

# CIC 34

## Community Interest Company Report

**For official use**  
*(Please leave blank)*

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*Please  
complete in  
typescript, or  
in bold black  
capitals.*

**Company Name in  
full**

IDEMS International Community Interest Company

**Company Number**

11137433

**Year Ending**

(31/12/20)

*(The date format is required in full)*

**Please ensure the company name is consistent with the company name entered on the accounts.**

This template illustrates what the Regulator of Community Interest Companies considers to be best practice for completing a simplified community interest company report. All such reports must be delivered in accordance with section 34 of the Companies (Audit, Investigations and Community Enterprise) Act 2004 and contain the information required by Part 7 of the Community Interest Company Regulations 2005. For further guidance see chapter 8 of the Regulator's guidance notes and the alternate example provided for a more complex company with more detailed notes.

**(N.B. A Filing Fee of £15 is payable on this document. Please enclose a cheque or postal order payable to Companies House)**

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## **PART 1 - GENERAL DESCRIPTION OF THE COMPANY'S ACTIVITIES AND IMPACT**

In the space provided below, please insert a general account of the company's activities in the financial year to which the report relates, including a description of how they have benefited the community.

The company has carried out a wide range of projects and activities this year related to development, education and the mathematical sciences. In particular, a number of activities were responding to emerging needs related to the Covid-19 pandemic. During the financial year ending 31 December 2020 the companies activities have benefited the community in the follow ways:

We are supporting initiatives across Africa in agroecology and agriculture. In Kenya, we continue to support an Agroecology Hub, aiming to support local organisations to develop the necessary structures that could enable them to support the wider farming community across East Africa through the use of effective agroecological approaches. The AE Hub's activities were highly disrupted this year by Covid. However, a number of activities and progress was made throughout the year. We were able to obtain grant funding to support a number of improvements to Manor House Agricultural Centre's infrastructure, as the anchor of the AE Hub, in order to transform Manor House into a more ecological, sustainable and environmentally conscious centre. Improvements included installation of biogas systems and energy efficient cooking equipment for kitchens and an improved water filtration and storage system. We were also able to support a social learning project for members of farmer research networks through activities using distributed smart phones and the development of fact sheets for farmers on AE practices through training for AE Hub partners on written and video communication. We have also continued to provide research methods supports to agriculture research projects in West Africa, which moved to remote support in 2020. These projects are improving access to local, sustainable, nutritious food through collaborative research and knowledge-sharing with smallholder famers, research institutions and development organisations. They have an overarching aim to explore solutions for sustainable, local food systems to improve the lives of people in some of the poorest parts of the world. We support these projects in all aspects of research methods (statistics and data).

We continue our develop open source software and open educational resources to support climate and climate change research with the aim of making it easier to access and use climate data and information. These activities include developing free, online training materials with EUMETSAT on the use of free satellite data for climate monitoring, supporting the development Climsoft: a free, climate database management software for use by national meteorological services around the world, supporting the development OpenCDMS, a World Meteorological Organisation initiative working to address Earth system data management needs of developing and developed countries, and we are developing free tools to analyse climatic data (R-Instat). Our variety of climate projects aim to improve understanding of climate and climate change among researchers, government organisations, farmers and others with the aim of supporting more informed decision making in adapting and tackling changes in climate.

This year we collaborated with the University of Oxford to develop Parenting of Lifelong Health (PLH) Digital. Parenting for Lifelong Health (PLH) is a suite of open access, non-commercial parenting workshop programmes, developed by the University of Oxford and other collaborators, including WHO, Clowns Without Borders South Africa (CWBSA), UNICEF and the University of Cape Town, South Africa. Workshops for parents and their children using the PLH resources have been run by various non-governmental organisations around the world to support families in their communities. Studies have shown that the workshops

have many positive effects on the families that attend them, improving mental health and wellbeing and reducing violence in the home. Programmes are now being scaled in several countries but the demand for these programmes far outweighs the capacity to reach everyone through face-to-face workshops.

