



Supporting African Maths Initiatives

(A company limited by guarantee)

Report and Financial Statements for the year ended 28th February 2026

Charity number 1161994

Company number 9458921

Supporting African Maths Initiatives - Report of the Management Committee for the year ended 28th February 2026

The Management Committee presents their report and the financial statements for the period ended 28th February 2026 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 Jeffrey Goodman (Chair)

Mr Chris Clarke

Non Executive Directors

Dr Franca Hoffmann

Prof Balázs Szendrői

Dr Georg Osang

Dr Danilo Lewanski

Chair's report

It has been another productive year for Supporting African Maths Initiatives. Across our partner countries, SAMI has continued to support mathematics camps, mathematics clubs, teacher development, digital learning, programming and research. The work described in this report reflects the commitment of our partners, volunteers, donors and trustees to making mathematics engaging, accessible and meaningful for learners and educators.

A particular strength of the year has been the breadth of our work. In Kenya, our partnership with the African Maths Initiative (AMI) supported six major mathematics camps reaching 1,923 learners, alongside regular mathematics clubs reaching 690 learners. AMI also made substantial progress with interactive digital mathematics textbooks aligned with Kenya's Competency-Based Education curriculum. The piloting programme involved 49 teachers and brought together technologies including GeoGebra, JSXGraph, STACK and PreTeXt to create resources that combine mathematical content, visualisation and immediate feedback.

Digital skills have become an increasingly important part of this work. AMI's Scratch and robotics programme reached 86 teachers and 1,935 learners during the year. The annual Scratch Day event at MMUST STEM Centre brought together 183 learners and 21 teachers, while follow-up school visits helped teachers establish and sustain coding activities in their schools. These programmes demonstrate how mathematics education and computational thinking can reinforce one another.

SAMI also continued to support mathematics camps and enrichment activities beyond Kenya. During the year we supported camps at Wollo University and Bahir Dar University in Ethiopia, in Bénin, Togo, Ghana and Rwanda. These camps used a wide variety of themes, including mathematical games, modelling, cryptography, programming, robotics, geometry, probability and problem solving. They provided opportunities for learners to experience mathematics in ways that are often very different from their normal classroom experience.

The year also saw encouraging growth in international mathematics enrichment. We completed French translations and printing of our Maths Camp in a Box playing cards, distributing them to partners in Togo, Benin, Rwanda and Cameroon, while reprinting the English version for partners in Kenya, Ghana and Ethiopia. We were particularly pleased to

receive a request from Lahore University of Management Sciences in Pakistan to use the cards, extending the reach of these resources beyond Africa.

Research and knowledge sharing remain important to SAMI's objectives. A paper based on experience from mathematics camps, "Facilitating a Positive Shift in Students' Engagement with Mathematics: Insights From 21 Maths Camps", was accepted for presentation and publication at AFRICME7 in Johannesburg. A second paper, "From Players to Pedagogues: The AMI Maths Camp Model as a Catalyst for Teacher Professional Learning", examined the potential impact of mathematics camps on teachers' professional learning and practice.

None of this work would be possible without our partners and volunteers. We are particularly grateful to Innodems and our many partner schools and universities. We also thank the international volunteers who contributed their time and expertise during the year, including Christine Lenghaus, Tamsin Sandhu and Ben Lloyd-Hurwitz, as well as our trustee Dr Georg Osang for his programme visit and support in Kenya. We are extremely grateful to Sam Hyatt-Twynam for personally funding two team members for the full year, and to the anonymous donor who helped fund the travel of Samuel Okoth and Lucian Talu to South Africa to present their research.

Our financial position remains modest but carefully managed. During the year SAMI received £17,674, including £6,838 raised through the digital textbook crowdfunding campaign, and spent £19,623 on fundraising, governance and charitable activities. Funds carried forward at 28 February 2026 were £6,779, of which £4,156 was unrestricted and £2,623 restricted. We have no premises or significant overheads, allowing the great majority of our resources to support our charitable activities. At the same time, the trustees continue to monitor unrestricted funds carefully against our policy of aiming to maintain at least £2,500.

