

EDUCATION 4 CHANGE

England & Wales · Charity number 1200684

Details

Other names	EDUCATION4CHANGE
Status	Registered
Legal form	CIO
Registered	2022-10-14
Register	View on the Charity Commission register

Contact

Address	Centre For Diversity Equality And Global Citizenship Kingsford Community School Kingsford Way LONDON
Phone	02074764700
Email	clair.clements@dersingham.newham.sch.uk

Activities

Objects: 1 THE ADVANCEMENT OF RACIAL HARMONY AND EQUALITY AND DIVERSITY FOR THE PUBLIC BENEFIT, PARTICULARLY, BUT NOT EXCLUSIVELY AMONGST CHILDREN AND YOUNG PEOPLE AND EDUCATORS BY:1.1 THE PROMOTION OF ANTI-RACISM AND ELIMINATION OF DISCRIMINATION ON THE GROUNDS OF RACE, GENDER, DISABILITY, SEXUAL ORIENTATION OR RELIGION;1.2 WORKING WITH SCHOOLS TO PROMOTE AND DEVELOP EDUCATION IN RACIAL HARMONY, EQUALITY AND DIVERSITY AND ANTI-RACISM;1.3 PROMOTING ACTIVITIES TO FOSTER UNDERSTANDING BETWEEN PEOPLE FROM DIVERSE BACKGROUNDS OR RACIAL GROUPS;1.4 CONDUCTING OR COMMISSIONING RESEARCH ON EQUALITY AND DIVERSITY ISSUES AND PUBLISHING THE RESULTS TO THE PUBLIC;1.5 CULTIVATING A SENTIMENT IN FAVOUR OF RACIAL HARMONY, ANTI-RACISM AND EQUALITY AND DIVERSITY.2 TO ADVANCE IN LIFE AND HELP YOUNG PEOPLE IN PARTICULAR THOSE WHO ARE OR MAY BE EXPOSED TO RACISM BY PROVIDING SUPPORT AND ACTIVITIES WHICH DEVELOP THEIR SKILLS, CAPACITIES AND CAPABILITIES TO ENABLE THEM TO PARTICIPATE IN SOCIETY AS MATURE AND RESPONSIBLE INDIVIDUALS.

Activities: E4C provides a powerful programme of resources (lesson plans, displays, access to archival resources, assemblies, accredited research, reading lists, curriculum reviews) from EYFS to Higher Education. We also develop and deliver bespoke training to educators and students around issues of unconscious bias, racial literacy, curriculum planning to empower teachers to challenge racism.

Classification

- **How:** Provides Advocacy/advice/information
- **What:** Human Rights/religious Or Racial Harmony/equality Or Diversity
- **Who:** The General Public/mankind

Geography

- Throughout England And Wales

Finances

Period end	Income	Expenditure	Assets	Employees
2025-07-31	£11,800	£12,900	-	-
2024-07-31	£40,550	£35,763	-	-
2023-07-31	£0	£0	-	-

Trustees

Name	Role	Appointed
LANDO DAVID DU PLOOY	Chair	2022-09-30
JOANNE MACKRETH-AYLETT		2022-09-30
Joan Deslandes		2022-09-30
SONALEE SARKAR		2022-09-30

Accounts

EDUCATION 4 CHANGE
(A Charitable Incorporated Organisation)

REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2025

Charity Registration Number: 1200684
Company Number: CE030490

EDUCATION 4 CHANGE

REPORT AND FINANCIAL STATEMENTS

YEAR ENDED 31 JULY 2025

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EDUCATION 4 CHANGE

REFERENCE & ADMINISTRATIVE INFORMATION

YEAR ENDED 31 JULY 2025

Trustees

Joan Deslandes
Lando David Du Plooy
Joanne Mackreth-Aylett
Sonalee Sarkar

Registered Office

Centre for Diversity, Equality and Global Citizenship
Kingsford Community School
Kingsford Way
London
E6 5JG

Accountants

Da-Silva and Associates Limited
Chartered Certified Accountants
14 Farm Close
Essex
RM10 9TX



EDUCATION 4 CHANGE

TRUSTEES' REPORT

YEAR ENDED 31 JULY 2025

The Trustees present their report together with the financial statements of Education 4 Change (E4C) (the charity) for the year ended 31 July 2025. The Trustees confirm that the Annual Report and financial statements of the charity comply with the current statutory requirements, the requirements of the charity's governing document and the provisions of the Statement of Recommended Practice (SORP), applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)

Structure, Governance and Management

Education4Change was constituted as a Charity Incorporated Organisation (CIO) by a constitution adopted on 10 October 2022.

Details of the trustees and professional advisors are shown on page 1.

Trustee Appointment Process: The first charity trustees have been selected according to their willingness to make a difference in terms of the objectives and activities Education4Change has set out to deliver; this process took into account previous experience within education and community work more widely. Apart from the first charity trustees, every trustee must be appointed for a term of three years by a resolution passed at a properly convened meeting of the charity trustees. In selecting individuals for appointment as charity trustees, the charity trustees must have regard to the skills, knowledge and experience needed for the effective administration of the CIO.

Governance Arrangements: Education4Change is managed by trustee meetings; any decision may be taken either at a meeting of the charity trustees, or by resolution in writing or electronic form agreed by a majority of all of the charity trustees, which may comprise either a single document or several documents containing the text of the resolution in like form to which the majority of all of the charity trustees has signified their agreement.

Objectives and Activities

E4C's mission is to promote racial harmony, equality, and diversity—particularly among children, young people, and educators. We do this by:

- The promotion of anti-racism and elimination of discrimination on the grounds of race, gender, disability, sexual orientation or religion;
- Working with schools to promote and develop education in racial harmony, equality and diversity and anti-racism;
- Promoting activities to foster understanding between people from diverse backgrounds or racial groups;
- Conducting or commissioning research on equality and diversity issues and publishing the results to the public;
- Cultivating a sentiment in favour of racial harmony, anti-racism and equality and diversity.

Main Activities and Achievements: E4C provides a powerful programme of resources (films, lesson plans, displays, timelines, access to archival resources, posters, assemblies, music, accredited research, reading lists, curriculum reviews) from EYFS to Further Education. There are opportunities to help educators, students and communities have the courage to act against inequality, building understanding and ensuring every human being is valued.

E4C is committed to providing educators with the resources, ideas, training and education to build courage and confidence to provide an anti-racist curriculum and education and exposure to knowledge and understanding on this issue, informed by research.

Public Benefit: The organisation works with schools and other educational establishments who want to obtain the training and information available on racial harmony and EDI. The teachers and pupils of those schools and organisations benefit, as do the wider communities that they live in. Educators who have engaged with the E4C programme will be able to:



EDUCATION 4 CHANGE

TRUSTEES' REPORT (continued)

YEAR ENDED 31 JULY 2025

1. Develop confidence in calling out unacceptable behaviour relating to race or other protected characteristics, and that which undermines equality;
2. Create inclusive and respectful workplaces and learning communities;
3. Seek to address and tackle racism by embedding a diverse and inclusive approach to everyday work and educational practices.

Achievements and Performance

During the financial year, Education4Change (E4C) has made progress in expanding its reach, strengthening partnerships, and enhancing the quality of its educational offer. A key milestone has been the implementation of *Strength4Change* across educational settings in Newham, following its launch last year and the development of *E4C Conversation Cafes* to support schools to strengthen their engagement with parent and carer communities.

E4C has continued to build national engagement with schools and trusts, alongside hosting its Annual Headteachers Conference and deepening collaboration with partners across the country. The organisation's team of expert content curators has also maintained and refreshed the E4C Curriculum Resources Platform, ensuring that educators have access to high-quality, relevant, and up-to-date materials. In addition, E4C has delivered its four core training modules to schools and educators nationwide, supporting professional development and inclusive practice.

