

	Trustees' Annual Report for the period						
	From	Period start date			To	Period end date	
		06	04	2021		05	04

Charity name	refugeeEd
Other names charity is known by	
Registered charity number (if any)	1176701
Charity's principal address	14 Rhododendron Close
	Postcode

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			
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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 (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.

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.

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)

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 achievements of the charity during the year

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.

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
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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Receipts and payments accounts

CC16a

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

B2 Other monetary assets

[illegible]

B3 Investment assets

Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
None		-	-
		-	-
		-	-
		-	-
		-	-

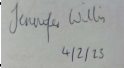
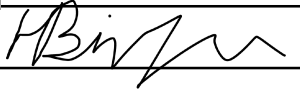
B4 Assets retained for the charity's own use

[illegible]

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
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Income

Grant Funding	7,337.51
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Donations	3,039.81
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Total Income	10,377.32
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Expenditure

Stipend	8,524.92
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IT Costs	122.40
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Other Expenses	844.09
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Total Expenditure	9,491.41
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Closing Balance	3,896.39
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