

Supporting African Maths Initiatives

(A company limited by guarantee)

Report and Financial Statements for the year ended 28th February 2017

Charity number 1161994
Company number 9458921

Chair's report

As we end our second year as an incorporated charity, I would like to take this opportunity to reflect upon our growth and outreach over the past year.

A huge thank you is owed to all of our volunteers who have helped to make 2016 another successful year. Our volunteers have supported Maths Camps in 5 different countries. We are extremely proud to have been awarded The Economist Charitable Trust grant which has allowed us to enhance the livelihood of various communities throughout Kenya through the purchase and use of tablets. A huge thank you to Chris Clarke for overseeing this project.

Zach Mbasu continues to devote his time to improving education and has once again worked tirelessly this year to improve the lives of many. This year Zach and his team have seen the launch of the newest maths camps at Lewa conservancy. His work throughout Kenya and Tanzania has been remarkable.

Danny Parsons, Lily Clements, David Stern and Roger Stern helped see the African Data Initiative (ADI) Project through another exciting year of advancing the statistical software, R-Instat including its beta release.

We are extremely grateful for those whose financial support have allowed Supporting African Maths Initiatives (SAMI) to carry out its work towards achieving our goals. Marc Jeannin and Aba Nyankah both gave generous donations to the Ghana Maths Camp. Julian Harty, Red Rubber Ball and Rock Kenya have all sponsored students to attend maths camps. Thanks are also due to Roger Stern who kindly supported us financially through a generous donation.

Finally, thanks to Franca Hoffman, Jeff Goodman and Emily Fleming for their dedicated work in guiding the charity in their role as directors.

More information can be found at www.samicharity.co.uk.

Amy Fletcher
Chair

Supporting African Maths Initiatives - Report of the Management Committee for the year ended 28th February 2017

The Management Committee presents their report and the financial statements for the period ended 28th February 2017 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: Flat 3, 214 Bermondsey Street, SE1 3TQ

