

EduSpots' 2025 Annual Report

Igniting digitalised community-led education

> *What is so remarkable about EduSpots' unique community-led model is that it enables every Spot to draw from the community's own unique culture, ideas and aspirations in the way education is envisioned."*
>
> **Professor Elsie Effah Kaufmann, EduSpots' Patron**

EDU SPOTS
Our Collective Future

UK registered charity 1166734

www.eduspots.org
info@eduspots.org

Follow @eduspots

Contents

WELCOME

Welcome from the Catalyst Committee Chairperson 1

Welcome from the Global Chair of Trustees 2

OUR YEAR

Key Charitable Information 3

EduSpots' Approach in 11 Steps 4

Celebrating a Decade: 2025 Highlights 5

Recognitions and Partners 7

Highlights of our 2025 Independent Study 8

Our Organisational Growth in 2025 9

EDUCATION HUB

The Education Hub 10

EduKidz Clubs 11

EduKidz Spark in the Spotlight: Esterlyn 12

DigiLit Clubs 13

DigiLit Spark in the Spotlight: Happy 14

EcoSTEM Clubs 15

EcoSTEM Catalyst in the Spotlight: Hilda 16

Ignite Equity Clubs 17

Social Enterprise & Grant Funding 18

Ignite Equity in the Spotlight: Ameyaw Spot 19

PROGRAMMES

Keeping Spots Safe 20

National Conference 2025 21

The Catalyse Leadership Programme 22

Catalyse Participant in the Spotlight: Wise Kofi Afadzinu 23

ImpactEd Outcomes and Spot Activity 24

EduBytes Online Short Courses 25

In-Person Digital Skills Training 26

A Spot Story: Zangbalun Spot 27

Peer Mentor Programme 28

LOOKING AHEAD

EduSpots Unlocked 29

The EduSpots App 30

EduSpots: The Next Chapter in 2026 31

Be Part of the Change 32

Annual Awards 2025 33

FINANCIAL STATEMENTS

Financial Statements 2025 35

Additional Financial Information 36

Trustees' Responsibilities & Independent Examiner's Report 37

Statement of Financial Activities 38

Balance Sheet 39

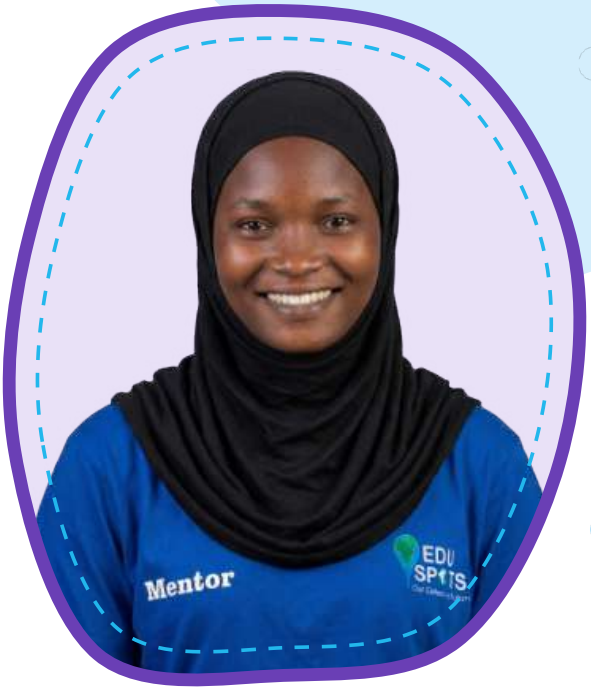
Notes to the Financial Statements 40

The Trustees have pleasure in presenting their Annual Report and Financial Statements for the year ended 31 December 2025. The financial statements have been prepared in accordance with the accounting policies set out in note 1 of the accounts. They comply with the charity's governing document, the Charities Act 2011, and the Accounting and Reporting by Charities: 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.

WELCOME FROM CATALYST COMMITTEE CHAIRPERSON

Nimatu Abdul-Rahman

Catalyst, Spot founder at Savelugu Spot and Chairperson of the Catalyst Committee



> ***Sustainable change … grows when communities are trusted Catalysts are centred, partnerships are strengthened, and people from diverse backgrounds are given the opportunity to truly lead.***

As I reflect on 2025, I feel proud and grateful to be part of the EduSpots journey. Being a Catalyst and a Spot founder at Savelugu Spot has shown me that meaningful change begins when people come together, share knowledge, and take responsibility for the future of their communities. Throughout the year, we have continued to see how local leadership, community action, and access to inclusive and practical learning opportunities can transform lives.

The year 2025 was especially significant as EduSpots celebrated its 10th anniversary. Reaching this milestone was not just a celebration of ten years of teamwork; it was a moment to recognise the hard work, dedication of the Catalysts, staff, communities and our dear funders.

EduSpots celebrates every little milestone especially achieved by Catalysts and communities, and this year, Sakasaka Spot won Spot of the year recognising their incredible teamwork and STEM innovation, with John Kofi Nuvormawor winning Catalyst of the Year for his commitment to transforming Agbedomi from a disused community space to a thriving library. As a Catalyst, one of the most valuable lessons I have learnt is that sustainable change does not happen through the efforts of one person or one organisation alone. It grows when communities are trusted, Catalysts are centred, partnerships are strengthened, and people from diverse backgrounds are given the opportunity to truly lead.

EduSpots is a tapestry of the efforts of over 500 Catalysts and the thousands of learners that they ignite transformative learning journeys with. As we begin a new chapter, I see more possibilities and growth at EduSpots and I want to thank and encourage our partners to continue working with us to transform communities. Thank you for supporting EduSpots.

Nimatu Abdul-Rahman

Catalyst Committee Chairperson





WELCOME FROM THE GLOBAL CHAIR OF TRUSTEES

Emeritus Professor Gloria Agyemang

Global Chair of Trustees, EduSpots

> ***Ten years later, EduSpots has grown through widespread collaboration to over 50 Spots in Ghana and Kenya, reaching 10,000 learners a year.***

10 years of community-led education

50 Spots in Ghana and Kenya

10,000 learners reached a year

500+ community-based Catalysts

It's difficult to imagine that just 10 years ago, the Addae family in Abofour and local teachers were peering into an unroofed classroom, sharing their vision for it to become a community-led library.

Ten years later, EduSpots has grown through widespread collaboration to 50 Spots in Ghana and Kenya, reaching 10,000 learners a year with practical, play-based, future-ready education. In 2025, we prepared for the next stage of our growth by consolidating our systems, programmes and partnerships.

We celebrated our 10th anniversary throughout the year, with conferences and events in both the UK and Ghana, celebrating the network's achievements. A particularly memorable event took place at Abofour Spot, where our story began in 2015, with an astonishing display of drama, music and marching.

Our Catalyse Leadership Programme moved into its second year, with representatives from 50 Spot communities undertaking further leadership training before leading a Catalyse Project designed to support the growth of their Spot's impact, based on local needs and aspirations. Projects included Savelugu's kente weaving enterprise, Ahenkro's ICT stations and Dulugu's mobile STEM labs, which spread across the district.

Alongside expanding our Board of Directors in Ghana, we launched a new Catalysts Committee, with seven Catalysts drawn from across the network to formalise their role in decision-making and peer mentorship. Carlos Adu Boahen, once a Spark, was elected as its first Chair.

We launched the EduBytes programme in response to requests from Catalysts for enhanced digital skills training. These popular certificated courses combine WhatsApp for Learning, Zoom sessions and tasks applied within their own Spots. Remarkable stories emerging from EduBytes included Hamidu, a headteacher who moved from not knowing that online spaces could exist to leading Zoom sessions on safeguarding for headteachers across the area.

Zangbalun held an astonishing commissioning ceremony for its new space, which included donations from community members, the PTA and the Chief himself. Learners planted trees and carefully laid stones as the community came together to celebrate its new space.

We have also been on a deep learning journey through facilitating the Ghana Climate Education Community of Practice (CECOP), learning from 10 climate education NGOs across Ghana as we look to strengthen and mainstream nature-based learning in Ghana and beyond.

Being selected as one of seven Theirworld Education Innovation Award winners has given us fresh momentum in our growth journey. Our CEO was also selected as one of 50 UNESCO Youth for Peace Young Leaders globally, contributing to the relaunch of our online courses and the development of an EduCitizens network.

We thank all of EduSpots' supporters, who have played a pivotal role in bringing us this far. That said, the fundraising climate has been challenging, and in 2026 we continue to seek further support. We are launching a new Possibility Circle and Corporate Partnerships Circle, alongside EduSpots Unlocked, to generate both earned income and wider impact by sharing innovations emerging from our network.

As ever, our biggest thanks go to the network of over 500 community-based Catalysts and 10,000 Sparks. Your conviction and drive motivate us all to continue our shared efforts to champion educational equity through digitalised, community-led education. Here's to #OurCollectiveFuture!

Emeritus Professor
Gloria Agyemang
Global Chair of Trustees, EduSpots

Key Charitable Information

This trustees' report and accounting information included is for EduSpots UK (also known as EduSpots Global). EduSpots UK conducts its charitable activities in Ghana through EduSpots Ghana, a separately registered NGO no CG091852019 by providing grants to carry out activities. The two organisations agree that, while they are separately constituted legal entities with their own constitutions and governance, they will affiliate themselves under the common name of EduSpots. They will share common principles, values and a common programme. The accompanying financial statements relate solely to EduSpots UK, registered charity number 1166734.

Our Charitable Objects

To advance education throughout Africa and the UK by the provision of, but not limited to, providing educational courses, assisting in the operation of community-led education centres and providing grants to individuals to further education as trustees from time to time may determine.

Our Trustees

The Trustees of EduSpots Global (UK) during this period were:



Gloria Agyemang
(joined July 2021)



Amjad Saleem
(joined March 2021, resigned July 2025)



Mark Goodrich
(joined October 2019)



Katie Allen-East
(joined February 2025)



Gayle Clifford
(joined May 2022)



Adam Khanbhai
(joined May 2022)



Sally Yeboah
(joined February 2025)

Core Information

EduSpots is a UK Registered Charity 1166734
UK office: Flat 3, 20 Atlingworth Street, Brighton, BN2 1PL
Website: www.eduspots.org
Social media: @eduspots on Twitter, Facebook and LinkedIn, with @edu_spots on Instagram
Our bank: Cooperative Bank, PO Box 250, Skelmersdale, WN8 6WT

Independent Examiner

The financial reports enclosed have been approved by an Independent Examiner:
Shruti Soni Limited, 117a St. John's Hill, Sevenoaks, TN13 3PE

EduSpots is the name of the UK charity and is also known as EduSpots Global or EduSpots UK. EduSpots UK's governing document is its Trust Deed dated 25 April 2016, as amended on 19 August 2019 and on 6 June 2020.

12 Steps to EduSpots' Approach

From a community's first application to a thriving, celebrated Spot: the path every EduSpots community travels.



2025 HIGHLIGHTS

Celebrating a Decade of Community-Led Education

1 Professor Elsie Effah Kaufmann joins as Patron

In February 2025, Professor Elsie Effah Kaufmann, Dean of the School of Engineering Sciences at the University of Ghana and much-loved quiz mistress of the National Science and Maths Quiz, became EduSpots' Patron. Her appointment recognised her commitment to practical, relevant and critically reflective education, alongside her support of the educational leadership of EduSpots' community-based Catalysts.





