



Supporting African Maths Initiatives  
(A company limited by guarantee)

Report and Financial Statements  
for the year ended 28th February 2025

Charity number 1161994  
Company number 9458921

# Supporting African Maths Initiatives - Report of the Management Committee for the year ended 28th February 2025

The Management Committee presents their report and the financial statements for the period ended 28th February 2025 and confirm they comply with the requirements of the Charities Act 2011 and the Charities SORP (FRS 102).

## Reference and Administration Information

Charity name: Supporting African Maths Initiatives

Charity registration number: 1161994

Company registration number: 9458921

Registered address: Haydown Great Buckland, Luddesdown, Gravesend, Kent, England, DA13 0XF

## Management Committee

### *Executive Directors*

Mrs Emily Fleming

Mr Jeff Goodman

Mr Chris Clarke (Chair)

### *Non Executive Directors*

Dr Franca Hoffmann

Prof Balázs Szendrői

Dr Georg Osang

Dr Danilo Lewanski

# Chair's report

This year has been one of continued commitment and steady progress for Supporting African Maths Initiatives. We have used generous donations efficiently to focus on our core mission: supporting communities across Africa to improve mathematics education through collaborative, locally-driven initiatives.

Our work in Kenya, Ghana and partner countries has continued to demonstrate the value of long-term relationships and capacity building. The charity has sustained support for AMI work in Kenya and continued to help run maths camps and related activities across multiple regions. We were delighted to support new camps in Benin and Ethiopia this year.

A major highlight of the year was the redevelopment of the SAMI website, replacing the previous WordPress system with a modern, faster and significantly more cost-effective platform. Impressively, the upgrade was completed for just £2,250 and has reduced ongoing hosting costs to under £1 per month. The project also provided hands-on training opportunities for two Ugandan developers, reinforcing our commitment to supporting local talent and sharing technical capacity. The entire codebase has been made open-source to benefit other organisations working in similar spaces

Our fundraising efforts have continued through personal donations, community support, and contributions from long-standing partners.

SAMI remains governed by a dedicated group of directors who volunteer their time, expertise, and guidance throughout the year. Our collaborations with IDEMS and INNODEMS continue to strengthen project delivery and ensure that work on the ground remains community-driven and impactful

The year overall reflects our continued belief in local leadership, collaboration, and the transformative potential of mathematics education. We are deeply grateful to all volunteers, partners, donors, and directors who have contributed to another year of meaningful progress.

Chris Clarke  
21st November 2025

# Aims and Objectives

Our charity's objectives as set out in the company's memorandum of association are:

To advance education in mathematics for the public benefit, in particular but not exclusively by

- a) supporting initiatives that promote mathematics and improve the standard of mathematics education in Africa through the provision of advice, funding, consultancy services and volunteers designed to support such initiatives;
- b) carrying out research into the effectiveness of new teaching and learning initiatives in mathematics, the useful results of which will be disseminated for public benefit.

## Updates from Initiatives

### Supporting AMI work in Kenya

The year was marked by program expansion, strengthened collaborations, enhanced teacher capacity-building efforts, and increased community outreach. The activities outlined below, led by Zach Mbasu and Sam Okoth, reflect AMI's commitment to advancing STEM education, digital learning, and equitable access to quality mathematics instruction across Kenya and the region.

#### 1. Digital Mathematics Textbook Project (Junior & Senior School)

Two new interns—Kelvin Barasa Wekesa and Esther Diera Mmbai—were onboarded into the project between 2024 and 2025, joining an existing cohort of interns and volunteers working on the ongoing development of a Digital Mathematics Textbook for Junior & Senior School.

Their contributions included:

- Aligning content to the CBC mathematics curriculum and maths camp principles
- Supporting interactive design, including the development of STACK questions, animations, and examples
- Learning digital pedagogy and content-authoring tools through peer collaboration

- Participating in quality assurance reviews to ensure accuracy, accessibility, and learner-centered design

## 2. Expansion of Teacher Training & Communities of Practice (CoP) – Kisumu & Kakamega

Through AMI's participation in the Scratch Education Collaborative Fellowship Cohort 3, we expanded our teacher training, communities of practice, and student code clubs to Kisumu and Kakamega counties.

