

REFUGEEED

England & Wales · Charity number 1176701

Details

Status Registered

Legal form CIO

Registered 2018-01-17

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

Contact

Address 14 Rhododendron Close
Ascot
Berkshire
SL5 8PL

Phone 07565027880

Email info@refugeeEd.com

Website refugeeed.com

Activities

Objects: TO ADVANCE THE EDUCATION AND TRAINING OF THOSE SEEKING ASYLUM OR GRANTED REFUGEE STATUS AND THEIR DEPENDANTS IN NEED THEREOF SO AS TO ADVANCE THEM IN LIFE AND ASSIST THEM TO ADAPT WITHIN A NEW COMMUNITY, BY SUPPORTING TEACHERS AND OTHER PEOPLE WORKING WITH SUCH GROUPS, AND, TO PROMOTE SUCH OTHER CHARITABLE PURPOSES AS MAY FROM TIME TO TIME BE DETERMINED.

Activities: To advance the education and training of those seeking asylum or granted refugee status and their dependants in need thereof so as to advance them in life and assist them to adapt within a new community, by supporting teachers and other people working with such groups, and, to promote such other charitable purposes as may from time to time be determined.

Classification

- **How:** Makes Grants To Individuals, Makes Grants To Organisations, Provides Other Finance, Provides Services, Provides Advocacy/advice/information, Sponsors Or Undertakes Research, Acts As An Umbrella Or Resource Body
- **What:** Education/training, Disability
- **Who:** Other Charities Or Voluntary Bodies

Geography

- France
- Greece
- Jordan
- Lebanon
- Malta
- Pakistan
- Serbia
- Throughout England And Wales

Finances

Period end	Income	Expenditure	Assets	Employees
2025-04-05	£570	£380	-	-
2024-04-05	£1,676	£6,065	-	-
2023-04-05	£18,841	£14,663	-	-
2022-04-05	£10,377	£9,491	-	-
2021-04-05	£4,244	£4,179	-	-

Trustees

Name	Role	Appointed
Bella Evidente	Chair	2023-01-09
Nora Marketos		2023-01-09

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RefugeeEd's charitable activities continued to be paused for the financial year 2024-25 as we continued to work towards merging with the organisation We/Educate. As we worked towards a merger, we handed over our education programmes to We/Educate, who began to deliver these directly.

Our accounts for the year were as follows:

Income: £569.90 (donations)

Expenditure: £380.16 (administrative costs)

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RefugeeEd annual trustees' report for financial year 2023-24

April - July 2023

From April to July 2023, our Community Teacher Training programme and our Capacity Building Programme ran as usual.

In this period, we matched 20 education specialists with organisations, mostly in Greece, where they provided capacity building support to help them deliver good education to people on the move. We also delivered 22 workshops for education organisations specifically designed for this context, with 162 participants.

We ran three community teacher training programmes. We completed our programme with The Workshop, Serbia, and commenced two further programmes, with Salam LADC in Lebanon and Movement on the Ground, Lesbos. All programmes were tailored to the specific needs of the group, supporting them to build teaching skills for their own students and with the resources available to them. The feedback we received from teachers and trainers was positive. Here are some quotes from teachers who participated:

"Thank you guys!! Thank you for the training, the brilliant speaker, and especially for your patience and flexibility."

"Since I did the training, I have a high confidence [teaching a class] - 10!"

"I believe that this is a golden opportunity for us as refugees, and I would like to extend my gratitude and thanks for the work you're doing. I would be interested in doing more training, higher level training. There is a saying from my country that I like - instead of giving a man a fish everyday, teach him to fish, so that he will be self-sufficient at the end of the day."

July 2023-April 2024

From 2023 to the end of the financial year, we paused our programmes to focus on potentially merging with the organisation We/Educate, based in Greece. Both organisations at that point were providing similar services to similar target groups. We/Educate delivers a TEFL training programme to people on the move in Athens. We at refugeeEd run a bespoke teacher training programme designed for people who are teaching their communities, predominantly within refugee camp settings, and a capacity building programme to support grassroots education programmes to deliver a good education to people on the move, both mostly in Greece. Both organisations agreed in June 2023 that our aims and ethos were aligned, and that it would

benefit both parties to share resources and allow for broader impact. We are excited to be merging with We/Educate as they embody something we were working towards: being run by and for the community they work with, namely refugees and displaced persons, who take on roles as programme coordinators and board members. For We/Educate, we were able to share our insights and experience from six years of operating in the sector and our strong understanding of running programmes in this context.

The trustees would like to thank everyone who has supported us this year as we plan ahead for our next chapter. We look forward to updating you about how things are progressing.

Signed, 4th February 2025:

Bella Evidente (Chair of Trustees)

Nora Marketos (Trustee)

Helen Brannigan (Trustee and Founder)

Charity Name		No (if any)		CC16a
RefugeeEd		1176701		
Receipts and payments accounts				
For the period from	Period start date	To	Period end date	
	06/04/2023		05/04/2024	

Section A Receipts and payments

	Unrestricted funds	Restricted funds	Endowment funds	Total funds	Last year
	to the nearest £	to the nearest £	to the nearest £	to the nearest £	to the nearest £
A1 Receipts					
Grant Funding	-	750	-	750	12,619
Donations	835	-	-	835	5,680
Overpayments & reimbursements	90	-	-	90	541
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total (Gross income for AR)	926	750	-	1,676	18,840
A2 Asset and investment sales, (see table).					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	926	750	-	1,676	18,840
A3 Payments					
Stipends & freelancer costs	2,533	-	-	2,533	10,862
Other Operating Costs	930	2,602	-	3,532	3,800
	-	-	-	-	-
	-	-	-	-	-