Autumn 2024:

- E4C hosted a visit for Newham schools at one of E4C's founder school, Dersingham Primary School, enabling leaders to observe the programme in practice.
- We engaged with Newham Pupil Referral Units (PRUs) to start work on new training content focused on inclusion and racial trauma (October 2024). This work is ongoing and will shape the delivery of our core training modules moving forward.
- E4C founders presented at the "Inclusive London" event in Croydon as part of the Violence Reduction Unit's education programme, contributing to sector-wide dialogue on inclusion (November 2024). This led to early interest in E4C's programme from Lambeth Schools Partnership.

Spring 2025

- E4C delivered its annual conference under the theme "Breaking Down Barriers." The event brought together school leaders and sector experts, featuring sessions on health, race, leadership, equality, diversity and inclusion (EDI), recruitment, and good practice in PSHE. Speakers included Abi Carberry (PwC) and Dr. Claudine Matthews (Consultant Dietician), and a keynote on racial literacy by Dr Maggie Semple OBE and Jane Oremosu (authors of *My Little Black Book: A Blacktionary*). The conference also showcased pupil artwork from Newham schools and featured a performance by the ARC Forest Gate choir, highlighting student voice and creativity.
- We published our Spring E4C newsletter to share updates, insights, and resources with the E4C network.
- We delivered an additional Strength4Change training for schools across Newham to attend to support programme implementation.
- We facilitated a 2-day workshop at Dersingham Primary School with Exceed Academies Trust to support trust-wide adoption and collaboration.
- We developed and planned the launch of our new offer, 'E4C Conversation Cafes', a series of parent and carer meetings facilitated by E4C Ambassadors that bring together parents, carers, and community members to discuss issues such as racism and other systemic issues, social media, and health and wellbeing in a safe and respectful environment. They create space for open dialogue, helping participants share perspectives, build understanding, and strengthen relationships between schools and their communities.



EDUCATION 4 CHANGE

TRUSTEES' REPORT (continued)

YEAR ENDED 31 JULY 2025

Summer 2025:

- We launched E4C's "Current Climate" resource series to support schools in responding thoughtfully and confidently to significant national and international developments. The series began with guidance on addressing the conflict in India–Pakistan (May 2025), accompanied by practical materials including presentations and facilitator notes to enable effective use in school settings.
- E4C Team delivered CPD training across Newham (all training modules), including a session at Little Ilford (June 2025), supporting educators in embedding inclusive practices.
- We secured agreement to expand our work with Lambeth Schools partnership, with a formal proposal accepted and delivery set to begin in autumn 2025. This partnership will see the rollout of E4C programmes across the borough, alongside the planning and delivery of a flagship joint conference.
- We also opened our CIO bank account with Lloyds Bank.

Performance Against Objectives

Education4Change exists to promote racial harmony, anti-racism, and equality—particularly among young people and educators—through education, training, and community engagement. Over the reporting period, the Trustees are satisfied that the charity has made clear and measurable progress against each of its core objectives, with a growing reach and deepening impact across partner schools and communities.

- Promoting anti-racism and eliminating discrimination

During the year, Education4Change advanced this objective through the rollout of its *Strength4Change* programme across schools in Newham. This programme supports educators to explore the intersection between mental health, racial identity, and lived experiences of discrimination. By equipping teachers with structured content and facilitation tools, the charity has enabled schools to embed anti-racist practice within the curriculum and pastoral systems, rather than treating it as a standalone intervention. Early feedback from participating schools indicates increased staff confidence in addressing racism and improved student engagement with sensitive topics.

- Working with schools to advance inclusive education

The charity has continued to prioritise long-term, partnership-based working with schools and multi-academy trusts. This year, Education4Change strengthened its collaboration with Exceed Academies Trust and initiated a new partnership with Lambeth Schools Partnership (LSP). These relationships include joint planning, staff training, and the development of shared strategies to embed equality, diversity, and inclusion (EDI) across whole-school systems. This approach has enabled the charity to extend its reach beyond individual settings and support sustainable, systemic change across groups of schools.

- Fostering understanding between diverse communities

Education4Change continues to create and support spaces for meaningful dialogue on complex and, at times, sensitive issues affecting school communities. Our Annual Headteachers' Conference provided a valuable forum for school leaders to engage with a wide range of topics, from racial literacy and disparities such as racism in healthcare, to practical considerations around work experience, access to high-quality opportunities, and raising aspirations for young people. These discussions support educators to approach challenging issues from an informed perspective, while recognising the impact of trauma and lived experience on pupils, staff, and wider school communities.

In addition, our "Conversation Cafes" model brings together parents, carers, and community members in safe, inclusive environments. These sessions foster open dialogue, promote mutual

EDUCATION 4 CHANGE

TRUSTEES' REPORT (continued)

YEAR ENDED 31 JULY 2025

understanding, and strengthen relationships between schools and the diverse communities they serve across Newham. Together, these initiatives reflect the charity's commitment to addressing not only individual attitudes but also the wider social dynamics that shape school environments and young people's experiences.

- **Contributing to public understanding through professional development**

A central part of Education4Change's work is supporting the people who work most closely with young people. Over the past year, the charity has delivered its core training and continuing professional development (CPD) sessions to educators across London and the UK more widely. This work has covered areas such as recognising and addressing racism, responding to discrimination, and creating more inclusive school environments. Rather than focusing only on direct delivery to pupils, this approach ensures that teachers and school leaders feel better informed and more prepared to engage with these issues in their day-to-day practice, taking into account the impact of lived experience on pupils and school communities. By building confidence and shared understanding across the workforce, this model helps embed change more sustainably within schools and extends the charity's reach beyond individual sessions.

- **Cultivating support for racial harmony and equality**

All of Education4Change's activities are underpinned by a commitment to fostering inclusive, equitable, and supportive school cultures. Through its partnerships, training programmes, and resource development, the charity has continued to promote values of respect, care, and social justice. Importantly, the organisation has sought to centre the voices and experiences of young people and educators in shaping its work. Trustees consider that the progress made this year represents a meaningful contribution toward longer-term systemic change, while recognising that this remains an ongoing priority for future development.

Impact

Please see below feedback collected from teachers and school leaders who have attended Education4Change (E4C) events, as well as events where our founders have presented. Feedback is gathered through forms circulated to all attendees following each event.

E4C Presentation at VRU – November 2024

"It was really impactful to ground the morning in the important issues that E4C seeks to tackle and constructive approaches that colleagues across London can learn from. The introduction from Sharon was also a great demonstration for colleagues in the room of how boroughs can be thinking about working with their education community to reflect and challenge practices. Thank you for so generously sharing your expertise."

—Ella Kiley and Coralyn Burge, London's Violence Reduction Unit

E4C Annual Headteachers Conference Feedback – January 2025

General feedback:

- "Really fab event - must continue.
- "Always interesting and thought provoking."
- "Well done. Great job organising."
- "Thanks to team but in particular Joan and Lando - you keep the balloon in the air and flying to where it needs to go!"
- "Insightful and clear messages to digest for implementation."
- "E4C is always excellent - great to hear the introductory speeches at the start."



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TRUSTEES' REPORT (continued)

YEAR ENDED 31 JULY 2025

- "An excellent way to start the year. A conference well organised. Speakers were engaging and motivating. The day inspired me. Thank you."
- "Excellent, many actions to take away and I liked how the book included space for that."
- "A really good day. Very thought provoking, excellent speakers covering a wide range of topics. Not enough time in the day! Thank you for a really great day."
- "There was a lot of emphasis on black bias and representation - when holding a diversity event it would be nice to discuss a broader group - 'people of colour' - as for example, the bias experienced by south Asian people varies. The general principles apply however, it would be a lot more inclusive for other ethnic minorities, if the language was adapted."
- "Wonderful, as ever, thank you to all involved."
- "Thank you for this valuable and important day. I have much to reflect on and take forward with my team."

