
ANNUAL REPORT

AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED
30TH SEPTEMBER 2023





Acknowledgement and Organisation Registration Details

Published by: ESSA

 www.essa-africa.org

 [@essa_africa](https://twitter.com/essa_africa)

 [Education Sub Saharan Africa \(ESSA\)](https://www.linkedin.com/company/essa-africa)

Charity Registration No. 1166958

Company Registration No. 10101086 (England and Wales)

Ghana Non-profit Organisation Licence No. NPOS/GRO1/LNO552/23

Company Registration No. CG034110622

Graphic Design and Layout by: Daniel Kamau

Photos: @ESSA

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List of Abbreviations

AAU	Association of African Universities
ADEA	Association for the Development of Education in Africa
AERD	African Education Research Database
ASH	African Scholarship Hub
CEO	Chief Executive Officer
COREVIP	Conference of Rectors, Vice-Chancellors and Presidents of African Universities
DAF	Demographics of African Faculty
EAC	East African Community
ECD	Early Childhood Development
EERA	Enhancing Education Research in Africa
ESSA	Education Sub Saharan Africa
FL	Foundational Learning
FRC	Financial Reporting Council
GDPR	General Data Protection Regulation
GTEC	Ghana Tertiary Education Commission
ICT	Information Communication and Technology
IDRC	International Development Research Centre
IT	Information Technology
LEAP	Leveraging Evidence for Action to Promote change
LiT	Leaders in Teaching
MEL	Monitoring, Evaluation, and Learning
MIT	Massachusetts Institute of Technology
NORRAG	Network for International Policies and Cooperation in Education and Training
NPO	Non-Profit Organisation
OBE	Order of the British Empire
PASGR	Partnership for African Social and Governance Research
PedaL	Pedagogical Leadership in Africa
PRB	Population Reference Bureau
REAL	Research for Equitable Access and Learning
STR	Student-to-Teacher Ratios
TVET	Technical and Vocational Training
UKFIET	The United Kingdom Forum for International Education and Training
VVOB	Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand (Flemish Association for Development Cooperation and Technical Assistance)

Letter from the Chair

Dear friends,

I am delighted to present the Annual Report and Financial Statements for the year 2022/23 on behalf of the ESSA board. This financial year has been marked by significant growth for ESSA both in terms of team size and impact, and we extend our heartfelt gratitude to all our [partners](#) without whom this would not have been possible. This year is particularly special as it marks the first full year of operations for ESSA LBG, our registered entity in Ghana. Therefore, this report presents the consolidated accounts for operations in both Ghana and the UK for the first time. Throughout this period of growth and change, we have remained rooted in [our values](#) – evidence-based, strengthening trust, solutions-focused, and always learning – as we strive to generate actionable insights that inform policies and practice and strengthen education systems.

As we approached the midpoint of our [2021–2026 Strategic Plan](#), we took the time to review the successes and challenges so far. Based on these reflections we have resolved to focus on identifying country-focused strategies for our work, starting with Ghana and Kenya. Our aspiration is that by 2026, ESSA would have contributed to catalysing impactful change in the education system, using evidence and data.

ESSA's work on the Demographics of African Faculty (DAF) has always been a particular passion of mine and so I have been delighted to see us deepen understanding of [faculty challenges](#) in the East Africa Community (EAC). Supported by the Carnegie Corporation of New York and in collaboration with the Association of African Universities (AAU), PopulationReference Bureau (PRB), and the Inter-University Council for East Africa (IUCEA), the

research revealed the huge challenges facing the region. Using local policy guidelines, universities and colleges alone in the EAC would need collectively to recruit more than **35,000** lecturers to meet the desired student to teacher ratios and support their research agendas. This work is an example of what partners can do when there is great trust and collaboration – and we are glad to continue this work over the next two years, with a focus on fostering a culture of data collection to support evidence-based solutions and reforms.

This was also the year that saw our work to strengthen education research in Africa really take off. In collaboration with the Research for Equitable Access and Learning (REAL) Centre, we raised the profile of research focused on [Early Childhood Development](#) and [Foundational Learning](#), and convened researchers to understand their needs and priorities. With this deep understanding it is now time to move to action and so we were delighted to kick off a collaboration with Southern Hemisphere that aims to identify pathways to establishing a robust education research ecosystem. We started consultations on [Enhancing Education Research in Africa \(EERA\)](#). This work is supported by Echidna Giving, Imaginable Futures, and the Jacobs Foundation.



A personal highlight was going to the launch of our report, *'What Next? Enhancing African Students Transition to Employment through Effective Career Services,'* in Ghana, in June. We generated this report in collaboration with The Education Collaborative at Ashesi University and Kepler in Rwanda, with financial support from Dubai Cares. The vibrant conversation between employers, university leaders (including our own board member Professor Elsie Effah Kaufmann) and young people was a wonderful example in how evidence can drive an action-oriented conversation with many participants identifying steps they themselves could take to ensure young people transition from school-to-work.

We would not have achieved all these milestones without the hard work, dedication, and advice from our highly talented and hard working [team and Board](#). It has been such a pleasure to see the tremendous growth of our team, expanding from 14 to 26 members spread across Germany, Ghana, Kenya, Senegal, Togo, Uganda and United Kingdom. It was also heartening to welcome two new trustees—Mr Jonathan Ane and Professor Elsie Effah Kaufmann—who bring a wealth of experience in business, research, and policy.

These are just the highlights of what we achieved together in the year 2022/23 and I invite you to read more in our annual report. I hope you will be inspired by what we have achieved and the potential of what we can do with more support in 2024.

Sincerely,

Patrick Dunne

Chair, ESSA

About



ESSA
Education Sub Saharan Africa

ESSA is a charity established and registered in the United Kingdom in 2016 and in Ghana in 2022. Our vision is high-quality education that enables young people in Africa to achieve their ambitions and strengthens society. ESSA's mission starts with universities and colleges. We take a systems approach to identifying and addressing challenges by working in partnership with local education researchers, higher education leaders, policymakers, funders, and employers to improve outcomes for young people. Our research generates actionable insights that inform policies and practice and strengthen education systems.

ESSA stands out in three ways:

1. **We are committed to actionable evidence and data:** Our commitment to evidence is at the core of our mission. We collaborate with local researchers, universities, and partners to understand education matters in Africa, transforming data into actionable insights that drive change.
2. **We have a deep understanding of African universities and colleges:** We have invested time to understand the strengths, challenges, and structures of universities and colleges in Africa. We support policymakers to design and implement reforms that use data to improve the quality of education in universities and colleges.
3. **We promote African education researchers and their research:** African-led research represents only 3% of global research output. We strengthen the field of education research in Africa, raising the visibility of researchers and their work and increasing collaboration.



2.1 ESSA's Values



Evidence-driven: We are driven by data and evidence to find what works best, building an evidence alliance for education in Africa.



Strengthening trust: We are accountable to young people and educators in Africa.



Solutions-focused: We seek the highest impact for young people and educators in Africa with the cost-effective funds we invest.



Always learning: We listen and learn from people's first-hand experiences about education and work across Africa.

2.2 Equity, Diversity, and Inclusion

ESSA works towards a world in which everyone has opportunities to develop their skills and talents and the chance to reach their full potential. We are committed to ensuring that within our work and our organisation, we do all we can to eliminate discriminatory practices, to improve diversity,

inclusivity, and equality of opportunity, and to promote understanding and build good relations between people from diverse backgrounds. Our impact is increased by us working collaboratively with and across diverse cultures.

2.3 Our Objectives

Our objectives for 2021–2026 are:

- ❖ **To connect evidence on delivering quality education with education leaders and policymakers.**
This area focuses on improving the quality of university and college education. A priority theme for us is to raise the profile of the need for investment in faculty and foster a culture of data collection and collaboration, supporting evidence-based reforms.
- ❖ **To join up employers with universities and colleges to implement evidence-based approaches to help young people transition into work.**
In this domain, we investigate how universities and colleges in Africa can help students transition to jobs. Our focus is on forging collaborations between employers and academic institutions to implement evidence-based strategies, ensuring a seamless transition for young individuals entering the job market.
- ❖ **To contribute to a sustainable knowledge ecosystem for education by raising the profile of African education researchers and increasing access to relevant data.**
This aspect focuses on advancing a more open, quality, and locally led research ecosystem that provides African researchers with the necessary conditions to thrive. We contribute to a sustainable knowledge ecosystem for education by raising the profile of African education researchers and increasing access to relevant data.
- ❖ **To maximise the return on investment of scholarships, loans, and grants by building the evidence base and working with funders.**
This area focuses on increasing access to university and college. We know that less than 10% of young people in Africa join university or college, even though the global average is 40%, with the cost of education being one of the main barriers.



Strengthening our Organisation

In the past financial year, our organisational growth was significant. We strategically expanded our staff presence in Africa. Our footprint now spans five countries—Ghana, Kenya, Senegal, Togo, and Uganda, with our [team](#) growing from 14 to 26 members, boosting capacity in research, advocacy, and operations. Notably, the Ghana team is now entirely employed through ESSA LBG, a testament to our commitment to fostering local talent.

Similarly, we welcomed distinguished individuals to the ESSA board, enriching our leadership. In March, [Jonathan Ane](#), Chief Executive Officer (CEO) of Kulana Limited joined us, bringing extensive experience in financial services, telecommunications, and publishing. In June, [Professor Elsie Effah Kaufmann](#), a renowned Ghanaian academic and biomedical engineer, joined us. As we embrace new additions, we express heartfelt gratitude to Joachim Rogall and Dolika Banda, who stepped down from ESSA's board after a combined eight years, leaving an indelible mark.

ESSA is a distributed organisation without physical offices which enables us to be highly cost effective and environmentally responsible. During the year we took the first opportunity we could since the pandemic to come together in person as a board and team. The aim being to reflect on progress, consider a range of opportunities as well as boost the impact of a major event we were running in Ghana on building stronger connections between employers and Universities and colleges.

At our in-person board meeting in Nairobi, Kenya, we undertook a mid-strategy reassessment and refinement of our [focus areas](#). A critical decision was made to invest time during the 2023/24 financial year in developing country-focused strategies for Ghana and Kenya, to build out our capacities in advocacy and technology and to continue to invest in critical central human resource and finance functions.

