

# ARABA SCOTT CHILDREN'S FOUNDATION

England & Wales · Charity number 1169742

## Details

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**Status** Registered

**Legal form** CIO

**Registered** 2016-10-18

**Register** [View on the Charity Commission register](#)

## Contact

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## Activities

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**Objects:** 1) TO ADVANCE IN LIFE AND RELIEVE THE NEEDS OF YOUNG PEOPLE IN ST THOMAS, JAMAICA THROUGH: (A) ADVANCING EDUCATION; (B) THE PROVISION OF RECREATIONAL AND LEISURE TIME ACTIVITIES PROVIDED IN THE INTEREST OF SOCIAL WELFARE, DESIGNED TO IMPROVE THEIR CONDITIONS OF LIFE; (C) PROVIDING SUPPORT AND ACTIVITIES WHICH DEVELOP THEIR SKILLS, CAPACITIES AND CAPABILITIES TO ENABLE THEM TO PARTICIPATE IN SOCIETY AS MATURE AND RESPONSIBLE INDIVIDUALS. 2) TO ADVANCE THE EDUCATION OF THE PUBLIC IN ST THOMAS, JAMAICA IN PARTICULAR BUT NOT EXCLUSIVELY BY THE PROVISION OF BASIC LITERACY AND NUMERACY CLASSES.

**Activities:** Araba Scott Children's Foundation provides free literacy and numeracy lessons to children aged 0-17 in St. Thomas, Jamaica. Additionally, we provide art and cultural enrichment sessions for children to build their self-esteem.

## Classification

- **How:** Provides Buildings/facilities/open Space, Provides Services, Provides Advocacy/advice/information
- **What:** General Charitable Purposes, Education/training, The Prevention Or Relief Of Poverty, Arts/culture/heritage/science, Economic/community Development/employment, Human Rights/religious Or Racial Harmony/equality Or Diversity, Recreation, Other Charitable Purposes
- **Who:** Children/young People, People With Disabilities, Other Charities Or Voluntary Bodies, The General Public/mankind

## Geography

- **Area of benefit:** OVERSEAS
- Jamaica
- Throughout England

## Finances

Period end	Income	Expenditure	Assets	Employees
2025-03-31	£5,760	£9,534	-	-
2024-03-31	£9,178	£6,629	-	-
2023-03-31	£3,744	£5,837	-	-
2022-03-31	£6,977	£5,498	-	-
2021-03-31	£6,490	£6,531	-	-

## Trustees

Name	Role	Appointed
Camile Pinnock		2020-09-22
Dr Ogugua Gee Okolo-Angus		2020-09-10
Gradle Gardner Martin		2020-11-10
SHENAID LEAH TAPPER		2016-09-20
SIMON PAUL MACEY		2016-09-20

**ARABA SCOTT CHILDREN'S FOUNDATION**

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# Accounts

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## Araba Scott Children's Foundation Trustees' Annual Report 2025

The trustees of Araba Scott Children's Foundation present their annual report and accounts for the period **1<sup>st</sup> April 2024 to 31<sup>st</sup> March 2025** and confirm they comply with the requirements of the Charities Act 2011, the constitution, and the Charities SORP (FRS 102).

### Executive Summary

This year marks 8 years of Araba Scott Children's Foundation (ASCF), and 11 years of service to children and families in St. Thomas, Jamaica! It saw the end of our 2021-2024 strategy, and a move to a new 6-year strategy designed to guide us closer to our 2030 goals.

ASCF has experienced many firsts during this financial period:

- Delivery of the highest number of ACE Learning sessions to children since its introduction (192 for this financial year, 53 more than the previous year).
- Allocating our largest budget towards our annual Back to School Event (£600), more than in any other year.
- Our children's first time cooking together at our safe haven.
- Our children's first time attempting to break World Records, which included rounds of who can hold their ear and knee the longest, bowling, stacking towers and other fun challenges.
- The installation of our first solar panels to provide a source of electrical power to the safe haven.
- Our first partnership with a museum ([London Museum Docklands](#)), where we used our ACE Learning Programme resources with members of the general public for the first time.
- Our first time selling our [ACE Learning Arts and Culture worksheets](#) on our website.
- Delivering our first Lego® Therapy workshop online for professionals working with children 16+.
- Our first observation and research visit from an organisation in Portland, Jamaica, (Miriam's Haven) who wanted to learn from our team and children how they can replicate our framework at their own safe haven.
- Creating a consultation package for people who want advice and support to set up their own charities in England and Wales.
- Receiving our first large donation of educational resources from a school.
- Our first time claiming Gift Aid.

Our total voluntary income for this financial period was £5,760, which is a lot less than the previous year (£9,178). However, we spent significantly more in this financial year; £9,534 compared to £6,629. Our main expenditure during this period went towards the ACE Learning Programme at our safe haven (£2,206), which is reflected in the high number of sessions we delivered. These include 4 days of Literacy, Numeracy, Arts and Culture, Lego® Therapy and Kidz Klub.

The strategic aims we made most progress on were: Arts (Aim 1); Culture (Aim 2); and Education (Aim 3), which is evidenced by how much we were able to use the ACE Learning Programme in the UK and Jamaica. The children studied 8 countries: China, Italy, Egypt, Uganda, Morocco, Belarus and Congo (Brazzaville). The children also collectively read 23 books this year during their literacy sessions and they have gained more confidence with the numeracy skills. We can attribute much of this success to the introduction of a new ACE Educator, Anneisha Lewis, who energised the team to deliver fun, dynamic and engaging sessions for the children. We also made strides towards improving our organisational development by recruiting a new trustee to help us with our Marketing strategy (Aim 3).



### Mission Statement

ASCF’s mission is to bring children of all circumstances living in St. Thomas together with professional artists, teachers, and therapists, to create, learn, play and embrace their culture, increasing wellbeing, tolerance, and helping give children a positive view of themselves.

### Strategy and Objectives for 2025 - 2030

ASCF seeks to prioritise 6 aims from 2025-2030: organisational development, fundraising, marketing, art, culture and education. At our latest AGM, the trustees reflected on the progress made in each area thus far, and outlined the strategy, rationale, our current position, where we expect to be by 2030, and our details of actions. We then created a new working annual budget for the next 5 years.

## **Aim 1: Organisational Development**

"With confidence you have won  
before you have started."  
Marcus Garvey

The focus of Aim 1 is to enhance the efficacy of ASCF’s governance and management by striving to maintain and recruit a fully active, multi-talented and involved Board of Trustees.



The focus of Aim 2 is to scale up our fundraising efforts, raising

enough money to allow ASCF to operate a full cost recovery model that can sustain and expand our children's work in St. Thomas, Jamaica.

### Aim 3: Marketing

can be showcased.

The primary focus of Aim 4 is to give children the time and space for making art and increase their knowledge and skills of different artists and art forms. It involves making more of our own lesson plans so children in Jamaica and beyond learn something new and interesting with each plan. Additionally, we aim to improve children's wellbeing, ability to relax and focus through art.

### Aim 5: Culture

### Aim 2: Fundraising

"The greatness of a man is not how much wealth he acquires but in his integrity and his ability to affect those around him positively."

Bob Marley

"The very reason I write is so that I might not sleepwalk through my entire life."

Zadie Smith

The focus of Aim 3 is to increase the public's awareness about us and engagement with our work. It requires us to grow our in-person and social media presence where ASCF's contributions to children's lives in St. Thomas, Jamaica

### Aim 4: Art

"You can't use up creativity. The more you use up, the more you have."

Maya Angelou

The focus of Aim 5 is to promote, celebrate and explore the richness of different people, countries and cultures around the world. A particular emphasis is placed on the existence, diversity and contributions of 'black' and African people throughout the world to help children in St. Thomas develop self-worth, self-respect, self-confidence, empathy and tolerance towards others.

"The black skin is not a badge of shame but rather a glorious symbol of National greatness."

Marcus Garvey

The focus of Aim 6 is to increase children's access to education, especially the basics of literacy and numeracy. Every child ASCF works with consistently should (at least) leave us having learnt to read and write and be able to solve basic math problems. It requires us to continue the safe recruitment of skilled and passionate volunteers who can deliver sessions to children in the safe haven and within the community, where children are unable to attend school for any reason.

## Aim 6: Education

"Education is the most powerful weapon you can use to change the world."

Nelson Mandela



Activity	Operational costs	1 month	1 year
<b>ACE Learning Programme</b>	4 days per week for 2 members of staff. Excluding public holidays	£400	£4,800
<b>Care Packages</b>	20 food and hygiene packs for children and families* in need (*families with children under 18)	£50	£600
<b>Administration</b>	Bank charges, DonorBox/PayPal charges, MoneyGram fees, charity phone credit	£41.66	£500
<b>Back to School Supplies</b>	Exercise books, textbooks, stationery, uniform, shoes	£41.66	£500
<b>Safe Haven Maintenance</b>	Monthly cleaning and cleaning/hygiene products (wipes, toilet paper, bleach), chopping the yard	£50	£600
<b>Fundraising</b>	Social media ad boosts, t-shirts etc.	£20	£240
<b>Children's Resources</b>	Paper, glitter card, pencils, paint, paintbrushes	£41.66	£500
<b>Renovation/Miscellaneous</b>	Second room tiles, solar lights, solar panels, indoor gym etc.	£41.66	£500
<b>Weekly food ingredients and Water refill</b>	Fruits and vegetables	£25	£300
<b>Cultural Events/Group trip/Food and water etc.</b>	Paying for workshops, children's food and drink	£25	£300
<b>Transport for 2 trips</b>	Charter of a bus or taxi for children and supervising adults	£33.33	£400
<b>Total</b>		<b>£769.97</b>	<b>£9,240</b>

### Our Aims

The CIO operates under its governing document, which was authorised by the Charity Commission for England and Wales on 18<sup>th</sup> October 2016 and included the regulations for appointment of trustees.

The objects of the CIO are to advance in life and relieve the needs of young people in St. Thomas, Jamaica through:

#### **1. Advancing education;**

- a. The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;
- b. Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.

2. To advance the education of the public in St. Thomas, Jamaica, but not exclusively, by the provision of basic literacy and numeracy classes.

### Review of Activities

#### Participant Numbers and Activities

Between 1st April 2024 and 31st March 2024, ASCF delivered 192 ACE Learning Sessions. This is the highest number of sessions recorded by ASCF since the ACE Learning Programme began after the COVID-19 pandemic. Each session has between 1 and 15 children. Play is embedded into every session, and children always have access to a wide array of learning resources and aids, manipulatives and play equipment. The children have the opportunity to dress up, play games with friends, play with the toys and read for leisure alongside their sessions. The following sub-sections describe their activities during the year.

#### ACE Learning Arts and Culture

In ACE Learning Arts and Culture, the children studied countries such as: Egypt, Uganda, Morocco, Belarus, Congo (Brazzaville). They also revisited Italy by making paper foods, and China, where they made hanging lanterns to celebrate the Lunar New Year. The children also enjoyed cooking foods from different cultures, like: Egyptian shakshuka (poached eggs in a spicy tomato sauce), Ugandan Rolex (rolled eggs in a chapati) and Belarusian Draniki (potato pancakes drizzled in apple sauce). They learned about the origins of the graduation cap and gown in our lesson on Morocco and dressed up like fashionable members of La Sape, when exploring Congo.

The children created some Play Passports to help them recall the many countries they've studied in ACE Learning Arts and Culture.



#### ACE Learning Numeracy

Each child at the safe haven has their own pathway to 'ACE' Learning Numeracy. We recognise that the majority of children who come to us are performing below average for their grade level. This is due to many factors such as: disrupted schooling, hunger, lack of 1-1 support in school and not having a caregiver who is literate and numerate enough to supplement their child's learning at home.

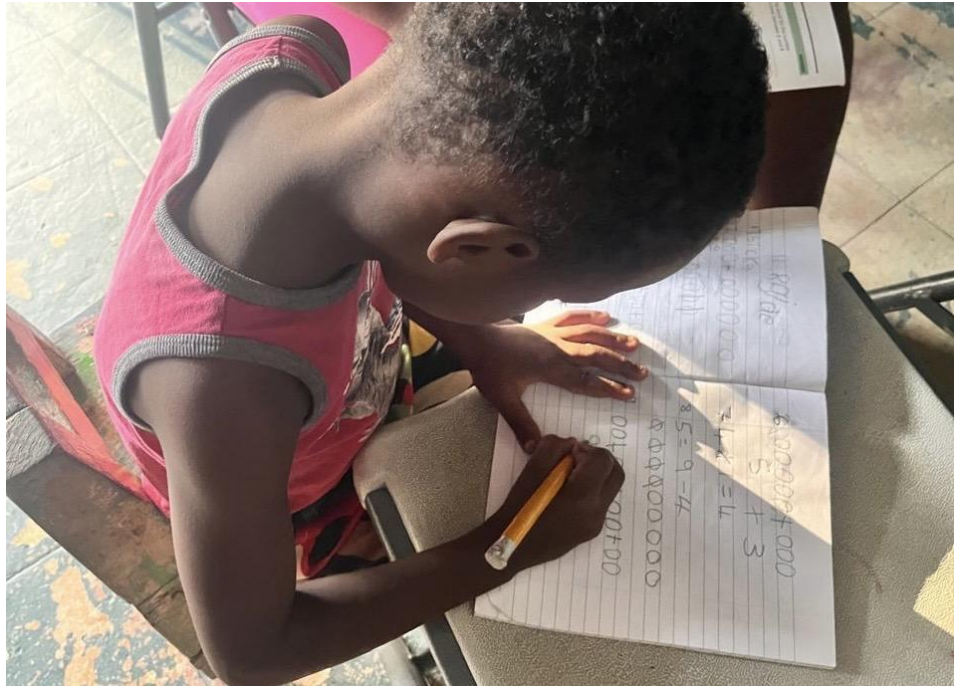
ASCF's approach is firstly to assess each child individually through a written test that is suitable for their age group and using the results to identify gaps in knowledge. In this way, our team can tailor support to each child. We focus less on scores to assess the children's progress and instead rely more on evidence of the children's understanding and ability to apply maths in everyday life.

It is also challenging to get a good measure of the child's progress based on scores because our children have more variables that might affect their performance on any given day. For example, being hungry, having household chores to do, being unwell and poor weather conditions, meaning they can't attend school or the safe haven which then disrupts their learning. We believe that these factors are compounded more in the lives of children we work with in St. Thomas, than for other children in more privileged homes and communities.

Our team works hard, often in challenging circumstances, to meet the needs of all children in their care and support them with their learning. They make great use of all educational resources donated to the safe haven to ensure all children's unique learning style(s) are catered for. In this financial year, the children have:

- Planned a camping trip to Blue Mountain, to help them understand the value of money, how to strategize, budget and problem solve.
- Understood the meanings of 'minus, plus, less than, more than, difference, sum' and much more (age 4-5).
- Learned how to find a measurement on a 30cm ruler (age 4-5).
- Learned pentagons, hexagons and other 2D shapes (age 6-7).
- Broken down fractions.
- Practised mental arithmetic with Schofield & Sims workbooks.
- Completed a mathematics book 'treasure hunt', where the children had to find books that tell you the meaning of different mathematical terms, e.g., a book on fractions, a book on percentages and a book on times tables.
- Mastered fractions of amounts (age 8-10).
- Learned the bus stop division method, decimals and common multiples (age 9-11).
- Made memory games to remember general math facts (for example, there are 24 hours in 1 day, 60 minutes in 1 hour etc).
- Had quiet 40 minute 1-1 sessions online with our Director on Friday evenings for children who need more support.
- Created their own shop from empty food and household products they'd collected, like: shampoo, cereal and lotion. In one task, the children had to look at the nutritional facts of food and drink items and write down the grams of sugar it contained. Our team led the children in a discussion about 'natural sugars' and 'free sugars'. The children had to guess the maximum amount of 'free sugars', children in various age groups are recommended to consume per day. This work on sugar was not just maths, but an early prevention for Type 2 diabetes which is an increasingly common disease in adults of the surrounding community.
- Used their shop to grasp real life concepts of weight, size, shape, capacity, and liquids, gases and solids.

Our team has observed that the children are growing in confidence and enjoyment of maths, as demonstrated in [this YouTube Short](#).



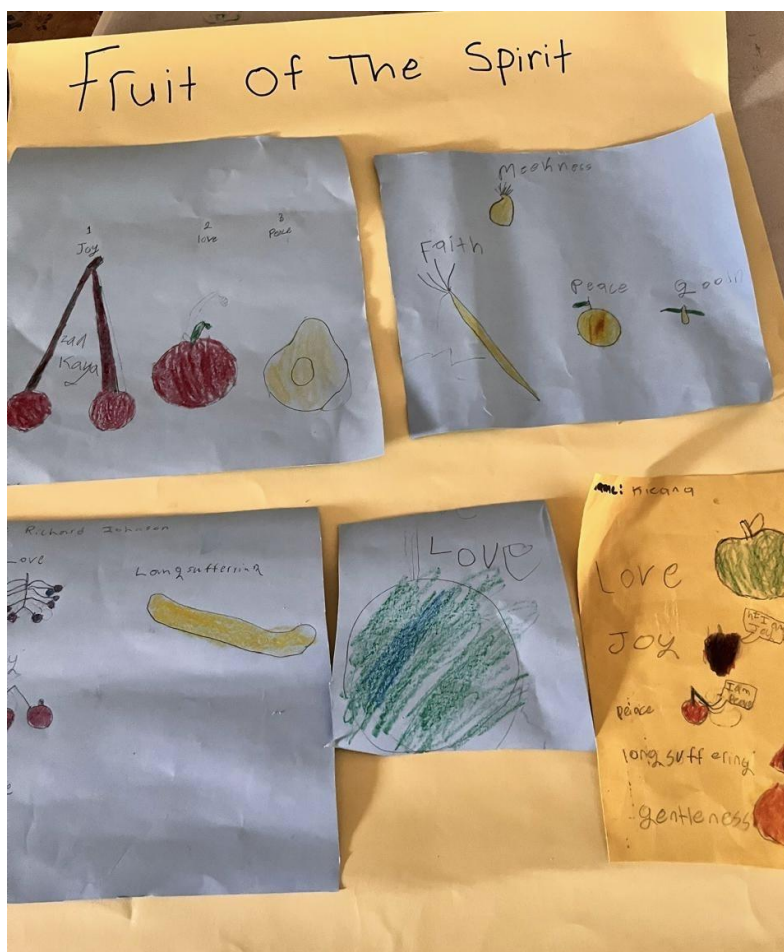
### **ACE Learning Literacy**

In ACE Learning Literacy our main focus is on securing the foundations of reading and writing for every child over the age of 4 years. This year, we have tried to incorporate real life topics into our lesson plans, to help children make sense of the world around them as they grow up. Our children are split up into 2 groups each session: beginner readers (who are still learning the basics) and confident readers (who can read fluently and write independently).

This year, our readers have been:

- Reading to our team on a 1-1 basis (confident readers).
- Enjoying story time (beginner readers).

- Reading about investments and thinking critically about whether they are good or bad to invest in, and why. As part of this, the children learned how to spot MLM's and scams which are becoming more prevalent amongst disadvantaged communities (confident readers).
- Discussed conflict resolution scenarios and thought about how they might respond in an assertive manner to a situation with the potential to make them feel uncomfortable.
- Writing about how they care for themselves and show self-love and respect. They created posters about caring for their hair and wrote about aspects of their personality they like!
- Setting goals for themselves, journaling and learning about empathetic language to describe someone.
- broadening their vocabulary, particularly to describe emotions and situations by going through an emotion colour wheel and reflecting on their own interpretations of each emotion.
- Completed a book treasure hunt. For example, we asked the children to (by themselves) find 2 books that talk about a health issue, find 5 books where the main character has brown skin and a book that tells you the meaning of words). The children enjoyed this task, and it encouraged them to explore the full range of books we have on offer at the safe haven.
- Made a group magazine called, 'Jamaica + Things', Inside were, riddles to solve, recipes, interesting information for kids, advertisements, an advice column and much more.
- Thinking about compassion in health, valuing people in their community and empathy. One of the pieces of work we are most proud of, is their, 'Our Words Matter' poster. It was a group task where the children were asked to think about language used to describe people experiencing mental illness, how it might make the individual and their family feel, and phrases they could use instead. They looked up the definition of, 'stigma', and we hope this message of compassion and empathy stays with them throughout their lives.
- Read about different health conditions as a group and discussed if each person deserved our compassion. The children read about the trained professionals who might support someone when there is a problem with a person's health.



### **Kidz Klub**

We create our own resources adapted from Innovation Kidz material and hope to create a workbook in partnership together by the end of 2025. The workbook would contain 13-weeks of session plans for people to use at their own Kidz Klub.

In Kidz Klub the children have been learning about:

- Jesus' relationship with food and why we should eat healthily, the importance of the sabbath and our different roles to help maintain our households.
- The value of participating in our community. After the children identified the needs of the community

they interviewed people to find out what they (or others) could do to make the situation better. The children have also discussed the place of prayer in their lives.

- The fruits of the spirit, and how we can all have more patience, love, goodness, joy, peace, steadfastness, love, gentleness and faith.

### **Safe Haven Lego® Club**

In Lego® Therapy Club, the children use our [Lego® Therapy Workbook](#) to enjoy both structured and freestyle play.



## Workshops (Community Fundraising)

In July 2024, our Director, Alicia Louise held a Lego Therapy workshop for professionals in the social care setting and demonstrated how young people aged 16+ can benefit from it. This workshop was sponsored by our trustee, Gradle Gardner-Martin, and the proceeds went back into our charitable work.



**LEGO® THERAPY**  
*Workshop*  
FOR YOUNG PEOPLE AGED 16+  
with Alicia Louise  
ArabaScottCF.org

**WHO IS ALICIA LOUISE?**

I am a Children's Advocate, with LL.M International Law, and have received the University of Westminster Social Impact Award 2019 for my work as Director and Founder of Araba Scott Children's Foundation. Our work in St. Thomas Jamaica has been recognised by UNICEF who featured a short story about our activities during the COVID-19 pandemic in 2020. I wrote the Lego therapy book with one of our Trustees Social Worker Gradle Gardner Martin and we hold workshops for children and practitioners.

**ABOUT THE WORKSHOP**

This virtual Lego® Therapy Workshop will introduce you to the world of Lego® Therapy, and highlight the benefits for young people aged 16+ with additional needs. You will learn how to run your own Club, adapt the sessions to the young people in your setting and maximise the benefits of Lego® Therapy.

July 11, 2024  
2pm on Zoom



On 23rd and 24th August 2024, we worked with London Museum Docklands at their Family Festival of Caribbean Culture. Over 3,000 children and families attended, and experienced our ACE Learning Arts and Culture programme, learning about Jamaica, St. Lucia and Trinidad and Tobago. To learn about Jamaica, we taught the children about the Doctor Bird, which is an endemic species of hummingbird to the island! The children used iridescent sequins, card, tissue paper and other decorations to create their own hand-held bird.

To learn about St Lucia, our ACE Teacher, Miah taught the children about the Pitons (twin volcanic spires). We created a volcanic eruption, and it's safe to say the volcanoes created by our children in Jamaica earlier this month were MUCH better than ours! (Although we did try our best! Next, the children created volcano lamps using cups, tissue paper, card, decorations and battery-powered tealights. They all looked

very impressive!





To learn about Trinidad and Tobago, the children were taught about bioluminescence, which is an event that occurs in nature as a reaction to stress. We created a peephole box for the children to look at the phytoplankton through, and they each created a picture of how they wish their body could respond to stress.



## **Back-to-School Event**

As a result of the workshops held at London Museum Docklands, ASCF were able to allocate £600 toward Back-to-School supplies for children in St. Thomas.

On 15th August 2024, Sherene Lewis Hamilton and Anneisha Lewis purchased £300 worth of school supplies for the regular attendees of our safe haven.

### **The children received:**

- 2 sets of school uniform
- 2 school bags
- 1 water bottle
- 2 pairs of shoes
- 6 pairs of tights
- 3 blouses
- 2 rags
- 3 vests
- 7 packs of underwear
- 7 pairs of socks
- 24 exercise books
- 1 Language Arts Grade 5 textbook
- 1 Language Arts Grade 4 textbook
- 1 Literacy textbook
- 2 Grade 5 Maths textbooks
- 3 Grade 5 Science PEP textbooks
- 1 Year 5 Social Studies textbook

On 18<sup>th</sup> August 2024, ASCF partnered up with Port Morant LifeLine Mission for a Back to School Treat, where the second allocation of supplies (worth another £300) were distributed in the community of Port Morant.

### **The children received:**

- 6 school bags
- 60 geometry sets
- 3 packs of hard cover composition books
- 60 rulers
- 72 face rags
- 1 pack of pens
- 60 shoe polishes
- 5 shoe brushes
- 36 school glues
- 5 school bags



## Care Packages

Araba Scott Children's Foundation's

CARE PACKAGES FROM 1ST APRIL 2024 TO 31<sup>ST</sup> MARCH 2025 LOOKED LIKE:

- a shirt
- 3 pairs of shorts
- a set of briefs
- a towel
- a rag
- a deodorant
- lotion
- vaseline
- a toothbrush
- toothpaste
- \$3,000 worth of snacks
- 3 soap bars
- 3 marina vests
- 3 tissue rolls
- JA\$20,000 for a child's medical tests when they were critically ill
- JA\$10,000 for a disabled mother and baby in need of food and hygiene items

Araba Scott Children's Foundation

ITEMS FOR AN 11-YEAR BOY IN NEED

ASCF provided 3 care packages during this financial period, and they consisted of food and hygiene items for children and young families in need.

## Details of Awards

On 27th February 2025, a close partner of ours, Port Morant LifeLine Mission, celebrated 10 years of their charity! In the community, they are known for cooking free hot meals for elderly shut in people,



people in hospital, jails, families and the community in general. ASCF has supported many of their outreach efforts in the past, including providing school supplies for children, care packages for families with children, helping distribute food, designing their event flyers and much more.

### **Impact and Evaluation**

We know that ASCF is making a meaningful impact. We are still working out how to demonstrate our impact on children's lives in St. Thomas, but often the attributes we're trying to highlight aren't easy to measure. For example, how can you quantify the observant and caring behaviour of children who found and rescued an injured owl at their safe haven? After finding it and alerting our team, the children looked after and monitored it, all while respecting the owl's space. How can you measure the amount of pride we felt knowing the efforts our children made to look after one of God's creatures?

Perhaps, we can measure it by return visits from organisations who want to learn how we do what we do. Like Miriam's Haven from the neighbouring parish of Portland who visited us again in August 2024, following their first visit in April 2023. It goes to show we have a model that is replicable in other parishes. People want to start their own safe havens and part of their hope for doing so comes from seeing what ASCF has done over the 11-years.

At ASCF we have decided against trying to assess the children's academic progress in the same way schools do. Instead, we are taking an individualised approach to supplement the children's learning. Our assessments of each child are done weekly by our Director, who is sent the children's work to review by the Jamaica team. Answers that are incorrect are noted down and used to identify areas for improvement the following week. This allows us to tailor next week's tasks to the needs of the individual child, and it helps the Jamaica team think about new ways a particular topic can be taught so the child 'gets it'.

This is the same with behaviour. Any behavioural changes in the children, and community itself, are noted by the team and Alicia Louise who try to address these in the following session(s). The work we've done with the children on compassion in health, conflict resolution, the emotions wheel, our social and emotional learning games and empathy, are all things we chose to include in sessions as a result of things we'd observed in the children's interactions, and/or in things they say, or might be experiencing.

We believe that 1-1 reading with our team using the reading record is helping all the children become more fluent, confident and engaged readers. Our team note down the pace of reading, any new vocabulary to learn, any sounds that need to be worked on and any other observations. So many of the children are better readers because of this consistent practise. Likewise, in numeracy, we of course see massive improvements in the children's engagement with maths.



## **Our Vision for the Future, Ethos and Policies**

### **Our Ethos**

To provide children with artistic, cultural and educational activities in a nurturing environment that reminds them of their rights in the world. We promote children's rights and advocate against the use of corporal punishment to discipline children. Our vision is embodied by the following:

*Children in St. Thomas are learning, playing and creating in a safe and nurturing environment. The children's self-confidence grows and literacy rates improve, regardless of ability or disability. Children of all backgrounds treat each other with dignity and respect, as a result of learning better conflict resolution and tolerance for one another (as modelled by ASCF staff and volunteers).*

ASCF also supports the Jamaican Government's, National Shared Vision for education for 2030;

“Each learner will maximise his/her potential in an enriching, learner-centred education environment...supported by committed, qualified, competent, effective and professional educators and staff.

The system produces full literacy and numeracy, a globally competitive, quality workforce and a disciplined culturally aware and ethical Jamaican citizenry.”

ASCF's ethos is also in line with the performance targets set by the Jamaican Government as stipulated in the 2015 White Paper on Education, which promotes, “building community participation...to influence positive behavioural changes and stimulate a higher level of involvement.”

### **Our Policies**

This year we reviewed and/or updated the following policies after discussion with the Board before our AGM:

- **Code of Behaviour**
- **Conflicts of Interest**
- **Ethical Fundraising**
- **Equal Opportunities**
- **Financial Management**
- **Health & Safety**
- **Safeguarding Children & Young People**
- **Safe Recruitment**
- **Supervision**
- **Whistle-Blowing**

### **Structure, Governance and Management**

The trustees determine the general policy of Araba Scott Children's Foundation. The Director undertakes the key leadership role overseeing ACE Learning programmes in consultation with the trustees. The day-to-day administration is undertaken within the policies and procedures approved by the trustees. Our Lead Project Facilitator manages and is responsible for service delivery, reporting any maintenance issues to the Director or Board of trustees in Jamaica, and providing weekly reports of work carried out. The Lead Project Facilitator is also responsible for co-delivering and overseeing the work carried out by our ACE Educator on the ACE Learning Literacy and Numeracy Programme.

### **Organisational Management**

The trustees are responsible for the overall management and control of the Foundation and meet at least four times a year. The task of implementing most of our policies is carried out by the Director, our Lead project Facilitator, and members of the Ethics and Finance Committee who are in regular communication. They give of their time freely and no remuneration or expenses were paid in the year. The Director also volunteers her time, and no remuneration or expenses were paid in the year, due to a mutual decision to put the principal needs of the safe haven first.