	-	-	-	-	-	-
	-	-	-	-	-	-
	-	-	-	-	-	-
	-	-	-	-	-	-
Sub total	3,464	2,602	-	6,065	14,662	
A4 Asset and investment purchases, (see table)						
	-	-	-	-	-	-
	-	-	-	-	-	-
Sub total	-	-	-	-	-	-
Total payments	3,464	2,602	-	6,065	14,662	
Net of receipts/(payments)	- 2,538	- 1,852	-	- 4,390	4,178	
A5 Transfers between funds	-	-	-	-	-	-
A6 Cash funds last year end	5,539	2535	-	8,074	-	
Cash funds this year end	3,001	683	-	3,684	8,075	

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

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds		-	-	-
		-	-	-
		-	-	-
	Total cash funds	3,001	683	-
	(agree balances with receipts and payments account(s))	OK	OK	OK
		Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B2 Other monetary assets	Camera	-	147	-
		-	-	-
		-	-	-

			-		-		-
			-		-		-
			-		-		-
	Details		Fund to which asset belongs		Cost (optional)		Current value (optional)
B3 Investment assets					-		-
					-		-
					-		-
					-		-
					-		-
	Details		Fund to which asset belongs		Cost (optional)		Current value (optional)
B4 Assets retained for the charity's own use					-		-
					-		-
					-		-
					-		-
					-		-
					-		-
					-		-
					-		-
					-		-
	Details		Fund to which liability relates		Amount due (optional)		When due (optional)
B5 Liabilities					-		
					-		
					-		
					-		
					-		
Signed by one or two trustees on behalf of all the trustees	Signature		Print Name			Date of approval	
	Helen Brannigan		Helen Brannigan			4/2/2025	
	Nora Marketos		Nora Marketos			3/2/2025	

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England & Wales - Charity number 1176701

Accounts



Trustees' Annual Report for the period

From

Period start date

**T
o**

Period end date

06 04 2022

05 04 2023

Charity name refugeeEd

Other names charity is known by

Registered charity number (if any) 1176701

Charity's principal address 14 Rhododendron Close

Postcode SL5 8PL

Names of the charity trustees who manage the charity

	Trustee name	Office (if any)	Dates acted if not for whole year	Name of person (or body) entitled to appoint trustee (if any)
1	Helen Brannigan	Chair	Until 08 January 2023	
2	Kim Alison Tester		Until 24 February 2023	
3	Jennifer Willis	Finance Trustee	Until 1 February 2023	
4	Elizabeth Robinson		From 11 July 2022	
5	Bella Evidente	Chair	From 09 January 2023	
6	Nicole Walsh	Secretary	From 10 October 2022	
7	Andrew Gregory		From 10 October 2022 - 4 March 2023	
8	Dawud Hill		From 11 July 2022	

9	Nora Marketos		From 09 January 2023
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Names of the trustees for the charity, if any, (for example, any custodian trustees)

Name	Dates acted if not for whole year

Names and addresses of advisers (Optional information)

Type of adviser Name Address

Type of adviser	Name	Address

Name of chief executive or names of senior staff members (Optional information)

Helen Brannigan

Description of the charity's trusts

Type of governing document (eg. trust deed, constitution)	Constitution
How the charity is constituted (eg. trust, association, company)	CIO
Trustee selection methods (eg. appointed by, elected by)	Elected by the trustees.

Additional governance issues (Optional information)

You may choose to include additional information, where relevant, about:

- policies and procedures adopted for the induction and training of trustees;
- the charity's organisational structure and any wider network with which the charity works;
- relationship with any related parties;
- trustees' consideration of major risks and the system and procedures to manage them.

refugeeEd's strategic oversight is provided by the Board of Trustees, and operations are run by our two volunteer programme coordinators who we support with a contribution towards living costs and by the (unpaid) acting CEO/Chair of Trustees. A full-time Chair of Trustees was recruited and officially appointed on 9th January 2023.

We work with volunteer teachers, who come from a range of countries, including the UK. They work either as community teacher trainers; education specialists, who support educational activities for refugees through training, mentoring and coaching individual teachers and organisations; or as teachers.

Our programmes are delivered through partner organisations, mostly in Greece. We partner with them using MOUs. We maintain close ties with the grassroots education sector in Greece, and our contact with them enables us to understand the needs of organisations, teachers and pupils in the context.

We are supported by grant providers, who provide funding and in some cases advice and guidance to support our programme delivery.

We have an induction programme in place to familiarise new Board members with the role of trustee and their responsibilities; an overview of our work and strategic objectives; an overview of the context and relevant challenges; conflicts of interests; safeguarding and all other relevant policies and procedures which trustees must adhere to; how meetings are run and ways of working.

Trustees maintain a risk register which identifies major risks to our operations and mitigations. We review this in each quarterly trustee meeting.

Summary of the objects of the charity set out in its governing document

To advance the education and training of those seeking asylum or granted refugee status and their dependants in need thereof so as to advance them in life and assist them to adapt within a new community, by supporting teachers and other people working with such groups; and to promote such other charitable purposes as may from time to time be determined.