Key achievements included:

- Training teachers on creative coding, building capacity to integrate Scratch into classroom activity
- Establishing new equitable creative coding resources for under-resourced schools
- Launching and nurturing coding clubs where learners engaged in digital storytelling, animations, and STEM challenges
- Providing ongoing support via Communities of Practice, enabling peer knowledge exchange and sustained engagement

## 3. Maths Camps (August 2024 – February 2025)

AMI organized and facilitated several mathematics camps aimed at deepening conceptual understanding, creative problem-solving, and positive mathematics identity among learners.

Camps Conducted:

- Nyarongi – August 2024
- Chelezo – September 2024
- Rombo – September 2024 (820 learners - highest number by far)
- Projekt Inspire, Arusha – Dec 2024 (hosted at NM-AIST; cross-border collaboration focusing on problem-based learning)
- Siburi, Homa Bay – February 2025

Across all camps, AMI implemented structured hands-on activities, puzzles, collaborative challenges, and gamified lessons designed to build mathematical confidence and joy in learning. Teacher sessions were also included to equip educators with strategies for facilitating experiential, student-centered mathematics learning.

## 4. Child Online Safety Training with Edutab Africa

AMI participated in an event organised by Child Consortium Organisations Kenya and hosted by Edutab Africa to deliver Child Online Safety Training to teachers, parents, and learners. The content covered:

- Digital citizenship and responsible online behavior
- Protection from online risks (cyberbullying, privacy breaches, harmful content)
- Safe navigation of learning platforms and social media
- Practical classroom guidelines for digital safety

## 5. Mini Maths Camp – Grace of Mariata

AMI conducted a focused mini maths camp at *Grace of Mariata* - Happy Classroom beneficiary school in Kisumu, targeting younger learners and early-stage numeracy development. Blog:

<https://samicharity.co.uk/blog-posts/how-do-you-know-if-you-are-good-at-maths>

Activities emphasized:

- Foundational numeracy
- Logical reasoning
- Math games and manipulatives
- Encouraging curiosity and reducing math anxiety at an early age

## 6. Collaboration with STEMpower

AMI deepened its collaboration with STEMpower Masinde Muliro University of Science & Technology STEM Centre, including joint planning of STEM activities, sharing of resources, and potential alignment of STEM centers with AMI's maths and coding programs. Areas of collaboration included:

- Use of the virtual STEM labs for practical sessions for secondary school learners visiting the University
- Statistics training for the undergraduate students through R-Instat
- In-service and pre-service teacher capacity-building sessions leveraging STEMpower's infrastructure

## 7. Happy Classroom Visits

As part of the Happy Classroom Initiative, AMI conducted follow-up visits to new schools with classrooms painted to support teachers implementing joyful, active-learning methodologies in the newly inducted schools during this phase. Blog:

<https://samicharity.co.uk/blog-posts/transforming-learning-environments>

These visits included:

- Classroom observation and coaching
- Co-teaching sessions
- Demonstration lessons focusing on interactive math pedagogy
- Feedback sessions to help teachers adapt child-friendly instructional strategies

## 8. Kakamega School for the Deaf – Visit with Manipulatives

AMI visited the Kakamega School for the Deaf, a past beneficiary of the happy classrooms project, delivering hands-on materials and manipulatives to support inclusive mathematics instruction. Activities included:

- Training teachers in the use of manipulatives for visual and tactile learning
- Demonstrating adaptations for deaf learners
- Supporting differentiated instruction and equitable access to mathematical concepts

## 9. EdTech Monday Feature

AMI was featured on EdTech Monday, offering insights on:

- The role of educational technology in strengthening mathematics learning
- Local innovations in foundational learning
- The future of structured pedagogy
- Community-driven approaches to inclusive foundational learning

Video: <https://youtu.be/Wm4M6PRvqck?si=RnYCyhmGUc0cb3mH>

The above achievements would not be possible without the financial backing of Sam Hyatt-Twynam. He has personally funded two team members for the full year.