Looking ahead, our priority is to build on the programmes that are working well while continuing to explore new ways of using mathematics, technology and collaboration to widen access to high-quality mathematical education. The continued development of digital textbooks, mathematics camps, clubs, coding programmes and research gives SAMI a strong platform for the coming year.

I would like to thank all our donors, volunteers, trustees, partner organisations, teachers and learners for their contribution to SAMI during the year. In particular, I thank Emily Fleming and Chris Clarke for their work as Executive Directors and all our trustees for their

continued support and commitment. The achievements described in this report are a collective effort, and I look forward to working with everyone into the next year as SAMI continues to develop its work.

Jeffrey Goodman

25th September 2026

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

Partner Spotlight: Annual Report from African Maths Initiative (AMI) Kenya

SAMI works in close partnership with the African Maths Initiative (AMI), a registered NGO in Kenya. Below is the annual activity report prepared directly by the AMI team, detailing the programmes, research, and outreach supported by SAMI over the 2025–2026 financial year.

Introduction

The period between March 2025 and February 2026 was marked by continued growth and impact for the African Maths Initiative (AMI) as we worked towards our mission of making mathematics engaging, accessible, and meaningful for learners and educators. With the support of Supporting African Maths Initiatives (SAMI), [Innodems](#) and our partners, we implemented a range of programmes aimed at strengthening mathematics education through innovative, learner-centred approaches. Key activities during the year included mathematics camps and mini mathematics camps, mathematics clubs, the authoring and piloting of Grade 10 and Grade 11 [Digital Mathematics Textbooks](#) aligned to Kenya's Competency-Based Education (CBE) Curriculum, and visual programming initiatives using Scratch through workshops and school visits.

This report highlights the major activities, and achievements from the reporting period and reflects the collective efforts of learners, teachers, volunteers, partners, and supporters who continue to advance AMI's vision.

Mathematics Camps and Mathematics Outreach Programmes

The African Maths Initiative (AMI) continued to promote mathematical thinking and problem-solving through mathematics camps, outreach programmes, and enrichment activities in schools and communities. These engagements were designed to make mathematics more accessible, enjoyable, and relevant to learners while nurturing curiosity, collaboration, and confidence in tackling mathematical challenges. Through hands-on activities, puzzles, games, investigations, and team-based problem-solving tasks, learners were encouraged to experience mathematics beyond the traditional classroom environment.

AMI conducted six major mathematics camps during the year, reaching a total of 1,923 learners. These included 643 students at St. Maria Goretti Rombo Girls High School, 469 students at The Good Shepherd Minor Boys Seminary, 242 students at The Irene School Girls High School, 369 students at Kapiyo Senior School, 78 learners from 15 schools at Kongoni Community Library, and 122 learners from 21 schools during the Nyarongi SDA Church Mathematics Camp. The camps provided learners with opportunities to engage with challenging mathematical ideas in a supportive and interactive environment, helping to strengthen critical thinking, creativity, and problem-solving skills.

In addition to the large-scale camps, AMI facilitated several mini mathematics sessions in schools within Kakamega County, including St. Lawrence Ichina Junior School and Mwiya Senior Secondary School. These shorter engagements enabled the Initiative to extend mathematical enrichment opportunities to more learners while responding to the specific needs of individual schools. The sessions focused on fostering positive attitudes toward mathematics, increasing learner participation, and demonstrating practical approaches that teachers could integrate into their classroom practice.

Beyond direct implementation, AMI also contributed to mathematics education at a regional level by supporting the development of mathematics sessions for the 9th STEM Youth Boot Camp, held at the STEM Park in Dar es Salaam, Tanzania, from 15–19 December 2025. Through this contribution, the Initiative helped shape learning experiences that brought together young people from across the region to explore

STEM disciplines through inquiry, innovation, and collaborative problem-solving. Collectively, these activities strengthened AMI's commitment to expanding access to high-quality mathematical learning experiences and inspiring more young people to develop confidence and excellence in mathematics.

Mathematics Clubs

With support from Supporting African Maths Initiatives (SAMI), AMI continued to run mathematics clubs in partner schools throughout the reporting period. The clubs provided learners with regular opportunities to engage with mathematics beyond the classroom through problem-solving, mathematical games, puzzles, investigations, and collaborative activities. The aim was to help learners develop confidence, curiosity, logical reasoning, and a positive attitude towards mathematics.