10,000km
cycled solo from Munich to Accra

103
days in the saddle

2 Bike2MyRoots and Ghana Library Authority Partnership

In 2025, Ghanaian sports scientist Emmanuel Adjei completed an extraordinary 10,000km solo cycling journey from Munich, Germany, to Accra over 103 days through his Bike2MyRoots campaign, raising funds for EduSpots' community-led education work. The journey also catalysed a lasting partnership in his home community of Teshie, where EduSpots worked with the Ghana Library Authority and Emmanuel family to refurbish and further equip the Teshie Community Library and welcome the first government-run library to the EduSpots network.

3 UK Conference and 10th Anniversary Events

In March 2025, EduSpots marked its 10th anniversary with a student conference and celebratory dinner at Corpus Christi College, Cambridge. The conference, Humanitarian Leadership in an Ever-Changing World, brought together students, educators and changemakers to explore community-led change, ethical leadership, agency and power. The anniversary dinner brought together people who had shaped EduSpots' journey, from its earliest student fundraisers to staff and supporters, reflecting on the organisation's impact across a decade.





4 TEDx Talk: How to Build a Movement for Community-led Education

Our CEO/Founder, Cat Davison, was invited by students at Academic City University to lead a Tedx Talk focused on unpacking EduSpots' Spot Model. Drawing on her journey from classroom teacher to leading EduSpots, Cat used playful methodologies to reflect on the importance of learning through uncertainty and creating space for critical thinking and honest conversations about power. Rather than imposing predetermined solutions, she argues for trusting communities to shape their own futures.

Ten years of trusting communities to shape their own futures

EduSpots' Recognitions in 2025

Theirworld Education Innovation Awards

2025

Theirworld Education Innovation Award Winner

EduSpots was selected as one of Theirworld's seven global winners from over 1000 global applicants, receiving recognition for our innovative approach to community-led education and support towards future scaling, including a £40,000 grant, Masterclasses and coaching.

2025–2026

UNESCO Youth for Peace Intercultural Leadership Programme

CEO Cat Davison was selected as one of 50 Youth for Peace Young Leaders from 8,250 global applications, recognising her impact in education, intercultural dialogue and community-led change. This programme included mentorship, a programme of sessions on intercultural leadership, and a $10,000 grant which was invested into the redevelopment of the online courses and launch of EduCitizens.

2026

Mastercard Foundation EdTech Fellowship

EduSpots was selected by MEST Africa as one of 12 Ghanaian EdTech organisations for the third cohort of the Mastercard Foundation EdTech Fellowship in 2026, chosen from hundreds of applications. The fellowship provides six months of training and mentorship, $60,000 in equity-free funding and a further year of post-programme support to help scale its work. Over the next three years, the fellowship will help EduSpots strengthen the EduSpots App, using it as a tool to expand access to learning and grow EduSpots Unlocked, extending its impact to more communities.

Recognising our partners and supporters

With thanks to everyone who supported in 2025, including the following trust funds and partners:

Highlights of our 2025 Independent Study

> ***The EduSpots programme has successfully transformed educational landscapes across Ghana, fostering a new generation of active, empathetic citizens and catalysing community-driven change.***
>
> Expectation State, Independent Evaluation, 2025

Expectation State

In January 2025, with support of the Gower Street Trust and the EA Foundation, we commissioned an independent evaluation of our work's impact against the theory of change. The study took place across 10 sampled communities, involving 110 community members, parents, teachers, Catalysts and students.

10 sampled communities

110 community members, parents, teachers, Catalysts & students

65% of Ignite participants now in leadership roles

400+ local Catalysts driving progress

Changing teaching methodology

The study provides evidence to confirm that we are playing a role in transforming the wider educational landscape in schools and communities that we work within:

"The shift towards more learner-centred, inclusive, and practical teaching methods has transformed school-based pedagogy, making education more relevant and engaging for students."

Nurturing active and empathetic citizens

The study recognises the extent to which we have been able to 'nurture learners and Catalysts to become active, empathetic citizens' with the evaluation finding that '65% of participants involved in the Ignite Programme were now taking on leadership roles in their communities or schools'.

Progress against goals

The study found that through the inspiring work of over 400 local Catalysts, EduSpots is making significant progress against all its short-term and long-term aims:

"Through its innovative Dream Spot Model, EduSpots has achieved significant short-term and long-term outcomes, making substantial progress towards its ultimate vision of communities working together to create the future they want to see through education."

Value for money

The study confirmed our strong processes and systems, also highlighting that ***"the programme offers significant value for money, leveraging volunteer engagement and capacity building to maximise impact."***

Replicability

Expectation State agreed that the model could be applied in new settings: *"The model's ability to be replicated and the general benefits derived by the community indicate its potential to make a lasting impact in diverse contexts, positioning EduSpots as a promoter of educational equity and community."*

Our Organisational Growth in 2025

Note that the number of Spots was consistent during this period at 50, with the below figures reflecting an exciting growth in local engagement and reach.

+68.5% Spot visits by children

+72.2% monthly challenges submitted

+49.4% club sessions held

+30% books borrowed

MEASURE	2024	2025	2024 vs 2025	CHANGE
Total active Catalysts	325	362		▲ 11.4%
Clubs sessions held across strands	2,887	4,312		▲ 49.4%
Monthly challenges submitted	611	1,052*		▲ 72.2%
Book borrowing recorded	163,463	212,562		▲ 30.0%
Spot visits recorded (children)	180,000	303,340		▲ 68.5%
Spot visits recorded (adults)	33,972	37,002		▲ 8.9%
Total Spot users on average	7,672	8,828		▲ 15.1%
No. of schools using Spots	175	167		▼ 4.6%
Average days Spots open	5	5		● Stable
Average evenings Spots open	2	2		● Stable
Number of FTE staff in EduSpots	17	22		▲ 29.4%
Catalysts in staff, peer mentor / committee roles	14	22		▲ 57.1%
Total organisational income	£268,612	£399,171		▲ 48.6%

2024 2025

Bars compare 2024 and 2025 within each measure.

Same 50 Spots, far more learning!



CLUBS PROGRAMME 2025

The Education Hub

All Spots choose 1–4 club strands from EduKidz, DigiLit, EcoSTEM and Ignite Equity. These club strands reflect learning themes, chosen by the Catalysts across the years, reflecting local needs and aspirations.

EduKidz
KG TO BASIC 3

Early years foundational learning, enhancing confidence and wellbeing through play

33 Spots

DigiLit
BASIC 4 TO 6

Literacy and digital skills, side by side

20 Spots

EcoSTEM
BASIC 7 TO 9

Real-world environmental challenges, solved with STEM

18 Spots

Ignite Equity
BASIC 8

Gender equity through education and community action

29 Spots

The clubs programme runs through the following steps:

STEP 1 Sign-up to App →

STEP 2 Online training on Zoom and WhatsApp for Catalysts →

STEP 3 Monthly Challenges (team-based projects) for learners →

STEP 4 Catalyst peer learning calls →

STEP 5 Feedback on deliverables →

STEP 6 Leadership board and recognition

Learners reached per strand in 2025



EduSpots · UK registered charity 1166734

EduKidz Clubs

EduKidz is EduSpots' early childhood and lower primary programme, supporting children in building strong foundations in literacy, confidence, wellbeing, and a lifelong love of learning.

The programme is delivered through monthly Challenges which emphasize play-based learning, parental engagement and peer learning. Catalysts also engage in monthly training and mentoring on a range of themes stretching across literacy and numeracy development to positive behavior management.

EduKidz AT A GLANCE

AGE GROUP
KG to Basic 3

PARTICIPATION
33 Spots

REACHING
800+ learners facilitated by 50 Catalysts

CHANGE ACROSS 10 MONTHS

63.5% of learners improved by at least one ASER reading level.

29.5% improved by two or more levels.

ASER = Annual Status of Education Report

HK **Hudu Krah Zakaria** EduKidz Catalyst

Joining EduKidz in my Spot has given me complete confidence in my ability to work with children. I used to doubt whether I could teach kids, but that uncertainty is now gone.

👍 1 ❤ 2



International Day of Play 2025

As one example of a monthly challenge, read more about the locally designed 2025 International Day of Play events here:

SCAN HERE to read more

"When they said my story was nice, it made me happy. Now I want to write another one."

– Thywill, Abutia Spot EduKidz Member

EDUKIDZ SPARK IN THE SPOTLIGHT

Esterlyn, Dadwen Spot

> ***I used to sit quietly and watch. Now I like to play and read with my friends. It makes me feel good when we learn together.***
>
> Esterlyn, EduKidz Learner of the Month, June 2025



June 2025
EduKidz Learner of the Month

Eight-year-old Esterlyn from Dadwen Spot was recognised as the Learner of the Month for June 2025. When she first joined her EduKidz club, Esterlyn was a shy learner who rarely participated in activities. Over time, through consistent engagement in play-based literacy activities, storytelling, phonics games, and group challenges, she became more confident and actively involved in learning alongside her peers.

She now participates eagerly in sessions, takes on responsibilities such as organising materials, and inspires other learners with her willingness to help and lead. Her parents have also noticed her increased confidence and role-model behaviour in the community.

Through activities such as Reading Buddy sessions, creative projects, and peer support challenges, Esterlyn developed stronger literacy and social skills, demonstrating how the EduKidz programme supports children's holistic development.

Esterlyn now confidently participating in activities in one of their monthly challenges



EduKidz learnings

1. Challenge submissions declined towards year-end, highlighting the need for deepened motivation mechanisms that encourage consistent participation beyond leaderboard competition.
2. Some Catalysts struggled to mobilise parents for International Day of Play events, highlighting the need for earlier communication and stronger community engagement strategies.
3. Poor internet connectivity limited some Spots' access to monthly coaching, while regular attendance was associated with stronger challenge submissions and programme delivery, reinforcing the need for accessible coaching and offline support by phone call.

DigiLit Clubs

The focus of the strand is to enhance both literacy skills and digital skills of the targeted learners, through integrating literacy development and reading support with digital tools.

DigiLit AT A GLANCE

AGE GROUP
Basic 4 to 6

PARTICIPATION
20 Spots

REACHING
600+ learners facilitated by 30 Catalysts

CHANGE ACROSS 10 MONTHS

13% increase in Sparks' confidence in the use of digital technologies.

6.1% increase in Sparks' attitudes towards reading for pleasure (ImpactEd, validated measures).



A team challenge that involved learning how to Add places to google maps, and drawing their own Spot map



A NEW SPOT
Meet the Aboabo No.4 Spot Sparks

> ***To create a dynamic space where Sparks are equipped with essential digital skills to thrive and lead in a changing world.***
>
> Aboabo No.4 Spot's DigiLit vision

Their DigiLit vision is *"To create a dynamic space where Sparks are equipped with essential digital skills to thrive and lead in a changing world."*

The January DigiLit challenge centred on establishing the foundation of the DigiLit Club. Sparks were tasked with designing a club etiquette poster, creating a *"Reading Buddy"* system and visual, writing reflective letters to their future selves, and completing the ImpactED baseline survey, with an introduction to digital tools embedded.