# Maths Camps

## Uganda International Day of Mathematics (March 2024)

In March 2024, Uganda celebrated the International Day of Mathematics (IDM) for the first time, following its official global recognition by UNESCO. The celebrations, running from 8–16 March, were organised by the Association of Women Mathematicians Uganda (AWoM), with support from SAMI and other partners.

A series of mathematics outreach activities took place across the southern and western regions of Uganda, including workshops, public engagement events, and a national conference. On 14 March 2024, the IDM was formally launched at Makerere University, in a ceremony attended by senior officials from UNESCO and Makerere University leadership. The launch highlighted the importance of mathematics in society and the need to support inclusive access to STEM education.

The celebrations continued with the 7th RUN4MATH Marathon at Freedom Square under the theme “*Playing with Math.*” More than 1,500 learners from a wide range of schools participated, engaging in mathematical games, presentations, and team activities designed to make mathematics enjoyable and accessible.

A central theme throughout the IDM events was gender and mathematics education. AWoM facilitated discussions with students on gender stereotypes and their influence on mathematical achievement. Both girls and boys actively participated, reinforcing the message that mathematics is for everyone.

## Bahir Dar University (Ethiopia) Maths Camp (July 2024)

The 11th Bahir Dar University Math Camp took place from 1–8 July 2024 at Bahir Dar University’s Peda Campus, continuing its long-running theme of “*Learning Mathematics Through Fun*”. The camp brought together 53 secondary school students (35 girls, 18 boys) from 14 schools, alongside 35 academic staff and several returning student volunteers.

Over the week, students explored twelve mathematical themes, including GeoGebra, programming (Blockly, Scratch, Logo), mathematical thinking, geometry, statistics, games and puzzles, and research skills. Learners were grouped into four “houses” named after famous mathematicians, which encouraged teamwork and friendly competition.



Sessions combined hands-on workshops, problem-solving, trips to the Bahir Dar Institute of Technology, and daily physical activities. Journaling and evening games supported reflection and community-building. Student feedback highlighted increased confidence, enjoyment, and engagement with mathematics.

The camp concluded with a closing ceremony, documentary screening, and certificates for all participants.

This successful programme was supported by SAMI, AMI, and the Bahir Dar University College of Sciences, whose continued partnership has sustained the camp since 2013.

## Benin Maths Camp (July 2024)

In July 2024, Supporting African Maths Initiatives (SAMI) supported the organisation of the first-ever Benin Maths Camp, held in Comé from 15–27 July and delivered in partnership with Initiative in Mathematics and Computing (IMAC) and volunteers from Initiative in Mathematics of Togo (IMT) and France. The camp received formal authorisation from the Ministry of Secondary, Technical and Vocational Education (MESTFP) and local authorities.

The programme consisted of two weeks: a preparation week for facilitators, followed by a week-long camp for students. A total of 78 participants took part, including 66 students (27 girls and 39 boys) from all 12 departments of Benin, as well as 12 facilitators (six national and six international).

Under the theme *“Exploration Mathématique et Aventure Informatique: Redefining the Perception of Mathematics in Benin,”* the camp aimed to demystify mathematics and make it accessible through games, hands-on activities, and interactive lessons. Students, aged 11–20, engaged in a wide variety of activities including logic puzzles, cryptography (Caesar shift, Vigenère, RSA), dynamic systems and epidemiology modelling, geometric reasoning, combinatorics, and special numbers ( $\pi$ , abundant numbers). Sessions such as *“Thinking Like a Mathematician”* helped students develop reasoning, creativity, and problem-solving skills. Physical games and sports also supported teamwork and wellbeing.