AMI volunteers conducted weekly mathematics club visits in partner schools, with each school having a designated day for club meetings. During these sessions, volunteers worked directly with learners, facilitating a variety of mathematical activities designed to encourage critical thinking and active participation. Learners explored puzzles, strategy games, mathematical challenges, and hands-on problem-solving tasks that promoted creativity and teamwork while strengthening their mathematical understanding.

The mathematics club programme was implemented in the following schools: Mwiya Secondary School, Mahiakalo Junior Secondary School, Embwambwa Secondary School, Kakamega Junior Secondary School, Handidi Secondary School, and Ebungaya Junior Secondary School reaching a total of 690 learners.

Through these regular engagements, learners were exposed to mathematical ideas in a fun and supportive environment where exploration and discussion were encouraged. The clubs also provided opportunities for learners to develop perseverance when tackling challenging problems and to learn from one another through collaborative work.

The continued support of SAMI, together with the commitment of AMI volunteers and partner schools, was instrumental in sustaining these clubs and ensuring that learners benefited from consistent mathematical enrichment throughout the year.

Digital Mathematics Textbooks

The African Maths Initiative (AMI), in collaboration with Innodems and other partners, made significant progress in the development and piloting of digital mathematics textbooks aligned to Kenya's Competency-Based Education (CBE) curriculum. The work focused on the authoring and piloting of Grade 7, Grade 8, Grade 9, and Grade 10 Digital Mathematics Textbooks designed to support learner-centred, interactive, and engaging mathematics learning experiences.

The textbook development process involved the use of a range of digital authoring and mathematical technologies, including PreTeXt, GeoGebra, JSXGraph, LaTeX, and STACK. These tools enabled the creation of rich digital learning resources that combine mathematical content, visualizations, dynamic representations, and automated assessment features. The textbooks were designed not only as content delivery tools but also as interactive learning environments that actively engage learners in the learning process.

A key feature of the textbooks is the emphasis on learner interaction and immediate feedback. Through the integration of STACK assessment technology, learners are presented with randomized questions that generate different values and scenarios for each attempt. This allows students to practise concepts repeatedly while receiving instant feedback on their responses, helping them identify misconceptions and strengthen their understanding of mathematical concepts. The textbooks also incorporate dynamic GeoGebra and JSXGraph applets that enable learners to explore mathematical ideas visually and interactively.

In addition to learner activities, the textbooks contain comprehensive lesson plans and step-by-step teaching guides to support educators in implementing the Competency-Based Education (CBE) curriculum effectively. These resources provide structured guidance on lesson delivery, classroom discussions, investigations, learner activities, and assessment strategies, making the textbooks valuable tools for both teachers and learners.

To evaluate the effectiveness, usability, and classroom applicability of the digital textbooks, AMI conducted a piloting programme in a number of secondary schools. School visits were carried out to gather feedback from teachers, observe classroom implementation, and identify areas for improvement.

During the piloting process, the Initiative reached a total of 49 teachers across the following participating schools:

- [St Agnes Musoli Girls High School](#)
- [Emanyinya Senior School](#).
- [Mary Luweti Senior School](#).
- St [Elizabeth Likuyani Girls High School](#).
- [St John the Baptist Likuyani Boys High School](#).

Feedback gathered during the piloting phase highlighted the value of the textbooks in supporting both teaching and learning.

Teachers appreciated the interactive activities, dynamic visualizations, structured lesson plans, and the instant feedback provided through the assessment system. The piloting process also generated important recommendations that continue to inform ongoing revisions and improvements to the textbooks.

The development and piloting of the Grade 7, 8, 9, and 10 Digital Mathematics Textbooks represent a significant milestone in AMI's efforts to integrate technology into mathematics education. Through the combined support of SAMI, Innodems, partner schools, and contributing volunteers, the project is helping to create high-quality, accessible, and engaging mathematics resources that strengthen learner understanding, support teachers, and advance the implementation of Kenya's Competency-Based Education curriculum.