In planning activities that advance the objects listed above, we keep in mind the Charity Commission's guidance on public benefit during our trustee meetings. Over the course of our fifth year of operation, we have focused on the following areas:

- Training displaced teachers to teach in their communities within camps or urban centres through our Community Teacher Training (CTT) Programme across Greece.
- Strengthening support for education programmes through our Capacity Building Programme (CBP), which consists of online webinars, in-person training, mentoring, knowledge-sharing and matching organisations with volunteer teachers.

By supporting teachers to improve their practice in organisations throughout Greece and other countries affected by the humanitarian crisis, we are able to improve the quality of education available to people who are seeking asylum or who have been granted refugee status, and their dependents. In turn, by training teachers from the displaced community, we are able to provide development opportunities, and support the acquisition of transferable skills that can be applied in future circumstances.

It goes without saying that providing access to education for members of the public who have been compelled to leave their home at a time of crisis, supports the public benefit.

The UN Rights of the Child affords all children a right to an education. And yet the proportion of school-aged refugee children enrolled in schools in Greece has declined dramatically recently. According to a recent report by Save the Children and the Global Compact on Refugees (September 2021), less than 15% of children in refugee camps attend formal school. In reception and identification centres (RICs), the attendance rate drops to 0.3%, with only seven children out of 2,900 attending classes. Our work enables more children to access their right to education. In contexts where thousands of children's education is provided by small, local, volunteer-run organisations, we share best practices, drawing on our experience and our learning with external practitioners, to enable organisations across the region to improve the quality of education on offer to support children to advance in life.

Accessing education is challenging for children who are experiencing trauma. We also support organisations to work with traumatised children and adults, integrating them into their education programmes.

For adults, experience and qualifications are often of little value on account of language barriers when they reach Europe. Many adults struggle to integrate and find work, until they are able to speak the local language, or English as a common language.

The local organisations we work with focus on offering language education to adults, often in English, Greek, and sometimes other European languages such as French, German or Spanish. However, many teachers in these organisations are not trained to teach languages and may require extra support developing programmes that are relevant to this unique context. Our support for teachers enables them to offer a high-quality language education, supporting refugees as they settle into a new life in Europe.

Our Community Teacher Training (CTT) programme trains teachers from the displaced population who are delivering education in camps. Direct

Summary of the main activities undertaken for the public benefit in relation to these objects (include within this section the statutory declaration that trustees have had regard to the guidance issued by the Charity Commission on public benefit)

support to teachers from the refugee community facilitates role modelling of leadership and teaching from within the community and also supports sustainability and stability given the tendency for volunteer teacher postings from outside of Greece to typically be on a short term basis, This approach ensures we can both enhance the quality of the education provided to refugee and asylum seeker populations, as well as support the teachers themselves to develop language and teaching skills which can enhance their employability prospects and personal development.

Our Capacity Building Programme (CBP) equips educators, organisations, and volunteers with the necessary tools and knowledge to deliver high quality education. This is through in-house workshops, both in person and online. We support organisations with fostering trauma-informed classrooms, promoting inclusive practices, and providing specialised education workshops. This approach ensures that we empower educators, organisations, and volunteers to better support and educate refugees leading to improved educational outcomes, increased social inclusion, and a stronger sense of well-being for refugee communities.

Summary of the main achievements of the charity during the year

Community Teacher Training Programme (CTT)

Over the year we continued rolling out our CTT programme across Greece in five locations, namely Samos, Lesbos, Chios, Kavala and Serres. We regularly conducted monitoring and evaluation to ensure that the programme was meeting the needs of teachers and pupils. Feedback from participants was very positive about the quality of the programme, with teachers particularly emphasising its flexibility as a strength. Each programme is bespoke, and content is community driven. Before beginning, teachers work with the trainer to decide the length of the programme and which modules they will include, according to their need.

Participants choose modules as devised by expert teacher trainers with extensive knowledge of teaching displaced communities in Greece, whether through camps or community centres. Training modules are carefully designed to meet the needs of this population, considering challenges such as:

- Low resource environments, including lack of books, computers, printers, classroom space.
- Low literacy levels and mixed abilities and languages in one classroom.
- Pupils and teachers struggling to make regular long-term commitments to classes and the programme itself. This can be due to being moved around as asylum claims are processed, needing to attend appointments or other logistical challenges.
- Need for a trauma-informed and sensitive approach. This includes making lessons safe, fun and inclusive, as well as carefully considering curriculum topics for displaced people; for instance, covering learning areas that are useful (e.g. how to get around) and carefully considering inclusion of those that may be unhelpful and insensitive (e.g. rooms of the house).

The programme is delivered predominantly remotely, which allows for flexibility and provides access to a wider pool of excellent teacher trainers to without the barrier of travel costs. Trainers have the option of visiting teachers at the end of the programme, to give out certificates and awards.

Numbers at a glance

Number of CTT programmes commenced	7
Number of CTT programmes completed	6
Total number of community teachers trained	28
Total number of displaced pupils reached	154

The CTT Programme has established partnerships with organisations across Greece and beyond, as well as experienced teacher trainers. These partnerships enable the program to deliver effective and tailored teacher training to community teachers, ensuring the program's success and impact.

Evaluation data

Programme evaluations reveal that overall, there is great rapport between trainers and participants, and a high level of participation and enjoyment. Participants' feedback was positive particularly on programme flexibility which continues to be a key strength both in content and implementation. After completing the programme:

- 80% of new teachers feel confident in their ability to manage what is happening in the classroom and to run student centred activities
- 90% feel confident in their ability to use questions and activities in their lessons
- 70% feel confident in their ability to use games for teaching and learning
- 80% feel confident in their ability to make and follow a lesson plan, as well as to adapt their lessons to meet students' needs

By using continuous evaluation of the programme, we swiftly analysed barriers to engaging with and completing the programme and implemented solutions to rectify these. For example, we learned that the most significant barrier was technological issues. Therefore, we now ensure before beginning the programme that each cohort has whatever technical equipment is needed to access the content effectively, from professional microphones and speakers to internet dongles.