The closing ceremony gathered local education authorities and families. Students demonstrated the concepts learned during the week and received certificates of participation. Feedback from students, teachers, facilitators, and parents highlighted the strong educational impact of the camp, the improvement in students' confidence and enthusiasm for mathematics, and the value of international collaboration.

## Togo Maths Camp (July 2024)

SAMI partnered with IMTogo, CIADD and IMAC to deliver the sixth edition of Togo Maths Camp, held at Élikplim School in Davié under the theme *“Mathematics and the Digitalisation of Education.”* The camp aimed to demystify mathematics and make it accessible to all students through interactive, playful, and technology-supported learning.

The 2024 camp brought together 25 secondary school students (12 girls and 13 boys) and six facilitators, including four national and two international volunteers. Prior to the camp, facilitators completed two weeks of preparation to harmonise lessons, learn games and puzzles, and develop teaching materials—supported by volunteers who had just returned from the Benin Maths Camp.

During the week of activities (29 July–2 August), students aged 12–20 engaged in a wide range of mathematical games, puzzles, and lessons covering topics such as cryptography, abundant numbers, dynamic systems, geometry, and logic problems. Daily sessions encouraged creativity, reasoning, and collaboration, with activities designed to build confidence and help students discover new ways of thinking about mathematics. Teachers and facilitators also exchanged pedagogical ideas, strengthening local capacity.

The camp successfully renewed students’ interest in mathematics and gave them hands-on exposure to problem-solving and digital thinking. Its success was made possible through the support of SAMI and the contributions of CIADD, IMAC, Élikplim School, and local community authorities.

## Allotey (Ghana) Maths Camp (August 2024)

The African Maths Initiative Ghana (AMI Ghana) successfully delivered the 11th Allotey Maths Camp at the AIMS Ghana campus from 29 July to 10 August 2024. The camp, designed for pre-senior and senior high school students and teachers, continues to inspire a love of mathematics across Ghana.

The camp’s core aims were to:

- Share the joy and real-world relevance of mathematics;
- Strengthen participants’ problem-solving skills through interactive games, activities, and puzzles;

- Introduce students to new and exciting areas of mathematics beyond the school curriculum.

Planning for the camp began in February 2024 through collaborative online meetings with the organising team and the German Research Chair at AIMS Ghana.

Volunteer week commenced on 29 July, bringing together 20 local and international volunteers (9 females and 11 males). Early-arriving volunteers engaged in welcome activities, including introductory games and team-building exercises. The 2024 camp continued to nurture mathematical curiosity, teamwork, and confidence among participants, reinforcing AMI Ghana's long-term commitment to enriching mathematics education across Africa.

## Rwanda Maths Camp (August 2024)

SAMI supported the 2024 Rwanda Maths Camp, held at Wisdom School in Ruhengeri. The camp brought together four international and three local volunteers, alongside 12 students and 5 teachers from the Musanze area. The programme aimed to make mathematics enjoyable, accessible, and relevant by introducing problem-solving activities, creative learning methods, and hands-on projects.

Throughout the week, volunteers collaborated to design engaging lessons grounded in local context and affordable materials. Activities included mental arithmetic challenges, practical maths projects (such as cryptography, rocket building, and modelling planetary distances), logic puzzles, coding with Scratch, and a maths-based treasure hunt. Teachers participated directly in sessions, gaining exposure to new teaching strategies and seeing innovative methods in action.

The camp emphasised core principles of inclusivity, local leadership, the pleasure and beauty of mathematics, and Africa's historical contributions to the subject. Daily assemblies, journaling, mentoring sessions, and recreational activities such as sports and dance supported confidence-building and personal development.

The project strengthened students' belief in their mathematical abilities while equipping local teachers with new tools and approaches for their classrooms. Its legacy continues through the lesson materials created, the cultivation of problem-solving mindsets, and the ongoing collaboration between local and international educators.