Visual programming with Scratch

Visual programming continued to be an important component of AMI's efforts to equip learners and teachers with digital literacy, computational thinking, creativity, and problem-solving skills. Through Scratch programming and robotics activities, participants were introduced to coding concepts in an engaging and accessible way, enabling them to create animations, games, stories, and interactive projects while developing skills relevant to the digital age.

During the reporting period, AMI conducted a series of teacher professional development workshops aimed at strengthening educators' capacity to integrate coding and creative computing into their teaching. The workshops reached a total of 65 teachers across different learning centres. The sessions focused on Scratch

programming, creative computing, and robotics, providing educators with practical skills and approaches they could apply in their schools.

The workshops conducted included:

- [Scratch Workshop at Kongoni Community Library](#) – Introduced 32 teachers to Scratch programming and its educational applications.
- [Scratch Day Preparation Workshop at MMUST STEM Centre](#) – Reached 15 teachers in preparation for the Scratch Day celebrations.
- [Scratch and Robotics Workshop at Akili STEMArts Academy](#) – Reached 18 teachers through hands-on experiences in coding and robotics.

A major highlight of the year was the Scratch and Robotics event held at the MMUST STEM Centre as part of the [annual Scratch Day](#) celebrations. The event brought together 183 learners and 21 teachers from schools across Kakamega County. Learners participated in coding and robotics activities, developed projects, and showcased their creativity while strengthening their computational thinking and problem-solving skills.

To ensure that the knowledge and skills gained during teacher professional development workshops translated into meaningful learning experiences for learners, AMI conducted regular follow-up school visits and coding club support sessions. These visits played a crucial role in supporting teachers as they implemented Scratch activities in their schools, strengthening school-based coding clubs, and providing mentorship to learners. AMI volunteers worked closely with teachers and students, offering guidance on project development, troubleshooting technical challenges, and encouraging the continued use of creative coding as a learning tool.

The coding club support visits were conducted in the following schools:

- Shikhombelo Junior School – 155 learners
- Kakamega Junior School – 712 learners
- Shanda Comprehensive School – 412 learners
- Shikhombelo Comprehensive School – 473 learners

Through these school visits, AMI reached a total of 1,752 learners, demonstrating the importance of ongoing support in sustaining coding programmes within schools and ensuring that teacher training results in meaningful learner engagement.

The visual programming programme reached 1,935 learners and 86 teachers during the reporting period and this demonstrated the value of creative coding and robotics

in fostering innovation, digital literacy, and problem-solving skills among both learners and educators.

Partnerships, Collaboration and Volunteer Engagement

Partnerships and collaborations continued to play a vital role in advancing the work of AMI. Through strategic partnerships with educational institutions, community organizations, technology partners, and international volunteers, the Initiative expanded its reach, strengthened programme delivery, and created meaningful learning opportunities for both teachers and learners. These collaborations enhanced the quality of our activities, facilitated the sharing of expertise, and contributed significantly to the development of innovative mathematics and digital learning programmes.

One of our key partners during the year was Kongoni Community Library (KCL), where we successfully organized mathematics camps for learners and facilitated a Scratch programming workshop for teachers. We also continued our collaboration with the MMUST STEM Power at Masinde Muliro University of Science and Technology (MMUST), which served as an important hub for digital learning activities. Through this partnership, we conducted another Scratch workshop for teachers and hosted our annual Scratch Day celebration, bringing together 183 learners from five schools within Kakamega County. These engagements strengthened digital literacy skills among both educators and learners while promoting creative coding as a powerful tool for learning, creativity, and innovation.

AMI benefited greatly from the contributions of international volunteers who generously shared their time and expertise. We were honoured to host Ms. Christine Lenghaus, a Mathematics Consultant from Australia, who actively participated in several projects including mini mathematics camps, the Happy Classroom programme, creative coding activities using Scratch, and mathematics club visits. Her engagement with schools and educators enriched our programmes and fostered valuable cross-cultural learning experiences. Through her support, Shikhombelo Junior School and Shanda Comprehensive School, two of our partner schools, each received two laptop computers to strengthen their coding clubs and support digital learning initiatives. We also acknowledge the valuable contribution of Ms. Tamsin Sandhu, who supported AMI virtually. Her expertise was instrumental in the development of mathematics sessions for the 9th STEM Youth Boot Camp held at STEM Park in Dar es Salaam, Tanzania, from 15th–19th December 2025. In addition, she continued to

support the development of our digital mathematics textbooks, contributing significantly to the quality and effectiveness of these learning resources.