At Aboabo No.4 Spot, the response was energetic. *"Our Sparks embraced the challenge with great enthusiasm,"* says Jephta Oppong, the Catalyst leading the club. *"They poured their creativity into poster designs and deeply reflected on their future goals through letter writing."*

He also reflected on his own growth, *"Guiding the Sparks through monthly Challenges enhanced my leadership and mentoring skills. I learned to adapt, communicate clearly, and co-create a club culture that supports learners. Seeing their growth reaffirmed my belief in the power of community-led education.*



A picture of Happy participating in a DigiLit monthly challenge

DIGILIT SPARK IN THE SPOTLIGHT

Happy, Abutia Spot

> ***At the Spot, I learned to use Google Forms, Canva, and other digital tools. My interest in spelling and reading also grew. I dream of becoming a Catalyst who inspires change in my community.***
>
> **Happy, Abutia Spot Spark**

Happy, a thirteen-year-old Spark at Abutia Spot (DigiLit Learner of the Month of July 2025), has shown steady and inspiring growth, not only in her academic and creative skills but also in her confidence and leadership. Her punctuality, dedication, teamwork spirit, and support for other Sparks are beyond commendation.

Before joining the DigiLit club at the Abutia Spot, Happy was a very shy learner. She hardly spoke in public and was mostly reserved. Not long after she joined the club, and by engaging in club activities such as group discussions, presentations, sharing of ideas and leading sessions at the club, Happy, who began her journey as a shy learner, has gradually blossomed into a confident voice among her peers.

Happy helps her friends during group work and shows them how to plan and practice well. Many learners now want to speak and work like Happy because she is a great example. She also tells her friends to borrow storybooks and read more, which helps them learn outside of Spot time.

> ***From a quiet spark to a bold presenter, Happy's growth is clear to all, a true example of how EduSpots helps young learners shine. Her story invites us all to believe in the power of community learning and be part of the change.***
>
> **Wise Kofi Afadzinu, Catalyst and Spot Lead, Abutia Spot**

DigiLit learnings

1. Providing constructive feedback enabled Catalysts to improve their deliverables.
2. Providing resources and guides helped Catalysts to successfully and effectively guide their learners to complete monthly challenges.
3. Establishing a strong working relationship with Catalysts enabled them to easily ask for assistance whenever needed.

EcoSTEM Clubs

> ***After joining EcoSTEM, I have realized I like maths and science now because the challenges make learning fun.***
>
> EcoSTEM Spark, ImpactEd survey

The aim is for the EcoSTEM strand to educate and inform learners about the real-world environmental challenges around them and inspire them to address these and other issues using STEM knowledge and skills.

There is a strong focus on problem-solving through effective teamwork. One learner commented: *"Initially I didn't know how to work in a group and I didn't like being amongst people but due to the EcoSTEM club I have overcome this fear"*

EcoSTEM AT A GLANCE

AGE GROUP
Basic 7 to 9

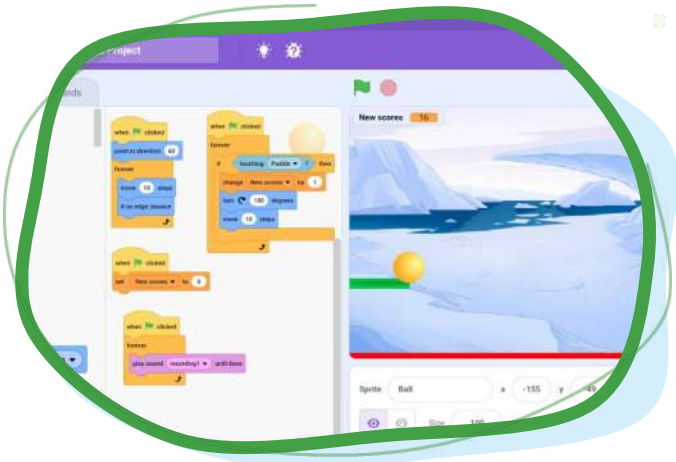
PARTICIPATION
18 Spots

REACHING
400+ learners facilitated by 20+ Catalysts

CHANGE ACROSS 10 MONTHS

78% of Sparks gave "I found the monthly challenges interesting" the top rank of 5 out of 5.

94% agreed or strongly agreed that EcoSTEM has given them new ideas relating to science and environmental education.



CHALLENGE EXAMPLE

Scratch coding

In August, EcoSTEM Catalysts across the network were introduced to Scratch Coding ahead of the September SDG Scratch Coding Challenge, giving them space to practise, explore and build confidence before developing projects addressing real-world issues.

Scratch is a visual programming tool that uses colourful blocks to create games, animations and stories. It makes concepts such as sequencing, algorithms and problem-solving accessible while offering new ways to bring STEM lessons to life.

Participating Catalysts showed great creativity, developing ideas for their challenge entries. Yamfo Spot created an animation about its origins and future vision, while Akumadan Spot told the story of Manaf from Abofour Spot. Beyond coding skills, the activity boosted Catalysts' confidence in technology and demonstrated how programming can make learning more engaging, creative and relevant to their communities.



SCAN HERE to read more

ECOSTEM CATALYST IN THE SPOTLIGHT

Hilda, Bono Manso

Hilda is a teacher who loves children and helping them learn. In 2024, Hilda attended the in-person Ignite Academy in Techiman, where she discovered EcoSTEM and recognised its potential to benefit her Spot.

Despite not being a science teacher and, in her own words, having "science-phobia", she was determined to introduce the club at Bono Manso. Through trial and error, she gradually overcame the initial challenges and began seeing positive results.

One early challenge focused on human digestion. Although the Sparks had studied the topic theoretically, they struggled to understand it fully. Practical activities helped them grasp the concepts, enjoy learning and build confidence for future challenges.

The Sparks particularly enjoyed making their own periscopes during a challenge on light. Having never seen a periscope before, they were excited to complete the activity and use it to see around corners and over obstacles. This success encouraged them to take on more challenges. EcoSTEM has strengthened the Sparks' confidence and curiosity.



Hilda with some Sparks from the Bono Manso EcoSTEM club with their periscope

Their science teacher noticed increased participation and more questions in class, alongside improved examination scores among some club members.

Hilda's resilience demonstrates that you do not need to be a science teacher to lead a successful EcoSTEM club; what matters is the motivation to make a difference for your Sparks. Leading the club has transformed her own "science-phobia" into a love of science. Having witnessed its impact, she is determined to promote EcoSTEM wherever she can, describing it as "mind-blowing"!

EcoSTEM learnings

1. **Training and practical learning:** Explore funding for an in-person EcoSTEM Academy that equips Catalysts with hands-on, low-cost STEM activities, including electronics, Scratch coding and micro:bit projects.
2. **Partnerships and inclusion:** Strengthen collaboration with CECOP partners and local STEM organisations, using guest speakers and practical environmental projects such as tree planting, school gardens and climate ambassador programmes, while encouraging greater female Catalyst participation and female Sparks' leadership.
3. **Catalyst voice and ownership:** Create more opportunities to listen to Catalyst perspectives and incorporate their feedback into the strand, ensuring that training, coaching and support reflect their needs and priorities.

Ignite Equity Clubs

> *I have seen a real shift in mindset. Our Sparks no longer rush into thoughts of marriage after school; instead, they talk confidently about pursuing their dreams and building their futures before settling down.*
>
> Nafisa, Ejura Spot

Ignite Equity aims to improve gender equity through education and community action. It helps both girls and boys gain skills to tackle issues such as period poverty, sexual harassment, and gender stereotypes.

Ignite Equity AT A GLANCE

AGE GROUP
Basic 8

PARTICIPATION
29 Spots

REACHING
800+ learners facilitated by 50+Catalysts

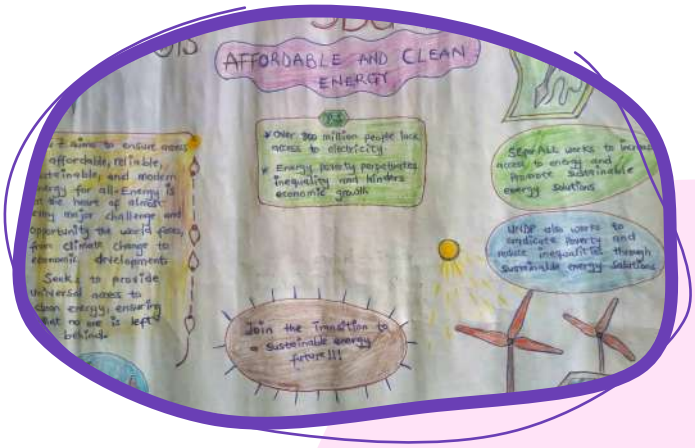
CHANGE ACROSS 10 MONTHS

94% of surveyed learners agreed or strongly agreed that being in the Ignite Equity club led to positive changes in their lives.

A year of monthly Challenges

January	**Club Setups** shared leadership structures, ways of working, and club chants.
February	**Gender Equity Plays** drama addressing gender issues, stereotype-busting activities.
March	**Global Citizenship & SDGs** posters, songs, poems on sustainable development.
April–May	**Social Enterprise & Period Projects** soap, pads, pastries; entrepreneurship skills.
June	**Career Exploration** career paths, educational goals, gender and aspiration.
July	**Active Citizenship** community clean-up exercises and SDG action projects.
August	**Healthy Choices** drug and substance abuse awareness discussions and advocacy.
September	**Speak Up** sexual harassment and abuse: assertiveness and safeguarding skills.
October	**Career Exploration** career mapping, challenging gender stereotypes in STEM/vocational.
November	**Reflection & Leadership** end-of-year showcase and learner peer mentoring.





Global Citizenship and the Sustainable Development Goals

Social Enterprise & Grant Funding



> ***Our Sparks now reach out to others and take up leadership roles both at school and at home. During the May challenge, both boys and girls spoke openly about myths and misconceptions around menstruation.***
>
> **Kumah Yaw Pele, Savelugu Spot**

Selected Spots received resource grants to establish small social enterprises aimed at generating income to support learners' menstrual hygiene needs. Enterprises launched in 2025 included liquid soap production, reusable sanitary pad making, pastries, and sobolo (local drinks). Where enterprise implementation was not feasible due to market or capacity constraints, EduSpots adapted by reallocating remaining funds to sustainable menstrual health resources, such as reusable pads, with accompanying training on usage, ensuring equitable support across all Spots.





Products made in Ekumfi, Sakasaka, and Gambibgo. Sales will help fund sanitary pad banks at their Spots.

What learners said changed for them

When 100+ Sparks were asked to describe the changes they had seen in themselves, learners reported transformation across four key areas:

Confidence & Voice

The most cited change learners described was becoming bolder, speaking up in public, and advocating for themselves.

Academic Engagement

Many learners described improved reading, English, study habits, and school performance.

Gender Understanding

Learners gained a stronger understanding of gender equity, equal rights, and mutual respect between boys and girls.

Safety & Safeguarding

Learners described knowing how to identify trusted adults, recognise unsafe situations, and speak up about harassment.

AN IGNITE EQUITY CLUB IN THE SPOTLIGHT

Ameyaw Spot



> ***When I see my learners happy and learning new skills, it makes me proud. Ignite Equity has helped us grow not only as learners, but also as educators.***
>
> Agnes Tetteh, Ignite Equity Strand Leader, Techiman Ameyaw Spot

The Ameyaw Spot was set up in 2023 by Janet Owusuaa Karikari, who saw a lot of girls dropping out of school in the Techiman North District. In 2024, with the help of a grant, they started a liquid soap business and used the money to create a bank of sanitary pads for students.