We are committed to monitoring, evaluation, and learning (MEL), embodying a culture of 'always learning.' This commitment is reflected in various aspects of our work:

- ❖ DAF EAC training impact: 12 IUCEA-appointed researchers trained on faculty demographics data collection saw improved outcomes through enhanced coordination and proactive material sharing, a result of our MEL support.
- ❖ **African Education Research Database (AERD)** enhancements: Feedback from AERD users prompted ongoing improvements, including the refinement of the search function, demonstrating our commitment to a user-centric approach.
- ❖ Inclusive Event Practices: Responding to stakeholder feedback, we now provide French translation and interpretation for events where feasible, exemplified by the virtual ECD and FL workshop, enhancing accessibility to a broader audience.

Impact Across our **Focus Areas**

The ESSA strategy for 2021–2026 is based on a model of creating a bridge from evidence and data to impact across four focus areas:



Strengthening
the knowledge
ecosystem



Improving the
quality of
tertiary
education



Improving the
transition from
education to
work



Increasing
access to
tertiary
education

Progress was made across the strategy, but the standout areas of success were strengthening the knowledge ecosystem and improving the quality of higher education. We invite you to read more about ESSA's progress in each of the focus areas on the following pages.



4.1 Strengthening the knowledge ecosystem

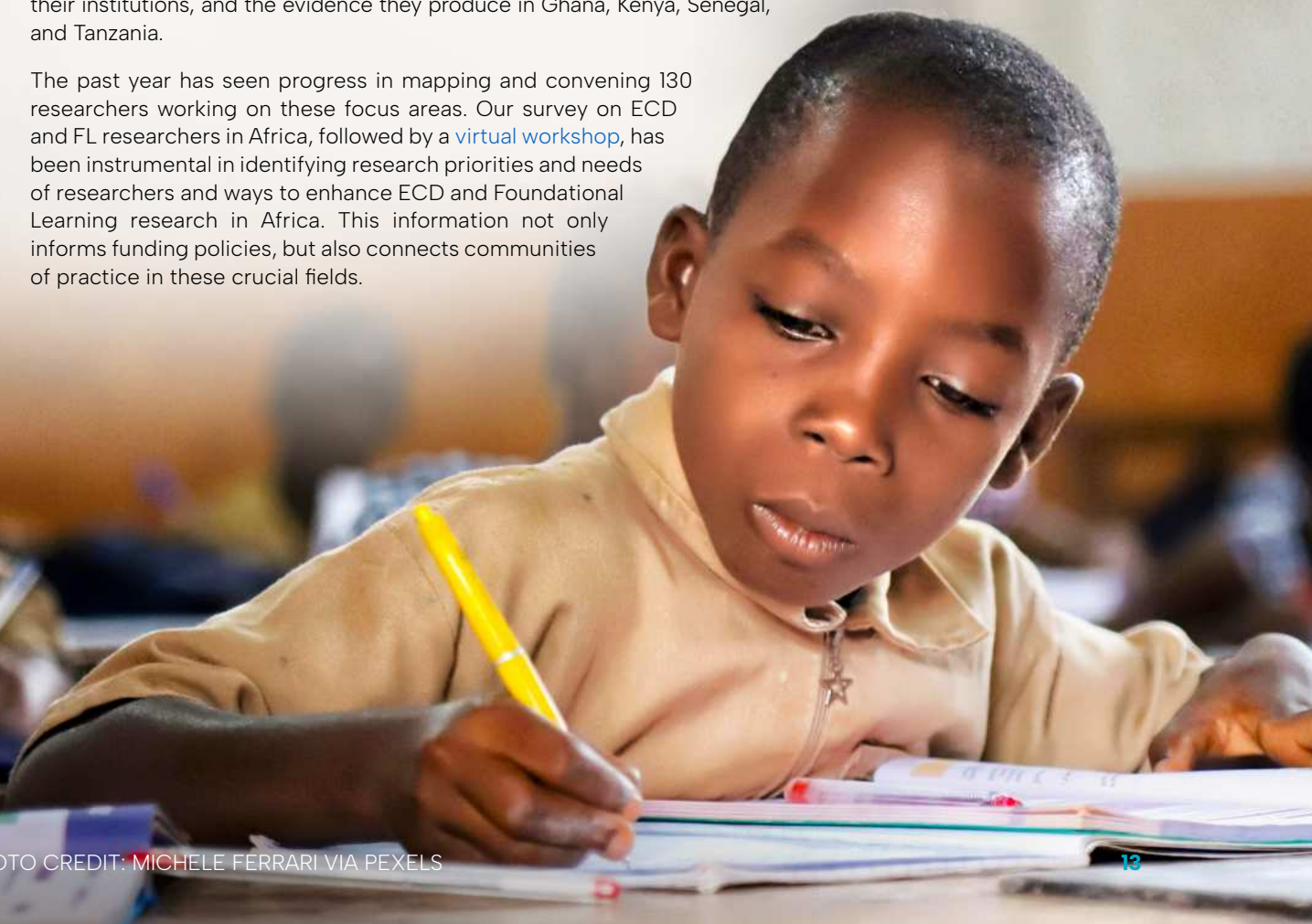
We are making progress with strengthening education research in Africa

Throughout this financial year, our efforts in supporting African education researchers have developed enormously, expanding our reach, engagement, and influence. In collaboration with our implementing partner, the REAL Centre at the University of Cambridge, we continued implementing work supported by two significant partnerships.

Firstly, with the Conrad N. Hilton Foundation, we worked to elevate the visibility of researchers dedicated to [early childhood development](#). This collaboration focuses on creating awareness and increased investment in research conducted by Africa-based researchers focusing on the education and development of the youngest children on the continent.

In our second partnership with the Bill & Melinda Gates Foundation, we embarked on a mission to identify and connect African education researchers dedicated to enhancing [foundational learning](#) among primary schoolchildren in Africa. This work aims to map education researchers, their institutions, and the evidence they produce in Ghana, Kenya, Senegal, and Tanzania.

The past year has seen progress in mapping and convening 130 researchers working on these focus areas. Our survey on ECD and FL researchers in Africa, followed by a [virtual workshop](#), has been instrumental in identifying research priorities and needs of researchers and ways to enhance ECD and Foundational Learning research in Africa. This information not only informs funding policies, but also connects communities of practice in these crucial fields.





Some evaluation survey respondents shared the follow-up actions they plan to take because of attending the event:

- ◆ “Carry out policy oriented ECD research and advocate for government support and sponsorship.” (*Anonymous evaluation survey respondent*).
- ◆ “Collaborate with other researchers and practitioners in Africa to advance knowledge sharing and experiences to learn from each other.” (*Anonymous evaluation survey respondent*).

Some recommendations from our convenings:

- ◆ African universities and colleges and related institutions should develop long term mentoring programmes in collaboration with other institutions in Africa and beyond, to support future education researchers.
- ◆ Governments and funders should increase financial support to generate evidence for education themes that have limited research to bridge policy-research gaps. Ideally, the increase in funding needs to be disbursed through local mechanisms.
- ◆ Funders should support the creation of centres of excellence for ECD training, research, and policy work.
- ◆ Graduate students should have training on ECD assessment and measurement tools, research methods, and software for data collection and analysis (for example, 0-3 assessment, educational assessment, longitudinal approaches, and ethnographic study).
- ◆ Policymakers and funders should invest in progressive teaching approaches which incorporate student experiences in teaching mathematics (for example, the Three Tier Teaching Model).
- ◆ Very few Foundational Learning networks were identified so funders should invest in understanding the existing few, and whether there are more.



We also shone a spotlight on existing research produced by the Africa-based researchers. Using communication channels such as social media and newsletters, we highlighted the work of over 50 researchers contained in the AERD. The AERD was developed in collaboration with the REAL Centre, it includes a bibliometric analysis of over 5,000 publications by African education researchers between 2010 and 2021. The database continues to grow in influence, providing visibility to African research on the international stage.



A quote from an AERD user

Maud Seghers,
Senior Education Adviser at VVOB
and user of the AERD, highlights its
impact.



The claim is often made that education is under-researched in Africa, and there isn't enough information available. While this is not false, the reality is that there is a lot of research and information out there that only needs to be unearthed and made visible. This is where the database comes in and, so far, it has done an excellent job of increasing the visibility of education research and scholars in Africa. The platform also plays an impactful role in our daily work as we are continually seeking education research to learn from and improve our work."

Similarly, we participated in global and regional conferences, including the Association for the Development of Education in Africa (ADEA) Triennale organised in Mauritius, CIES 2023 in the United States of America, the 17th United Kingdom Forum for International Education and Training (UKFIET) Conference on Education and Development held in

the United Kingdom, and the International Conference on Education Research for Development in Africa that took place in Ghana. At these events, we presented collaborative work to enhance the visibility of African research and advocated for increased education research funding in Africa.

To further strengthen our commitment to advancing African research, we welcomed a new partner, Southern Hemisphere. Our comprehensive 18-month collaborative project (June 2023 to November 2024) dubbed

'Enhancing Education Research in Africa (EERA)',

spans East Africa, West Africa, and Southern Africa. Supported by Echidna Giving, Imaginable Futures, and the Jacobs Foundation, this initiative collaborates with researchers in Africa to understand what it would take to establish a robust and sustainable education research ecosystem.

To start this work, we conducted in-person consultations at conferences in East, West, and Southern Africa, supplemented by desk research and key informant interviews, particularly involving women and early-career researchers.



ESSA and EdTech Hub joined forces to bridge the gap between EdTech researchers and entrepreneurs

In May, ESSA and EdTech Hub teamed up to host a webinar on EdTech (education technology) research, emphasising the keys to forming impactful partnerships between researchers and entrepreneurs. This collaborative effort aligns with our commitment to strengthening education research in Africa, showcasing our ongoing progress in supporting African education researchers. The webinar underscored the necessity for researchers with contextual understanding to navigate the complexities of EdTech research, emphasising the need for creativity, adaptability, and adept handling of diverse perspectives, all aimed at directly impacting children's learning.

In the coming financial year, we will focus on convening communities of researchers and connecting these researchers to professional development opportunities, specifically focusing on ECD and FL. For EERA, we plan to share a situation analysis, followed by a full report outlining funding strategies for education research in Africa. These efforts will contribute to reframing education research, policy, and practice to address Africa's urgent education challenges.