### **Risk Management**

The trustees are responsible for the overseeing of the risks faced by the Foundation. The task of providing detailed considerations of risk is delegated to the Director, who may also work in collaboration with the Lead Project Facilitator. Risks are identified, assessed and controls established throughout the year. A formal review of the charity's risk management processes is undertaken on a yearly basis, and as such, reviews take place throughout the year as new projects are considered, and examples of good practice or challenges are highlighted.

Risk is managed under the headings of Child Welfare, General Security (on site and on future trips and events), and Fraud and Financial crime. The main risks that the trustees have identified and the plans to manage those risks are:

#### **Risk 1: Child welfare (abuse, negligence and hazards)**

**Impact:** Children's lives are negatively affected; the charity loses credibility and becomes unsafe for children.

**Likelihood:** For a charity that works with children, particularly those from vulnerable backgrounds, it is likely that harm can come to children through recruitment (people choosing to work with us with the intention of harming children) and through poor health and safety practices.

**Mitigation:** ASCF is dedicated to safeguarding children. Our main risk is to the safety of children, and we have taken the following steps to ensure that children are properly safeguarded.

ASCF will hold interviews and meetings with prospective volunteers, asking them why they want to take part in our work. Only those who have the necessary skills, passion and dedication to our cause will be recruited. Volunteers will be subject to a DBS check if they are coming from the UK.

Volunteers in Jamaica will be subject to a CRB check which is provided by the Jamaica Constabulary Force (JCF). The Police Certificate bares the background of each applicant and indicates whether or not an individual has any convictions recorded against him/her in Jamaica. If a prospective volunteer or staff member has a conviction for a sexual or violent offence, they will be automatically barred from working with ASCF. All other offences will be considered individually by the Board of Trustees.

Secondly, we have drawn up a health and safety policy to accommodate for every situation where a child could be harmed in the building. We will also inform children about the best practices to use to keep themselves and others safe from harm.

**Monitoring:** As far as possible, the Director will remain directly involved in the work with the children in St. Thomas and promptly address any concerns that come about. Additionally, a weekly report will be a mandatory part of the role of teachers, staff and volunteers at the centre(s). This means staff and volunteers are accountable for the safety of children at all times, and we can see how children are being treated, and address issues if they arise. Furthermore, once staff are instated we will

train them on how to keep children safe from harm and conduct risk assessments for work carried out in the building and on trips.

### **Risk 2: General Security On-Site and on Trips and at Events**

**Impact:** Children come to serious harm or go missing; the charity makes children vulnerable and unsafe.

**Likelihood:** Port Morant remains a relatively safe area, and Barnes Hall is highly visible to the community, guarded with a gate and has exterior grills and locks on the doors.

**Mitigation:** We want everyone to be safe in the building in Jamaica that ASCF operates from. The gate will be guarded by security while children are inside. Trips will require a full written risk assessment to be made to the Director before the trip takes place. ASCF's safe haven is a two minute-drive from the local police station.

**Monitoring:** All adults working with children will be responsible for overseeing their safeguarding, and a caretaker will be appointed who looks after the building's physical security. For example, making sure the outer gate is supervised, and to sign people in and out of the building.

### **Risk 3: Fraud and Financial Crime (money laundering, donations from proceeds of crime and tax evasion)**

**Impact:** The charity is put at risk of external scrutiny, or the charity comes under investigation by the Charity Commission and other authorities not by its own doing. Thus, affecting our public image permanently, it could be difficult to regain the trust of the public and our service users.

**Likelihood:** As a charity, there is always a risk of people taking advantage of our charitable status for their individual criminal gain.

However, at this stage, we'd say it's highly unlikely.

**Mitigation:** The fact that we usually announce or thank donors (of money, clothes, toys, books etc.) publicly, would probably be enough to prevent people from donating large amounts of money for fraudulent purposes. In the event we receive, or are offered, an anonymous donation of £25,000 we will report this as a serious incident to the Charity Commission. We will then consult the Charity Commission's Compliance Toolkit, 'Protecting your Charity from Harm' to see how to proceed next.

### **Trustee Recruitment and Training**

The Board of Trustees requires breadth and depth of experience to carry out its duties effectively and efficiently. When recruiting new trustees, the most important attribute is a passion for fostering safer childhoods, the work of ASCF and an understanding of the Arts, Culture and Education, as a holistic and rounded experience for children's personal growth.

We continue to advertise through our website ([www.arabascottcf.org](http://www.arabascottcf.org)) and social media platforms for:

- **A trustee with a fundraising/project scaling background.**

### **Charity Trustees**

The trustees of ASCF govern its work and new trustees are appointed by the existing Board of Trustees. All trustees have served throughout the year, except 1 who stepped down in 2025.

**Ethics Committee** | Paul Macey (October 2017)

**Finance Committee** | Shenaid Tapper (October 2016)

**Communications Committee**

Dr Ogugua Gee Okolo-Angus (10<sup>th</sup> September 2020)

Camile Pinnock (22<sup>nd</sup> September 2020)

Gradle Gardner Martin (10<sup>th</sup> November 2020)

Lisa Anderson (10<sup>th</sup> September 2021-24<sup>th</sup> November 2023)

Shantania Codling (1<sup>st</sup> January 2025)

Imaan Williams (29<sup>th</sup> October 2021 to 14<sup>th</sup> March 2025)

**Service Delivery Team**

These members are responsible for the operations of the charity and delivery of programmes to children:

**The Director** | Alicia Louise Williams

**Lead Project Facilitator and ACE Educator** | Sherene Hamilton Lewis

**ACE Educator** | Davian Skyers, Anneisha Lewis

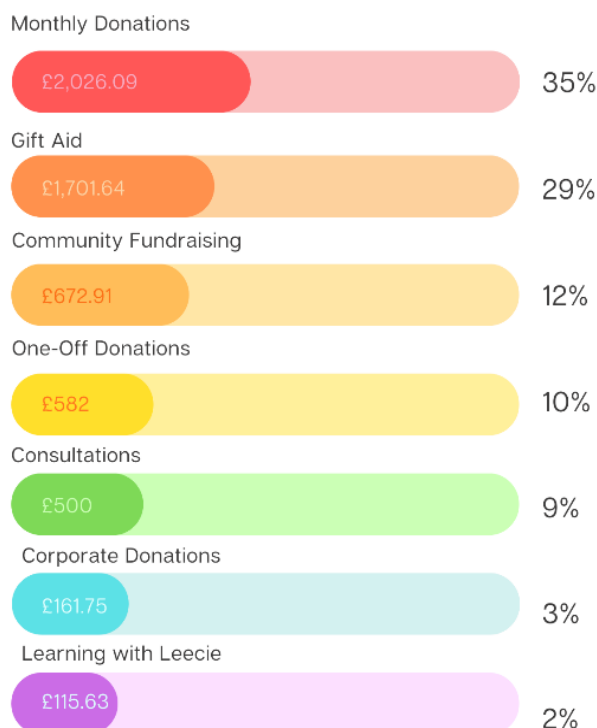
**Our Finances**

**Details of Voluntary Income and expenditure as of 31<sup>st</sup> March 2025**

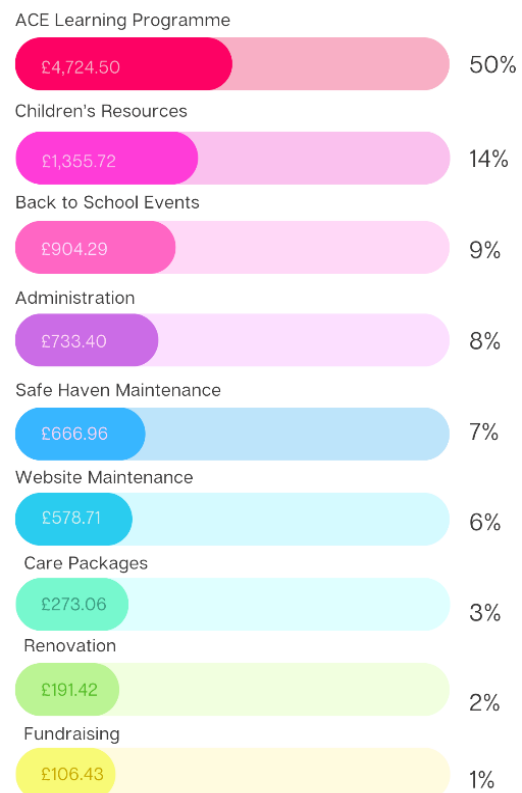
The financial statements show net incoming resources for the year on charitable purposes as £5,760. While our net outgoing resources for the year on charitable activities was, £9,534. The charts below indicate the numerical amounts and percentages for each income category.

As you can see, ASCF invested half of our budget into the ACE Learning programme, which was almost half-funded by our monthly donors. We claimed Gift Aid for the first time and as a result were able to collect and pay for the installation of two new solar panels. It means the team can now charge any USB device (like the charity phone) and connect a fan to keep them and the children cool.

**DETAILS OF ARABA'S VOLUNTARY INCOME FROM 01 APRIL 2024-31 MARCH 2025**



**DETAILS OF ARABA'S EXPENDITURE FROM 01 APRIL 2024-31 MARCH 2025**



**ASCF package: Helping you Register a Charitable Incorporated Organisation (CIO) with the Charity Commission in England and Wales**



**1**

**Initial consultation: £100\***

- 1-2 hours listening to and assessing your needs
- Ensuring the CIO model is the best fit
- Learning about your charitable aims
- Explaining the pre and post application process

**2**

**Application support: £300\***

- 7-14 days helping you find the right language for your application
- Application writing or assistance
- Unlimited reviewing and editing

**3**

**Governance support: £125\***

- Assessing the best governing document for you
- 7-14 days preparing your document
- Information gathering on your governance
- Unlimited reviewing and editing

\*All proceeds go towards the charitable works of Araba Scott Children's Foundation (1169742)

✉ arabascottcf@gmail.com

☎ 07898 018684

🌐 arabascottcf.org

learningwithleecie@gmail.com

# Learning with Leecie™

**30 minutes**  
**1 hour**  
**1.5 hours**

**QUALITY MATHS & ENGLISH TUITION FROM £20**

**Years 1-9 Maths and English Tuition**

**10 Spaces available per week**

**Clear Enhanced DBS** ✓ **Over 10 years experience in tutoring** ✓

To supplement our voluntary income, Alicia Louise added two new fundraising efforts: consultation packages and 'Learning with Leecie'. The consultation packages helped 1 individual set up their own charity in England and Wales. Learning with Leecie is a voluntary tuition service that our Director has been offering in the UK, where all proceeds go back to the charitable work of ASCF.

### Contact Details

**Registered Address:**

Araba Scott Children's Foundation  
1 Burcott Road  
Purley  
Surrey  
CR8 4AD  
G.B.

**Safe Haven Address:**

Barnes Hall  
Curtis Bottom  
St. Thomas  
Jamaica  
W.I.

**Website:** [www.arabascottcf.org](http://www.arabascottcf.org)

**Donations:** [www.arabascottcf.org/donate](http://www.arabascottcf.org/donate)

**Registered Charity No. 1169742**

## Professional Advisors

**Bank:** Reliance Bank Ltd, Faith House, 23-24 Lovat Lane, London, EC3R 8EB

# Receipts and Payments Account

Year start date

Year

end

date

<b>For the year from</b>	<b>1st April 2024</b>	<b>To</b>	<b>31st March 2025</b>
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## Receipts and payments

	2024/05	2024/05	2024/05	Last Year
	Unrestricted funds	Restrict ed funds	Total funds	Total funds
	£	£	£	£
<b>Receipts</b>				
<b>Donations, legacies and similar income</b>				
Monthly Donations	2026	-	2026	2493
One-Off Donations	582		582	637
Awards	0	-	0	0
Corporate	161	-	161	61
Legacy	0		0	5161
<b>Sub total</b>	<b>2769</b>	<b>-</b>	<b>2769</b>	<b>8352</b>
<b>Gift Aid</b>				
Gift Aid	1702	-	1702	-
<b>Sub total</b>	<b>1702</b>	<b>-</b>	<b>1702</b>	<b>-</b>
<b>Fundraising (gross)</b>				
Community	673	-	673	826
Learning with Leecie	116	-	116	-
Consultation	500	-	500	-
<b>Sub total</b>	<b>1289</b>	<b>-</b>	<b>1289</b>	<b>826</b>
<b>Total Gross Income</b>	<b>5760</b>	<b>-</b>	<b>5760</b>	<b>9178</b>

Asset and investment sales, etc.

-	-	-
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-
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**Total receipts**

5760	-	5760
------	---	------

9178
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## Receipts and Payments Account

	Year start date	Year start date	Year start date	Year end date
<b>For the year from</b>	<b>1st April 2024</b>	<b>1st April 2024</b>	<b>1st April 2024</b>	<b>31st March 2025</b>
			<b>T o</b>	

### Receipts and payments

	2024/05	2024/05	2024/05	Last Year
	Unrestricted funds	Restricted funds	Total funds	Total funds
	£	£	£	£
<b>Payments</b>				
<b>Charitable Payments</b>				
ACE Learning Programme	4725		4725	3751
Administration	733	-	733	521
Art Therapy	0		0	0
Back to School Supplies	904	-	904	0
Care Packages	273	-	273	127
Children's Activities	-	-	-	76
Children's Resources	1356	-	1356	704
Insurance	0	-	0	0
Renovations	191	-	191	568
Safe Haven Maintenance	667	-	667	627
Training	-	-	-	0
Website Maintenance	579	-	579	103
Travel	-		-	20

School Fare	-	-	-	0
<b>Sub total</b>	<b>9428</b>	<b>-</b>	<b>9428</b>	
<b>Fundraising expenses</b>				
Community	106	-	106	132
Events		-		
Internal	-	-	-	-
<b>Sub total</b>	<b>106</b>	<b>-</b>	<b>106</b>	<b>132</b>
<b>Total Gross Expenditure</b>	<b>9534</b>	<b>-</b>	<b>9534</b>	<b>6629</b>
<b>Asset and investment purchases, etc.</b>				
	-	-	-	-
<b>Total payments</b>	<b>9534</b>	<b>-</b>	<b>9534</b>	<b>6629</b>
<b>Net of receipts/(payments)</b>				
	-	-	-	-
<b>Cash funds last year end</b>				
	-	-	-	-
<b>Cash funds this year end</b>				
	-	-	-	-

## Statement of assets and liabilities at the end of the year

	31st March 2025	31st March 2025	31st March 2025	31st March 2024
	Unrestricted funds	Restrict ed funds	Total funds	Total funds
	£	£	£	£
<b>Cash funds</b>				
Bank current account	92	-	92	3627
Bank deposit account	-	-	-	-
Cash/Floats	-	-	-	-
	-	-	-	-
	-	-	-	-
<b>Total cash funds (Agree balances with</b>	<b>92</b>	<b>-</b>	<b>92</b>	<b>3627</b>

receipts and payments  
account(s)

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Signed by one trustee on behalf of all the trustees

Signature


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Print Name

SHENAID TAPPER
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Date of  
approval

29/01/2026
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**ARABA SCOTT CHILDREN'S FOUNDATION**

England & Wales - Charity number 1169742

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# Accounts

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## **Araba Scott Children's Foundation Trustees' Annual Report 2024**

The trustees of Araba Scott Children's Foundation present their annual report and accounts for the period **1<sup>st</sup> April 2023 to 31<sup>st</sup> March 2024**, and confirm they comply with the requirements of the Charities Act 2011, the constitution, and the Charities SORP (FRS 102).

### **Executive Summary**

This year marks 7 years of Araba Scott Children's Foundation (ASCF), and 10 years of service to children and families in St. Thomas, Jamaica! Our Director was able to celebrate this milestone with the children in-person at our safe haven. We played games, had cake, drinks and snacks to enjoy our 10-year anniversary and reflect on all our progress. The children (alongside a qualified electrician) also got involved in the installation of 3 solar floodlights, allowing us to have light in the safe haven for the first time. Not only are we increasing our sustainability, but we are enhancing the security of the children and safe haven in the evenings.

Our total voluntary income for this financial period was £9,178; nearly 3 times more than at the end of March 2023. We are astounded by the progress we made this financial year and are pleased with how much we could achieve with it. Our Marketing this year led to us generating the highest amount of voluntary income in ASCF's history. Our main source of voluntary income came from two legacy donations, overtaking donations from any other donation category for the first time.

Our total expenditure for this financial period was £6,629 – a 14% increase from last year. The ACE Learning Programme accounted for the majority of our spending, owing to the delivery of 139 sessions, which is nearly double the number we delivered last year (70).

Four days per week, we held free sessions in:

- ACE Learning Literacy
- ACE Learning Numeracy
- ACE Learning Arts and Culture
- Lego® Club and
- Kidz Klub

Other children's activities included a trip to Sunny Hill Coconut Farm, Emancipation Park and Barcadia (a virtual reality arcade). The first trip was organised by our Lead Project Facilitator, Kamara Webb and the second by our trustee, Gee Okolo-Angus. This year we did not spend any money on workshops as we prioritised the ACE Learning Programme. ASCF



supported a number of children from our safe haven who entered the local Banana Festival Pageant by providing fabric, costumes and encouragement at rehearsals.

The strategic aims we made most progress on were, Fundraising (Strategy Item 2), Marketing (Strategy Item 3), and Education (Strategy Item 6). We received both of our legacy donations, as a result of our flyers, website, social media presence and engagement with other users online. We also had several members of the public arrange visits to our safe haven.

Visitors included:

- Electrician and former bathroom showroom owner, Lyton Mark from the UK
- Poet, author and social worker, Hylton Grace from the Cayman Islands
- Founder and CEO of the Black Curriculum, Lavinya Stennett from the UK
- Founders of a children's charity in Portland, Jamaica who wanted to learn how they could replicate a service like ours in their parish. The team was led by Sherene Williams from the UK.
- Registered nurse, Sandra Campbell from the UK

One of our aims is to keep children in education no matter their circumstance, ability or financial situation. We have successfully intervened to help children develop their basic literacy and numeracy skills. ASCF has taken an individualised approach this year, allowing us to track and celebrate the achievements of each child. ACE Learning sessions also teach children new skills that will help prepare them for life.

Additionally, ASCF was able to support children and families more broadly across St. Thomas. To Lysson's Primary School, and the Staunton Road Basic School, we donated Lego®, whiteboards, toys, storybooks, [the Lego® Therapy Workbook](#), Play-Doh, skipping ropes and more. A Lego® Club was also established in Lysson's Primary School, which is the first Club ASCF has set up outside of our safe haven. We also partnered up with Port Morant LifeLine Mission on 2 occasions to provide ingredients for hot meals and the transportation to get them to the recipients.

This year, ASCF took advantage of new opportunities to raise awareness of our work and fundraise. We were invited to be exhibitors at the Black British Book Festival in Manchester on 17th September 2023. This was our first experience at a book festival, and we sold 6 copies of our Lego® Therapy Workbook. We were then invited again to the Black British Book Festival in the Southbank where we sold 8 Workbooks. We gained new donors by speaking to members of the public and received one-off donations too.

Another first for ASCF was hosting workshops for companies about autism and our Lego® Therapy Workbook. We presented to employees of Deloitte at their 'Autism in the Workplace' event and did a workshop with children at the Institute of Wellbeing.



In recent years, not excluding this one, we have noticed the adverse effects of climate change in our local community. Heavy flash flooding in November prevented us from opening our safe haven and saw many children frequently sick. AS ASCF goes forward, we would like to work with the community to see how we can all change our behaviours to mitigate the effects of climate change on children and the wider society. This might involve us organising a meeting with local residents and businesses to ensure that all waterways and drains are free of rubbish, so rainwater can drain properly for example.

In November 2023, we said goodbye to our Lead Project Facilitator, Kamara Webb and welcomed in Davian Skyers (a former ASCF child) and Sherene Hamilton. Hobbian Turgott (a former ASCF child and resident maths genius) also returned to strengthen our new Jamaica team.

We look forward to the next financial year, and trust ASCF and our teams in the UK and Jamaica will go from strength to strength, as we work to ensure all childhoods in St. Thomas are thriving, happy and healthy.



*Child playing on the safe haven veranda with volunteer, Sandra Campbell in the background*



### Mission Statement

ASCF's mission is to bring children of all circumstances living in St. Thomas together with professional artists, teachers, and therapists, to create, learn, play and embrace their culture, increasing wellbeing, tolerance, and helping give children a positive view of themselves.

### Strategy and Objectives for 2023 and 2024

Our current strategy aims to make progress in 6 key areas: organisational development, fundraising, marketing, art, culture and education. A detailed internal document has been produced to outline each strategy, its rationale, our current position, where we expect to be by 2024 and our details of actions. In brief:

Concerning:

- **Strategy Item One, 'Organisational Development' between 2021-2024**

We are enhancing the effectiveness of ASCF's governance and management, by striving for a fully active and involved Board of Trustees and fully remunerated staff team. Additionally, we want a wide range of skills and representation within the Board of Trustees and Advisors.

Concerning:

- **Strategy Item Two, 'Fundraising' between 2021-2024**

We continue to scale up our fundraising efforts by seeking a fundraising volunteer to help identify key trusts and foundations to apply to for core costs, writing *or* editing grant applications, and arranging media and PR events that we can attend or participate in. Thus, raising enough funds to allow ASCF to operate a full cost recovery model that can sustain and expand our children's work in St. Thomas, Jamaica.

Concerning:

- **Strategy Item Three, 'Marketing' between 2021-2024:**

We are raising awareness about, and engaging more of the public with our work, both in-person and on social media, allowing us to share our successes, evidence of learning and solutions to challenges in St. Thomas, Jamaica.

Concerning:

- **Strategy Item Four, 'Art' between 2021-2024:**

We have developed a dedicated arts programme, as part of the ACE Learning programme, creating our own lesson plans that teach children different artistic styles. By highlighting



children's natural propensity for art-making, we are encouraging relaxation while learning skills and methods of creativity that could be used as a trade, or coping tool in later life.

Concerning:

- **Strategy Item Five, 'Culture' between 2021-2024:**

We have established a dedicated cultural learning programme for children, helping children in St. Thomas celebrate their culture and history, and the stories of others. Therefore, supporting children's development of self-confidence, empathy and tolerance towards others.

Concerning:

- **Strategy Item Six, 'Education' between 2021-2024:**

We have doubled the number of classes we offer to children per week and doubling our team so that children aged 4-10 are taught by two primary school educators, and children aged 11-17 are taught by two secondary school educators. We are benefiting from having safely recruited more skilled and passionate volunteers, and have a mobile ACE Learning service for children who are confined to their home due to a physical disability.

### **Our Aims**

The CIO operates under its governing document which was authorised by the Charity Commission for England and Wales on 18<sup>th</sup> October 2016 and included the regulations for appointment of trustees.

The objects of the CIO are to advance in life and relieve the needs of young people in St. Thomas, Jamaica through:

#### **1. Advancing education;**

**The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;**

**Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.**

**2. To advance the education of the public in St. Thomas, Jamaica but not exclusively by the provision of basic literacy and numeracy classes.**

### **Review of Activities**



*Children playing with their sensory parachute at the safe haven*

### **Participant Numbers and Activities**

Between April 2023 and March 2024, ASCF delivered 139 weekly ACE Learning sessions, Kidz Klub and Lego® Therapy. Each session had between 1 and 15 participants. Play is embedded into every session, and children always have access to toys and play equipment. Although we have not given play its own category the children regularly dress up, play games with friends, play with the toys and read for leisure.

### **ACE Learning Arts and Culture**

In ACE Learning Arts and Culture, the children studied countries such as, Zimbabwe, Iraq, Angola, Cuba, Former Yugoslavia, San Marino, Trinidad and Tobago, Yemen and Cayman Islands. The lessons are divided into two parts: listen and learn, and then an art project related to what the children have just learned. For instance, when studying Trinidad and Tobago, the children learned about bioluminescence at the Ortoire River, and how all living organisms



**ACE LEARNING ARTS & CULTURE**

2. HEY DOC!

Create the male Doctor Bird. It's crown and crest are black, it's beak is red with a black tip, it's upper part is an iridescent green, it's tail is black with bronze tips, and it has 2 black streamer tails.

**START HERE**

1. Fold an A4 piece of card in half and along the crease, draw the outline of half of the bird's head, wings and tail.
2. Still folded, cut along your outline and decorate.
3. Using the ruler, cut a strip 6cm by 10cm from the other side.
4. Cut the strip into 10 small pieces.

6. Next, cut out a strip 10cm wide. Place it horizontally on the underside of your bird.

7. Use glue or tape to attach the strip to both sides of the bird's body. Leave a gap for your fingers to go in.

8. Use the ruler to draw some eyes and a beak on the strip.

9. Use the ruler to draw a streamer tail on both your bird's tail.

10. Use the ruler to draw a streamer tail on both your bird's tail.

11. Use the ruler to draw a streamer tail on both your bird's tail.

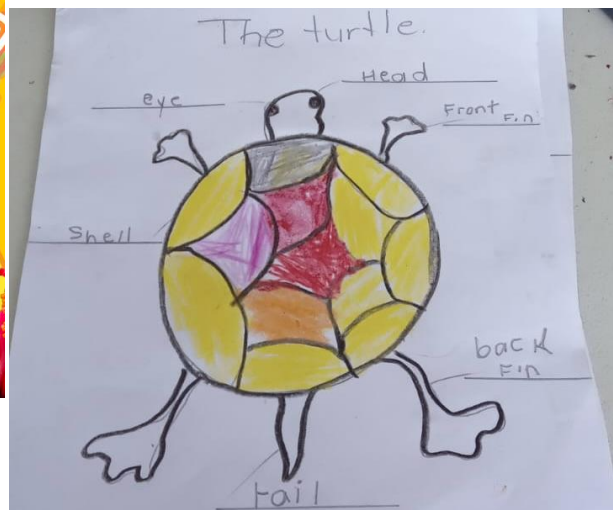
12. Use the ruler to draw a streamer tail on both your bird's tail.

**NEED:**

- A4 card
- Black, red and bronze paint
- A ruler
- Sticky tape or glue
- Scissors
- Glitter

have ways to release stress. The children's task was to draw a picture of how they wish their body could respond to stress.

For each country, or culture, we study, we continue to incorporate any African influences, or artists with African heritage. This exposes the children to the inventions, talents, and histories of Africans in the world – something that we have always strived to make the children feel proud of.



*Drawing and labelling of a turtle in a session about the Cayman Islands*

### **ACE Learning Numeracy**

In ACE Learning Numeracy, the children continue to work in groups and on a one-to-one basis with our Jamaica Team and Director, who plans and reviews their work weekly. We continued to focus on memorisation of times tables from 1-12, 2D and 3D shapes, measurement, and mental arithmetic. In sessions, we continue to employ a range of manipulatives and tactile resources, such as cubes, the abacus and Lego® to support the children as they learn. ASCF created their own mixed maths test papers, which introduce children to a variety of maths concepts. Each test paper is designed for a different age group and is used by our Director to identify areas for improvement in the next session. If children from the same age group are struggling on the same question it means the next session is tailored towards that topic. If one child out of the group is struggling in a different area(s), this child will receive one-to-one support in the next session.



Age 8-10

**ACE Learning Numeracy Test 6**

1.	$\frac{1}{2}$ kg is the same as 500g. Add $\frac{1}{2}$ kg to 300g.	— g	9.	Find $\frac{1}{5}$ of 40 (40 divided by 5).	
2.	Add $\frac{1}{2}$ kg to 600g	— g	10.	$\frac{1}{4}$ of 1000 =	
3.	There are 1000g in 1kg. True or false?		11.	$\frac{3}{4}$ of 1000 =	
4.	$\frac{1}{2}$ of 24 = 24 divided by 2 $\frac{1}{4}$ of 24 = 24 divided by 4?		12.	How many fourths are in 12 whole ones ( $4 \times 12$ )?	
5.	Difference means take away. Find the difference between 230 and 37.		13.	Divide 80 by 10	
6.	$\frac{1}{3}$ of 36 = 36 divided by 3 $\frac{1}{9}$ of 36 = 36 divided by 4?		14.	If one shoe costs \$1000, how much do 3 shoes cost?	
7.	Multiply the number of sides a hexagon has by 9 ( $9 \times ?$ )		15.	If 90 shoes cost \$900, we can divide 900 by 90 to find the price of one shoe. True or false?	
8.	Eights in 4 whole ones = $8 \times 4$ . What is $8 \times 4$ ?			My score	



Example of one of ASCF's Numeracy Tests

### ACE Learning Literacy

In ACE Learning Literacy, we continue to offer different tasks for 'beginner readers' and 'confident readers'. Our beginner readers continue to learn their phonics and our Jamaica Team read to the children, showing them the pictures and words whilst reading. Our 'confident readers' are encouraged to take books home to read and also read to staff in their sessions. The children enjoy playing literacy games, for example, 'Homophone Bingo'. ASCF also began creating our own literacy worksheets for use in sessions.



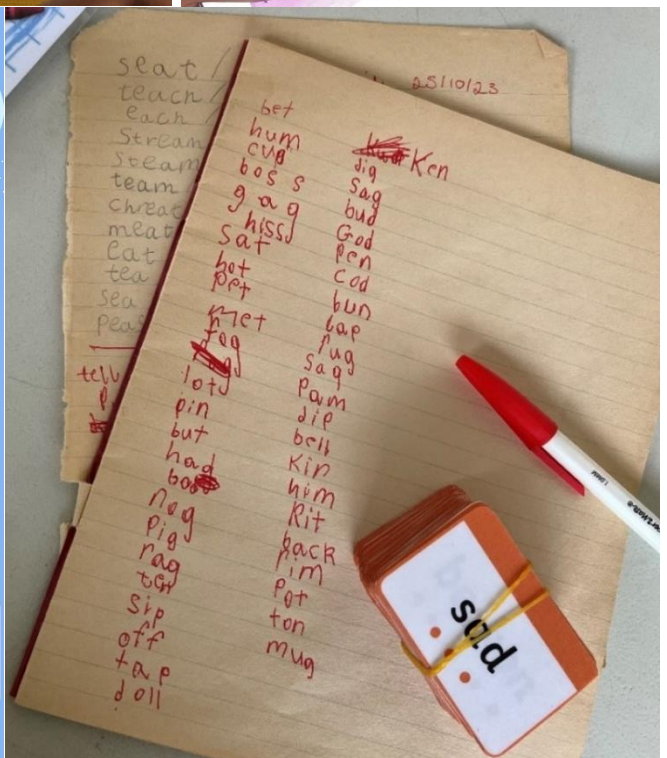
**Create a character (confident readers)**

Think of a character. Use interesting adjectives and similes\* to bring it to life. Then, swap your character description with a friend, and see if they can draw your character the way you've imagined it. Here is an example:

- His name is **Pixel the Powerful**, and he wears **cherry red boots** that are **twice his size**.
- Pixel **has no eyes and ears**, but he does have the **largest smile you've ever seen!**
- He is a **patchwork of bright multi-coloured squares**
- Pixel looks **friendly**, but he is so **big you wouldn't want to mess with him**.