Management Committee

Directors

Miss Amy Fletcher Chair

Mr Jeff Goodman

Miss Franca Hoffmann

Mrs Emily Fleming

Other members

Mr Chris Clarke

Mr Rafael Sanchez Bailo

Mr Santiago Borio Penalosa

Miss Mairi Walker

Mr Andrew Harris

Mrs Jo De Silva

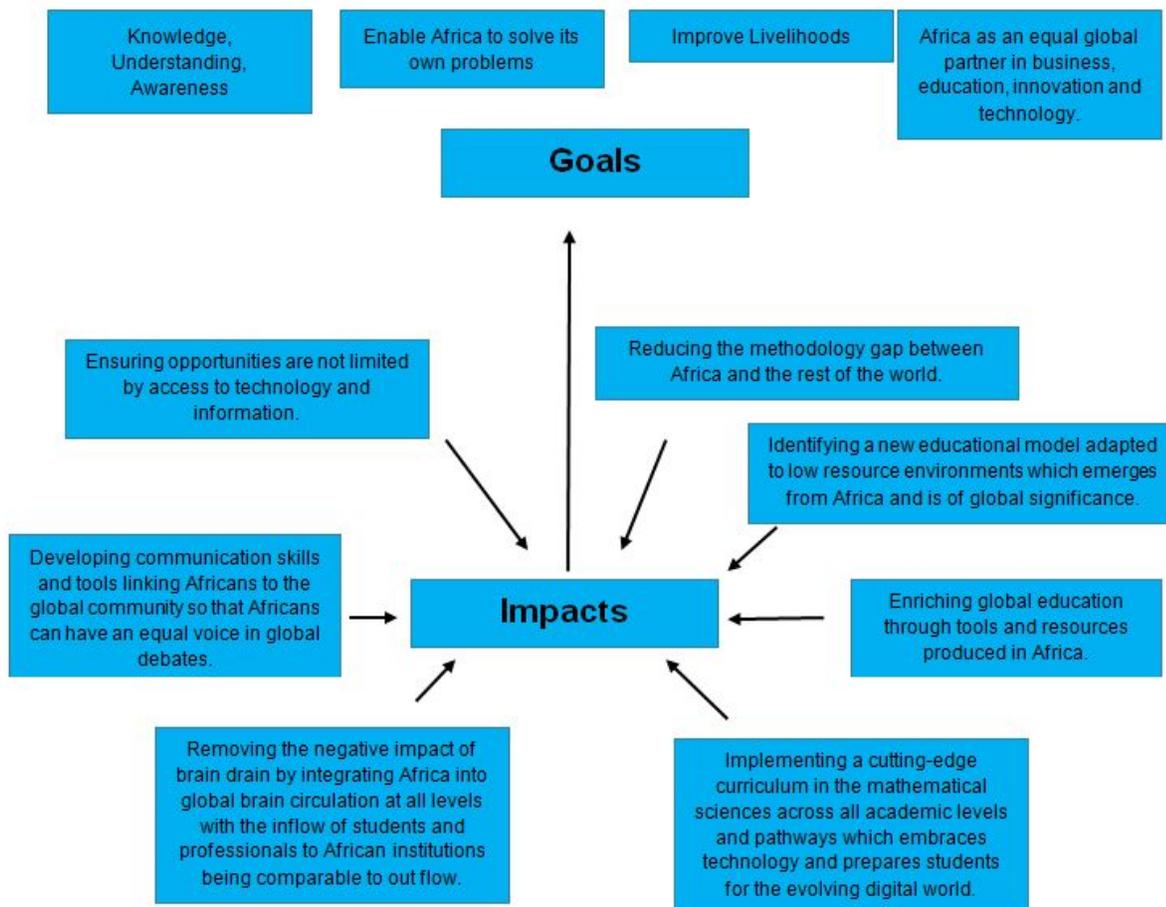
Aims and Objectives

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.

Our aims as a charity can be summarised by the following infographic:



Ensuring our activities meet our aims and objectives

We review our activities three times a year using a system called Objective and Key Results (OKRs). We have an overriding working document evolving into a “Theory of Change” which is helping to guide our work and ensure that we are working towards our aims. We have referred to the guidance contained in the Charity Commission’s general guidance on public benefit when reviewing our aims and objectives and in planning our future activities. In particular the directors (who are also the charity trustees) consider how planned activities will contribute to the aims and objectives they have set.

Activities

All our activities focus on working towards the aims and objectives outlined above and are undertaken to further our charitable purposes for the public benefit.

Maths Camps in Africa

SAMI helps run maths camps in the summer in various countries in Africa. The first camp was held in 2011 in Kenya and the initiative has spread to Ethiopia, Ghana and Tanzania. Participation in the maths camps by teachers from the UK led to the creation of SAMI. SAMI now helps with raising funds, recruitment of volunteers and resources creation.

Purpose of the maths camps

During the maths camps, the focus is not on facts and formulas memorised in school but on critical thinking, teamwork and creativity, on being logical and persistent in solving puzzles and problems, and giving every student a chance to apply themselves. Rather than aiming to teach content, our goal is to inspire students, awakening their enthusiasm in mathematics by stimulating their natural curiosity. This can best be achieved through a 'learning by doing' approach, making sure students actively participate in the classes through activities and games. Since 2011 a large number of resources have been created that are now more widely available for free for the public benefit. These include guided activities for use in schools and university for student led or facilitator led maths clubs. The maths camps have shown that students' perception of mathematics can change significantly over the course of just a few days, and the

gain in self-confidence and enthusiasm has helped students improve their results across subjects in the long-run.

The camps have been highly successful in part due to their key values: sustainability, teaching extra-curricular maths, being inclusive, creating an immersive environment where everyone is learning, using the latest technology, developing and communicating new educational resources, and creating a community of mathematics enthusiasts.

Kenya camp 2016

The sixth annual Maseno Maths Camp, hosted in Kitale, took place in August 2016. A team of 15 local volunteers and 6 international volunteers helped to once again make the camp a huge success. More than 50 students from Forms 1 to 4 attended this year's camp.

The camp was run by African Maths Initiatives (AMI) and was largely self sufficient using ticket prices and sponsorship with a small donation from SAMI. SAMI also supported the camp in advance and during the camp with volunteers and resources.

Ethiopia camp 2016

75 students attended the 4th annual Bahir Dar Maths Camp hosted at the Bahir Dar University, Ethiopia. These students were joined by a supporting team of 3 international volunteers and the staff at Bahir Dar University. The camp is now fully integrated into the University, and has a date set each year and lecturers are expected to attend. The camp was funded and run by Bahir Dar University with help from SAMI just in the form of volunteers. SAMI funded Thomas Mawora to attend after all his experience in Kenya running the Maseno maths camp.