Session 1: Dr. Claudine Matthews (Consultant Dietician), 'Health, Race and Leadership'

- "Excellent."
- "Excellent - Sickle Cell info important but even more so lessons from her journey."
- "Interesting presentation and some key information to think about back in school."
- "It was interesting - it would have been nice if the actual part on sickle cell didn't have to be rushed. This was interesting and relevant."
- "Claudine was very informative. I would like to see Health and school nurses more involved in schools."
- "More focus on the health aspect would have been beneficial as we were a room full of leaders."
- "Very informative and clear actions to follow up with."
- "She was interesting to listen to. I would have liked more of a focus on SCD rather than the leadership angle which I felt was less well presented."
- "Excellent speaker. Would have preferred the talk to be weighted more towards Sickle Cell than Leadership."
- "Thought provoking. We need further support with health issues facing our communities."

KEYNOTE: Maggie Semple OBE and Jane Oremosu (authors of *My Little Black Book: A Blacktionary*), 'What's in your Little Black Book?' [session on racial literacy]

- "Fantastic delivery and engagement. Their passion, expertise and personalities really shone through."
- "Very important session and I will read the book and review documentation following."
- "Excellent and thought-provoking. I would have like this session to be longer as I felt there was much more they could have really usefully covered!!"
- "Excellent! Great delivery and content. Language bias and the need for subtle changes which will have a big impact in the future was a good way to look at this topic."
- "Engaging and challenging. More speakers on getting the language right, please."
- "Great insights."

Session 3: Abi Carberry (PwC), 'EDI and Recruitment in your setting'

- "Excellent about changing culture in a difficult situation"
- "Great session, but very long. Would like to look at recruitment strategy. Also made me think about mentoring for staff."



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TRUSTEES' REPORT (continued)

YEAR ENDED 31 JULY 2025

- "Good to hear the personal experiences in the corporate world. Good to celebrate someone navigating the system."
- "Good - very interesting but not sure how some of it linked to schools."
- "Abi provided much food for thought. A very positive speaker."
- "Excellent session and a real insight to the corporate world."
- "Very interesting. Lots of good illustrations to back up what she was saying. She presented it very well."
- "Another great speaker and interesting to see how people of colour are represented in the private sector. Only improvement would be to reduce the length of time as it did become a little repetitive."
- "Interesting to see how big business is trying to do what we've been doing in education for a while. The talk was, however, delivered as if we didn't know these things. Would love to discuss further"

E4C Workshop 2-day with Exceed Academies Trust, Bradford – March 2025

"Thank you so much for your professional generosity in supporting our Equity, Diversity and Belonging journey. All our leaders thoroughly enjoyed visiting Dersingham and Lathom and we have taken much from the two days to enhance our provision. You planned a fantastic two days for us and I don't doubt it will have a lasting impact."

—Paul Butler, Exceed Academies Trust

Financial Review

The statement of financial activities shows a net loss for the year of £1,550 (2023: £450).

At 31 July 2025 the Charity had net expenditure of £1,550 (2024: £450), of which unrestricted funds were £1,550 deficit (2024: £450) and restricted funds were £- (2024: £-).

Reserves Policy

The trustees seek to ensure that a reserve to cover the fixed operational costs are maintained at all times, to protect from unforeseen contingencies.

Plans for Future

Looking ahead, Education4Change is focused on deepening its impact within existing partnerships while continuing to grow its reach across new regions. A key priority over the coming year is strengthening our work with the Lambeth Schools Partnership, building on early engagement to formalise the relationship and deliver the phased programme outlined in our proposal. This will support a growing number of schools across the borough to embed E4C's approaches more systematically within their practice, with the longer-term aim of whole-borough engagement. We are also continuing to strengthen strategic partnerships with local authorities and academy trusts, including in Bradford. These relationships will be central to scaling delivery, co-developing training and resources, and ensuring our work remains closely aligned with the needs and priorities of diverse school communities.

In Newham, we will continue to develop and roll out our "Conversation Cafes" model, expanding opportunities for parents, carers, and wider community members to engage in structured, facilitated dialogue with schools. Alongside this, we plan to extend the model to other areas where there is interest, supporting relationship-building between schools and the communities they serve in different local contexts.

We are also developing new training content focused on misogyny and its intersection with racism and other forms of discrimination. This reflects a growing and well-evidenced concern within education settings about gender-based attitudes and behaviours among young people, highlighted both in research and in wider public discourse, including recent media portrayals such as the Netflix series *Adolescence*. This new strand of work will support schools to respond in a way that is informed, preventative, and rooted in creating safe and inclusive environments for all pupils.

EDUCATION 4 CHANGE

TRUSTEES' REPORT (continued)

YEAR ENDED 31 JULY 2025

Alongside this, we will continue to build on our established programme offer, including CPD training, curriculum resources, ensuring that schools are supported not only through individual interventions but through sustained engagement over time. From a sustainability perspective, we will continue to develop our school subscription model, which is being rolled out in Newham and expanded into other regions. This model provides subscribing schools with access to our curriculum resources, training programmes, and ongoing advisory support, enabling more consistent and long-term implementation of E4C approaches within school settings.

These plans reflect Education4Change's commitment to supporting educators and school leaders to create environments that are inclusive, informed, and responsive to the complex social realities affecting young people today.

STATEMENT OF TRUSTEES' RESPONSIBILITIES

The trustees (who are also the directors of the Education 4 Change for the purposes of company law) are responsible for preparing the Trustees' Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing these financial statements the trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles in the Charities SORP;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable UK Accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business

The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time of the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as we are aware:

- There is no relevant audit information of which the charitable company's auditor is unaware; and
- The trustees have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

In preparing the Trustees Report, the Trustees' have taken advantage of the exemption available to small companies and have not prepared a strategic report.

Approved by the Board on 22nd May 2026 and signed on their behalf by:


Lando Du Plooy
Chair of Trustees



INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF EDUCATION 4 CHANGE

I report to the trustees on my examination of the accounts of Education 4 Change (the Charity) for the year ended 31 July 2025.

Responsibilities and basis of report

The trustees of the organisation are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act'). They consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 and that an Independent Examination is needed.

I report in respect of my examination of the charity's account under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material aspect:

- accounting records were not kept in respect of the Charity as required by section 130 of the Act or
- the accounts do not accord with those records; or
- the accounts do not comply with the applicable requirements concerning the form and content of the accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a true and fair view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable proper understanding of the accounts to be reached.



Eileen Da-Silva FCCA
Da-Silva and Associates Limited
Chartered Certified Accountants
14 Farm Close
Essex
RM10 9TX

27 May 2026



EDUCATION 4 CHANGE

STATEMENT OF FINANCIAL ACTIVITIES

YEAR ENDED 31 July 2025

		Restricted Funds	Unrestricted Funds	Total Year ended 31 July 2025 £	Total Year ended 31 July 2024 £
Income	Notes	2025 £	2025 £		
Income from charitable activities					
Grant and donations	3	-	7,260	7,260	40,000
Income from schools		-	4,540	4,540	550
Total income		-	11,800	11,800	40,550
Expenditure					
Expenditure on raising funds					
Fundraising		-	-	-	-
Expenditure on charitable activities					
Education		-	(12,900)	(12,900)	(41,000)
Total expenditure	4	-	(12,900)	(12,900)	(41,000)
Net expenditure		-	(1,100)	(1,100)	(450)
Fund balances as at 31 July 2024		-	(450)	(450)	-
FUND BALANCES AT 31 JULY 2025		-	(1,550)	(1,550)	(450)

The accompanying notes form an integral part of these financial statements. All activities are continuing and there are no recognised gains and losses other than as shown above.