## Wollo University (Ethiopia) Maths Camp (August 2024)

SAMI supported the first Wollo University Math Camp, held from 26–30 August 2024 in Dessie, Amhara. The camp brought together 30 high-performing secondary students (14 girls, 16 boys) selected from 20+ schools across South Wollo.

Due to budget limitations, most facilitation was delivered by Ethiopian university staff, with one international virtual volunteer from the USA. In total, 11 presenters delivered sessions on:

- Speed Mathematics & Mathematical Modelling
- Advanced Computational Mathematics (virtual)
- GeoGebra Applications
- Mathematics, AI & Cybersecurity
- Mathematical Games and Problem-Solving
- “Mathemagics” and creative approaches to Pythagorean triples and algebra

Students engaged in hands-on activities, group competitions, coding workshops (Python), cryptography demonstrations, and digital mathematics using GeoGebra. Physical activities were also included to promote wellbeing and teamwork.

Daily journals showed strong student enthusiasm, improved confidence, and increased interest in STEM pathways. The camp concluded with a closing ceremony, documentary recording, and certificates for all participants.

This programme was made possible through support from SAMI and the Wollo University College of Sciences, alongside contributions from academic staff and volunteers.

## Kenya Maths Camp (September 2024)

SAMI supported the inaugural Kajiado Maths Camp at St. Maria Rombo Girls STEM Model School, a highly successful initiative that transformed how students view mathematics. The camp engaged 840 students and 14 teachers, facilitated by 5 volunteers from the African Maths Initiative, and focused on shifting attitudes by making mathematics enjoyable, practical, and relevant to everyday life.

The camp combined playful learning, puzzles, games, outdoor activities, and hands-on problem-solving, helping students explore mathematical thinking, modelling, probability, and combinatorics. Activities were delivered across five houses to promote teamwork and collaboration. Students investigated concepts such as patterns, number theory, probability, and modelling through physical tasks, nature-based experiments, and structured games. Many sessions encouraged students to formulate their own conjectures, facilitating deeper understanding and independent thinking.

A four-day teacher preparation programme preceded the camp, including training in gamification, technology integration, and use of tools such as GeoGebra and PhET simulations. This groundwork ensured that teachers were confident in delivering interactive, student-centred mathematical experiences.

Daily reflection journals revealed significant attitude shifts: students reported increased confidence, improved problem-solving skills, and a new appreciation for mathematics as a creative and collaborative discipline. They also highlighted the value of critical thinking, learning from mistakes, and discovering that mathematics does not always rely on calculators or computers.

The camp successfully demonstrated that mathematics can be both fun and meaningful. By connecting mathematical ideas to real-world applications and integrating active, inclusive learning approaches, the programme fostered enthusiasm, strengthened understanding, and nurtured a culture of curiosity among learners.

## Chelzo Maths Camp (Kenya) (September 2024)

The maths camp at Chelezo High School in Wote, Makueni County offered an enriching learning experience for 70 students and 8 teachers. Through interactive activities, real-life applications, teamwork, and the use of technology, the camp strengthened students' confidence, creativity, and curiosity in mathematics. Teachers were introduced to a wide range of engaging resources, including games, puzzles, and themes such as data science, programming, robotics, and mathematical thinking, helping create an inclusive environment for all learners. With support from SAMI, alongside contributions from AMI, INNODEMS, and the school community, the camp provided meaningful opportunities for students and teachers to explore and enjoy mathematics in new ways.

## The M in STEM Maths Program for Girls (Ghana)

In April 2024, SAMI supported the delivery of the M-in-the-STEM Girls Camp at the University of Ghana, offering a week-long residential programme designed to inspire and equip high-school girls to pursue STEM studies. The camp provided hands-on learning in mathematics and coding, personal development sessions, and exposure to real-world STEM environments.

Across the eight days, participants engaged in daily maths and coding workshops, created and set up their digital tools (email and online accounts), and took part in career guidance and mentorship sessions led by academic staff and professional women in STEM. Highlights included visits from senior university faculty such as Prof. Elsie Effah Kaufman and Dr. Chisara Ogbogbo, an industrial tour of Toyota Ghana, and enrichment activities at the Balme Library, the School of Engineering, and the Legon Botanical Gardens.