In 2025, Agnes Tetteh took over as leader and kept up the great work, helping the Spot reach 3rd place in the leadership board ranking. Even without a new grant that year, they relaunched the business and introduced new products, showing their commitment to helping students.

3rd
place in the leadership board ranking

A leader noted that Ignite Equity helped reduce absenteeism, especially for girls, because they provided sanitary products. Students also learned practical skills like making pastries and sobolo, which helped them support their families by making liquid soap and bleach at home.





Ignite Equity learnings

1. **Flexible engagement:** School exams, holidays, internet connectivity and competing activities affected challenge submissions and coaching attendance, highlighting the need for flexible deadlines, proactive communication and regular check-ins.
2. **Context-responsive support:** Not all communities have the market opportunities or resources to establish viable businesses, reinforcing the importance of adapting support to local contexts and providing equitable alternatives, such as reusable sanitary pads.
3. **Realistic planning and ongoing support:** Delays in launching community projects highlighted the need for realistic timelines, continued guidance and tailored support to help communities overcome local challenges.

Keeping Spots Safe

> *I have learned many important lessons that have changed the way I think and act. I now understand the difference between safe and unsafe behaviours, and I know what to do when I face difficult situations. I have also learned about gender stereotypes and realised that girls and boys have equal responsibilities.*
>
> **Aawuni Aishatu, Katanga Zuarugu Spot**



Metsrikasa's Keeping Spots Safe session with the wider community

Keeping Spots Safe remains a pivotal and compulsory element of EduSpots' Spot model with all Spots completing Keeping Spots Safe badges and engaging in extensive training in our Code of Conduct and Passing it On Procedures.

In 2025, all Spots participated in Keeping Spot Safe activities exercises, which included Catalysts, Learners, and Community engagement. Metsrikasa, a Spot in the Volta Cluster, stood out with one of the most engaging sessions. (See left for photo of Metsrikasa's session with the wider community)

Their team created a lively, learner-centered environment through multi-sensory activities, collaborative facilitation, and participatory seating. Each Catalyst led a section of the content, and the team co-designed a mascot as part of their advocacy efforts.

Our first animated safeguarding video

In addition to these KSS activities, we also developed our first animated video for KSS safeguarding education, on YouTube.



Scan to watch

5.5
out of 6

+9%

During the 10 month Ignite Programme, **Catalysts grew in the Sense of Community Index by 9%, to an average of 5.5/6** (ImpactEd, 2025), reflecting their growing commitment to supporting wider community members in diverse forms.



Kejabil Spot's Keeping Spots Safe community procession!

IGNITING GENDER EQUITY AND STRENGTHENING SAFEGUARDING

National Conference 2025

100 Catalysts

50 communities

11 Regions of Ghana

The National Training Academy brought together 100 Catalysts from 50 communities in 11 regions of Ghana to mark 10 years of EduSpots' commitment to igniting community-led education.

The Academy focused its training around bringing Ignite Equity and Safeguarding Leads together to co-create the knowledge, practical skills, and confidence to shape and lead the 2026 Ignite Equity clubs in their communities, involving close to 1000 learners, while promoting stronger female leadership across the network.

Over three transformative days, more than 100 Catalysts travelled from across our entire network to train together, share learning, and build community - a scale of in-person gathering EduSpots had never delivered before. Safeguarding was a central pillar of the Academy, with dedicated sessions covering our KSS systems, reporting processes, and the different types and forms of safeguarding issues that communities may encounter.



Rafiatu Acheworon Bawa leading a session on female empowerment



Confidence taking action on safeguarding and gender equity as a result of the training (Catalysts surveyed)

71%	29%
strongly agreed	agreed

100%

of Catalysts surveyed **strongly agreed** that they are more confident in taking steps to safeguard learners in their communities as a result of the training.

The Catalyse Leadership Programme

> *Before the programme, I was an ordinary headteacher. I returned not just as a school leader, but as a strategic leader, a change maker, a community builder and a staff developer.*
>
> Hamidu Kaadri, 2024 Catalyse participant, now Catalyst Committee Member



In 2025, 50 Catalysts from 50 Spot communities participated in a mix of in-person and online training, gaining skills in project management, community leadership, digital integration, and safeguarding.

The rollout and continued use of the EduSpots app enabled the first building blocks of real-time data tracking, improving programme delivery and educational impact.

In 2025, **nine Catalyse Leadership Workshops** were held to equip Catalysts with leadership skills, practical tools, and guidance for **monthly Spot Lead team Challenges.** Key sessions included safeguarding and online safety (May), keeping Spots safe (June), the Digital Footprint project (July), making Spots Inspiring and Accessible (August), and the new Community Grant Policy and application process (October–November).



> *During the Catalyse workshops, I learned about project sustainability and communication strategies. I applied this by creating a marketing plan for our tie and dye and batik products. We used storytelling to highlight the cultural significance of the fabrics, which attracted all and built community pride. This experience showed me how leadership is not just about managing people but also about inspiring them through vision and effective communication.*
>
> Hudu Krah, Kato Berekum Spot

3,000 Cedis

received by every Catalyst to lead a Catalyse Project responding to local needs

Programme certifications

13 DISTINCTION

28 MERIT

8 PASS

49 certificates awarded

CATALYSE PARTICIPANT IN THE SPOTLIGHT

Wise Kofi Afadzinu



> ***My understanding of community leadership has shifted from directing others to facilitating shared ownership. Sustainable projects succeed when communities are involved from planning through implementation.***
>
> Wise Kofi Afadzinu, Catalyst

Wise Kofi Afadzinu is the founder of Abutia Spot, an active Catalyst committed to addressing community challenges and expanding educational opportunities.



CATALYSE PROJECT

Water Enterprise

Following the Catalyse Academy and workshops, Wise restored the abandoned water system by installing a new meter and repairing pipes. He also established a small-scale water sales system, providing affordable clean water while generating income to sustain Spot activities.

The project has improved household access to clean water, strengthened community ownership of the Abutia Spot, encouraged young people to take on leadership roles, and built trust with local stakeholders. Wise also reinvested water sales income and community donations in digital learning, purchasing a monitor and repairing two system units.

> ***The Catalyse Leadership Programme has made me more intentional, reflective, and community-focused as a leader. I now prioritise listening, collaboration, and sustainability over working alone. Designing the water project as a social enterprise taught me the value of community ownership, stakeholder engagement, and planning for long-term impact.***
>
> **Wise Kofi Afadzinu**

In recognition of his leadership, Wise received both the DigiLit Catalyst of the Year and Social Media Ambassador of the Year awards at the 2025 EduSpots End of Year Awards.

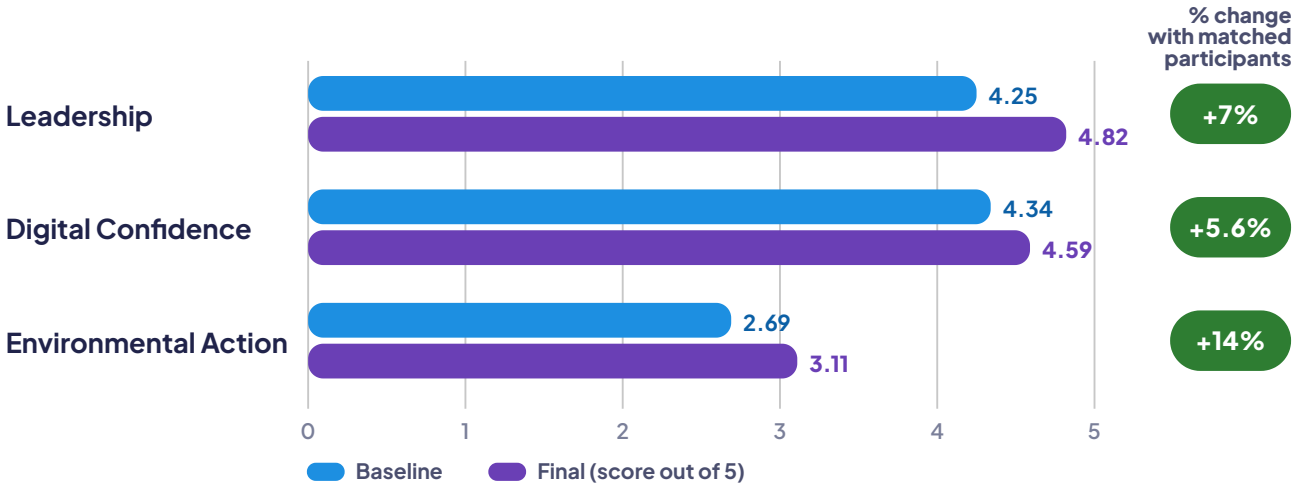
He now serves as a Communication Peer Mentor across the network, dedicating four hours weekly to supporting Catalysts, amplifying their work and strengthening communications.

Looking ahead, Wise plans to expand the water project, grow digital literacy programmes, mentor young leaders and share learning across the network.

Measuring the Catalyse effect

ImpactEd Study Outcomes 2025

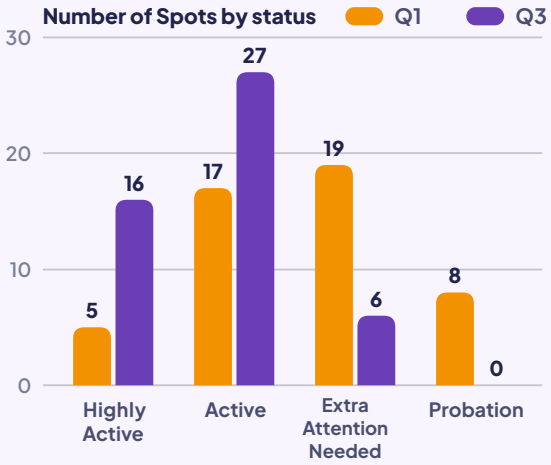
Catalyse Leadership Programme



Changes in Spot Activity from Q1 to Q4

The cumulative effect of the Catalyse Leadership Programme was evident in the significant shift in Spot performance over the year. **Between Q1 and Q3, Highly Active Spots increased from 5 to 16 (220% increase), while Active Spots grew from 17 to 27 (59% rise).**

At the same time, Spots requiring Extra Attention declined sharply from 19 to 6, and probations dropped significantly, with no additional exits recorded.



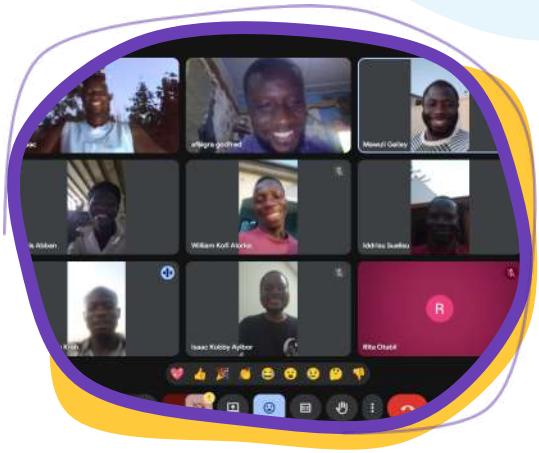
Measure explained: to achieve the 'active' measure, Spots have to:

- Consistently run at least one learner clubs, with 80% challenge submission
- Have at least 3 active Catalysts
- Engage positively in monthly coaching sessions
- Submit Spot information collection
- Use the EduSpots App
- Complete the Keeping Spots Safe Badge
- Submit grant reports

Those Spots requiring extra attention usually miss one element of this. Where Spots consistently fail to meet key expectations, they are placed on probation, with a formal letter sent indicating the steps that both parties will take to support the team's continued presence in the EduSpots network.