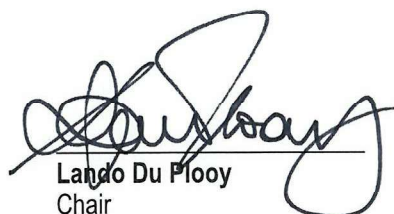
BALANCE SHEET

AT 31 JULY 2025

	Notes	2025 £	2025 £	2024 £	2024 £
CURRENT ASSETS					
Cash at bank and in hand		-		550	
				-	
				-	
CREDITORS: amounts falling due within one year	7	(1,550)		(1,000)	
NET CURRENT ASSETS			-		(450)
NET ASSETS			(1,550)		(450)
Funds:					
Restricted Fund	9		-		-
Unrestricted Fund	9		(1,550)		(450)
TOTAL NET LIABILITIES AT 31 JULY 2025			(1,550)		(450)

The financial statement have been prepared in accordance with the Statement of Recommended Practice (SORP), applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (effective 1 January 2019).

The financial statements were approved by the Trustees on 28.05.26


Lando Du Flooy
Chair


Joan Deslandes
Trustee

The accompanying notes form an integral part of these financial statements.



1. ACCOUNTING POLICIES

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

Accounting Basis

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Education 4 Change meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s). These financial statements have been drawn up in the historical accounting basis.

The accounts are prepared in pounds sterling, rounded to the nearest pound.

Preparation of accounts on a going concern basis

The trustees consider there are no material uncertainties about the Charity's ability to continue as a going concern. The review of financial position, reserves level and future plans gives Trustees confidence the charity remains a going concern for the foreseeable future.

Income recognition

Income from grants and donations are accounted for when receivable. Grants are accounted for when the charity becomes entitled to the funding and donations are accounted for when received.

Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make payment to a third party, it is probable that settlement will be required, and the amount of the obligation can be measured reliably.

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to that category.

Irrecoverable VAT is charged against the expenditure heading for which it was accrued.

Fixed Assets

Assets are depreciated, in equal annual instalments, over their economic lives at the following rates:

Electronic equipment	25%
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Financial instruments

The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments, including trade and other debtors and creditors are initially recognised at transaction value and subsequently measured at their settlement value.

Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

Debtors

Trade and other debtors are recognised at the settlement amount. Prepayments are valued at the amount prepaid net of any trade discounts due.

Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably.

Foreign currency translation

The charities functional and presentation currency is pound sterling. Monetary assets and liabilities denominated in foreign currencies are translated into sterling at the rates of exchange ruling at the balance sheet date. Transactions in foreign currencies are recorded at the rate ruling at the date of the transaction. All differences are recognised in the Statement of Financial Activities.

Fund accounting

Funds held by the charity are:

- **Restricted funds**

These are funds subject to specific trusts generally declared by the donor or funds raised for a specific purpose.

- **Unrestricted funds**

These are general funds which can be used in accordance with the charitable objects at the discretion of the trustees.

EDUCATION 4 CHANGE

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 JULY 2025

1. ACCOUNTING POLICIES (Continued)

Taxation

The activities of the CIO, being a charity are exempt from income tax and corporation tax. The CIO is not registered for Value Added Tax.

Expenditure in these financial statements is therefore shown inclusive of Value Added Tax suffered.

2. LEGAL STATUS

Education 4 Change is a Charitable Incorporated Organisation, limited by guarantee and has no share capital. The members have no liability to contribute to its assets and no personal responsibility for settling its debts and liabilities in the event of a winding up.

3. INCOME

	Year Ended 31 July 2025 £	Year Ended 31 July 2024 £
UK Income (Charitable activities)		
Unrestricted funds		
Grants and Donations	7,260	-
Restricted funds		
Grants and Donations	-	-
Local authority	-	40,000
	<u>7,260</u>	<u>40,000</u>

4. EXPENDITURE

	Direct Costs £	Support Costs £	Total 2025 £
a) Analysis of total expenditure			
Charitable activities			
Unrestricted funds			
Education	9,411	3,489	12,900
Restricted funds			
Education	-	-	-
Total expenditure 2025	<u>9,411</u>	<u>3,489</u>	<u>12,900</u>
Total expenditure 2024	34,809	6,191	41,000



EDUCATION 4 CHANGE

NOTES TO THE FINANCIAL STATEMENTS (continued)

YEAR ENDED 31 JULY 2025

4. EXPENDITURE (continued)

b) Analysis of support costs

	Admin Costs £	Publicity/IT Costs £	Travel Costs £	Governance £	Total £
Unrestricted funds					
Education	1,268	1,668	3	550	3,489
Restricted funds					
Education	-	-	-	-	-
Total support costs 2025	1,268	1,668	3	550	3,489
Total support costs 2024	1,289	3,061	841	1,000	6,191

5. NET INCOME

Net income is stated after charging:

	Year Ended 31 July 2025	Year Ended 31 July 2024
Independent Examiners fee	550	1,000

6. STAFF EMPLOYMENT

No staff were employed during the year 2025 (2024: nil). The trustees are the key management of the charity.

No trustee received any remuneration or reimbursement of expenses (2024: Nil) in connection with work carried out in performance of their duties.

EDUCATION 4 CHANGE

NOTES TO THE FINANCIAL STATEMENTS (continued)

YEAR ENDED 31 JULY 2025

7. CREDITORS: due within one year

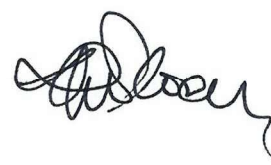
	31 July 2025 £	31 July 2024 £
Other creditors and accruals	1,550	1,000
	<u>1,550</u>	<u>1,000</u>

8. FUNDS

	Balance at 1 Aug 2024 £	Income £	Expenditure £	Transfers £	Balance at 31 July 2025 £
Unrestricted Fund	(450)	11,800	(12,900)	-	(1,550)
Restricted Funds	-	-	-	-	-
	<u>(450)</u>	<u>11,800</u>	<u>(12,900)</u>	<u>-</u>	<u>(1,550)</u>

9. RELATED PARTY TRANSACTIONS

There were no related party transactions with individuals or trustees during the year (2024: Nil).



Accounts

EDUCATION 4 CHANGE
(A Charitable Incorporated Organisation)

REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2024

Charity Registration Number: 1200684
Company Number: CE030490

EDUCATION 4 CHANGE

REPORT AND FINANCIAL STATEMENTS

YEAR ENDED 31 JULY 2024

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EDUCATION 4 CHANGE

REFERENCE & ADMINISTRATIVE INFORMATION

YEAR ENDED 31 JULY 2024

Trustees

Joan Lansdale
Lando David Du Plooy
Joanne Mackreth-Aylett
Sonalee Sarkar

Registered Office

Centre for Diversity, Equality and Global Citizenship
Kingsford Community School
Kingsford Way
London
E6 5JG

Accountants

Da-Silva and Associates Limited
Chartered Certified Accountants
14 Farm Close
Essex
RM10 9TX

EDUCATION 4 CHANGE

TRUSTEES' REPORT

YEAR ENDED 31 JULY 2024

The Trustees present their report together with the financial statements of Education 4 Change (E4C) (the charity) for the year ended 31 July 2024. The Trustees confirm that the Annual Report and financial statements of the charity comply with the current statutory requirements, the requirements of the charity's governing document and the provisions of the Statement of Recommended Practice (SORP), applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)

Structure, Governance and Management

Education4Change was constituted as a Charity Incorporated Organisation by a governing document dated 14 October 2022.