Ghana camp 2016

Local and international volunteers gathered together to organise the third Ghana Maths Camp which was hosted at the African Institute for Mathematical Sciences (AIMS), Biriwa campus. Special thanks are owed to AIMS Ghana for their great support for the camp. A massive thank you is owed to Mrs Aba Nyankah. Her extremely generous donation helped to ensure the smooth running of the camp. 11 local volunteers and 6 international volunteers helped make the camp successful. 35 students attended from 14 different schools. The students were entering into Forms 1 to 3 in secondary schools from around the country and ranged in age from 14 to 19.

Tanzania 2016

A maths camp was held for the first time in Tanzania at Bagamoyo Secondary School in the Pwame Region. SAMI and AMI partnered with AIMS Tanzania, Bagamoyo Secondary School and Lyra in Tanzania who were all very generous with funding and providing facilities and volunteers. 12 teachers, 20 local volunteers and 6 international volunteers helped run the camp for 60 students. Thanks to sponsorship, particularly by Lyra, all students attended the camp for free and gained a huge amount from the experience.

Lewa Camp November 2016

This is the first time that a maths camp was held in Lewa conservancy in Isiolo county, Kenya. The camp was funded by SAMI, AMI, the Lewa Conservancy and Zach Mbasu. Lewa education programme arranged all the logistics of hosting the camp and choosing students, and AMI volunteers travelled to Isiolo to facilitate the camp. The maths camp brought together students, teachers, community educators, local volunteers and other professionals like accountants, managers and engineers. There was a total of 50 students [29 girls and 21 boys] age range 15-19 from 39 different schools in various counties in central Kenya and are attending schools in different parts of the country. This first camp was a great success with camp themes including binary logic, mathematical thinking, statistics, programming, problem solving, conservation, physical activities/life skills and maths clubs. Lewa are now keen to commit resources for conducting annual maths camp similar to this next year.

Maths Camp in UK

London Camp 2017

The Lycee Francais in London played host to this year's London Maths Camp. An international team of volunteers with various backgrounds in mathematics helped organise the themes and sessions for the camp: Cryptography, Geometry, The Physical World, Modelling in Nature and Statistics. Guest lecturers included Cath Moore (Further Maths Support Network), Professor Bruce Hobbs (Edinburgh University), Professor Jose Antonio Carrillo de la Plata (Imperial College) and Dr Reed Roberts (The Economist). The camp was attended by 56 students from 10 different schools.

Supporting AMI work

SAMI has paid Zach Mbasu a stipend to run various initiatives throughout the year, alongside his continuing work for TabLab. He has been joined at different times of the year in Kenya by Danny Parsons, Chris Clarke, Kelly Pickerill and Francois Renaud. Local interns have been under this team's supervision throughout the year and have also contributed to some of the projects below.

Maths clubs

We continue to take math clubs to new schools, transforming existing clubs and refining our process of working with the schools and measuring the progress made by the clubs.

Two schools in Tanzania (Kangani school and Shaaban Robert secondary school in Tanzania) and five schools in Kenya (Tande secondary, M-PESA Foundation academy, St Aloysius Gonzaga secondary, St Antony, Wekhonye primary school and Birunda primary school) were regularly visited. During the school visit sessions, we engaged both students and teachers in doing some mathematics. Just like the teacher workshops we reflected on learning methods and how to enable students to understand the mathematics that they are learning, to make connections between mathematical concepts and to develop skills of problem solving, working systematically, visualising, generalising, thinking creatively, conjecturing and proving.

AMI is working on securing a few key partnerships with other high impact organizations in order to scale the math clubs activities. This include AIMS and project Inspire in Tanzania, Manor House Agricultural Centre and M-PESA Foundation Academy in Kenya.