Did your friend do a good job creating your character? Could you have added more detail to help them? Was your description detailed and vivid enough?

A simile compares one thing to another to emphasize their similarity in an interesting way.\*



One of ASCF's worksheets on similes for literacy

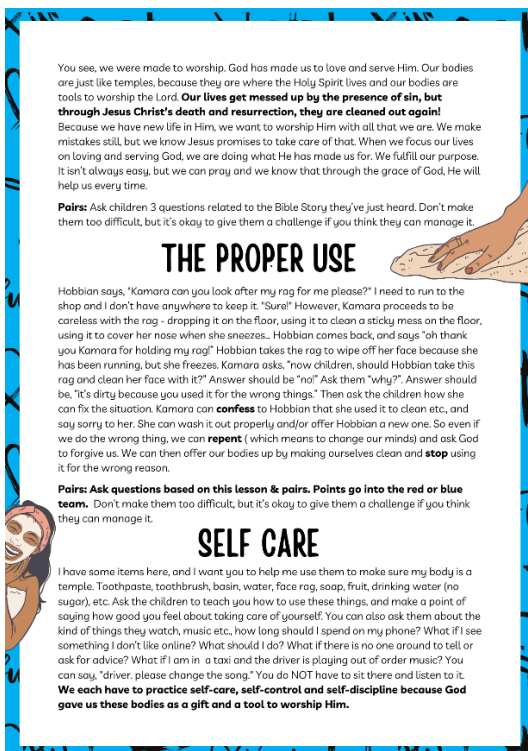
A child's recall of phonics and sight words

## Kidz Klub

ASCF has begun designing our own versions of the Kidz Klub lesson plans. We have explored topics such as, 'our body is a temple', and 'choosing the right friends'. We always begin with a game, worship through song, shout the 4 points (God loves me, I have sinned,



Jesus died for me, I need to decide to live for him), memory verse from the previous week and a new one to learn, the bible lesson, object lesson, pairs game, point of decision and prayer. When our volunteer, Sandra Campbell came, she and the children would pray together and put on impromptu church services. They enjoyed clapping, drumming and singing with her. The children described Sandra as, “funny, a great storyteller, kind, caring and loving.”



Example of one of ASCF's Kidz Klub lesson plans

Volunteer, Sandra Campbell, praying with the children

## Safe Haven Lego® Club

The Lego® Club at our safe haven in Jamaica, continues to help the children develop their social communication skills. The children continue to enjoy their roles as, 'Engineer', 'Builder' and 'Supplier'. Our Club days are the most popular, and the children are always proud to have their models photographed and seen by others.

## Supporting Port Morant CDC Banana Festival

For the first time, ASCF was able to attend and support the annual Banana Festival organised by the Port Morant CDC. Three of our young people from the safe haven had entered their pageant; Kamoya, Yulaina and Jamelia. The pageant involved performing a group dance around the theme of child abuse and child empowerment. There was also a talent piece and interview section. We supported children to practise their responses to questions about the



different types of child abuse, its definition, positive parenting and views they hold about themselves. Our volunteer Sandra, helped to encourage the young people (including the other contestants from the community) and we provided the CDC with West African fabrics, outfits and props for the children and stage.

Jamelia won 2<sup>nd</sup> runner up and won an additional award for her talent piece called, “Banana, Banana”. In this performance, she movingly portrayed the life of a young girl forced to sell bananas each morning to pay for her taxi fare to school. Jamelia’s acting had a great impact on the audience, was confident, clear and bold. We celebrated Jamelia and all the other contestants.



*Jamelia Betty 2nd Runner Up of the Banana Festival Pageant 2023*

### **Supporting Schools, Children and Families across St Thomas**

Between May and June 2023, ASCF donated resources to, and spent time in, Lysson’s Primary School and Staunton Road Basic School. Miss Glover’s Grade 3 class at Lysson’s Primary School received 6 scented Play-Doh’s, 30 whiteboards (for handwriting, numeracy and phonics), transparent, coloured sheets to help children with special educational needs find reading easier, a poster for their current topic of mini beasts, a copy of our Lego® Therapy



Workbook and a large Lego® set. They have since set up their school's first Lego® Club for children with and without autism!



*Students of Staunton Road Basic School and Lysson's Primary School's with the donated toys, Lego® set, books and posters*

ASCF spent two days with the students and staff at Staunton Road Basic School, helping the children with their classwork. We met with Mikey Williams, a porter at Princess Margaret Hospital, who got in touch with us about getting some support for the school. ASCF donated whiteboards, toys, books and Play-Doh.



*Students of the Staunton Road Basic School*

In the wider community, we were able to provide 4 care packages for children and families in need. This included, food, hygiene items, slippers and money for transportation of meals. In August 2023, we didn't hold our usual back to school event. Although, we were able to provide back to school supplies for 4 children as part of their care packages.

Between September and October 2023, ASCF helped provide hot cooked meals for families at a community event hosted by Port Morant LifeLine Mission. This was a Praise and Worship event open to all the public and while education is at the heart of what we do, physical and spiritual hunger are two factors that must be addressed as poverty continues to grow in the parish. We also helped purchase meat and transportation of meals for one of Port Morant LifeLine Mission's community outreach days. Their outreach team, Miss Vinette and Miss Pearl, sent meals for those in the local jail, the hospital, families with children and the elderly who are shut in. They prayed with those in custody and joined them for a devotion to bring the hope of Christ to them.



*Miss Vinette serving up the food on outreach day*

## **Workshops and Trips**

In April 2023, we were invited to Deloitte's Autism in the Workplace corporate event, where we shared the Lego® Therapy Workbook. We discussed how simple changes in online settings can make the environment more accessible for autistic employees. This was our first online workshop.

On 23rd March 2024, the singer Elle Cato hosted us at the Institute of Wellbeing in Croydon for a workshop on Lego® therapy. We used our Lego® Therapy Workbook to demonstrate how Lego® Therapy works. This was our first in-person workshop in the UK, and the children really enjoyed themselves. They learned how to ask for help when they need it, celebrate themselves, stick to their roles, follow instructions, be a leader, and allow others to do things for themselves.



In August 2023, our children went on two trips. Our Lead, Kamara, took the children to Sunny Hill Coconut Farm for the day. The children devoured some sugar cane, freshly caught fish from the river, roast breadfruit, soursop and so much more! They enjoyed swimming in the river, playing freely, dancing and relaxing.

The second trip was hosted by our Trustee, Gee and her organisation, [Change Agents in Action](#). The [Kingston Education Experience](#) gave 12 children the opportunity to learn about self-love, self-care, self-reliance, self-responsibility, self-belief and self-direction. Gee used team games and discussions to help the children implement these habits in their daily lives and be motivated towards choosing a good path. The children were then treated to a virtual reality experience at Barcadia, which was a first for all of them. Gee and her volunteers, Sandra and Hyacinth presented the children with individual gifts and money for back-to-school supplies. They also spoke to the children, encouraging them and helping shine a light on their greatness.



**Fundraising**

Araba Scott Children's Foundation were exhibitors at our first book fare, selling and promoting our [Lego® Therapy Workbook](#). On 17<sup>th</sup> September 2023, we were gifted a stall at [The Black British Book Festival](#), held in Manchester Library. We sold 6 copies and received a kind donation of £100. On 28<sup>th</sup> October 2023, we returned to the Black British Book Festival at the Southbank Centre, selling 8 Workbooks and receiving a £20 donation. It was wonderful to have met so many enthusiastic, educators, families and supporters of our charity! We were also very thankful to our patron, T'Leisha Senior and our group of volunteers who came to help.



*Trustee, Imaan Williams donated our first banner for events in time for the second Festival at the Southbank Centre*



For our first fundraiser of 2024, we organised an online, '7pm Crew' motivational fitness fundraiser. We had two participants and raised £60.



In February 2024, Araba Scott Children's Foundation decided that all donations of £25 or more will grant a school, organisation or family a free copy of The Lego® Therapy Workbook. So far, we have donated to Croydon University Hospital's, Children's Optometry Playroom and Speech and Language Therapy Department.

By 1<sup>st</sup> April 2025, we had sold 21 Lego® Therapy Workbooks. Our goal is to have our book in every school in England and Wales, and any home, specialist Autism Resource Base or community hub that would benefit from it.

### Details of Awards

This financial year was the first time Araba Scott Children's Foundation didn't receive any Awards.

### Impact and Evaluation

*"Where is the best place you've ever been?" (Alicia Louise)*

*"Here." (CeeCee)*

*"Really?" (Alicia Louise)*

*"Yes". (CeeCee and Moya chimes in too)*

The quote above came from a young person during a conversation about differences and similarities at our safe haven. The book we were reading explained that we all have different beliefs and attitudes towards life, and as long as we are not harming ourselves or others, we have a right for these to be respected. As an example, our Director asked the children what the best place they'd ever been to was. The logic is that while one of your peers may think 'x'



is the best place, another may think 'y' is the best place, but both opinions are valuable and worth respect. So, to hear that the safe haven is the '**best place**' both children had ever been to, is one of the best ways to demonstrate our impact. Our safe haven that is full of books, toys, sensory equipment, learning resources, games and kind people, is the best place some of our children have ever been to!



In January 2024, we were particularly impressed with two of our students, *Joelisa*, and *Jamelia*. 5-year-old Joelisa participated in a spelling bee at school and won! 11-year old Jamelia finally mastered all of her times tables! Our team is proud to be a part of these children's academic journeys - and we thank our staff for the many hours invested in teaching the children during our ACE Learning sessions.

When Sherene Williams and her volunteers from Portland came to visit

our safe haven, they reported back that they were so "impressed" and "inspired" by what they saw, and said we have, "so much going on!"

At ASCF we have decided against trying to assess the children's academic progress in the same way schools do. Instead, we are taking an individualised approach to supplement the children's learning. Our assessments of each child are done weekly by our Director, who is sent the children's work to review by the Jamaica team. Answers that are incorrect are noted down and used to identify areas for improvement the following week. This allows us to tailor next week's tasks to the needs of the individual child, and it helps the Jamaica team think about new ways a particular topic can be taught so the child 'gets it'.

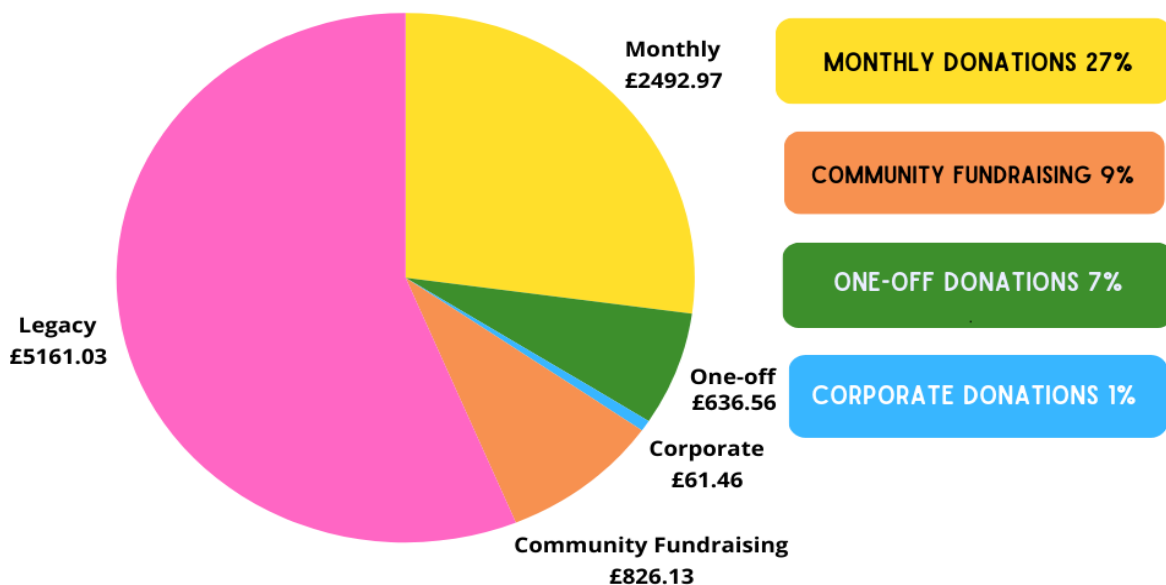


## Our Finances

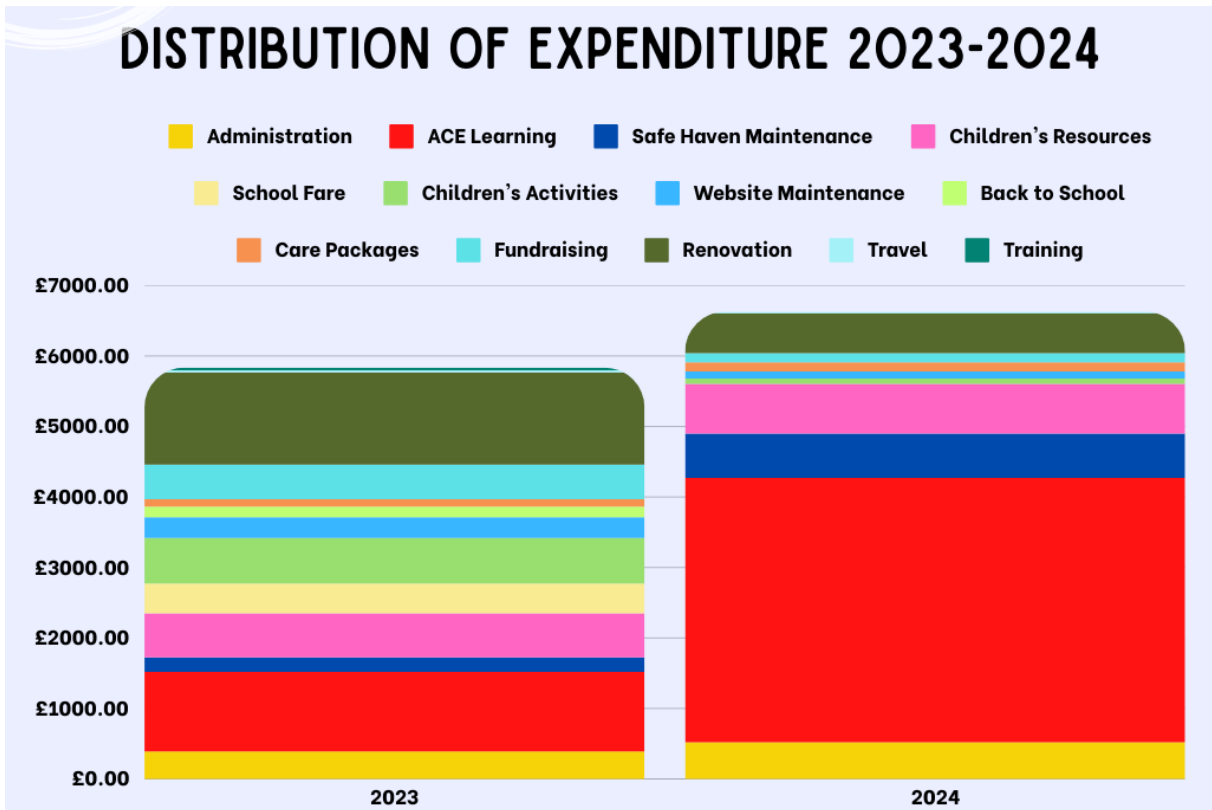
### Details of Voluntary Income as of 31<sup>st</sup> March 2024

The financial statements show net incoming resources for the year on charitable purposes as £9,178. The chart below indicates the numerical amounts and percentages for each income category.

## DISTRIBUTION OF VOLUNTARY INCOME MARCH 2024



Two legacy donations accounted for the majority of our voluntary income (56%), which is considerably more than any other year in ASCF's history. Monthly donations contributed 27%, which is 26% less than in 2023. One-off donations (7%) made by members of the public fell by half this year (14% last year). Community fundraising efforts comprised nearly 10% of our income, which is a 2% increase from last year. Corporate donations constituted 1%, compared to 5% last year, and we received no financial awards this year.



### Details of Expenditure as of 31<sup>st</sup> March 2024

Our financial statements show net outgoing resources for the year on charitable activities as, £6,629. The chart above shows a comparison between the allocation of expenditure from the last financial year to the present.

In March 2024, most of our spending was allocated towards our ACE Learning programme (56%) which paid 2 members of staff a stipend to deliver 139 sessions throughout the year, (last year 20%). Spending on children's resources (10%) decreased by half (last year 21%). Spending on renovation was 9%, which is 13% less than in 2023. Spending on safe haven maintenance increased by 5% from last year (4%) and included services of a weekly cleaner, cleaning products, front yard chopped.

We saw a 2% decrease in spending on administrative fees such as Zoom and Donor Box subscriptions, bank charges, money transfer fees, foreign exchange charges (10% last year). Children's activities (1%) 10% less than last year as we prioritised spending on ACE Learning rather than on trips and workshops. Spending on fundraising decreased by 5% in this period (7% last year). Website maintenance and travel constituted nearly 3% of spending.



No spending was allocated to children's school fares and lunch(es) this year, but we did maintain 2% expenditure in care packages, which did help children go to school.

There was also no spending on our annual back to school event or training (although 4 children's care packages supported them to return to school, as aforementioned).

**EXAMPLES OF SAFE HAVEN MAINTENANCE**

- MONTHLY CLEAN
- YARD CHOPPING
- DRINKING WATER
- HAND SOAP
- BIN LINERS
- FAB
- SECOND BIN
- CURTAIN
- BLEACH

**EXAMPLES OF CARE PACKAGES**

- TOOTH PASTE + BRUSH
- HOT MEALS
- T-SHIRTS + SLIPPERS
- MEAT
- RICE
- SOAP
- TRANSPORTATION
- OATS PORRIDGE
- JUICE

**EXAMPLES OF CHILDREN'S RESOURCES**

- SEWING KIT
- PAPER + PENCILS
- POSTER PAINTS
- PLAY-DOH
- STICKER BOOK
- CUPS
- SPEAKER
- POM POMS
- WIPES

**FANCY DRESSES**

**CHILDREN'S RESOURCE PHOTO:** A young child in a red shirt is sitting at a desk, holding a yellow pencil and writing on a piece of lined paper.

**Our Vision for the Future, Ethos and Policies**

**Our Ethos**



To provide children with artistic, cultural and educational activities in a nurturing environment that reminds them of their rights in the world. We promote children's rights and advocate against the use of corporal punishment to discipline children. Our vision is embodied by the following:

*Children in St. Thomas are learning, playing and creating in a safe and nurturing environment. The children's self-confidence grows and literacy rates improve, regardless of ability or disability. Children of all backgrounds treat each other with dignity and respect, as a result of learning better conflict resolution and tolerance for one another (as modelled by ASCF staff and volunteers).*

ASCF also supports the Jamaican Government's, National Shared Vision for education for 2030;

"Each learner will maximise his/her potential in an enriching, learner-centred education environment...supported by committed, qualified, competent, effective and professional educators and staff.

The system produces full literacy and numeracy, a globally competitive, quality workforce and a disciplined culturally aware and ethical Jamaican citizenry."

ASCF's ethos, is also in line with the performance targets set by the Jamaican Government and stipulated in the 2015 White Paper on Education, which promotes, "building community participation...to influence positive behavioural changes and stimulate a higher level of involvement."

### **Our Policies**

This year we reviewed and/or updated the following policies after discussion with the Board before our fourth AGM. Policies were not altered if after reviewing and discussing the entirety of each policy, the Board and the Director decided that no changes needed to be made to their contents.

**Code of Behaviour;** this was reviewed, and new contacts were added.

**Conflicts of Interest;** this was reviewed but not altered.

**Ethical Fundraising;** this was reviewed but not altered.

**Equal Opportunities;** this was reviewed but not altered.

**Financial Management;** this was reviewed but not altered.

**Health & Safety;** this was reviewed but not altered.

**Safeguarding Children & Young People;** this was reviewed, and new contacts were added.

**Safe Recruitment;** this was reviewed but not altered.

**Supervision;** this was reviewed, and new contacts were added.

**Whistle-Blowing;** this was reviewed but not altered.



## **Structure, Governance and Management**

The trustees determine the general policy of Araba Scott Children's Foundation. The Director undertakes the key leadership role overseeing ACE Learning programmes in consultation with the trustees. The day-to-day administration is undertaken within the policies and procedures approved by the trustees. Our Lead Project Facilitator manages and is responsible for service delivery, reporting any maintenance issues to the Director or Board of trustees in Jamaica, and providing weekly reports of work carried out. The Lead Project Facilitator is also responsible for co-delivering and overseeing the work carried out by our ACE Educator on the ACE Learning Literacy and Numeracy Programme.

## **Organisational Management**

The trustees are responsible for the overall management and control of the Foundation and meet at least four times a year. The task of implementing most of our policies is carried out by the Director, our Lead project Facilitator, and members of the Ethics and Finance Committee who are in regular communication. They give of their time freely and no remuneration or expenses were paid in the year. The Director also volunteers her time and no remuneration or expenses were paid in the year, due to a mutual decision to put the principal needs of the safe haven first.

## **Risk Management**

The trustees are responsible for the overseeing of the risks faced by the Foundation. The task of providing detailed considerations of risk is delegated to the Director, who may also work in collaboration with the Lead Project Facilitator. Risks are identified, assessed and controls established throughout the year. A formal review of the charity's risk management processes is undertaken on a yearly basis, and as such, reviews take place throughout the year as new projects are considered, and examples of good practice or challenges are highlighted.

Risk is managed under the headings of Child Welfare, General Security (on site and on future trips and events), and Fraud and Financial crime. The main risks that the trustees have identified and the plans to manage those risks are:

### **Risk 1: Child welfare (abuse, negligence and hazards)**

**Impact:** Children's lives are negatively affected; the charity loses credibility and becomes unsafe for children.

**Likelihood:** For a charity that works with children, particularly those from vulnerable backgrounds, it is likely that harm can come to children through recruitment (people choosing



to work with us with the intention of harming children) and through poor health and safety practices.

**Mitigation:** ASCF is dedicated to safeguarding children. Our main risk is to the safety of children, and we have taken the following steps to ensure that children are properly safeguarded.

ASCF will hold interviews and meetings with prospective volunteers, asking them why they want to take part in our work. Only those who have the necessary skills, passion and dedication to our cause will be recruited. Volunteers will be subject to a DBS check if they are coming from the UK.

Volunteers in Jamaica will be subject to a CRB check which is provided by the Jamaica Constabulary Force (JCF). The Police Certificate bares the background of each applicant and indicates whether or not an individual has any convictions recorded against him/her in Jamaica. If a prospective volunteer or staff member has a conviction for a sexual or violent offence, they will be automatically barred from working with ASCF. All other offences will be considered individually by the Board of Trustees.

Secondly, we have drawn up a health and safety policy to accommodate for every situation where a child could be harmed in the building. We will also inform children about the best practices to use to keep themselves and others safe from harm.

**Monitoring:** As far as possible, the Director will remain directly involved in the work with the children in St. Thomas and promptly address any concerns that come about. Additionally, a weekly report will be a mandatory part of the role of teachers, staff and volunteers at the centre(s). This means staff and volunteers are accountable for the safety of children at all times, and we can see how children are being treated, and address issues if they arise. Furthermore, once staff are instated we will train them on how to keep children safe from harm and conduct risk assessments for work carried out in the building and on trips.

### **Risk 2: General Security On-Site and on Trips and at Events**

**Impact:** Children come to serious harm or go missing; the charity makes children vulnerable and unsafe.

**Likelihood:** Port Morant remains a relatively safe area, and Barnes Hall is highly visible to the community, guarded with a gate and has exterior grills and locks on the doors.

**Mitigation:** We want everyone to be safe in the building in Jamaica that ASCF operates from. The gate will be guarded by security while children are inside. Trips will require a full written risk assessment to be made to the Director before the trip takes place. ASCF's safe haven is a two minute-drive from the local police station.



**Monitoring:** All adults working with children will be responsible for overseeing their safeguarding, and a caretaker will be appointed who looks after the building's physical security. For example, making sure the outer gate is supervised, and to sign people in and out of the building.

**Risk 3: Fraud and Financial Crime (money laundering, donations from proceeds of crime and tax evasion)**

**Impact:** The charity is put at risk of external scrutiny, or the charity comes under investigation by the Charity Commission and other authorities not by its own doing. Thus, affecting our public image permanently, it could be difficult to regain the trust of the public and our service users.

**Likelihood:** As a charity, there is always a risk of people taking advantage of our charitable status for their individual criminal gain.

However, at this stage, we'd say it's highly unlikely.

**Mitigation:** The fact that we usually announce or thank donors (of money, clothes, toys, books etc.) publicly, would probably be enough to prevent people from donating large amounts of money for fraudulent purposes. In the event we receive, or are offered, an anonymous donation of £25,000 we will report this as a serious incident to the Charity Commission. We will then consult the Charity Commission's Compliance Toolkit, 'Protecting your Charity from Harm' to see how to proceed next.

**Trustee Recruitment and Training**

The Board of Trustees requires breadth and depth of experience to carry out its duties effectively and efficiently. When recruiting new trustees, the most important attribute is a passion for fostering safer childhoods, the work of ASCF and an understanding of the Arts, Culture and Education, as a holistic and rounded experience for children's personal growth.

We continue to advertise through our website ([www.arabascottcf.org](http://www.arabascottcf.org)) and social media platforms for:

- **A trustee with a fundraising/project scaling background.**

**Charity Trustees**

The trustees of ASCF govern its work and new trustees are appointed by the existing Board of Trustees. All trustees have served throughout the year.

**Ethics Committee** | Paul Macey (October 2017), Ida Johnson (October 2016)

**Finance Committee** | Shenaid Tapper (October 2016)



### **Communications Committee**

Dr Ogogua Gee Okolo-Angus (10<sup>th</sup> September 2020),

Camile Pinnock (22<sup>nd</sup> September 2020)

Gradle Gardner Martin (10<sup>th</sup> November 2020)

Lisa Anderson (10<sup>th</sup> September 2021)

Imaan Williams (29<sup>th</sup> October 2021)

### **Service Delivery Team**

These members are responsible for the operations of the charity and delivery of programmes to children:

**The Director** | Alicia Louise Williams

**Lead Project Facilitator and ACE Educator** | Davian Skyers

**ACE Educator** | Hobbian Turgott, Sherene Hamilton Lewis

### **Contact Details**

#### **Registered Address:**

Araba Scott Children's Foundation

1 Burcott Road

Purley

Surrey

CR8 4AD

G.B.

#### **Safe Haven Address:**

Barnes Hall

Curtis Bottom

St. Thomas

Jamaica

W.I.

**Website:** [www.arabascottcf.org](http://www.arabascottcf.org)

**Donations:** [www.arabascottcf.org/donate](http://www.arabascottcf.org/donate)

**Registered Charity No. 1169742**

### **Professional Advisors**

**Bank:** Reliance Bank Ltd, Faith House, 23-24 Lovat Lane, London, EC3R 8EB



## Receipts and Payments Account

Year start date

Year  
end  
date

For the year from	1st April 2021	To	31st March 2022
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### Receipts and payments

	2022/03	2022/03	2022/03	Last Year
	Unrestricted funds	Restrict ed funds	Total funds	Total funds
	£	£	£	£
<b>Receipts</b>				
<b>Donations, legacies and similar income</b>				
Membership subscriptions	2493	-	2493	1920
One-Off Donations	637		637	556
Awards	0	-	0	700
Corporate	61	-	61	196
Legacy	5161		5161	68
<b>Sub total</b>	<b>8352</b>	<b>-</b>	<b>8352</b>	<b>3440</b>
<b>Grants</b>				
Grant	-	-	-	-
<b>Sub total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fundraising (gross)</b>				
Community	826	-	826	304
Events	-	-	-	
	-	-	-	-
<b>Sub total</b>	<b>826</b>	<b>-</b>	<b>826</b>	<b>304</b>



<b>Total Gross Income</b>	9178	-	9178	3744
Asset and investment sales, etc.	-	-	-	-
<b>Total receipts</b>	9178	-	9178	3744



## Receipts and Payments Account

	Year start date	Year start date	Year start date	Year end date
For the year from	1st April 2023	1st April 2023	1st April 2023	31st March 2024
			T o	

### Receipts and payments

	2024/03	2024/03	2024/03	Last Year
	Unrestricted funds	Restricted funds	Total funds	Total funds
	£	£	£	£
<b>Payments</b>				
<b>Charitable Payments</b>				
ACE Learning Program	3751.35			1129.98
Administration	520.84	-		390.44
Art Therapy	0		0	0
Back to School Supplies	0	-		153.36
Care Packages	127.07	-		104.31
Children's Activities	75.58	-		646.96
Children's Resources	703.57	-		625.59
Insurance	0	-	0	0
Renovations	568.03	-	568.03	1308.03
Safe Haven Maintenance	627.06	-		203.47
Training	0	-	0	40
Website Maintenance	103.44	-	103.44	290.26
Travel	19.56		19.56	28.53
School Fare	0	-	0	424.77



<b>Sub total</b>		-		<b>5345.70</b>
<b>Fundraising expenses</b>				
Community	132	-	132	491.32
Events		-		
Internal	-	-	-	-
<b>Sub total</b>	<b>132</b>	<b>-</b>	<b>132</b>	<b>491.32</b>
<b>Total Gross Expenditure</b>	<b>6629</b>	<b>-</b>	<b>6629</b>	<b>5837</b>
<b>Asset and investment purchases, etc.</b>	-	-	-	-
<b>Total payments</b>	<b>6629</b>	<b>-</b>	<b>6629</b>	<b>5837</b>
<b>Net of receipts/(payments)</b>	-	-	-	-
<b>Cash funds last year end</b>	-	-	-	-
<b>Cash funds this year end</b>	-	-	-	-


## Statement of assets and liabilities at the end of the year

	31st March 2023	31st March 2024	31st March 2024	31st March 2023
	Unrestricted funds	Restrict ed funds	Total funds	Total funds
	£	£	£	£
<b>Cash funds</b>				
Bank current account	3627	-	3627	1047
Bank deposit account	-	-	-	-
Cash/Floats	-	-	-	-



	-	-	-	-
	-	-	-	-
<b>Total cash funds (Agree balances with receipts and payments account(s))</b>	<b>3627</b>	<b>-</b>	<b>3627</b>	<b>1047</b>

**Signed by one trustee on behalf of all the trustees**

Signature	Print Name	Date of approval
	SHENAID TAPPER	28/01/2025

**ARABA SCOTT CHILDREN'S FOUNDATION**

England & Wales - Charity number 1169742

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# Accounts

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## **Araba Scott Children's Foundation Trustees' Annual Report 2023**

The trustees of Araba Scott Children's Foundation present their annual report and accounts for the period **1<sup>st</sup> April 2022 to 31<sup>st</sup> March 2023**, and confirm they comply with the requirements of the Charities Act 2011, the constitution, and the Charities SORP (FRS 102).