Details of the trustees and professional advisors are shown on page 1.

Trustee Appointment Process: The first charity trustees have been selected according to their willingness to make a difference in terms of the objectives and activities Education4Change has set out to deliver; this process took into account previous experience within education and community work more widely. Apart from the first charity trustees, every trustee must be appointed for a term of three years by a resolution passed at a properly convened meeting of the charity trustees. In selecting individuals for appointment as charity trustees, the charity trustees must have regard to the skills, knowledge and experience needed for the effective administration of the CIO.

Governance Arrangements: Education4Change is managed by trustee meetings; any decision may be taken either at a meeting of the charity trustees, or by resolution in writing or electronic form agreed by a majority of all of the charity trustees, which may comprise either a single document or several documents containing the text of the resolution in like form to which the majority of all of the charity trustees has signified their agreement.

Objectives and Activities

E4C's mission is to promote racial harmony, equality, and diversity, particularly among children, young people, and educators. We do this by:

- The promotion of anti-racism and elimination of discrimination on the grounds of race, gender, disability, sexual orientation or religion;
- Working with schools to promote and develop education in racial harmony, equality and diversity and anti-racism;
- Promoting activities to foster understanding between people from diverse backgrounds or racial groups.
- Conducting or commissioning research on equality and diversity issues and publishing the results to the public.
- Cultivating a sentiment in favour of racial harmony, anti-racism and equality and diversity.

Main Activities and Achievements: E4C provides a powerful programme of resources (films, lesson plans, displays, timelines, access to archival resources, posters, assemblies, music, accredited research, reading lists, curriculum reviews) from EYFS to Further Education. There are opportunities to help educators, students and communities have the courage to act against inequality, building understanding and ensuring every human being is valued.

E4C is committed to providing educators with the resources, ideas, training and education to build courage and confidence to provide an anti-racist curriculum and education and exposure to knowledge and understanding on this issue, informed by research.

Public Benefit: The organisation works with schools and other educational establishments who want to obtain the training and information available on racial harmony and EDI. The teachers and pupils of those schools and organisations benefit, as do the wider communities that they live in. Educators who have engaged with the E4C programme will be able to:

1. Develop confidence in calling out unacceptable behaviour relating to race or other protected characteristics, and that which undermines equality;
2. Create inclusive and respectful workplaces and learning communities;
3. Seek to address and tackle racism by embedding a diverse and inclusive approach to everyday work and educational practices.
4. Achievements and Performance

EDUCATION 4 CHANGE

TRUSTEES' REPORT

YEAR ENDED 31 JULY 2024

During this financial year, Education4Change has launched 'Strength4Change' (which teachers can now start rolling out within their settings); hosted our Annual Headteachers Conference; and progressed engagement and collaboration with educational settings across the country. In addition to this, our expert team of content curators have continued to refresh E4C's Curriculum Resources Platform to ensure teachers have access to the most relevant resources.

Summer 2023:

- **Strength4Change (S4C): A focus on mental health, wellbeing and belonging**

E4C launched the Strength4Change—a 6-week programme to be run in schools that provides a space for young people to learn more about mental health and discuss strategies for overcoming challenges in a safe and impactful way. It also seeks to tackle the impact of racial trauma that many of our young people may be experiencing. S4C was created in partnership with CAMHS and was trialled with secondary school pupils in 2022. All facilitators of S4C need to be trained prior to rolling out the programme; and this summer, the first training took place at Dersingham Primary School with school leaders and ambassadors from 26 Newham schools in attendance. Our E4C trainers began by explaining the scope and rationale for the programme (which focuses on destigmatising mental health among young people and equips them with the skills and confidence to talk with peers, teachers and family about their mental health and various factors that affect it). Teacher facilitators from the two schools participating in the trial (Kingsford and Dersingham) then shared their experiences of running the programme, including feedback from pupils, offering ideas for best practice as well as drawing attention to possible challenges of delivering the programme. Participants were then given an opportunity to explore the materials related to S4C and discuss the potential difficulties of delivering the programme within their educational setting. All participants left with a deliverable action plan about how the programme would be implemented within their own setting and tailored advice from a member of the E4C team. The feedback was overwhelmingly positive, with participants saying that a programme like S4C is long overdue within their schools and they felt empowered and well equipped to deliver it in the coming school year.

Autumn 2023:

- **E4C Annual Headteachers Conference | Navigating Difficult Conversations: Israel-Palestine in the Classroom**

In winter 2023, E4C held its annual Headteachers Conference, taking as its theme 'Courageous Conversation Needed Now', in response to the growing tensions and divisions within school communities around the ongoing Israel-Palestine conflict. The event was developed to support educators navigating a deeply sensitive and polarising topic that had caused distress and disagreement among staff teams, students, and their wider communities. The conference provided teachers with practical, thoughtful strategies for discussing the conflict in ways that prioritise student wellbeing, critical thinking, and respect for diverse perspectives. Our keynote speaker, Mohammed Ali Amla—a respected educator and representative of the charity Solutions Not Sides—shared an insightful and impactful approach rooted in conflict resolution, compassion and empathy. His contribution helped frame a constructive path forward for schools seeking to maintain safe, inclusive spaces while addressing complex global issues. The event was a timely and necessary intervention, equipping educators to handle difficult conversations with care, confidence, and compassion.

Spring/Summer 2024:

- **Collaboration with Exceed Trust Academies Bradford**

In summer 2024, E4C strengthened its collaboration with Exceed Academies Trust, a diverse family of schools in Bradford encompassing primary, secondary, and alternative provision institutions. Our team visited several schools within the Trust, engaging directly with headteachers to better understand the challenges they face in their diverse school communities. These conversations offered valuable insight into the day-to-day realities of leading inclusive schools and informed our approach to future collaboration. The visit culminated in the delivery of a keynote speech at the Trust's annual conference, where we explored the impact of unconscious bias and racial trauma in education. We shared practical strategies for creating equitable, trauma-informed environments where all students and staff feel seen, safe, and supported. This engagement has laid the groundwork for a deeper partnership and co-designed interventions planned for the 2024/25 academic year.

Performance Against Objectives:

Education4Change exists to promote racial harmony, anti-racism, and equality—particularly among young people and educators—through education, training, and community engagement. Over the past year, we have taken meaningful steps toward fulfilling each of our core objectives:

- **Promoting anti-racism and eliminating discrimination:** The launch of Strength4Change means that teachers across Newham are now equipped to deliver a programme that not only addresses young people's mental health but explores how experiences of racism and discrimination contribute to emotional and psychological challenges. By enabling teachers to lead this work in their own schools, we are embedding anti-racist education within everyday practice.
- **Working with schools to advance inclusive education:** We have built long-term partnerships with schools and trusts in Newham and beyond—this year, most notably, we have been engaging with Exceed Academies Trust, allowing us to tailor our work to different educational contexts across the UK. These partnerships support the development of whole-school approaches to racial equity and help us scale our impact beyond individual training sessions.
- **Fostering understanding between diverse communities:** Our annual Headteachers Conference remains a cornerstone of our work, offering school leaders the opportunity to reflect on and respond to complex issues (such as how to talk about the Israel-Palestine conflict within their educational setting) with empathy and professionalism. This work strengthens inter-community understanding within school environments and supports school staff in managing tensions constructively.
- **Contributing to public understanding through professional development:** Rather than only providing direct resources, we have prioritised the upskilling of educators—ensuring they are equipped to handle sensitive issues, challenge prejudice, and lead inclusive practice. This approach supports sustainable cultural change within schools and multiplies our impact across communities.
- **Cultivating support for racial harmony and equality:** All our activity—from strategic partnerships to training content—is grounded in the wider goal of shifting school culture toward inclusion, care, and justice. We continue to centre the voices of students and educators in this work, and our performance this year demonstrates meaningful progress toward systemic change.