EduBytes Online Short Courses

> *Frankly speaking, there were lots of things I didn't know and couldn't do. Never knew that a cover letter is written by oneself and didn't even know how to write it. Didn't know how to prepare a CV because just after training College, nobody writes any letter to anywhere or sends a CV to anywhere for anything. This has really helped me personally.*
>
> Lynda, EduBytes participant



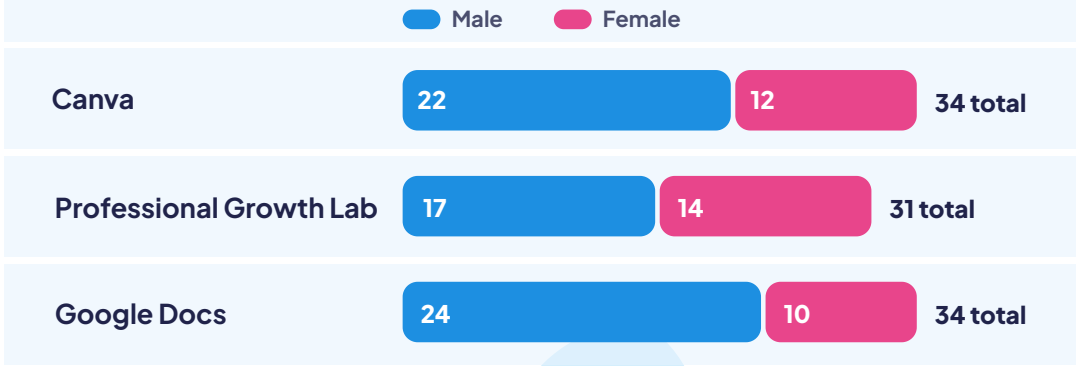
Launched in October 2025, EduBytes is a voluntary certified monthly training programme that builds practical digital competencies and supports the career growth of over 400 Catalysts across the EduSpots network. Each training cycle focuses on one skill gap identified by Catalysts themselves, ensuring the programme remains relevant, impactful, and community-driven.

Read about how EduBytes is transforming teacher professional growth here:

SCAN HERE to read more

COURSE PARTICIPATION BREAKDOWN

99 Catalysts completed EduBytes courses



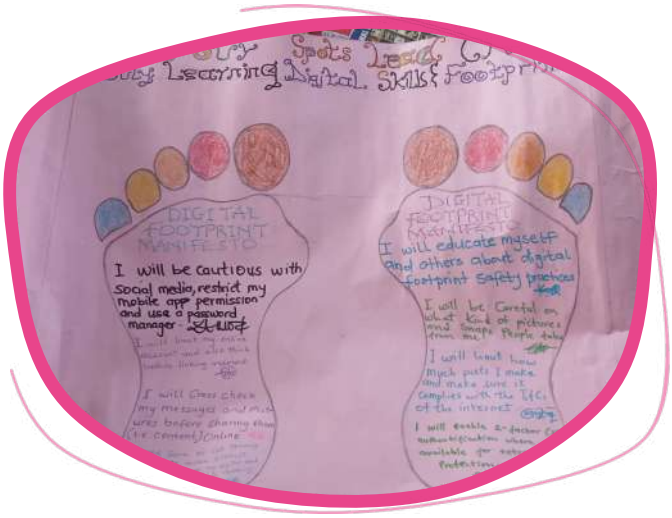


63 male · 36 female

	Canva	Professional Growth Lab	Google Docs	Total
Male	22	17	24	**63**
Female	12	14	10	**36**
Total	**34**	**31**	**34**	**99**

In-Person Digital Skills Training





EduSpots' Regional Coordinators supported local Catalysts in leading in-person digital skills training across all 50 Spots, reaching over 1000 Catalysts and wider local teachers, alongside learners. Sessions focused on understanding digital footprints, and responding to a skill gap identified by participants.

> ***… I have realised today that anything you put on the internet can never be erased easily and can affect you in one way or another.***
>
> Enoch, Nkonya Spot

50
Spots trained

1000+
Catalysts & local teachers

> ***During the PowerPoint training… I am going to use it in my school, as I am an ICT teacher and I don't even get access to a computer… This is going to help me.***
>
> Nafisa, Ejura Spot



Catalysts in Agblemodi Spot leading a digital skills session with support from Cynthia Kumassah, Regional Coordinator

Training sessions covered

- Video editing
- Microsoft Office tools
- AI basics
- Google Drive
- Professional email writing
- Online collaboration tools (Zoom & Google Meet)
- Online safety

A SPOT STORY

Zangbalun Spot

> *This library is a symbol*
> *A symbol of what happens when a community rises.*
> *A symbol of what happens when partners care.*
> *A symbol of what happens when we put our children first.*
>
> Abdul-Malik Iddrisu, Zangbalun Spot Founder



The new solar-powered Zangbalun Spot was commissioned on 22 November 2025, with a celebration led by the Catalyst team featuring poetry, dancing and speeches. Community members, traditional and religious leaders, education officials, teachers, learners and teams from nearby Spots joined the event.

Since joining EduSpots in 2022, Zangbalun has grown from a classroom-based hub into a thriving learning community, led by local teacher Abdul-Malik Iddrisu and his Catalyst team. Through clubs including EduKidz, DigiLit, EcoSTEM and Ignite Equity, the team has demonstrated strong commitment to community-led education.

The new space was made possible through wide community support, including the Chief's donation of land and cement, PTA contributions towards electricity, and the purchase of textbooks by community members. Learners planted trees around the Spot, while support from Ashworth Charitable Tryst, Baillie Gifford, Morel Trust, William Leech Trust, World Day of Prayer, Monica Ragliabati Trust and Oakdale Trust helped bring the project to life.





Read Malik's speech

Click or scan to read Malik's inspiring and poetic speech:

SCAN TO READ THE SPEECH

22 November 2025

Peer Mentor Programme



One of the most memorable moments of the programme was the opportunity to interview Professor Elsie Kaufmann — our esteemed Patron and a leading figure in STEM in Ghana. Speaking with such an esteemed academic was an incredible experience that left a lasting impression on me.

John Kofi Nuvormawor, Peer Mentor, now Catalyst Committee





Peer Mentors with Professor Elsie Effah Kaufmann, EduSpots Patron and celebrated Quizmistress and academic at the Peer Mentor Academy

EduSpots' Peer Mentor Programme creates a pathway for experienced Catalysts to develop their leadership and professional skills while supporting others across the network.

The year-long, remunerated programme also provides training in areas such as communication, project management, digital tools and team leadership, while ensuring that grassroots experience continues to shape EduSpots' wider work. By creating pathways from volunteer leadership into semi-staff and staff roles, the programme strengthens both individual career development and the long-term capacity of the community-led movement.

Impact over 10 months

Alongside impacting other Catalysts and learners through their support, we observed the following impact on Peer Mentors themselves:

+13%*

Peer Mentors increased their confidence in professional skills by 13%, moving from 3.86/5 to 4.38/5 on a scale using ImpactEd software.



+4%*

Peer Mentors increased their digital confidence by 4%, moving from 4.55 to 4.66/5 on a scale using ImpactEd software.



**Percentage changes reflect the difference between matched participants at baseline and endline.*

Transitions into staff roles: In 2025, one Peer Mentor, Rafiatu, moved into the staff team for a maternity cover role. Four other Peer Mentors transitioned into the Catalyst Committee and a 2024 Peer Mentor, Adu Boahen Carlos, once a Spark, became a staff member.

EduSpots Unlocked

Launched in September 2026, EduSpots Unlocked extends EduSpots' community-led approach by connecting educators, organisations and changemakers through communities of practice, online courses, training and shared resources. It broadens engagement with EduSpots while aiming to generate sustainable income to support its wider work.

CECOP

CECOP (Climate Education Community of Practice) brings together 10 organisations working to strengthen climate education in Ghana, creating opportunities to share learning, build partnerships and amplify nature-based learning and its integration into national policy and curriculum. Through collaboration and collective reflection, CECOP aims to strengthen how climate education is designed and delivered, helping educators and communities equip young people with the knowledge, agency and practical skills to respond to climate challenges.



Scan here to read the 2025 report

Online courses

EduSpots is expanding its reach through online courses and learning opportunities that make its approaches to education accessible to a wider audience. The first course is themed on Communication, Agency and Power, and will be available to public participants in 2026.

EduCitizens

Emerging from Cat Davison's participation in the UNESCO Youth for Peace Intercultural Leadership Programme, EduCitizens creates opportunities for educators and changemakers to explore global citizenship education and consider how learners can become more active, informed and responsible citizens.

Scan here to Read the 2025 report

EduChamps

When joining EduSpots' wider education community – the EduChamps community – you will receive opportunities, talks, articles, and an insight into a developing organisation with a community-driven model for change. By participating in our community, you'll not only deepen your understanding of our approach but also find valuable opportunities to contribute directly to our work.

Scan here to sign-up today

The Future of Education Challenge 2025

The Future of Education Challenge invited schools to consider what education should look like in the future and how learners can help shape it. By encouraging creativity, collaboration and forward-thinking approaches, the initiative supports schools and educators to imagine and create learning experiences that better prepare young people for the challenges and opportunities ahead.
The winner of the Challenge in 2025 was a team at Brentwood School.

The EduSpots App



Seeing the App take shape, I believe it will be a game changer. From now, being able to automatically record opening hours and attendance with a single click, to downloading all data in any document format – the app will make the work of staff and Catalysts smoother, easier, and more accurate. It will also provide an opportunity for people who aren't tech-inclined to learn.

Getrude Akunlibe, Dulugu Spot Founder and Regional Coordinator

550+
Catalysts registered

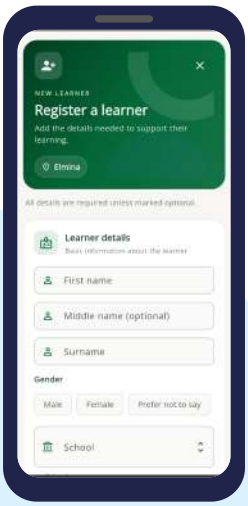
3,600+
Sparks registered

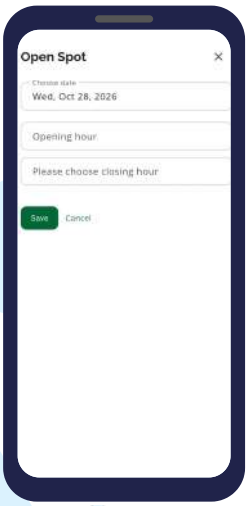
Co-created with a group of Catalyst Digital Champions, the EduSpots App is a digital platform designed to help local volunteer educators, known as Catalysts, manage their community-owned learning hubs (Spots), track learner progress and strengthen collaboration across the network.