4.2 Improving quality of tertiary education

We are starting to address the systemic issue of data scarcity

Our work on [DAF](#) started yielding tangible outcomes in addressing faculty challenges in Ghana. We collaborated with the Ghana Tertiary Education Commission (GTEC) to introduce an online 'faculty planning tool,' for enhancing faculty planning in the tertiary sector. Moreover, we assisted GTEC in revising Ghana's tertiary education policy norms using evidence from our DAF work. We hope that these policy norms will serve as regulations, performance benchmarks, monitoring tools, and resource planning guides for public Higher Education Institutions in Ghana.

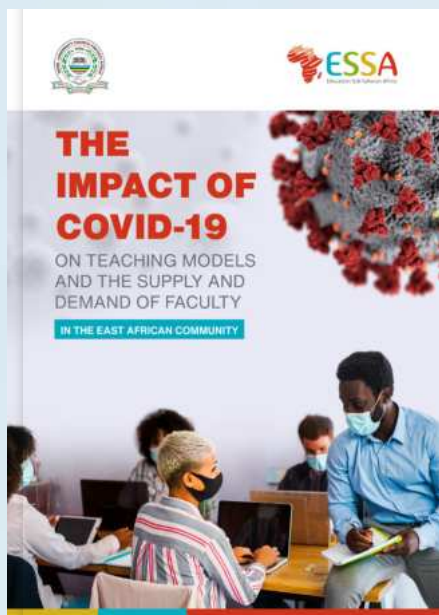


Comments from policy makers

"Currently, we spend a lot of time trying to manually curate the data. The planning tool will simplify the work and reduce the time taken to collect and analyse data from higher education institutions. Adoption of the Faculty Planning Tool means that GTEC has more time to dedicate to other areas such as research." (*Anonymous*).

We also collaborated with an international consortium comprising the IUCEA, AAU, and PRB, taking significant steps to tackle faculty challenges, enhance engagement, and increase visibility. The [DAF EAC](#) project used evidence to spotlight faculty challenges in the region and engaged higher education leaders and policymakers across the region through key data points.

This research has unveiled the strengths, challenges, and structures of African universities and colleges, revealing a significant shortfall in quality teaching staff. This financial year, we deepened our understanding on faculty shortages in the EAC, marked by a trio of groundbreaking reports.



The first, on the

'Impact of COVID-19 on Teaching Models and Faculty Supply in the East African Community,

provides valuable insights into the challenges faced by faculty and students in the EAC due to the COVID-19 pandemic.

Some highlights in the report:

Only
50%

of faculty in Kenya and Tanzania received their salaries on time, while only **17%** of Ugandan faculty members received their salaries on time. Ugandan faculty members experienced the highest pay cuts, reduced benefits, and their benefits were not remitted on time.

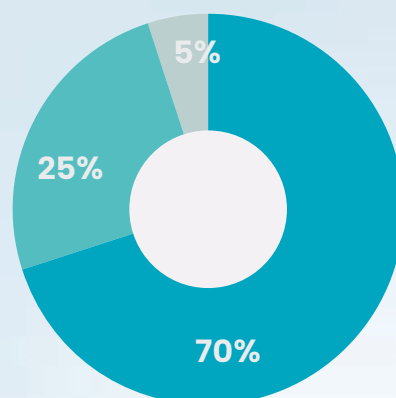
On average, EAC faculty reported a

32%

increase in workload (lecture hours), with Rwanda leading by

53%

Across the EAC, more than **70%** of faculty members did not conduct research during the pandemic, less than **25%** published, and less than **5%** of researchers reported that their projects were halted.



● did not conduct research ● published ● projects were halted.



Furthering our commitment to knowledge exchange, together with Partnership for African Social and Governance Research (PASGR) we co-hosted two webinars exploring the impact of the COVID-19 pandemic on higher education in Africa. This ongoing series seeks to strengthen African Higher Education Institutions during times of disruption.



Achieving equitable access to higher education post-COVID-19 pandemic

In November 2022, we hosted a webinar series on 'Achieving Equitable Access to Higher Education post-COVID-19 Pandemic.' The webinars illuminated persistent inequalities in African higher education, exacerbated by the COVID-19 pandemic. The discussions underscored the importance of adapting online teaching for meaningful student engagement and the need for improved structures to ensure quality education post-COVID-19.



Strengthening African Higher Education Institutions in times of disruptions

The webinar, held in March 2023, delved into the impact of the COVID-19 pandemic on African higher education, focusing on institutional support and capacity strengthening. The discussions highlighted the challenges faced by African Higher Education Institutions during the sudden shift to online learning, emphasising the need for strategies like the PASGR 'Partnership for Pedagogical Leadership in Africa' (PedaL) to equip educators and address existing inequalities.



The second report,

'Addressing faculty challenges in sub-Saharan Africa: observations and potential solutions from select countries in the region'

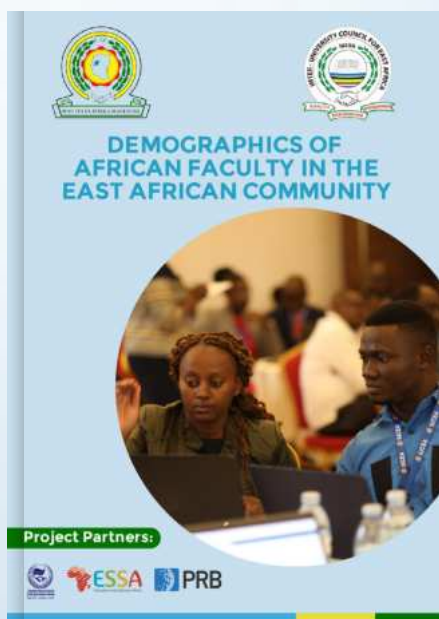
highlighted valuable insights and potential solutions to tackle faculty challenges in sub-Saharan Africa. The report, which explores examples from select countries in the region, aimed to help education leaders and policymakers to address these critical issues.

Some potential solutions highlighted in the report:

- End the duplication of academic programmes and abandon the aggressive marketing of degrees and diplomas with low academic rigour. This enables effective allocation of faculty, efficient utilisation, and maximisation of existing resources, hence an increase in the quality of graduates and research.
- Establish a transformative approach to developing the future generation of academics by creating an estimation, planning, and development framework to recruit, support and retain faculty.
- Enhance the development of faculty members through strong regional partnerships, Centres of Excellence, blended learning approaches, entrenching innovative pedagogy, as well as organising effective doctoral and postdoctoral programmes, residential training schools, and workshops.







The third report,

'Demographics of African Faculty in the East African Community,'

marked a significant milestone. The report highlighted key data challenges in the region, including varied gaps in higher education data among partner states, a lack of up-to-date data, and insufficient capacity for data collection and management. Some highlights are provided below on the number of lecturers to meet the desired (but in need of updating) student-to-teacher ratios (STR) in various subject areas in universities in the EAC.

Some findings from the report:

Note: The report used data from the country's largest university for projections in Burundi, South Sudan, and Uganda, as the most reliable data was found in their major university.

University Projections:

Burundi: According to projections from the DAF model, the University of Burundi would require an additional faculty of

1,365

by the year 2030 to bridge the gap.

South Sudan: The University of Juba would need an additional faculty of

619

by 2030 to achieve policy norms for STR.

Uganda: Makerere University requires an additional

5,785

faculty members by 2030 to meet the increased student enrollment ratio.

Country-Level Projections:

Kenya: Projections indicate that Kenya will require an additional faculty of

25,961

by 2030 to meet STR Goals, considering population growth.

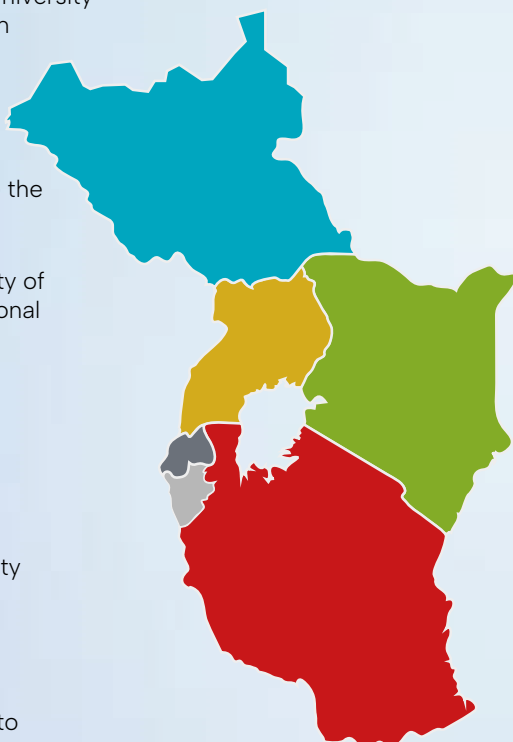
Rwanda: The projections estimate that Rwanda will need an additional faculty of

12,573

by 2030.

Tanzania: To achieve policy norms for STR by 2030, Tanzania requires an additional faculty of

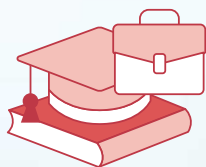
33,291



To raise the profile of our work, we attended and participated in the 22nd Conference of Rectors, Vice-Chancellors, and Presidents of African Universities (COREVIP) organised in Namibia by our collaborator, AAU. With over 600 participants from 53 countries, COREVIP 2023 served as a platform for meaningful dialogue on improving the quality of university education.

All these great research and partnerships have ignited a new phase of action. Embarking on Phase 2, supported by the Carnegie Corporation of New York, our focus is on addressing the systemic issue of data scarcity. Over the next two years, we aim to foster a culture of data collection and collaboration, supporting evidence-based reforms. This collective effort signifies a transformative step towards informed and impactful education reforms in the region.





4.3 Improving the transition from education to work

We are helping young people transition into work

In our ongoing efforts to address the school-to-work skills gap in African universities and colleges, we have sustained strategic partnerships with institutions such as the Education Collaborative (Ashesi University, Ghana) and Kepler (Rwanda). These collaborations have led to the development of a significant report titled



'What Next? Enhancing African Students' Transition to Employment through Effective Career Services.'

The official unveiling of this report took centre stage at our Industry Roundtable event on 27th June 2023, in Accra, Ghana. With over 80 participants, this event underscored our commitment to empowering young people, facilitating a seamless transition from school-to-work.



