UNESCO, 2020)

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

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



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

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

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

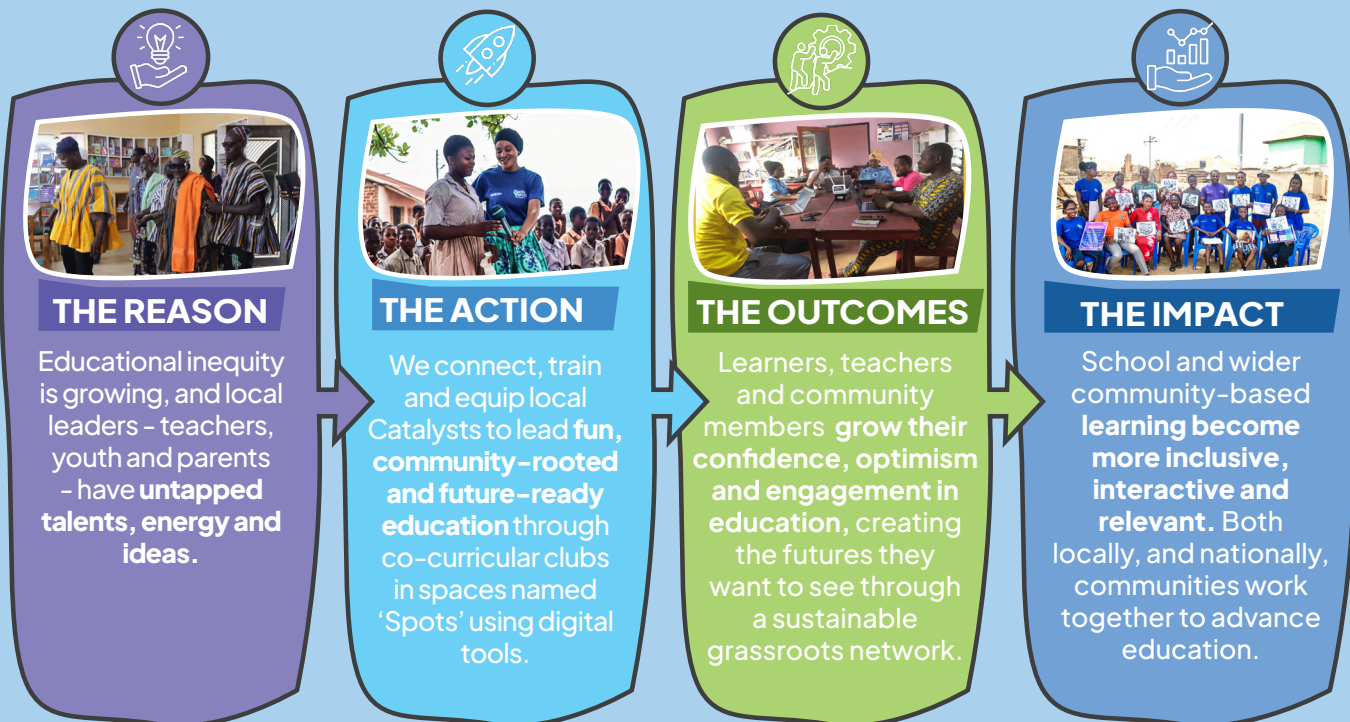


THE PROCESS OF CHANGE

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

(Japhta, Aboabo no 4 Spot)

How Does EduSpots Work ?



”

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

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

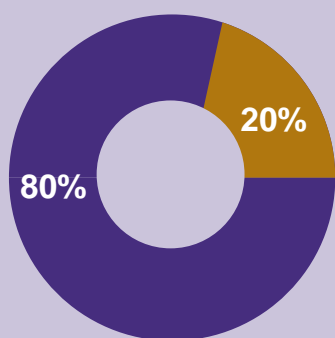
A NETWORK OF SPACES NAMED 'SPOTS'

The model recognises that each community is unique, with different needs and priorities, and emphasises the importance of community-driven change.

(Catalyst, Expectation State, Independent Evaluation 2025)

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

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



80%

School-based Spots



20%

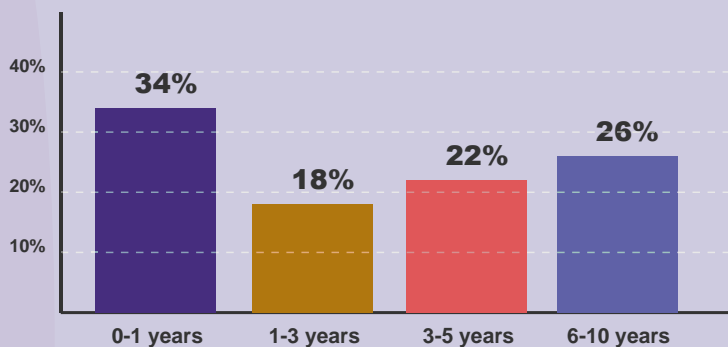
Community-based Spots

”

EduSpots has been my second home, a place where I've grown, learned, and discovered my strengths.

