

FREEDOM TO LEARN

England & Wales · Charity number 1103859

Details

Status Registered

Legal form Other

Registered 2004-05-21

Register [View on the Charity Commission register](#)

Contact

Address 12 Kennard Road
New Milton
Hampshire
BH25 5JU

Phone 07557658495

Email info@freedomtolearn.org.uk

Website www.freedomtolearn.org.uk

Activities

Objects: TO PROVIDE OPPORTUNITIES FOR EDUCATION TO CHILDREN LIVING IN NORTH INDIA AND NEPAL, AND, TO RAISE PUBLIC AWARENESS ABOUT THE IMPORTANCE OF EDUCATION FOR CHILDREN IN DEVELOPING COUNTRIES.

Activities: Freedom to Learn provides the opportunity of education to children from some of the remotest and poorest regions of the Himalayas working with non-profit organisations in India and Nepal with similar goals and ethos. FtL also partners with UK schools with their Sister Schools programme generating global friendships and partnership learning projects based within the UN SDG guidelines and framework.

Classification

- **How:** Makes Grants To Individuals, Provides Human Resources, Provides Services, Provides Advocacy/advice/information
- **What:** Education/training, The Prevention Or Relief Of Poverty, Economic/community Development/employment
- **Who:** Children/young People, People Of A Particular Ethnic Or Racial Origin, Other Charities Or Voluntary Bodies

Geography

- **Area of benefit:** HIMALAYAN REGION OF NORTH WEST INDIA
- India
- Nepal
- Dorset
- Hampshire

Finances

Period end	Income	Expenditure	Assets	Employees
2025-06-30	£92,865	£160,042	-	-
2024-06-30	£58,721	£51,237	-	-
2023-06-30	£43,877	£40,447	-	-
2022-06-30	£142,348	£155,307	-	-
2021-06-30	£79,644	£71,687	-	-

Trustees

Name	Role	Appointed
Dawn Tebbutt		2023-10-26
James Bruce Cresswell		2019-03-13
Karuna Onta		2023-10-26

FREEDOM TO LEARN

England & Wales - Charity number 1103859

Accounts

Freedom to Learn: Annual Report | June 2024 - June 2025

This year has been one of profound transformation, resilience, and community-led innovation. In this year the team faced an extremely challenging fundraising climate, and, significantly, the devastating tragedies brought about by the floods and landslides in September and the subsequent relief operation. From our Act on Education projects in Bethanchok, our Art and Sports events, and the launch of our Community Hub and Café, Freedom to Learn has remained committed to empowering young people and strengthening education systems in Rural Nepal in the face of adversity.



A Hello from our CEO Joey Owen:

"This year has tested us in ways we never imagined, and yet, it has also revealed the extraordinary strength of our communities, our young leaders, and our shared vision for education. From responding to the devastating floods to launching new spaces for creativity and connection, we've really remained rooted in hope and in action. I'm proud of what we've achieved together and deeply grateful to everyone who stood with us. The outcomes shown in this report, are a testament to your courage, compassion, and commitment."

Handwritten signature of Joey Owen.

Reflections from our Chair of Trustees

"As Chair of Trustees, I've witnessed firsthand the resilience and innovation that define Freedom to Learn. This year, our team responded not only to a natural disaster of immense scale but also to the everyday challenges faced by young people striving for a better future. The Act on Education project continues to inspire us all, showing that when students are empowered, communities can transform. The launch of the Community Hub and Café marks a new chapter in our journey: one that blends sustainability, creativity, and social enterprise. It's more than a building, it's a symbol of what's possible when we invest in people and ideas. I want to thank our staff, volunteers, donors, and most of all, the young people who lead this valuable and positive change. You are the heartbeat of Freedom to Learn."



Handwritten signature of David Creswell.

Here are just some of the outcomes achieved in this financial year:

Responding to Crisis: Floods & Landslides



In September 2024, Nepal was struck by catastrophic floods and landslides, affecting 21 districts and severely damaging infrastructure, schools, and health facilities. Panauti and Bethanchok were amongst the worst affected municipalities. Our teams,

although deeply affected themselves, pivoted rapidly to support emergency relief and education continuity:



- Distributed emergency supplies to affected families and schools.
- Distributed 238 Stationery Packs for 238 children to go to school for at least 6 months.
- We delivered 29 Healing Hearts workshops and emotional support for children who experienced the terrifying events of September 28th/29th.
- Supported initiatives in collaboration with local health authorities.
- Facilitated the reinstatement of water supply to Kushadevi School and networked to find Bethanchok Municipality's Education Office to rebuild toilets and water supply for over 600 students in 4 schools.

The long-term effects of this disaster continue to shape our work, with many communities still recovering. Our commitment to ensuring the wellbeing of our student's and their families and facing the challenges of Climate Change with dignity and resilience remains unwavering.

Act on Education: Youth-Led Transformation

The Act on Education (AoE) project flourished this year, proving that students are not just learners, they are leaders.

Key Highlights:

- 14 Participatory Workshops across 3 schools.
- Student-led performances on gender equity, governance, and community safety.
- 5% increase in school attendance and improved teacher-student relationships.
- Municipal budget wins: NPR 1,000,000 for water supply; NPR 750,000 for infrastructure.
- Sustainability Funds created in each school to support uniforms, lunches, and emergency needs.

AoE's ripple effect is real. 5 additional schools have requested training, and students now actively engage in civic life, influencing local governance and national policy.



The Community Hub and Café: A New Chapter

Launched in Panauti, Nepal, the **Community Hub and Café** is our new social enterprise initiative. It serves as:

- A safe space for youth dialogue, creativity, and learning.
- A revenue-generating model to support local education projects.
- A showcase for Nepali culture through food, art, and storytelling.

This hub is already curating deeper community ties and offering employment and training opportunities for local youth.



Voices from the Field

"This project has been eye-opening for all the staff here - including me. Our school is running better, people seem happier, and we can all talk more openly."

– Govinda Sharma, Headteacher, Parbati School



"My confidence is bigger now. I can speak easily to all the sirs and ma'ams at school. Now my parents say, 'Go to school first.' That's the biggest change."