Comments from participants:

- "The ideas and thoughts shared broadened my horizon and enriched my knowledge and surely will improve my perspective of taking a step forward regarding the gap situation at hand."
(Anonymous evaluation survey respondent).
- "The research has provided insight of the gap between employability skills and industry requirements." (Anonymous evaluation survey respondent).

Some recommendations from the report:

► For universities and colleges

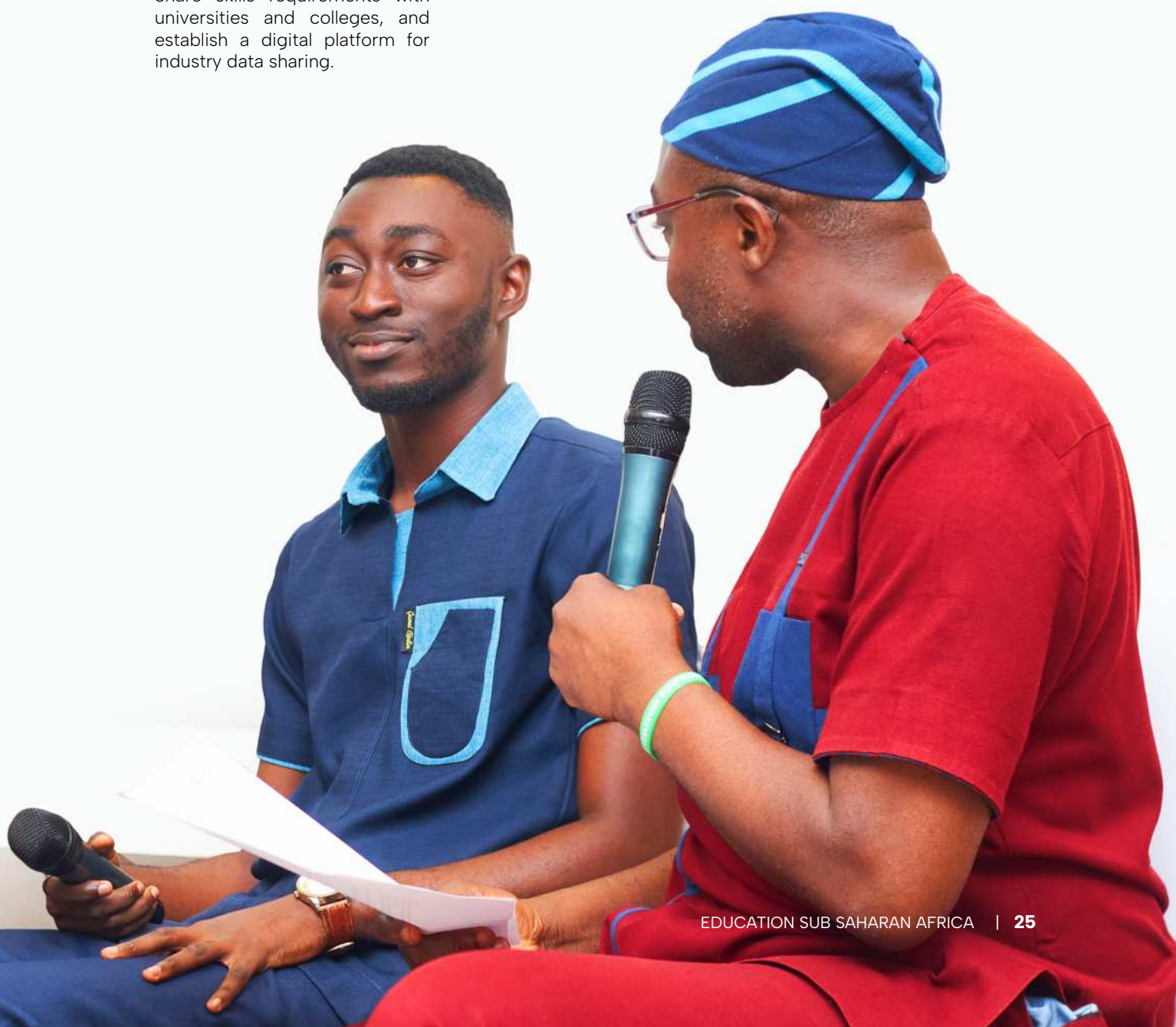
Collaborate with industry to assess the labour market and understand required skills.

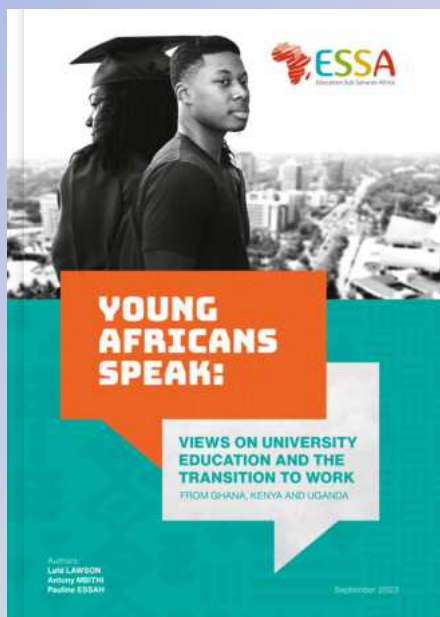
Engage students in career service initiatives from the beginning of their studies.

► For employers

Proactively seek partnerships with universities and colleges. Share skills requirements with universities and colleges, and establish a digital platform for industry data sharing.

Our impact was further amplified through recognition from the Network for international policies and cooperation in education and training (NORRAG), as our employability project found a prominent place in their 8th Special Issue. This acknowledgement emphasises the meaningful strides we are making in the realm of education and employment for young people in Africa. [NORRAG's 8th Special Issue](#) sheds light on ESSA's [employability project](#), featuring a research paper from our recent report in partnership with The Education Collaborative and Kepler in Rwanda, titled ***'The Role of Career Services in Tertiary Students' Transition to Employment: Voices from Africa.'***





Additionally, we unveiled a report,

'Young Africans Speak: Views on University Education and the Transition to Work in Ghana, Kenya, and Uganda.'

The report delves into data that sheds light on the perspectives of students and recent graduates regarding access to higher education, its quality, and the school-to-work transition in Ghana, Kenya, and Uganda.

Some findings from the report:



Access:

More than 70% of students and graduates reported relying on "support from parents and guardians." Students (90%) consider scholarships helpful, although access to scholarships is quite low – Ghana (10%), Kenya (20%) and Uganda (28%).



Quality:

Recent graduates and faculty members reported that in their universities, colleges and Technical and Vocational Training (TVET) centres, the course content and the quality of teaching are good. However, the quality of research facilities is more questionable across all three countries. Most students, graduates, and faculty members (52% in Ghana, 53% in Kenya and 45% in Uganda) rated the educational system as good.



School-to-work transition:

Graduates consider that computer science and IT training, and TVET are the most useful for finding employment. For 46%, 62% and 54% of recent graduates from Ghana, Kenya, and Uganda respectively, their education or training is "very useful" for finding a job.

Findings from this report gained attention in a [University World News article](#), exploring the financial constraints and other barriers students face as they pursue higher education.

The momentum continued with the successful hosting of an engaging virtual X Space event on 14th September 2023. During this event, we unveiled impactful insights from the above report capturing the voices of young people regarding university education and employment. With the participation of 150 young people, employers, and educators from across the continent, the event fostered thought-provoking

discussions about the challenges and opportunities within the realm of education and employment.

Looking ahead, our strategic partnership with a new partner, In-Hive in 2023/2024, will propel the implementation of some recommendations from our reports, with a focused emphasis on alumni selection and mentorship. By bridging the gap between employers and educators, and implementing proven solutions, we actively contribute to ensuring a smoother transition from school-to-work for young individuals in Africa.



4.4 Increasing access to tertiary education

Our platforms help young people find information

We maintained and updated the [African Scholarship Hub \(ASH\)](#) with new scholarship opportunities in response to user feedback. In addition, we documented the inspiring journey of Awe Ayodeji Lucky, a 23-year-old Nigerian student. We engaged in a thoughtful interview with Awe, delving into his background, scholarship search methods, and his experience with our ASH.



Key Insights from Awe's Story



Awe shared how he discovered the ASH during his online search for fully funded scholarships. We highlighted Awe's reliance on traditional search methods, emphasising the challenges he faced before finding the ASH. Awe's positive experiences with the ASH, such as its simplicity and up-to-date information, were captured to underscore the platform's effectiveness. Awe's valuable suggestions regarding enhancing the ASH's social media presence were carefully documented for ESSA's consideration.

By documenting Awe's journey, we also aim to provide a tangible illustration of ASH's role in empowering young people. This story not only serves as a testament to the platform's effectiveness, but also as an encouragement to others navigating the scholarship application process.

ESSA in the News

ESSA shines in the media spotlight and recognitions

Throughout the financial year, ESSA shone with a series of notable recognitions and impactful contributions across various media platforms. Our work, research reports and team were featured by global, regional, and national level media outlets. In addition, various media houses reached out to invite us to comment on topical issues around the continent.



Lucy Heady Joined the Sabre Education Board of Trustees

Our CEO, Dr Lucy Heady, achieved another milestone by being appointed to the Board of Trustees of Sabre Education. This UK-based non-governmental organisation is dedicated to expanding access to high-quality early childhood education in Ghana and the Global South. Lucy is one of five dynamic new trustees bringing their expertise to further the organisation's impactful mission.



Pauline Essah Selected as Judge for the 2023 'Leveraging Evidence for Action to Promote change (LEAP)' Challenge

Dr Pauline Essah, Director of Research and Programmes at ESSA, was selected to join the prestigious panel of judges for the year's LEAP challenge. Launched by the Jacobs Foundation and Solve – Massachusetts Institute of Technology, the LEAP challenge is a global initiative supporting evidence-based learning solutions worldwide. Dr Essah's participation reflects ESSA's commitment to driving positive change on a global scale.

Izel Kipruto Advice on Driving Effective Communications in a Rapidly Evolving Industry

Ms Izel Kipruto, the Head of Communications at ESSA, shared invaluable insights for a successful career in communications and staying relevant in the rapidly evolving industry. This enlightening discussion took place in an interview by The Comms Avenue, a prominent capacity-building and networking platform for communications professionals across Africa and beyond.