PLH Digital will extend the reach and impact of these efforts by creating a free mobile PLH app, based on existing PLH resources, with the potential to reach millions of families. IDEMS is leading the development of the app in this long-term project, spanning four years, and including multiple co-development and testing cycles across countries with a formal randomised controlled trial to support rigorous evidence and research outputs. The app will be a low-data offline-first application that will work on the most basic smartphones to ensure it can reach as many families as possible and those most in need. We are also including a significant amount of capacity building within the project to enable our partners in Kenya to contribute to the software development of the app and take a key role in the project.

IDEMS also worked with the University of Oxford in their emergency responses to Covid. During Covid, there was a huge demand for parenting resources, particularly in places where lockdowns were enforced as this increased family stress and the risk of domestic violence. Our role in their Covid response was to redevelop the Covid 19 Parenting website, making resources available through and to support the development of ParentText, a chatbot based messaging intervention. We supported the translation of “tips” sheets into over 100 languages and the resources shared by the PLH team have reached over 200 million people around the world.

This year we have also supported a number of education initiatives and in particular responses to the challenges of school closures and remote learning in the UK and in Africa.

- Covid disruptions in the UK this year led to school students learning from home for long periods of time, and end of year exams being cancelled. We worked with maths teachers to develop a free, online A Level Mathematics bridging course designed to prepare students making the transition to A Level Mathematics. The course was created in Moodle and included a variety of resources including interactive questions in STACK, GeoGebra activities, useful links and other materials. The course was shared freely with a number of schools during the year. Feedback from the teachers and students highlighted in particular the appreciation for the interactive questions which allowed students to practice and test their understanding.
- In Kenya, we jointly developed and ran a 21<sup>st</sup> Century Skills course for high school leavers as an effort to equip them with modern day skills useful for further studies and gaining employment. Skills taught on the course included foundations of coding/programming, data literacy, critical and logical thinking, communication, presentation and media making skills. The course ran twice in early 2020 for 10-15 participants in each cohort before Covid prevent further courses running. As the Covid pandemic hit in Kenya, we began developing freely available community-based learning resources in response to the Kenyan government's decision to embrace the idea of a community-based learning approach to engage learners within their communities during the COVID-19 schools' closure. We began to share these resources with teachers and students in Kenya, however, government policy changed and schools were reopened, hence the programme did not achieve the full impact intended.
- With the UK charity Supporting African Maths Initiatives we developed the Virtual Maths Camps. Virtual Maths Camps is an idea to turn the challenges presented by the COVID-19 pandemic into opportunities, and continue to provide a maths camp experience for students, teachers, and facilitators from across the globe - in a new, dynamic, partially virtual and fully international environment. IDEMS was involved in all aspects of designing Virtual Maths Camps content including supporting the design of a card deck where every card features a unique game, puzzle or fun mathematical fact,

and developing a chatbot system for students to interact with mathematical content, solve puzzles and learn new facts. The resources began to be used successfully for virtual events in Kenya and Ghana in 2020 with more events planned in Togo, Benin, Ethiopia and other countries in 2021.

A full list of the company's projects are provided in the Directors' Report section of the full accounts.

*(If applicable, please just state "A social audit report covering these points is attached").*

***(Please continue on separate continuation sheet if necessary.)***

**PART 2 – CONSULTATION WITH STAKEHOLDERS** – Please indicate who the company's stakeholders are; how the stakeholders have been consulted and what action, if any, has the company taken in response to feedback from its consultations? If there has been no consultation, this should be made clear.

This year was challenging for many people and there were a number of emerging issues that were faced by members of our community. We actively engaged with selected stakeholders from our community and made efforts to support them in addressing issues particularly related to the Covid-19 pandemic.

IDEMS has continued to support and engage with the UK charity SAMI and the Kenyan NGO AMI. SAMI's big activity this year was the Virtual Maths Camps. This was a direct response to the Covid pandemic due to the inability to hold physical maths camps across Africa. SAMI approached IDEMS to support the development of resources for the Virtual Maths Camp and IDEMS made substantial staff time available towards this effort and provided funds for subcontractor contributions. Staff time to provide our expertise was the biggest need and contribution we made to SAMI this year. We also donated £2,900 of funds to SAMI to further support its activities. Early in 2020, SAMI requested support in developing a Theory of Change, which it could use to apply for funding to other organisations. IDEMS offered to run sessions to develop a Theory of Change and led a number of sessions to help develop this with SAMI, at no cost. IDEMS staff attended SAMI's annual general meeting to ensure that we continue to understand how the company can best support them in improving mathematics education across Africa.