Jeffery – Learner, Akumadan

Spots' age by years

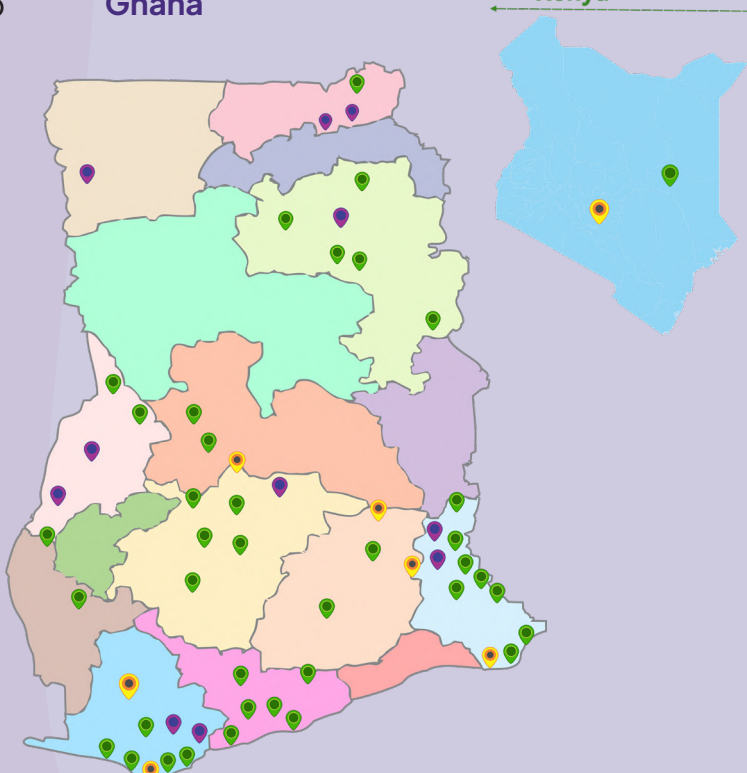


”

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

Ghana

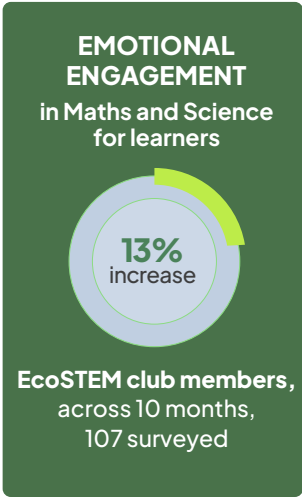
Kenya



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

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

Learner Quantitative Studies



Catalyst Quantitative Studies



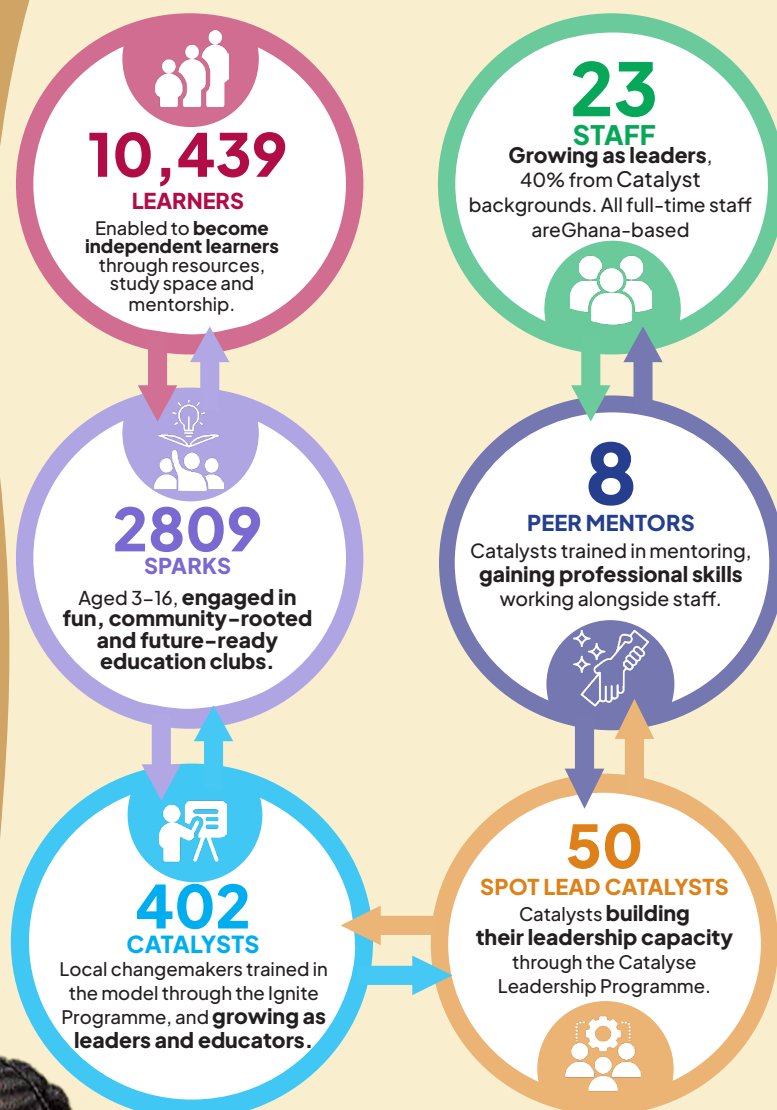
WHO IS DRIVING EDUSPOTS' WORK?