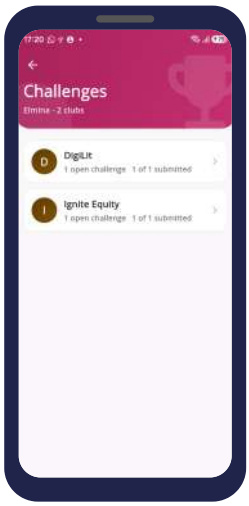
Its key functions include registering learners and volunteers, managing safeguarding checks and parental consent, recording opening hours and attendance, monitoring participation in learning clubs, tracking book borrowing and educational resources, and managing local fundraising and grant expenditure.

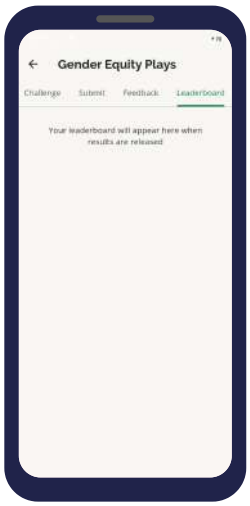
The app also supports monthly club challenges, allowing Catalysts to submit activities, receive feedback and track progress through a leaderboard. By streamlining data collection and reporting, it reduces administrative work while helping EduSpots monitor impact, provide targeted support and recognise the contributions of local educators.

Over 500 Catalysts have now registered over 3,300 learners on the App, as we look to embed all our operations through this technology as we streamline our approach ahead of expansion.



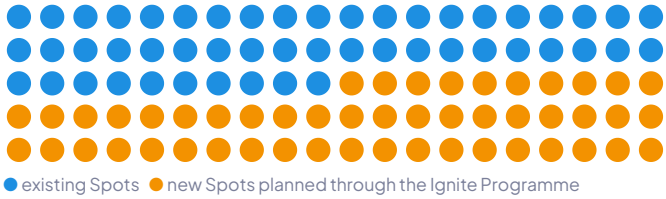






EduSpots: The Next Chapter in 2026

50 → 100 community-owned Spots



existing Spots new Spots planned through the Ignite Programme

1 Growing from 50 to 100 Spots through the Ignite Programme

In 2026, EduSpots is working towards doubling its network from 50 to 100 community-owned learning spaces, reaching an additional 10,000 learners. Through a newly streamlined Ignite Programme, operating via the EduSpots App, new communities are supported to establish thriving Spots through leadership training, educational resources, technology, books and a structured series of practical challenges. The ambition is to enable more communities to lead their own educational change, with expansion shaped by local ownership and partnership.

2 The Sustain Phase

Alongside expansion, EduSpots is investing in the long-term sustainability of its existing Spots through the Sustain Phase, a two-year programme focused on strengthening community leadership, governance, local fundraising and partnerships. The aim is to support Spots to become increasingly independent, with local teams taking greater responsibility for their direction and development. Through peer learning, shared accountability and new approaches to resource mobilisation, EduSpots is working towards a network where community-led learning hubs can thrive over time, with central support increasingly focused on sharing knowledge and strengthening the wider movement.

3 EduSpots Unlocked

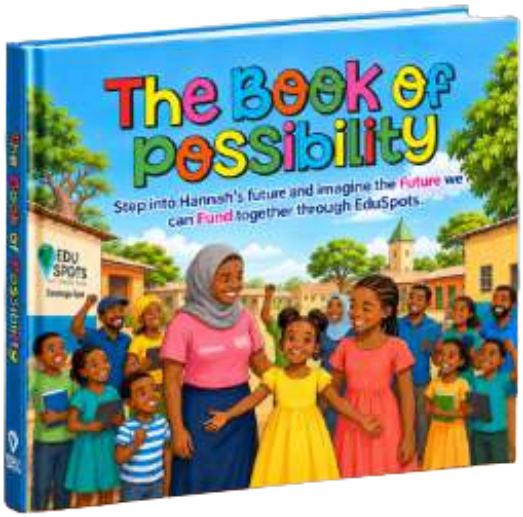
Launched in September 2026, EduSpots Unlocked opens elements of EduSpots' learning and practice to a wider audience of schools, NGOs, universities, businesses and individuals. Through online courses, EduBytes, communities of practice, training and shared resources, EduSpots Unlocked creates opportunities for educators and organisations to learn from EduSpots' community-led approach and collaborate across contexts. Initiatives include the Climate Education Community of Practice (CECOP), the EduChamps and EduCitizens communities, and the Communication, Power and Agency online course. Alongside extending EduSpots' reach, EduSpots Unlocked aims to develop sustainable income streams that can help support its core network and future growth.



EduSpots' Ignite Programme launch in 2026

Be Part of the Change

There are many ways to join the community shaping #OurCollectiveFuture, from monthly giving to multi-year partnerships.



Possibility Circle

The Possibility Circle is EduSpots' community of monthly individual supporters who invest in a more equitable future through community-led education. Members also receive quarterly impact updates and invitations to events and conversations, becoming part of a wider community shaping #OurCollectiveFuture.

School partnerships

EduSpots partners with schools in Ghana and internationally to connect learners through shared educational projects, fundraising and opportunities for cross-cultural learning. Partnerships can include linking schools with community-owned Spots, student-led fundraising, online courses and longer-term projects.

Corporate partnerships

EduSpots' Corporate Partnerships Circle offers businesses opportunities to invest in community-led education while aligning their corporate social responsibility and environmental, social and governance (ESG) priorities with measurable impact. Partnerships can include multi-year funding, programme sponsorship and donations of devices, books and other learning resources, as well as employee engagement opportunities.

LAUNCHED IN AUGUST 2026

Future Fund

Launched in August 2026, EduSpots' Future Fund aims to raise £300,000 (GHS 4.7 million) by the end of 2027 to expand the network from 50 to 100 community-owned Spots in Ghana and strengthen the organisation's long-term sustainability. This includes £200,000 to establish 50 new Spots, supporting local changemakers with training, technology, books and flexible grants. The Fund brings together individual donors, corporate partners, schools, trusts and foundations around a shared ambition: enabling more communities to shape their own futures through education.

£300,000

goal by the end of 2027 (GHS 4.7 million)

£200k · 50 new Spots | **£100k**

wider growth & sustainability

Want to join us? Email our Head of Partnerships, Prince Ampofo, at pampofo@eduspots.org today.

Annual Awards 2025

The following is a list of Catalysts who were recognised for their leadership, impact and commitment in the year 2025:

CATALYST AWARDS

Catalyst of the Year	John Kofi Nuvormawor
Youth Catalyst of the Year (under 21 years)	Collins Zisseh
Junior Catalyst of the Year (under 16 years)	Abigail Eshun
Volta Cluster Catalyst of the Year	Wise Kofi Afadzinu
Northern & Overseas Cluster Catalyst of the Year	Godfred Afeigra
Middle Cluster Catalyst of the Year	Kaadri Hamidu
Western & Central Cluster Catalyst of the Year	Mavis Apore
Peer Mentor of the Year	John Kofi Nuvormawor
DigiLit Catalyst of the Year	Wise Kofi Afadzinu
EcoSTEM Catalyst of the Year	Abdul Mun-im Tamimu
EduKidz Catalyst of the Year	Monica Turkson
Ignite Equity Catalyst of the Year	Rebecca Ogi
Social Media Ambassador of the Year	Wise Kofi Afadzinu





LEARNER AWARDS

Happy Tsiemorli
DigiLit Spark of the Year

Kwaw Gyamfi Nawinbel
EcoSTEM Spark of the Year

Shazi Imran
Ignite Equity Spark of the Year

Esterlyn Aba Korsah
EduKidz Spark of the Year

13 Catalyst awards

18 active service awards

14 Spot & wider awards

4 learner awards

Congratulations to every Catalyst, Spot and Spark!

SPOTS & WIDER AWARDS

Spot of the Year	**Sakasaka**
Spot Team of the Year	**Asemkow**
New Spot of the Year	**Abutia**
DigiLit Club of the Year Abofour (1st runner up) · Ekumfi (2nd runner up)	**Abutia**
EcoSTEM Club of the Year Asemasa (1st runner up) · Ameyaw (2nd runner up)	**Abofour**
Ignite Equity Club of the Year Abofour (1st runner up) · Ameyaw (2nd runner up)	**Atanve**
EduKidz Spot of the Year Gomoa Manso (1st runner up) · Wodome Akatsi (2nd runner up)	**Dadwen**
Spot Lead Spot of the Year Aboabo No.4 (1st runner up) · Kato Berekum (2nd runner up)	**Abutia**
Most Entrepreneurial Spot of the Year	**Abofour**
KSS Spot of the Year Award	**Dodome Awuiasu Spot (Volta Cluster)**
KSS Champion Award	**Abofour (Middle Region)**
Community Impact & Growth Award	**Savelugu (Northern Region)**
Rising Star Award (most improved)	**Ejisu Besease**
Most Innovative Spot	**Aboabo No. 4**



Celebrating remarkable leadership and commitment.

ACTIVE SERVICE AWARDS

5 YEAR — In recognition of five or more years of dedicated service to the EduSpots mission

Amos Asante Domenah
Stephen Wiafe Akenteng
Muniru Mahamadu
Janet Karikari Owusuaa

6 YEAR — In recognition of six years of dedicated service to the EduSpots mission

Mohammed Fuseini
Philip Azure
Nimatu Abdul Rahman
Getrude Akunlibe
Kumah Yaw Pele
Adam Ibrahim
Abdulai Abdul-Karim
Kwame Tuffor
Alhassan Abdulai Shahanun

8 YEAR — In recognition of eight years of dedicated service to the EduSpots mission

Anaaba Theresa

9 YEAR — In recognition of nine years of committed service to EduSpots

Charles Macharia
Meritina Njoroge

10 YEAR — In recognition of ten years of exceptional service to EduSpots

Janet Addae Amponsah
Charles Atobra



ADDITIONAL FINANCIAL INFORMATION

Financial Statements 2025

EduSpots UK (also known as EduSpots Global) · for the year ended 31 December 2025

TRUSTEES' REPORT

Additional Financial Information

Statement of Public Benefit

The Trustees have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing their aims and objectives and in planning future activities. In particular, the Trustees consider how planned activities will contribute to the aims and objectives of the charity.

Financial Review

The charity's total income during the year was £399,171 (2024: £268,612), of which £274,229 (2024: £108,094) was unrestricted and £124,942 (2024: £160,518) was restricted. Expenditure during the year was £329,457 (2024: £243,769), of which £163,969 (2024: £87,789) was unrestricted and £165,488 (2024: £155,980) was restricted. Net income for the year stood at £69,714 (2024: £24,843), of which £110,260 (2024: £20,305) was unrestricted and £(40,546) (2024: £4,538) was restricted.

Reserves Policy

The trustees aim to hold 3 months of direct charitable expenditure as reserves, which allow the charity to work efficiently and meet the needs of its members and activity participants. The unrestricted funds available to the charity as of 31 December 2025 were £145,753 (2024: £35,199). The funds were carried forward to be spent in future years.

Grant-making Approach

EduSpots UK gives grants to EduSpots Ghana in line with the agreements made with donor organisations and individuals, and in response to needs in line with our agreed Theory of Change 2025. EduSpots has a Community Grants Policy which covers the process for which communities apply for, spend and report on small community grants for items such as furniture, books and renovation work.