AMI also requested support from IDEMS to support new education initiatives. IDEMS worked with AMI to develop a 21<sup>st</sup> Century Skills course for high school leavers in Kenya. This was designed to address the need for young people in Kenya to be equipped with skills of the future, including foundations of coding/programming, data literacy, critical and logical thinking, communication, presentation and media making skills, which are often lacking in formal education. We supported AMI in running this course, before the pandemic hit, and also provided capacity support in order for the AMI team to run lead the running of these courses. We succeeded in this effort as AMI led a second running of the course, with remote support from IDEMS. As the pandemic hit and Kenyan schools were closed, AMI approached us to support an initiative to develop resources for community-based learning. We worked with AMI to develop these resources and began to share them freely with teachers and students. However, the high levels of uncertainty at that time prevented the project achieving its impact, as government policy suddenly changed, and schools reopened.

A new stakeholder this year was INNODEMS, a not-for-profit company established in Kenya by members of AMI and set up with a similar structure to IDEMS International. We supported INNODEMS in establishing itself this year and involved them in our projects as part of our capacity building efforts. Capacity building for our partners has been a big part of our support for the community since IDEMS was established. However, this year our capacity building strategy had to adapt as we could not carry out in person activities as planned. We continued to provide capacity building support through remotely collaborations and use of online collaboration tools.

In 2019, a large proportion of our community support and engagement was stakeholders in the mathematics education community was through conferences and workshop in Africa as connection building events. This year it was not possible to host such events. We were able to continue to engage with Maseno University to support their use of electronic assessment for mathematics courses. We were also able to respond to requests from mathematics teacher in

UK schools to provide support for remote learning of mathematics. This is an area where there would normally not be such a need for our support, however the unique circumstances of the pandemic drove this need. We were able to respond by producing and providing free access to learning materials and electronic assessment quizzes which enabled students to get automated feedback for self-learning.

We continued to have consultation with agriculture, ecology and farmer-based organisations in East Africa as part of the Agroecology Hub project. IDEMS supports an Agroecology Hub, which was established in 2018 at Manor House Agricultural Centre, Kitale, Kenya. This community is looking to work together on using Farmer Research Network approaches to build the scientific knowledge base while engaging farming communities with agroecological practices. This year's activities were heavily affected by Covid, and we were not able to support in-person events as we did last year. However, we continued to engage with the AE Hub partners and continued to provide support, with the main focus being to support the organisations to continue their activities and survive the Covid pandemic. We look forward to continuing to support the AE Hub activities and partners and contribute our experience in Farmer Research Networks to the community.

*(If applicable, please just state "A social audit report covering these points is attached").*

**PART 3 – DIRECTORS' REMUNERATION** – if you have provided full details in your accounts you need not reproduce it here. Please clearly identify the information within the accounts and confirm that, "There were no other transactions or arrangements in connection with the remuneration of directors, or compensation for director's loss of office, which require to be disclosed" (See example with full notes). If no remuneration was received you must state that "no remuneration was received" below.

The aggregate amount of emoluments paid to or receivable by directors in respect of qualifying services was £51,640.

The value of company contributions paid to a pension scheme in respect of directors' qualifying services was £9,295.

There were no other transactions or arrangements in connection with the remuneration if directors or compensation for director's loss of office which require to be disclosed. Full details are provided in the company's accounts.

**PART 4 – TRANSFERS OF ASSETS OTHER THAN FOR FULL CONSIDERATION** – Please insert full details of any transfers of assets other than for full consideration e.g. Donations to outside bodies. If this does not apply you must state that “no transfer of assets other than for full consideration has been made” below.

Donations totalling £2,900 were made to the charity Supporting African Maths Initiative, charity number: 1161994.

The charity is an asset-locked body which is specified in the company’s articles of association.

*(Please continue on separate continuation sheet if necessary.)*