A New World of Work Guide by The Financial Times

Featured in The Financial Times' "[World of Work Guide](#)," ESSA contributed to providing students with valuable insights into diverse career paths. Nancy Matimu, then Managing Director for Kenya at MultiChoice Group and ESSA board Trustee, shared wisdom within this comprehensive resource, highlighting ESSA's alignment with global perspectives on education and career exploration.



Building Africa's Research Capacity with Split-site Doctoral Programmes

In an enlightening [interview](#) with Nature Journal, Dr Pauline Essah championed the critical need for heightened PhD-level expertise in African university faculties. By emphasising the potential of split-site doctoral programmes, ESSA stands at the forefront of advancing research capacity on the continent.



ESSA Honoured as a Top Contributor by Feedspot

Feedspot's recognition of ESSA's blog and website among the [Top 20 African Education Platforms](#) signifies the team's unwavering dedication and the support of our engaged community. This acknowledgement reinforces ESSA's position as a leading voice in the African education landscape.



Imaginable Futures' Report Featured ESSA

["Impact Redefined,"](#) a report from Imaginable Futures, not only underscored the importance of data-driven progress measurement but also highlighted ESSA's role in shaping impactful education practices. With a quote from Senior Research Manager (Data) Dr Laté Ayao Lawson, ESSA's commitment to holistic impact assessment was featured prominently.



Improving Gender Equality: A Discussion with Lucy

In a meaningful [interview](#) commemorating International Women's Day, Lucy articulated the significance of the occasion and delved into the importance of gender equality for ESSA. Her advocacy for women to have access to role models and professional development aligns with ESSA's broader commitment to fostering inclusivity in education.



PHOTO CREDIT: SURFACE VIA UNSPLASH.COM



University World News Features ESSA's Reports

ESSA's reports, addressing challenges in East African universities and the impact of financial constraints on higher education, were featured in University World News, highlighting the organisation's dedication to addressing critical issues in the academic landscape. See below some articles:

- ❖ [COVID-19 hit examination integrity and research](#)
- ❖ [Wanted: Thousands of lecturers for East African universities](#)
- ❖ [How to alleviate academic staff shortages in Africa – Study](#)
- ❖ [Financial constraints main barrier to higher education Study – Survey](#)



Ghana Media Highlights ESSA's Report

ESSA's report on graduate employability, emphasising the necessity for collaboration. Professor Kaufmann's insights, featured in [Graphic Business News](#), provide valuable perspectives on enhancing graduate employability.



In EdTech Hub's [blog](#), Lucy explored the significance of EdTech research in bridging the gap between researchers and entrepreneurs.

ESSA's presence in the media not only highlights its influence and recognition but is also an essential component of our theory of change. Bringing evidence into global conversations on education is critical for effective action that improves outcomes for young people.

Future Plans

In the next financial year and beyond we plan to build on our growing track record and lessons we are learning from current work to intensify and multiply our impact, leveraging the power of universities in Africa to improve education at all levels. In particular we have the following goals and objectives:

- Based on findings from our work to map education researchers in Africa and understand their needs we will be fundraising to scale up support directly to these researchers in the form of travel grants, professional development and collaborative grants. We will target female researchers and early career researchers.
- Based on lessons from Enhancing Education in Africa, we will actively help to establish localised funding mechanisms for education research that fit with local priorities and nurture local intellectual leadership.
- We will use our research and convening power to inspire evidence-based collaborations between universities and employers. These collaborations will help young people transition from education into the world of work. This will be based on our research into effective careers services and use of alumni networks and the relationships we have built up with universities and the business community in Ghana.
- We will work with our partners to advocate for improved data systems in universities across Africa with a particular spotlight on use of data to improve faculty planning. This builds on our ongoing work since 2017 to understand faculty demographics and work with policy-makers to respond to the findings.
- Beyond universities, we will work with our Unlocking Data partners to increase access to existing education data sources for policy-relevant research and analysis.

At the end of this financial year the executive and board of ESSA undertook a mid-strategy review and identified the following priorities to enhance our impact:

- Developing focused country-specific strategies. Starting with Ghana and Kenya we will set out specific goals and objectives that will increase our impact at the country level.
- Sharpen ESSA's messaging and improve how we 'tell the story of ESSA'.
- Increase our capacity in the areas of advocacy and digital innovation.

Partners and Funders Who Worked with Us in 2022/2023

A big thank you to our partners and funders who supported us throughout the financial year.



BILL & MELINDA
GATES foundation



CONRAD N. HILTON
FOUNDATION



EdTech Hub
Clear evidence, better decisions, more learning.



JACOBS
FOUNDATION
Our Promise to Youth



pasor.org
PARTNERSHIP FOR AFRICAN SOCIAL
& GOVERNANCE RESEARCH



SOUTHERN HEMISPHERE
CREATE MEANINGFUL CHANGE



Financial Review

Income

ESSA's income for 2022/23 was £1,315,317, an increase of 2% on 2021/22.

Our income comes from grants from larger donors, with whom we have very strong relationships, and we develop the projects in partnership.

Our two major funding partnerships following this model, and continuing from 2021/22, are with the Conrad N. Hilton Foundation and the Bill & Melinda Gates Foundation. Both grants are primarily supporting our work on raising the profile of African researchers.

During the year, we received funding from two new partners. The first is a consortium of funders (Imaginable Futures, Echidna Giving and the Jacobs Foundation) supporting a project entitled "[Enhancing Education Research in Africa](#)." The second is the inaugural grant to our Ghanaian subsidiary as partner on a Mastercard Foundation funded project "Leaders in Teaching" led by the Government of Ghana and supported by Transforming Teaching Education and Learning (T-TEL), with the primary goal of enhancing teacher training, retention, and motivation at the senior high school level in Ghana.

We have continued to update previous funding partners on our developments and built a number of promising new relationships over the past year leading

to a strong pipeline of potential donors engaging with our strategy and future. As at the end of the financial year, we had secured funding to start in early 2023/24 for a phase 2 for our previous work on DAF in the EAC, and two new projects including a consortium of organisations looking at unlocking data.

While much of the funding we have received in the past has been restricted, we are continuing to diversify our funding base through approaches to potential corporate partners and those open to investing in the continued development of the organisation and hope that this will also lead to unrestricted support, despite the current economic challenges. We were particularly grateful for the support of Imaginable Futures this year in this regard.

ESSA's fundraising practice is in accordance with the Fundraising Regulator's Guidance Code on Fundraising Practice. No complaints have ever been received concerning ESSA's fundraising activities. ESSA has not had any practice of unreasonable intrusion on a person's privacy, of unreasonable persistence nor has it placed undue pressure on anybody to give money. We do not work with commercial participators.

Expenditure

Building a knowledge ecosystem for education

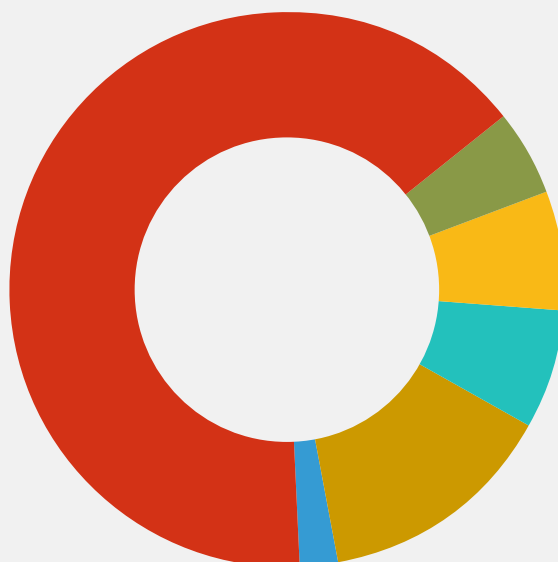
65%

Young people's transition from education into work

2%

Quality of university and college education

14%



Monitoring, Evaluation and Learning

5%

Increasing the influence of our research

7%

Raising Funds

7%

Total expenditure for the year was £1,194,285, with 73% of this funded from restricted income. Expenditure increased by 14% as we continued to expand our work in our four focus areas, particularly the building of a knowledge ecosystem for education, funded by the Conrad N. Hilton and Bill & Melinda Gates Foundations.

Our expenditure on raising funds was primarily staff time to research, reach out to and build relationships with donors. To preserve the time of the research team to focus on their core roles, we continue to pay a dedicated Business & Programme Development Manager.

Reserves

The charity's reserves policy states that funds should be maintained at the level that covers three months of core organisation expenditure, including salaries. This equates to approximately £200k at present. The Trustees consider that reserves set at this level ensure that, in the event of a significant drop in funding, they will be able to continue the charity's current activities while consideration is given to ways in which additional funds may be raised.

These reserves would typically be unrestricted reserves and the charity's financial planning and fundraising seeks to grow unrestricted reserves, but

we have set our policy to reflect that core costs can also be covered by restricted funding.

As at 30th September 2023, reserves were £178,942 and £819,635 for unrestricted and restricted funds, respectively. Of those restricted reserves, at least £399k from the Conrad N. Hilton Foundation, Bill & Melinda Gates Foundation and Enhancing Education Research in Africa (EERA) funding can be used to fund core /operating costs and salaries, so total reserves available to cover core costs are around £578k, the equivalent of just under 9 months' running costs.

Going concern

Trustees have considered the financial sustainability of the charitable group, including fundraising prospects and cashflow projections to April 2025, and are satisfied that ESSA and ESSA LBG can be considered going concerns for the purposes of the 2022/23 financial year accounts and so have prepared the financial accounts on that basis.

Trustees specifically considered the position were fundraising to be less successful than the prudent forecast. Trustees reviewed a worst-case option of no further funding and note that ESSA has already secured funding that will last until at least April 2025 at the current cost run rate.

Structure, Governance, and Management

Legal Structure

The charity is a company limited by guarantee incorporated under the Companies Act 2006 as a private company and is governed by its Memorandum and Articles of Association dated 4th April 2016 (Company Number 10101086). It was entered on the Registers of Charities on 5th May 2016.

To comply with overseas local legislation and as a crucial step in strengthening ESSA's ability to achieve impact for young people in Africa, ESSA established an overseas legal entity in Ghana in 2022 and commenced activities through the entity in 2023. Education Sub Saharan Africa LBG is registered as a company limited by guarantee in Ghana (Company number CG034110622) and a non-profit in Ghana (non-profit licence number NPOS/GRO1/LNO552/23), with the oversight of a National Board of Trustees. The Board of Trustees in Ghana is comprised entirely of current and former Trustees and representatives of the Senior Leadership Team of the charity, and it is through this mechanism that ESSA is considered to have control.