– Shrimani, Student, Saraswoti School

Looking Ahead

Despite funding challenges, our vision is bold:

- Expand AoE to 5 new schools.
- Launch "Freedom to Roam" social tourism initiative.
- Deepen partnerships with municipal leaders.
- With the café, Hub, Freedom to Roam and our online shop and market stalls we aim to become sustainable on an income generating model, no longer reliant on the old charitable fundraising frameworks



Gratitude

To our students, teachers, families, and donors—thank you. Your courage, creativity, and commitment fuel everything we do. Together, we are building a freer, fairer, and more resilient future for education.

Our Financial Reporting:

We have detailed ongoing accounts, which are always available upon request. These are to top lines for the year ending June 2025:

FREEDOM TO LEARN

Income and Expenditure Account 01 July 2024 to 30 June 2025			
Income			
Grants	£28,177.48		
Donations General	£54,420.99		
Donations Regular	£3,092.00		
Fundraising	£6,007.38		
Gift Aid Claims	£812.80		
Bank Interest	£354.35		
		£92,865.00	
Income (Non-Cash):			
Gifts in Kind Goods & Services		£29,722.00	
			£122,587.00
Less Expenditure			
Nepal Projects:			
Panauti Community Hub & Cafe Project	£37,283.93		
Creative Community Building Project	£45,173.10		
Act on Education Project	£38,357.03		
Teacher and Programmes Training	£2,510.00		
Tuition	£945.00		
		£124,269.06	
Other Expenditure:			
Freedom to Learn Wages		£8,700.00	
Nepal Based Core Costs		£3,846.10	
Social Media Manager		£6,720.00	
Travel Expenses		£5,135.83	
Insurance		£586.25	
Office Costs		£720.00	
Website		£1,333.58	
Fundraising Expenses		£7,460.29	
Bank Charges		£213.70	
Forex Loss (EUR/GBP)		£1,057.27	
			£160,042.08
Surplus / (Deficit) of Income over Expenditure			(£37,455.08)

Balance Sheet as at 30-June-25

Current Assets			
CAF Bank Current Account		£5,495.68	
HSBC Business Money Manager Account		£7,853.82	
HSBC Community Account		£488.77	
HSBC Euro Account		(£21.06)	
Paypal Account		£177.43	
		<u> </u>	£13,994.64
Current Liabilities			
Accrued expenses		<u>£2,640.00</u>	
			£2,640.00
Net Current Assets			<u>£11,354.64</u>
			<u>£11,354.64</u>
Financed by			
Accumulated Fund brought down 01 July 2024			£48,809.72
Surplus / (Deficit) of Income over Expenditure for the Year			<u>(£37,455.08)</u>
			<u>£11,354.64</u>

Notes to the Financial Statements

Income is recognised on a receipts basis; expenditure is recognised on an accruals basis,

Gifts in Kind (no donor restriction)

Contribution of Services at fair market value	£28,676.00
Contribution of Goods at fair market value	£1,046.00
Total	<u>£29,722.00</u>

Accrued Expenses

Freedom to Learn Wages	£1,200.00
Social Media Manager	£640.00
Fundraising Expenses	£800.00
Total	<u>£2,640.00</u>

Foreign Exchange

Assets, liabilities translated at balance sheet date EUR / GBP rate applicable 1.165
 Revenues, expenses, gains & losses translated at rate applicable on date of transactions

For reference:

Gifts in Kind (non-cash goods & services):

Programme Director	£21,600.00	Monthly input
Programme Director	£1,446.00	Travel expenses
Social Media Manager	£960.00	Monthly input
Home Office Costs	£720.00	Donated
Website	£1,215.00	Website maintenance and support 27 hours
Nepal Based Tuition	£945.00	8 hours per week x 39 weeks term time @ NPR 500 per session
Volunteer Teaching Training	£2,160.00	Kathmandu University Trainers £180 per day x 12
Programmes Trainer	£350.00	14 hours @ £25
Gazebo market stall	£200.00	Donated by JO
Promotional FtL caps with logo	£126.00	Donated by DT €150
	£29,722.00	

Accrued expenses:

Programme Director	£1,200.00	Monthly input Jun25 FtL/JO/0625
Social Media Manager	£640.00	Monthly input Jun25 #FtL25
Nicky Heather	£800.00	Fundraising work Jun25 #3
	£2,640.00	

Freedom to Learn – CC No. 1103859

Independent Examiner’s Report to the Trustees

I report on the accounts of the charity, Freedom to Learn, for the year ended 30th June 2025, as set out in this report.

Respective Responsibilities of the Trustees and Examiner

The charity’s Trustees are responsible for the preparation of accounts. They consider that an audit is not required for this year (under Section 43 (2) of the Charities Act 1993) and that instead an independent examination is needed.

It is my responsibility to:

- Examine the accounts (under Section 43 (3) (a) of the 1993 Act;
- To follow the procedures laid down in the General Directions given by the Charity Commissioners (under Section 43 (7) (b) of the 1993 Act); and
- To state whether particular matters have come to my attention.

Basis of Independent Examiner’s Report

My examination was carried out in accordance with the General Directions given by the Charity Commissions. An examination includes a review of the accounting records kept by Freedom to Learn and a comparison of the accounts presented with those records. It also includes a consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently, I do not express an audit opinion on the view given by the accounts.

Independent Examiner’s Statement

In connection with my examination, no matter has come to my attention:

1. Which gives me reasonable cause to believe that in any material respect the following requirements have not been met:
 - to keep accounting records in accordance with Section 41 of the 1993 Act;
 - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 1993 Act.or;
2. To which, in my opinion, attention should be drawn in order to reach a proper understanding of the accounts.

Signature *Zita Cza-Haigh* **Date**..... 25/08/25

Name Mrs. Zita Czifra-Haigh

Profession Local Business Owner - New Forest Carpet Clean

Address 70 Osbourne Road, New Milton, Hampshire, BH25 6AE

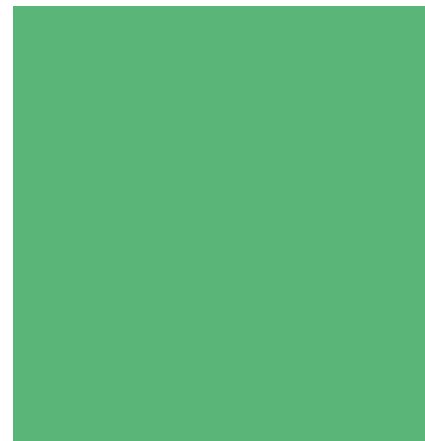
FREEDOM TO LEARN

England & Wales - Charity number 1103859

Accounts

Annual Report 2024

Creating
brighter
futures.