Capacity Building Programme (CBP)

Our unique place in the Greek humanitarian crisis means that we are the only organisation working with most grassroots organisations providing an education programme for displaced people across the country. Our strong relationship with our partner organisations allows us to understand what their needs are in terms of capacity building support, and tailor our services accordingly.

This year, we focused on streamlining our CBP offer to increase our outreach and strengthen our quality offer. We therefore updated all our policies and streamlined our workshop system. We were also able to offer upon request our online courses for grassroots refugee organisations beyond Greece, namely Lebanon, Serbia and Malta.

Thanks to our good engagement practice with partner organisations, we considerably increased the number of workshops and webinars held from 8 in the previous year to 17, as well as increasing the total number of attendees from 78 to 104.

Numbers at a glance

Over the past financial year, we have organised:

Education specialist placements (working 1:1 with an education organisation, online or in-person)	10
Workshops/webinars	17
Workshop/webinar attendees	104
Volunteer teachers placed with organisations	7

Webinar programme

This year we offered a variety of online programme courses, ranging from courses requested by partner organisations to in-house refugeeEd courses offered to interested stakeholders. We covered topics such as introductions to teaching in refugee contexts, trauma-informed practice, teaching refugees online and medical communications.

Thanks to the ongoing partnership with organisations in Greece, we have been able to establish a reputation as the go-to organisation when it comes to refugee education queries and advice in Greece. On top of that, we were excited to welcome new partner organisations, such as TeachBeyond in Lesvos, SalamLADC in Lebanon, Blue Door Malta and RefugeeAid Serbia.

We continuously assess the needs of our partners, to understand whether they would benefit from one of our regular webinars or a more bespoke session on a specialist topic. We also decide whether webinars are best delivered to one organisation, if there is a specific area of interest they would like to focus on, or can be opened up to a group of organisations. In the case of the latter, participants have fed back that hearing from other education providers and their teachers has been very beneficial.

- Overall, 85% of participants were highly satisfied with their participation in webinars.
- 86% of participants felt confident to practise new tools that they learnt during the training.

Volunteer teachers

We were pleased to be able to support our partner organisations to increase their capacity by matching them with seven volunteer teachers across the year.

It has been difficult for small organisations to recruit teachers to volunteer with them. We are able to support with this, using our position to recruit volunteers, particularly those with an education background - whether they are recently qualified TEFL teachers or long-term teachers looking for a change - partnering them with an organisation that is a good match for their skills, time and interests.

Having enough teaching volunteers is vital for our partners ability to deliver their programmes and reach all the service users requiring access to education.

Brief statement of the charity's policy on reserves

Reserves should not fall beneath both £2,400 and the expected cash outflows for the next month in order that refugeeEd can realise the needs of its beneficiaries.

Details of any funds materially in deficit

None

Further financial review details (Optional information)

You **may choose** to include additional information, where relevant about:

- the charity's principal sources of funds (including any fundraising);
 - how expenditure has supported the key objectives of the charity;
- investment policy and objectives including any ethical investment policy adopted.

The charity's principal sources of funds have been grants, private donations and crowdfunding events.

Their contributions and donations helped us meet our key objectives and enabled us to maintain and grow our coordination team, by supporting them through a stipend to contribute towards their living costs. Our coordination team has been essential in the successful delivery of our programmes throughout the year. Spending has also enabled us to purchase the equipment necessary for teacher trainers to access our CTT programme.

Section F

Other optional information

We would like to extend a huge thank you to Choose Love, whose generous grant enabled us to substantially grow our operations, so that we could roll out the Community Teacher Training programme while continuing to deliver our Capacity Building Programme. We are very grateful to them for their transformative financial support and for all additional support they have provided to us as our partners.

We would also like to thank the Gilchrist Educational Trust for their generous support. Their funding has enabled us to purchase crucial material resources needed to run our Community Teacher Training Programme.

Finally, we would like to thank all the private donors who have contributed to our work in this period. Whether through a one-off contribution to a crowd funder, a regular donation or a lump sum, these combined efforts have been essential to enabling the continuation of our work.

Thank you everyone who has supported us. Together we have been able to reach even more displaced children and adults.

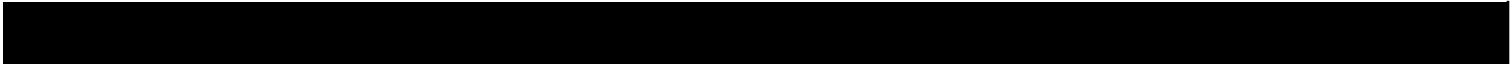
Thanks to our wonderful volunteers. We are incredibly grateful to the contribution made by our volunteers, without which we would not be able to run our programme.

We are hugely grateful to our programme coordinators for running and developing our programmes. Harriet Walsh, Ella Mobbs, and Emy Yates have been extremely dedicated in setting up and rolling out, respectively, our CTT programme and CBP. They have had an infectious passion for promoting a community-led education model. They worked tirelessly to evaluate and adapt our programme so that it fits the needs of the community

we work with and have been true advocates for education for displaced people. We are also grateful to our CBP coordinators, Francesca Perina and Sofia Madentzoglou who have carefully kept on top of the changing needs of our partners and evolving situation in Greece to ensure that all our activities in this area are effective at supporting the great work of our education partners.