AIMS Outreach program

AMI supported AIMS Tanzania outreach program as part of their public engagement activity. This was a one-week outreach programme which included training AIMS students or running our maths club pack activities and as well as running fun mathematical activities in three secondary schools around Bagamoyo. 200 secondary students and 6 maths teachers participated in this outreach activity. The outreach was aimed at changing students' perceptions towards mathematics by exposing the young minds to ideas in maths relevant to the world we live in today. All outreach activities are orientated toward giving students a taste of mathematics that exist outside the classroom. Activities included: mathematical thinking, game playing, experimentation programming and cryptography. It is hoped that outreach activity will motivate students to pursue careers in mathematical sciences. Participation of school teachers was also

encouraged in order to expose them to innovative teaching methods and other teaching resources. Critical thinking and problem solving were key aspects of the outreach week to provide motivation and appreciation of the subject.

TabLab

The TabLab Project in Tanzania is funded by the World Leadership School Organisation. They purchase tablets and send teacher trainers to facilitate schools with getting started with the tablets. SAMI has helped as a consultant again this year.

Tranz Nzoia

Agricultural Survey in Kitale, Trans Nzoia County is a survey of small-holder farmers to identify their crop diversity in relation to their cultural diversity led by a team of 14 selected university students from different public universities in Kenya who are on attachment in AMI. They have conducted a rapid assessment of smallholder farming communities in Trans Nzoia County to establish their crop diversity in relation to their cultural diversity as well as their nutritional diversity. The survey data collected is being used to inform future agricultural research and development activities in the county. Under the guidance of experienced researchers like Beth Medvecky and Terry Tucker from Cornell University, David Stern, Giovanna De Giusti, and Zach, students are guided through the process of implementing, analyzing and interpreting the survey targeting smallholder farming communities. As part of the survey design, primary schools are used as an entry point to the community. The team goes into a primary school before they are taken to the village by the pupils. The pupils are involved in the data collection process as a learning opportunity which is then linked to their maths curriculum where they learn things like percentages, ratios, proportions etc. The pupils also have an opportunity to work with the 10 AMI tablets to map out their school and come up with a digital map. They can later access content on the Remote Area Community Hotspot for Education & Learning (RACHEL) server. At the end of this exercise, the collected data is used to create an instructional module for local schools. AMI is the official host organisation for the students attachment and also responsible for handling project finances. Zach's role has been to mentor the whole team during the attachment period. He has been paving the way for the team's work by making preparatory visits to local schools, county officials and periodically checking what the team is doing on the ground.

AMI work

SAMI supports Zach Mbasu in the administration work that he does to ensure the smooth running of AMI. Zach attends workshops and courses to learn more about running an NGO and to keep up to date with legal requirements. He supervises accounts, intern roles and reviews OKRs.

Tutor web (University of Iceland)

We continue to collaborate with University of Iceland in supporting student and instructors use the tutor web system in Naivasha Maximum prison, Takawiri primary school and Maseno University. Tutor web is an open learning environment where content in mathematics and statistics is available within the system at no cost for users including over 4000 exercises. Novel algorithms for allocating exercises to students as well as grading with the goal of increasing learning have been developed and embedded within the tutor-web system.

International Clubs for Collaborative Content Creation (Pepperdine University)

AMI is coordinating two school sites in Kenya on International clubs for content creation (IC4) project. This project is a collaboration of Pepperdine and New York Hall of Science. It establishes an international network of science, technology, engineering and Mathematics subject-related, media-making clubs. These are comprised of after school students and teachers in the US, Kenya, Namibia and Finland. The content of the media produced by students focuses on the illustration and teaching of Science, Technology, Engineering, and Mathematics (STEM) topics, where shared media is intended to help other students become enthused about and learn maths, and other STEM subjects. Students create a range of media formats, including videos, short subject films, computer programs etc.

African Data Initiative

Background

The African Data Initiative (ADI) is a project launched in 2015 aiming to address the problem of statistical literacy in Africa, and beyond. Statistical literacy in certain professions is invaluable in enabling informed decision making; this in turn is vital to creating a stable and sustainable society. Tackling this requires a combination of better training and suitable statistical software. Without the software, the training is usually too theoretical. The appropriate software opens the door to training that can emphasize concepts rather than theory, and can provide a hands-on, applied approach. We have identified a gap in the statistical software available. We need software that is easy to use, even with low computer literacy. It should encourage good

statistical practices and learning. It should also be free and open source, so that it is adaptable and sustainable. Hence, the initial phase of the project was to produce a new statistical software.

Over £30,000 was raised to support the first aim of the project-- that is, a statistical software tool that is developed and produced in Africa, by Africans. This work involves adapting two existing packages: Instat+ and R. The money for this aspect of the project was raised through an online crowdfunding campaign hosted by Chuffed, with fundraising completed in November 2015.