The programme successfully strengthened participants' confidence and interest in STEM, offering practical skills, mentorship, and exposure to career pathways. Follow-up sessions and continued support are planned to sustain the momentum and maintain engagement with the girls as they progress in their studies.

## SAMI Website

We completed a major redevelopment of our website, replacing the slow and difficult-to-use WordPress website we had originally set up in 2015. The new site significantly improves the user experience with a better design and faster performance, while its modern architecture has reduced ongoing running costs to less than £1 per month.

This significant upgrade was completed for just £2,250 (following £2,000 previously spent on design and £2,400 prior development) - a fraction of typical industry costs. A key highlight of this project was our collaboration with two developers in Uganda, providing them with valuable training and hands-on experience in modern web development. In our commitment to transparency and supporting the wider non-profit sector, we have made the entire codebase for the new website open source and available on GitHub, allowing other organisations to benefit from our work.

## Fundraising

SAMI is deeply grateful for the many donations received this year and would especially like to acknowledge Sam Hyatt-Twynam, whose continued support has played a vital role in sustaining our work. His contribution has enabled SAMI to fund two members of our team in Kenya, namely Owen Kizito and Lucian Talu at the start of our financial year and then Kelvin Barasa and Esther Mmbai Diera from October.

We also extend our sincere appreciation to Franca Hoffmann, Marc Jeannin, Francesco Viganò, Claire Maxey, Federico Consonni, Pernille Achton Friis and C2Dev for their generosity and commitment to SAMI's mission.

Finally we would like to thank students at Chisendale Primary School whose fantastic efforts fundraising for SAMI during their Enterprise Week was much appreciated.

## Structure, governance and management

### Governing document

SAMI is a charitable company limited by guarantee, incorporated on the 25th of February 2015 and registered as a charity on the 3rd of June 2015.

The company was established under a Memorandum of Association by which it is governed in addition to its Articles of Association, dated 13th of May.

### Appointment of Trustees

One-third of the trustees of SAMI stands down at the following year's AGM. Members and supporters of SAMI are written to in advance of the meeting to ask if anyone would like to be a trustee. New trustees are voted in at the AGM, and trustee positions may include previous trustees if there is no one else who would like to take over.

### Organisation

The board of trustees, with a lot of help from other members, administers the charity. Trustees meet regularly throughout the year, and formally on at least three occasions.

Currently, all members are voting members.

## Related parties and cooperation with other organisations

[INNODEMS](#) is a company legally registered in Kenya as a Social Enterprise run by Zach Mbasu. Their structure enables them to be defined by the communities they serve while doing business commercially. Serving a community gives them a sense of purpose beyond their own as individuals or as a company.

[IDEMS](#) is a community interest company that aims to work in a thoughtful and socially responsible in education and development.

SAMI, IDEMS and INNODEMS collaborate together on activities and make payments on behalf of each other in the appropriate countries.

## Financial Review

We don't have premises to run or any overheads, but we are committed to keeping a core set of projects running in Kenya and partner countries. At present, there is no separate reserve fund in place as our reserves are held as unrestricted funds. In line with our policy, we aim to ensure that the unrestricted funds do not fall below £2500.

Reserves can be allocated to charitable activities at the end of the financial year if the reserves are above the amount outlined. Reserves may only be used in exceptional circumstances if all executive directors agree.

This policy is reviewed on an annual basis at the time of our annual report.

Our policies require that requests for funding of projects come in writing and any expenditure must be approved by the Trustees. These requests are reviewed in line with our objectives, our current financial situation and our risk management policy. The Trustees assess the likely risks to which the charity is exposed, in particular including those related to the operations and finances of the charity, and are satisfied that systems are in place to mitigate our exposure to the major risks.



# Statement of financial activities

Statement of financial activities (incorporating Income and Expenditure account)

For the period ended 28<sup>th</sup> February 2025.