Going Concern

The Trustees are satisfied that the charity will continue to be a going concern for the foreseeable future.

Policies and Reporting

EduSpots has a wide range of global policies to guide our work and best practice, including on Anti-bribery, Fraud, and Corruption, Safeguarding, Financial Strategy and Internal Controls, Whistleblowing and Data Protection, which apply to EduSpots personnel and operations in all global locations. We have a clear incident reporting protocol agreed with the Board of Trustees. All staff are obliged to move through safeguarding and anti-fraud training annually, with all serious incidents reported to donors and the Charity Commission.

Serious Incidents

In 2025, it was identified that EduSpots Ghana, a connected organisation, had been the victim of fraud on its Ecobank account. In total, approximately £40,943 (GHS 590,182) was involved across 2024 and 2025, of which approximately £24,974 (GHS 360,000) has been recovered so far, with the remaining balance of approximately £15,969 (GHS 230,182) expected to be recovered. No provision for loss has been considered necessary. The incident was reported to the Charity Commission, key donors and the relevant authorities in Ghana and the UK, and financial policies and controls have been reviewed and tightened (see Note 2).

Statement of Trustees' Responsibilities

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:

a. select suitable accounting policies and apply them consistently;

b. observe the methods and principles in the Charities SORP;

c. make judgments and accounting estimates that are reasonable and prudent;

d. state whether applicable UK accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;

e. prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Trust will continue in operation.

The Trustees are responsible for keeping proper accounting records that are sufficient to show and explain the Trust's transactions and disclose with reasonable accuracy at any time the financial position of the Trust 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 Trust and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

This report was approved by the Trustees on 29th October 2026 and signed on their behalf by:

Emeritus Professor Gloria Agyemang
Chair of Trustees, EduSpots UK

Independent Examiner's Report to the Trustees of EduSpots (UK)

I report on the financial statements of the charity for the year ended 31 December 2025.

Responsibilities and Basis of Report

As the charity's trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the charity's accounts carried out under section 145 of the 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

Since the charity's gross income exceeded £250,000, your examiner must be a member of a body listed in section 145 of the Act. I confirm that I am qualified to undertake the examination because I am a member of the Association of Chartered Certified Accountants (ACCA), which is one of the listed bodies.

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 respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of 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 a proper understanding of the accounts to be reached.

Shruti Soni FCCA FCIE Date: 31st October 2026
Shruti Soni Ltd · Chartered Certified Accountants
117a St. John's Hill, Sevenoaks TN13 3PE

Statement of Financial Activities

For the year ended 31 December 2025 (incorporating the Income and Expenditure Account)

	Note	2025 Unrestricted £	2025 Restricted £	2025 Total £	2024 Unrestricted (Restated) £	2024 Restricted £	2024 Total £
Income from:							
Donations and grants	3	271,761	124,942	**396,703**	108,094	160,518	268,612
Trading activities: 10th Anniversary fundraising		2,468	–	**2,468**	–	–	–
Total income		**274,229**	**124,942**	**399,171**	**108,094**	**160,518**	**268,612**
Expenditure on:							
Raising funds							
Regulator renewal fee		60	–	60	60	–	60
Consultancy costs		61,999	–	61,999	19,740	–	19,740
10th Anniversary Conference		5,843	–	5,843	–	–	–
Just Giving / Big Give fees		1,878	–	1,878	734	–	734
Charitable activities							
Ignite, Catalyse and Peer Mentoring programmes		20,341	130,883	151,224	29,236	132,493	161,729
Building & Furnishing Libraries		–	20,000	20,000	456	8,106	8,562
Project & Programme Delivery		19,718	–	19,718	16,990	2,090	19,080
Online Courses & School Partnerships		–	–	–	1,488	–	1,488
Literacy Resources & Distribution		394	3,200	3,594	–	–	–
Travel		1,660	–	1,660	383	410	793
Media, Marketing & IT		1,386	–	1,386	280	–	280
App Development		–	844	844	–	5,462	5,462
Monitoring & Evaluation		2,481	10,561	13,042	776	5,400	6,176
Consultancy costs		40,242	–	40,242	13,770	1,610	15,380
Recruitment		860	–	860	1,156	–	1,156
Insurance		266	–	266	252	–	252
Trustee & Volunteer training		32	–	32	52	–	52
Events		–	–	–	1,279	–	1,279
Independent Examination Fee		1,440	–	1,440	1,060	409	1,469
Bank charges		498	–	498	77	–	77
Depreciation		2,796	–	2,796	–	–	–
Foreign exchange loss		2,075	–	2,075	–	–	–
Total expenditure		**163,969**	**165,488**	**329,457**	**87,789**	**155,980**	**243,769**
Net income / (expenditure) for the year		**110,260**	**(40,546)**	**69,714**	**20,305**	**4,538**	**24,843**
Transfers between funds		294	(294)	–	–	–	–
Net movement in funds		**110,554**	**(40,840)**	**69,714**	**20,305**	**4,538**	**24,843**
Reconciliation of funds:							
Total funds brought forward		35,199	62,183	**97,382**	14,894	57,645	72,539
Total funds carried forward	12	**145,753**	**21,343**	**167,096**	**35,199**	**62,183**	**97,382**

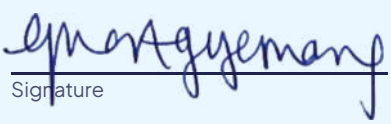
All of the above results are derived from continuing activities. There were no other recognised gains or losses other than those stated above. Movements in funds are disclosed in Note 12 to the financial statements.

Balance Sheet

As at 31 December 2025

	Note	2025 £	2024 £
Fixed assets:			
Tangible assets	7	713	–
Intangible assets	8	9,758	–
Total fixed assets		**10,471**	**–**
Current assets:			
Debtors	9	73,820	2,267
Cash at bank and in hand		86,572	104,855
Total current assets		**160,392**	**107,122**
Liabilities:			
Creditors: amounts falling due within one year	10	3,767	9,740
Net current assets / (liabilities)		**156,625**	**97,382**
Total assets less current liabilities		**167,096**	**97,382**
Total net assets / (liabilities)	11	**167,096**	**97,382**
The funds of the charity:			
Restricted income funds	12	21,343	62,183
Unrestricted income funds: General funds	12	145,753	35,199
Total unrestricted funds		**145,753**	**35,199**
Total charity funds		**167,096**	**97,382**

These financial statements were approved by the Trustees on **29th October 2026** and signed on their behalf by



Signature

Emeritus Professor Gloria Agyemang
Print name (Trustee)

29th October, 2026
Date of approval

Notes to the Financial Statements

For the year ended 31 December 2025

1 Accounting policies

a) Basis of preparation

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) 2019, the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy or note.

b) Public benefit entity

The charitable company meets the definition of a public benefit entity under FRS 102.

c) Going concern

The trustees consider that there are no material uncertainties about the charitable company's ability to continue as a going concern.

There are no key judgements that the charitable company has made which have a significant effect on the accounts.

The trustees do not consider that there are any sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

d) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the income have been met, it is probable that the income will be received and that the amount can be measured reliably.

Income from government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

Income received in advance of the provision of a specified service is deferred until the criteria for income recognition are met.

e) Fund accounting

Restricted funds are to be used for specific purposes as laid down by the donor. Expenditure which meets these criteria is charged to the fund.

Unrestricted funds are donations and other incoming resources received or generated for the charitable purposes.

Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

f) Expenditure and irrecoverable VAT

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

- Costs of raising funds relate to the costs incurred by the charitable company in inducing third parties to make voluntary contributions to it, as well as the cost of any activities with a fundraising purpose.
- Expenditure on charitable activities includes the costs of provision of space and services undertaken to further the purposes of the charity and their associated support costs.
- Other expenditure represents those items not falling into any other heading.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

h) Fixed assets

Items of equipment are capitalised where the purchase price exceeds £1,000. Depreciation costs are allocated to activities on the basis of the use of the related assets in those activities. Assets are reviewed for impairment if circumstances indicate their carrying value may exceed their net realisable value and value in use.

Where fixed assets have been revalued, any excess between the revalued amount and the historic cost of the asset will be shown as a revaluation reserve in the balance sheet.

Depreciation is provided at rates calculated to write down the cost of each asset to its estimated residual value over its expected useful life. The depreciation rates in use are as follows:

Computer Equipment	**33.33% SLM**
Software App Development	**20% SLM**

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

2 Fraud incident and recovery of funds

In 2025, it was identified that EduSpots Ghana, a connected organisation based in Ghana, had been the victim of fraud. The total amount involved in 2024 is estimated at approximately £13,474 (GHS 194,225), which has been 100% recovered in 2025. A further amount of approximately £27,469 (GHS 395,957) was involved in 2025, bringing the total amount involved to approximately £40,943 (GHS 590,182). Of this, approximately £24,974 (GHS 360,000) has been recovered so far. The balance due to be recovered is approximately £15,969 (GHS 230,182), which is expected to be recovered, and no provision for loss due to fraud has been considered necessary. The incident has been reported to the appropriate authorities in Ghana and the UK. Given the amount donated to EduSpots by senior staff in 2024 and 2025, we are confident that no donor funds were adversely affected. EduSpots Ghana and EduSpots Global have worked closely together in 2025 to review all financial policies and procedures, and tighten its financial controls on the Ghana Ecobank account.

3 Income from donations and grants

	Unrestricted £	Restricted £	2025 Total £	2024 Total £
Donations	127,449	20,578	148,027	23,177
Grants	144,312	104,364	248,676	245,435
Total	**271,761**	**124,942**	**396,703**	**268,612**

Of the total income of £268,612 in 2024, £160,518 was restricted and £108,094 was unrestricted. Donations include donated services of £48,000 for project delivery and fundraising consultancy.

4 Related party transactions

EduSpots (also known as EduSpots UK or EduSpots Global) carries out its charitable activities in Ghana through EduSpots Ghana, an independent sister organisation registered in Ghana. Professor Gloria Agyemang, Chair of the Board of Trustees of EduSpots UK, also serves as a Director of EduSpots Ghana, while Catherine Davison holds the position of Chief Executive Officer in both organisations.

During the year, a trustee, Katie Allen East, received £660 (2024: £18,440) for project delivery and consultancy services. No trustees received remuneration for acting in their capacity as trustee, and no trustee expenses were reimbursed during the year (2024: nil).

During the year, Catherine Davison, the Charity's CEO, received £15,000 (2024: £9,000) for project delivery and fundraising consultancy services provided to the charity. Catherine also provided additional pro bono project delivery and fundraising consultancy services estimated to have a value of £48,000 in a professional capacity.

The charity received unrestricted donations of £59,000 (2024: £99) and restricted donations of £4,000 (2024: £4,000) from senior staff during the year. In addition, a restricted grant of £3,709 awarded personally to Catherine by UNESCO was donated to EduSpots (2024: nil).

During the year, no funds (2024: £57,000 through Adam Khanbhai) have been transferred to EduSpots Ghana using the personal bank accounts of any trustee.

