



## **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:



- **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**

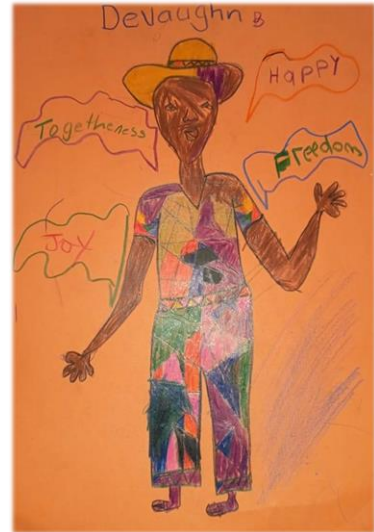
Due to COVID-19 restrictions the number of participants at events was limited. However, 10 children on average attended the ACE Learning Programme this year, with around 20 attending each group event (such as the workshop by Calbert and the All-Star Drummers).

#### **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**

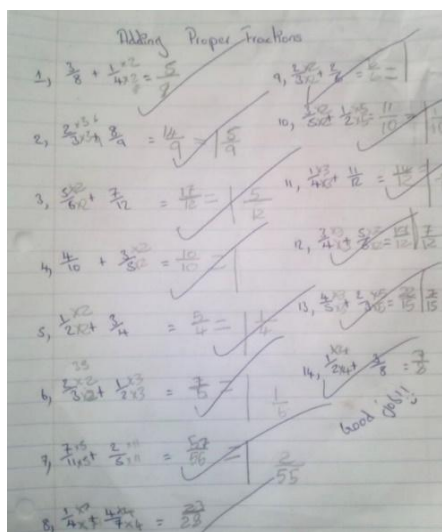
To achieve strategy items four and 5 for 2021-2024, at the end of October 2021, we started our ACE Learning Arts and Culture Programme. In the children's first ACE Learning Arts and Culture class, the children learned about Jamaica and its contributions to the world. They have since gone on to study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



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





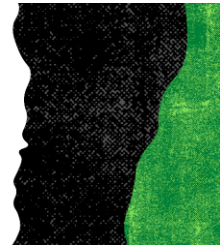


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We used assessments in the beginning of week 1, and reassessed them in week 10. This allowed us to pinpoint areas for improvement and create a tailored lesson plan for each individual child. Mass was a subject that many of the children talked about 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.

I like my teachers in online class and I love the work I get. When I am in class my classmates are very loud and I dislike this. I learn Integrated Science, Maths and Literature. When I have class I get up at 7:00AM and get ready just like if I was going to face-to-face class. I brush my teeth, bathe, eat my breakfast and log in. Sometimes I do not understand but my sister helps me.

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.

When I am in online class my tablet will glitch in the middle of class, and I dislike this. I will have to start over and I will miss what my teacher was saying. I love online class because I can talk to my friends in the time of lockdown like this. I learnt about the Tainos. The Tainos were having a good life before the Spaniards came and took all the Tainos had. They are very unforgivable. I have not been in online class since last month.

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.

I like my teachers they pay a lot of attention. I like my classmates because they are fun and make me laugh. I like my mathematics teacher the most because you always spend extra time with me when I don't understand something in class. Like when we were doing addition of fractions she helped me after class. I felt special that she made the time for me to learn.