### **Executive Summary**

This year marks 6 years of Araba Scott Children's Foundation (ASCF), and 9 years of service to children and families in St. Thomas, Jamaica!

Our voluntary income for the year was £3,744; less than half of what we made in 2022. However, this did not stop us from achieving the goals we had in mind for 2023! We still delivered as many ACE Learning sessions as we could, held a second drum and dance workshop and took the children on their first trip! We were also able to support several children with back-to-school supplies; although our budget didn't allow us to reach as many children as in previous years. ASCF also introduced a 'Kidz Klub bank' reward system that earned the children two bikes for consistent positive behaviour. Our trustee, Gee Okolo-Angus, also held the first Kingston Education Experience for a group of children from Port Morant.

Our total spending was £5, 837, which is a little over what we spent last year. Funds were primarily spent on renovating our safe haven, to make it more comfortable for our children and young people, and on the ACE (art, culture and education) Learning programme. This programme successfully carried on from last year. Altogether, we delivered a substantial 70 ACE Learning sessions, which included numeracy and literacy, sensory play, Lego® therapy, Kidz Klub and cultural studies.

In 2023, we made significant progress on Strategy Item 1, which was to have a fully active Board of trustees. Two founding trustees, who could no longer remain active in ASCF's Board, transitioned to patronage roles to open up space for new and existing trustees who have more capacity. ASCF did exceptionally well on Strategy Item 3, which was to improve our marketing. We appeared on a popular Jamaican news programme and featured in several online articles, where our children's work was highlighted. An area of weakness for ASCF this year has been on fundraising (Strategy Item 2), as we have gained little to no new monthly donors. However, we did receive our first legacy donation, which we are told is just the initial part of donations to come.

Steady progress was made on Strategy Items 4, 5 and 6 around providing more artistic, cultural and educational enrichment for the children of St. Thomas. However, the number of sessions offered, and assessments carried out of children's progress, were stunted due to



harsh and unpredictable weather conditions throughout the year. For instance, heavy flooding caused by Hurricane Ian in September 2022, made the entry road to the safe haven (which is already prone to flooding) completely inaccessible for children and staff.

We launched our first ever publication, **The Lego® Therapy Workbook**, which aims to help children with (and without) autism develop their social communication skills. This gained significant media attention and introduced lots of people to ASCF. Parents and carers in Morant Bay and other parts of St. Thomas and Jamaica, soon began reaching out to us for support and to arrange their visit to the safe haven. Additionally, we set up a **Parents and Carers Support WhatsApp Group** to include and support parents and carers of children with autism in distant parts of Jamaica, who would find travelling to our safe haven difficult. This was a safe space for caregivers to introduce themselves, express what they'd like to get from, and offer, the group. ASCF also shared ideas for educational and leisure activities to try, as well as links to more specific support for children with autism.

Overall, the most important thing we did was give of our time and introduce lots of willing professionals to share their life experiences with the children. These included a curator, midwife, landscaper, engineer, dentist, and youth worker amongst others. One such visit came from Dominique, a young person living in the UK who has started a similar service in Portland, Jamaica and wanted to learn from our safe haven model. The public also kindly donated mosquito nets, quality children's shoes and clothing, group games, books for teenagers, pencils and Lego® sets – all of which we were very grateful for!





### **Mission Statement**

ASCF's mission is to bring children of all circumstances living in St. Thomas together with professional artists, teachers, and therapists, to create, learn, play and embrace their culture, increasing wellbeing, tolerance, and helping give children a positive view of themselves.

### **Strategy and Objectives for 2023 and 2024**

Our current strategy aims to make progress in 6 key areas: organisational development, fundraising, marketing, art, culture and education. A detailed internal document has been produced to outline each strategy, its rationale, our current position, where we expect to be by 2024 and our details of actions. In brief:

Concerning:

- **Strategy Item One, 'Organisational Development' between 2021-2024**

We are enhancing the effectiveness of ASCF's governance and management, by striving for a fully active and involved Board of Trustees and fully remunerated staff team. Additionally, we want a wide range of skills and representation within the Board of Trustees and Advisors. So, we have recruited two more trustees in the areas of (dis)ability inclusion and expert networking.

Concerning:

- **Strategy Item Two, 'Fundraising' between 2021-2024**

We continue to scale up our fundraising efforts by seeking a fundraising volunteer to help identify key trusts and foundations to apply to for core costs, writing *or* editing grant applications, and arranging media and PR events that we can attend or participate in. Thus, raising enough funds to allow ASCF to operate a full cost recovery model that can sustain and expand our children's work in St. Thomas, Jamaica.

Concerning:

- **Strategy Item Three, 'Marketing' between 2021-2024:**

We are raising awareness about, and engaging more of the public with our work, both in-person and on social media, allowing us to share our successes, evidence of learning and solutions to challenges in St. Thomas, Jamaica.

Concerning:

- **Strategy Item Four, 'Art' between 2021-2024:**



We have developed a dedicated arts programme, similar to that of the ACE Learning programme, offering art classes with learning objectives, lesson plans and a prize giving after 10 weeks. By highlighting children's natural propensity for art-making, we are encouraging relaxation while learning skills and methods of creativity that could be used as a trade, or coping tool in later life.

Concerning:

- **Strategy Item Five, 'Culture' between 2021-2024:**

We have established a dedicated cultural learning programme for children, helping children in St. Thomas celebrate their culture and history, and the stories of others. Therefore, supporting children's development of self-confidence, empathy and tolerance towards others.

Concerning:

- **Strategy Item Six, 'Education' between 2021-2024:**

We have doubled the number of classes we offer to children per week and doubling our team so that children aged 4-10 are taught by two primary school educators, and children aged 11-17 are taught by two secondary school educators. We are benefiting from having safely recruited more skilled and passionate volunteers, and a mobile ACE Learning service for children who are confined to their home due to a physical disability.

### **Our Aims**

The CIO operates under its governing document which was authorised by the Charity Commission for England and Wales on 16<sup>th</sup> October 2016, and included the regulations for appointment of trustees.

The objects of the CIO are to advance in life and relieve the needs of young people in St. Thomas, Jamaica through:

#### **1. Advancing education;**

**The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;**

**Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.**

#### **2. To advance the education of the public in St. Thomas, Jamaica but not exclusively by the provision of basic literacy and numeracy classes.**



## **Review of Activities**

### **Participant Numbers and Activities**

Between April 2022 and March 2023, ASCF delivered 70 weekly ACE Learning Literacy, Numeracy and Arts and Culture classes. Class sizes ranged from 1-15 students of varying ages. It wouldn't be helpful to provide an average number of students per class, because any figure on attendance would be skewed by periods of poor weather and then having more popular days.

### **Arts and Culture**

In ACE Learning Arts and Culture, the children studied countries such as Sweden, Israel (and the Dead Sea), Egypt, Siberia, Saint Kitts and Nevis and Afghanistan. The lessons were divided into two parts: cultural studies and then an art project that related to what the children have just learned. For example, when the children learned about Afghanistan the children created kites, to celebrate the popular Afghan pass-time of kite running. The children always enjoy using a wide range of craft materials, and 10% of our income went on providing these. For each country, or culture, we study, we try to research any African influences, or artists with African heritage. This exposes the children to the inventions, talents, and histories of Africans in the world – something that we have always strived to make the children feel proud of.

### **Numeracy**

In ACE Learning Numeracy, the children have worked in groups and on a one-to-one basis. We worked throughout the year on memorisation of times tables 1-12, 2D and 3D shapes, measurement, and mental arithmetic. Using a range of manipulatives and tactile resources, such as cubes, the abacus and Lego®, the children really progressed with their individual targets. Between January and February 2022, a group of children spent every session working on short and long multiplication, which we identified as a weakness.

### **Literacy**

In ACE Learning Literacy, the primary focus has been on expressing to the children the importance of reading and writing. Sessions have a strong emphasis on phonetic awareness for our 'beginner readers', and our 'confident readers' are encouraged to read to members of the team on a one-to-one basis. To help inspire the children, dentist, Dr Juline Whyte, from Port Morant, came to speak to the children. She demonstrated the value of reading, writing, counting and being kind, so the children may achieve their goals and have better outcomes in the future.



### **Lego® Club**

Using the first draft of the Lego® Therapy Workbook, the children participate in a weekly Lego® Club, which helps them develop their social communication skills. The Club, which usually takes place on a Thursday afternoon, remains a very popular session at the safe haven, since introducing it last year. Whilst our Workbook specifies use for 3 children (engineer, supplier and builder), sessions are often conducted in large groups of mixed ages and stages of development. In particular, children under the age of 4, enjoyed observing the older children playing with the Lego®. It then became challenging to exclude them from the Lego® Club when they were present. We had to be very careful to watch the younger children so they wouldn't choke on small pieces, but this was always fine. Their involvement didn't interfere with the older children's session, and often added

additional therapeutic value.

### **Sensory Seeking**

In Sensory Seeking sessions, the children were invited to explore all five senses: smell, taste, sound, sight and feel. Initially, we offered this as a closed session for children with autism, but again other children showed an interest in participating. 90% of these sessions were carried out by staff voluntarily, as our budget couldn't stretch to an additional day. Sessions took place on a Thursday morning and began shortly after the launch of our Lego® Therapy Workbook. Viewers and readers from our Press engagement started to reach out to us about their autistic child(ren) coming to the safe haven. Soon after our first contact with the caregivers, we were able to meet these children in person at the safe haven.

The children created sensory bottles, played with Orbeez, enjoyed the water tray, went on sensory treasure hunts, moulded Play-Doh, played with musical instruments and much more. Most of the children were aged between 3 and 12 and had never been to school due to a lack of schools (or confidence in schools) who could help their autistic child thrive. Our team lead, Kamara, spent one-to-one time with each child, learning about their individual personalities, their likes and dislikes and additional needs. The primary needs of the children were for sensory stimulation, and this is how Thursday mornings became dedicated 'Sensory Seeking' days (before Lego® Club in the afternoon).



## Workshops and Trips

### Calbert and the All-Star Drummers

In July 2022, ten children took part in another drum and dance workshop by **Calbert and the All-Star Drummers** at the safe haven. The children and staff had requested this second visit after last year's successful workshop. Everyone was taught how to play the djembe, how to listen and respond musically and how to dance to the different rhythms. Those hours were super fun and delightfully exhausting for all!



### Oceans for Everyone Inc Trip

In July 2022, forty-three children and adults from St. Thomas, were invited to attend our first ever trip to Port Royal by yacht. This trip was sponsored by Rayon Carruthers, a research vessel captain from California who established **Oceans for Everyone Inc**. ASCF paid for the coach transportation, food, drink and snacks for all the children and supporting adults. Miss Vinette of the **Port Morant Life Line Mission** cooked stew chicken, rice and peas and macaroni for everyone. This was a closed trip, which meant our children and chaperones had the entire yacht and Maiden Cay (where the yacht anchored) to themselves. At the start of the day, yoga instructor Olivia Wilmott came and did an outdoor yoga session with the children and staff to prepare them for their day. Lots of them found it new, relaxing and fun. This was a fantastic experience for all involved, and the sights of the starfish, octopus and various species of fish will be remembered by the children for years to come. Most of the children



had never been on the ocean before, despite having a parent or uncle who is a fisherman (for example), so it meant the world to be able to offer this experience!



### **The Kingston Education Experience**

In August 2022, thirteen children attended the **Kingston Education Experience**, which had been postponed due to flooding last year. The objective of the event was to take the children out of their surroundings, and into an environment where they could focus on their sense of, self-worth, self-belief, self-care, self-reliance, self-responsibility, and self-direction. Sponsored by our trustee, Gee Okolo-Angus, her company, [Change Agents in Action](#) challenged the children with numeracy, literacy and STEM tasks, and empowered the children to remember their innate goodness and uniqueness.

JA\$10,000 was gifted by Change Agents in Action towards school uniforms for 5 children. Additionally, all participants received back to school supplies, including water bottles, backpacks, and geometry sets.

### **Celebrating Positive Attributes**

In November 2022, we set up a reward system to promote positive behaviours at the safe haven, and called this, 'The Kidz Klub bank'. The children earned points which convert to money for things like, cleaning, completing assignments, learning something new and following instructions. In total they raised \$5,700 in nine days, which meant they could afford to buy one bike. As a treat we awarded the children a second bike, because we were very pleased with their attitude, progress, and tenacity towards earning their "money". It also meant both the older and younger children had a bike they could ride.



### **Encouraging Play**

On 1st of February 2023, we participated in, 'Play Day JA', a day of fun for children all over Jamaica, which seeks to raise awareness of the importance of the first 1000 days of a child's life. An initiative of the Ministry of Education & Youth, it promotes good healthcare for children, safe and non-violent environments, good diets, education and much more. ASCF planned a fun day of dressing up, games and cycling etc., at our safe haven.

### **Fundraising**

Strategy Item 3 was set for ASCF to increase the effectiveness of marketing, which would then generate more funds, which would achieve Strategy Item 2. To support these efforts, we created a YouTube [video](#) to explain to the public what ASCF does, and how they can assist, donate, and help raise awareness of our work. As well as posting on our YouTube page, we continued to post on our [Instagram](#), [Facebook](#), [LinkedIn](#) and [Twitter](#) pages. We also launched a Workbook to help us sustainably raise income, and hosted a fundraising event.

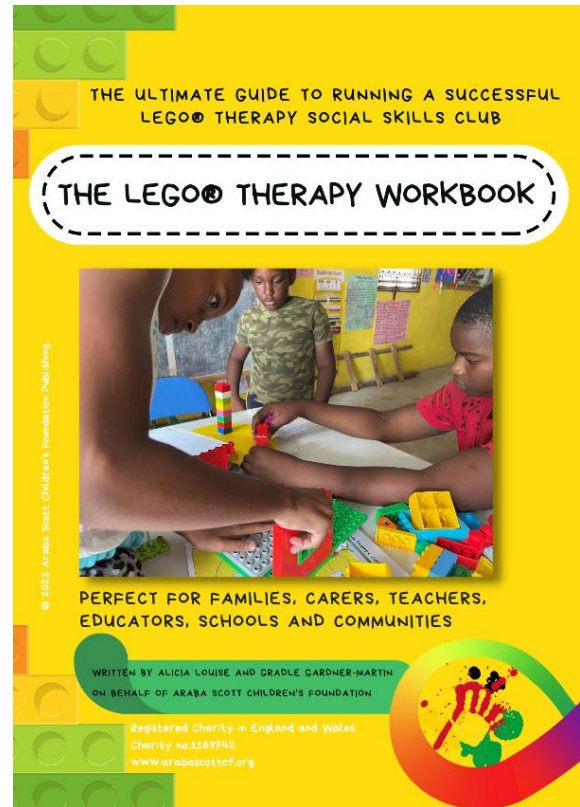
### **Second Treadathon**

In August 2022, the trustees hosted our second ever Treadathon on Jamaica's 60th Independence Day! We raised over £350 through sponsorships and t-shirt sales, and this was match-funded by the Bank of England. Our trustee, Gradle Gardner Martin put some t-shirts designed by Alicia Louise onto a platform to sell before the event, and these sales increased donations.



## **The Lego® Therapy Workbook**

To make our fundraising more sustainable, ASCF published a Workbook, where all proceeds would go back to the charity. Our trustee, Gradle Gardner Martin, was the original author of a book about Lego® Therapy, and she gave this to our Director to edit and re-imagine for a new audience. The project took around 24 months to complete, and donations meant we could afford a consultation with author, Casey Elisha, who helped us understand the publishing process. Thus, at the beginning of the year, **Araba Scott Children's Foundation Publishing** was born! Our publication was called, **The Lego® Therapy Workbook**; a resource aimed at supporting the social communication of children with (and without) autism. The Workbook was launched during World Autism Acceptance Week in March 2023, and garnered the attention of the media, teachers, therapists, parents, carers, and childcare practitioners.





Our Director shared a digital Press Release with several friends of the charity, schools, organisations and others in our networks to raise awareness of the **Lego® Therapy Workbook**. One such interaction with Ross from UNICEF, helped us secure a number of online articles, such as those written by the Jamaica Observer and Our Today. Soon after, we would receive a call inviting us for a slot on **Smile TVJ news** (a popular Jamaican news programme). **Dahlia Harris** hosted the interview and Alicia Louise was able to tell the world about our publication and the work of our charity.

To help promote the Lego® Therapy Workbook further, Gradle wrote a number of blog posts to give the public a flavour of the Workbook's content, and to offer Lego® play ideas for the (then) upcoming Easter holidays. In our first month, ASCF sold 7 copies of The Lego® Therapy Workbook. It was largely bought by families, therapists, and mainstream and special needs schools. We are actively looking for more opportunities to sell our Workbook at trade shows in the future.

### **Details of Awards**

On 20<sup>th</sup> September 2022, the Bank of England matched the £350 raised during ASCF's second Treadathon event – so ASCF was awarded £700!

### **Impact and Evaluation**

In **ACE Learning Literacy** we have noticed some significant improvements in one child, who at the age of 10 is only just learning to read. She is visibly more confident and less embarrassed to read aloud and make mistakes. Most importantly, she can recognise a few common sight words, as well as break down a word phonetically. The one-to-one reading sessions are helpful for children, but we have found that some of our 'confident readers' don't want to read, or regularly choose books that are well below their reading age or stage of development. We try to encourage the children to find books they are interested in and explore books from the 'teen' section. Our 'beginner readers' show clear progress in their phonetic awareness and those who are consistently attending sessions are steadily on their way to moving up to our 'confident readers' group.

In **ACE Learning Numeracy** we routinely assess the children to ensure they are reaching goals related to their personal targets. Each child has their own portfolio and target list, which highlights any areas of strengths and weaknesses. This year it has been challenging to accurately assess all the children's progress using our standardised questions. The main reason is, assessments aren't being carried out in a consistent way as children's level of literacy and comprehension on questions varies, and means things need to be explained differently. Often this leads to our team indirectly giving the children the answer to a problem, or the child not understanding the new re-phrasing (which doesn't necessarily indicate they don't understand). When our Director calls in to complete assessments over the phone, it can be difficult to know if a child is concentrating, as noise from other children in



the safe haven can distract them, and the internet connection worsens when they try moving to a quieter spot. Thus, we continue to review how best we can measure the children's progress to this end. Although, we can say anecdotally that all children who attend sessions regularly, are improving in mathematical confidence. We see this is in the way they answer questions, and in the way they try even when they are uncertain.



In **ACE Learning Arts and Culture**, we have found that honest conversations about different cultures have been meaningful, especially when children are visited by people who have travelled to a particular country. For example, when curator Donata Miller visited the children she told them about the year she spent living in China. One of the children who was visiting St. Thomas from Clarendon, made a comment about 'eating dogs', and this was met with laughter from the other children. Lincoln, a landscaper (who also happened to be from Clarendon) responded to this by saying, "yes. I have many Chinese friends living in Jamaica who enjoy this meal. You may not think it's nice or acceptable to eat it, but there are people in the world that do. In the same way, there is food we eat in Jamaica (like cow and chicken feet), that somebody from abroad may think is strange". The children agreed with this, and reflected on the cultural differences that exist based on where you are brought up, and how



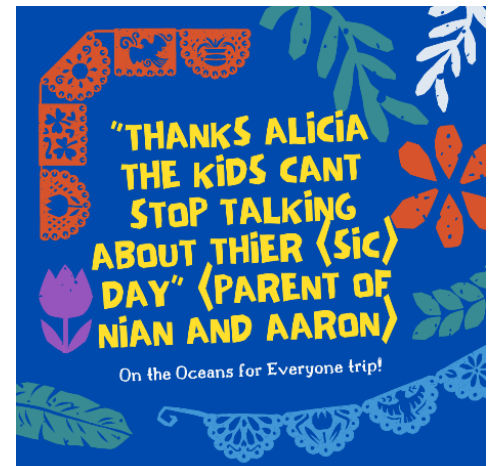
we should be tolerant of others' differences as we expect them to be of ours. These conversations, coupled with our classes, are helping the children see themselves and others in a positive light and be more accepting of others, which aligns with ASCF's mission.

### **Lego® Club**

In Lego® Club we were surprised to find a significant value in toddlers engaging in the process. Older children were able to benefit from their presence because Lego® made the toddlers slightly calmer, and the children were careful in their choice of words and behaviour around them. The toddlers learned to say, 'no', if older children took pieces from them without asking. Older children really enjoyed being able to focus on their role in the model making and learn how to make themselves heard. All children say Lego® Club is fun, and it's something they look forward to, even on days where there is no session.

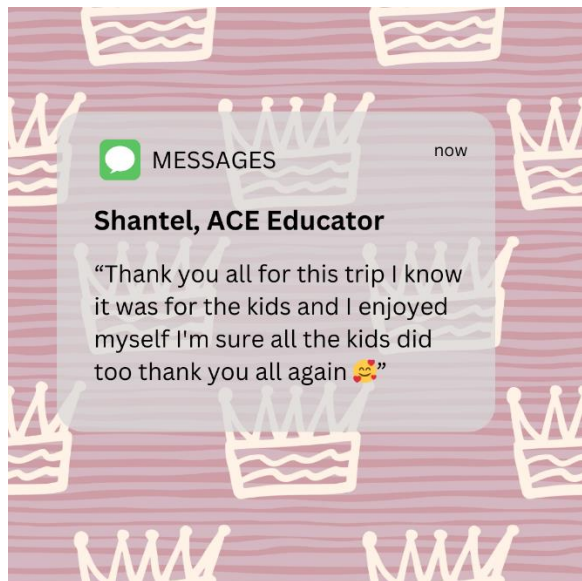
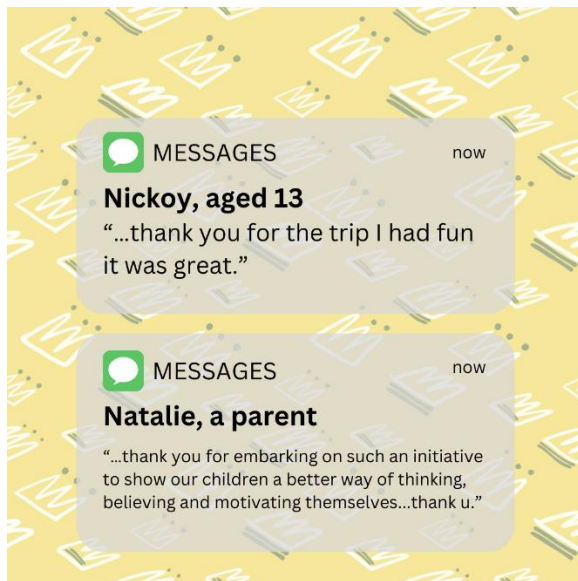
### **Feedback from The Oceans for Everyone Inc Trip:**

This was the first time we have hosted a trip for the children, and we are proud to say that all children arrived and left safely, enjoyed their first experience on a yacht and experienced the freedom of the ocean. Both the children, our staff members and their caregivers (who weren't there but heard about the trip from their children), truly appreciated the trip and said they wanted us to repeat this trip the following year.





**Feedback from the Kingston Educational Experience:**



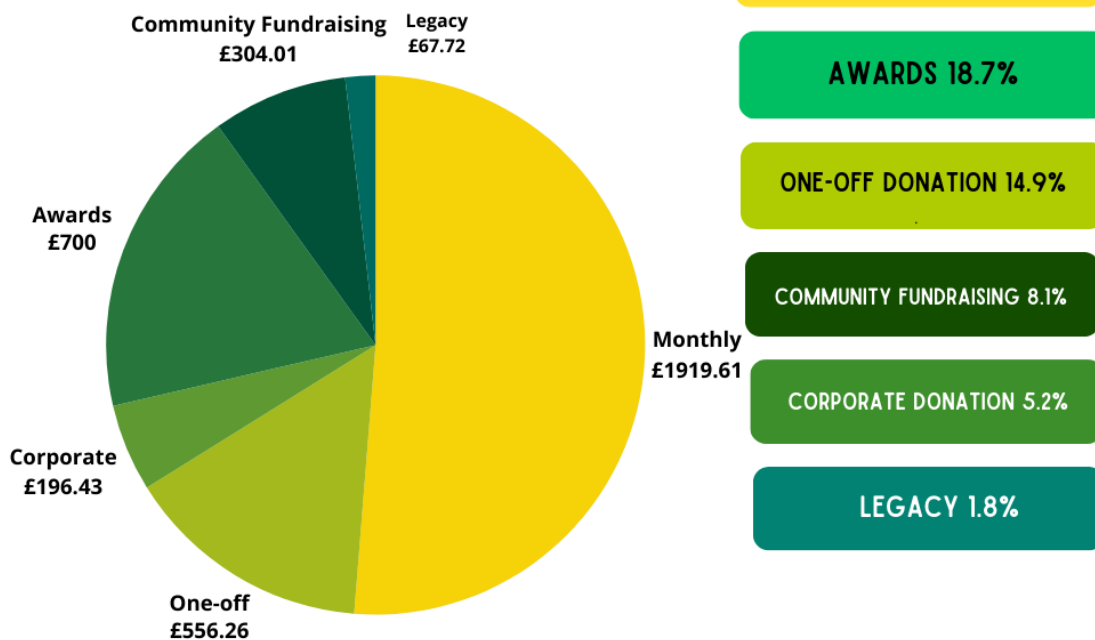
**Our Finances**

**Details of Voluntary Income as of 31<sup>st</sup> March 2023**

The financial statements show net incoming resources for the year on charitable purposes of £3,744.03. The chart below indicates the numerical amounts and percentages for each income category. Monthly donations accounted for just over half of ASCF's income. One donation from the Charities Trust accounted for 100% of awards granted in this financial year and were the second highest source of voluntary income for ASCF. Nearly 15% of our income came from the public donating one-off amounts. Fundraising efforts constituted 8% of incoming funds and donations from private companies such as PayPal (through the PayPal Giving Fund) and The Gallery London, formed 5%. We gratefully received our first ever legacy donation, which was in honour of the late Ms Lorna Daley, which accounted for 2% of donations for the year.



## DISTRIBUTION OF VOLUNTARY INCOME



### Details of Expenditure as of 31<sup>st</sup> March 2023

Our financial statements show net outgoing resources for the year on charitable activities as, £5,837.02. This year, most of our spending was allocated to renovation works (22.4%), and this included improving the appearance and condition of the floor using special floor paint, painting a new mural on the exterior wall, rendering (and colouring with yellow oxide) the exterior floor next to the veranda, purchasing a 200-gallon water tank to prevent water shortages, and completing plumbing works. Ms Ida Johnson, a trustee, sponsored a plumber to install the tank for us.

Almost 20% of our income was spent on the ACE Learning programme, which paid 2 members of staff to deliver seventy sessions throughout the year. Children's activities (11%) such as the Oceans for Everyone trip and the drumming workshop, and Children's resources (10%) like stationery, craft materials, food and drinks accounted for over 21% of expenditure.

9% of our income was spent on fundraising resources and training around the launch of the Lego® Therapy Workbook (where 100% of sales go to Araba Scott Children's Foundation). This included purchasing, a Square card reader for processing sales, book printing, postage

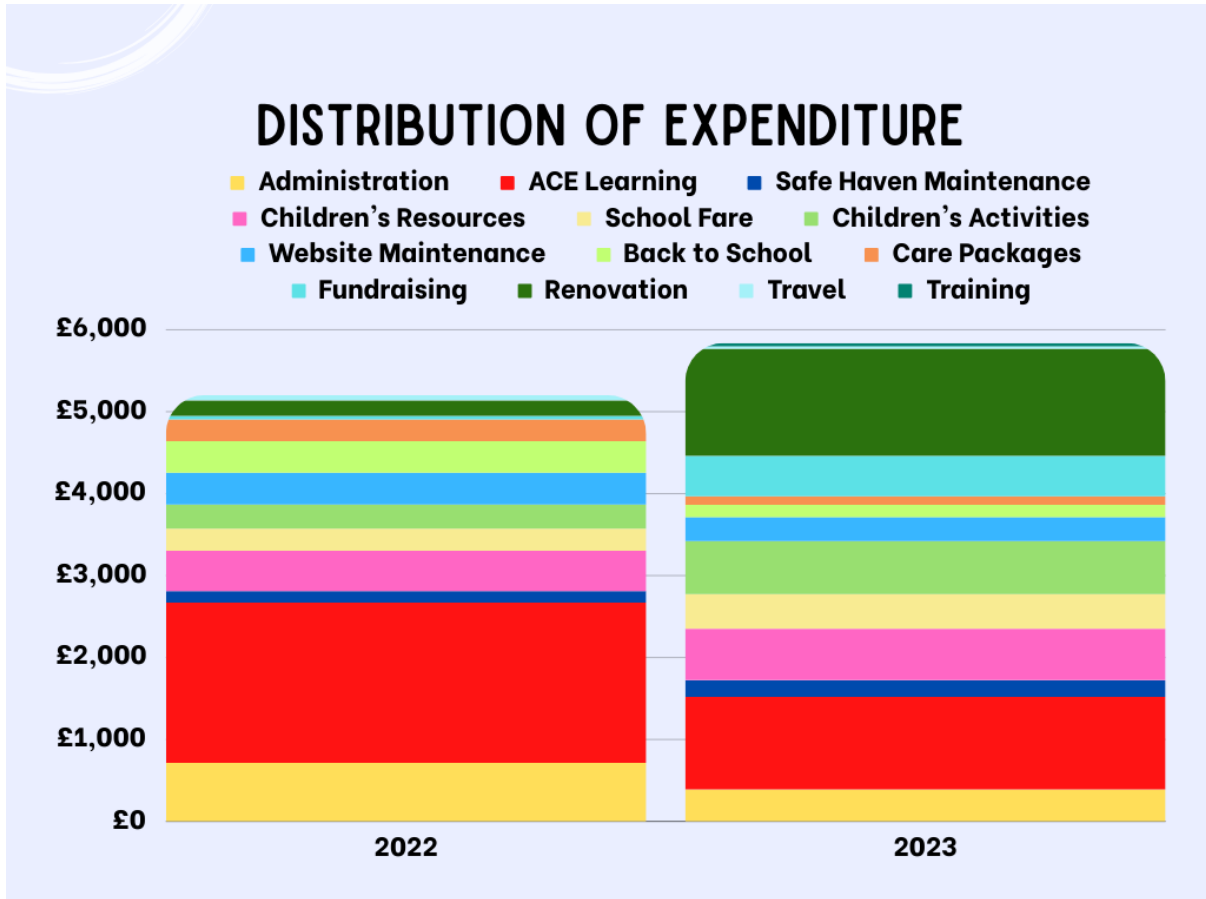


stamps, publishing and ISBN fees, book wraps for shipping, and a professional consultation to support our new publication. Administrative fees such as Zoom and DonorBox subscriptions, bank charges, money transfer fees, foreign exchange charges, travel expenses and website maintenance account for just over 10% of outgoings.