5 Grant Payments

During the year, total expenditure includes the following grant payments (2024: £172,965) made by EduSpots UK to EduSpots Ghana in support of its charitable programmes. These grants were directed towards the Ignite, Catalyse and Peer Mentoring Programmes, Building & Furnishing Libraries and Literacy Resources & Distribution programmes.

	2025 £
Building & Furnishing Libraries	20,000
Ignite	29,901
Catalyse	30,443
Peer Mentoring	8,777
Educational Programmes	37,300
Support costs	43,879
Total grant payments	**170,300**

6 Taxation

The charity is exempt from corporation tax as all its income is charitable and is applied for charitable purposes.

7 Tangible fixed assets

	Computer Equipment £	Total £
Cost or valuation		
At the start of the year	–	–
Additions in year	1,069	1,069
Disposals in year	–	–
At the end of the year	**1,069**	**1,069**
Depreciation		
At the start of the year	–	–
Charge for the year	356	356
Eliminated on disposal	–	–
At the end of the year	**356**	**356**
Net book value at the end of the year	**713**	**713**
Net book value at the start of the year	–	–

8 Intangible fixed assets

	Software App Development £	Total £
Cost or valuation		
At the start of the year	–	–
Additions in year	12,198	12,198
Disposals in year	–	–
At the end of the year	**12,198**	**12,198**
Depreciation		
At the start of the year	–	–
Charge for the year	2,440	2,440
Eliminated on disposal	–	–
At the end of the year	**2,440**	**2,440**
Net book value at the end of the year	**9,758**	**9,758**
Net book value at the start of the year	–	–

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

9 Debtors

	2025 £	2024 £
Prepayments	1,656	–
Accrued income	72,164	2,267
Total	**73,820**	**2,267**

10 Creditors: amounts falling due within one year

	2025 £	2024 £
Accruals	3,767	9,740
Total	**3,767**	**9,740**

11 Analysis of net assets between funds

Analysis of net assets between funds at the end of year

	General unrestricted £	Designated £	Restricted £	Total funds £
Tangible fixed assets	713	–	–	713
Intangible fixed assets	9,758	–	–	9,758
Net current assets	135,282	–	21,343	156,625
Net assets	**145,753**	**–**	**21,343**	**167,096**

Analysis of net assets between funds at the start of year

	General unrestricted £	Designated £	Restricted £	Total funds £
Tangible fixed assets	–	–	–	–
Net current assets	35,199	–	62,183	97,382
Net assets	**35,199**	**–**	**62,183**	**97,382**

12 Movements in funds during the year (2025)

Restricted funds	At the start of the year £	Income & gains £	Expenditure & losses £	Transfers £	At the end of the year £
Kwabena's EduSpots Drive for Digitalisation (JustGiving)	6,733	–	(6,733)	–	–
Big Give	15,320	16,670	(18,320)	–	**13,670**
EA Foundation – Payment 1 – Catalyst Programme	11,118	27,891	(39,009)	–	–
The Coles-Medlock – Ignite Equity Programme	3,310	10,000	(13,310)	–	–
Belacqua Charitable Trust – Savelugu library	2,000	–	(2,000)	–	–
Gilchrist Educational Trust – Spot furniture	1,000	–	(1,000)	–	–
The William Leech Charity – Zangbalun Spot	3,000	–	(3,000)	–	–
Brian Murtagh Charitable Trust – Spot Safeguarding	108	7,800	(7,908)	–	–
Gower Street Grant – first year's maintenance of the EduSpots app	1,138	–	(844)	(294)	–
The Ashworth Charitable Trust – restricted grant (Zangbalun)	3,000	–	(3,000)	–	–
Eleanor Rathbone Charitable Trust – Ignite Equity (girls clubs)	858	–	(858)	–	–
Gower Street – external evaluation of EduSpots' model and impact to date	5,995	–	(5,995)	–	–
Allan & Nesta Ferguson Charitable Trust – Ignite	8,603	–	(8,603)	–	–
Fonthill Foundation – Ignite	–	10,000	(10,000)	–	–
Foundation Scotland – Zangbalun Spot refurb	–	5,000	(5,000)	–	–
Gower Street – climate education community	–	15,000	(15,000)	–	–
Oakdale Trust – Spot Refurbishment	–	2,000	–	–	**2,000**
The Evan Cornish Foundation – Ignite Equity	–	10,000	(10,000)	–	–
The Monica Rabagliati Charitable Trust – Spot Refurbishment	–	2,000	(2,000)	–	–
The Morel Trust – Zangbalun Spot	–	2,000	(2,000)	–	–
UNESCO – Online Course development	–	3,708	(3,708)	–	–
World Day of Prayer – Zangbalun Spot	–	2,000	(2,000)	–	–
Small grants – Books	–	10,873	(5,200)	–	**5,673**
Total restricted funds	**62,183**	**124,942**	**(165,488)**	**(294)**	**21,343**
Unrestricted funds					
General funds	35,199	274,229	(163,969)	294	145,753
Total unrestricted funds	**35,199**	**274,229**	**(163,969)**	**294**	**145,753**
Total funds	**97,382**	**399,171**	**(329,457)**	**–**	**167,096**

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

12 Movements in funds: previous year (2024)

Restricted funds	At the start of the year £	Income & gains £	Expenditure & losses £	Transfers £	At the end of the year £
Brian Murtagh Charitable Trust – Ignite staff	450	–	(450)	–	–
The Evan Cornish Foundation – Ignite	1,859	–	(1,859)	–	–
Small Grants – Savelugu Spot	7,221	750	(7,971)	–	–
The Souter Charitable Trust – Elmina	837	–	(837)	–	–
British & Foreign Schools Society (BFSS) – Ignite	6,858	18,003	(24,861)	–	–
W F Southall Trust – Peer mentors	2,856	–	(2,856)	–	–
Kwadwo's Drive for Digitalisation (JustGiving)	1,263	–	(1,263)	–	–
Kwabena's EduSpots Drive for Digitalisation (JustGiving)	13,563	–	(6,830)	–	**6,733**
Big Give	22,738	14,185	(21,603)	–	**15,320**
The Farthing Trust – Ignite programme	–	14,000	(14,000)	–	–
EA Foundation – Payment 1 – Catalyst Programme	–	33,126	(22,008)	–	**11,118**
The Coles-Medlock – Ignite Equity Programme	–	8,294	(4,984)	–	**3,310**
Belacqua Charitable Trust – Savelugu library	–	2,000	–	–	**2,000**
Gilchrist Educational Trust – Spot furniture	–	1,000	–	–	**1,000**
The William Leech Charity – Zangbalun Spot	–	3,000	–	–	**3,000**
Fonthill Foundation – Digitalisation project	–	17,690	(17,690)	–	–
Brian Murtagh Charitable Trust – Spot Safeguarding	–	6,375	(6,267)	–	**108**
Gower Street Grant – first year's maintenance of the EduSpots app	–	6,600	(5,462)	–	**1,138**
The Ashworth Charitable Trust – restricted grant (Zangbalun)	–	3,000	–	–	**3,000**
Eleanor Rathbone Charitable Trust – Ignite Equity (girls clubs)	–	1,000	(142)	–	**858**
Chalk Cliff Trust – resources/books for Ignite Academies	–	5,000	(5,000)	–	–
Small grants – Books	–	2,500	(2,500)	–	–
King Charles III Charitable Fund – Ignite	–	5,000	(5,000)	–	–
Gower Street – external evaluation of EduSpots' model and impact to date	–	8,995	(3,000)	–	**5,995**
Allan & Nesta Ferguson Charitable Trust – Ignite	–	10,000	(1,397)	–	**8,603**
Total restricted funds	**57,645**	**160,518**	**(155,980)**	**–**	**62,183**
Unrestricted funds					
General funds	14,894	108,094	(87,789)	–	**35,199**
Total unrestricted funds	**14,894**	**108,094**	**(87,789)**	**–**	**35,199**
Total funds	**72,539**	**268,612**	**(243,769)**	**–**	**97,382**

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

Purposes of Restricted Funds

Transfers	Transfers from restricted to general funds represent core costs and overheads charged to general funds covered by the restricted grants.
The Ignite Programme	The Ignite Programme is EduSpots' pioneering community education programme, equipping 400 community-based volunteers named 'Catalysts' with the skills to run inclusive, engaging, and practical educational activities for learners of all ages, develop their community-owned learning spaces, and become active citizens and leaders, using the new EduSpots app and digital tools effectively in this process.
Peer Mentoring Programme	EduSpots has run a Peer Mentoring Programme since 2021, with the aim of enabling existing experienced Catalysts to share learnings with the wider network in specific roles that also aim to advance their own professional development, network engagement, and impact at their Spots.
Catalyse Leadership Programme	Through the Catalyse Leadership Programme, we enable 50 community-based Catalysts to catalyse change in their communities through their leadership of 50 community-owned library-education spaces named 'Spots', involving over 10,000 learners in fun, co-creative, and imaginative educational opportunities.
Refurbishment of Zangbalun Spot	The expanded solar-powered Spot will use the Dream Spot Model and will serve as a fantastic community hub for education and learning, offering a safe and inclusive environment for children and young people to access high-quality educational resources, homework support, and a spacious study space. Local community volunteers will continue to lead regular educational clubs, with safeguarding and other community-led initiatives.
Refurbishment of Savelugu Spot	The library is fully furnished with bookcases, tables (for early years learners and adults), book boxes for younger readers, and a wider range of books alongside a selection of local storybooks and textbooks chosen by the local team. The installation of solar power will serve as a source of sustainable energy for the centre, enabling the operation of lights, computers, and other digital educational tools.
Spot Furniture	Our Spots have a list of classroom furniture (tables, chairs, bookshelves) needed at their centres, which will enable them to improve conditions for the children and their learning. Materials and resources such as additional furniture are all purchased or made locally wherever possible.
Books	To purchase books by African authors and local textbooks suitable for primary, secondary, and young adult readers. We purchase books locally (in Ghana) wherever possible, selecting a range of exciting, established, and up-and-coming Ghanaian and wider African authors.
Digitalisation	The aim is to equip all 50 Spots with at least one digital learning device, alongside the training and Spot visits needed to ensure that the impact of the technology is sustained.
Safeguarding	Keeping Spots Safe is not just a strand of our work. It is a bold, community-rooted movement that is reimagining what safeguarding can mean in schools and communities across Ghana. Instead of treating safety as a policy checklist, it places care, trust, and youth voice at the centre of education.
Elmina – construction of new Spot	The fantastic new space has been completed and includes learning spaces for adults and children of all ages, with books appropriate to all age groups. It is also equipped with flexible IT stations, with plans to equip the space with IT facilities over time, alongside whiteboards and a projector screen. The Spot was constructed in partnership with We-Building, an organisation supporting sustainable architecture projects, who voluntarily donated their time to support the design and development of the project, working with AlConstruct. The Spot is run by solar power, has natural ventilation, and is designed to endure over time. It is also raised from the ground, to ensure the building is not affected by local flooding, with plans for further development of the downstairs space over time.



The shift towards more learner-centred, inclusive, and practical teaching methods has transformed school-based pedagogy, making education more relevant and engaging for students.

Independent Evaluation, Expectation State, 2025

Thank you to all those shaping #OurCollectiveFuture

EDU SPOTS
Our Collective Future

UK registered charity 1166734

www.eduspots.org
info@eduspots.org

Follow @eduspots

Scan to visit Our website