SAMI's role

This project is led by AMI with the support of SAMI, the Statistical Services Centre (a not for profit consultancy unit within the University of Reading), the African Institute for Mathematical Sciences (AIMS) Tanzania, The International Association of Statistical Education (IASE) and Maseno University, Kenya.

SAMI's involvement includes holding and managing the funds raised in the UK, consulting on the progress of the project and being involved in decision making at the highest level.

Activities

This project has continued to provide training, experience and support for new programmers in Kenya and Tanzania, and has created beta versions of an exciting new piece of software. The initial versions released this year are already being used to improve statistics teaching and research in Africa and beyond, while work continued in support of the official launch in July 2017.

February – August 2016

The focus of ADI continued to be on the development of R-Instat and working towards a beta release which would be available for testing. During this period, several alpha versions were created and released to a small number of testers. Feedback from testers helped improve the software and support the development in preparation for more widespread releases and testing.

September 2016 – first use of R-Instat for teaching!

R-Instat was used for the very first time to teach statistics! The 'guinea pigs' were 54 Mathematical Science Masters students studying at AIMS Tanzania. The students were all extremely talented, having obtained scholarships to attend the program, and come from diverse backgrounds across 16 African countries. The course was taught by Roger Stern (Reading University, UK) and James Musyoka (Maseno University, Kenya) and was titled 'Dealing with Data'. This was the students' first of 6 statistics course on their 1 year MSc Mathematical Sciences course.

During the course, students learnt how to organize data, as well as visualise data through graphs and produce simple summaries. It was exciting that much of this was done using R-Instat, along with spreadsheet software, and the promise of producing software that is simple to use meant students could concentrate on learning key concepts in statistics without being distracted by complex software. Students were also introduced to other free resources such as the CAST e-textbooks and the Statistics Made Simple (eSMS) online statistics course.

Project to study corruption risks using R-Instat

In November, ADI partnered with the University of Oxford on a 6 month project to analyse public procurement data to measure corruption risks in government contracting. This involved working with open data from Tanzania and a major aim of the project was to incorporate the statistical methods for analysing corruption risks into an easy to use module in R-Instat. R-Instat could then be used to support non-specialists (e.g. civil society groups, anti-corruption agencies, students and public officials) to more easily analyse large public procurement data and support efforts to increase integrity in government contracting.

Workshops were planned for March 2017 in Dar es Salaam, Tanzania to bring together university students and staff and public officials interested in government contracts. The facilities for analysing data in R-Instat will be presented along with hands on sessions for participants.

November 2016 – First beta release available

On 8 November 2016 (exactly one year since the successful crowd funding campaign came to an end and the work on R-Instat began), the first beta version of R-Instat was released. This was a big step in the development, as the team were now confident that the software was stable enough to be used by a wider audience. R-Instat was available to be downloaded on the AMI website.

Successive beta releases continued to be released over the following months as feedback from beta testers informed the development team of issues, bugs and new features that could be included.

February 2017

Danny Parsons and Lily Clements ran a session on analysing real world data with R-Instat at the February London Maths Camp for high school students. This was a great opportunity for students to use the new tool to produce and discuss complex statistical graphs. It also gave an opportunity for other SAMI members to be given some training in advance of the session, so we were able to appreciate the innovation of the new software.

Plans for next year

Development of R-Instat will continue and successive beta releases will be made available through the AMI website. The ADI team will be preparing for an official launch of R-Instat at the

World Statistics Congress in Morocco in July 2017. This will include creating dedicated websites for resources, materials for publicity and training, and documentation. This will be an opportunity to share the ADI project and R-Instat with the statistics and statistics education communities to hopefully gain more supporters and collaborators in our efforts on improving statistical literacy. Although development of R-Instat will continue after July 2017, it is hoped that the focus can then shift to the broader aims of the ADI. We hope to support the use of R-Instat in African universities for teaching statistics courses, as well as supporting its use for our other target audiences, namely climate and agriculture researchers.

Digital Communities Initiative (DCI)

In March 2016 SAMI secured a grant from The Economist Charitable Trust for £8150 help to enable both children and adults in rural Kenya to work towards a better future, through integration of digital technology into key life activities. The grant was for a one year project starting in August in 2016.