We were equally privileged to host Mr. Ben Lloyd-Hurwitz, whose expertise contributed significantly to the development of the Grade 10 and Grade 11 digital mathematics textbooks. During the four months he volunteered with SAMI, the team benefited immensely from his knowledge, mentorship, and collaborative approach to curriculum development. Additionally, we welcomed Dr Georg Osang, a board member of Supporting African Maths Initiatives (SAMI), who spent time with the team from 27 January to 26 February 2026. His visit provided valuable opportunities for learning, reflection, and programme improvement. Together, we conducted several school visits in support of the piloting of the Grade 10 digital textbook, gathering important feedback that will continue to inform the development and implementation of high-quality digital learning resources. These partnerships and volunteer contributions continue to demonstrate the power of collaboration in expanding access to meaningful mathematics education and strengthening educational opportunities for learners and teachers alike.

Research, Publications and Knowledge Sharing

AMI continued to contribute to mathematics education research by documenting and sharing insights from its programmes and interventions. Through collaborative research efforts, the Initiative sought to generate evidence on effective approaches to mathematics teaching and learning while contributing to broader conversations on mathematics education in Kenya and beyond.

A significant milestone was achieved through a collaborative research project involving Esther Diera and Kelvin Barasa of the African Maths Initiative, working alongside Samuel Okoth, Michael Chariga and Lucian Talu from Innodems and Dr Mary Achieng from Strathmore University. Drawing on experiences and data collected from mathematics camps conducted over several years, the team investigated the impact of these camps on learners' engagement with mathematics. Their paper, titled [*"Facilitating a Positive Shift in Students' Engagement with Mathematics: Insights From 21 Maths Camps."*](#) was accepted for presentation and publication at the Seventh Africa Regional Congress of the International Commission on Mathematical Instruction (AFRICME7). The conference was held from 15–18 July 2025 at the University of the Witwatersrand in Johannesburg, South Africa. The acceptance of this paper represents an important recognition of the Initiative's work and provides an opportunity to share

lessons learned with mathematics educators and researchers from across Africa and beyond.

Building on this momentum, the team also authored a second paper titled *“From Players to Pedagogues: The AMI Maths Camp Model as a Catalyst for Teacher Professional Learning.”* The paper explores how participation in mathematics camps influences teachers’ professional growth, pedagogical practices, and approaches to learner engagement. At the time of reporting, the team is looking forward to feedback regarding its publication and dissemination.

These research efforts reflect the Initiative’s commitment not only to implementing impactful mathematics programmes but also to generating and sharing knowledge that can inform policy, practice, and future innovations in mathematics education. By documenting evidence from the field and contributing to academic discourse, the African Maths Initiative continues to strengthen its role as both a practitioner and thought leader in mathematics education.

Conclusion

The period (1st March, 2025 to 28th February, 2026) was a productive and impactful year for the African Maths Initiative. Through mathematics camps, outreach programmes, mathematics clubs, digital textbook development, Scratch programming activities, research, and partnerships, AMI continued to advance its mission of making mathematics engaging, accessible, and meaningful for learners and educators. The year saw thousands of learners and teachers actively participate in programmes that fostered mathematical thinking, problem-solving, creativity and digital literacy.

These achievements were made possible through the dedication of AMI, volunteers, teachers, learners and partner institutions who worked together to create enriching educational experiences. We extend our sincere appreciation to Supporting African Maths Initiatives (SAMI) for its continued support, guidance, and commitment to strengthening mathematics education across Africa.

We also wish to acknowledge the significant contribution of Innodems, who also played a crucial role in the success of programmes implemented during the year. Through technical expertise, programme support, curriculum development, research collaboration, teacher professional development, and digital learning initiatives, Innodems has been an invaluable partner in helping AMI achieve its goals and expand its impact.

As we look ahead, AMI remains committed to building on these successes, strengthening existing partnerships, exploring new opportunities for innovation, and reaching even more learners and educators with high-quality mathematics learning experiences. Together with our partners, supporters, and communities, we will continue working towards a future where every learner has the opportunity to develop confidence, curiosity, and excellence in mathematics.