Selection and Appointment of Trustees

Suitable candidates are identified as being Trustees for the board. The first step in recruiting trustees is for the board and leadership team to establish the search criteria and agree a selection process dependent

upon the need. For the last three trustees this involved the appointment of a search firm to identify a shortlist of candidates for the board to select from with input from the leadership team and others. Telephone referencing is also undertaken personally by the Chair before an appointment is formalised.

It is our aim to have a diverse and inclusive board, and this is reflected in the [current membership](#).

None of the Trustees has any beneficial interest in the company.

Trustee induction and training

All new Trustees receive a structured induction programme, covering all aspects of the role and the organisation. As part of this they are given copies of ESSA's Memorandum and Articles of Association, governance document, strategy, business plan, the previous year's annual accounts, the current year's budget, code of conduct and any relevant committees' terms of reference.

New Trustees must complete and sign a declaration of interest, anti-bribery policy, fit and proper person's declaration and ESSA's code of conduct.

Risk management

The charity operates a comprehensive annual planning and budgeting process, which is approved by the Trustees. Performance is monitored by financial targets. Reports are made to the Trustees which compare actual results against the phased budget, and which link financial performance with resource and activity levels. ESSA has taken a dynamic approach to budgeting from inception which ensures the organisation is responsive to change as it goes through the year.

The charity has risk management policies and procedures through which risks arising from the existing operations and strategic developments are identified and evaluated. Significant risks are highlighted for consideration and monitoring by the Audit & Risk Committee and reported to the Board of Trustees. All major risks to which ESSA is exposed, which have been identified by these procedures, have been reviewed. Our top risks are listed below:

Risk	Mitigation Strategy
Organisation growth is putting pressure on management capacity.	<ul style="list-style-type: none"> ◆ An additional person will be added to the current 3-person Senior Leadership Team.
Being unable to recruit and retain the staff we need to carry out our work. This could have an operational impact on key projects and priorities.	<ul style="list-style-type: none"> ◆ Except for Senior Leadership roles, ESSA and ESSA LBG have managed to recruit staff through advertising roles through our networks and social media. ◆ Remuneration for key employees pitched slightly higher than would normally be expected for a small organisation to attract and retain them. Detailed appraisals are carried out, pay is reviewed annually, working conditions are constantly reviewed and ESSA conducts exit interviews.
Risk that inadequate funds will be raised to achieve ESSA's strategy.	<ul style="list-style-type: none"> ◆ ESSA's income budget for 2023/24 is £1.9m and 51% (£970k) of this has already been secured. ◆ In addition to these secured funds, we have continued to pursue other funding opportunities and have assigned probabilities and associated values based on the content and timing of the conversations and meetings we have had so far. ◆ We are confident that we have sufficient leads in our pipeline to convert to secured funding and meet the balance of the 2023/24 fiscal year budget.
Foreign currency risk arising from income received in a currency that is different to that of expenditure.	<ul style="list-style-type: none"> ◆ Continue to take advantage of natural hedge by paying invoices from the bank account of their currency i.e., dollars invoice paid from dollar account. ◆ Increased frequency of bank balance revaluations. ◆ Ensure donors are apprised of any significant exchange rate fluctuations so that budget revisions can be agreed, if needed.

Public Benefit

The Trustees confirm that they have complied with the duty in Section 4 of the Charities Act 2006 to have due regard to the Charity Commission's general guidance on public benefit and that the activities carried out by the charity during the year were all undertaken in order to further the charity's aims for the benefit of the charity's beneficiaries.

Organisation structure

ESSA's CEO is appointed by the Trustees to manage the day-to-day operations of the charity. Powers are delegated to the Senior Leadership Team under a schedule of reserved powers approved by the board. ESSA's Senior Leadership Team is comprised of the Chief Executive Officer, Director of Finance and Operations and Director of Research and Programmes.

ESSA controls one African based entity and all activity is managed by the Senior Leadership Team of ESSA. All financial records for the entity are maintained by the entity and full consolidated accounts have been prepared for the year ending 30 September 2023.

Remuneration policy for Senior Leadership Team

A Remuneration Committee was established during this financial year. The pay of the Charity's CEO and Senior Leadership Team is recommended by the Remuneration Committee and approved by the Board of Trustees. The salary is set to be competitive and benchmarked against similar charitable organisations.

Corporate Directory

Trustees

Dolika Banda (resigned 30th September 2023)
Patrick Dunne, Chair
Christopher Foy, Treasurer
Joel Kibazo
Nancy Matimu
Kendi Ntwiga (resigned 1st January 2024)
Joachim Rogall (resigned 29th September 2023)
Jonathan Ane (appointed 9th March 2023)
Elsie Effah Kaufmann (appointed 24th June 2023)

Senior Leadership Team

Lucy Heady, Chief Executive Officer
Clare Jenkins, Director of Finance and Operations
Pauline Essah, Director of Research and Programmes

Charity number

1166958

Company number

10101086

Registered office

3rd Floor
Chancery House
St Nicholas Way
Sutton
Surrey
SM1 1JB

Auditors

Crowe U.K. LLP
55 Ludgate Hill
London
EC4M 7JW

Bankers

C. Hoare & Co
37 Fleet Street
London
EC4P 4DQ

Solicitors

Bates Wells Braithwaite
10 Queen Street Place
London

Statement of Trustees' Responsibilities

The trustees, who are also the directors of ESSA for the purpose of company law, are responsible for preparing the trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

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

In preparing these financial statements, the trustees are required to:

- ◆ select suitable accounting policies and then apply them consistently;
- ◆ observe the methods and principles in the Charities SORP;
- ◆ make judgements and estimates that are reasonable and prudent;
- ◆ state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- ◆ prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

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

Disclosure of Information to Auditors

As far as each of the trustees of the group at the date of approval of this report is aware there is no relevant audit information (information needed by the charitable group's auditor in connection with preparing the audit report) of which the charitable group's auditor is unaware. Each trustee has taken all the steps that he/she should have taken as a trustee to make himself/herself aware of any relevant audit information and to establish that the charitable group's auditor is aware of that information. This report has been prepared under the exemptions available to small companies under the Companies Act 2006.

Auditor

In accordance with the company's articles, a resolution proposing that Crowe U.K. LLP be reappointed as auditor of the company and group will be put at a General Meeting.

The trustees' report was approved on behalf of the board of trustees.



Patrick Dunne

Chair of Trustees

Dated: 15th April 2024

Independent Auditor's Report

Opinion

We have audited the financial statements of Education Sub-Saharan Africa ('the charitable company') and its subsidiaries ('the group') for the year ended 30 September 2023 which comprise the Consolidated Statement of Financial Activities, Consolidated and Charity Balance Sheets, Consolidated Statement of Cash Flows and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- ❖ give a true and fair view of the state of the group's and the charitable company's affairs as at 30 September 2023 and of the group's income and expenditure, for the year then ended;
- ❖ have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- ❖ have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the group in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's or the group's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The trustees are responsible for the other information contained within the annual report. The other information comprises the information included in the annual report, other than the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion based on the work undertaken in the course of our audit

- ◆ the information given in the trustees' report, which includes the directors' report prepared for the purposes of company law, for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- ◆ the directors' report included within the trustees' report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In light of the knowledge and understanding of the group and charitable company and their environment obtained in the course of the audit, we have not identified material misstatements in the directors' report included within the trustees' report.

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- ◆ adequate and proper accounting records have not been kept or returns adequate for our audit have not been received from branches not visited by us; or
- ◆ the financial statements are not in agreement with the accounting records and returns; or
- ◆ certain disclosures of trustees' remuneration specified by law are not made; or
- ◆ we have not received all the information and explanations we require for our audit; or
- ◆ the trustees were not entitled to prepare the financial statements in accordance with the small companies' regime and take advantage of the small companies' exemptions in preparing the trustees' and directors' report and from the requirement to prepare a strategic report.

Responsibilities of trustees

As explained more fully in the trustees' responsibilities statement set out on page 31, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Details of the extent to which the audit was considered capable of detecting irregularities, including fraud and non-compliance with laws and regulations are set out below.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities.

This description forms part of our auditor's report.

Extent to which the audit was considered capable of detecting irregularities, including fraud

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We identified and assessed the risks of material misstatement of the financial statements from irregularities, whether due to fraud or error, and discussed these between our audit team members including significant component audit teams. We then designed and performed audit procedures responsive to those risks, including obtaining audit evidence sufficient and appropriate to provide a basis for our opinion.

We obtained an understanding of the legal and regulatory frameworks within which the charitable company and group operates, focusing on those laws and regulations that have a direct effect on the determination of material amounts and disclosures in the financial statements. The laws and regulations we considered in this context were the Companies Act, the Charities Act 2011 together with the Charities SORP (FRS 102). We assessed the required compliance with these laws and regulations as part of our audit procedures on the related financial statement items.

In addition, we considered provisions of other laws and regulations that do not have a direct effect on the financial statements but compliance with which might be fundamental to the charitable company's and the group's ability to operate or to avoid a material penalty. We also considered the opportunities and incentives that may exist within the charitable company and the group for fraud.

The laws and regulations we considered in this context for the UK operations were UK operations were General Data Protection Regulation (GDPR), Anti-fraud, bribery and corruption legislation, taxation legislation and employment legislation. We also considered compliance with local legislation for the group's overseas operating segments.

Auditing standards limit the required audit procedures to identify non-compliance with these laws and regulations to enquiry of the Trustees and other management and inspection of regulatory and legal correspondence, if any.

We identified the greatest risk of material impact on the financial statements from irregularities, including fraud, to be within the timing of recognition of grant & contract income and grant expenditure, going concern and the override of controls by management. Our audit procedures to respond to these risks included enquiries of management, board of trustees and the Risk and Audit Committee about their own identification and assessment of the risks of irregularities, sample testing on the posting of journals, reviewing accounting estimates for biases, reviewing regulatory correspondence and reading minutes of meetings of those charged with governance.

