

Trustees Annual Report

For the Period: 1st January 2024 to 31st December 2024

Charity Name	Gecko on the Move	Charity Number	1188327
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Objectives and Activities

	SORP reference	
Summary of the purposes of the charity as set out in its governing document	Para 1.17	To advance the education of school age children throughout the world, particularly, but not exclusively, in the subject of maths, by supporting teachers and by supplying educational resources such as maths manipulatives.
Summary of the main activities in relation to those purposes for the public benefit, in particular, the activities, projects or services identified in the accounts.	Para 1.17 and 1.19	<p>Continued support of our project at Twende Education for All at the children's cancer and sickle cells units at UTH hospital, Lusaka, Zambia. The use of maths manipulatives in centres and Making Maths Fun kits in wards.</p> <p>Tanzania Mto Wa Mbu, Tanzania started January 6th until February 17th 2024</p> <p>Teacher Training Days Bandari - In class focus and support with new teachers at the school. Training by Lana, a maths specialist who returned a second time and carried out a hands on maths workshops on Area and Perimeter. Celi took the new teachers at Bandari and Majengo Orphanage school for inset on the foundation of maths and how to use the manipulatives in a variety of ways. Majengo increased their amount of manipulatives this year.</p> <p>Michael, a volunteer teacher from Kenya replaced our GOTM teacher who was on maternity leave for a period of nearly three months. Michael received GOTM training and support in classes at Bandari and assisted in launching new projects in Mto Wa Mbu. Michael also carried out observation lessons at St Constantine's international school.</p> <p>GOTM carried out weekly maths lessons and training at Majengo Orphanage School.</p> <p>We distributed 100 charts to other schools in Mto Wa Mbu- Blackstone, Naserian School and Children Concern Orphanage School. Michael, our volunteer teacher from Kenya, carried out weekly inservice and lesson demonstrations for a month with the staff at these schools. The hope is to support these schools more in the future.</p>

		<p>Mama Anna's School teachers came to visit and watch some maths lessons at Bandari with the intention of us carrying out training in the future.</p> <p>Kenya We returned to Cornerstone school in Mombasa bringing more resources and modelling lessons to each year group. We had a volunteer teacher from Switzerland who came for a couple of days to support. Their space is still very limited but since we were there they have secured bigger premises.</p> <p>Future Volunteering Partnerships In November, we made connections with RMIT University for potential partnerships with the School of Education. The intention is to present a package to education students and provide training to them as volunteers for 2-4 week projects at current partners in East Africa. As the university year is ceasing in late 2024, this will be followed up for potential volunteers in 2025 and beyond. Benefits to both parties i.e. teaching placements for university students and support for our partners in East Africa which could then be modelled for other potential universities.</p>
Statement confirming whether the trustees have had regard to the guidance issued by the Charity Commission on public benefit	Para 1.18	All trustees are aware of the public guidance benefit and have read it.

	SORP reference	
Contribution made by volunteers	Para 1.38	<p>Contribution made by volunteers: 21 not including trustees</p> <p>Celi Harper volunteered at all projects in Kenya and Tanzania. Celi is the founder of GOTM and the coordinator on the projects. During that time she held teacher inset days on Mathematics, language, Mindfulness and the Rights of the Child.</p> <p>Lana an international primary maths teacher and specialist returned again this year to Bandari. Lisa, a qualified teacher from Ireland volunteered for 2 weeks. Their expertise was invaluable to GOTM and the local teachers.</p>

		<p>We were also fortunate to have Steph from France as our photographer - capturing some great pictures for our updated website and social media.</p> <p>13 girls and 3 teachers from an international school in France also came to volunteer with GOTM at the Bandari project. The girls assisted in maths lessons at Bandari and also supported by carrying out their own personalised projects within the school and with the children.</p> <p>Michael from Kenya, volunteered with GOTM for three months in Tanzania, he was trained in GOTM maths manipulatives use and teaching methods. He carried on for an additional month in Tanzania after the GOTM coordinator moved on to the Kenya projects. He carried out new outreach programs in other schools in Mto Wa Mbu.</p> <p>In Kenya, we had two teachers from Switzerland who volunteered for 2 days.</p>
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Achievements and Performance

	SORP reference	
Summary of the main achievements of the charity, identifying the difference the charity's work has made to the circumstances of its beneficiaries and any wider benefits to society as a whole.	Para 1.20	<p>Achievements and Performance</p> <p>The charity has achieved remarkable progress in advancing education and improving the circumstances of its beneficiaries across Zambia, Tanzania, and Kenya. Below is an overview of its main accomplishments and the difference its efforts have made:</p> <p>Zambia</p> <ul style="list-style-type: none"> • Twende Education for All: Continued support at the children's cancer and sickle cell units at UTH Hospital in Lusaka provided critical educational opportunities and recreational relief. • Maths Manipulatives and Kits: The implementation of "Making Maths Fun" kits and maths manipulatives in hospital wards and learning centers has brought engaging, hands-on learning to children facing significant health challenges, fostering a sense of normalcy and joy in difficult circumstances. <p>Tanzania</p> <ul style="list-style-type: none"> • Teacher Training at Bandari and Majengo: The

hands-on maths workshops and in-class support for teachers enhanced their confidence and ability to deliver engaging lessons. The increased use of manipulatives has strengthened foundational maths skills in students, promoting active learning.

- **Expanded Outreach:** The distribution of 100 charts to schools such as Blackstone, Naserian School, and Children Concern Orphanage School introduced vital resources to underserved institutions, complemented by weekly in-service training and lesson demonstrations for 2 months.
- **Volunteer Contributions:** Michael, a trained volunteer from Kenya, ensured continuity of the program during staff leave and initiated new projects, broadening the charity's impact in Mto Wa Mbu for 3 months.
- **Future Collaboration:** Engagement with Mama Anna's School and their interest in observing and adopting the program's methods paves the way for further training and wider adoption of effective teaching practices. Investigate collaborating and having a base at Naserian Maasai school.