7% of outgoings helped send a 16-year-old to school – we contributed to her school fare and lunch 5 days a week. To maintain the cleanliness of the safe haven we hired the services of a weekly cleaner, purchased cleaning products and routinely had the front yard chopped, accounting for 4% of spending.

Nearly 3% of expenditure went on back to school purchases, consisting of 2 school bags, 9 exercise books, 1 white school shirt, crayons, 5 textbooks, a pair of school shoes, poster paint, Play-Doh, and a water bottle.

Finally, care packages including, a baby bag for an expectant mother, a food package for a family of 6, and donations towards a child's emergency medical expenses, constituted 2% of spending.





## Our Vision for the Future, Ethos and Policies

### Our Ethos

To provide children with artistic, cultural and educational activities in a nurturing environment that reminds them of their rights in the world. We promote children's rights and advocate against the use of corporal punishment to discipline children. Our vision is embodied by the following:

*Children in St. Thomas are learning, playing and creating in a safe and nurturing environment. The children's self-confidence grows and literacy rates improve, regardless of ability or disability. Children of all backgrounds treat each other with dignity and respect, as a result of learning better conflict resolution and tolerance for one another (as modelled by ASCF staff and volunteers).*

ASCF also supports the Jamaican Government's, National Shared Vision for education for 2030;

"Each learner will maximise his/her potential in an enriching, learner-centred education environment...supported by committed, qualified, competent, effective and professional educators and staff.

The system produces full literacy and numeracy, a globally competitive, quality workforce and a disciplined culturally aware and ethical Jamaican citizenry."

ASCF's ethos, is also in line with the performance targets set by the Jamaican Government and stipulated in the 2015 White Paper on Education, which promotes, "building community participation...to influence positive behavioural changes and stimulate a higher level of involvement."

### Our Policies

This year we reviewed and/or updated the following policies after discussion with the Board before our fourth AGM. Policies were not altered if after reviewing and discussing the entirety of each policy, the Board and the Director decided that no changes needed to be made to their contents.

**Code of Behaviour;** this was reviewed but not altered.

**Conflicts of Interest;** this was reviewed but not altered.

**Ethical Fundraising;** this was reviewed but not altered.

**Equal Opportunities;** this was reviewed but not altered.

**Financial Management;** this was reviewed but not altered.

**Health & Safety;** this was reviewed but not altered.

**Safeguarding Children & Young People;** this was reviewed but not altered.



**Safe Recruitment;** this was reviewed but not altered.

**Supervision;** this was reviewed but not altered.

**Whistle-Blowing;** this was reviewed but not altered.

### **Structure, Governance and Management**

The trustees determine the general policy of the foundation. The Director undertakes the key leadership role overseeing ACE programs in consultation with the trustees. The day-to-day administration is undertaken within the policies and procedures approved by the trustees. Our Lead Project Facilitator manages and is responsible for service delivery, reporting any maintenance issues to the Director or Board of trustees in Jamaica, and providing weekly reports of work carried out. The Lead Project Facilitator is also responsible for co-delivering and overseeing the work carried out by our ACE Educator on the ACE Learning Literacy and Numeracy Programme.

### **Organisational Management**

The trustees are responsible for the overall management and control of the Foundation and meet at least four times a year. The task of implementing most of our policies is carried out by the Director, our Lead project Facilitator, and members of the Ethics and Finance Committee who are in regular communication. They give of their time freely and no remuneration or expenses were paid in the year. The Director also volunteers her time and no remuneration or expenses were paid in the year, due to a mutual decision to put the principal needs of the safe haven first.

### **Risk Management**

The trustees are responsible for the overseeing of the risks faced by the Foundation. The task of providing detailed considerations of risk is delegated to the Director, who may also work in collaboration with the Lead Project Facilitator. Risks are identified, assessed and controls established throughout the year. A formal review of the charity's risk management processes is undertaken on a yearly basis, and as such, reviews take place throughout the year as new projects are considered, and examples of good practice or challenges are highlighted.

Risk is managed under the headings of Child Welfare, General Security (on site and on future trips and events), and Fraud and Financial crime. The main risks that the trustees have identified and the plans to manage those risks are:

#### **Risk 1: Child welfare (abuse, negligence and hazards)**

**Impact:** Children's lives are negatively affected; the charity loses credibility and becomes unsafe for children.



**Likelihood:** For a charity that works with children, particularly those from vulnerable backgrounds, it is likely that harm can come to children through recruitment (people choosing to work with us with the intention of harming children) and through poor health and safety practices.

**Mitigation:** ASCF is dedicated to safeguarding children. Our main risk is to the safety of children, and we have taken the following steps to ensure that children are properly safeguarded.

ASCF will hold interviews and meetings with prospective volunteers, asking them why they want to take part in our work. Only those who have the necessary skills, passion and dedication to our cause will be recruited. Volunteers will be subject to a DBS check if they are coming from the UK.

Volunteers in Jamaica will be subject to a CRB check which is provided by the Jamaica Constabulary Force (JCF). The Police Certificate bares the background of each applicant and indicates whether or not an individual has any convictions recorded against him/her in Jamaica. If a prospective volunteer or staff member has a conviction for a sexual or violent offence, they will be automatically barred from working with ASCF. All other offences will be considered individually by the Board of Trustees.

Secondly, we have drawn up a health and safety policy to accommodate for every situation where a child could be harmed in the building. We will also inform children about the best practices to use to keep themselves and others safe from harm.

**Monitoring:** As far as possible, the Director will remain directly involved in the work with the children in St. Thomas and promptly address any concerns that come about. Additionally, a weekly report will be a mandatory part of the role of teachers, staff and volunteers at the centre(s). This means staff and volunteers are accountable for the safety of children at all times, and we can see how children are being treated, and address issues if they arise. Furthermore, once staff are instated we will train them on how to keep children safe from harm and conduct risk assessments for work carried out in the building and on trips.

### **Risk 2: General Security On-Site and on Trips and at Events**

**Impact:** Children come to serious harm or go missing; the charity makes children vulnerable and unsafe.

**Likelihood:** Port Morant remains a relatively safe area, and Barnes Hall is highly visible to the community, guarded with a gate and has exterior grills and locks on the doors.

**Mitigation:** We want everyone to be safe in the building in Jamaica that ASCF operates from. The gate will be guarded by security while children are inside. Trips will require a full



written risk assessment to be made to the Director before the trip takes place. ASCF's safe haven is a two minute-drive from the local police station.

**Monitoring:** All adults working with children will be responsible for overseeing their safeguarding, and a caretaker will be appointed who looks after the building's physical security. For example, making sure the outer gate is supervised, and to sign people in and out of the building.

### **Risk 3: Fraud and Financial Crime (money laundering, donations from proceeds of crime and tax evasion)**

**Impact:** The charity is put at risk of external scrutiny, or the charity comes under investigation by the Charity Commission and other authorities not by its own doing. Thus, affecting our public image permanently, it could be difficult to regain the trust of the public and our service users.

**Likelihood:** As a charity, there is always a risk of people taking advantage of our charitable status for their individual criminal gain.

However, at this stage, we'd say it's highly unlikely.

**Mitigation:** The fact that we usually announce or thank donors (of money, clothes, toys, books etc.) publicly, would probably be enough to prevent people from donating large amounts of money for fraudulent purposes. In the event we receive, or are offered, an anonymous donation of £25,000 we will report this as a serious incident to the Charity Commission. We will then consult the Charity Commission's Compliance Toolkit, 'Protecting your Charity from Harm' to see how to proceed next.

### **Trustee Recruitment and Training**

The Board of Trustees requires breadth and depth of experience to carry out its duties effectively and efficiently. When recruiting new trustees, the most important attribute is a passion for fostering safer childhoods, the work of ASCF and an understanding of the Arts, Culture and Education, as a holistic and rounded experience for children's personal growth.

We continue to advertise through our website ([www.arabascottcf.org](http://www.arabascottcf.org)) and social media platforms for:

- **A trustee with a fundraising/project scaling background.**

### **Charity Trustees**



The trustees of ASCF govern its work. New trustees are appointed by the existing Board of Trustees. All trustees have served throughout the year. In March 2023, founding trustees Andrew Williams and T'Leisha Senior stepped down from their positions, and transitioned to patrons.

**Ethics Committee** | Paul Macey (October 2017), Ida Johnson (October 2016)

**Finance Committee** | Shenaid Tapper (October 2016)

**Communications Committee**

Dr Ogogua Gee Okolo-Angus (10<sup>th</sup> September 2020),

Camile Pinnock (22<sup>nd</sup> September 2020)

Gradle Gardner Martin (10<sup>th</sup> November 2020)

Lisa Anderson (10<sup>th</sup> September 2021)

Imaan Williams (29<sup>th</sup> October 2021)

**Service Delivery Team**

These members are responsible for the operations of the charity and delivery of programmes to children:

**The Director** | Alicia Louise Williams

**Lead Project Facilitator and ACE Educator** | Kamara Webb

**ACE Educator** | Fiona Lee, Shantel Skyers and Hobbian Turgott

**Contact Details**

**Registered Address:**

Araba Scott Children's Foundation

1 Burcott Road

Purley

Surrey

CR8 4AD

G.B.

**Safe Haven Address:**

Barnes Hall

Curtis Bottom

St. Thomas

Jamaica

W.I.

**Website:** [www.arabascottcf.org](http://www.arabascottcf.org)

**Donations:** [www.arabascottcf.org/donate](http://www.arabascottcf.org/donate)

**Registered Charity No. 1169742**



## Professional Advisors

**Bank:** Reliance Bank Ltd  
 Faith House  
 23-24 Lovat Lane  
 London  
 EC3R 8EB

## Receipts and Payments Account

Year start date

Year  
end  
date

<b>For the year from</b>	<b>1st April 2021</b>	<b>To</b>	<b>31st March 2022</b>
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## Receipts and payments

	2022/03	2022/03	2022/03	Last Year
	Unrestricted funds	Restrict ed funds	Total funds	Total funds
	£	£	£	£
<b>Receipts</b>				
<b>Donations, legacies and similar income</b>				
Membership subscriptions		-	1920	2165
One-Off Donations			556	1408
Awards		-	700	700
Corporate		-	196	84
Legacy			68	0
<b>Sub total</b>		-	3440	4,357
<b>Grants</b>				
Grant	-	-	-	-
<b>Sub total</b>	-	-	-	-



<b>Fundraising (gross)</b>				
Community		-	304	2620
Events	-	-	-	
	-	-	-	-
<b>Sub total</b>		-	304	2620
<b>Total Gross Income</b>		-	3744	6977
Asset and investment sales, etc.	-	-	-	-
<b>Total receipts</b>		-	3744	6977

## Receipts and Payments Account

	Year start date	Year start date	Year start date	Year end date
<b>For the year from</b>	<b>1st April 2022</b>	<b>1st April 2022</b>	<b>1st April 2022</b>	<b>31st March 2023</b>
			<b>T o</b>	

## Receipts and payments

	2023/03	2023/03	2023/03	Last Year
	Unrestricted funds	Restricted funds	Total funds	Total funds
	£	£	£	£
<b>Payments</b>				
<b>Charitable Payments</b>				
ACE Learning Program	1129.98			1954.25



Administration	390.44	-		715.38
Art Therapy	0		0	0
Back to School Supplies	153.36	-		385.54
Care Packages	104.31	-		266.30
Children's Activities	646.96	-		295.68
Children's Resources	625.59	-		490.26
Insurance	0	-		298.56
Renovations	1308.03	-		187.35
Safe Haven Maintenance	203.47	-		141.97
Training	40	-	-	0
Website Maintenance	290.26	-		387
Travel	28.53			62.96
School Fare	424.77	-		270.22
<b>Sub total</b>	<b>5345.70</b>	<b>-</b>		<b>5455</b>
<b>Fundraising expenses</b>				
Community	491.32	-		10
Events		-		33
Internal	-	-	-	-
<b>Sub total</b>	<b>491.32</b>	<b>-</b>		<b>43</b>
<b>Total Gross Expenditure</b>	<b>5837</b>	<b>-</b>		<b>5498</b>
<b>Asset and investment purchases, etc.</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total payments</b>	<b>5837</b>	<b>-</b>		<b>5498</b>
<b>Net of receipts/(payments)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>




Cash funds last year end	-	-	-	-
Cash funds this year end	-	-	-	-

## Statement of assets and liabilities at the end of the year

	31st March 2022	31st March 2023	31st March 2023	31st March 2022
	Unrestricted funds	Restrict ed funds	Total funds	Total funds
	£	£	£	£
<b>Cash funds</b>	<b>1047</b>		<b>1047</b>	<b>2885</b>
Bank current account		-		
Bank deposit account	-	-	-	-
Cash/Floats	-	-	-	-
	-	-	-	-
	-	-	-	-
<b>Total cash funds (Agree balances with receipts and payments account(s))</b>		-		

Signed by one trustee on behalf of all the trustees

Signature	Print Name	Date of approval
	SHENAID TAPPER	28/01/2024

**ARABA SCOTT CHILDREN'S FOUNDATION**

England & Wales - Charity number 1169742

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# Accounts

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## **Araba Scott Children's Foundation Trustees' Annual Report 2022**

The trustees of Araba Scott Children's Foundation present their annual report and accounts for the period 1<sup>st</sup> April 2021 to 31<sup>st</sup> March 2022, and confirm they comply with the requirements of the Charities Act 2011, the constitution, and the Charities SORP (FRS 102).

### **Executive Summary**

This year marks 5 years of Araba Scott Children's Foundation (ASCF), and 8 years of service to children and families in St. Thomas, Jamaica! Our voluntary income for the year was £6,976.77; 7% more than in 2021. Although the pandemic limited our children's activities, we did manage to hold 68 ACE Learning sessions, hold a drum and dance workshop, fundraise remotely on 3 occasions and support children to remain in education. We did a fantastic job at full cost recovery fundraising this year, which accounted for 38% of our voluntary income in 2022. The funds we raised helped us support children in the midst of a global pandemic - materially, technologically and financially.

This year we met many of our objectives and strategic aims for 2021 to 2022. In October (our anniversary month), we achieved Strategy Items 4 and 5, which were to create and deliver a dedicated arts and culture programme. The class is called ACE Learning Arts and Culture, and by the following month we had to purchase more chairs to include more children in our ACE Learning sessions (Strategy Item 6)! Moreover, we recruited two new trustees to strengthen our organisational development (Strategy Item 1), fundraised more than Araba Scott Children's Foundation has ever raised (Strategy Item 2), and engaged more in advocacy and knowledge sharing (Strategy Item 3).

Our Director shared evidence of the success of our community-based learning, and human rights education and training, in the 47<sup>th</sup> and 48<sup>th</sup> sessions of the Human Rights Council, as well as in two roundtable discussions held by the University of Illinois at Chicago. Araba Scott Children's Foundation also brought together people from the Caribbean diaspora through an online 'Ideas Market', which brought together social entrepreneurs, concerned citizens and a wide range of children's professionals. Our organisation is proud of this year's achievements, and looks to the future with hope. Araba Scott Children's Foundation seeks to improve our reporting of our impact and evaluations, which has been made challenging as a result of the current climate crisis and pandemic.

### **Mission Statement**

ASCF's mission is to bring children of all circumstances living in St. Thomas together with professional artists, teachers and therapists, to create, learn, play and embrace their culture, increasing wellbeing, tolerance, and helping give children a positive view of themselves.

### **Strategy and Objectives for 2022**

Our current strategy aims to make progress in 6 key areas: organisational development, fundraising, marketing, art, culture and education. A detailed internal document has been produced to outline each strategy, its rationale, our current position, where we expect to be by 2024 and our details of actions. In brief:

Concerning:

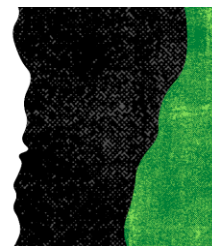


## TRUSTEES' ANNUAL REPORT

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- **Strategy Item One, 'Organisational Development' between 2021-2024**

We are enhancing the effectiveness of ASCF's governance and management, by striving for a fully active and involved Board of Trustees and fully remunerated staff team. Additionally, we want a wide range of skills and representation within the Board of Trustees and Advisors so, we have recruited two more trustees in the areas of (dis)ability inclusion and expert networking.

Concerning:

- **Strategy Item Two, 'Fundraising' between 2021-2024**

We continue to scale up our fundraising efforts by seeking a fundraising volunteer to help identify key trusts and foundations to apply to for core costs, writing *or* editing grant applications, and arranging media and PR events that we can attend or participate in (e.g., radio, TV, Clubhouse rooms, magazine entries). Thus, raising enough funds to allow ASCF to operate a full cost recovery model that can sustain and expand our children's work in St. Thomas, Jamaica.

Concerning:

- **Strategy Item Three, 'Marketing' between 2021-2024:**

We are raising awareness about, and engaging more of the public with, our work, both in-person and on social media, allowing us to share our successes, evidence of learning and solutions to challenges in St. Thomas, Jamaica.

Concerning:

- **Strategy Item Four, 'Art' between 2021-2024:**

We have developed a dedicated arts programme, similar to that of the ACE Learning programme, offering art classes with learning objectives, lesson plans and a prize giving after 10 weeks. By highlighting children's natural propensity for art-making, we are encouraging relaxation while learning skills and methods of creativity that could be used as a trade, or coping tool in later life.

Concerning:

- **Strategy Item Five, 'Culture' between 2021-2024:**

We have established a dedicated cultural learning programme for children, helping children in St. Thomas celebrate their culture and history, and the stories of others. Therefore, supporting children's development of self-confidence, empathy and tolerance towards others.

Concerning:

- **Strategy Item Six, 'Education' between 2021-2024:**

We have doubled the number of classes we offer to children per week, and doubled our team so that children aged 4-10 are taught by two primary school educators, and children aged 11-17 are taught by two secondary school educators. We are benefiting from having safely recruited more skilled and



passionate volunteers, and a mobile ACE Learning service for children who are confined to their home due to a physical disability.

### **Our Aims**

The CIO operates under its governing document which was authorised by the Charity Commission for England and Wales on 16<sup>th</sup> October 2016, and included the regulations for appointment of trustees.

The objects of the CIO are to advance in life and relieve the needs of young people in St. Thomas, Jamaica through:

#### **1. Advancing education;**

**The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;**

**Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.**

**2. To advance the education of the public in St. Thomas, Jamaica but not exclusively by the provision of basic literacy and numeracy classes.**

### **Review of Activities and Achievements**

#### **Participant Numbers and Activities**

Due to COVID-19 restrictions the number of participants at events was limited. However, 10 children on average attended the ACE Learning Programme this year, with around 20 attending each group event (such as the workshop by Calbert and the All-Star Drummers).

#### **The ACE Learning Programme**

Between April 2021 and March 2022, we held 68 ACE Learning Literacy, Numeracy and Arts and Culture classes.

#### **Arts and Culture**

To achieve strategy items four and 5 for 2021-2024, at the end of October 2021, we started our ACE Learning Arts and Culture Programme. In the children's first ACE Learning Arts and Culture class, the children learned about Jamaica and its contributions to the world. They have since gone on to study India, Judaism (in a special lesson on Shabbat by the Jewish Museum London), South Africa, Australia, Japan, China, Italy and many more.

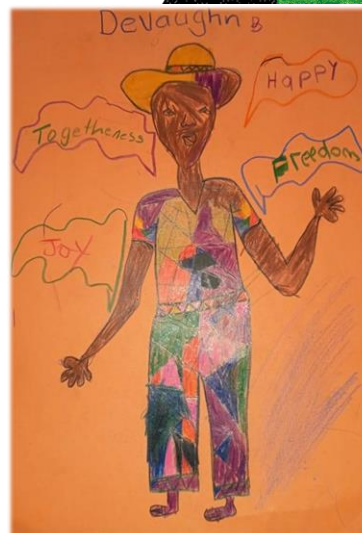
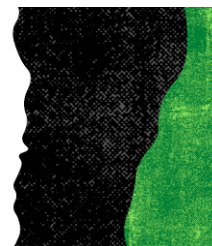


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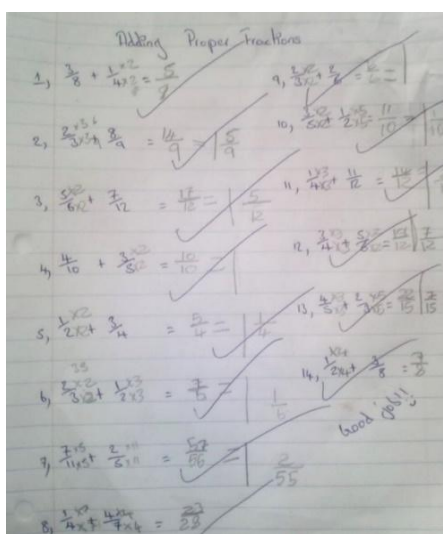
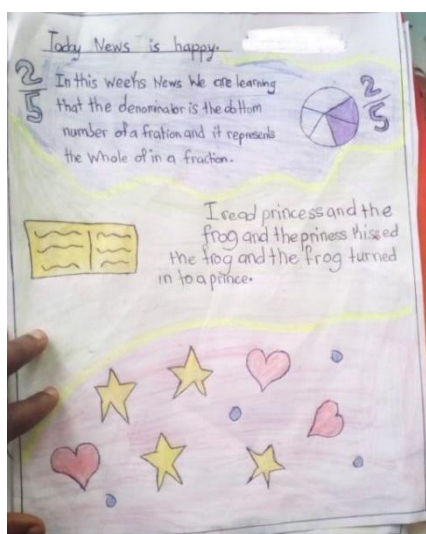
31<sup>ST</sup> MARCH 2022



The lessons are split into cultural studies first (where the children learn about the country or culture) and then an art project afterwards. For these purposes, we purchased lots of Arts and Crafts Materials, like, glitter foam, lined paper, blank paper, markers and coloured card. Typically, the children examine the art styles of artists of African origin from the individual countries/cultures, and try to make their own versions of their art. Or the children use a particular art form (e.g., stencils, ripped paper, salt painting, wax etc) to create art which reflects something they have learned about the country/culture.

For example, when studying Malawi, the children learned about William Kwamkwamba, who built a windmill to generate electricity in his community. Our children used natural resources (wood and sticks) to create their own replica windmill.

### Numeracy



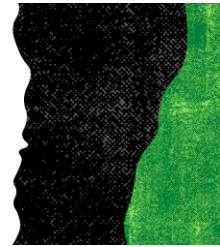


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We used assessments in the beginning of week 1, and reassessed them in week 10. This allowed us to pinpoint areas for improvement and create a tailored lesson plan for each individual child. Mass was a subject that many of the children talked about on a daily basis, but didn't understand in theory. So, in February 2022, we explored methods to bring Numeracy to life for the children, and purchased weighing scales, a metre ruler, and a measuring jug for ACE Learning Numeracy.

Create a journal entry with the date and an account of an online learning experience of yours. Use lots of details, be honest, say what you learnt and your likes and dislikes of the class.

Girl from St. Thomas, Jamaica, aged 10

### Literacy

In ACE Learning Literacy children made great strides in their reading. We used assessments in the beginning of week 1, and in week 10, re-assessed them. Children were then split into two groups, as we found them; new readers and confident readers. This distinction was better for us because sometimes the children's age doesn't match their current ability. For instance, two 11-year olds may come to us in the same Grade at school, but one can read as expected for their age, and the other can't. When sending lesson plans, the first section was for the new readers and was heavily phonics based, and the confident readers were given tasks that match their Grade at school.

To engage children in writing, and talking about the 'everyday', we got the children to create journal entries and write for their 'Good News Newspaper' (as shown in the images below).

Create a journal entry with the date and an account of an online learning experience of yours. Use lots of details, be honest, say what you learnt and your likes and dislikes of the class.

Child from St. Thomas, Jamaica, aged 10

Create a journal entry with the date and an account of an online learning experience of yours. Use lots of details, be honest, say what you learnt and your likes and dislikes of the class.

Child from St. Thomas, Jamaica, aged 10

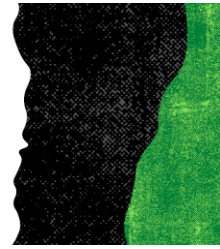


## TRUSTEES' ANNUAL REPORT

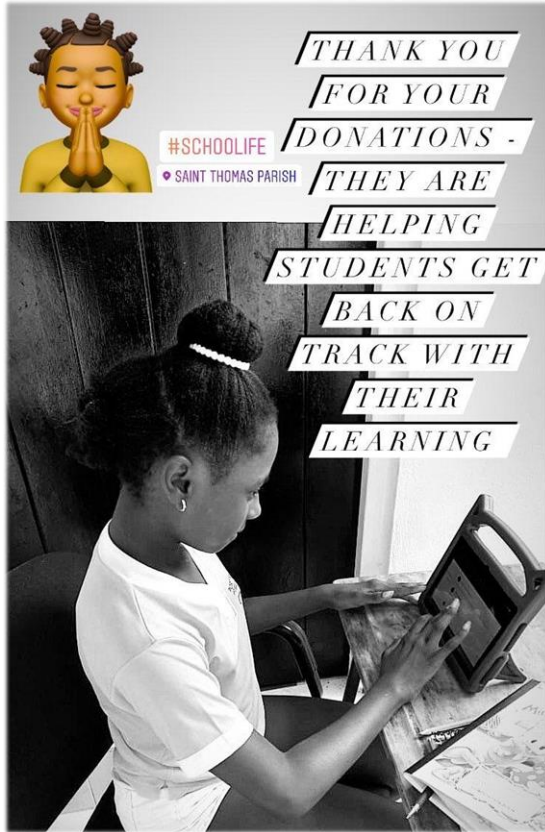
1<sup>ST</sup> APRIL 2021



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### Helping Children Remain in Education During COVID-19



#### Physical

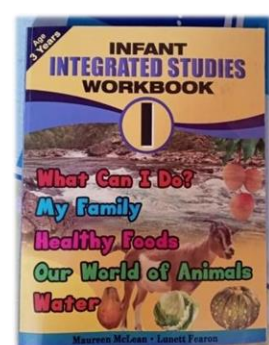
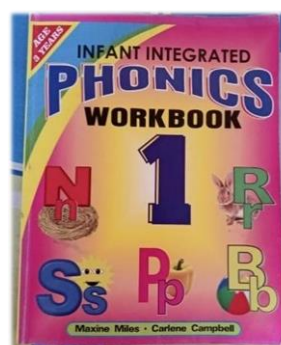
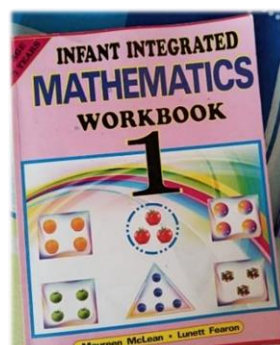
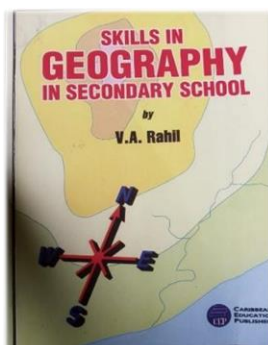
In September 2021 we purchased back to school supplies (including textbooks as pictured below, stationary, book bags, lunch boxes etc), for approximately 70 children costing £385.54. In January 2022, we provided a full school uniform with shoes and school supplies for a teenager returning to school.

#### Technological

In June 2021, we were able to provide additional telephone and video support for Grade 5 students taking their PEP exams. We also purchased 2 additional tablets to loan to our students (free of charge) during the school term. This improved their ability to complete their schoolwork, given many students could only complete their work on phones lacking access to Google Classroom and Teams; the platforms schools were using to teach at the time. We also bought a new mobile phone for our Jamaica team, so we could stay in contact and take quality photos and videos of our work.

#### Financial

Towards the end of this year, we helped send a 16-year old girl in Grade 10 to go to school 5-days a week, by providing her taxi and lunch fare, and phone data, to keep her safe when travelling.



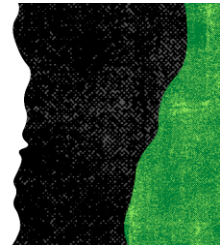


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### Children's Activities



#### Calbert and The All Star Drummers Workshop

Hailing from Westmoreland, a team of West African drummers and dancers visited our safe haven for a children's workshop on 28<sup>th</sup> April 2021. Towards the end of the workshop, which you can see part of [here](#), many members of the local community came by to listen to the singing, drumming and dancing taking place.

#### Renovations

This year, we spent far less on renovations, because our main task of fixing the main roof was complete. However, we did take some time to repair the office door, which had some cracks in it and fix our bathroom water supply.

#### The Ideas Market

We held a [pilot](#) of our new Ideas Market which intends to bring together Jamaican nationals and Jamaicans abroad, to come up with solutions to problems facing children and

young people across Jamaica. We went on to host our [second](#), [third](#) and [fourth Ideas Market](#) before taking some time to reflect and put into action the solutions, new connections, and best practice we shared.