A set of 20 tablets and accessories was initially purchased and delivered to Kitale. They were used for a week-long maths camp, helping students to explore and be inspired by ideas around programming, problem solving and big data. For the first time we were able to have a maths camp without the need for computer labs or electricity. The tablets were also used in the camp at the Lewa conservancy.

The tablets have been used for learning and teaching at Wekhonye primary school and secondary school. Two local interns have been visiting the schools daily to help teachers and learners access and use the devices. Numerous apps, such as the onebillion apps, have been used to improve numeracy and literacy skills at the school. With the devices, learners have been able to access over 200GB of content via a RACHEL Plus server unit. Two other volunteers ran workshops for 58 girls to discuss gender and sexual health issues.

The tablets have also been used to help in community workshops for farmers. International experts have been helping to train local staff, and together they have customised and loaded the tablets with informative documents and videos. To date, a total of 12 workshops have been held, with more planned. Topics have included pests, diseases, soil health and erosion.

DCI has further started running regular workshops to support local women in the community. YouTube videos have been the primary source of information helping to showcase local talent and explain ideas around finance and marketing.

All these interventions have taken place in one community, the impact of which will be analysed in the latter stages of the project.

Research

USA Global Symposium/Project Based Learning workshop

In April 2016 Zach Mbasu presented at Global Symposium in Denver on how global competence can be successfully integrated into school culture to ensure students are prepared to succeed and thrive beyond the classroom walls, in the community and workforce. Zach drew from previous TabLab work in Tanzania, Costa Rica, the US and Canada.

Financial Review

The Statement of Financial Activities show a negative net movement in funds for the year of £7,202.

The total reserves at the period end stand at £22,823.

Reserves policy

The risk of unforeseen emergency or other unexpected need for funds is absolutely minimal. Operational costs are negligible as SAMI does not employ any full time employees and does not have an office or a building to maintain. SAMI does not rely on any continuing grants or any matched funds to cover our costs. It is for these reasons that SAMI has chosen to adopt a 'zero level' reserves policy. Our policies require that requests for funding of projects come in writing and any expenditure must be approved by the directors. These requests are reviewed in line with our objectives and with our current financial situation. Work done on the ADI is strictly budgeted on the (restricted) funds raised for this project. Work done to support AMI's projects in Africa are each individually reviewed prior to any funds being paid. As the charity is in its early stages, the directors have opted not to support any projects beyond the financial constraints of our current (unrestricted) fundraising.

Risk Management

The Management Committee have assessed the likely risks to which the charity is exposed, in particular including those related to the operations and financial risks of the charity, and are satisfied that systems are in place to mitigate our exposure to the major risks.

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 2015.

Appointment of Directors

One third of SAMI directors stand down at the following year's Annual General Meeting (AGM). Members and supporters of SAMI are written to in advance of the meeting to ask if anyone would like to be a director. New directors are voted in at the AGM, and director positions may include previous directors (if there is no one else who would like to take over).

Organisation

The board of directors, with assistance from other members, administers the charity. Directors meet regularly throughout the year, and formally on at least three occasions. Directors and members use a number of online systems to help run the charity. The OKR system is used to set objectives three times a year, and then to follow progress on these objectives. The board uses the Slack platform to help ensure efficient communication.

Currently all ten members of the charity are voting members.

Related parties and co-operation with other organisation

AMI is a Kenyan NGO with which SAMI continues to work with very closely. SAMI and AMI collaborate together on activities and make payments on behalf of each other in the appropriate countries.

Approved by the directors and signed on their behalf by:

Emily Fleming
Director

Date 28/11/2017

Statement of financial activities

Statement of financial activities (incorporating Income and Expenditure account)
For the period ended 28th February 2017

Income

	Unrestricted funds (£)	Restricted funds (£)	Total 2017 (£)
Donations			
Personal fundraising and donations	1,996	1,275	3,271
Business sponsorship for maths camp in Kenya	839	-	839
Grant from the Economist for DCI	-	8,150	8,150
Charitable activities			
SAMI London Maths Camp tickets	5,320	-	5,320
Other trading activities			
Attracting donations in exchange for used corks	188	-	188
School Christmas Fayre	126	-	126
Using EasyFundraising online	115	-	115
Contract from Oxford University to develop ADI software	-	800	800
Investment income			
Bank interest	7	-	7
Total incoming resources	8,591	10,225	18,816