CHARITY NUMBER: 1103859

info@freedomtolearn.org.uk
www.freedomtolearn.org.uk

Trustees:

Mr. Jamie Creswell (Chair)
Mrs. Dawn Tebbutt (Treasurer)
Mrs. Karuna Onta
Mr. Adam Bentham

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CEO's Report

By Joey Owen



Despite significant challenges in the year June 23 to June 24 we saw good progress in our core project-work. Extending our work to the rural municipality of Bethanchok has been particularly exciting. Our research in 2022/23 highlighted the need for our initiatives in rural areas beyond the Panauti catchment. Outreach began in winter 2023, and an eight month Act on Education programme started in August 2024.

We were thrilled that our Nepal-based Project Manager, SK, was elected Secretary of the National Network of School Governance during this reporting period. This achievement underscores the importance and visibility of our work, demonstrating our impact on local and national education governance in Nepal.

Our partnership with School Management Committees across Nepal has therefore grown, leading to better policy management and leadership in many schools. This collaboration has improved governance, safeguarding, attendance, and community engagement.

Fundraising has become very challenging due to increased competition and the closure of one of our major funders. This has showed us the great need to diversify our funding streams. So, we've started a community engagement fundraising initiative, enjoying workshops in UK schools, market sales with beautiful handmade Nepali wares, and boosting our social media presence.

The growing social media engagement is becoming a valuable tool for outreach, awareness, and long-term fundraising. It helps us connect with a broader audience, sharing student success stories and cultural celebrations.

We hope to build a strong foundation for the sustainability of our work in Nepal. **To all our supporters, thank you for your generosity. Your support has been crucial, and we look forward to continuing our mission to ensure education for every child.**





Our Work – Outputs and Impact:

With the clear aim of improving access to a high quality of education for all, we operate under four key thematic areas:

1. ADVOCACY AND RESEARCH

Ensuring that everyone in the community has the opportunity to understand and therefore value the importance of a stable education in some of the poorest areas of the world.

2. QUALITY OF EDUCATION

Improving and sustaining a positive curriculum in schools and helping teachers feel equipped and confident to deliver impactful lessons.

3. ACCESS TO EDUCATION

Removing any barriers which might stop young people in rural Nepal from attending school every day.

4. GLOBAL CITIZENSHIP AND RESPONSIBILITY

We facilitate climate and environment education projects, school greening and global school partnerships.

Pillar 1. Advocacy and Research:



Our Act on Education programme continued to be the cornerstone of our advocacy efforts, ensuring that community members have a voice in shaping local education policy.

This year, our outreach reached over 1,100 children, 300 parents, and 100 teaching staff across Panauti municipality, highlighting the importance of education and encouraging community ownership of school improvements.

School attendance increased by an impressive 2.4%, largely as a result of these initiatives.

Pillar 2. Quality of Education:

Teacher training continued in partnership with Kathmandu University, involving 343 teachers from 34 schools. The training focused on creative teaching techniques, mental health support, and classroom management.

Teachers reported greater confidence in their abilities, and classroom environments became more vibrant, with displays of student work contributing to a more engaging learning atmosphere.



Pillar 3. Access to Education:

Access to basic learning materials remains a critical part of our mission. This year, we provided school bags, stationery, and sports materials, benefitting over 500 children, which not only improved access to education but also increased students' sense of pride in their schools.

Six classrooms were painted and furnished to create comfortable reading corners and engaging spaces that encourage learning. Our volunteers, and a team of students, improved the grounds of Kushadevi School with a mural wall and playground made from recycled materials.



The work continued at local education level to ensure schools are outwardly inviting, including public events funded by the Ward Committees (similar to Parish Councils in the UK) increasing community engagement and parental interest, which in turn, despite facing political difficulties, has supported the attendance rates to rise by 2.4%.

Pillar 4. Global citizenship and Responsibility:

The Sister Schools project, which connects Kushadevi School in Nepal with Milford-on-Sea Primary in the UK, was a continued success. Students from both schools participated in cultural exchanges and learned about each other's languages, traditions, and daily lives. This project fostered mutual respect and understanding, demonstrating the importance of intercultural communication in today's world.

Lorna Walton, Assistant Headteacher at Milford, visited Kushadevi School for two weeks, and facilitated maths training to over 40 teachers, representing every school in the municipality. It was exciting for children in the UK to follow their teacher and has supported a healthy amount of fundraising for Kushadevi, which will be used to employ sports teachers in the school.

We have laid the foundations in six new schools in the New Forest, UK, all of which are participating in Sister Schools from September 2024 onwards.

It is exciting to confirm the growth of this project, creating value for schools not only in Nepal, but also here in the UK, as children learn to expand their understanding of what it is to be a global citizen.

Social Media and Community Engagement

This year, our social media platforms became a vital avenue for engaging our supporters and showcasing our work.

Our Facebook page grew by 38%, thanks to engaging posts that included project updates, student testimonials, and highlights from our Sister Schools live events. Videos of classroom activities and teacher training sessions were particularly popular, with thousands of views and numerous shares, expanding our reach beyond our usual networks.

One of our standout social media campaigns featured the Reading Camp initiative, where posts showed local leaders and children discussing their favourite books. This campaign inspired more families to participate and demonstrated the positive impact of our programmes.

Financial Summary

Despite financial challenges in the small charity sector, we maximised the use of our resources to sustain our work in Nepal in the best way we could this year. Funding from Trusts and Foundations has been increasingly tough to access, and our success in that area of income has not been at the level we would have hoped for.

So, in response, we focused on raising funds through local markets, social media campaigns, and networking activities (such as the Sister Schools). This contributed significantly to our income, reflecting the success of our diversified fundraising strategy.

As a small charity we are still able to be efficient and flexible in our use of funds raised, making sure every pound raised creates value in Nepal.