Do you know of a problem **AND** a solution for an issue facing children and young people in the Caribbean today?

Are you looking for a safe way to support an idea using your time, resources or funds?

Join us this Saturday, 31<sup>st</sup> July 2021 at 10am EST/4pm BST, for our fourth 'ideas auction'. The Ideas Market invites the Caribbean diaspora to come together and make meaningful change for our youth.

TO REGISTER, search: 'Jamaica and the Caribbean Ideas Market' on Eventbrite. Attendance is FREE.

Join the Ideas Market

Araba Scott Children's Foundation

This event has been organised by Araba Scott Children's Foundation | Registered in England and Wales, Charity no. 1169742

**You're invited!**

The Ideas Market aims to help the diaspora and Jamaican nationals work together by:

- a) supporting local ideas that generate real change for children and young people and;
- b) restoring trust in Jamaica through meaningful connections with others and being able to fully understand the issues on the ground, and how to best support them.

#IdeasMarketJA

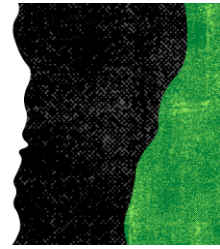


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### Care Packages

Between February and December 2021, we provided 16 care packages for children and their families, worth £266.30. These packages included groceries, school lunch and hygiene items, such as sanitary towels, toothpaste, and soap (pictured below). At Christmas time we sent a gift for all our students. The children received colouring books, crayons and toy cars.



### Community Fundraising

#### Living and Giving Bogle Bingo

Kirsty Watson from Living and Giving, connects black travellers to predominantly black causes nationally and internationally. She organised and held the last of 3 fundraisers for Araba Scott Children's Foundation: a fitness programme, a movie review and bingo game respectively. This final fundraiser was called, 'Bogle Bingo', and a whopping total of £1,338 was raised for Araba Scott Children's Foundation! Almost half of this amount came from a participant's company who matched funded our fundraising.



## Our First Raffle

On 23<sup>rd</sup> February 2022, Araba Scott Children's Foundation held its first ever raffle. Organised by trustee Shenaid Tapper, the fundraiser generated £441, 80% of which was match funded by the Bank of England, giving us a total of £791. Some of the prizes included a Caudalie Beauty Hamper, a luxury spa day at S.Spa, dinner at the Rock Steady Rum Lounge, a Juici Jerk takeaway, a hamper of baked goods, and loads of Penguin books! This was our first time engaging this number of companies in any fundraising activity of ours, and we were so impressed and appreciative of the support.

ARABA SCOTT CHILDREN'S FOUNDATION PRESENTS:

### JAMAICAN INDEPENDENCE DAY sponsored TREADATHON

ON 6th August 2021  
Join Jamaicans up and down the country, as we raise money to improve children's access to education in St. Thomas, JAMAICA!

- 1 Challenge yourself to a tread in your local area; 3km-10km?
- 2 Walk on your own, or form a group of 6
- 3 Each participant donates £5 to enter at [arabascottcf.org/donate](http://arabascottcf.org/donate)
- 4 Share pictures of you or your group's tread with #treadforJA

T-shirts are available for purchase on Amazon

Be sure to tag us in your photos and videos @arabascottofficial on Facebook and @arabascottcf on Twitter

Araba Scott Children's Foundation is a registered charity in England and Wales. Charity no. 1169742

### CHARITY RAFFLE

FOR ARABA SCOTT CHILDREN'S FOUNDATION

TOP PRIZES TO WIN:

- Luxury Spa Day
- Caudalie Beauty Hamper
- 2 x 60 minute PT Sessions
- £120 worth of Penguin books
- Dinner at The Rock Steady Rum Lounge
- x1 Voucher for Juici Jerk Takeaway
- and so much more!

TICKETS AVAILABLE NOW

To get your lucky numbers: Select 'raffle' at [arabascottcf.org/donate](http://arabascottcf.org/donate)

Then choose the number of tickets you want

Join us for the LIVE draw WEDNESDAY 23rd FEB at 7pm @arabascottofficial

Charity registration no. 1169742. Registered in England and Wales

## Araba Scott Children's Foundation's First Treadathon

To celebrate Jamaica's 58<sup>th</sup> Independence Day, we organised our first annual Treadathon, raising £200. Participants donated to Araba Scott Children's Foundation and were challenged to walk distances of 3 to 10km. Some people managed 16km. We used this money to hold extra ACE learning classes for our students.

### Details of Awards

On 17<sup>th</sup> March 2022, the Bank of England awarded Araba Scott Children's Foundation matched funding of £700; £350 for fundraising and £350 for time spent volunteering in a charitable role. This was for trustee Shenaid Tapper's efforts raising funds with our sponsored Treadathon event in August 2021 and raffle in February 2022, and also for her time spent as a Trustee across the year. The money raised from the Treadathon was used to supplement extra ACE learning classes for our students. Shenaid supported the lead to create marketing materials, encourage sponsor sign ups, and created bespoke t-shirts for the charity walkers to wear.

With the raffle, we aimed to raise £400 to increase the number of days we provide the service to children from 3 days to 5 days per week. Shenaid coordinated the sourcing of 12 prizes from donors and local businesses to give away to winners. Shenaid was dedicated throughout this process,



spending several hours liaising with organisations to agree upon and deliver the prizes. She also managed the social media marketing to raise awareness of the fundraising event, and respond to any queries from ticket holders. The raffle was held on 23<sup>rd</sup> February 2022 and raised £441; 80% of this was match funded by other companies, giving us a total of £791.

### Impact and Evaluation



In May 2021, we thought about ways we could make our classes more accessible, so that children who don't like sitting still for long periods of time are taught in ways that involve movement, or at least act as a reward system for completing their work. We purchased Hoola Hoops, skipping ropes and a bowling set. Then, noticing some children were attending class having not eaten that day, we began providing snack packs, and sometimes soup, fish, and bread, at every class going forward. These two new additions

encourage good participation in classes and have made them more accessible.

In August 2021, the COVID-19 no movement restrictions and rising infection rates in Jamaica, as well as natural disasters (such as severe hurricane and flood conditions) severely disrupted our services to children. One of our trustees, Gee Okolo-Angus had planned a Kingston Education Experience for the children, but this had to be postponed until summer 2022 to ensure the children's wellbeing. We also had to pause our ACE Learning classes every time the area became flooded.

### Our Curriculum Progress: ACE Learning Literacy and Numeracy

In March 2022, we reported that all children we worked with in Week 1, improved in their reading after ten weeks, as a result of ACE learning literacy. The children progressed in fluency, decoding words, and word blending. After the week 10 numeracy assessments in November 2021, we were able to create individualised targets for the children. We also shared teaching tips with the children so they can help children achieve their goals (as pictured in the image above). In ACE Learning Arts and Culture, the children relished in creating their artwork, and enjoyed quizzes about the countries and

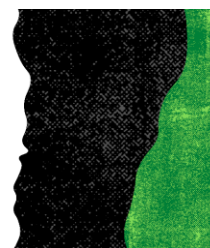


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**NOVEMBER 2021 NUMERACY LEARNING PLAN**

*teach children step-by-step*

**RAYMOND'S TARGETS:**

- ORDERING NUMBERS
- LEARN TO SUBTRACT AND ADD WITH CARRYING
- EQUIVALENT FRACTIONS
- UNDERSTAND WORDED PROBLEMS
- TELLING THE TIME

**JADEN'S TARGETS:**

- ODDS AND EVENS
- FIND 1/3 OR 1/4 OF A NUMBER

**DEVAUGHN'S TARGETS:**

- ODDS AND EVENS
- 10 X TABLE
- LEARN HOW TO WORK OUT HALF OF A NUMBER

*Use grouping to teach children how to half a number*

**MILEY'S TARGETS:**

- MASTER SHORT AND LONG MULTIPLICATION
- ORDERING DECIMALS USING PLACE VALUE CHART
- MASTER MULTIPLYING DECIMALS
- UNDERSTAND DIAMETER AND RADIUS
- LEARN THE NAMES OF 3D SHAPES AND THEIR PROPERTIES

**YULAINA'S TARGETS:**

- MASTER SHORT AND LONG MULTIPLICATION
- LEARN WHAT A MULTIPLE IS
- MASTER SHORT DIVISION, THEN LONG DIVISION
- EQUIVALENT FRACTIONS

*focus on improving the alignment*

cultures they had learned at the end of their classes. The classes proved so popular that in November 2021, we had to purchase 6 new chairs, because class sizes had grown so much!

One of our ACE learning educators was

offered a job looking for children in another parish, showing how Araba Scott Children's Foundation continues to provide, and improve job prospects in the local community. However, this did reduce our team by 1, so we had to recruit again to avoid lone working.



## FREEDOM DREAMS

### A ROUNDTABLE ON DREAMING, BUILDING & LEADING TOWARDS A KNOWLEDGE-CENTRED FUTURE

**What does it take to become educated in 21<sup>st</sup> century Jamaica?**

Join participants - Anne Bailey (St. Mary's Peace Farm); Jherane Patmore (Rebel Women Lit); Alicia Louise (Araba Scott Children's Foundation); Leonie Bernard Stephen (Allen-Shaw Foundation); and Natalie Bennett (Granville Reading & Art Programme) - in a conversation about community-based approaches to education: its successes, challenges and promises for addressing inequities in access to knowledge in contemporary Jamaica.

### Freedom Dreams - Roundtable

In June 2021, Araba Scott Children's Foundation's director, Alicia Louise, was twice selected to speak at the University of Illinois at Chicago's roundtable to share evidence from our ACE learning sessions on the benefits of community-based education in 21<sup>st</sup> Century Jamaica.

### 47th session of the Human Rights Council

Our Director, Alicia Louise, received accreditation to speak at the 47th session of the Human Rights Council, as the newest collaborator at the Geneva International Centre for Justice in June and July 2021. The reports featured some of the learnings from Araba Scott Children's Foundation's work in St. Thomas, Jamaica. Alicia Louise went on to write several articles on human rights education and training, and reducing the deepening inequalities caused by COVID-19, for the 48<sup>th</sup> Session of the Human Rights Council. Below are a

few excerpts from these articles with reference to issues children and communities are facing in Jamaica.

An excerpt taken from Alicia Louise's Report on the [Right to Education](#) :



‘We agree that States must work together and provide technical support to ensure the most vulnerable groups, including, children, persons with disabilities, and religious and ethnic minorities have access to school facilities. As part of these efforts, we echo the call of UNICEF to re-open schools where public health authorities have deemed it safe.


We agree with the SR that school and college policies must be cautious not to discriminate, exclude or prevent learners from accessing the best possible standard of education. We support the SR in stating that schools must not reject children (most of whom will be poor) from classrooms due to having incorrect uniform, as in some Jamaican schools today. Immutable characteristics such as hair texture and arrangement are to be celebrated and appreciated by schools, especially where they are a reflection of the racial, ethnic, religious, or cultural identity of the learner. Any discrimination based on these, suggests the right to education is qualified, when it is inherently and indisputably substantive, i.e., it must not be interfered with. Decolonisation of education systems must take place in order to realise the right to education as universal and fundamental.’

Click [here](#) to view the full report in French.

Covering a Council session on [Human Rights Education and Training](#), Alicia Louise advocated for the end of the inhumane treatment of children in Caribbean schools, and for human rights values to be practised and taught inside and outside of the classroom:

**Alicia Louise**  
*United Kingdom/Jamaica*

Alicia Louise joined GICJ in May 2021. She is a 27 year old recent graduate of International Law LLM with a BA (Hons) in Criminal Justice. She was co-awarded the Oxford University Press Law Prize in 2021 for Best International Law Student of 2020. She is the founder and director of Araba Scott Children's Foundation, an NGO registered in England and Wales and operating in St. Thomas, Jamaica for the past 8 years and counting. Alicia is truly passionate about the promotion and protection of children's rights, and acknowledges its role in preventing violence in Jamaica - an issue close to her heart as her grandmother was brutally murdered on the island in 2009. The meaningful work of the charity was recognised by the University of Westminster's Alumni Awards where Alicia won the Social Impact Award 2019. Alicia is also keenly interested in primary and secondary education, having taught and supported the learning of students internationally for over a decade. I am joining GICJ because I believe in human rights for all. I would also like to learn more about human rights mechanisms and gain practical experience in the international law field.



‘The GICJ believe that we must explore how we **incorporate human rights education and training in all areas of our public life**, so that the ‘real world’ resembles what children have been taught in their classrooms. There are also human rights violations that occur in schools and college training environments today. For instance, corporal punishment is still a phenomenon that occurs in schools throughout the Caribbean, which greatly undermines the substance of human rights education and training.’

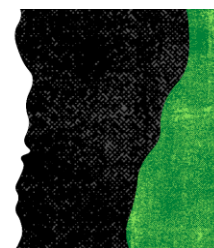


## TRUSTEES' ANNUAL REPORT

1<sup>ST</sup> APRIL 2021



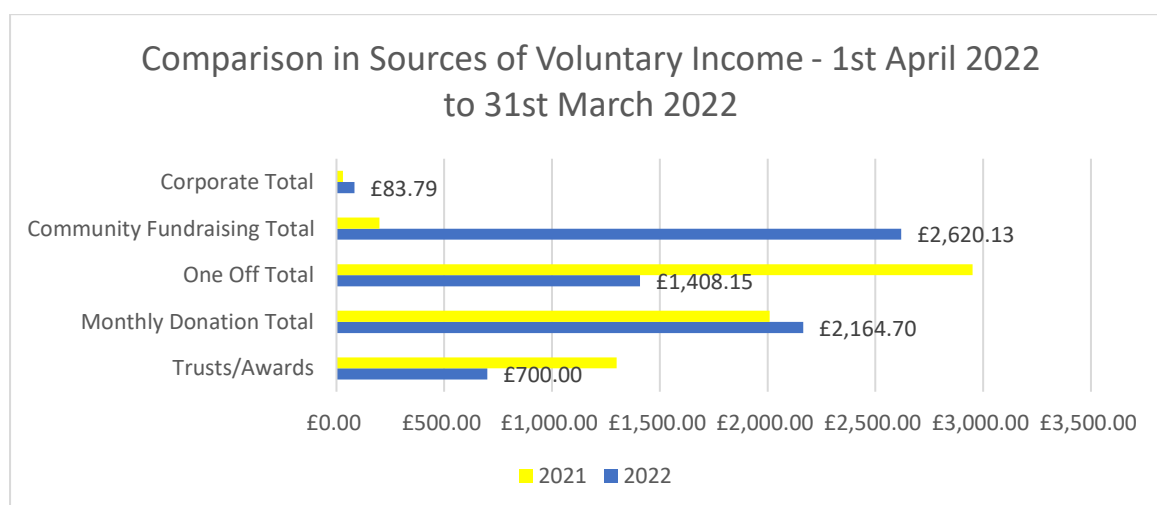
31<sup>ST</sup> MARCH 2022



### Our Finances

#### Details of Voluntary Income as of 31<sup>st</sup> March 2022

The financial statements show net incoming resources for the year on charitable purposes of £6,976.77. A breakdown of the sources of our voluntary income is below:



Our highest source of voluntary income (38%) came from the community fundraising events we did (the Treadathon, raffle and bingo game). Donations from companies accounted for 1% of our voluntary income. One-off donations from members of the public made 20% of our income, and our monthly donors contributed to 31%. 10% of our income came from the Charities Trust as part of our matched funding award from the Bank of England.

#### Details of Expenditure as of 31<sup>st</sup> March 2022

Our financial statements show net outgoing resources for the year on charitable activities as, £5,498.47. 36% of our income was allocated to our ACE Learning Programme. Classes are free for the children, and we pay our ACE Educators a regular stipend for their sessions. As part of the ACE Learning programme, some money is spent on children's resources (9%), such as paper, stationary, measuring jugs, mirrors for phonics etc. The second largest area of spending went on administration (13%) and paid for items such as credit for our Jamaica charity phone, sending funds to our team, bank charges etc.

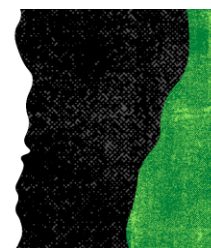


## TRUSTEES' ANNUAL REPORT

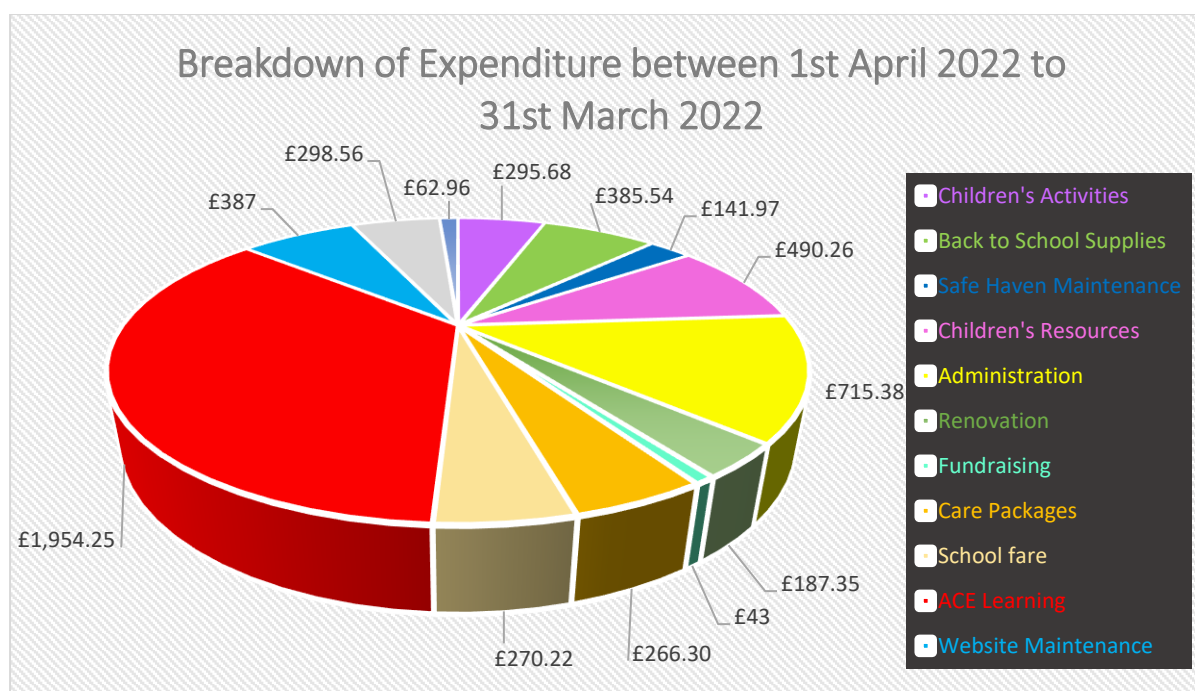
1<sup>ST</sup> APRIL 2021



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### Breakdown of Expenditure



Back to school supplies accounted for 7% of spending in 2022, which is slightly under what we spent in 2021. Far less was spent on renovation this year at 3%, compared to 25% in 2021 owing to the work we did on the roof. 10% of our income went on supporting a teenager to attend school 5-days a week (5%) and on care packages (5%). Children's activities, such as the drum and dance workshop accounted for 5% of our spending. 3% of our income was spent on safe haven maintenance, this allowed us to purchase things like toilet paper, soap, bleach, brooms, bins etc. This year only 1% of our income was spent on fundraising (£43), which is very positive being that community fundraising raised over £2,500 this year.

### Our Vision for the Future, Ethos and Policies

#### Our Ethos

To provide children with artistic, cultural and educational activities in a nurturing environment that reminds them of their rights in the world. We promote children's rights and advocate against the use of corporal punishment to discipline children. Our vision is embodied by the following;

*Children in St. Thomas are learning, playing and creating in a safe and nurturing environment. The children's self-confidence grows and literacy rates improve, regardless of ability or disability. Children of all backgrounds treat each other with dignity and respect, as a result of learning better conflict resolution and tolerance for one another (as modelled by ASCF staff and volunteers).*

ASCF also supports the Jamaican Government's, National Shared Vision for education for 2030;



“Each learner will maximise his/her potential in an enriching, learner-centred education environment...supported by committed, qualified, competent, effective and professional educators and staff.

The system produces full literacy and numeracy, a globally competitive, quality workforce and a disciplined culturally aware and ethical Jamaican citizenry.”

ASCF's ethos, is also in line with the performance targets set by the Jamaican Government and stipulated in the 2015 White Paper on Education, which promotes, “building community participation...to influence positive behavioural changes and stimulate a higher level of involvement.”

### **Our Policies**

This year we reviewed and/or updated the following policies after discussion with the Board before our fourth AGM. Policies were not altered if after reviewing and discussing the entirety of each policy, the Board and the Director decided that no changes needed to be made to their contents.

**Code of Behaviour;** this was reviewed but not altered.

**Conflicts of Interest;** this was reviewed but not altered.

**Ethical Fundraising;** this was reviewed but not altered.

**Equal Opportunities;** this was reviewed but not altered.

**Financial Management;** this was reviewed but not altered.

**Health & Safety;** this was reviewed but not altered.

**Safeguarding Children & Young People;** this was reviewed but not altered.

**Safe Recruitment;** this was reviewed but not altered.

**Supervision;** this was reviewed but not altered.

**Whistle-Blowing;** this was reviewed but not altered.

### **Structure, Governance and Management**

The trustees determine the general policy of the foundation. The Director undertakes the key leadership role overseeing ACE programs in consultation with the trustees. The day-to-day administration is undertaken within the policies and procedures approved by the trustees. Our Lead Project Facilitator manages and is responsible for service delivery, reporting any maintenance issues to the Director or Board of trustees in Jamaica, and providing weekly reports of work carried out. The Lead Project Facilitator is also responsible for co-delivering and overseeing the work carried out by our ACE Educator on the ACE Learning Literacy and Numeracy Programme.

### **Organisational Management**

The trustees are responsible for the overall management and control of the Foundation and meet at least four times a year. The task of implementing most of our policies is carried out by the Director, our Lead project Facilitator, and members of the Ethics and Finance Committee who are in regular communication. They give of their time freely and no remuneration or expenses were paid in the year. The Director also volunteers her time and no remuneration or expenses were paid in the year, due to a mutual decision to put the principal needs of the safe haven first.

### **Risk Management**



The trustees are responsible for the overseeing of the risks faced by the Foundation. The task of providing detailed considerations of risk is delegated to the Director, who may also work in collaboration with the Lead Project Facilitator. Risks are identified, assessed and controls established throughout the year. A formal review of the charity's risk management processes is undertaken on a yearly basis, and as such, reviews take place throughout the year as new projects are considered, and examples of good practice or challenges are highlighted. Please note: the risk posed by the novel Coronavirus, COVID-19, is consistently being assessed by our team due to new findings and changes in national prevention measures, so our risk management processes for COVID-19 will not be listed here. \*

Risk is managed under the headings of Child Welfare, General Security (on site and on future trips and events), and Fraud and Financial crime. The main risks that the trustees have identified and the plans to manage those risks are:

**Risk 1: Child welfare (abuse, negligence and hazards)**

**Impact:** Children's lives are negatively affected; the charity loses credibility and becomes unsafe for children.

**Likelihood:** For a charity that works with children, particularly those from vulnerable backgrounds, it is likely that harm can come to children through recruitment (people choosing to work with us with the intention of harming children) and through poor health and safety practices.

**Mitigation:** ASCF is dedicated to safeguarding children. Our main risk is to the safety of children, and we have taken the following steps to ensure that children are properly safeguarded.

ASCF will hold interviews and meetings with prospective volunteers, asking them why they want to take part in our work. Only those who have the necessary skills, passion and dedication to our cause will be recruited. Volunteers will be subject to a DBS check if they are coming from the UK.

Volunteers in Jamaica will be subject to a CRB check which is provided by the Jamaica Constabulary Force (JCF). The Police Certificate bares the background of each applicant and indicates whether or not an individual has any convictions recorded against him/her in Jamaica. If a prospective volunteer or staff member has a conviction for a sexual or violent offence, they will be automatically barred from working with ASCF. All other offences will be considered individually by the Board of Trustees.

Secondly, we have drawn up a health and safety policy to accommodate for every situation where a child could be harmed in the building. We will also inform children about the best practices to use to keep themselves and others safe from harm.

**Monitoring:** As far as possible, the Director will remain directly involved in the work with the children in St. Thomas and promptly address any concerns that come about. Additionally, a weekly report will be a mandatory part of the role of teachers, staff and volunteers at the centre(s). This means staff and volunteers are accountable for the safety of children at all times, and we can see how children are being treated, and address issues if they arise. Furthermore, once staff are instated we will train them on how to keep children safe from harm and conduct risk assessments for work carried out in the building and on trips.



## **Risk 2: General Security On-Site and on Trips and at Events**

**Impact:** Children come to serious harm or go missing; the charity makes children vulnerable and unsafe.

**Likelihood:** Port Morant remains a relatively safe area, and Barnes Hall is highly visible to the community, guarded with a gate and has exterior grills and locks on the doors.

**Mitigation:** We want everyone to be safe in the building in Jamaica that ASCF operates from. The gate will be guarded by security while children are inside. Trips will require a full written risk assessment to be made to the Director before the trip takes place. ASCF's safe haven is a two minute-drive from the local police station.

**Monitoring:** All adults working with children will be responsible for overseeing their safeguarding, and a caretaker will be appointed who looks after the building's physical security. For example, making sure the outer gate is supervised, and to sign people in and out of the building.

## **Risk 3: Fraud and Financial Crime (money laundering, donations from proceeds of crime and tax evasion)**

**Impact:** The charity is put at risk of external scrutiny, or the charity comes under investigation by the Charity Commission and other authorities not by its own doing. Thus, affecting our public image permanently, it could be difficult to regain the trust of the public and our service users.

**Likelihood:** As a charity, there is always a risk of people taking advantage of our charitable status for their individual criminal gain.

However, at this stage, we'd say it's highly unlikely.

**Mitigation:** The fact that we usually announce or thank donors (of money, clothes, toys, books etc.) publicly, would probably be enough to prevent people from donating large amounts of money for fraudulent purposes. In the event we receive, or are offered, an anonymous donation of £25,000 we will report this as a serious incident to the Charity Commission. We will then consult the Charity Commission's Compliance Toolkit, 'Protecting your Charity from Harm' to see how to proceed next.

## **Trustee Recruitment and Training**

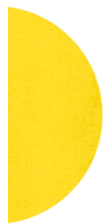
The Board of Trustees requires breadth and depth of experience to carry out its duties effectively and efficiently. When recruiting new trustees, the most important attribute is a passion for fostering safer childhoods, the work of ASCF and an understanding of the Arts, Culture and Education, as a holistic and rounded experience for children's personal growth.

We continue to advertise through our website ([www.arabascottcf.org](http://www.arabascottcf.org)) and social media platforms for:

- **A trustee with a fundraising/project scaling background.**

## **Charity Trustees**

The trustees of ASCF govern its work. New trustees are appointed by the existing Board of Trustees. All trustees have served throughout the year, except where indicated:

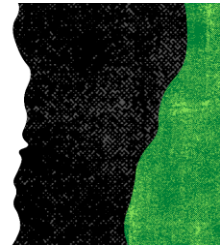


## TRUSTEES' ANNUAL REPORT

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**Ethics Committee** | P Macey (October 2017), I Johnson and A.C. Williams (October 2016)

**Finance Committee** | S Tapper (October 2016)

**Communications Committee** | T Senior (October 2016)

Dr Odogua Gee Okolo-Angus (10<sup>th</sup> September 2020),

Camile Pinnock (22<sup>nd</sup> September 2020)

Gradle Gardner Martin (10<sup>th</sup> November 2020)

Lisa Anderson (10<sup>th</sup> September 2021)

Imaan Williams (29<sup>th</sup> October 2021)

### **Service Delivery Team**

These members are responsible for the operations of the charity and delivery of programmes to children:

**The Director** | Alicia Louise Williams

**Lead Project Facilitator and ACE Educator** | Kamara Webb

**ACE Educator** | Fiona Lee

### **Contact Details**

#### **Registered Address:**

Araba Scott Children's Foundation

1 Burcott Road

Purley

Surrey

CR8 4AD

G.B.

#### **Safe Haven Address:**

Barnes Hall

Curtis Bottom

St. Thomas

Jamaica

W.I.