Owing to the inherent limitations of an audit, there is an unavoidable risk that we may not have detected some material misstatements in the financial statements, even though we have properly planned and performed our audit in accordance with auditing standards. For example, the further removed non-compliance with laws and regulations (irregularities) is from the events and transactions reflected in the financial statements, the less likely the inherently limited procedures required by auditing standards would identify it. In addition, as with any audit, there remained a higher risk of non-detection of irregularities, as these may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal controls. We are not responsible for preventing non-compliance and cannot be expected to detect non-compliance with all laws and regulations.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and

for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company, the charitable company's members as a body for our audit work, for this report, or for the opinions we have formed.



Dipesh Chhatralia

Senior Statutory Auditor

For and on behalf of
Crowe U.K. LLP
Statutory Auditor
London

22 April 2024

Financial

Statements and Notes

Consolidated Statement of Financial Activities (incorporating Income and Expenditure Account)

For the Year Ended 30 September 2023

		Restricted funds	Unrestricted funds	Total Funds	Total Funds
				2022/23	2021/22
	Note	£	£	£	£
Income					
Donations and grants	2	875,285	407,281	1,282,566	1,270,396
Provision of services		–	31,600	31,600	15,935
Other income		–	1,151	1,151	316
Total Income		875,285	440,032	1,315,317	1,286,647
Expenditure					
Raising Funds	3	18,280	56,083	74,363	95,789
Charitable activities	3	857,458	262,464	1,119,922	955,208
Total Expenditure		875,738	318,547	1,194,285	1,050,997
Net income/(expenditure)		(453)	121,485	121,032	235,650
Net movement in funds		(453)	121,485	121,032	235,650
Reconciliation of funds:					
Total funds as at 1 October 2022	10	820,088	57,457	877,545	641,895
Total funds as at 30 September 2023		819,635	178,942	998,577	877,545

The statement of financial activities includes all gains and losses recognised in the year.
All income and expenditure derive from continuing activities.

ESSA uses the exemption conferred by section 408 of the Companies Act 2006 in not preparing a separate Income and Expenditure Account for ESSA as a separate entity. The net income/(expenditure) for ESSA alone for the year to 30 September 2023 was (£3,153) (2021/22: £235,650).

Consolidated and Charity Balance Sheets

As of 30 September 2023

		Consolidated		Charity	
		2022/23	2021/22	2022/23	2021/22
	Note	£	£	£	£
Fixed Assets					
Tangible fixed assets	7	5,250	1,861	3,778	1,861
Total Fixed Assets		5,250	1,861	3,778	1,861
Current Assets					
Debtors	8	403,657	117,732	269,288	117,732
Cash at bank and in hand		721,322	888,895	707,980	888,895
Total Current Assets		1,124,979	1,006,627	977,268	1,006,627
Creditors: amounts falling due within one year	9	(131,653)	(130,944)	(106,654)	(130,944)
Net current assets		993,327	875,683	870,614	875,683
Net assets		998,577	877,545	874,392	877,545
Funds of the charity:					
Restricted funds	10	819,635	820,088	689,900	820,088
Unrestricted funds	10	178,942	57,457	184,492	57,457
Total funds		998,577	877,545	874,392	877,545

These financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime.

The financial statements were approved and authorised for issue by the Trustees on 15th April 2024.

Patrick Dunne
Chair of Trustees

Consolidated Statement of Cash Flows

For the Year Ended 30 September 2023

		2022/23	2021/22
	Note	£	£
Cash flows from Operating Activities			
Net cash generated from (used by) operating activities	12	(121,596)	508,143
Cash Flows from investing Activities			
Purchase of tangible fixed assets		(5,071)	-
Sale of tangible fixed assets			
Net cash provided by (used in) investing activities		(5,071)	-
Net cash used in financing activities			-
Change in cash and cash equivalents in the year		(126,667)	508,143
Cash and cash equivalents brought forward		888,895	309,652
Unrealised gain/(loss) from exchange rate changes on cash held in foreign currency		(40,906)	71,100
Cash and cash equivalents carried forward		721,322	888,895

ESSA uses the exemption conferred by section 1.12 of FRS102 in not preparing a separate cash flow statement for ESSA as a separate entity.

1. Accounting policies

Registration

ESSA is a private company limited by guarantee incorporated in England and Wales. The registered office is 3rd Floor, Chancery House, St Nicholas Way, Sutton, Surrey, SM1 1JB.

1.1 Accounting convention

The accounts have been prepared in accordance with the charity's Articles of Incorporation, the Companies Act 2006 and "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)" (as amended for accounting periods commencing from 1 January 2016). The charity is a Public Benefit Entity as defined by FRS 102.

The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest pound value.

Assets and liabilities denominated in foreign currencies are translated into sterling at the rate of exchange prevailing at the balance sheet date. Transactions in foreign currencies are recorded at the rate prevailing at the date of the transactions. All differences are taken through the Statement of Financial Activities.

To comply with overseas local legislation, ESSA has established an overseas legal entity in Ghana. This entity is fully controlled by ESSA and its accounts are consolidated within the accounts of ESSA.

1.2 Going concern

Trustees have considered the financial sustainability of the charitable group, including fundraising prospects and cashflow projections to April 2025, and are satisfied that ESSA and ESSA LBG can be considered going concerns for the purposes of the 2022/23 financial year accounts and so have prepared the financial accounts on that basis.

Trustees specifically considered the position were fundraising to be less successful than the prudent forecast. Trustees reviewed a worst-case option of no further funding and note that ESSA has already secured funding that will last until at least April 2025 at the current cost run rate.

The financial statements have been prepared under the historical cost convention. The principal accounting policies adopted are set out below. The accounting policies used in preparing the Group Accounts are the same as those used by ESSA in preparing their Charity Accounts.

1.3 Charitable funds

Unrestricted funds are available for use at the discretion of the Trustees in furtherance of their charitable objectives unless the funds have been designated for other purposes.

Restricted funds are funds subject to specific expenditure instructions which are laid out by the donor that fall within the wider purposes of the charity.

1.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are recognised on receipt. Other donations are recognised once the charity has been notified of the donation unless performance conditions require deferral of the amount. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Although ESSA has not yet received any legacy income, legacies would be recognised as income receivable in the financial statements following notification of an impending payment or final estate accounts. If this condition had not been met, the legacy would be treated as a contingent asset.

Income from grants is recognised on an accruals basis and included in the Statement of financial activities when the charity is entitled to the income, when receipt is probable, and when it can be measured reliably. Grants that are subject to performance-related conditions or subject to funder conditions related to the timing of expenditure are deferred until those conditions are met.

Donated goods and services are recognised as income when they are received and used by ESSA. The goods and services are measured at fair value to ESSA.

1.5 Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that settlement will be required, and the amount of the obligation can be measured reliably.

Grants are recognised as a liability once the charity has a legal or a constructive obligation to make a distribution to a third party.

All expenditure is accounted for on an accruals basis. All expenses including support costs and governance costs are allocated or apportioned to the applicable expenditure headings.

Support costs have all been allocated between governance costs and other support costs. Governance costs comprise all costs involving the public accountability of the charity and its compliance with regulation and good practice. These costs include costs related to statutory audit and legal fees together with an apportionment of overhead and support costs.

Services received on an 'in kind' basis are accounted for at the cost the charity would otherwise have to pay for the same services.

1.6 Tangible fixed assets

Tangible fixed assets are initially measured at cost and subsequently measured at cost, net of depreciation and any impairment losses.

Depreciation is recognised to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Computers 25% straight line

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset and is recognised in net income/(expenditure) for the year.

1.7 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts.

1.8 Financial instruments

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

Basic financial liabilities

Basic financial liabilities, including creditors are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

1.9 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

1.10 Retirement benefits

Payments to defined contribution retirement benefit schemes are charged as an expense as they fall due.

1.11 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the Trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

The following matters contain assumptions or estimates affecting income and expenditure at the balance sheet date:

Note 2 Donations and grants – Grants receivable.

Note 2 Donations and grants – Gifts in kind.

Note 3 Analysis of expenditure – Grant expenditure.

2. Donations and grants

	Restricted funds	Unrestricted funds	Total	Total
	2022/23	2022/23	2022/23	2021/22
	£	£	£	£
Gifts and donations	–	50,378	50,378	72,297
Grants receivable	875,285	356,903	1,232,188	1,135,424
Gifts in kind	–	–	–	62,675
	875,285	407,281	1,282,566	1,270,396

3. Analysis of expenditure

	Activities directly undertaken	Grant funding of activities	Support costs	Total	Total
	2022/23	2022/23	2022/23	2022/23	2021/22
	£	£	£	£	£
Raising funds:					
Costs of raising donation & grant income	68,976	–	5,387	74,363	95,790
Charitable activities:					
Access to university and college for young people	–	–	–	–	23,279
Quality of university and college education	66,486	85,243	11,603	163,332	319,819
Young people's transition from education into work	21,214	–	1,906	23,120	90,744
Building a knowledge ecosystem for education	489,165	207,840	53,871	750,876	362,136
Monitoring, evaluation and learning	58,388	–	4,310	62,698	76,874
Increasing the influence of our research	69,246	3,942	5,802	78,990	153,455
Foreign exchange gain /loss	–	–	40,906	40,906	(71,100)
Total	773,475	297,025	123,785	1,194,285	1,050,997

Grants were awarded to 5 (2021/22: 8) organisations; no grants were made to individuals. A full list of recipients is provided below:

Organisation	2022/23
	£
Association of African Universities	8,982
Inter – University Council for East Africa	49,954
REAL Centre at the University of Cambridge	203,897
Population Reference Bureau	26,305
The Open University	7,884
Total	297,024

Future commitments

Future commitments relating to charitable work carried out by other organisations on behalf of ESSA, amount to £101,943 (2021/22: £394,936). These represent contracts signed before 30 September 2023 for payments in future years. Commitment will be funded from income generated from ongoing activities as they fall due.

4. Support and governance costs

Support costs

	Raising funds	Charitable activities	Total	Total
	2022/23	2022/23	2022/23	2021/22
	£	£	£	£
Personnel costs	2,316	18,040	20,356	45,854
Other support costs	3,071	23,521	26,592	23,115
Governance costs	–	35,931	35,931	16,162
Foreign exchange losses/(gains)	–	40,906	40,906	(71,100)
Total expenditure	5,387	118,398	123,785	14,031

Governance costs

	Raising funds	Charitable activities	Total	Total
	2022/23	2022/23	2022/23	2021/22
	£	£	£	£
Legal and professional	-	3,928	3,928	4,042
Board meetings	-	5,885	5,885	-
Audit	-	26,118	26,118	12,120
Total expenditure	-	35,931	35,931	16,162

Board meeting costs relate to an in-person board meeting held in Kenya in September 2023. Audit costs include the first audit for ESSA LBG, in Ghana.