## Income

	Unrestricted funds (£)	Restricted funds (£)	Total 2025 (£)	Total 2024 (£)
<b>Donations</b>				
Personal fundraising and donations	9,032	-	9,032	2,299
Enthuse	-	-	-	5
Sam Hyatt-Twynam	-	2,500	2,500	2,500
Swiss National Science Foundation	-	-	-	407
C2Dev	250	-	250	-
HMRC	406	-	406	-
<b>Charitable activities</b>				

## Income continued

	Unrestricted funds (£)	Restricted funds (£)	Total 2025 (£)	Total 2024 (£)
<b>Other trading activities</b>				
Using EasyFundraising online	51	-	51	64
Amazon Smile	-	-	-	49
Corks	27	-	27	-
Paypal Giving Fund	35	-	35	-
Total incoming resources	9,801	2,500	12,301	5,324

## Expenditure

	Unrestricted funds (£)	Restricted funds (£)	Total 2025 (£)	Total 2024 (£)
<b>Cost of generating funds</b>				
Governance	13	-	13	13
Marathon Place	480	-	480	-
<b>Charitable activities</b>				
Maths Camps	6,573	603	7,176	5,110
Supporting AMI work	3,810	-	3,810	3,784
Sam Hyatt-Twynam	-	2,572	2,572	5,600
Girls in Maths Ghana	1,047	-	1,047	1,275
Honorarium AIMS Cameroon	-	-	-	429

## Expenditure continued

	Unrestricted funds (£)	Restricted funds (£)	Total 2025 (£)	Total 2024 (£)
Maths Club Togo	-	-	-	198
STACK workshop	-	-	-	1,380
SAMI Website	2,250	-	2,250	-
Swiss National Science Foundation	-	-	-	407
Total expended resources	14,173	3,175	17,348	18,196

	Unrestricted funds (£)	Restricted funds (£)	Total 2025 (£)	Total 2024 (£)
Net income/expenditure and net movement in funds	-4,372	-675	-5,047	-12,872
Funds brought forward	10,613	3,162	13,775	26,647
Funds carried forward	6,241	2,487	8,728	13,775

## Balance Sheet as of 28th February 2025

	Unrestricted funds (£)	Restricted funds (£)	Total funds 2025 (£)	Total funds 2024 (£)
Current assets:				
Debtors	-	-	-	430
Cash at bank and in hand	6,241	2,487	8,728	13,345
<i>Total current assets</i>	6,241	2,487	8,728	13,775
Creditors: Amounts falling due within one year	-	-		-
<i>Net current assets or liabilities</i>	6,241	2,487	8,728	13,775
Total net assets	6,241	2,487	8,728	13,775
Reserves	-	-	-	-
Unrestricted funds			6,241	10,613
Restricted funds			2,487	3,162
			8,728	13,775

For the period ended 28 February 2025 the company was entitled to an exemption from the requirement to have an audit under the provisions of section 477 of the Companies Act 2006. No notice has been deposited with the company under section 476 of the Companies Act 2006 requiring an audit to be carried out.

The directors acknowledge their responsibility for:

- (i) ensuring the company keeps accounting records which comply with sections 386 and 387 of the Companies Act 2006; and
- (ii) preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of the financial year, and of its surplus or deficit for that financial year in accordance with the requirements of sections 394 and 395 of the Companies Act 2006.

These accounts have been prepared in accordance with the provisions applicable to charitable companies subject to the small companies regime within Part 15 of the Companies Act 2006 and the Financial Reporting Standard for Smaller Entities (effective January 2019).

Approved and authorised for issue by the Directors on 16th December 2025 and signed on their behalf by:

Signed:

Signed:

Name: Emily Fleming (director)

Name: Jeffrey Goodman (director)

# Notes to the Accounts

For the period ended 28 February 2025

## 1. Accounting policies

### *Basis of Accounting*

The charitable company is a public benefit entity under *FRS 102*. The financial statements have been prepared under the historical cost convention. They are in accordance with accepting accounting standards in the United Kingdom and comply with the provisions of The Charities Act 2011 and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Charities SORP (FRS 102).