”

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

(Expectation State, Independent Evaluation, 2025)

In 2024, there were:



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



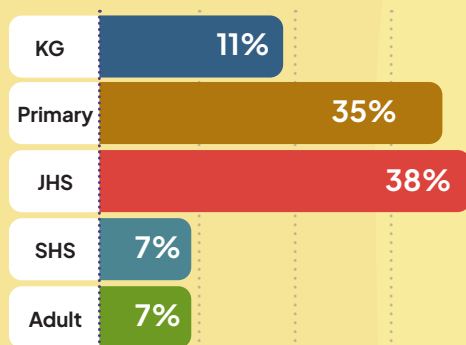


”

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

(Janet – Spot Leader and Founder, Ameyaw Spot)

Learner by Age:



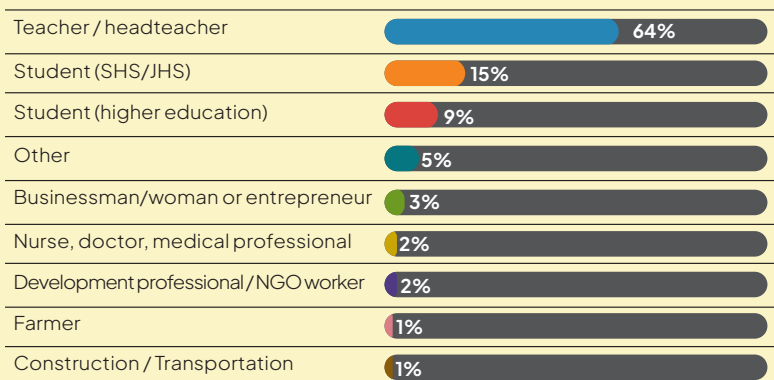
Learner by Gender



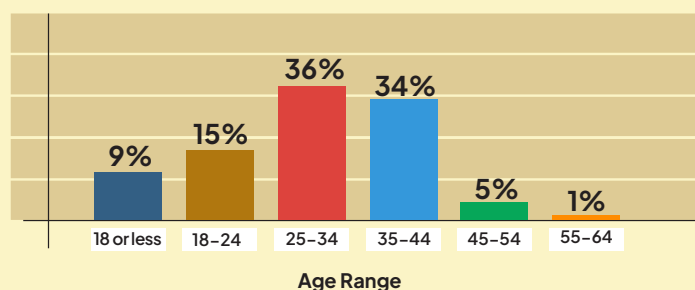
Catalyst by Gender



Catalyst by Occupation



Ages of Registered Catalysts



ABDUL MANAF: A LEARNER'S JOURNEY

”

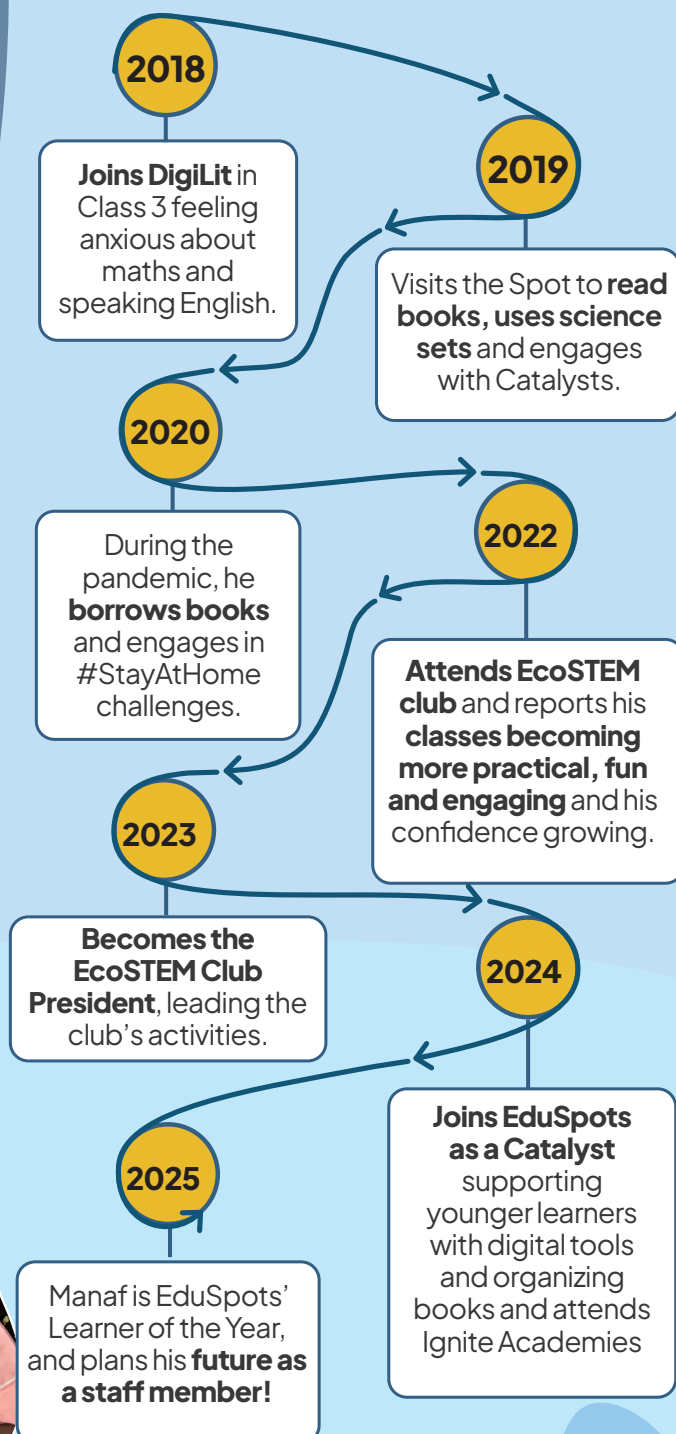
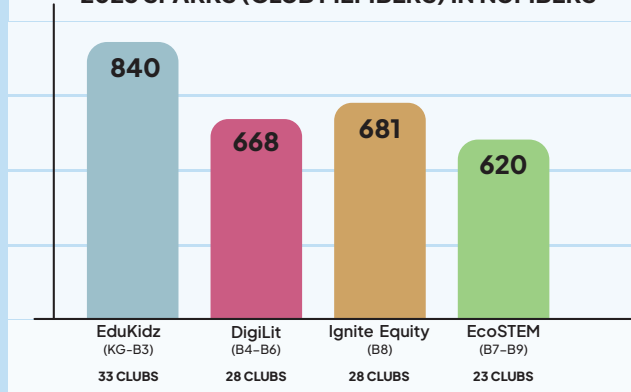
My parents didn't really go far with education. When my dad heard I was involved in EduSpots, he was like “WOW!”