Impact

Please see the feedback we collected from teachers attending the Strength4Change training day and Headteachers Conference below (we collect feedback data through feedback forms sent out to all attendees after the event):

E4C Strength4Change Training Feedback – Summer 2023

- "Thank you! What else can I say? This is something that schools have needed for a very long time. You have taken something so deep and made it an approachable piece of work that we can use to support our pupils"
- "What a great team to learn from!"
- "Really informative and I appreciated the insight of my secondary school colleague"
- "Well done, Claire (S4C Lead)! To have created a document like this has had to have had lot of planning involved!"
- "The planning document looks great!"
- "I feel very confident after this session"
- "Thank you to the whole team"

E4C Annual Headteachers Conference Feedback – Winter 2023

- "I enjoyed discussing the questions and reflecting with different perspectives."
- "Helpful to have a framework or starting point for having safe and open conversations about the ongoing conflict"
- "Ali was very engaging, he opened up our minds to think and answer questions about difficult statements which made me realise we need to make this subject an open topic at our school."
- "Quiz was an effective way of generating discussion - would like to see how that can be adapted to use in, for example, a staff meeting or INSET session"
- "The info was very relevant not only about the Current conflict but also other conflicts around the world."
- "The presentation was wonderful and helpful and insightful. I wished the session was longer."
- "I really enjoyed the challenging questions and statements that we were faced with because as educators it is so important to consider how language and context impacts the way our pupils see things and interpret information."

EDUCATION 4 CHANGE

TRUSTEES' REPORT

YEAR ENDED 31 JULY 2024

- "Brilliant session!"
- "It was very though provoking and challenging. It was a good sessions to learn and understand the different view points and definitions that can be used in school. It touched on how to have supportive conversations without taking sides."
- "Thought provocative and gives an insight on how to answer tough uncomfortable questions."
- "The clarity with which Ali addressed things 'crossing the line', yet also the nuance and level of understanding he had around the conflict."
- "Enjoyed everything! It was so thought provoking. Such useful ways to frame the conversations with parents and pupils."
- "It was very helpful on how to deal with conversations in school while being balanced."

Financial Review

The statement of financial activities shows a net loss for the year of £450 (2023: £-).

At 31 July 2024 the Charity had net liability of £450 (2023: £-), of which unrestricted funds were £450 deficit (2023: £-) and restricted funds were £- (2023: £-).

Reserves Policy

The trustees seek to ensure that a reserve to cover the fixed operational costs are maintained at all times, to protect from unforeseen contingencies.

Plans for Future

Looking ahead, Education4Change is focused on deepening its impact and broadening its national reach. We plan to build on our strong foundation in Bradford by expanding our partnership work in the area, and we are actively exploring new collaborations with schools and education services in Haringey and Lambeth, where there is growing interest from local councils. These developments reflect our strategic commitment to working with diverse school communities in urban areas across the UK.

In the coming year, we will be launching our new curriculum programme, Create4Change, which will support pupils to explore identity, equality, and justice through creativity and critical thinking. This initiative builds on our core mission by equipping educators with the tools to deliver meaningful, inclusive learning experiences in their classrooms.

Following the success of our 2023 winter conference, we will host another Headteachers' Conference in winter 2024/25, bringing together senior leaders to engage with issues of racial justice, inclusion, and community cohesion. The upcoming conference will focus on a relevant and timely theme that engages directly with current global events, ensuring that school leaders are supported to respond thoughtfully to the wider social and political context affecting their school communities.

Finally, we are preparing to relaunch our Curriculum Resources Platform, taking into account direct feedback from educators about the kinds of resources they find most useful and how they prefer to access them. The updated platform will prioritise ease of use, high-quality content, and clear guidance for embedding anti-racism and diversity into everyday teaching practice.

Together, these plans reflect our continued drive to support educators and school leaders to create inclusive environments that foster empathy, equity, and meaningful change.

From a funding perspective, we are continuing to build long-term sustainability. We are in active discussion with Newham Local Authority about the continuation of support following the £40,000 grant that enabled our work with schools across the borough. A key part of this sustainability strategy is the development of our school subscription model, which is now being rolled out in Newham and will be extended to other areas. Through this model, subscribing schools gain access to a comprehensive package of support, including:

EDUCATION 4 CHANGE

TRUSTEES' REPORT

YEAR ENDED 31 JULY 2024

- Use of our Curriculum Resources Platform and all associated resources;
- Delivery of full curriculum programmes such as Create4Change;
- Basic training for Headteachers and nominated E4C Ambassadors of subscribing schools in our four core modules: Unconscious Bias, Perception and Perspective, Racial Literacy, and Inclusive Curriculum Planning;
- Tailored ongoing support and consultation from our expert team to guide implementation, tackle challenges, and respond to specific school needs.

This approach ensures that our work is not only scalable but responsive to each school's context—embedding long-term change through continuous support, rather than one-off interventions (please see more detailed info about subscription plan and pricing in appendix 1.)

In addition, our growing partnerships with Exceed Academies Trust in Bradford and other London local authorities, including those in Haringey and Lambeth, will provide further income that will enable us to expand delivery, develop new training modules and curriculum resources, and offer more targeted, hands-on advice to schools working in complex and diverse contexts. These combined funding streams will support both the deepening and broadening of Education4Change's impact in the years ahead.

Together, these plans reflect our commitment to equipping educators and school leaders with the knowledge, confidence, and tools to create school environments that are inclusive, equitable, and responsive to the communities they serve.

STATEMENT OF TRUSTEES' RESPONSIBILITIES

The trustees (who are also the directors of the Education 4 Change for the purposes of company law) are responsible for preparing the Trustees' Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing these financial statements the trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles in the Charities SORP;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable UK Accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business

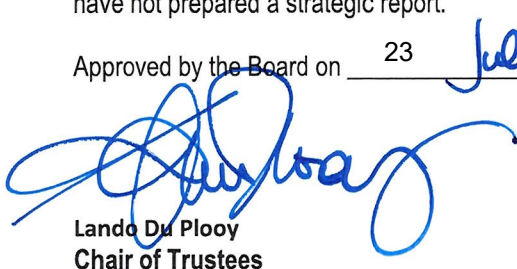
The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time of the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as we are aware:

- There is no relevant audit information of which the charitable company's auditor is unaware; and
- The trustees have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

In preparing the Trustees Report, the Trustees' have taken advantage of the exemption available to small companies and have not prepared a strategic report.

Approved by the Board on 23 July 2025 and signed on their behalf by:



Lando Du Plooy
Chair of Trustees

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF EDUCATION 4 CHANGE

I report to the trustees on my examination of the accounts of Education 4 Change (the Charity) for the year ended 31 July 2024.

Responsibilities and basis of report

The trustees of the organisation are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act'). They consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 and that an Independent Examination is needed.

I report in respect of my examination of the charity's account under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material aspect:

- accounting records were not kept in respect of the Charity as required by section 130 of the Act or
- the accounts do not accord with those records; or
- the accounts do not comply with the applicable requirements concerning the form and content of the accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a true and fair view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable proper understanding of the accounts to be reached.