5. Trustees

None of the Trustees (or any persons connected with them) received any remuneration during the year (2021/22: 0). Trustees' expenses, which include costs directly incurred by Trustees and amounts paid on their behalf by ESSA, were for 2 trustees totalling £2,311 (2021/22: 1 trustee totalling £2,176).

6. Staff costs

	2022/23	2021/22
	£	£
Staff costs:		
Wages and salaries	627,239	540,820
Social security costs	45,966	40,184
Pension costs	10,896	8,068
Total expenditure	684,101	589,072

The following number of employees received employee benefits (excluding employer pension costs) during the year between:

	Consolidated	Consolidated
	2022/23	2021/22
	No.	No.
£60,000 – £69,999	–	1
£70,000 – £79,999	2	1
£80,000 – £89,999	–	–
£90,000 – £99,999	–	–
£100,000 – £109,999	1	1

The total employee benefits including pension contributions and employer's national insurance for key management personnel were £286,754 (2021/22: £274,631 – restated).

The average number of employees (headcount based on number of staff employed) during the year was:

	Consolidated	Charity	Charity and Consolidated
	2022/23	2022/23	2021/22
	No.	No.	No.
Management and administration	4	4	5
Project management and support	14	11	10
Total	18	15	15

7. Tangible fixed assets

	Consolidated	Charity
	Computers	Computers
	£	£
Cost:		
At 1 October 2022	6,756	6,756
Additions	5,071	3,466
Disposals	(1,349)	(1,349)
At 30 September 2023	10,478	8,873
Depreciation & impairment:		
At 1 October 2022	4,895	4,895
Disposals	(1,349)	(1,349)
Charge for year	1,682	1,549
At 30 September 2023	5,228	5,095
Carrying Amount:		
At 30 September 2023	5,250	3,778
At 30 September 2022	1,861	1,861

8. Debtors

	Consolidated	Charity	Consolidated and Charity
	2022/23	2022/23	2021/22
	£	£	£
ESSA LBG	-	76,870	-
Prepayments	69,653	69,462	561
Accounts receivable	211,048	-	-
Accrued income	122,956	122,956	117,171
	403,657	269,288	117,732

9. Creditors: amounts falling due within one year

	Consolidated	Charity	Consolidated and Charity
	2022/23	2022/23	2021/22
	£	£	£
Taxation and social security costs	15,663	1,795	1,587
Trade Creditors	61,789	61,532	924
Other creditors	3,275	3,274	4,313
Accruals and deferred income	50,926	40,054	124,120
	131,653	106,655	130,944

Deferred income relates to income received from donors which is subject to restrictions that prevent their use until a later date. Deferred income of £8,400 (2021/22: £0) arose in the year.

10. Movements in funds

Consolidated Statement of funds – Current Year

	Brought forward	Income	Expenditure	Foreign Exchange	Carried forward
	£	£	£	£	£
Unrestricted funds					
Total unrestricted funds	57,457	440,032	(277,756)	(40,791)	178,942
Restricted Funds:					
Enhancing Education Research in Africa (EERA)		138,953	(32,161)		106,792
Transforming Teaching, Education and Learning (T-TEL)		189,943	(61,202)	2	128,743
Carnegie Corporation of New York (DAF EAC)	111,455		(111,504)	(117)	(166)
Bill & Melinda Gates Foundation	271,616		(210,722)	–	60,894
Global Social Impact Challenge	19,576		(18,280)	–	1,296
Conrad N. Hilton Foundation	417,441	546,389	(441,754)	–	522,076
Total restricted funds	820,088	875,285	(875,623)	(115)	819,635
TOTAL FUNDS	877,545	1,315,317	(1,153,379)	(40,906)	998,577

Enhancing Education Research in Africa:

This project is funded by Echidna Giving, Imaginable Futures and the Jacobs Foundation over 18 months (from June 2023 to November 2024), covering East Africa, West Africa, and Southern Africa. The primary purpose being to work with African researchers to determine the prerequisites for establishing a strong and sustainable African education research system, led by local researchers, and supported by locally generated evidence that can be used both locally and internationally to enhance education.

Transforming Teaching, Education and Learning (T-TEL):

ESSA is one of 14 partners in a consortium led by T-TEL to support the Government of Ghana as it delivers the Leaders in Teaching (LiT) Programme, funded by the MasterCard Foundation. The primary goal of the programme is enhancing teacher training, retention, and motivation at the senior high school level in Ghana, with ESSA's role being to act as a learning partner which involves providing evidence derived from research and evaluation to enhance the implementation of the programme.

Carnegie Corporation of New York (DAF EAC):

This is a 2-year project funded by the Carnegie Corporation of New York to expand our previous Demographics of Faculty work in Ghana to the East African Community as part of a consortium with the Association of African Universities, the Inter-University Council of East Africa, and Population Reference Bureau. The project finished in June 2023. We have received approval and funding to continue the project in a phase 2 starting in November 2023.

Conrad N. Hilton Foundation:

This project focuses on understanding the ecosystem of ECD researchers and their needs in Ghana, Kenya, Tanzania, and Uganda (with desk-based research for Mozambique). ESSA is collaborating with the REAL Centre to implement this project.

Bill and Melinda Gates Foundation:

This project seeks to identify and connect African education researchers who are working to improve the foundational learning of African primary school children. ESSA is partnering with the REAL Centre again to map researchers, their institutions, and the evidence they are producing in four countries: Ghana, Kenya, Senegal, and Tanzania.

Global Social Challenge:

This was a grant given for the purpose of kickstarting our African-based fundraising activity following the launch of ESSA LBG in Ghana.

Statement of funds – Prior Year

	Brought forward	Income	Expenditure	Transfers in/(Out)	Carried forward
	£	£	£	£	£
Unrestricted funds					
Total unrestricted funds	48,287	175,592	(146,824)	(19,598)	57,457
Restricted Funds:					
Robert Bosch Stiftung	82,353	(19,598)	(82,353)	19,598	-
Dubai Cares	308,712	3,405	(312,117)	-	-
Quilt.AI	-	62,675	(62,675)	-	-
International Development Research Centre (IDRC)	9,420	1,140	(10,560)	-	-
Carnegie Corporation of New York (DAF EAC)	193,123	107,409	(189,077)	-	111,455
Conrad N. Hilton Foundation	-	611,204	(193,763)	-	417,441
Bill & Melinda Gates Foundation		318,620	(47,004)	-	271,616
Global Social Impact Challenge		26,200	(6,624)	-	19,576
Total restricted funds	593,608	1,111,055	(904,173)	19,598	820,088
Total Funds	641,895	1,286,647	(1,050,997)	-	877,545

The Robert Bosch Stiftung:



[Germany] seed-funded ESSA in 2016 with a €1.05m commitment to help establish ESSA as a credible agent working to improve access to education and to improve education quality in Sub-Saharan Africa. The funding was broken into two tranches with the funding period for the second tranche running from January 2020 to December 2021.

Dubai Cares:



In 2020/21 we received the final \$500k tranche of our \$1.5m programme with Dubai Cares. The funding covers four strands of work: (1) human capacity-building in tertiary education, (2) employability and business engagement, (3) leadership and managerial skills of leaders in tertiary education and (4) knowledge transfer and practical adoption. The work was completed in 2021/22.

IDRC:



This was a small piece of consultancy work focusing on the impact of the COVID-19 pandemic on universities in West Africa and how these universities are responding. IDRC aims to use the findings to design an appropriate request for proposals for COVID-19-related funding to be advertised before the end of 2021, to support African institutions.

Quilt.AI:



This represents the value of the organisation's pro-bono expertise in artificial intelligence donated to gather insights into students' journeys online and the barriers and enablers to attending university/ college.

11. Analysis of Group net assets between funds

	Unrestricted funds	Restricted funds	Total	Total
	2022/23	2022/23	2022/23	2021/22
	£	£	£	£
Fund balances at 30 September 2023 are represented by:				
Tangible assets	5,250	-	5,250	1,861
Current assets/(liabilities)	173,692	819,635	993,327	875,684
	178,942	819,635	998,577	877,545

12. Reconciliation of net movement in Group funds to net cash flow from operating activities

	2022/23	2021/22
	£	£
Surplus/(deficit) for the year	121,032	235,650
Adjustment for:		
Depreciation charge	1,682	1,648
Loss/(gain) on disposal of tangible fixed assets	-	-
Unrealised (gain)/loss from exchange rate changes on cash held in foreign currency	40,906	(71,100)
(Increase)/decrease in debtors	(285,925)	254,092
Increase/(decrease) in creditors	709	87,853
Net cash used by operating activities	(121,596)	508,143

13. Related party transactions

Donations totalling £48,182 were received from related parties during the year.

Education Sub Saharan Africa was registered as a Company Limited by Guarantee (LBG) (Registration No. CG034110622) in Ghana in June 2022, and as a Non-Profit in Ghana (Non-profit Organisation Licence No. NPOS/GROI/LNO552/23) in March 2023, with the oversight of a National Board of Trustees. The Board of Trustees in Ghana is comprised entirely of current and former Trustees and representatives of the Senior Leadership Team of the charity, and it is through this mechanism that ESSA is considered to have control.

ESSA LBG		
	2022/23	2021/22
	£	£
Assets	226,052	–
Liabilities	(101,867)	–
Equity Funds	124,185	–
Income	246,511	–
Expenditure	122,326	–
Surplus/(Deficit)	124,185	–

During the year ESSA transferred funds to and incurred costs on behalf of ESSA LBG totalling £109,441. ESSA LBG incurred costs on behalf of ESSA totalling £32,571. This resulted in a net liability as at 30 September 2023 of £76,870 to ESSA, included above.

Connect With Us

If you are an employer, funder, researcher, educator, policymaker, or young person and want to collaborate, access evidence, and support our work, please visit the ESSA website to find out how you can join us.



ESSA – Education Sub Saharan Africa



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ANNUAL REPORT

AND FINANCIAL
STATEMENTS

FOR THE YEAR ENDED
30TH SEPTEMBER 2023

Published by:

Education Sub Saharan Africa
X: @essa_africa
Website: www.essa-africa.org