Kenya

- **Cornerstone School in Mombasa:** Continued support, resource provision, and model lessons for each year group contributed to improved teaching standards and student engagement. Notably, the school has since secured larger premises, indicating a positive trajectory influenced by the charity's involvement.
- **International Volunteer Support:** Collaboration with a Swiss volunteer teacher underscored the charity's ability to bring global perspectives to local education challenges.

Wider Benefits

The charity's initiatives have:

- Strengthened the teaching capacity of educators through practical training and resources.
- Enhanced students' mathematical skills, confidence, and love for learning.
- Contributed to the holistic development of vulnerable children, particularly those facing health and socioeconomic challenges.
- Fostered cross-border collaboration, creating a ripple effect of improved education practices and resource accessibility in underserved communities.

		<p>By bridging educational gaps and empowering teachers and students, the charity’s work has not only transformed individual lives but also contributed to broader societal benefits, laying a foundation for sustainable development in the regions it serves.</p> <p>WebsiteDevelopment</p> <p>Our new website has been a major achievement, offering a user-friendly, mobile-responsive design that makes it easier for visitors to navigate and engage with our work. Key improvements include a streamlined donation system, enhanced accessibility features, a dedicated resource center, and improved visibility through SEO and social media integration. Since the launch, we've seen increased traffic and engagement, helping us connect more effectively with our community and supporters.</p>
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Financial Review

	SORP reference	
Review of the charity’s financial position at the end of the period	Para 1.21	<p>Money in the account at the start of the financial year 2024 = 4125 GBP</p> <p>Ingoings (donations and sponsors) = 5129</p> <p>Outgoings Jan to Dec 2024 = 2185 GBP</p> <p>Money left in the account in Dec 2024 = 7096.98</p> <p>UK =2128.71</p> <p>Australia = 910</p> <p>USA =90</p> <p>Ireland = 2000</p> <p>Breakdown</p> <p>Donations 4128.71</p> <p>Charitable Activities 910 (movie night)</p> <p>Other trading activities</p>

		<p>Investments Other USA (Shipping) 90</p> <p>On the Ground spending in East Africa</p> <p>Kenya 397.59 Tanzania 1019.57 Ground costs total =3855</p> <p>Admin IT - 767 Total 2185 GBP</p>
Statement explaining the policy for holding reserves stating why they are held	Para 1.22	The money held in the account is to be used for further projects in 2025 in Kenya, Tanzania and Zambia - looking to employ full time local staff in the future, also look at the possibility of creating a learning hub.
Amount of reserves held	Para 1.22	Amount of reserves held = 7096.98
Reasons for holding zero reserves	Para 1.24	N/A
Explanation of any uncertainties about the charity continuing as a going concern	Para 1.23	<p>As we highlighted each year, the uncertainty surrounding the availability of volunteers persists due to the rising cost of living worldwide. These economic challenges have not only increased the expense of running our projects but have also led to a decline in donations and a reduced capacity for individuals to volunteer their time and resources.</p> <p>To ensure the sustainability and growth of our initiatives, it is imperative to invest in reliable, dedicated local staff on the ground in each country. Our goal is to place a GOTM local hire in Zambia and Kenya over the next few years to further develop and strengthen our projects in these regions. This strategic move will enable us to maintain continuity, deepen community connections, and expand our impact.</p> <p>Notably, Zawadi, our GOTM part-time teacher in Tanzania, did not</p>

		<p>return to work with us after her maternity leave. Instead, she resumed her career as a part-time head teacher at Bandari School. While this was a significant change, it highlights the value and growth opportunities created by our training and support.</p> <p>However, Zawadi's departure has created a gap in our team, and we now face the urgent need to identify and train a new local hire for Tanzania. This process requires not only finding a candidate with the right skills and passion for education but also providing them with comprehensive training to ensure they can continue the impactful work Zawadi began. This transition underscores the importance of sustained investment in capacity building to maintain and grow our projects. However, achieving this goal hinges on securing adequate funding. We need support to make these critical hires, which will provide the stability and expertise necessary to build on our successes and ensure long-term benefits for the communities we serve.</p> <p>In 2025, we will be shifting our focus away from Bandari School, where we have proudly provided support for the past seven years. While we are grateful for the strong partnership and the positive impact made during this time, we recognise the importance of extending our reach to other communities in need. Our primary focus moving forward will be on supporting new and emerging NGO-run schools in the Mto wa Mbu region, with a particular emphasis on schools serving Maasai communities. This strategic shift allows us to continue making meaningful, targeted contributions where they are most needed.</p>
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Additional information

	SORP Reference	
The charity's principal sources of funds (including any fundraising)	Para 1.47	Private sponsors and donations Edx Education Social media funding

A description of the principle risks facing the charity		Funding - applying for grants Obtaining volunteers and coordinators Increased costs of food, transport and accommodation on projects Potential partnerships Universities Obtaining and training volunteers for the future

Structure, Governance and Management

Descriptions of Charities Trust	SORP Reference	
Type of Governing Document	Para 1.25	Constitution
How is the charity constituted	Para 1.25	CIO- Charitable Incorporated Organisation
Trustee selection methods including details of any constitutional provisions e.g. election to post or name of any person or body entitled to appoint one or more trustees	Para 1.25	No new trustees in 2024
Relationship with any other parties	Para 1.5	<ul style="list-style-type: none"> • Edx Education • Grantells Uk • St Constantine's School, Arusha • UWC School Arusha • Twende Education for All • Smalls for All • Bandari Project School • Cornerstone School, Mombasa

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