Child from St. Thomas, Jamaica, aged 10

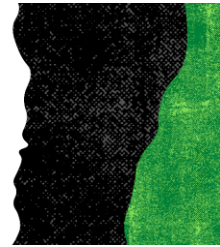


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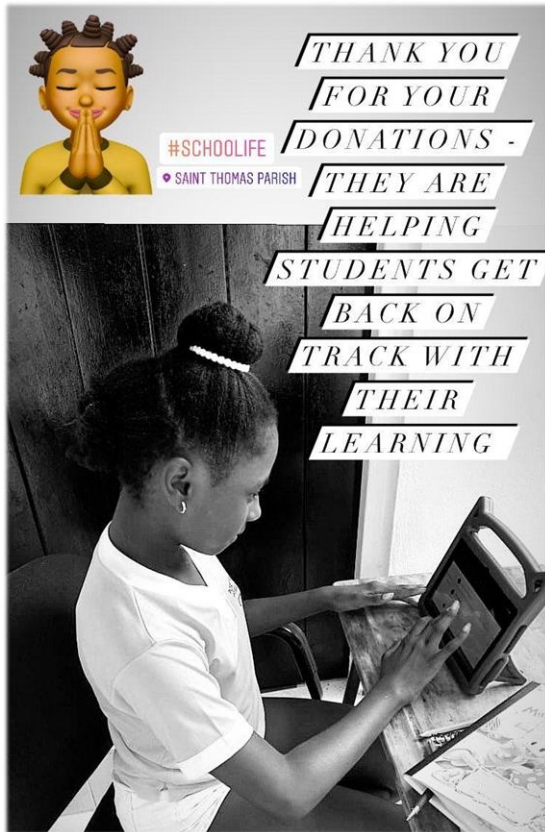
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### Helping Children Remain in Education During COVID-19



#### Physical

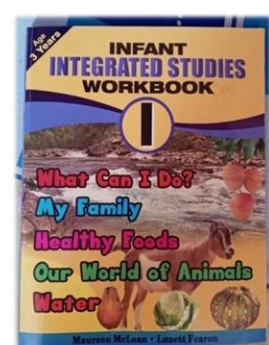
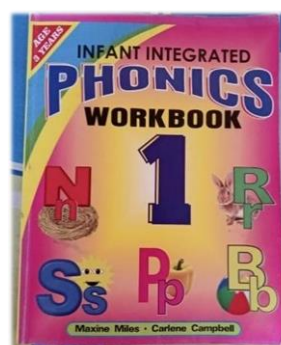
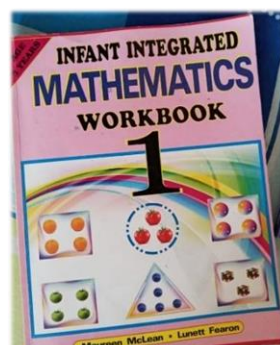
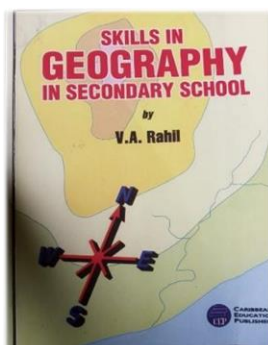
In September 2021 we purchased back to school supplies (including textbooks as pictured below, stationary, book bags, lunch boxes etc), for approximately 70 children costing £385.54. In January 2022, we provided a full school uniform with shoes and school supplies for a teenager returning to school.

#### 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.





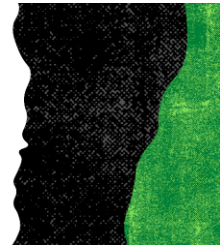


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### Children's Activities



#### 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.

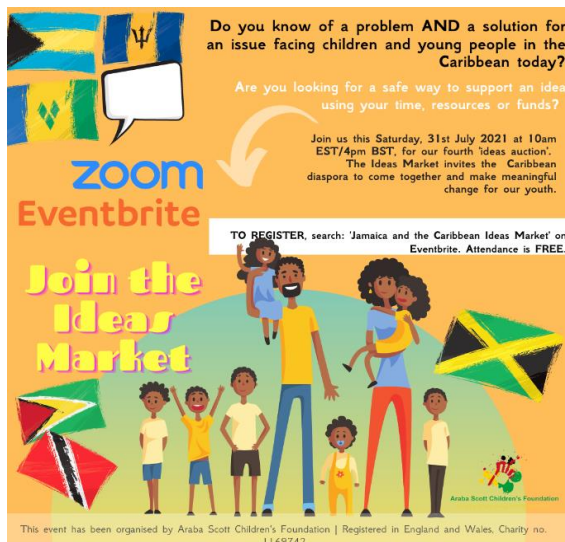
#### Renovations

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.