FREEDOM TO LEARN

Income and Expenditure Account 1 July 2023 to 30 June 2024

Income		
Grants	£21,758.72	
Fundraising	£33,434.13	
Gifts in Kind	£4,552.00 *	
Regular Donations	£3,012.00	
Bank Interest	£516.01	
	£63,272.86	£63,272.86
 Less Expenditure		
Project Pillars:		
Improving Quality of Education	£11,244.72	
Advocacy and research	£6,532.31	
Access to education	£5,225.84	
Global Citizenship and Responsibility	£3,919.38	
Teacher and Programmes Training	£1,302.00	
Tuition	£648.00	
	£28,872.25	
Freedom to Learn Wages	£14,625.00	
Nepal Based Core Costs	£1,976.98	
Social Media Manager	£1,152.00	
Insurance and Professional Fees	£1,620.13	
Office Costs	£720.00	
New Website and Branding	£300.00	
Fundraising Expenses	£1,650.22	
Travel Expenses	£115.81	
Bank Charges	£204.13	
	£51,236.52	£51,236.52
Surplus / (deficit) of Income over Expenditure		£12,036.34

Balance Sheet as at 30 June 2024

Current Assets		
Business Money Manager Account	£33,753.73	
Community Account	£1,461.43	
Euro Account	£13,740.81	£48,955.97
Current Liabilities		
Book-keeping costs	£146.25	£146.25
Net Current Assets		£48,809.72
 Financed by		
Accumulated Fund Brought Down on 1 July 2023		£36,773.38
Surplus / (deficit) of Expenditure over Income for the Year		£12,036.34
		£48,809.72

* Gifts in Kind broken down as follows:

Activities:

Social Media Manager	£1,152.00	Monthly input
Home Office Costs	£720.00	Donated
Website	£300.00	Ongoing website maintenance and support
Xmas fair donation	£430.00	Xmas purchases donated by J Owen
Nepal Based Tuition	£648.00	12 Tutors in Nepal Working Weekly
Volunteer Teaching Training	£750.00	Kathmandu University Trainers x 3 Days
Programmes Trainer	£552.00	Creative Environment and Act on Education Training and Drama and Sister School Workshops
	£4,552.00	

Notes

Euro Account transactions converted to sterling at the UBI agreed reporting rate of 1 GBP = 1.15 EUR

**Freedom to Learn Annual Reporting 2023/2024
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Signature *Zita Czifra-Haigh*

Name Mrs Zita Czifra-Haigh

Profession Local Business Owner - New Forest Carpet Clean

Address 70 Osbourne Road, New Milton, Hampshire, BH25 6AB

Date 20th October, 2024

Looking Forward

As we move into the next year, our focus will remain on educational projects both in Panauti and Bethanchok. We will launch our exciting environmental education project “Pedagogy of Empowement, Hope and Action” (PEHA), which you can read about [here](#).

With expansion of our school partnerships in the UK, we will be supporting our global citizenship and responsibility work more widely, and increasing knowledge exchange and training in Nepal. We will grow local capacity through training and the exciting new income generating venture of a community café and education hub, right in the centre of Panauti old town.

We will also continue to leverage our social media channels to connect with new supporters and build awareness of our work.

We are deeply thankful for the ongoing support we receive from donors, volunteers and the community.

Your belief in our mission allows us to continue our work, making a positive difference in the lives of children in Nepal.



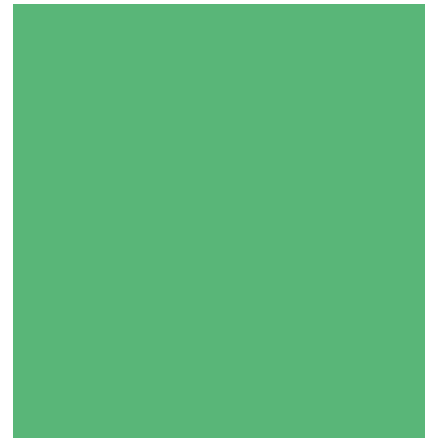
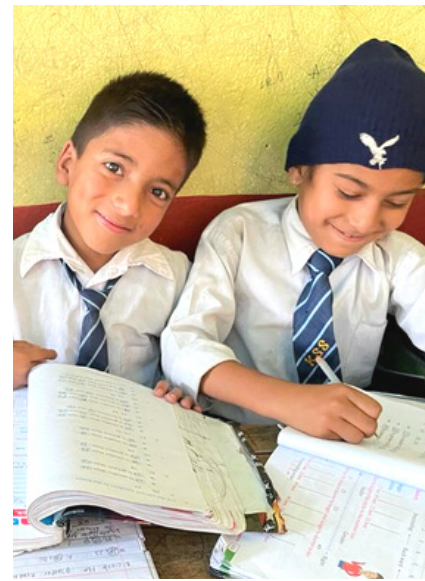
FREEDOM TO LEARN

England & Wales - Charity number 1103859

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Annual Report 2023

Education for all



CHARITY NUMBER: 1103859

info@freedomtolearn.org.uk
www.freedomtolearn.org.uk

Trustees:

Mr. Jamie Creswell (Chair)
Mr. Paul Kinnon (Treasurer)
Mr. Adam Bentham

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our website



Chair of Trustees' Statement

By Jamie Cresswell



I am delighted to introduce you to this year's annual report and to the excellent work that has been carried out this past year.

We are only able to carry out projects and continue to support our staff because of generous individual donations and the various funds we apply for. As everyone knows, money seems in short supply nowadays, and this is true for us also. We have been lucky enough to have received a substantial grant from the UBI and continue to receive support from the Erach and Roshin Sadri Foundation, as well as other anonymous trusts.

However, we do find ourselves in a similar situation to many small and medium size charities, where we are putting in a herculean effort to secure limited charitable funds.

We are doing everything we can in order to search for grants, funds and donations. With our new fundraiser, Aimee, working consistently for us this year, we are

increasingly hopeful that we can continue to implement our impactful work. And we have a few other ideas too...

We are looking at new funding ideas and discussing various possibilities to bring in funds within Nepal, as well as through grants.

At Christmas, as in past years, we will run several stalls at fairs and markets, selling handmade Nepalese items and informing more people about the work we do.

We are very proud of the daily work that happens in Nepal, and we desperately wish to continue and flourish. We have been building more friendships and contacts, and are considering deeply how we may evolve Freedom to Learn's work in the future. to ensure it continues having the best possible impact for the children and communities we support. And, we have some exciting news for both our boards in the UK and Nepal! Keep an eye on our website and socials for upcoming news...

In the meantime, please support us if you can, and come along to our Christmas events. We are very pleased and grateful for all the voluntary support we receive.

With many thanks to all those who have given their time and support over the past few years, and to the wonderful staff, both in the UK and Nepal.

