



Trustees' Annual Report for the period

From

Period start date

06

04

2022

To

Period end date

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 |
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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 |
|------|-----------------------------------|
| | |
| | |
| | |

Names and addresses of advisers (Optional information)

| 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.

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 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 achievements of the charity during the year

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|---|--|
| <p>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.</p> <p>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.</p> | <p>Community Teacher Training Programme (CTT)</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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). <p>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.</p> <p><u>Numbers at a glance</u></p> |
|---|--|

| | |
|--|-----|
| 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> |
|---------------------|---|----------------------|

| | | |
|---------------------|--------------------|-------------------------|
| Full name(s) | Elizabeth Robinson | Nora Franziska Marketos |
|---------------------|--------------------|-------------------------|

| | | |
|--|---------|---------|
| Position (eg Secretary, Chair, etc) | Trustee | Trustee |
|--|---------|---------|

| | |
|-------------|-----------------|
| 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 |
| | Details | 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 | | | | Print Name | | | Date of approval |
| | Signature <i>Nora Marketos</i> | | | Nora Franziska Marketos | | | 29th January 2024 |
| | <u>Elizabeth Robinson</u> <small>Elizabeth Robinson (Jan 30, 2024 05:37 GMT)</small> | | | Elizabeth Robinson | | | 30th January 2024 |







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 |

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-  Signer elizabeth@refugeeed.com entered name at signing as Elizabeth Robinson
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Signature Date: 2024-01-30 - 5:37:07 AM GMT - Time Source: server
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