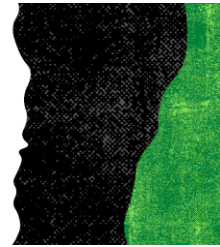


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### Care Packages

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.



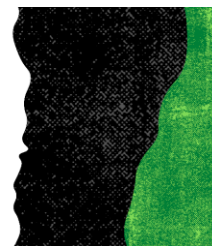


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### Our First Raffle

On 23<sup>rd</sup> February 2022, Araba Scott Children's Foundation held its first ever raffle. Organised by trustee Shenaïd 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  
**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 @arabascottcf on Facebook and IG, @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

Then choose the number of tickets you want

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

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

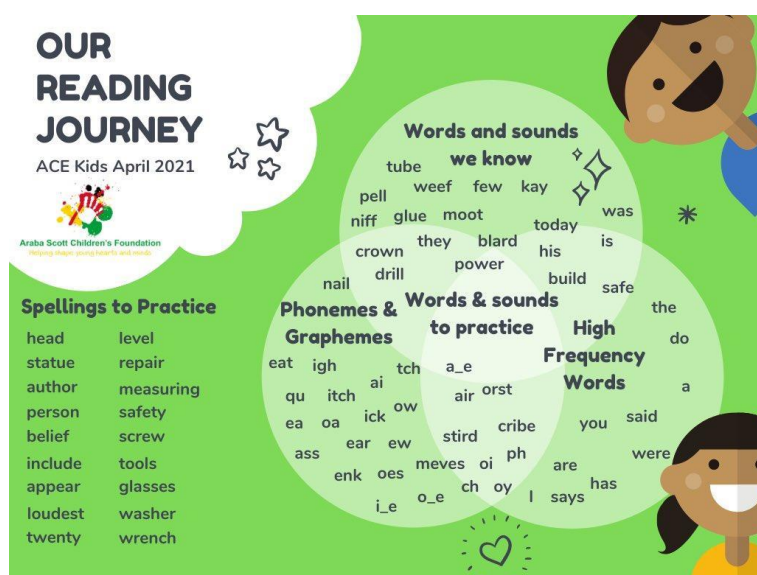
On 17<sup>th</sup> March 2022, the Bank of England awarded Araba Scott Children's Foundation matched funding of £700; £350 for fundraising and £350 for time spent volunteering in a charitable role. This was for trustee Shenaïd Tapper's efforts raising funds with our sponsored Treadathon event in August 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. Shenaïd 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. Shenaïd coordinated the sourcing of 12 prizes from donors and local businesses to give away to winners. Shenaïd 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

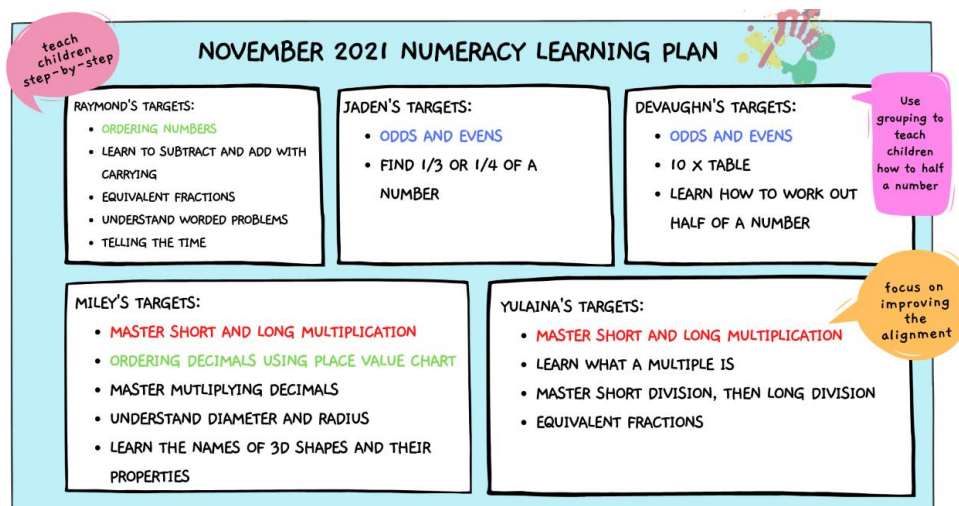
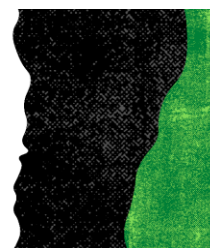


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cultures they had learned at the end of their classes. The classes proved so popular that in November 2021, we had to purchase 6 new chairs, because class sizes had grown so much!