Statement of financial activities (incorporating Income and Expenditure account) - continued
For the period ended 28th February 2017

Expenditure

	Unrestricted funds (£)	Restricted funds (£)	Total 2017 (£)
Cost of generating funds			
Marketing	119	-	119
Charitable activities			
Maths Camps in Africa	4,511	-	4,511
Maths Camp in UK	1,864	-	1,864
Supporting AMI work	7,225	-	7,225
African Data Initiative	-	7,801	7,801
Digital Communities Initiatives	-	4,474	4,474
Governance costs -companies house registration	13	-	13
Total expended resources	13,732	12,275	26,007

Net income/expenditure and net movement in funds	-5,141	-2,050	-7,191
Funds brought forward	8,536	21,489	30,025
Funds carried forward	3,395	19,439	22,834

Balance Sheet as of 28th February 2017

	Total funds 2017 (£)
Current assets:	
Debtors	947
Cash at bank and in hand	25,009
<i>Total current assets</i>	25,956
Creditors: Amounts falling due within one year	3,122
<i>Net current assets or liabilities</i>	22,834
Total net assets	22,834
Reserves	
Unrestricted funds	3,395
Restricted funds	<u>19,439</u>
	22,834

For the period ended 28 February 2017 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 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 2015).

Approved and authorised for issue by the Directors on 28 November 2017 and signed on their behalf by:

Signed: _____
Name: Emily Fleming (director)

Signed: _____
Name: Jeff Goodman (director)

Notes to the Accounts

For the period ended 28 February 2017

1. Accounting policies

Basis of Accounting

The financial statements have been prepared under the historical cost convention. There 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.

Notes to the accounts (continued)
For the period ended 28 February 2017

2. Breakdown of expenditure on Charitable Activities

Expenditure (Unrestricted)	Maths camps in Africa (£)	Maths camp in UK (£)	Supporting AMI work (£)
Costs directly allocated to Charitable activities			
Stipends	-	-	7,102
Flights	1,108	569	-
Technology	-	-	79
Food, accommodation and resources for students and local teachers	2,001	984	-
Sponsorship for students	1,402	-	-
Insurance	-	142	-
Support costs allocated to Charitable activities			
Foreign transfer bank fees	-	-	44
Publicity	-	-	-
Visas and police checks	-	169	-
Total expended funds (unrestricted)	4,511	1,864	7,225

Notes to the accounts (continued)
For the period ended 28 February 2017

3. Breakdown of expenditure on Charitable Activities (continued)

Expenditure (Restricted)	African Data Initiative (£)	Digital Communities Initiative (£)	Total (£)
Costs directly allocated to Charitable activities			
Stipends	5,800	1,100	6,900
Flights	1,894	60	1,954
Technology	59	2,466	2,525
Facilitation/Dissemination including transport and accommodation	-	790	790
Support costs allocated to Charitable activities			
Internet	-	58	58
Foreign transfer bank fees	48	-	48
Total expended funds (unrestricted)	7,801	4,474	12,275

Notes to the accounts (continued)
For the period ended 28 February 2017

3. Funds

	At 28 Feb 2016	Income	Expenditure	At 28 Feb 2017
Unrestricted funds				
General funds	<u>8,536</u>	<u>8,591</u>	<u>(13,732)</u>	<u>3,395</u>
	<u>8,536</u>	<u>8,591</u>	<u>(13,732)</u>	<u>3,395</u>
Restricted funds				
African Data Initiative	<u>21,489</u>	<u>2,075</u>	<u>(7,801)</u>	<u>15,763</u>
Digital Communities Initiative	-	<u>8,150</u>	<u>(4,474)</u>	<u>3,676</u>
	<u>21,489</u>	<u>10,225</u>	<u>(12,275)</u>	<u>19,439</u>
Funds	<u>£30,025</u>	<u>£18,816</u>	<u>£ (26,007)</u>	<u>£22,834</u>

Details of restricted funds

African Data Initiative

Funds received to support the ADI project to address the problem of statistical literacy in Africa and beyond.

Digital Communities Initiative

Funds received to help to enable both children and adults in rural Kenya to work towards a better future, through integration of digital technology into key life activities.

4. Trustee remuneration

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