**Website:** [www.arabascottcf.org](http://www.arabascottcf.org)

**Donations:** [www.arabascottcf.org/donate](http://www.arabascottcf.org/donate)

**Registered Charity No. 1169742**

### **Professional Advisors**

**Bank:** Reliance Bank Ltd

Faith House

23-24 Lovat Lane

London

EC3R 8EB

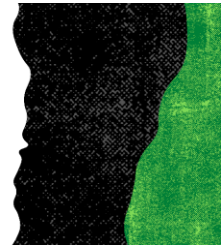


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### **Insurance Brokers**

Access Insurance  
Selsdon House  
212-220 Addington Rd  
South Croydon  
CR2 8LD

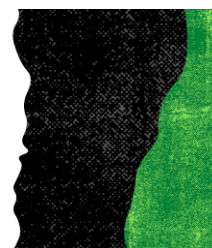


## TRUSTEES' ANNUAL REPORT

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# Receipts and Payments Account

Year start date

Year end date

<b>For the year from</b>	<b>1st April 2021</b>	<b>To</b>	<b>31st March 2022</b>
--------------------------	-----------------------	-----------	------------------------

## Receipts and payments

	2022/03	2022/03	2022/03	Last Year
	Unrestricted funds	Restrict ed funds	Total funds	Total funds
	£	£	£	£
<b>Receipts</b>				
<b>Donations, legacies and similar income</b>				
Membership subscriptions	2165	-	2165	2009
One-Off Donations	1408		1408	1951
Awards	700	-	700	1300
Corporate	84	-	84	30
<b>Sub total</b>	<b>4357</b>	<b>-</b>	<b>4357</b>	<b>6,290</b>
<b>Grants</b>				
Grant	-	-	-	-
<b>Sub total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fundraising (gross)</b>				
Community	2620	-	2620	200
Events	-	-	-	
	-	-	-	-
<b>Sub total</b>	<b>2620</b>	<b>-</b>	<b>2620</b>	<b>200</b>
<b>Investment income</b>				
Bank interest	-	-	-	-



Building Society interest	-	-	-	-
Other investment income	-	-	-	-
<b>Sub total</b>	-	-	-	-
<b>Total Gross Income</b>	<b>6977</b>	<b>-</b>	<b>6977</b>	<b>6490</b>
Asset and investment sales, etc.	-	-	-	-
<b>Total receipts</b>	<b>6977</b>	<b>-</b>	<b>6977</b>	<b>6490</b>

## Receipts and Payments Account

	Year start date	Year start date	Year start date	Year end date
<b>For the year from</b>	<b>1st April 2021</b>	<b>1st April 2021</b>	<b>1st April 2021</b>	<b>31st March 2022</b>
			<b>T o</b>	

## Receipts and payments

	2022/03	2022/03	2022/03	Last Year
	Unrestricted funds	Restricted funds	Total funds	Total funds
	£	£	£	£
<b>Payments</b>				
<b>Charitable Payments</b>				
Administration	715.38	-	715.38	830
Art Therapy	-		-	126

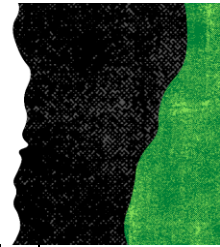


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Back to School Supplies	385.54	-	385.54	595
Care Packages	266.30	-	266.30	95
Children's Activities	295.68	-	295.68	889
Children's Resources	490.26	-	490.26	717
Insurance	298.56	-	298.56	299
Renovations	187.35	-	187.35	1,634
Safe Haven Maintenance	141.97	-	141.97	58
Training	-	-	-	185
Website Maintenance	387	-	387	105
Travel	62.96	-	62.96	-
School Fare	270.22	-	270.22	-
<b>Sub total</b>	<b>5455</b>	<b>-</b>	<b>5455</b>	<b>6531</b>
<b>Fundraising expenses</b>				
Community	10	-	10	-
Events	33	-	33	-
Internal	-	-	-	-
<b>Sub total</b>	<b>43</b>	<b>-</b>	<b>43</b>	
<b>Total Gross Expenditure</b>	<b>5498</b>	<b>-</b>	<b>5498</b>	<b>6531</b>
<b>Asset and investment purchases, etc.</b>				
	-	-	-	-
<b>Total payments</b>	<b>5498</b>	<b>-</b>	<b>5498</b>	<b>6531</b>
<b>Net of receipts/(payments)</b>				
	-	-	-	-
<b>Cash funds last year end</b>				<b>41</b>
	-	-	-	-
<b>Cash funds this year end</b>				<b>41</b>
	-	-	-	-

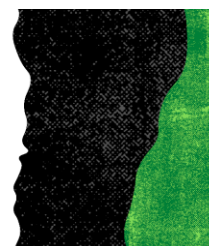


## TRUSTEES' ANNUAL REPORT

1ST APRIL 2021



31ST MARCH 2022



### Statement of assets and liabilities at the end of the year

	31st March 2022	31st March 2022	31st March 2022	31st March 2021
	Unrestricted funds	Restrict ed funds	Total funds	Total funds
	£	£	£	£
<b>Cash funds</b>	<b>2885</b>		<b>2885</b>	
Bank current account		-		
Bank deposit account	-	-	-	-
Cash/Floats	-	-	-	-
	-	-	-	-
	-	-	-	-
<b>Total cash funds (Agree balances with receipts and payments account(s))</b>	<b>2885</b>	<b>-</b>	<b>2885</b>	<b>1,373</b>
<b>Other monetary assets</b>				
Tax claim	-	-	-	-
	-	-	-	-
	-	-	-	-
<b>Sub total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Investment assets</b>				
	-	-	-	-
	-	-	-	-
	-	-	-	-
<b>Sub total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Non-monetary assets for charity's own use</b>				
Stock	-	-	-	-



Land and buildings	-	-	-	-
Motor vehicles	-	-	-	-
Other	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
<b>Sub total</b>	-	-	-	-
<b>Liabilities</b>				
Accounts not yet paid	-	-	-	-
Expenses incurred but not invoiced	-	-	-	-
Subscriptions not yet paid	-	-	-	-
Loan - detail	-	-	-	-
Other liabilities	-	-	-	-
<b>Sub total</b>	-	-	-	-

**Contingent liabilities and future obligations**

**Signed by one trustee on behalf of all the trustees**

Signature	Print Name	Date of approval
	SHENAID TAPPER	28/01/2023

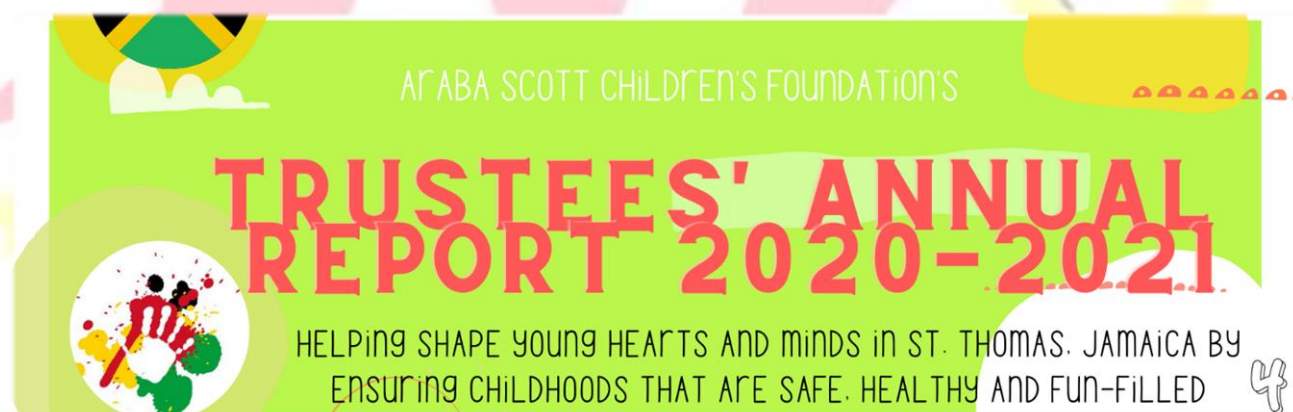
**ARABA SCOTT CHILDREN'S FOUNDATION**

England & Wales - Charity number 1169742

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# Accounts

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Trustee's Annual Report | 31<sup>st</sup> March 2021

### **Araba Scott Children's Foundation**

The trustees of Araba Scott Children's Foundation present their annual report and accounts for the year ending 31<sup>st</sup> March 2021, and confirm they comply with the requirements of the Charities Act 2011, the constitution and the Charities SORP (FRS 102).

### **Executive Summary**

This has been a fruitful fourth year for Araba Scott Children's Foundation (ASCF). We have had a very full year, getting to grips with online communication to develop new children's programmes and activities, winning awards and making press releases! We are pleased with our progress. Between 1st April 2020 and 31st March 2021, ASCF raised £6,490.12, which is more money raised than in any other year since registering as a charity!

This year, our team, along with a combination of one-off, monthly and corporate donations, awards and community fundraising helped us achieve the following:

- Install a new roof on our safe haven, Barnes Hall.
- Purchase back to school items for nearly 100 children.
- Pay for more than 8 weeks' worth of art therapy for 4 children.
- Keep children learning, active and having fun during a global pandemic, with weekly classes and around the clock support.
- Provide care packages of food, hygiene items, underwear, footwear and more for children in need.
- Buy children's books on important topics, such as keeping your mind well, protecting yourself from sexual exploitation, grooming, consent and boundaries.
- and so much more!

We strengthened an existing partnership with Art Therapy JA, and had our good work featured on UNICEF Jamaica's online platforms. We safeguarded children and families in St. Thomas, Jamaica from abuse, neglect and poverty, and sought advice from other professionals about how best to keep children safe and engaged in positive, memorable and constructive activities. We laughed with children, cried about children, played with them, made art with them and surprised them! We are both grateful and proud of what ASCF has accomplished this year.

### Mission statement

ASCF's mission is to bring children of all circumstances living in St. Thomas together with professional artists, teachers and therapists, to create, learn, play and embrace their culture, increasing wellbeing, tolerance, and helping give children a positive view of themselves.

### Strategy

We began development of a new 3-year strategy, after completing the goals of our initial 3-year strategy from 2016-2019. Our new strategy aims to make progress in 6 key areas; organisational development, fundraising, marketing, art, culture and education. A detailed internal document has been produced to outline each strategy, its rationale, our current position, where we expect to be by 2024 and our details of actions. In brief:

Concerning:

- **Strategy Item One, 'Organisational Development' between 2021-2024**

We are enhancing the effectiveness of ASCF's governance and management, by striving for a fully active and involved Board of Trustees and fully remunerated staff team. Additionally, we want a wide range of skills and representation within the Board of Trustees and Advisors.

Concerning:

- **Strategy Item Two, 'Fundraising' between 2021-2024**

We are scaling up our fundraising efforts by seeking a fundraising volunteer to help identify key trusts and foundations to apply to for core costs, writing *or* editing grant applications, and arranging media and PR events that we can attend or participate in (e.g., radio, TV, Clubhouse rooms, magazine entries). Thus, raising enough funds to allow ASCF to operate a full cost recovery model that can sustain and expand our children's work in St. Thomas, Jamaica.

Concerning:

- **Strategy Item Three, 'Marketing' between 2021-2024:**

We are raising awareness about, and engaging more of the public with, our work both in-person and on social media, allowing us to share our successes, evidence of learning and solutions to challenges in St. Thomas, Jamaica.

Concerning:

- **Strategy Item Four, 'Art' between 2021-2024:**

We are developing a dedicated arts programme, similar to that of the ACE Learning programme, offering art classes with learning objectives, lesson plans and a prize giving after 10 weeks. By highlighting children's natural propensity for art-making, we are encouraging relaxation while learning skills and methods of creativity that could be used as a trade, or coping tool in later life.

Concerning:

- **Strategy Item Five, 'Culture' between 2021-2024:**

We are establishing a dedicated cultural learning programme for children, helping children in St. Thomas celebrate their culture and history, and the stories of others. Therefore, supporting children's development of self-confidence, empathy and tolerance towards others.

Concerning:

- **Strategy Item Six, 'Education' between 2021-2024:**

We are doubling the number of classes we offer to children per week, and doubling our team so that children aged 4-10 are taught by two primary school educators, and children aged 11-17 are taught by two secondary school educators. We are benefiting from having safely recruited more skilled and passionate volunteers, and a mobile ACE Learning service for children who are confined to their home due to a physical disability.

### Our Aims

The CIO operates under its governing document which was authorised by the Charity Commission for England and Wales on 16<sup>th</sup> October 2016, and included the regulations for appointment of trustees.

The objects of the CIO are to advance in life and relieve the needs of young people in St. Thomas, Jamaica through:

#### **1. Advancing education;**

**The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;**

**Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.**

#### **2. To advance the education of the public in St. Thomas, Jamaica but not exclusively by the provision of basic literacy and numeracy classes.**

### Our Objectives for 2020 and 2021



Due to COVID-19 our main goal was to keep the children we work with safe, learning and having fun. Therefore, some of the original plans we had were postponed. This included the deferment of our Director's usual 3-month visit to St. Thomas, our partnership and training work with Manifesto Jamaica, and Regeneration Kids Klub (who were due to visit between July and August 2020), and the

delaying of a Kingston Educational Experience with Change Agents In Action.

*Figure 1 Our children's artwork on 'COVID-19' the Two-Faced Monster, featured on UNICEF's website in May 2020.*



Contributed  
Painting by Devaghin Burke, aged 4, from a recent contest hosted by the Araba Scott Children's Foundation in St Thomas.

### COVID-19; The Two-Faced Monster

Between 2020 and 2021, we saw the violence pandemic in Jamaica

worsen, and this impacted our response to the children's work we do. Between January and March 2021, [328 people were murdered in Jamaica](#), which is more than the number of [people who have died from COVID-19 in Jamaica in the same 3-month period](#) (284). In 2020, Jamaica had the highest homicide rate in the Latin American region, with 46.5 murders committed per 100,000 people. In March 2021, Jamaica had the second highest homicide rate in the Latin American region, with 43.9 homicides per 100,000 people. We were acutely aware of the damaging effect this has not only on adults, but on children and young people in Jamaica. Children can suffer from the effects of violence vicariously as bystanders, or as victims and homicide survivors, and are often dealing with the prevailing sense of a lack of protection from their government, local authorities and communities.

### **Our Response**

- 114 million children in Latin America and the Caribbean are currently absent from schools due to the Coronavirus pandemic restrictions (the highest absence rate globally), which is seriously detrimental to the wellbeing of children, particularly given the statistics mentioned earlier. We shared our concerns with a number of Jamaican and British-Jamaican social workers, therapists, supporters and friends of ASCF, about what we can do to protect children and promote children's rights further, while they are isolated due to lockdown measures. Our Director also spoke to these stakeholders about launching a special interests network that 'buys and sells' ideas that will benefit Jamaican children and their families.
- Each year we have taught the children about their rights, and this year was no different. When the Jamaican government-imposed curfew restrictions, we stepped up the use of our Kidz Klub Parent and Carer WhatsApp Group, where we studied children's rights, internet safety, body boundaries and safety networks. These exercises empowered children to consider their own body safety, and the boundaries of others, as well as got them to think about who they can alert if there is a violation of those boundaries. The Group itself helped our team keep in contact with children who may otherwise be unseen and unheard, as they were no longer attending school in person.

### **Review of Activities and Achievements**

#### **Participant Numbers and Activities**

Our aim is to engage as many children from St. Thomas in our artistic, cultural and educational activities (ACE) as possible. Our aim is to help improve children's general sense of wellbeing, tolerance for others and give them a positive view of themselves. Our safe haven, Barnes Hall, has now been open for three years, and is based in the district of Port Morant, St. Thomas.

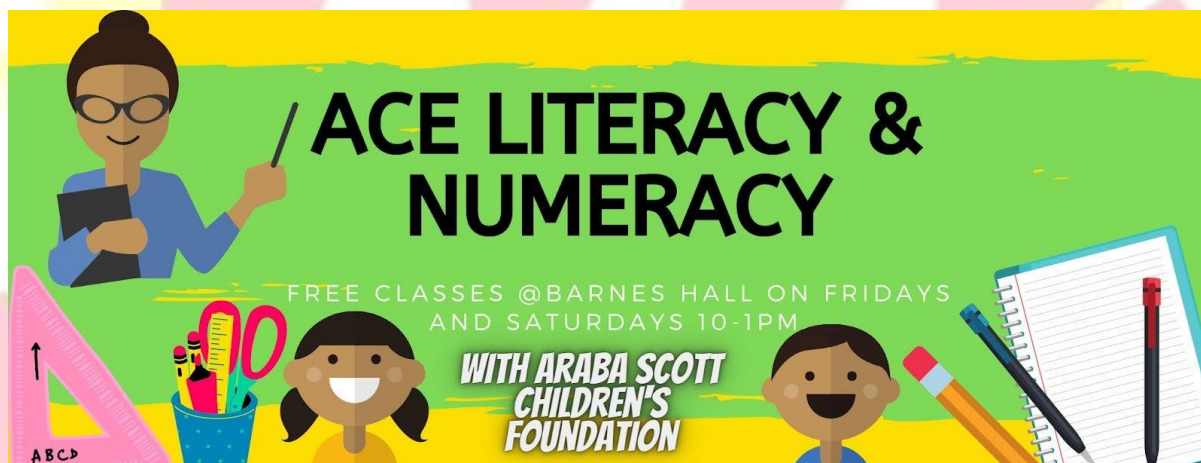
As a result of the COVID-19 pandemic and the travel restrictions imposed by governments locally and internationally, our children's work throughout the year was staggered into different locations, platforms and settings. The numbers of children we could see at one time was also heavily restricted due to government-imposed rules on the size of gatherings. The figures below reflect the way in which participation was affected as a result:

- Literacy and Numeracy classes and ACE Learning - up to 15
- Children from the Parent and Carer WhatsApp Group - up to 12
- Community Learning (in Seaside and Leith Hall) - up to 12
- Individual Art Therapy - 4

Although we are accustomed to participation from higher numbers of children each time, we are very proud of our team for being flexible, safe and consistent. ASCF offered sustained support to children, particularly in literacy and numeracy whilst schools were closed. In July 2020, we were open up to 6 days a week. On Mondays we held art therapy, Tuesdays Wednesdays and Fridays were Summer

School, or 'make-up' art therapy sessions (for children who had missed a session due to poor internet connection or vacation etc). On Sundays, children attended Kidz Klub, where children learned their identity in Christ, and how to love, accept and work with themselves and others.

### The Journey To Our New Curriculum: ACE Learning Literacy and Numeracy



In September 2020, in an effort to support and sustain children's learning, after the Jamaican government announced schools would not re-open, we opened the safe haven for the children's first online maths class. We had originally sought the assistance of Math Wiz, run by tutor, Mikiela Gonzales in Jamaica, hoping to use our donations to fund the classes. However, after the children struggled to complete their initial assessment, it became clear how significantly the lockdown had affected the children's self-confidence and academic progress. This was thought to be a major stumbling block to participation and attendance, and so our Director led the teaching of children voluntarily with a view to returning to Math Wiz once the students regained confidence.

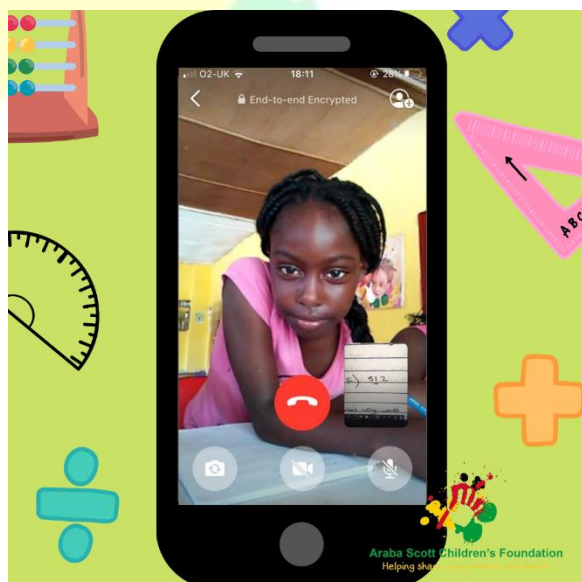


Figure 2 A live photo taken from our first online maths class with Our Director phoning into Barnes Hall.

with approval of our curriculum from Gee.

In November 2020, after 2 months of online support, one of our monthly donors suggested ASCF develop its own curriculum to support the children. We took this on board and started development of a programme, to include topics that feature in the Jamaican national curriculum and address the individual targets and needs of our children.

On 4th December 2020, we developed the **ACE Learning: Literacy and Numeracy programme** for children aged 4-12. We began with 15 children attending an hour of free basic Literacy (Language Arts) and Numeracy tuition, every Friday and Saturday. Leading on this project were Trustee, Gee Angus-Okolo, our Lead Project Facilitator, Kamara Webb and our Director, Alicia Louise. Lessons were planned collaboratively, but were ultimately supervised and cleared by the Director,

Although classes were advertised for children aged 4-12, we decided that younger or older children who required support were *not* to be excluded from participating. Moreover, we were clear that while we would follow the national curriculum standards for each age group, we had to remain a child-led service; meaning the children's progress each week dictates the content of the weekly lesson plans.

Our ACE Learning Literacy classes focused on teaching the fastest methods to get our non-readers reading. It covers, phonics, digraphs, trigraphs, graphemes, sight words, comprehension and story-telling.

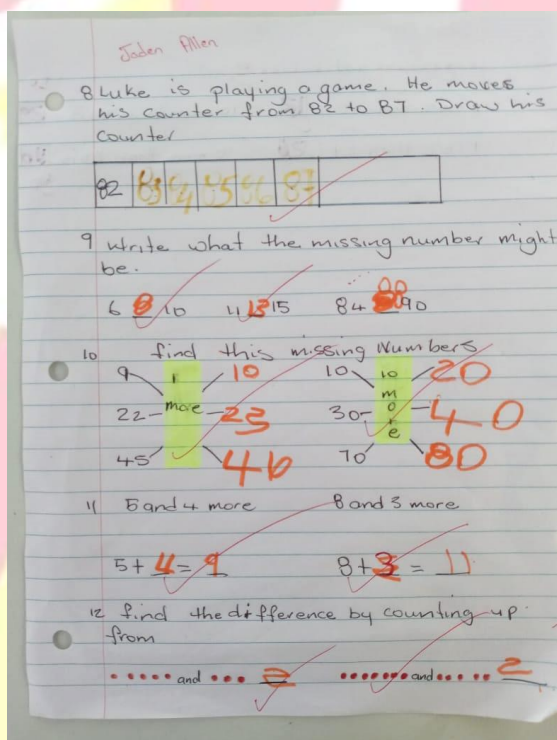


Figure 3 A photo of a child's work after their ACE Learning Numeracy lesson

Our ACE Learning Numeracy classes focused on the core areas of maths that must be understood before children can progress further: covering number bonds, addition, subtraction, multiplication, division, problem-solving and all other fundamental rules of mathematics.

In January 2021, we took stock of our progress by measuring the children's participation, confidence and academic progress, with a view to continuing these classes long-term. We intended for academic progress to be measured through monthly assessments. However, during our evaluation we decided to adjust this slightly as we reviewed the children's weekly progress (see page 12).

### Safe Haven Renovations

This year we spent £1,633.67 to ensure the complete structural renovation of our safe haven. We were experiencing leaks due to worn-out zinc sheets, so in March 2021 we fundraised and used our reserves to replace the original roof – although we were able to save and reuse a good number of sheets! We also completed some exterior paintwork connected to the veranda, which helps Barnes Hall look much neater. In January 2021, we acquired two new front doors as the previous ones had fallen victim to duck ants which are common in the Port Morant area. Our whole team (and the children) mucked in to support these improvements, each in their own way - either by building, budgeting, fundraising, collecting and transporting materials, painting, filming and cleaning up afterwards.



Figure 4 A photo of Prophet (our builder) working on our new roof, the completed roof, and the before and after photos from painting the veranda wall outside Barnes Hall

### New Resources for Children of all Abilities

In April 2020, ASCF purchased £50 worth of self-esteem, learning books, ingredients for sensory activities for children with disabilities and that will help families keep all their children calm during this time. We read them to the children. In June 2020, responding to local concerns about sexual exploitation and grooming of children, we purchased 6 new awareness-raising books which are going to be read to our children, and shared online, around grooming and sexual exploitation, boundaries, consent, resilience, self-compassion, and caring for others.



Figure 5 A photo of some of the books we purchased for the children in 2020

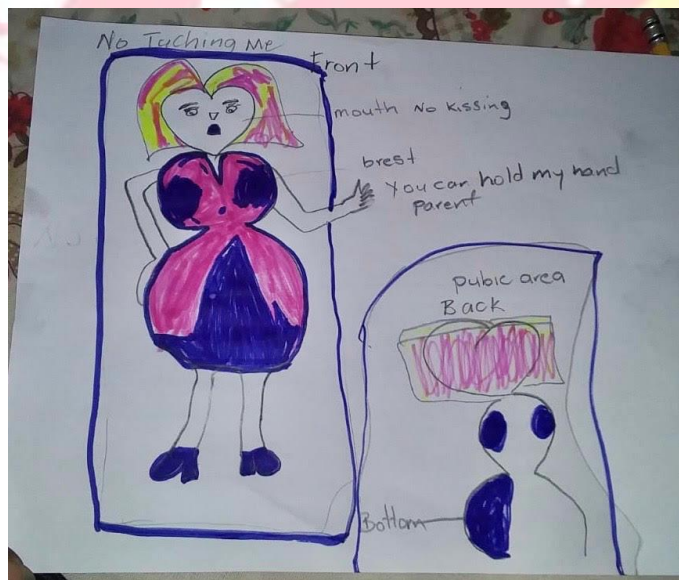


Figure 6 A drawing made by a child that describes where their body boundaries are, after reading the 'Body Boundaries' book

### Our 4<sup>th</sup> Back to School Event

After the summer, the children's school year was postponed by the government until October 5<sup>th</sup> 2020, so our back-to-school giveaway took place in mid-September 2020. Our Young Trustees asked children in their community what they needed for school, and we received a surprising 91 individual requests from children in St. Thomas, Jamaica. Each child received at least one of the items they had asked for, including a tablet for an exceptional 17-year-old who had been accepted into Stanford University.



Figure 7 A photo of a boy and a child who were happy to receive their school items, and an Amazon Fire tablet we purchased for a teenager

### **Community Fundraising**

On 20<sup>th</sup> March 2021, we worked with an external fundraiser, Living and Giving, who connect black travellers to predominantly black causes nationally and internationally. A movie review organised by Kirsty Watson who runs the organisation raised £125 for our work, and was the second fundraiser of three for ASCF.



### **Care Packages**

In response to concerns about neglect and growing poverty, exacerbated by the COVID-19 government restrictions in Jamaica, the Board of Trustees decided to allocate a monthly budget of \$6000 per child (around £30) to any child who requests assistance for essential items. This year £95.21 was spent on care packages of food, toiletries, hygiene items and underwear.



Figure 8 A photo of rice, flour, cornmeal, milk, sardines, cooking oil, cornflakes, a snack pack and sanitary towels for a child and family in need

### **Kidz Klub Parent and Carer WhatsApp Group**

In April 2020, we wanted to continue engaging children in learning and meaningful activities. As a UK charity with most of our volunteers unable to travel due to COVID-19 restrictions, we were not sure when we could return to Jamaica. At the time, the Jamaican government had instructed schools to switch to online classes, as part of the lockdown. When our team spoke to children, many told us their school had not yet organised online classes, or that they didn't have any reliable internet access, a device or even electricity. For children who managed to connect to online classes, the issues outlined above often made understanding the content challenging.

We wanted to keep children engaged and positively occupied, so we thought about producing short educational, motivational and relaxing videos for children and their families, along with fun challenges and daily activities. Our Lead Project Facilitator, Kamara Webb suggested forming a Parent and Carer WhatsApp Group where these low bandwidth videos could be shared. Families without access to a device or service were visited, and showed the videos in person. Meanwhile,



Figure 9 A photo of our Lead Project Facilitator, Kamara Webb in Barnes Hall

paints and other resources were safely delivered to all the children in the Group so they could fully participate in the activities. Additionally, having access to our tablets has made a real difference to our children's ability to continue engaging with their education during the current pandemic.

The Group is manned by professional educators, trustees and skilled volunteers and has proved to be a powerful tool. Children 'check in' each morning and 'check out' in the evenings, they tell us how COVID-19 is affecting them and what they need help with. October 2020, was a busy month for us as some young people returned to school, while others remained online. Through it all, we tried to support children with this transition on a daily basis.

### **The ACE Teachers and our ACE Learning YouTube Channel**

In October 2020, in the UK, we launched a literacy and numeracy initiative called, 'ACE Teachers', designed to help British and Jamaican children between the ages of 4 and 12 connect through a shared learning experience. Miah and Seriah are our ACE Teachers, and produced short, fun and helpful videos on aspects of English and Maths that the children in Jamaica are struggling with. The videos were posted on our new [ACE Learning YouTube Channel](#) which we started in June 2020, and are also suitable for parents and carers who are struggling to read themselves, or need some tips on making home-learning less stressful. For our children in Jamaica, the videos were sent directly via WhatsApp, which is free to use on many of the children's devices making it accessible. Videos were also posted on our social media platforms for the public.



Figure 10 Miah from the ACE Teachers

## Partnership Work

### Art Therapy JA

In June 2020, ASCF was awarded some funding from the Ellen Pearl Outreach Children's Charity, which recently closed its service to children in Jamaica. A donation of £1000 was made to provide 8 weeks of art therapy for 4 children. We were very excited about this, as it is in line with our mission to bring children of all circumstances living in St. Thomas together with professional artists, teachers and therapists. Public donations also helped provide three tablets to ensure the children could participate in these sessions online, since we were in the midst of the pandemic. The internet was accessed through phone SIM cards, which were regularly topped up to allow the children to have full use of them (beyond art therapy).



### UNICEF

In May 2020, one of our young people recorded a video about how the COVID-19 pandemic had impacted her life, and this was published and viewed over 100,000 times on UNICEF Jamaica's social media platforms. Additionally, an article written by our Director that describes ASCF's response to the pandemic, was released across UNICEF's website and social media, along with some of the children's artwork created during the lockdown.

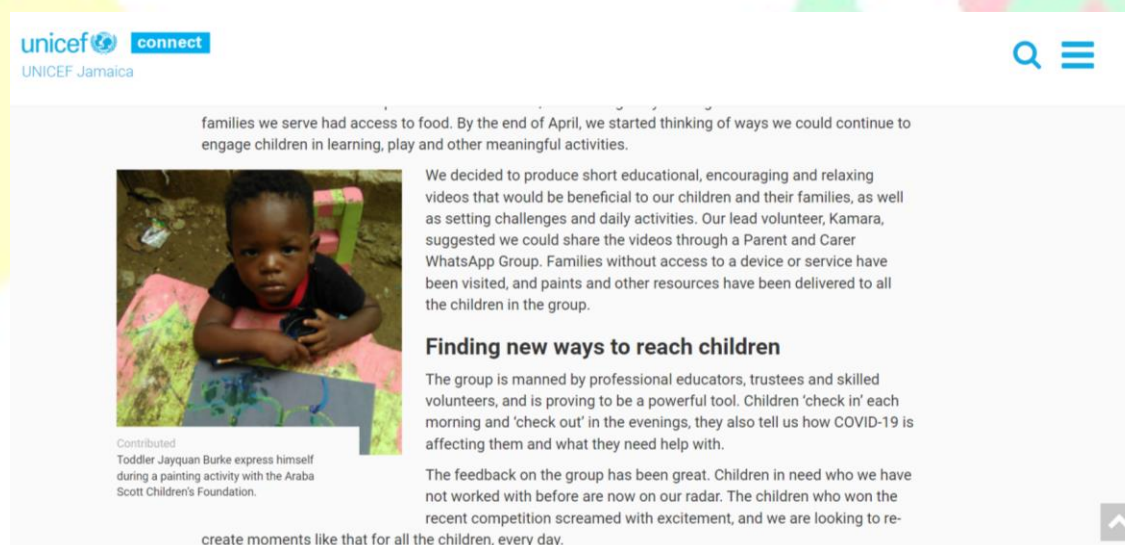


Figure 11 An excerpt from Alicia Louise's article for UNICEF

## Details of Awards

On 1<sup>st</sup> March 2021, Araba Scott Children's Foundation was one of the awardees from The Bank of England Court Awards, which recognise the dedication and support of Bank of England staff to a particular community or charitable cause. Our trustee, Shenaid Tapper, was responsible for winning this and a second award, for her extraordinary level of commitment to Araba Scott Children's Foundation in 2020-2021. In total, the Charities Trust (who sends the donation) awarded us £1,300.