Eileen Da-Silva FCCA
Da-Silva and Associates Limited
Chartered Certified Accountants
14 Farm Close
Essex
RM10 9TX

24 July 2025

EDUCATION 4 CHANGE

STATEMENT OF FINANCIAL ACTIVITIES

YEAR ENDED 31 July 2024

		Restricted Funds	Unrestricted Funds	Total Year ended 31 July 2024 £	Total Year ended 31 July 2023 £
Income	Notes	2024 £	2024 £		
Income from charitable activities					
Grant and donations	3	40,000	-	40,000	-
Income from schools			550	550	-
Total income		40,000	550	40,550	-
Expenditure					
Expenditure on raising funds					
Fundraising		-	-	-	-
Expenditure on charitable activities					
Education		(40,000)	(1,000)	(41,000)	-
Total expenditure	4	(40,000)	(1,000)	(41,000)	-
Net income		-	(450)	(450)	-
Fund balances as at 31 July 2023		-	-	-	-
FUND BALANCES AT 31 JULY 2024		-	(450)	(450)	-

The accompanying notes form an integral part of these financial statements. All activities are continuing and there are no recognised gains and losses other than as shown above.



BALANCE SHEET

AT 31 JULY 2024

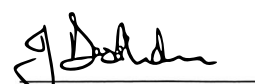
	Notes	2024 £	2024 £	2023 £	2023 £
CURRENT ASSETS					
Cash at bank and in hand		550		-	
		<u>-</u>		<u>-</u>	
CREDITORS: amounts falling due within one year	7	(1,000)		-	
		<u></u>		<u></u>	
NET CURRENT ASSETS			(450)		-
			<u></u>		<u></u>
NET ASSETS			(450)		-
			<u></u>		<u></u>
Funds:					
Restricted Fund	9		-		-
Unrestricted Fund	9		(450)		-
			<u></u>		<u></u>
TOTAL NET LIABILITIES AT 31 JULY 2024			(450)		-
			<u></u>		<u></u>

The financial statement have been prepared in accordance with the Statement of Recommended Practice (SORP), applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (effective 1 January 2019).

The financial statements were approved by the Trustees on 23 July 2025



Lando Du Plooy
Chair



Joan Deslandes
Trustee

The accompanying notes form an integral part of these financial statements.

1. ACCOUNTING POLICIES

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

Accounting Basis

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Education 4 Change meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s). These financial statements have been drawn up in the historical accounting basis.

The accounts are prepared in pounds sterling, rounded to the nearest pound.

Preparation of accounts on a going concern basis

The trustees consider there are no material uncertainties about the Charity's ability to continue as a going concern. The review of financial position, reserves level and future plans gives Trustees confidence the charity remains a going concern for the foreseeable future.

Income recognition

Income from grants and donations are accounted for when receivable. Grants are accounted for when the charity becomes entitled to the funding and donations are accounted for when received.

Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make payment to a third party, it is probable that settlement will be required, and the amount of the obligation can be measured reliably.

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to that category.

Irrecoverable VAT is charged against the expenditure heading for which it was accrued.

Fixed Assets

Assets are depreciated, in equal annual instalments, over their economic lives at the following rates:

Electronic equipment	25%
----------------------	-----

Financial instruments

The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments, including trade and other debtors and creditors are initially recognised at transaction value and subsequently measured at their settlement value.

Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

Debtors

Trade and other debtors are recognised at the settlement amount. Prepayments are valued at the amount prepaid net of any trade discounts due.

Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably.

Foreign currency translation

The charities functional and presentation currency is pound sterling. Monetary assets and liabilities denominated in foreign currencies are translated into sterling at the rates of exchange ruling at the balance sheet date. Transactions in foreign currencies are recorded at the rate ruling at the date of the transaction. All differences are recognised in the Statement of Financial Activities.

Fund accounting

Funds held by the charity are:

- **Restricted funds**

These are funds subject to specific trusts generally declared by the donor or funds raised for a specific purpose.

- **Unrestricted funds**

These are general funds which can be used in accordance with the charitable objects at the discretion of the trustees.

EDUCATION 4 CHANGE

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 JULY 2024

1. ACCOUNTING POLICIES (Continued)

Taxation

The activities of the CIO, being a charity are exempt from income tax and corporation tax. The CIO is not registered for Value Added Tax.

Expenditure in these financial statements is therefore shown inclusive of Value Added Tax suffered.

2. LEGAL STATUS

Education 4 Change is a Charitable Incorporated Organisation, limited by guarantee and has no share capital. The members have no liability to contribute to its assets and no personal responsibility for settling its debts and liabilities in the event of a winding up.

3. INCOME

	Year Ended 31 July 2024 £	Year Ended 31 July 2023 £
UK Income (Charitable activities)		
Unrestricted funds		
Grants and Donations	-	-
Restricted funds		
Grants and Donations	40,000	-
Local authority		
	<u>40,000</u>	<u>-</u>
	<u><u>40,000</u></u>	<u><u>-</u></u>

4. EXPENDITURE

	Direct Costs £	Support Costs £	Total 2024 £
a) Analysis of total expenditure			
Charitable activities			
Unrestricted funds			
Education	-	1,000	1,000
Restricted funds			
Education	34,809	5,191	40,000
Total expenditure 2024	<u>34,809</u>	<u>6,191</u>	<u>41,000</u>
Total expenditure 2023	-	-	-

EDUCATION 4 CHANGE

NOTES TO THE FINANCIAL STATEMENTS (continued)

4. EXPENDITURE (continued)

b) Analysis of support costs

	Admin Costs £	Publicity/IT Costs £	Travel Costs £	Governance £	Total £
Unrestricted funds					
Education	-	-	-	1,000	1,000
Restricted funds					
Education	1,289	3,061	841	-	5,191
Total support costs 2024	1,289	3,061	841	1,000	6,191
Total support costs 2023	-	-	-	-	-

5. NET INCOME

	£	£
Net income is stated after charging:		
Independent Examiners fee	1,000	-

6. STAFF EMPLOYMENT

No staff were employed during the year 2024 (2023: nil). The trustees are the key management of the charity.

No trustee received any remuneration or reimbursement of expenses (2023: Nil) in connection with work carried out in performance of their duties.

7. CREDITORS: due within one year

	31 July 2024 £	31 July 2023 £
Other creditors and accruals	1,000	-
	<u>1,000</u>	<u>-</u>

8. FUNDS

	Balance at 1 Aug 2023 £	Income £	Movement in funds Expenditure £	Transfers £	Balance at 31 July 2024 £
Unrestricted Fund	-	550	(1,000)	-	(450)
Restricted Funds	-	40,000	(40,000)	-	-
	<u>-</u>	<u>40,550</u>	<u>(41,000)</u>	<u>-</u>	<u>(450)</u>

9. RELATED PARTY TRANSACTIONS

There were no related party transactions with individuals or trustees during the year (2023: Nil).



Accounts

Trustees Annual Report | Education4Change
For the period 14/10/2022 until 31/7/2023

Reference and Administration Information

Charity Name: Education4Change

Charity Number: 1200684

Principal Office Address: Kingsford Community School, Kingsford Way, London E6 5JG

Trustees and Directors:

- Lando DuPlooy (Chair)
- Joan Deslandes
- Sonalee Sarkar
- Joanne Mackreth-Aylett

Bank information: Lloyd's bank (pending application confirmation)

1. Structure, Governance, and Management

Education4Change is: a CIO Foundation governed by constitution adopted on 10 October 2022.

Membership: CIO trustees for the moment.

Trustee Appointment Process: The first charity trustees have been selected according to their willingness to make a difference in terms of the objectives and activities Education4Change has set out to deliver; this process took into account previous experience within education and community work more widely. Apart from the first charity trustees, every trustee must be appointed for a term of three years by a resolution passed at a properly convened meeting of the charity trustees. In selecting individuals for appointment as charity trustees, the charity trustees must have regard to the skills, knowledge and experience needed for the effective administration of the CIO.