### *Income Recognition*

Donations and other income are accounted for when receivable by the charity. Investment income including bank interest is accounted for on an accrual basis.

### *Expenditure Recognition*

The charity is not registered for VAT and accordingly expenditure is gross of irrecoverable VAT. Charitable expenditure comprises donations to beneficiaries and related administration costs. Donations to beneficiaries are recognised when a constructive obligation arises that result in the payment being unavoidable. Governance costs include those costs associated with meeting the constitutional and statutory requirements of the charity and include the costs linked to the strategic management of the charity.

Funds held by the charity are:

### *Unrestricted funds*

These are the funds that can be used in accordance with the charitable objectives at the discretion of the directors.

### *Restricted funds*

These can be funds that can only be used for particular restricted purposes within the objectives of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

## 2. Breakdown of expenditure on Charitable Activities

Expenditure (Unrestricted)	Supporting AMI work (£)	Girls in Ghana (£)	Maths Camps (£)	SAMI Website (£)	Total (£)
Costs directly allocated to Charitable activities					
Stipends	3,512	-	-	-	3,512
Internet	209	-	-	-	209
Website design including training of interns	-	-	-	2,250	2,250
Travel	24	-	-	-	24
Food, accommodation, transport, equipment hire and resources for students and local teachers for a camp, maths club, workshop or "code sprint"	-	1,042	6,512	-	7,554
Support costs allocated to Charitable activities					
Foreign transfer bank fees	64	5	62	-	131
Total expended funds (unrestricted)	3,809	1,047	6,574	2,250	13,680

### 3. Breakdown of expenditure on Charitable Activities (continued)

Expenditure (Restricted)	Maths Camps (£)	Sam Hyatt- Twynam (£)	Total (£)
<b>Costs directly allocated to Charitable activities</b>			
Stipends	-	2,529	2,529
Food, accommodation, transport, equipment hire and resources for students and local teachers for a camp, maths club, workshop or “code sprint”	597	-	597
<b>Support costs allocated to Charitable activities</b>			
Bank charges	6	43	49
Total expended funds (restricted)	603	2,572	3,175

### 3. Funds

	At 29 Feb 2024	Income	Expenditure	At 28 Feb 2025
Unrestricted funds				
General funds	<u>10,613</u>	<u>9,801</u>	<u>(14,173)</u>	<u>6,241</u>
Total unrestricted	<u>10,613</u>	<u>9,801</u>	<u>(14,173)</u>	<u>6,241</u>
Restricted funds				
Maths Camp	<u>603</u>	<u>0</u>	<u>(603)</u>	<u>0</u>
Sam Hyatt-Twynam	<u>72</u>	<u>2,500</u>	<u>(2,572)</u>	<u>0</u>
Honorarium from AIMS Cameroon	<u>2,487</u>	<u>0</u>	<u>(0)</u>	<u>2,487</u>
Total restricted	<u>3,162</u>	<u>2,500</u>	<u>(3,175)</u>	<u>2,487</u>
Total funds	<u>£13,775</u>	<u>£12,301</u>	<u>£(17,348)</u>	<u>£8,728</u>

#### Details of restricted funds

##### *Maths Camps*

Funds raised to run maths camps experiences for students, teachers, and facilitators.

##### *Sam Hyatt-Twynam*

Donation received to improve maths education in Kenya through teachers.

##### *Honorarium from AIMS Cameroon*

Funds donated by Roger Stern and Danny Parsons to fund activities such as workshops, courses and conferences

### 4. Trustee Remuneration

None of the directors (trustees) received remuneration or expenses during the period.



#### 5. Average Number of Employees

The average number of employees during the year was Nil

#### 6. Related Party Disclosures

There have been no transactions with related parties in the year to 28 February 2025.