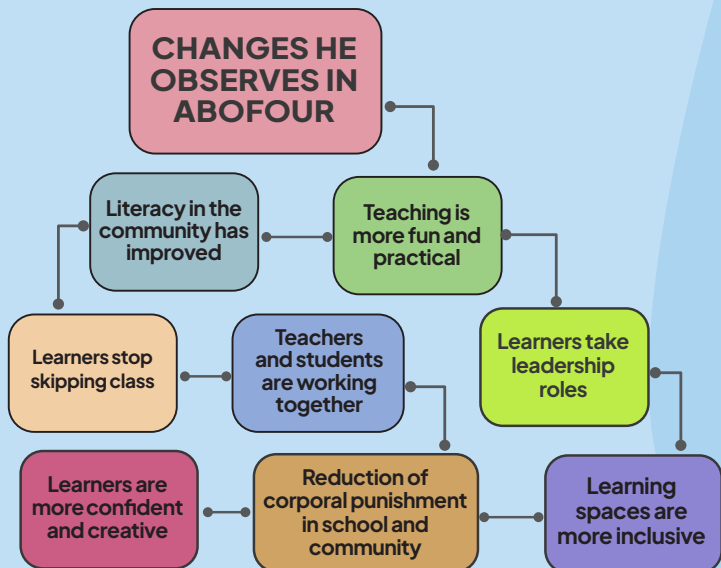
Through EduSpots, I've improved my reading, creativity and use of technology. Now, I think critically to solve problems and make vital decisions.

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



2025 SPARKS (CLUB MEMBERS) IN NUMBERS





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

(Gloria Addae, Abofour Spot)

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

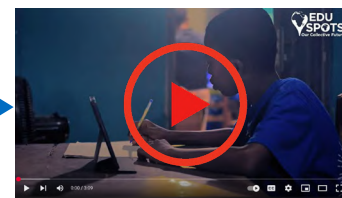
(Abdul Manaf, Spark & Catalyst, Abofour Spot)

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

(Expectation State, Independent Evaluation, 2025)

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

Scan here to watch the full journey of Manaf



HAMIDU'S STORY: A HEADTEACHER'S JOURNEY

”

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

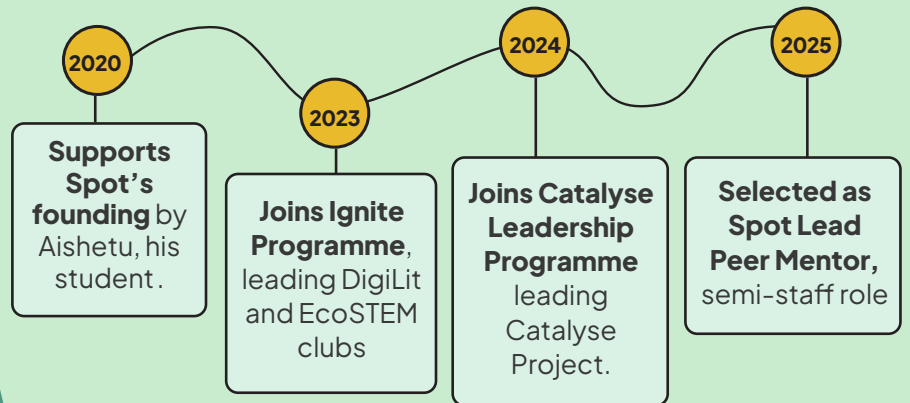
(Hamidu Kaadri, Headteacher & Catalyst, Yamfo Spot)



”

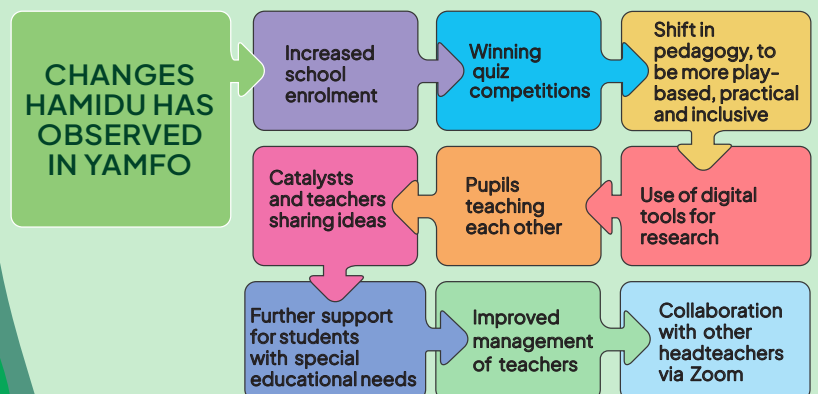
Classroom observation data showed a 45% increase in student-centred learning approaches among teachers exposed to the EduSpots model.