We are also extremely grateful to our volunteer trainers, education specialists and teachers. They have contributed their time and wealth of educational experience to deliver our programmes in a consistently high quality, professional way. These educators often give up holidays during a busy school year or spend career breaks offering their experience without monetary reward, to ensure that children and adults fleeing violence can access a good education. We could not do our work without them.

Finally, thank you to all the displaced people we work with, who teach classes and access them. Their resilience, drive and passion for education is what keeps us inspired!



The trustees declare that they have approved the trustees' report above.

Signed on behalf of the charity's trustees

Signature(s)		<i>Nora Marketos</i>
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Full name(s)	Elizabeth Robinson	Nora Franziska Marketos
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Position (eg Secretary, Chair, etc)	Trustee	Trustee
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Date January 30 2024

Charity Name		No (if any)		CC16a
RefugeeEd		1176701		
Receipts and payments accounts				
For the period from	Period start date	To	Period end date	
	06/04/2021		05/04/2022	

Section A Receipts and payments

	Unrestricted funds	Restricted funds	Endowment funds	Total funds	Last year
	to the nearest £	to the nearest £	to the nearest £	to the nearest £	to the nearest £
A1 Receipts					
Grant Funding	-	12,619	-	12,619	7,338
Donations	5,188	492	-	5,680	3,040
Overpayments & reimbursements	104	437	-	541	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total (Gross income for AR)	5,292	13,549	-	18,841	10,378
A2 Asset and investment sales, (see table).					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	5,292	13,549	-	18,841	10,378
A3 Payments					
Stipends	1,823	9,039	-	10,862	8,525
IT Costs	158	-	-	158	155
Other Operating Costs	712	2,930	-	3,642	166
	-	-	-	-	-
	-	-	-	-	-

	-	-	-	-	-	-
	-	-	-	-	-	-
	-	-	-	-	-	-
	-	-	-	-	-	-
Sub total	2,693	11,970	-	14,663	8,846	
A4 Asset and investment purchases, (see table)						
	-	-	-	-	-	-
	-	-	-	-	-	-
Sub total	-	-	-	-	-	
Total payments	2,693	11,970	-	14,663	8,846	
Net of receipts/(payments)	2,599	1,579	-	4,178	1,532	
A5 Transfers between funds	-	-	-	-	-	-
A6 Cash funds last year end	2,940	£956.54	-	3,896	-	-
Cash funds this year end	5,539	2,535	-	8,075	1,532	

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

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds		-	-	-
		-	-	-
		-	-	-
	Total cash funds	5,539	2,535	-
	(agree balances with receipts and payments account(s))	OK	OK	OK
Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B2 Other monetary assets	Camera	-	147	-
		-	-	-
		-	-	-







Annual SOFA and Annual Return 2022-23_final_NM

Final Audit Report

2024-01-30

Created:	2024-01-29
By:	Nora Marketos (nora.marketos@gmail.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAeYgVLmOvED7BhnYeEyc10hCSQOhtskrT

"Annual SOFA and Annual Return 2022-23_final_NM" History

-  Document created by Nora Marketos (nora.marketos@gmail.com)
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-  Document emailed to elizabeth@refugeeed.com for signature
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2024-01-30 - 5:36:30 AM GMT
-  Signer elizabeth@refugeeed.com entered name at signing as Elizabeth Robinson
2024-01-30 - 5:37:05 AM GMT
-  Document e-signed by Elizabeth Robinson (elizabeth@refugeeed.com)
Signature Date: 2024-01-30 - 5:37:07 AM GMT - Time Source: server
-  Agreement completed.
2024-01-30 - 5:37:07 AM GMT

REFUGEEED

England & Wales - Charity number 1176701

Accounts



Trustees' Annual Report for the period

From

Period start date

To

Period end date

06 04 2021

05 04 2022

Charity name refugeeEd

Other names charity is known by

Registered charity number (if any) 1176701

Charity's principal address 14 Rhododendron Close

Postcode SL5 8PL

Names of the charity trustees who manage the charity

	Trustee name	Office (if any)	Dates acted if not for whole year	Name of person (or body) entitled to appoint trustee (if any)
1	Helen Brannigan	Chair		
2	Edward Lucas	Secretary	Left 1/8/2021	
3	Kim Tester			
4	Roisin Killick		Left 8/4/2021	
5	Jessica Phillimore		Left 28/2/2022	
6	Jennifer Willis			
7				
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Names of the trustees for the charity, if any, (for example, any custodian trustees)

Name	Dates acted if not for whole year

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Names and addresses of advisers (Optional information)

Type of adviser	Name	Address

Name of chief executive or names of senior staff members (Optional information)

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Description of the charity's trusts

Type of governing document <small>(eg. trust deed, constitution)</small>	Constitution
How the charity is constituted <small>(eg. trust, association, company)</small>	CIO
Trustee selection methods <small>(eg. appointed by, elected by)</small>	Elected by the trustees.

Additional governance issues (Optional information)

You may choose to include additional information, where relevant, about:

- policies and procedures adopted for the induction and training of trustees;
- the charity's organisational structure and any wider network with which the charity works;
- relationship with any related parties;
- trustees' consideration of major risks and the system and procedures to manage them.

The charity is run by the board of trustees, and operations are overseen by our two volunteer programme coordinators, who we support with a contribution towards living costs.