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. We are also grateful to an anonymous donor who helped fund Samuel Okoth and Lucian Talu to fly to South Africa to present their paper at AFRICME7.

Maths Camps

Wollo University (WU) Math Camp — Ethiopia

The 2nd WU Math Camp ran from 25–30 August 2025 in Dessie, Amhara, Ethiopia, hosted by Wollo University's Department of Mathematics. 30 students (grades 9–12, including 5 returnees) took part, drawn from more than 20 secondary schools around Dessie and selected on the basis of strong maths grades and an entrance exam. The camp was supported by Supporting African Maths Initiatives (SAMI) alongside Wollo University's own College of Natural Science and Research and Community Service office.

Sessions covered speed mathematics, mathematical modelling (including an epidemic-spread simulation), GeoGebra, an "AI and cybersecurity" strand linking cryptography and machine learning to underlying mathematics, and a "Funny Mathematical Games" strand (Magic Squares, prime-number games, number tricks such as the "Mysterious 1089"). Students kept daily journals and the camp closed with a certificate ceremony attended by university leadership.

Bénin Maths Camp 2025

The second edition of Bénin Maths Camp took place from 18–22 August 2025 at the Collège Catholique Saint Michel in Dassa, Benin, under the theme "Mathématiques et curiosité: voir l'invisible, résoudre l'impossible." 47 participants (19 girls, 28 boys) from six departments of Benin attended, supported by 10 facilitators from Benin and Togo. The event was organised by IMAC-Bénin with support from SAMI and IMTogo; originally planned as a larger two-strand programme (including a Computing Camp for returning students), it was scaled back to a maths-only format due to delays in administrative authorisation.

Over five days, participants took part in games and puzzles such as the "Épée de Joséphus," Kaprekar numbers, Caesar-shift cryptography, card games and physical/strategy activities, alongside visits from local education officials, the mayor of Dassa and the departmental education director, all of whom praised the initiative. The camp closed with a certificate ceremony, with organisers already looking ahead to a third edition.

Togo Maths Camp 2025

IMTogo's seventh Togo Maths Camp ran from 1–5 September 2025 at the Complexe Scolaire Le Bénit in Agoè, Togo, delivered in partnership with SAMI. Daily attendance grew steadily over

the week, from 48 participants on opening day to 66 by the closing day (39 boys/27 girls at the end), reflecting rising engagement.

The programme built through the week from strategy and logic games (Épée de Joséphus, Sharing Info, Find the Leader, Tic-Tac-Toe variants) to calculation tricks and Kaprekar's constant, then cryptography (Caesar shift) and combinatorics (handshake counting), before moving into number theory (abundant/perfect numbers), 3D geometry and a final day of consolidation games and a closing certificate ceremony. IMTogo reported that the camp strengthened participants' logical reasoning, patience, concentration and teamwork alongside their enthusiasm for mathematics.

BDU Math Camp 2025 (Bahir Dar University, Ethiopia)

The 12th BDU Math Camp, run under the long-standing motto "Learning Mathematics Through Fun," took place from 27 July–3 August 2025 (with a preparatory week from 21–26 July) at Bahir Dar University, Ethiopia. 55 students aged 15–17 from fourteen secondary schools in Bahir Dar took part (21 male, 34 female), supported by 31 academic staff and 8 returning student volunteers. Costs were mainly covered by Bahir Dar University, with additional support from SAMI and online resources from the African Maths Initiative (AMI).

Participants were split into four "houses" named after mathematicians and computer scientists (Timnit Gebru, Alan Turing, Bernhard Riemann, Abeba Birhane) and followed a structured daily timetable covering spherical geometry, speed maths, sorting algorithms, Scratch and MS Logo programming, modular arithmetic/cryptography, epidemic modelling, GeoGebra, game theory, Arduino robotics and physics problem-solving, plus a campus-wide treasure hunt and a research-institute trip. The camp closed with a documentary screening and certificate/Virtual Math Camp card presentations.