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.’

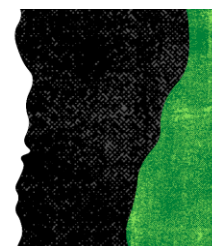


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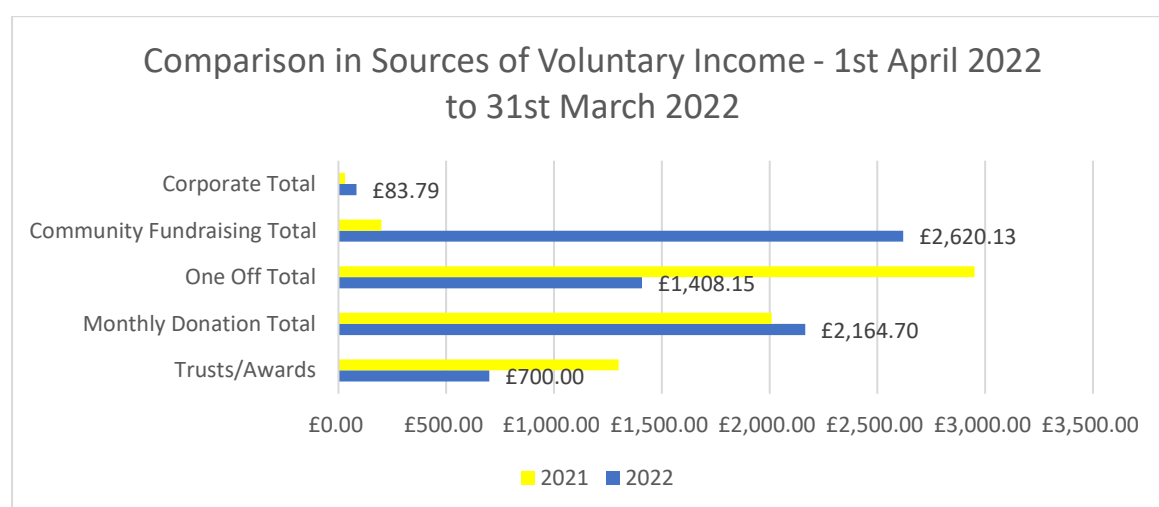
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### Our Finances