Programmes Director's Report

By Joey Owen



I always welcome the opportunity to reflect on another year of our important work. This report shows how we enabled the outcomes of last year to evolve into wider impact this year. Seeing for ourselves the benefits communities have experienced as a result of Freedom to Learn's projects has been a real boon to the team's confidence in what we do, why we do it, and how we go about it.

A great example of this is that our Nepal-based Project Manager, SK, has this year been elected the Secretary of the National Network of School Governance. Through this prestigious position, he has already received valued input for the up-and-coming National Education Act, currently going through parliament – the first for 52 years in Nepal!

To me, as Programmes Director, this is strong evidence demonstrating why Freedom to Learn's multi-faceted and creative approach has proven so effective. This is just one example of wide impact from a number of smaller and effective steps taken over time.

These were the steps towards greater influence in how schools are governed across Nepal:

- Using the data from the Act on Education theatre projects, (which work with everyone in a school community uncovering the barriers to quality education, and then problem solving, with the whole community) we were able to learn from a huge variety perspectives that good school governance was lacking in government schools.

Reported and discussed were incidents of insufficient safeguarding, irregular attendance records, low accountability for teachers, and ideas for improved budget allocation – all examples of where good governance could make a huge difference to improving access to and quality for education for all children.

- Using this data, our team were then able to design effective and relevant School Governor Training, using the learning to inform the content and design of the training.
- The results of the training were so successful, that the SMC Federation Nepal (the national governing board for all School Management policy) approached our project manager and proposed a partnership. This resulted in collaboration and resource sharing at district level, as well as supporting the 34 schools in our catchment municipality.
- And... It also meant we now have a voice at national level once SK was voted in as National Secretary and became an active National Board member.

This demonstrates how we can take the understanding and consultation from children, parents, local governors and senior school leadership at ground level, all the way up to national level policy formation.

I think that is amazing. And it makes me very proud of the work we do. I'm especially proud of our committed and thorough Nepali staff team. At the heart of this are the "thriving hearts of each community" – our schools. Each school is full of children who have somewhere safe, fun and engaging to learn without prejudice, surrounded by teachers who have real belief in their capabilities. They are, after all, architects of the future of Nepal and Nepal's place in the world.

I hope you enjoy seeing the other impacts our relatively small organisation has had on a big scale.

Nepal Programme Manager's Report

By S.K. Thapa

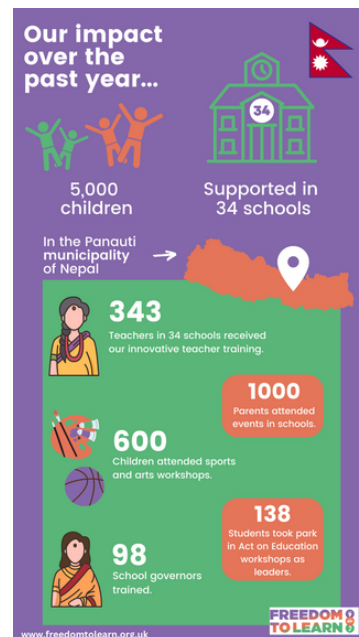


This year of work felt beautiful since there was no COVID pandemic in Nepal. All the schools were running smoothly without masks on children's faces or pandemic fear in their minds.

Some of the meaningful impact, I think, created in the schools for those young people due to our activities were:

- Resource provisions made children's access to education easier and made their learning fun.
- The Sister Schools and resulting global friendships between Kushadevi and Milford school children was key to exploring and learning about their intercultural experiences and understanding each other better, developing strong friendships from different corners of the world.
- One strong impact is our ability to network with institutions that have resources, knowledge and expertise in the education field. This year, our five year working partnership with Kathmandu University has opened a new door of opportunity for teachers and school leaders that ultimately will support school children, contributing to shaping their future with skills and knowledge in daily learning activities.

- School governance training has supported almost 100 school governors to guide and direct successfully better resources and staff mobilisation in schools.
- Coordination and working together with local government bodies has tied us with them as a key stakeholder in the education field.
- The initiation of the 'Reading Camp' this year, where high profile leaders in the district, as well as senior school leadership teams across the municipality, espoused the benefits of reading, and the enjoyment of reading their own favourite book. This was successful in attracting more people towards restarting their book reading habits, rather than engaging with electronic gadgets.



In all these ways, our efforts in rural education are encouraging and trying best to reach more children and benefit them - to shape their futures in a better way - supporting them to be responsible future citizens of our global village.

Thank you.



Our Work – Outputs and Impact:

With the clear aim of improving access to a high quality of education for all, we operate under four key thematic areas:

1. ADVOCACY AND RESEARCH

Ensuring that everyone in the community has the opportunity to understand and therefore value the importance of a stable education in some of the poorest areas of the world.

2. QUALITY OF EDUCATION

Improving and sustaining a positive curriculum in schools and helping teachers feel equipped and confident to deliver impactful lessons.

3. ACCESS TO EDUCATION

Removing any barriers which might stop young people in rural Nepal from attending school every day.

4. GLOBAL CITIZENSHIP AND RESPONSIBILITY

We facilitate climate and environment education projects, school greening and global school partnerships.

We are pleased to report that even with a tighter income and expenditure this year, we delivered some important project-work, producing hugely beneficial impact for children in the Panauti municipality, showing we can use our income efficiently.

Pillar 1. Advocacy and Research: Act on Education

Project:

Our Act on Education community engagement programme informs all the project-work we do. By facilitating a creative and constructive dialogue between multiple stakeholders - children, parents, teachers, senior school leadership, education officials, local MPs, local businesses - we gain understanding of exactly what the problems are, and then work together to devise workable, sustainable and community-led solutions. The project is creative - with applied drama, forum-theatre events, group meetings, research and outreach visits.

Outputs:

This year we facilitated **four** Act on Education Projects with **138** children across **four** schools, and more than **23** powerful stakeholders took part, including education ministers, the Panauti Mayor, headteachers and local political leaders.

Over 1,100 children were involved in the events, as well as more than 300 parents and just under 100 teaching staff.



Act on Education: Impact

We have seen that, as a result of being listened to, and problems being addressed, school attendance is increasing - this year on average by 23.2%. School facilities are improving with more resource provision and the level of positive engagement between the school and local community is further developed and sustained.