We work with volunteer teachers, who come from a range of countries, including the UK. They work either as community teacher trainers; education specialists, who support educational activities for refugees through training, mentoring and coaching individual teachers and organisations; or as teachers.

Our programmes are delivered through partner organisations in Greece. We partner with them using MOUs. We maintain close ties with the grassroots education sector in Greece, and our contact with them enables us to understand the needs of organisations, teachers and pupils in the context.

We also partner with grant providers, who provide funding and in some cases advice and guidance to support our programme delivery.

We have in place an induction programme for trustees, which aims to familiarise them with the role of trustee and their responsibilities; an overview of our work so far and strategic objectives; an overview of the context and any relevant challenges; conflicts of interests; safeguarding and all other relevant policies and procedures which trustees must adhere to; how meetings are run and ways of working.

Trustees maintain a risk register which identifies major risks to our operations and sets out mitigations. We review this in each quarterly

trustee meeting where we usually review one specific area of risk, usually the most relevant or one that is due for review.



Summary of the objects of the charity set out in its governing document

To advance the education and training of those seeking asylum or granted refugee status and their dependants in need thereof so as to advance them in life and assist them to adapt within a new community, by supporting teachers and other people working with such groups; and, to promote such other charitable purposes as may from time to time be determined.

In planning the activities that would advance the objects, listed above, we kept in mind the Charity Commission's guidance on public benefit during our trustee meetings. Over the course of our fourth year of operation, we have focused on the following areas:

- Rolling out our Community Teacher Training (CTT) Programme across Greece, following evaluation of the pilot. This programme trains displaced teachers to teach in their communities within camps or urban centres.
- Restructuring our support for education programmes - now called our Capacity Building Programme (CBP) - following feedback from organisations and changes to their operation in light of the pandemic and changing situation on the ground.
- With our CBP, we focused this year on delivering a webinar programme to education partners, and matching education partners with volunteer teachers.

By supporting teachers to improve their practice in organisations throughout Greece and other countries affected by the humanitarian crisis, we are able to improve the quality of education available to those seeking asylum or granted refugee status and their dependents in need thereof. In turn, by developing teachers from the displaced community, we are able to advance their training, enabling them to build the skill of teaching, which they can take with them wherever they end up.

By improving the quality of education available to refugees and asylum seekers, we are acting in the public benefit, by helping a sufficient section of the public to access a good quality education.

According to the UN Rights of the Child, all children have a right to an education. And yet the proportion of school-aged refugee children enrolled in schools in Greece has dramatically declined recently. According to a new report by Save the Children and the GCR (September 2021), less than 15% of children in refugee camps attended formal school. In Reception and Identification Centres (RICs), the attendance rate drops to 0.3%, with only seven children out of 2,900 attending class. Our objectives enable more children to access the fundamental right to education, which they are otherwise being denied.

In a situation where thousands of children's education is being provided by small, local, volunteer-run organisations, our work is vital. We share best practice, from within the field and from external practitioners, to enable organisations across the region to improve the quality of education that is on offer so that these children can advance in life.

Accessing education is challenging for children who are experiencing trauma, and we support organisations to work with traumatised individuals, to integrate them into their education programmes.

For adults, experience and qualifications are often rendered useless by the language barrier they encounter when they reach Europe. Many struggle to integrate into new areas and find work, until they are able to speak the local language, or have English as a lingua franca.

The local organisations we work with generally focus on offering language education to adults, often in English, Greek, and sometimes other European languages such as French, German or Spanish. However, many teachers in these organisations are not trained to teach languages, and may require extra support developing programmes which work in this unique context. Our support for teachers enables them to offer a

Summary of the main activities undertaken for the public benefit in relation to these objects (include within this section the statutory declaration that trustees have had regard to the guidance issued by the Charity Commission on public benefit)

high-quality language education to these refugees, so that they can settle into their new life in Europe and adapt within the new communities that they are about to form a part of.

Our Community Teacher Training (CTT) programme trains teachers from within the displaced population who are delivering education in camps. Supporting community teachers directly is empowering to teachers and pupils, who are exposed to strong role models from within their own community. It is also more sustainable, as the community teachers are often in situ longer than volunteer teachers from abroad. This approach ensures we can both enhance the quality of the education being provided to refugee and asylum seeker populations, as well as supporting the teachers themselves to develop language and teaching skills which can enhance their employability prospects and self-development.

Summary of the main achievements of the charity during the year

Community Teacher Training Programme (CTT)

Over the year we completed the pilot phase of the CTT programme and began the full rollout in February 2022. We used continuous evaluation and a full review in February 2022 to ensure that the programme was meeting the needs of teachers and pupils. Feedback from participants was very positive about the quality of the programme, with teachers particularly emphasising that its flexibility was a strength. Each programme is bespoke and content is community driven. Before beginning, teachers work with the trainer to decide the length of the programme and which modules they will include, according to their need

The modules participants choose to include have been devised by expert teacher trainers with extensive knowledge of the particular context of teaching displaced communities in Greece, whether through camps or community centres. It has been carefully devised to meet the needs of this population, considering particular challenges such as:

- Low resource environments, including lack of books, computers, printers, classroom space.
- Low literacy levels and mixed abilities and languages in one classroom.
- Pupils and teachers struggling to make regular long-term commitments to classes and the programme itself. This can be due to being moved around as their asylum claim is processed, needing to attend appointments and other challenges.
- Need for a trauma-informed and sensitive approach. This includes making lessons safe, fun and inclusive, as well as carefully considering curriculum topics for displaced people; for instance covering those that are useful (e.g. how to get around) and carefully considering inclusion of those that may be unhelpful and insensitive (e.g. rooms of the house).