(Expectation State, Independent Evaluation, 2025)



”

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



KEEPING SPOTS SAFE EDUCATION: THE CHANGE IN YAMFO

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

(Hamidu Kaadri, Headteacher & Catalyst, Yamfo Spot)

Keeping Spots Safe in EduSpots

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

This includes:

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

”

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

(Expectation State, Independent Evaluation, 2025)

The change that Hamidu Kaadri has observed in his school:

“

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

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

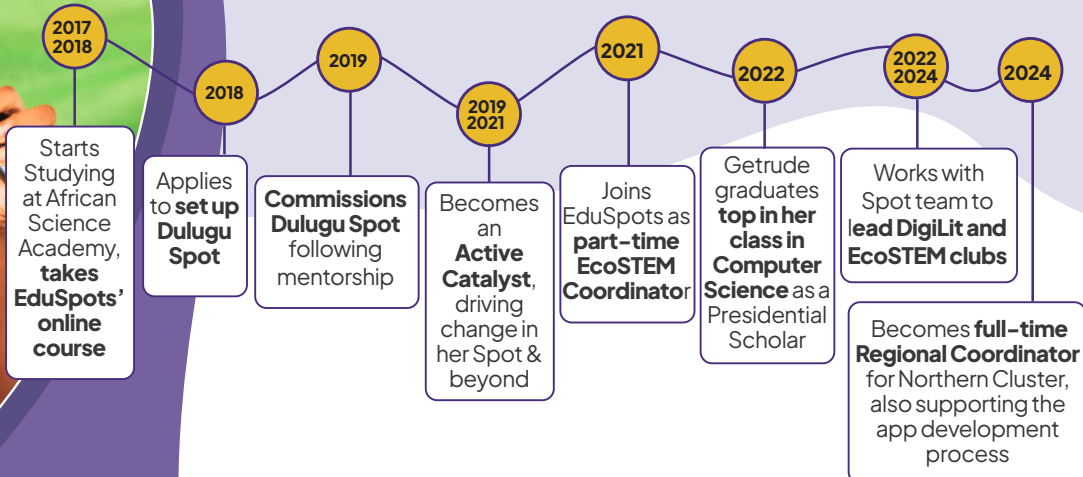
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”

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



WHO ARE THE STAFF PROPELLING EDUSPOTS' WORK?

The story of
Getrude Akunlibe

Dulugu Spot Founder and
Regional Coordinator

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

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



CHAMPIONING FEMALE LEADERSHIP



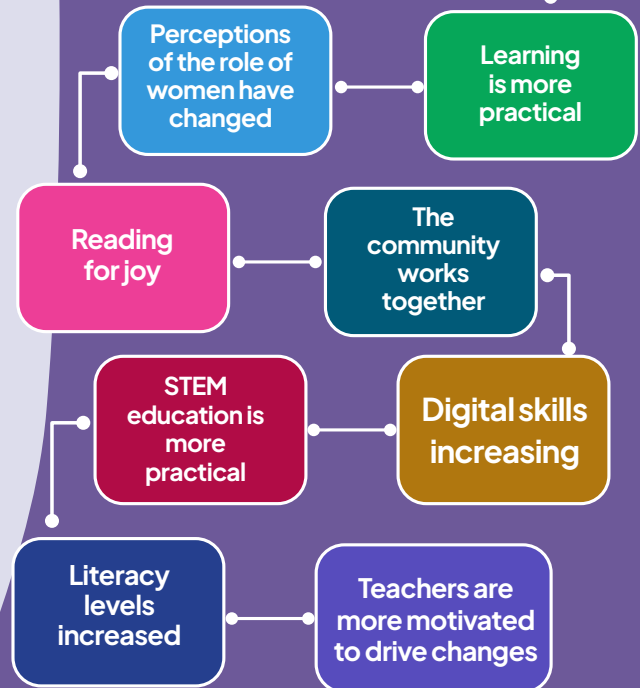
”

I recruited Catalysts and worked relentlessly to shift my community leaders' traditional mindsets of leadership being male-dominated. As a result, rigid preconceptions about women's roles in my community have now shifted.

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



CHANGES SHE OBSERVES IN DULUGU



“

THE IMPACT ON GETRUDE:

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



HIGHLIGHTS FROM THE INDEPENDENT STUDY WITH EXPECTATION STATE

The EduSpots programme has successfully transformed educational landscapes across Ghana, fostering a new generation of active, empathetic citizens and catalysing community-driven change.

(Expectation State, February 2025)

”

68% of parents reported being more engaged in their children’s learning.

(Expectation State, Independent Evaluation, 2025)

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

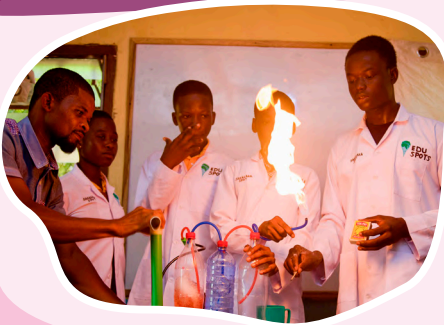
Expectation State interviewed 211 students, teachers, Catalysts, community leaders, staff and headteachers in this process.

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

Expectation
State

THESE WERE SOME OF THE KEY FINDINGS

1 Pedagogical transformation:



”

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

2 Value for money, systems and sustainability:

”

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



3 Replicability in new contexts:



“

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

4 Co-creative learning environments:

“

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



5 Civic action and leadership:



“

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

6 Environmental action:

“

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



”

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

(Expectation State, Independent Evaluation, 2025)

KEY RECOMMENDATIONS FROM EXPECTATION STATE

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



Deepen local community engagement working with local teams.



Advance local community partnerships and fundraising, creating a database for local Spots to access.