The public Act on Education events resulted specifically in:

Sanitation Concerns

After these concerns were identified, the Local Development Committee released funds for a school cleaner, and accessed provision from a local WASH NGO. This resulted in better toilet facilities, and better school hygiene. Better toilets often mean girls are more likely to attend school and there is less spreading of viruses within the school community.

Domestic violence and alcohol misuse

This was highlighted, and as a result has been addressed by our outreach workers and school support staff visiting homes and schools on an ongoing basis. One headteacher also provided funds to enable an awareness and an outreach project for families at risk.



A lack of appreciation and understanding from parents about the value of education

This led to a formation of a larger Parent-Teacher Association, supporting parents to better understand the importance of education and develop more community ownership of the school. We saw higher and better quality engagement from parents in each school.

Potential sexual harassment and corporal punishment

After learning about these issues from an Act of Education workshop, school management and teachers accessed and participated in training on safeguarding policy regulations and processes. This safeguarding training is continuing into late 2023.

Confidence, empowerment and equality

Our evaluations this year demonstrate how this project also benefited participating students by improving their confidence and articulation skills, their critical thinking and leadership skills, and their engagement in the classrooms.

Pillar 2. Quality of Education: Training Teachers

Project:

Government teacher training has a maximum requirement of two months, and includes no practical experience or pedagogical reflection. Through no fault of their own, teachers are often poorly equipped and low-skilled. This has been consistently highlighted in our Act on Education events.

So, our Teacher Training programme introduces teachers to creative learning techniques, practical pedagogy, the importance of children's mental health, and family support and communication.



Outputs:

We delivered training to **343** teachers across **34** schools in the Panauti region, in partnership with Kathmandu University. Training in each area was over four INSET days including class observation days before and after. The modules were:

- Classroom Management,
- Creative Learning Techniques,
- Stimulating Classroom Environments,
- Mental Health and Wellbeing,
- Child Safeguarding,
- Discrimination in the Classroom,
- Inter-Cultural Harmony,
- Community Outreach

Teacher Training: Impact

Better teaching learning processes in the schools across the region! We have seen teachers working with more energy and, having learned new skills, they are actioning them, therefore facilitating more successful classrooms as a result. We see children enthusiastically taking part in creative learning practices, smiling and engaging in the work.

Knowledge Sharing

Teachers are now sharing knowledge, resources and communicating better in staffrooms, as well as using apps like Messenger and WhatsApp to share ideas and planning - an added outcome which we see improving the region-wide school communities and networks.

Confidence

Participating teachers reported increased confidence in their abilities and this led to more confidence and engagement in their students. Teachers are more confident in classroom management, delivering the curriculum in exciting and engaging ways.



The training was fun, colourful, useful - and we made good friends to share our work with and exchange ideas. I am doing new things in the classroom all the time now.

Sachita, Teacher



Brighter classrooms

Teacher training has had a huge impact on young people and teachers, school environments have improved in each of the schools, with work being displayed, and more colourful and enticing classroom layouts.

Long-term change

Each teacher will teach around 145 students regularly throughout the school year, and a further 150 in cover and curriculum enrichment classes. Just under 5000 children are supported to participate in a higher quality education. Training teachers creates significant and long-term change.

Pillar 2. Quality of Education

School Management Committee (SMC) and Good Governance Training

Project:

As part of our holistic approach to improving standards of education in schools, we deliver training to members of school management committees. This training covers policy, procedure and good governance.

Outputs:

After last year's training, and subsequent connection with the SMC National Federation, we delivered training in Panauti, covering all **34** schools with **106** governors. Training covered: responsible planning and management, leadership skills, staff support and motivation, child protection, safeguarding, resource management, finance and budgeting.

Impact:

School governor, Rayan, told us he had never been confident in his role until the training. He hadn't understood what leadership meant, or his part in how to make sure the students were safe, the teachers were happy, and the school community was thriving.

I came from the training days, and went straight to the headteacher with about 20 questions! Since then we have made policies, have regular parent teacher meetings, have offered free school lunches for children who are struggling and we have painted the infant classrooms - so many things! I often talk with the School Management Committee to get advice. I feel I can do this work now. Thank you so much.

Rayan, School governor



Community Management

A Community School Management Committee Federation has been formulated in Panauti Municipality after this training, and the SMC National Network is now regularly working in the municipality to strengthen the school governance in every school. These are both a direct impact of our work.

Our Project Manager was also invited to put himself forward for the position of Secretary on the Board of the National Network of School Management Committees. His campaign was successful and he won the nationwide vote. He is now working hard to drive improvements for many more children than he could in his position in the localised municipality.

Pillar 3. Access to Education: Resource Provision

Project:

We continued this year to provide provision to our students and for the learning community as a whole.



Outputs:

Six Classrooms were painted and decorated with educational displays and learning and play resources. This included furniture and colourful and comfortable reading corners.

This year we have provided **250** school bags, art materials for **nine** classes, library books, stationery and sports materials.

The School Management Committee Office in Kushadevi was also provided with furniture and stationery, giving the governors a space to work in.



“I love having a school bag, I wear it proudly as part of my school, when I walk through the village.”

Pujana, student

Impact:

Not only are school bags an essential resource to support learning, but they help improve access. Lovely presentation events, attended by families, contributed to the impression that government schools can be enticing places to go. The visuals of school bags and colourful educational materials inside further encourage children to be part of the school community.

Sports materials also contribute to this comprehension of schools as thriving hearts of a community. PE activities now take place every week - increasing health, well-being, teamwork, communication skills, and dexterity.

As a result of improving the governors office, Kushadevi is the only SMC in the municipality to hold regular meetings. This shows leadership and provides a model to other SMCs.

Pillar 3. Access to Education: Education Policy and Consultation

Project:

As reported last year, we researched, developed and published a comprehensive “State of Education in Panauti” report.

Outputs:

Published reports have been distributed across every educational establishment in Panauti. The Education Office Senior Leadership meetings have been actively using it on a monthly basis. Our Nepali Project Manager has taken the information and used it to ensure well informed school management and School Governance training.



Impact:

The impact is demonstrated over a wide reach. Over this year the research report has been in continuous use. It has been used to inform in the headteachers exchange meetings we facilitate, comparing schools academic and physical infrastructures and informing future development into the next academic year, which began in April 2023.