### Children's ACE Learning Literacy and Numeracy Prize Giving

In February 2021, we celebrated the progress of 10 children on completion of 10 weeks of the ACE Learning Literacy and Numeracy programme. The children enjoyed having a mini 'graduation' style ceremony, had their pictures taken, played games and were treated to a cake for all their hard work. The children also received writing books and pencils.

Figure 12 An example of one of the certificates we designed, laminated and awarded the children.

## Impact and Evaluation

### Art Therapy

On July 13th 2020, ASCF officially commenced the free art therapy sessions for children. Four children were able to benefit from the services of Jamaica's only registered art therapist, Lesli-Ann Belnavis-Elliott. Each child was offered 8 sessions, supervised by our Lead Project Facilitator at our safe haven. This was also the first time we were attempting to have individual art therapy sessions, and carry them out online. To evaluate our work, we used self-assessment forms for children, had a de-briefing for our team with the art therapist at the termination of sessions, and a separate questionnaire for children who remained in sessions for the full 8 weeks.

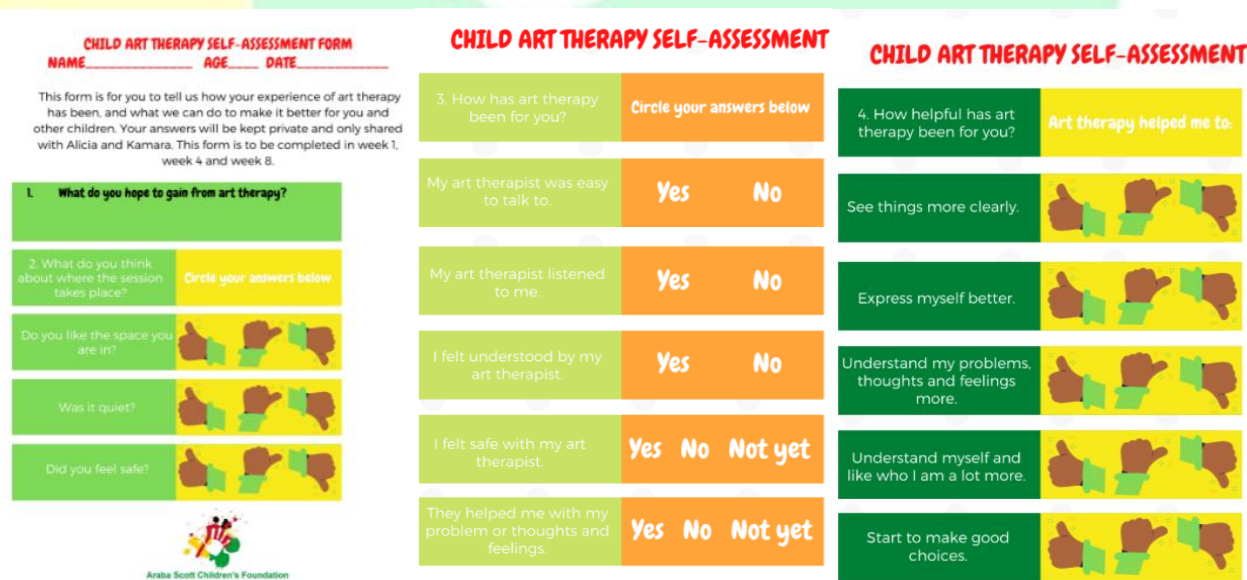


Figure 13 An excerpt of the children's self assessment forms for art therapy.



Figure 14 Interview questions for children who completed all sessions.

### Learning from Children's Self-Assessments

All children completed a child-friendly self-assessment form which was completed at week 1 and at the end of their last session. Not all children completed their sessions for reasons that were beyond our control. Of those who completed their assessments with Art Therapy JA, we found that:

1. Children participated because they wanted to better understand their feelings and emotions.
2. Children felt comfortable and at home in the safe haven. They say it was quiet and they felt safe.
3. Art therapy was motivational. Lesli-Ann was easy to talk to, listened well and made children feel safe and understood. She helped children with their problems or thoughts and feelings.
4. Art therapy helped children relax and feel able to express themselves freely. They could see things more clearly, understand problems, their thoughts and feelings better, understand and like themselves more. Art therapy supported children to make good choices.

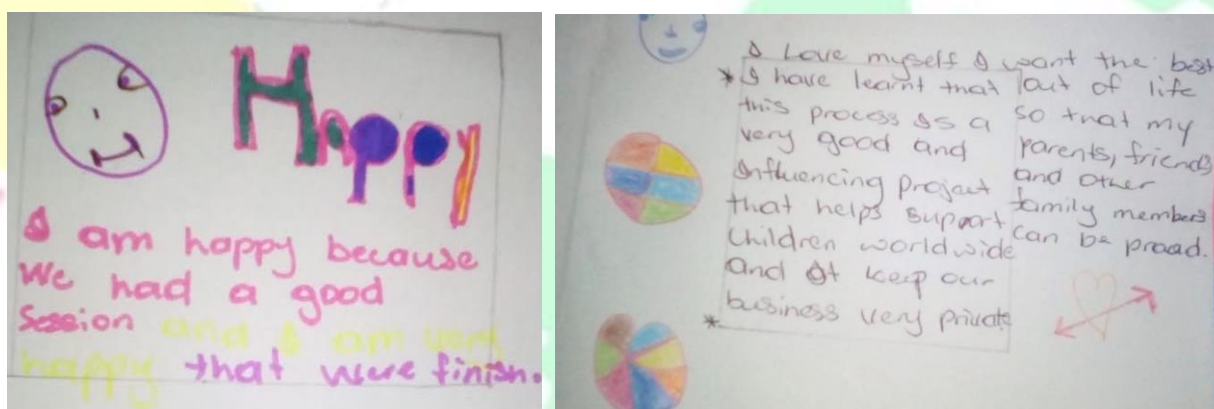


Figure 15 A photo of the thoughts and comments made by children doing art therapy

### ACE Learning Literacy and Numeracy | February 2021

When new children arrive at our *ACE Numeracy* sessions we always gave them an assessment (a standard progress check based on the child's age and grade level) to see whether they are on target, below their current grade level or above the national average. However, with *ACE Learning Literacy*, we made the decision to stop conducting assessments after Week One, as it became apparent that regardless of the child's age, the child would always fit into one of two very distinct categories; 'can read very well', or 'cannot read at all'. The latter was far more common and so it seemed unfair to assess children who hadn't yet grasped the basics of literacy.

After 13 weeks of hard work, dedication and the commitment of our team to gradually introducing children to their phonics, and then progressing to graphemes, all children with regular attendance began confidently reading aloud at story-time! This was a massive achievement for both the children



## Our Finances

### Details of Voluntary Income as of 31<sup>st</sup> March 2021

The financial statements show net incoming resources for the year on charitable purposes of £6490.12; a 60% increase in funds from our last financial year. As Chart 1 shows, the principal source of voluntary income (which constitutes 100% of our income), came from one-off donations, totalling £2,950.86; a 24% increase from last year. In January 2021, ASCF signed up to DonorBox, a platform with an easy-to-use donation form, that also allows donors to gift aid their donations. We think a combination of heightened awareness of our hard work and dedication to children in St. Thomas, Jamaica, our online presence, loyalty from monthly donors and this transition to DonorBox, has supported this fantastic growth in donations.

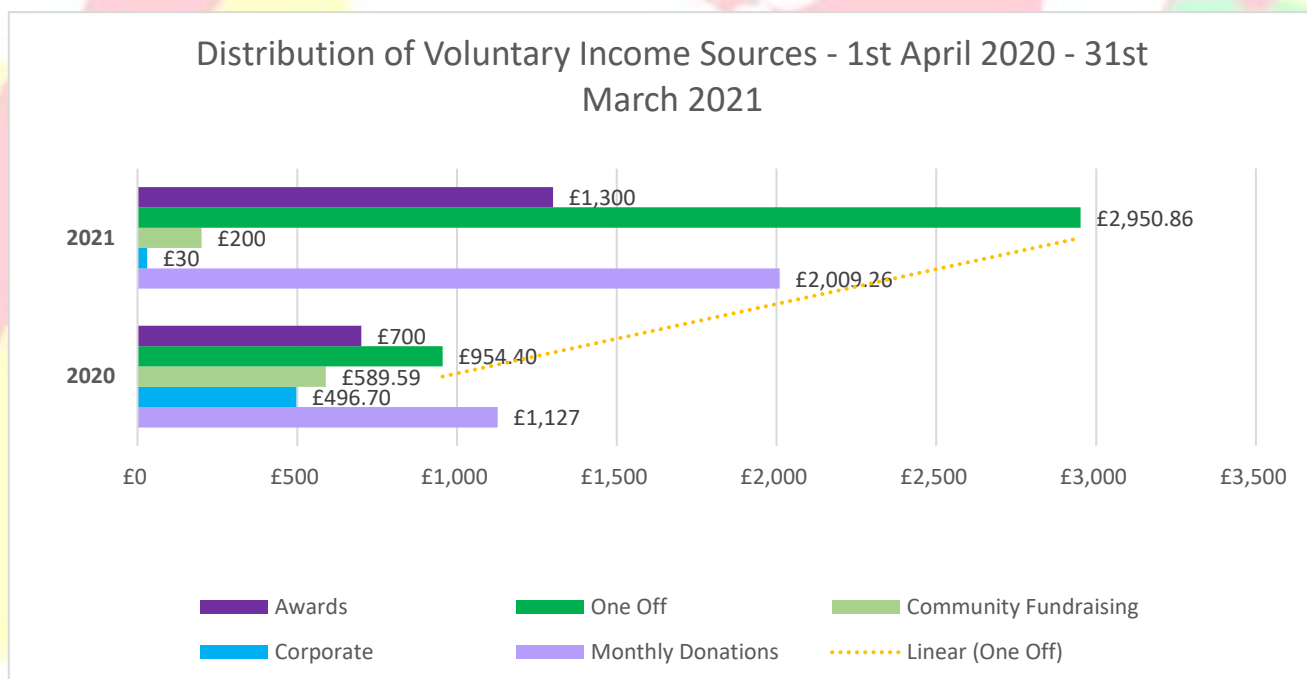


Figure 17 Chart to compare voluntary income from the previous financial year to current one.

### Details of Expenditure as of 31<sup>st</sup> March 2021

Our financial statements show net outgoing resources for the year on charitable activities as, £6,531.01, at 31<sup>st</sup> March 2021. The area in which we spent the most was renovations (in particular for the restoration of the roof) accounting for over a quarter of expenditure in this financial year. The Chart in Figure 18 indicates other areas where our donations were allocated.

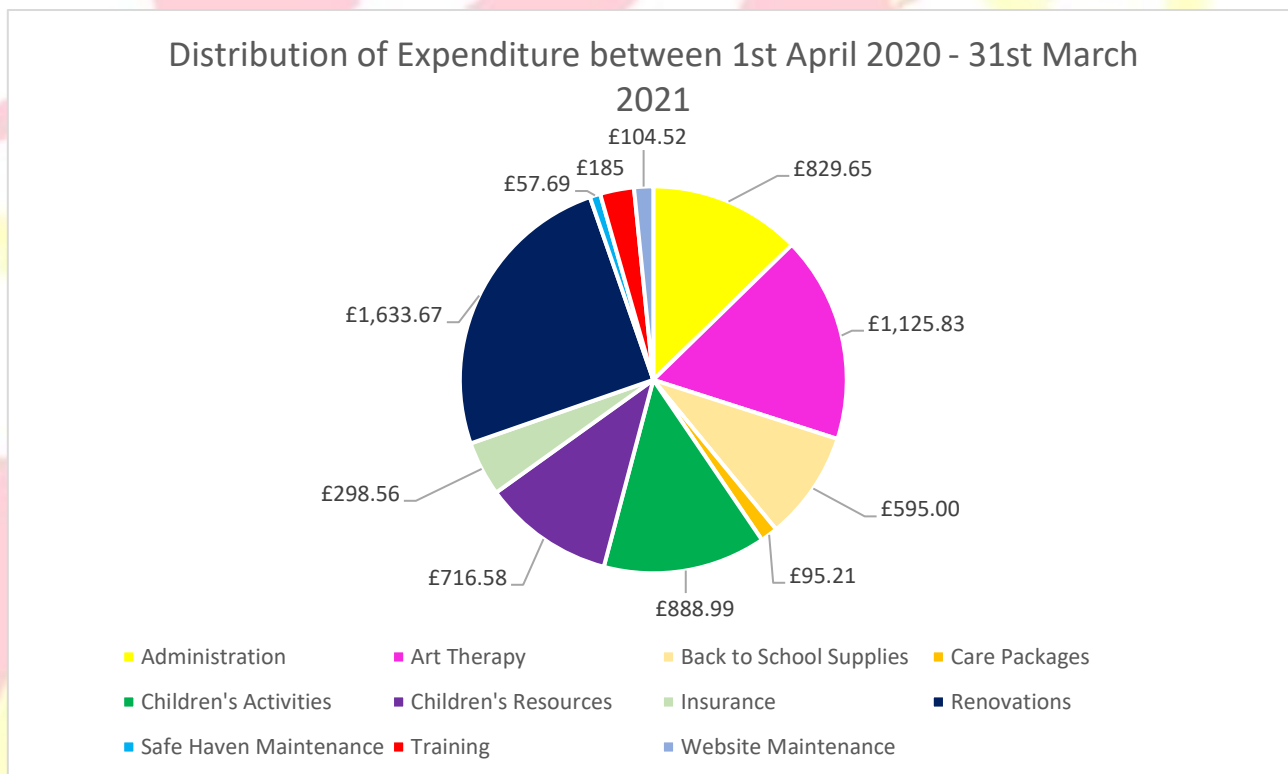


Figure 18 Chart to show distribution of expenditure in this financial year.

*\*We would like to make a correction to the statement about distribution of expenditure presented last year, 31<sup>st</sup> March 2020, where it was incorrectly stated that most of our income was spent on administration. It should have stated Barnes' Hall Materials, as shown by the graph below (which is still correct and was presented in last year's annual report).*

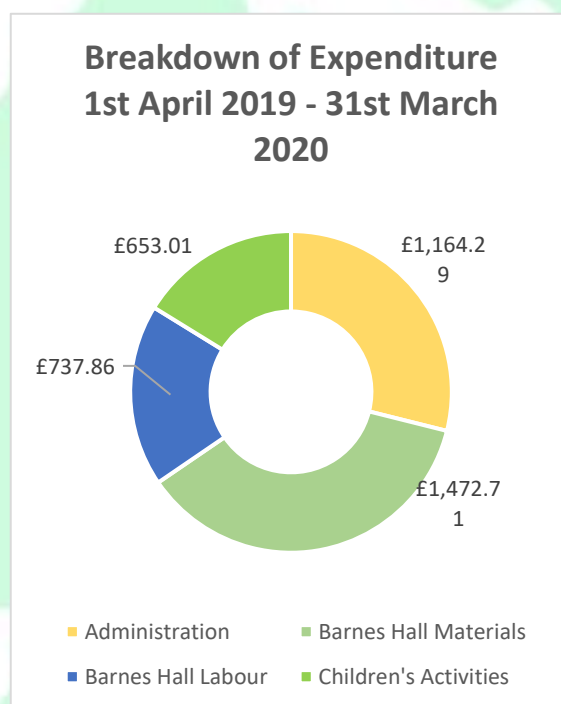


Figure 19 A Chart taken from the Finance section of our Trustees' Annual Report for 2020

## Our Vision for the Future, Ethos and Policies

### Future Plans

- To establish and follow a renewed strategy for the years 2021-2024, with a focus on organisational development, fundraising, marketing, arts, culture and education.
- To hold a dedicated day for arts and cultural activities as part of our ACE Learning curriculum. Thus, expanding our weekly programme during the pandemic from 2 days to 3.
- To hold a West African/Jamaica cultural event at the safe haven.
- To install electricity into the safe haven, so we can open during the evening.
- To host our Kingston Education Experience in partnership with Change Agents In Action - a motivational and empowering field trip for a group of children which had to be postponed due to COVID-19.

### Our Ethos

To provide children with artistic, cultural and educational activities in a nurturing environment that reminds them of their rights in the world. We promote children's rights and advocate against the use of corporal punishment to discipline children. Our vision is embodied by the following;

*Children in St. Thomas are learning, playing and creating in a safe and nurturing environment. The children's self-confidence grows and literacy rates improve, regardless of ability or disability. Children of all backgrounds treat each other with dignity and respect, as a result of learning better conflict resolution and tolerance for one another (as modelled by ASCF staff and volunteers).*

ASCF also supports the Jamaican Government's, National Shared Vision for education for 2030;

“Each learner will maximise his/her potential in an enriching, learner-centred education environment...supported by committed, qualified, competent, effective and professional educators and staff.

The system produces full literacy and numeracy, a globally competitive, quality workforce and a disciplined culturally aware and ethical Jamaican citizenry.”

ASCF's ethos, is also in line with the performance targets set by the Jamaican Government and stipulated in the 2015 White Paper on Education, which promotes, “building community participation...to influence positive behavioural changes and stimulate a higher level of involvement.”

### Our Policies

This year we reviewed and/or updated the following policies after discussion with the Board before our fourth AGM. Policies were not altered if after reviewing and discussing the entirety of each policy, the Board and the Director decided that no changes needed to be made to their contents.

**Code of Behaviour;** this was reviewed but not altered.

**Conflicts of Interest;** this was reviewed but not altered.

**Ethical Fundraising;** this was newly developed and entered into force in March 2021.

**Equal Opportunities;** this was reviewed but not altered.

**Financial Management;** this was reviewed but not altered.

**Health & Safety;** this was reviewed but not altered.

**Safeguarding Children & Young People;** this was reviewed but not altered.

**Safe Recruitment;** this was reviewed but not altered.

**Supervision;** this was reviewed but not altered.

**Whistle-Blowing;** this was reviewed but not altered.

### **Structure, Governance and Management**

The trustees determine the general policy of the foundation. The Director undertakes the key leadership role overseeing ACE programs in consultation with the trustees. The day-to-day administration is undertaken within the policies and procedures approved by the trustees. Our Lead Project Facilitator manages and is responsible for service delivery, reporting any maintenance issues to the Director or Board of trustees in Jamaica, and providing weekly reports of work carried out. The Lead Project Facilitator is also responsible for co-delivering and overseeing the work carried out by our ACE Educator on the ACE Learning Literacy and Numeracy Programme.

### **Organisational Management**

The trustees are responsible for the overall management and control of the Foundation and meet at least four times a year. The task of implementing most of our policies is carried out by the Director, our Lead project Facilitator, and members of the Ethics and Finance Committee who are in regular communication. They give of their time freely and no remuneration or expenses were paid in the year. The Director also volunteers her time and no remuneration or expenses were paid in the year, due to a mutual decision to put the principal needs of the safe haven first.

### **Risk Management**

The trustees are responsible for the overseeing of the risks faced by the Foundation. The task of providing detailed considerations of risk is delegated to the Director, who may also work in collaboration with the Lead Project Facilitator. Risks are identified, assessed and controls established throughout the year. A formal review of the charity's risk management processes is undertaken on a yearly basis, and as such, reviews take place throughout the year as new projects are considered, and examples of good practice or challenges are highlighted. Please note: the risk posed by the novel Coronavirus, COVID-19, is consistently being assessed by our team due to new findings and changes in national prevention measures, so our risk management processes for COVID-19 will not be listed here. \*

Risk is managed under the headings of Child Welfare, General Security (on site and on future trips and events), and Fraud and Financial crime. The main risks that the trustees have identified and the plans to manage those risks are:

#### **Risk 1: Child welfare (abuse, negligence and hazards)**

**Impact:** Children's lives are negatively affected; the charity loses credibility and becomes unsafe for children.

**Likelihood:** For a charity that works with children, particularly those from vulnerable backgrounds, it is likely that harm can come to children through recruitment (people choosing to work with us with the intention of harming children) and through poor health and safety practices.

**Mitigation:** ASCF is dedicated to safeguarding children. Our main risk is to the safety of children, and we have taken the following steps to ensure that children are properly safeguarded.

ASCF will hold interviews and meetings with prospective volunteers, asking them why they want to take part in our work. Only those who have the necessary skills, passion and dedication to our cause will be recruited. Volunteers will be subject to a DBS check if they are coming from the UK.

Volunteers in Jamaica will be subject to a CRB check which is provided by the Jamaica Constabulary Force (JCF). The Police Certificate bares the background of each applicant and indicates whether or not an individual has any convictions recorded against him/her in Jamaica. If a prospective volunteer or staff member has a conviction for a sexual or violent offence, they will be automatically barred

from working with ASCF. All other offences will be considered individually by the Board of Trustees.

Secondly, we have drawn up a health and safety policy to accommodate for every situation where a child could be harmed in the building. We will also inform children about the best practices to use to keep themselves and others safe from harm.

**Monitoring:** As far as possible, the Director will remain directly involved in the work with the children in St. Thomas and promptly address any concerns that come about. Additionally, a weekly report will be a mandatory part of the role of teachers, staff and volunteers at the centre(s). This means staff and volunteers are accountable for the safety of children at all times, and we can see how children are being treated, and address issues if they arise. Furthermore, once staff are instated we will train them on how to keep children safe from harm and conduct risk assessments for work carried out in the building and on trips.

### **Risk 2: General Security On-Site and on Trips and at Events**

**Impact:** Children come to serious harm or go missing; the charity makes children vulnerable and unsafe.

**Likelihood:** Port Morant remains a relatively safe area, and Barnes Hall is highly visible to the community, guarded with a gate and has exterior grills and locks on the doors.

**Mitigation:** We want everyone to be safe in the building in Jamaica that ASCF operates from. The gate will be guarded by security while children are inside. Trips will require a full written risk assessment to be made to the Director before the trip takes place. ASCF's safe haven is a two minute-drive from the local police station.

**Monitoring:** All adults working with children will be responsible for overseeing their safeguarding, and a caretaker will be appointed who looks after the building's physical security. For example, making sure the outer gate is supervised, and to sign people in and out of the building.

### **Risk 3: Fraud and Financial Crime (money laundering, donations from proceeds of crime and tax evasion)**

**Impact:** The charity is put at risk of external scrutiny, or the charity comes under investigation by the Charity Commission and other authorities not by its own doing. Thus, affecting our public image permanently, it could be difficult to regain the trust of the public and our service users.

**Likelihood:** As a charity, there is always a risk of people taking advantage of our charitable status for their individual criminal gain.

However, at this stage, we'd say it's highly unlikely.

**Mitigation:** The fact that we usually announce or thank donors (of money, clothes, toys, books etc.) publicly, would probably be enough to prevent people from donating large amounts of money for fraudulent purposes. In the event we receive, or are offered, an anonymous donation of £25,000 we will report this as a serious incident to the Charity Commission. We will then consult the Charity Commission's Compliance Toolkit, 'Protecting your Charity from Harm' to see how to proceed next.

### **Trustee Recruitment and Training**

The Board of Trustees requires breadth and depth of experience to carry out its duties effectively and efficiently. When recruiting new trustees, the most important attribute is a passion for fostering safer childhoods, the work of ASCF and an understanding of the Arts, Culture and Education, as a holistic and rounded experience for children's personal growth.

We continue to advertise through our website ([www.arabascottcf.org](http://www.arabascottcf.org)) and social media platforms for:

- **A trustee with a fundraising/project scaling background.**

In January 2021, we offered our trustees and Director the opportunity to undertake training with the Foundation for Social Improvement (FSI) who provide free guidance and heavily subsidized training in strategy, governance, fundraising and impact. In 2021, our Director undertook and disseminated to the Board knowledge from the following courses and webinars with the FSI:

- International Development Charities: Developing Your Fundraising Strategy
- Sole Fundraisers' Support Sessions
- Fundraising from Trusts and Foundations
- Developing Corporate Relationships
- Strategy and Business Planning
- Project Management
- Fundraising Through Digital Channels
- Annual Appeals and Regular Giving
- Risk Management for Charity Leaders and;

attended a free advice session on fundraising strategy.

### **Charity Trustees**

The trustees of ASCF govern its work. New trustees are appointed by the existing Board of Trustees. All trustees have served throughout the year, except where indicated:

**Ethics Committee** | P Macey (October 2017), I Johnson and A.C. Williams (October 2016)

**Finance Committee** | S Tapper (October 2016)

**Communications Committee** | T Senior (October 2016)

**New trustees** | Dr Odogua Gee Okolo-Angus (10<sup>th</sup> September 2020), Camile Pinnock (22<sup>nd</sup> September 2020) and Gradle Gardner Martin (10<sup>th</sup> November 2020)

### **Service Delivery Team**

These members are responsible for the operations of the charity and delivery of programmes to children:

**The Director** | Alicia Louise Williams

**Lead Project Facilitator and ACE Educator** | Kamara Webb

**ACE Educator** | Fiona Lee

### **Contact Details**

#### **Registered Address:**

Araba Scott Children's Foundation  
1 Burcott Road  
Purley  
Surrey  
CR8 4AD  
G.B.

#### **Safe Haven Address:**

Curtis Bottom  
St. Thomas

Jamaica  
W.I.

**Website:** [www.arabascottcf.org](http://www.arabascottcf.org)

**Donations:** [www.arabascottcf.org/donate](http://www.arabascottcf.org/donate)

**Registered Charity No. 1169742**

### Professional Advisors

**Bank:** Reliance Bank Ltd  
Faith House  
23-24 Lovat Lane  
London  
EC3R 8EB

### Insurance Brokers

Access Insurance  
Selsdon House  
212-220 Addington Rd  
South Croydon  
CR2 8LD

## Receipts and Payments Account

Year start date

Year  
end  
date

<b>For the year from</b>	<b>1st April 2020</b>	<b>To</b>	<b>31st March 2021</b>
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## Receipts and payments

	2021/03	2021/03	2021/03	Last Year
	Unrestricted funds	Restrict ed funds	Total funds	Total funds
	£	£	£	£
<b>Receipts</b>				
<b>Donations, legacies and similar income</b>				
Membership subscriptions	2,009	-	2,009	1,127
One-Off Donations	1,951	1,000	2,951	954
Awards	1,300	-	1,300	700
Corporate	30	-	30	497

<b>Sub total</b>	<b>6,290</b>	<b>-</b>	<b>6,290</b>	<b>3,278</b>
<b>Grants</b>				
Grant	-	-	-	-
<b>Sub total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fundraising (gross)</b>				
Community	200	-	200	590
Events	-	-	-	36
	-	-	-	-
<b>Sub total</b>	<b>200</b>	<b>-</b>	<b>200</b>	<b>626</b>
<b>Investment income</b>				
Bank interest	-	-	-	-
Building Society interest	-	-	-	-
Other investment income	-	-	-	-
<b>Sub total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Gross Income</b>	<b>6,490</b>	<b>-</b>	<b>6,490</b>	<b>3,903</b>
<b>Asset and investment sales, etc.</b>				
	-	-	-	-
<b>Total receipts</b>	<b>6,490</b>	<b>-</b>	<b>6,490</b>	<b>3,903</b>

## Receipts and Payments Account

	Year start date	Year start date	Year start date	Year end date
For the year from	1st April 2020	1st April 2020	1st April 2020	31st March 2021
		T	O	

### Receipts and payments

	2021/03	2021/03	2021/03	Last Year
	Unrestricted funds	Restricted funds	Total funds	Total funds
	£	£	£	£
<b>Payments</b>				
<b>Charitable Payments</b>				
Administration	830	-	830	632
Art Therapy	126	1000	1,126	-
Back to School Supplies	595	-	595	-
Care Packages	95	-	95	-
Children's Activities	889	-	889	653
Children's Resources	717	-	717	-
Insurance	299	-	299	299
Renovations	1,634	-	1,634	1,473
Safe Haven Maintenance	58	-	58	738
Training	185	-	185	-
Website Maintenance	105	-	105	51
Miscellaneous	-	-	-	-
<b>Sub total</b>	<b>6,531</b>	<b>-</b>	<b>6,531</b>	<b>3,845</b>
<b>Fundraising expenses</b>				
Community	-	-	-	-
Events	-	-	-	183
Internal	-	-	-	-
<b>Sub total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>183</b>

<b>Total Gross Expenditure</b>	6,531	-	6,531	4,028
<b>Asset and investment purchases, etc.</b>	-	-	-	-
<b>Total payments</b>	6,531	-	6,531	4,028
<b>Net of receipts/(payments)</b>	-	41	-	41
<b>Cash funds last year end</b>	-	-	-	-
<b>Cash funds this year end</b>	-	41	-	41

### Statement of assets and liabilities at the end of the year

	31st March 2021	31st March 2021	31st March 2021	31st March 2020
	Unrestricted funds	Restrict ed funds	Total funds	Total funds
	£	£	£	£
<b>Cash funds</b>				
Bank current account	1,373	-	1,373	1,254
Bank deposit account	-	-	-	-
Cash/Floats	-	-	-	-
	-	-	-	-
	-	-	-	-
<b>Total cash funds (Agree balances with receipts and payments account(s))</b>	1,373	-	1,373	1,254
<b>Other monetary assets</b>				
Tax claim	-	-	-	-
	-	-	-	-
	-	-	-	-
<b>Sub total</b>	-	-	-	-
<b>Investment assets</b>				
	-	-	-	-

	-	-	-	-
	-	-	-	-
<b>Sub total</b>	-	-	-	-
<b>Non-monetary assets for charity's own use</b>				
Stock	-	-	-	-
Land and buildings	-	-	-	-
Motor vehicles	-	-	-	-
Other	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
<b>Sub total</b>	-	-	-	-
<b>Liabilities</b>				
Accounts not yet paid	-	-	-	-
Expenses incurred but not invoiced	-	-	-	-
Subscriptions not yet paid	-	-	-	-
Loan - detail	-	-	-	-
Other liabilities	-	-	-	-
	-	-	-	-
<b>Sub total</b>	-	-	-	-

**Contingent liabilities and future obligations**

**Signed by one trustee on behalf of all the trustees**

Signature	Print Name	Date of approval
	SHENAID TAPPER	28/01/2022