Develop a guidebook for the Spot model, with school-based and community-based versions



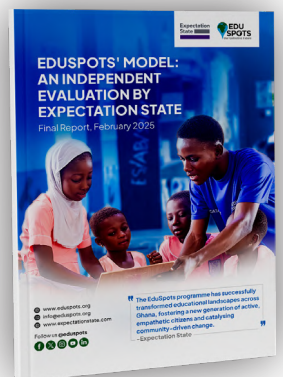
Implement a system for regularly assessing and adapting Spot models based on local feedback and performance metrics.



Continued analysis of the relationship with government curriculum-based content

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

Scan here to read
the full report from
Expectation State.





EXPANDING SPACES: SAVELUGU SPOT'S STORY

A Spark's perspective:

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

(Yaw George Atsu, EcoSTEM club member)

A Catalyst and teacher's viewpoint:

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

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

(Okomongye Diana, teacher and Catalyst)



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

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

SAVELUGU SPOT IN NUMBERS:



Open Hours

- 6 days a week
- 7 evenings a week



8 schools using the Spot



Catalysts

12 Active Catalysts including students, teachers and nurses

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



467 learners using the Spot

CLUBS RUNNING

EduKidz

DigiLit

EcoSTEM

Ignite Equity

Spot Lead

Spot Management Committee

RESOURCE MOBILIZATION

”

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

(Expectation State, Independent Evaluation, 2025)

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

BOOKS

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

”

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

(Catalyst, Independent Evaluation, Expectation State)







”

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

(Expectation State, Independent Evaluation, 2025)

DIGITALISATION

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

106	Tablets	
50	Wi-Fi kits	
10	Projectors	
10	Laptops	



”

This is my first time to have an opportunity to use a tablet. The experience cannot easily be forgotten due to the “talking” Alexa feature on the tablet.

Alhassan Ragadawu, EcoSTEM club member at Kalpohin Spot, Tamale

“

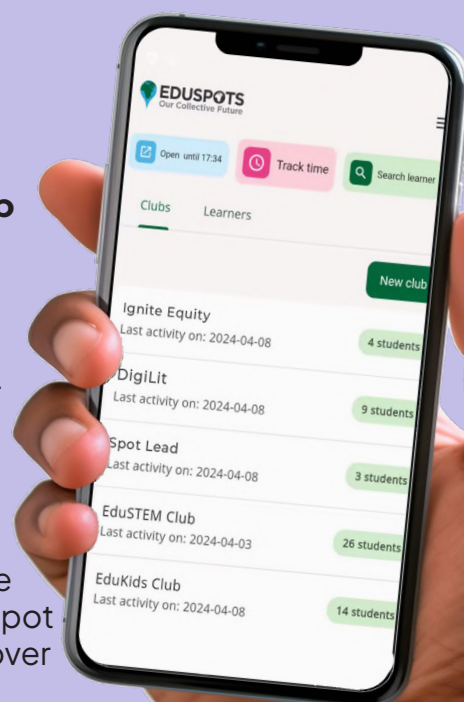
ONE CATALYST IN AHENKRO SPOT COMMENTS THAT:

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

”

The EduSpots App

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



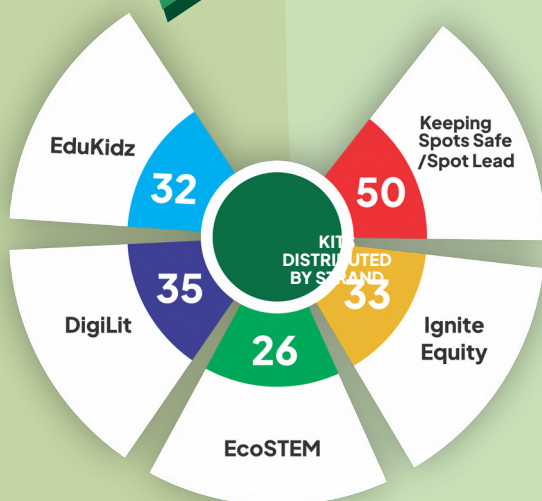


SPECIALISED RESOURCE KITS

Now, we focus on learning through hands-on experience and ensure everyone participates. We also use visuals in teaching with a projector.

(Catalyst, Expectation State, Independent Evaluation, 2025)

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



”

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

(Rahim, Spark now Catalyst, Sakasaka Spot)





LOCAL GRANTS

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

“The Spot has become a hub for more than just education. We now use it to organise community clean-up drives and awareness campaigns.

(Community elder, Expectation State, 2025)

”

1



THE CATALYSE LEADERSHIP PROGRAMME:

Catalyse Project Grants for all participants.

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

2

SUSTAINABLE ENTERPRISES TO SUPPORT MENSTRUAL HYGIENE CHALLENGES.

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



3



TO SUPPORT COMMUNITY ENGAGEMENTS IN KEEPING SPOTS SAFE.

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

4

GREEN SPOT INNOVATION CHALLENGE:

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

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



EDUSPOTS' GROWTH: 2022-2024

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

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



OTHER HIGHLIGHTS:

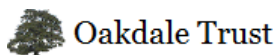
We were selected for the Dovetail Impact Foundation's Acceleration Portfolio.