The Chief of the District Coordination Committee of Kavrepalanchok has publicly praised the book on a number of occasions, and used the research to acquire knowledge of the schools of Panauti Municipality. He then used it creatively as school contact database, and has been communicating with schools personally as a result. He then went on to organise a large scale event in Dhulikhel, the district headquarters, inviting two students and a teacher representative from all the schools in Kavre. This is to form constructive dialogue and ensure that children and teachers voices are heard in the up-and-coming Education Act. This is to happen in August 2023 so outside of the jurisdiction of this report. It will be a huge event and is an enormously beneficial direct impact of our research and lobbying leading to what will surely be a more relevant policy for those most closely involved. It also has demonstrated clearly the ability for expanding out to district and central level network and gives us confidence in our ability to facilitate a quality contribution for a fairer more effective education system in the future.

Pillar 4. Global citizenship and Responsibility: Sister Schools

Project:

This is a project where Milford-on-Sea Primary School in the UK partners with Kushadevi School in Nepal. They join together in global friendships, celebrating each other's cultures and language. They work together on school projects and meet every few weeks on a live video call.

Outputs:

Three classes and activities in each school leading towards **four** live links. A total of **327** children in Milford-on-Sea Primary School and **72** in Kushadevi School participated in topics including 'influential women in our society', 'cultural and religious festivals' and 'daily life'.

Impact:

Children in both schools demonstrated an understanding about the value of intercultural communication.

I found it so interesting to hear about how we have some things in common, and some that are different. It got me thinking about all different countries, and what we are all like in different schools everywhere!

Year 4 student, Milford on Sea



Global friendships

Students in both schools increased their articulation skills and confidence speaking to camera. They learned about religion, culture, language, and technology. It strengthened the human relations from different part of the world and encouraged them work together, support and care for each other.

I have much happiness to get this opportunity making new friends at Milford and seeing and talking with them.

Radha Jaisawal, a grade 9 student from Kushadevi School

Income and Expenditure Account 1 July 2022 to 30 June 2023

Income			
Grants		£28,000.00	
Fundraising		£5,542.55	
Gifts in Kind		£8,718.00 *	
Regular Donations		£1,502.00	
Bank Interest		£114.19	
			£43,876.74
Less Expenditure			
Structured Across the Four Freedom to Learn Project Pillars:			
1) Advocacy and Research	£7,697.39		
2) Improving Quality of Education	£10,263.18		
3) Access to Education	£6,414.49		
4) Global Citizenship and Responsibility	£1,282.90		
		£25,657.96	
Freedom to Learn Wages		£7,400.00	
Nepal Based Core Staff Costs		£2,340.45	
New Website and Branding		£1,714.26	
Social Media Manager		£1,560.00	
Office Costs		£520.00	
Insurance and Professional Fees		£433.53	
Bank Charges		£319.08	
Travel Expenses		£256.13	
Fundraising Expenses		£246.05	
			£40,447.46
			£3,429.28
Surplus of Income over Expenditure			

Balance Sheet as at 30 June 2023

Current Assets			
Business Money Manager Account	£33,500.21		
Community Account	£2,665.80		
Euro Account	£607.37		
		£36,773.38	
Current Liabilities			
		£0.00	
Net Current Assets			£36,773.38
			£36,773.38
Financed by			
Accumulated Fund Brought Down on 1 July 2022		£33,344.09	
Surplus of Expenditure over Income for the Year		£3,429.28	
			£36,773.37

Independent Examiner's Report to the Trustees

Once again this year I have the pleasure of reporting on the accounts of the charity, Freedom to Learn, for the year ended 30th June 2023, as set out in this report.

Respective Responsibilities of the Trustees and Examiner

The charity's Trustees are responsible for the preparation of accounts. They consider that an audit is not required for this year (under Section 43 (2) of the Charities Act 1993) and that instead an independent examination is needed.

It is my responsibility to:

- Examine the accounts (under Section 43 (3) (a) of the 1993 Act);
- To follow the procedures laid down in the General Directions given by the Charity Commissioners (under Section 43 (7) (b) of the 1993 Act); and
- To state whether particular matters have come to my attention.

Basis of Independent Examiner's Report

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by Freedom to Learn and a comparison of the accounts presented with those records. It also includes a consideration of any unusual items or disclosures in the accounts, and seeking explanations from the board Trustees and Financial Officer concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently, I do not express an audit opinion on the view given by the accounts.

Independent Examiner's Statement

In my examination this year, in August 2023, no matter has come to my attention:

1. Which gives me reasonable cause to believe that in any material respect the following requirements have not been met:
 - to keep accounting records in accordance with Section 41 of the 1993 Act;
 - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 1993 Act.

or;

2. To which, in my opinion, attention should be drawn in order to reach a proper understanding of the accounts.

Signature *Zita Czifra-Haigh*

Name Zita Czifra-haigh

Profession Company Director

Address 70 Osborne Road, New Milton, BH25 6AB

Date 10th August 2023

Expenditure Notes:

'In Kind' income is as follows:

- Social Media Manager: £1,560.00 Weekly Input
- Programmes Trainer: £1260.00 Creative Environment/AoE/Workshops
- Nepal Based Tuition: £1778.00 12 Tutors in Nepal
- Volunteer Teacher Trainer: £2,700.00 Kathmandu University Trainers.
- Website: £900.00 Half Price Website (charity price)
- Home Office Costs: £520 Estimated utility and connection costs

International Transfers:

Funds are advanced in lump sums to Freedom to Learn's implementing partners in Nepal for community projects. Expenditure in Nepal is fully audited annually by the national regulating body the Social Welfare Council Nepal and also verified annually by Freedom to Learn visiting trustees or senior staff.