Allotey Maths Camp 2025 — Ghana

The Allotey Maths Camp ran from 28 July–8 August 2025 (including a volunteer preparation week) at Achimota School, Accra, Ghana, organised by African Maths Initiative Ghana (AMI Ghana) with AIMS Ghana, SAMI and GHAIDEMS. 100 students from Achimota School took part, supported by 18 volunteer facilitators grouped, together with the students, into four houses named after mathematicians (Simons, Mirzakhani, Perelman, Madhava).

Over five camp days, sessions covered mathematical thinking and games (15-Game, Tic-Tac-Toe, magic squares), programming (Human Robot, Scratch, R-Instat), game theory and probability, Caesar-shift cryptography, GeoGebra, parabolic envelopes, balloon geometry and Euler's polyhedral formula, symmetry "magic tricks," and a Treasure Hunt finale. A paired pre-/post-camp survey showed strong gains against the camp's objectives — e.g. 71.9%

reported learning new mathematical approaches and 78.1% said they built new friendships/networks.

Rwanda Summer Maths Camp 2025

EduHub Africa Math Summer Camp hosted 20 learners—ranging from Primary 6 to Senior 5—gathered at Excella School in Kigali for an unforgettable Maths Summer Camp. With boarding provided on-site, they welcomed students from across Rwanda. Following a dedicated prep week from 12th August to 16th August 2025, the camp officially ran from 17th August to 22nd August 2025. EduHub Africa were happy to have SAMI international volunteers Rileigh (Caltech University) and Orev (University of Zurich), working alongside local volunteers Belise (University of Rwanda), Jalene (AIMS Alumna) and David (Mount Kigali University lecturer and math teacher).

Learning was active and adaptive. Days were filled with hands-on math lessons, challenging puzzles, outdoor math games, and group reflection. Every evening, the team adjusted the next day's plans based on what inspired the students most. Outside the classroom, facilitators joined in evening sports and hosted a quick-fire Q&A session about careers in mathematics.

Kapiyo Maths Camp 2025 — Kenya

The Kapiyo Maths Camp ran from 1–3 September 2025 at Kapiyo Secondary School, Kenya and was a three-day collaboration between the school, Strathmore University and the African Maths Initiative. 251 students (Forms 2–4) were registered, organised into ten houses, mixing genders and year groups.

The camp was designed around six themes — mathematical thinking (handshake/knockdown puzzles, magic squares), probability and combinatorics (permutation and counting problems framed around real scenarios), programming and robotics, games and puzzles, physical activities, and Quick Maths mental-arithmetic sessions. There was also a whole-school treasure hunt which the students loved. Entry and exit surveys showed a marked shift in attitudes toward mathematics, with students reporting increased confidence, stronger teamwork, and requests for the camp to be run more frequently and extended to other subjects.

Playing Cards

SAMI was delighted to complete the translations and fund the printing of our playing cards “maths camp in a box” into French. These were distributed to Togo, Benin, Rwanda and Cameroon and used in maths camp and club activities. We also did a reprint of the English version for our partners in Kenya, Ghana and Ethiopia. SAMI had a request from Lahore University of Management Sciences in Pakistan to print and use our playing cards and we were

very happy to accept this request, allowing the maths card puzzles to spread further throughout the world.

Fundraising

SAMI is extremely grateful to all our donors this year, whether it be the monthly donations from kind people such as Danny Parsons, or the large donations we have had from Marc Jennin, Sam Hyatt-Twynam, Franca Hoffman and Francesco Vigano. We are very grateful to Samuele Ciprietti for running the London Marathon on our behalf. SAMI hosted a digital textbooks crowdfunding campaign this year which was managed by IDEMS and Innodems. Their awareness campaign managed to raise significant funds for this essential work in Kenya.

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 28th February 2026.