#### 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.

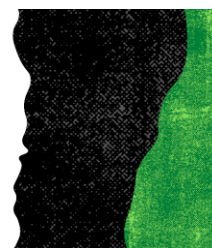


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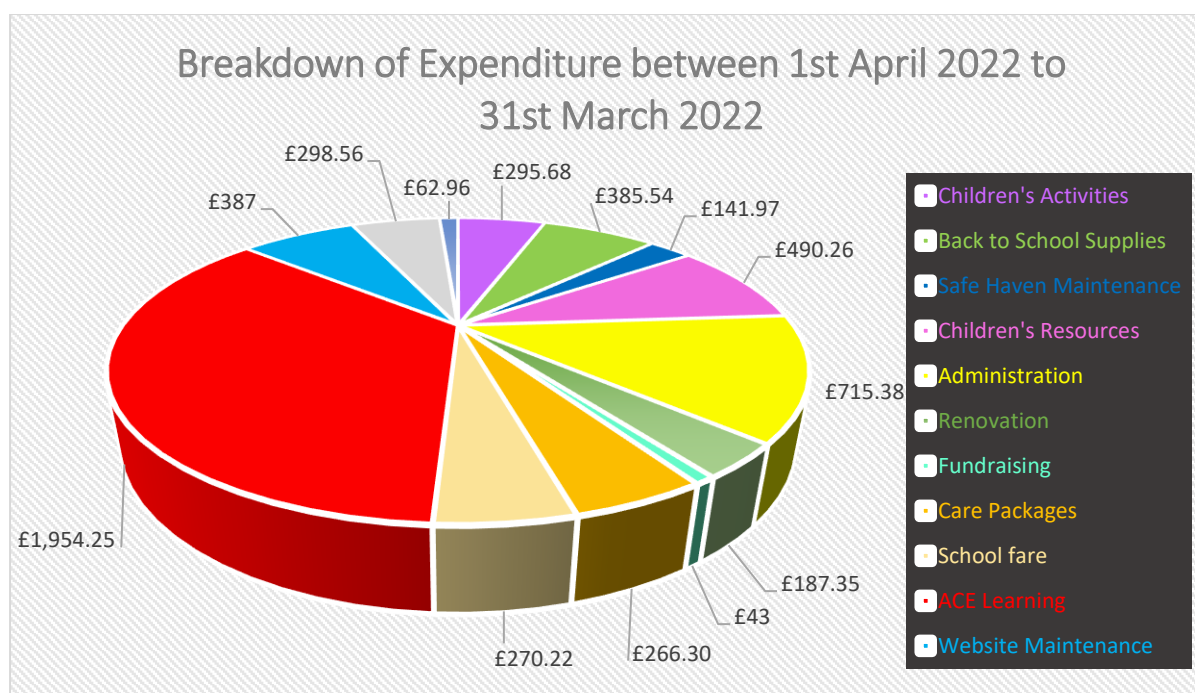
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### **Breakdown of Expenditure**



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:





**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 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

### **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

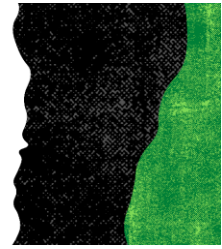


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### **Insurance Brokers**

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

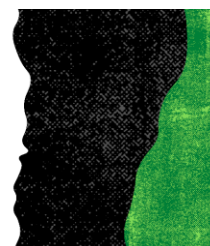


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# Receipts and Payments Account

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	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>	-	-	-	-

### **Total Gross Income**

6977	-	6977	6490
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### **Asset and investment sales, etc.**

-	-	-	-
---	---	---	---

### **Total receipts**

6977	-	6977	6490
------	---	------	------

## **Receipts and Payments Account**

	Year start date	Year start date	Year start date	Year end date
For the year from	1st April 2021	1st April 2021	1st April 2021	31st March 2022

## **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

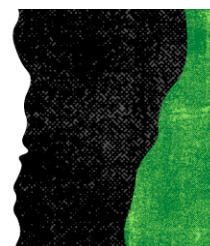


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Back to School Supplies	385.54	-	385.54	595
Care Packages	266.30	-	266.30	95
Children's Activities	295.68	-	295.68	889
Children's Resources	490.26	-	490.26	717
Insurance	298.56	-	298.56	299
Renovations	187.35	-	187.35	1,634
Safe Haven Maintenance	141.97	-	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>Cash funds this year end</b>	-	-	-	41

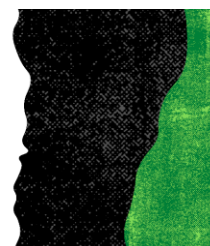


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### Statement of assets and liabilities at the end of the year

	31st March 2022	31st March 2022	31st March 2022	31st March 2021
	Unrestricted funds	Restricted 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	-	-	-	-

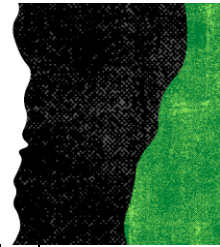


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Land and buildings	-	-	-	-
Motor vehicles	-	-	-	-
Other	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
<b>Sub total</b>	-	-	-	-
<b>Liabilities</b>				
Accounts not yet paid	-	-	-	-
Expenses incurred but not invoiced	-	-	-	-
Subscriptions not yet paid	-	-	-	-
Loan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

SHENAID TAPPER

Date of  
approval

28/01/2023