The programme is delivered remotely, which allows for flexibility and opens up a wider pool of excellent teacher trainers to facilitate. Trainers have the option of visiting teachers at the end of the programme, to give out certificates and awards.

Numbers at a glance

Number of CTT programmes commenced	5
Number of CTT programmes completed	3
Total number of community teachers trained	40
Total number of displaced pupils reached	200

Evaluation data

After completing the programme:

- 88% of teachers reported that they always know how to use questions and activities in their lessons.
- 62% of teachers reported that they always use a lesson plan.
- 62% of teachers reported that they always know how to get students to answer questions in class.
- 75% of teachers reported that they could help another teacher with their lessons.

Below are some of the quotations from teachers who participated.

“It helped me a lot that we were given information not only on what we should do but also on what we should avoid. I also liked the fact that the trainers asked us what we want to learn and they adapted the content according to our needs.”

On their motivation for taking the course:

“To share the knowledge we have with someone who needs it for improving their life, this is a great honour and big responsibility”

“I want to help people integrate in the Greek society”

On how they felt during sessions:

“I’m feeling really amazing”

“I learnt how to teach in a better way”

On what they learned as a result:

“First of all I learn how to sit up in a class, how I make lessons for my students, how [to] give them motivation, how [to] engage them in class.”

“I learned new teaching methods, how to differentiate lessons based on the peculiarities of the students, I learned new games and songs to make my lessons with children funnier.”

Using continuous evaluation of the programme meant that we could swiftly analyse barriers to engaging with and completing the programme, and implement solutions to rectify these. For example, we learned that the most significant barrier was technological issues. Therefore we now ensure before beginning the programme that each cohort has whatever technical equipment needed to access the content effectively, from professional microphones and speakers to internet dongles.

Final words

We have been thrilled to watch the CTT programme grow and develop over the past year. It’s been fantastic to see it get such positive feedback from participants and we can’t wait to see how this continues next year.

We would like to thank all of the trainers who developed and implemented the course with such professionalism and expertise. We would also like to thank our CTT programme coordinators, Olivia Sequeira and Emy Yates, whose dedicated efforts got the programme established and developed it into what it is today. Huge thanks also go to our partner organisations, who we work with to deliver the programme. Without them and their knowledge of their service users and operating environment, delivery of the programme would be impossible. We are also very grateful to our funders, Choose Love, whose financial support and partnership has enabled this programme to grow and roll out.

Finally we would like to thank all of the participants who are teaching their communities. Their stories, initiative and passion for education inspire us every day and keep us going! And to the pupils themselves, thank you for your passion and commitment to education.

Capacity Building Programme (CBP)

Our unique place in the Greek humanitarian crisis means that we are the only organisation working with most grassroots organisations providing an education programme for displaced people across the country. Our strong relationship with our partner organisations allows us to understand what their needs are in terms of capacity building support, and tailor our services accordingly.

This year, we recognised that the significant shifts in the operating environment, as well as the ongoing impact from Covid, led organisations to want support predominantly in the form of webinars and volunteer teachers, so we shifted to focus on these aspects.

Numbers at a glance

Over the past financial year we have organised:

Education specialist placements (working 1:1 with an education organisation, online or in-person)	13
Workshops/webinars	8
Workshop/webinar attendees	78
Volunteer teachers placed with organisations	15

Webinar programme

We reframed the Capacity Building Programme this year, and in particular the webinar element. We recognised that partners were often asking for the same webinar content to be repeated as new cohorts of teachers joined. Therefore we set up a programme where our volunteer education specialists design and deliver at least one webinar in their area of expertise. Our programme coordinator works with them to develop the webinar and make sure it is fit for purpose. They then deliver it on at least two occasions.

We continuously assess the needs of our partners, to understand whether they need one of our regular webinars or a more bespoke webinar on a specialist topic. We are also able to decide whether webinars will be best delivered to one organisation, if they have something particular they would like to focus on, or open it to a group of organisations, in which case participants have fed back that hearing from other education providers and their teachers has been very beneficial.

- ★ Overall, 85% of participants were strongly satisfied with their participation in webinars.
- ★ 86% of participants felt confident to practise new tools that they learnt during the training.

Below is some feedback from participants of webinars held this year:

“information was really interesting and good balance of information/discussion/activities/time for questions”

“In general, the seminar was useful, it is very important to learn things about the injury and how it is treated because we have to deal with people who are in difficult situations.”

Volunteer teachers

We were pleased to be able to support our partner organisations to increase their capacity by matching them with fifteen volunteer teachers across the year.

It has been difficult for small organisations to recruit teachers to volunteer with them. We are able to use our position to recruit volunteers, particularly those with some sort of education background - whether they are recently qualified TEFL teachers or long-term teachers looking for a career break - and partner them with an organisation that will be a good match for their skills, time and interests.

Having enough teaching volunteers is vital for our partners to be able to deliver their programmes and reach all of the service users in need of an education. We are very pleased that we have been able to play our part in that and support so many organisations across Greece continue to do the amazing work they do.

Final words

We are very grateful to our partner organisations for working closely with us and sharing their needs and challenges. We are always amazed to see the fantastic work they do in difficult circumstances and we are proud to support them to provide a great education to children and adults on the move.