Income

	Unrestricted funds (£)	Restricted funds (£)	Total 2026 (£)	Total 2025 (£)
Donations				
Personal fundraising and donations	7,772	-	7,772	9,032
Crowdfunding Digital Textbook	-	6,838	6,838	-
Sam Hyatt-Twynam	-	3,000	3,000	2,500
C2Dev	-	-	-	250
HMRC	-	-	-	406
Trading activities				
Using EasyFundraising online	59	-	59	51
Corks	-	-	-	27
Paypal Giving Fund	5	-	5	35
Total incoming resources	7,836	9,838	17,674	12,301

Expenditure

	Unrestricted funds (£)	Restricted funds (£)	Total 2026 (£)	Total 2025 (£)
Cost of generating funds				
Governance	34	-	34	13
Marathon Place	-	-	-	480
Account fees	6	-	6	-
Charitable activities				
Maths Camps	5,604	-	5,604	7,176
Supporting AMI work	883	-	883	3,810
Sam Hyatt-Twynam	-	2,864	2,864	2,572
Girls in Maths Ghana	-	-	-	1,047
Crowdfunding Digital Textbook	-	6,838	6,838	-
Playing Cards	3,394	-	3,394	-
SAMI Website	-	-	-	2,250
Total expended resources	9,921	9,702	19,623	17,348

	Unrestricted funds (£)	Restricted funds (£)	Total 2026 (£)	Total 2025 (£)
Net income/expenditure and net movement in funds	-2,085	136	-1,949	-5,047
Funds brought forward	6,241	2,487	8,728	13,775
Funds carried forward	4,156	2,623	6,779	8,728

Balance Sheet as of 28th February 2026

	Unrestricted funds (£)	Restricted funds (£)	Total funds 2026 (£)	Total funds 2025 (£)
Current assets:				
Debtors	-	-	-	-
Cash at bank and in hand	4,156	2,623	6,779	8,728
<i>Total current assets</i>	4,156	2,623	6,779	8,728
Creditors: Amounts falling due within one year	-	-	-	-
<i>Net current assets or liabilities</i>	4,156	2,623	6,779	8,728
Total net assets	4,156	2,623	6,779	8,728
Reserves				-
Unrestricted funds			4,156	6,241
Restricted funds			2,623	2,487
Total funds			6,779	8,728

For the period ended 28 February 2026 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 xxth xxx 2026 and signed on their behalf by:

Signed:

Signed:

Name: Emily Fleming (director)

Name: Jeffreyrey Goodman (director)

Notes to the Accounts

For the period ended 28 February 2026

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 (£)	Maths Camps (£)	Playing Cards (£)	Total (£)
Costs directly allocated to Charitable activities				
Communications support	132			132
Internet	366			366
Travel	374			374
Food, accommodation, transport, equipment hire and resources for students and local teachers for a camp, maths club, workshop or "code sprint"		5,539		5,538
Printing and distribution of Playing Cards			3,391	3,391
Support costs allocated to Charitable activities				
Foreign transfer bank fees	11	65	3	79
Total expended funds (unrestricted)	883	5,604	3,394	9,881

3. Breakdown of expenditure on Charitable Activities (continued)

Expenditure (Restricted)	Sam Hyatt- Twynam (£)	Crowdfunding Digital Textbook (£)	Total (£)
Costs directly allocated to Charitable activities			
Stipends	2,794		2,794
Transfer to Innodems for authoring and piloting digital textbooks in Kenya		6,825	6,825
Food, accommodation, transport, equipment hire and resources for students and local teachers for a camp, maths club, workshop or “code sprint”			
Support costs allocated to Charitable activities			
Bank charges	70	13	83
Total expended funds (restricted)	2,864	6,838	9,702

3. Funds

	At 28 Feb 2025	Income	Expenditure	At 28 Feb 2026
Unrestricted funds				
General funds	<u>6,241</u>	<u>7,836</u>	<u>(9,921)</u>	<u>4,156</u>
Total unrestricted	<u>6,241</u>	<u>7,836</u>	<u>(9,921)</u>	<u>4,156</u>
Restricted funds				
Sam Hyatt-Twynam	<u>0</u>	<u>3000</u>	<u>(2,864)</u>	<u>136</u>
Honorarium from AIMS Cameroon	<u>2,487</u>	<u>0</u>	<u>(0)</u>	<u>2,487</u>
Crowdfunding Digital Textbook	<u>0</u>	<u>6,838</u>	<u>(6,838)</u>	<u>0</u>
Total restricted	<u>2,487</u>	<u>9,838</u>	<u>(9,702)</u>	<u>2,623</u>
Total funds	<u>£8,728</u>	<u>£17,674</u>	<u>£(19,623)</u>	<u>£6,779</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 2026.