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

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

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

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



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

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

Responsibilities and Basis of Report

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

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

Independent Examiner's Statement

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

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

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

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

Shruti Soni

Shruti Soni FCCA FCIE

Date: 23 October 2025

Shruti Soni Ltd ● Chartered Certified Accountants

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

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

For the year ended 31 December 2024

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

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

As at 31 December 2024

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

These financial statements were approved by the Trustees on

and signed on their behalf by

Signature



Print Name

Gloria Agyemang

Date of approval

22nd October 2025

NOTES TO THE FINANCIAL STATEMENTS

for the year ended 31 December 2024

1 Accounting policies

a) Basis of preparation

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

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

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

b) Public benefit entity

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

c) Going concern

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

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

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

d) Income

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

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

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

e) Fund accounting

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

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

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

1 Accounting policies (continued)

f) Expenditure and irrecoverable VAT

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

Expenditure is classified under the following activity headings:

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

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

2 Post Balance Sheet events

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

3 Income from donations and grants

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

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

4 Related party transactions

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

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

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

5 Grant Payments

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

6 Taxation

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

7 Debtors

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

8 Creditors: amounts falling due within one year

Accruals

2024	2023
£	£
9,740	6,172
9,740	6,172

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

Tangible fixed assets
Net current assets

Net assets at the end of the year

General unrestricted £	Designated £	Restricted £	Total funds £
–	–	–	–
35,199	–	62,183	97,382
35,199	–	62,183	97,382

Analysis of net assets between funds at the start of year

Tangible fixed assets
Net current assets

Net assets at the end of the year

General unrestricted £	Designated £	Restricted £	Total funds £
–	–	–	–
14,894	–	57,645	72,539
14,894	–	57,645	72,539

10 Movements in funds

During the year	
Restricted funds:	
Brian Murtagh Charitable Trust – Ignite staff	
The Evan Cornish Foundation – Ignite	
Chalk Cliff Trust – refurb of Savelugu Spot	
The Souter Charitable Trust – Elmina	
British & Foreign Schools Society (BFSS) – Ignite	
Carmela and Ronnie Pignatelli Foundation – Savelugu Spot	
CB & HH Taylor Trust – Savelugu Spot	
The De La Rue Trust – Savelugu Spot	
W F Southall Trust – Peer mentors	
Kwadwo's Drive for Digitalisation (JustGiving)	
Kwabena's EduSpots Drive for Digitalisation (JustGiving)	
Big Give	
The Farthing Trust – Ignite programme	
EA Foundation – Payment 1 – Catalyst Programme	
The Coles-Medlock – Ignite Equity Programme	
Belacqua Charitable Trust – Savelugu library	
Gilchrist Educational Trust – spot furniture	
The William Leech Charity – Zangbalun Spot	
Fonthill Foundation – Digitalisation project	
Brian Murtagh Charitable Trust – Spot Safeguarding	
Gower Street Grant – to cover first year's costs for maintenance of the EduSpots app	
The Ashworth Charitable Trust – restricted grant (Zangbalun)	
Eleanor Rathbone Charitable Trust – restricted grant for Ignite equity (girls clubs)	
Chalk Cliff Trust – resources/books for Ignite Academies	
Small grants – Books	
King Charles III charitable Fund – Ignite	
Gower Street – external evaluation of EduSpots' model and impact to date	
Allan & Nesta Ferguson Charitable Trust – Ignite	
The N Smith Charitable Settlement – Savelugu Spot	
Total restricted funds	
Unrestricted funds:	
<u>General funds</u>	
Total unrestricted funds	
Total funds	

At the start of the year £	Income & gains £	Expenditure & losses £	Transfers £	At the end of the year £
450	-	(450)	-	-
1,859	-	(1,859)	-	-
1,721	-	(1,721)	-	-
837	-	(837)	-	-
6,858	18,003	(24,861)	-	-
2,500	-	(2,500)	-	-
1,000	-	(1,000)	-	-
2,000	-	(2,000)	-	-
2,856	-	(2,856)	-	-
1,263	-	(1,263)	-	-
13,563	-	(6,830)	-	6,733
22,738	14,185	(21,603)	-	15,320
-	14,000	(14,000)	-	-
-	33,126	(22,008)	-	11,118
-	8,294	(4,984)	-	3,310
-	2,000	-	-	2,000
-	1,000	-	-	1,000
-	3,000	-	-	3,000
-	17,690	(17,690)	-	-
-	6,375	(6,267)	-	108
-	6,600	(5,462)	-	1,138
-	3,000	-	-	3,000
-	1,000	(142)	-	858
-	5,000	(5,000)	-	-
-	2,500	(2,500)	-	-
-	5,000	(5,000)	-	-
-	8,995	(3,000)	-	5,995
-	10,000	(1,397)	-	8,603
-	750	(750)	-	-
57,645	160,518	(155,980)	-	62,183
14,894	108,094	(87,789)	-	35,199
14,894	108,094	(87,789)	-	35,199
72,539	268,612	(243,769)	-	97,382

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

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

10. Movements in funds (continued)

TRANSFERS:

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

Purposes of Restricted Funds

REFURBISHMENT OF SAVELUGU SPOT:

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

REFURBISHMENT OF ZANGBALUN SPOT:

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

ELMINA – CONSTRUCTION OF NEW SPOT:

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

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

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

THE IGNITE PROGRAMME:

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

PEER MENTORING PROGRAMME:

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

CATALYST PROGRAMME:

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

SPOT FURNITURE:

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

BOOKS:

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

DIGITALISATION:

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

SAFEGUARDING:

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

ADDITIONAL FINANCIAL INFORMATION

Statement of Public Benefit

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

Financial Review

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

Reserves Policy

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

Grant-making Approach

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

Going Concern

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

Policies and Reporting

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

Serious Incidents

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

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

Trustee Responsibilities

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

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

- a) select suitable accounting policies and apply them consistently;
- b) observe the methods and principles in the Charities SORP;
- c) make judgments and accounting estimates that are reasonable and prudent;
- d) state whether applicable UK accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- e) prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Trust will continue in operation.