We would also like to thank all of our fantastic volunteers. Our volunteer teachers give up their time and energy to enable partners to continue providing a great education. Our education specialists commit their expertise and time to training organisations to make the education they provide is of high quality and meets the complex needs of this population.

Finally thank you to our CBP programme coordinators, Francesca Perina and Sofia Madentzoglou who for their work with our partners and volunteers to make sure that all of our programmes run smoothly.

Brief statement of the charity's policy on reserves

Reserves should not fall beneath both £2,400 and the expected cash outflows for the next month's cash outflow so as RefugeeEd can realise the needs of its beneficiaries.

Details of any funds materially in deficit

None

Further financial review details (Optional information)

You **may choose** to include additional information, where relevant about:

- the charity's principal sources of funds (including any fundraising);
- how expenditure has supported the key objectives of the charity;

investment policy and objectives including any ethical investment policy adopted.

The charity's principal sources of funds have been grants, private donations and crowdfunding events.

Spending has supported us to meet our key objectives by enabling us to maintain and grow our coordination team, by supporting them through stipend to contribute towards their living costs. They have been essential to delivering our programmes throughout the year. Spendin has also enabled us to purchase the equipment necessary for teacher trainers to access our CTT programme.

Section F Other optional information

Thank you to our funders

We would like to extend a huge thank you to Choose Love, whose generous grant enabled us to substantially grow our operations, so that we could roll out the CTT programme while continuing to deliver our Capacity Building Programme. We are very grateful to them for their transformative financial support and for all additional support they have provided to us as our partners.

We would also like to thank the Gilchrist Educational Trust for their generous support. Their funding has enabled us to purchase crucial material resources needed to run our Community Teacher Training Programme,.

Finally, we would like to thank all of the private donors who contributed to our work. Whether through a one-off contribution to a crowdfunder, a regular donation or a lump sum, their combined efforts have been essential to enabling our work to continue.

Thank you everyone who has supported us. Together we have been able to reach more displaced students than ever.

Thanks to our wonderful volunteers

We are very grateful to the contribution made by volunteers, without which we would not be able to run our programme.



We are hugely grateful to our programme coordinators for running and developing our programmes. Olivia SeQueira and Emy Yates have been extremely dedicated in setting up and rolling out, respectively, our CTT programme. Both have had an infectious passion for promoting a community-led education model. They worked tirelessly to evaluate and adapt our programme so that it fits the needs of the community we work with, and have been true advocates for education for displaced people. We are also very grateful to our CBP coordinators, Francesca Perina and Sofia Madentzoglou who have carefully kept on top of the changing needs of our partners and evolving situation in Greece to ensure that all of our activities in this area are effective at supporting the great work of our education partners.

We are also extremely grateful to our volunteer trainers, education specialists and teachers. They have contributed their time and wealth of educational experience to deliver our programmes in a consistently high quality, professional way. These educators often give up holidays during a busy school year, or spend career breaks offering their experience without monetary reward, in order to ensure that children and adults fleeing violence can access a good education. We could not do our work without them.

Finally, thank you to all of the displaced people we work with, who teach classes and access them. Their resilience, drive and passion for education is what keeps us inspired!

The trustees declare that they have approved the trustees' report above.

Signed on behalf of the charity's trustees

Signature(s)  
KATESTER (Feb 4, 2023 14:49 GMT)

Full name(s)

Helen Brannigan	
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Position (eg Secretary, Chair, etc)

Chair	
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Date

31/1/23



CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity Name refugeeEd	No (if any) 1176701
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CC16a

Receipts and payments accounts

For the period from	Period start date 6/4/2021	To	Period end date 5/4/2022
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Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
Donations	2,155	885	-	3,040	4,244
Grant Payments	-	7,338	-	7,338	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total (Gross income for AR)	2,155	8,223	-	10,377	4,244
A2 Asset and investment sales, (see table).					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	2,155	8,223	-	10,377	4,244
A3 Payments					
Stipends	1,725	6,800	-	8,525	3,857
IT Costs	122		-	122	155
Other Operating Costs	378	466	-	844	166
	-	-	-	-	-

	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total	2,225	7,266	-	9,491	4,178
A4 Asset and investment purchases. (see table)					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total payments	2,225	7,266	-	9,491	4,178
Net of receipts/(payments)	- 71	957	-	886	66
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	3,010	-	-	3,010	2,945
Cash funds this year end	2,940	957	-	3,896	3,011

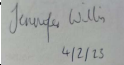
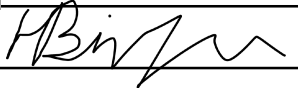
Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	Cash at Bank	2,940	957	-
		-	-	-
		-	-	-
	Total cash funds	2,940	957	-
	(agree balances with receipts and payments account(s))	OK	OK	OK
		Unrestricted funds	Restricted funds	Endowment funds

B5 Liabilities

Details	Fund to which liability relates	Amount due (optional)	When due (optional)
None		-	
		-	
		-	
		-	
		-	

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

Signature	Print Name	Date of approval
 4/2/23	JENNIFER WILLIS	4/2/23
	HELEN BRANNIGAN	4/2/23

Statement of Financial Activities for RefugeeEd for the Year Ended 5th April 2022

Opening Balance	3,010.48
Income	
Grant Funding	7,337.51
Donations	3,039.81
Total Income	10,377.32
Expenditure	
Stipend	8,524.92
IT Costs	122.40
Other Expenses	844.09
Total Expenditure	9,491.41
Closing Balance	3,896.39