Governance Arrangements: Education4Change is managed by trustee meetings; Any decision may be taken either at a meeting of the charity trustees, or by resolution in writing or electronic form agreed by a majority of all of the charity trustees, which may comprise either a single document or several documents containing the text of the resolution in like form to which the majority of all of the charity trustees has signified their agreement.

2. Objectives and Activities

Purpose of the Charity: The objects of the CIO are the advancement of racial harmony and equality and diversity for the public benefit, particularly, but not exclusively amongst children and young people and educators by:

- the promotion of anti-racism and elimination of discrimination on the grounds of race, gender, disability, sexual orientation or religion;
- working with schools to promote and develop education in racial harmony, equality and diversity and anti-racism;
- promoting activities to foster understanding between people from diverse backgrounds or racial groups;

- conducting or commissioning research on equality and diversity issues and publishing the results to the public;
- cultivating a sentiment in favour of racial harmony, anti-racism and equality and diversity.

Main Activities and Achievements: E4C provides a powerful programme of resources (films, lesson plans, displays, timelines, access to archival resources, posters, assemblies, music, accredited research, reading lists, curriculum reviews) from EYFS to Higher Education. There are opportunities to help educators, students and communities have the courage to act against inequality, building understanding and ensuring every human being is valued. E4C is committed to providing educators with the resources, ideas, training and education to build courage and confidence to provide an anti-racist curriculum and education and exposure to knowledge and understanding on this issue, informed by research.

Public Benefit: The organisation works with schools and other educational establishments who want to obtain the training and information available on racial harmony and EDI. The teachers and pupils of those schools and organisations benefit, as do the wider communities that they live in. Educators who have engaged with the E4C programme will be able to:

1. Develop confidence in calling out unacceptable behaviour relating to race or other protected characteristics, and that which undermines equality;
2. Create inclusive and respectful workplaces and learning communities;
3. Seek to address and tackle racism by embedding a diverse and inclusive approach to everyday work and educational practices.

4. Achievements and Performance

During this financial year, Education4Change has developed its new training programmes ('Strength4Change' and 'Executive Functions') as well as creating its own E4C Curriculum Resources Platform. In order to develop these aspects of our offer, Education has been had the in kind support of Kingsford Community School and Dersingham Primary School.

Key Events and Activities:

Autumn 2022:

- E4C developed and trialled our curriculum programme 'Create4Change'. The lessons have been planned around different artists from diverse cultural backgrounds, first introducing new creative mediums and techniques and then making a clear link to skills outlined by the national curriculum. E4C exhibited new work generated by this programme at the annual 'Art Matters' exhibition hosted by University of East London. This programme will be rolled out more widely in the next academic year.
- E4C developed Strength4Change, a programme that provides a space for young people to learn more about mental health, and discuss strategies for overcoming challenges in a safe and impactful way. This 6-week programme was created in partnership with CAMHS and was trialled with secondary school pupils.
- E4C partnered with MindSpark to develop a series of training modules related to executive functions. We are planning to deliver these new modules as part of E4C's 2023/4 programme.

Winter 2022:

- E4C partnered with BFI to deliver training to BFI's education staff, as well as to their cohort of Teach First recruits, who attend a 2-week long training at BFI every summer. E4C are delighted at the prospect of discussing the framework for this teacher training in more depth in the coming months.

Spring/Summer 2023:

- E4C assembled a team of experts to research and curate resources for E4C Curriculum Platform

Performance Against Objectives:

In the past year, Education4Change has made significant progress in advancing its mission to promote racial harmony, anti-racism, and equality through education, training, and resources. The charity successfully delivered a range of training programs including our newest programme 'Strength4Change' that equipped educators and pupils with the knowledge and tools to explore mental health and struggles young people might be facing, and how this could be related to racism and discrimination. Additionally, the further development of our E4C curriculum platform means that teachers and leaders, have easy access to an up-to-date range of resources and are supported to create and deliver a culturally responsive curriculum. Through these curriculum resources, selected and curated to challenge prejudice and promote diversity, we have empowered learners to engage in meaningful conversations and actions toward positive change. As a result, Education4Change has strengthened its role in advancing diversity and equality, creating a lasting impact in the communities we serve.

Impact:

Please see some of the feedback our trial training sessions have received:

- *'In a long list of courses attended, this was probably the best I've ever been to. The information, organisation and the knowledge of all the trainers was top class. You guys took an extremely sensitive subject and made it really easy to understand in a secure and productive environment. So thank you to everyone involved. I'll be recommending E4C to every school practitioner and have picked up many lessons, aside from the course to be delivered, that I will apply to my own practice moving forward.'*

—Attendee of Strength4Change trial day, 2022

- *Thank you very much for your wonderful and informative presentation at the S4C Training network . I'm extremely excited and delighted about project S4C!*

— Attendee of Strength4Change trial day, 2022

- *Thank you so much for putting on this training! I really enjoyed it and was fully engaged the whole way through. I loved how much time you gave us to have conversations about each topic, which allowed us to really go in depth. I am very excited to help with this pilot!*

— Attendee of Strength4Change trial day, 2022

5. Plans for the Future

Looking ahead, Education4Change is committed to expanding its impact and continuing to support educators in delivering a diverse and culturally responsive curriculum through training provision and access to carefully selected and curated resources.

Future Goals and activities:

Training Offer:

- We are excited to deliver E4C's Executive Functions Modules, designed to help teachers better understand and appreciate the varied contexts and challenges their pupils face, enabling more tailored support for students' development.
- We also aim to expand our Strength4Change programme, which focuses on supporting young people's mental health and well-being, into both primary and secondary schools across Newham. This programme empowers students and educators to engage in meaningful, courageous conversations about race and equity while addressing the critical mental health challenges that young people face. Through these initiatives, we strive to create lasting change in the education system, ensuring that every student has the opportunity to succeed in an environment that values diversity, inclusion, and well-being.

Headteachers Conference:

- In the coming year, we plan to host another outstanding Annual Head Teachers' Conference, bringing together educational leaders in Newham and Greater London to explore innovative strategies for fostering inclusive classrooms and tackling issues around race and racism. We will invite a range of speakers from different sectors and professional backgrounds to offer new insights into topics including unconscious bias, ethical recruitment practices, and health and wellbeing.

6. Financial Review

During this time, activities and programme development has been possible due to the in-kind support of Kingsford Community School and Dersingham Primary School. Please refer to our accounts below.

7. Trustees' Responsibilities Statement

The trustees are responsible for preparing the Trustees' Annual Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

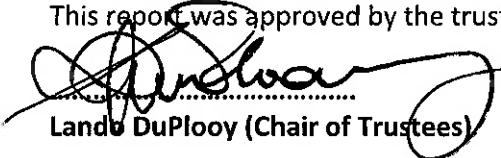
The law applicable to charities in England & Wales requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles in the Charities SORP;

- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

This report was approved by the trustees on 03/06/2025 and signed on their behalf by:



Lando DuPlooy (Chair of Trustees)

Education4Change
BALANCE SHEET
As at 31st July 2023

	14/10/2022 £	31/7/2023 £
CURRENT ASSETS		
DEBTORS	0	0
CASH AT BANK	0	0
CURRENT LIABILITIES		
AMOUNTS FALLING DUE WITHIN 1 YEAR:	0	0
NET CURRENT ASSETS (LIABILITIES)	0	0
TOTAL NET ASSETS	0	0
RESERVES AND FUNDS		
UNRESTRICTED FUNDS	0	0