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

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



Professor Gloria Agyemang
Chair of Trustees, EduSpots UK

ANNUAL AWARDS 2024

Spot Award Winners 2024

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

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

Strand Award Winners 2024

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

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

National Individual Award Winners 2024

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

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

Regional Individual Award Winners 2024

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

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

Partner and Supporter Awards

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

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



”

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

(Catalyst, Ameyaw Spot, Independent Study, 2025)

SPOTLIGHTS

mc2h Foundation



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

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

Sevenoaks School

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

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



Katie Couldrey



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

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

OUR FUTURE PLANS



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

(Expectation State, 2025)

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

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

Education Hub

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

Keeping Spots Safe

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

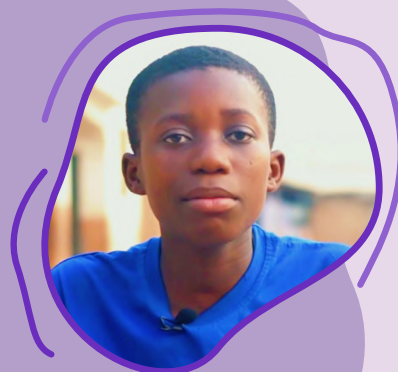
Community Leadership

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



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

(Abdul Manaf, Spark & Catalyst, Abofour Spot)



Be Part of the Change

”

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

(Okomongye Diana, teacher and Catalyst, Savelugu Spot)



100 Club

EDUSPOTS 100 CLUB

By becoming a 100 Club member, you will be a key part of our community!

Membership includes:

- Exclusive monthly updates on our community and growth
- EduSpots merchandise to show your support
- Early access to our upcoming online course
- Virtual networking sessions with like-minded individuals

Join us in shaping the next decade of EduSpots (as we build **#OurCollectiveFuture**)

Thank you to our first 17 100 Club Members!

Will you join our monthly giving community today?

and enable more learners to have access to our community-powered, fun and purposeful model of learning?

Sign-up via Raisely today!

From EduSpots: www.eduspots.org or info@eduspots.org

EDU SPOTS

www.eduspots.org or info@eduspots.org

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

JOIN THE
100 CLUB
HERE.



Fundraising Campaigns

Big Give Christmas Challenge

What you need to know about The Big Give Christmas Challenge

One Donation, Double the impact!
3RD - 10TH DECEMBER, 2024

The Big Give Christmas Challenge

WHAT IS THE BIG GIVE CHRISTMAS CHALLENGE
It is the UK's biggest collaborative fundraising campaign

WHEN WILL IT TAKE PLACE
From midday on 3rd December to midday on 10th December 2024

HOW DOES IT WORK
Match funding, double impact, every donation you make during the campaign will be doubled meaning twice the impact allowing EduSpots achieve more.

WHAT WILL DONATIONS BE USED FOR

HOW CAN YOU SUPPORT

- Make a donation via EduSpots link during the campaign period (All donations must go through the donation link on the Big Give fund in order to be eligible for match funding, we will share the link when we launch the appeal.)
- Share our powerful stories of change on your feeds (including the donation link)
- Organize a fundraiser with all proceeds going to EduSpots' Big Give link

Support EduSpots

#BigGiveChoice #ChristmasChallenge
#eduspotsBIGGIVE24 #DoubleYourDifference

If you need any support with resources to lead your fundraising event in support of The Big Give, please email Cat Davison at info@eduspots.org

One Donation, Double the impact!

EDU SPOTS Our Collective Future

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EDU SPOTS Our Collective Future

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

Future of Education Challenge

DO YOU BELIEVE EDUCATION NEEDS TO ADAPT TO A FAST-CHANGING WORLD?

We are looking for student teams to shape the future of education with EduSpots!

Join our Research, Design & Fundraising Challenge – add your voice and make a real impact whilst unleashing your digital creativity!

For student teams of all ages
REGISTER BY September 26th

Your Mission:

- 1 RESEARCH**
Build a team of 4-6 and reject on how our changing world demands a shift in education – explore EduSpots' curated Read, Listen & Watch list to spark new ideas!
- 2 DESIGN**
Imagine how you would adapt education in a fast-changing world. As a team, design something that represents how you see the future of education, explaining your ideal!
- 3 FUNDRAISE**
Lead a LEGO or Future of Education themed fundraising event for EduSpots (minimum £25 to enter), with all donations DOUBLED via the Big Give campaign from 2-9th December.

DESIGN CATEGORIES FOR 4 AGE GROUPS!

LEGO or Recycled Build Primary (years 4-6)	Digital Art or Music Secondary (years 7-9)	Animation or Reel Secondary (years 10-13)	Vlogs & Podcast University students & Adults (18+)
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You could create your own school exhibition. We will also be showcasing the entries on our website!

www.eduspotz.org
info@eduspotz.org

Swipe ➤

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

APPLY TO
JOIN THE
CHALLENGE.



Join EduChamps



Join the EduChamps Community!

A vibrant community of changemakers focused on education, international development and ethics

BENEFITS OF JOINING

- Free EduChamps Talks and leadership workshops
- Curated reading and learning resources
- Updates on EduSpots' impact
- Job and volunteering opportunities
- Essay competitions and learning projects
- EduSpots inspiration & community

HOW IT WORKS

- Sign up via QR code
- Join an admin-only WhatsApp community
- Start your EduChamps journey!

Ready to make a difference?

www.eduspotz.org



SCAN HERE
TO SIGN-UP



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

SCAN HERE
TO SIGN-UP



Corporate & Business Partnerships

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

Philanthropy & Transformational Giving

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

Pro-Bono Volunteering

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

Gifts-in-Kind

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

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

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

Professor Elsie Effah Kaufmann

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

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

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



www.eduspots.org