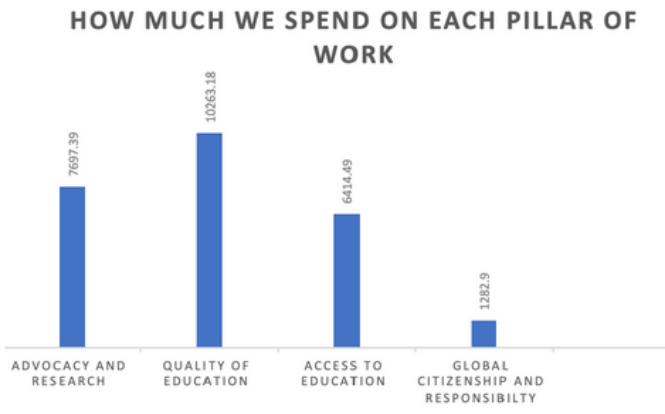
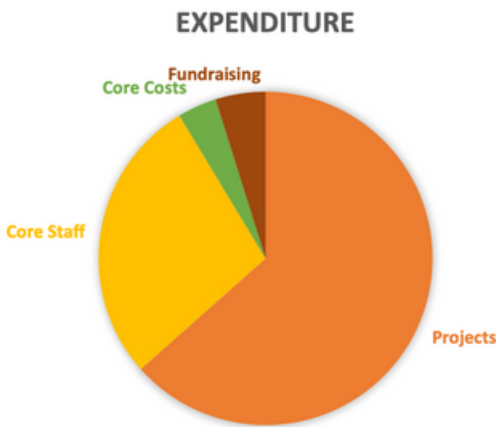
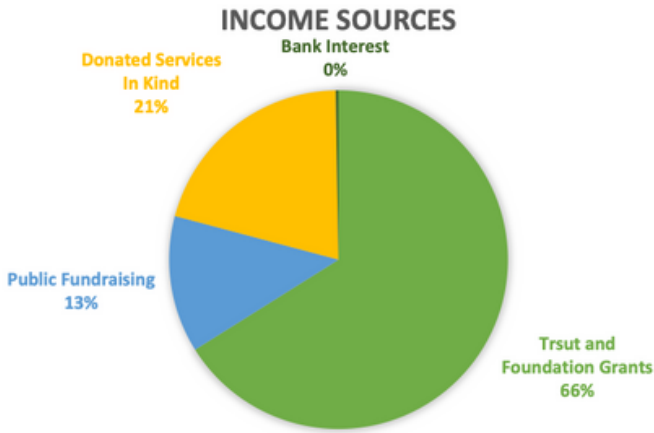
Currently our Euro Account transactions are converted to sterling in our bookkeeping at our European funders agreed reporting rate of 1 GBP = 1.15 EUR.

All of our NPR transactions from Sterling or Euros are conducted by Equals Money international transfers service, (Company Number: 06268340) whose safeguarding is managed by Citibank.

Annual accounts are prepared on the cash basis. As such, 2022-2023 accounts reflect ongoing spend on a three year from Unioniste Buddihiste Italiana (UBI) 'Improving Quality of Education' project. but the corresponding grant income was received in prior years with the balance of approximately £14,000 payable Autumn 2023 which will therefore be reported in 2023-2024 accounts. In summary the funding specifically from UBI equals as follows:

	Income:	Expenditure:
2020-2021	£40,436.86	£15,727.80
2021-2022	£79,552.37	£107,725.41
2022-2023	£0.00	£10,532.61
	£119,989.23	£133,985.82

Balance of Funding due from UBI Autumn 2023: £13,996.59



View our reserves policy [here](#) or scan to view:



FREEDOM TO LEARN

England & Wales - Charity number 1103859

Accounts



Annual Report 2022

Developing Holistic Approaches to State Education: Nepal

Charity Number: 1103859

Registered Office: 10 Park Lane, Milford on Sea Lymington Hampshire SO41 0PT

Telephone: 01590 644961

Email: info@freedomtolearn.org.uk

Website: www.freedomtolearn.org.uk

Trustees: Dr Mark Owen; Mr Jamie Creswell; Mr Paul Kinnon, Mr Adam Bentham

As with so many other organisations in recent years, our team both in the UK and especially in Nepal have honed new skills and improved flexibility of project-work whatever external hurdles placed in the way. And there have been a number during this reported year 1st July 2021 to June 2022. The continuing impact of COVID-19 and the resulting restrictions have put huge economic pressure on the local authorities and the school budgets, not to mention the financial distress that some of our families are now facing. Added to this air pollution from forest fires caused further lockdowns as well as various illness to many in the communities. There was flooding to local crops, and school grounds. So, it was unavoidable that there were disruptions to regular programming.

However - in huge gratitude to the support of the Unioniste Buddhista Italiana and the Erach and Roshin Sadsri Foundation, as well as our enormously generous regular donors, the impact of our work has been able to continue across all the 34 government schools in Panauti. This report highlights a number of the key outputs, outcomes and impact of the project-work, as well as the regulated financial reporting and chair's report.

In 2022 we continued to diversify our activities, and adjust to the circumstances with the clear aim of ensuring *every single child* in the municipality was still able to go to school and participate in a quality education. We hope you enjoy the report.



Teacher Training on Resource Development



Girls Performing to Local Leaders



Pre School Learning



After School Tuition Support

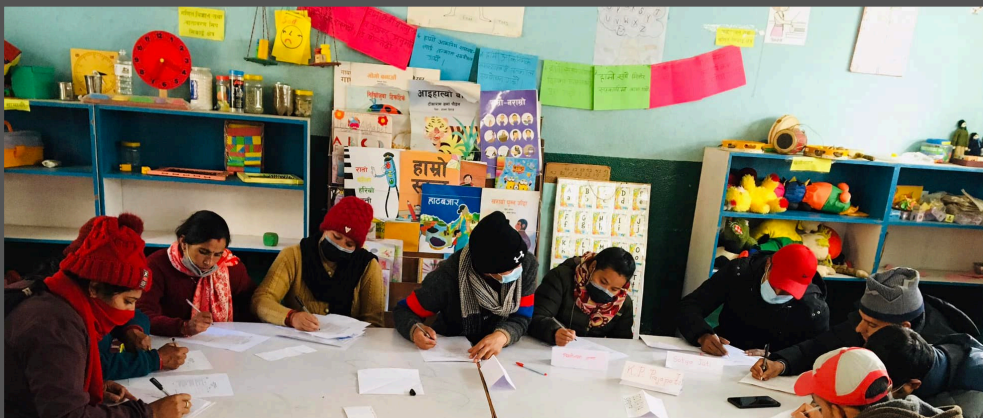
Teacher Training:

We facilitated:

- 72 training workshops
- With 527 teachers
- 287 female/240 male
- across 33 schools
- Including over 32 one to one support sessions

Topics Included:

- Creative Learning Techniques
- Stimulating Classroom Environments
- Stimulating Classroom Environments
- Classroom Management
- Mental Health and Wellbeing
- Discrimination in the Classroom
- Community Outreach



“The training was fun, colourful, useful - and we made good friends to share our work with and exchange ideas”

Sabita, Local Teacher.

Which ensured outcomes such as:

- Teachers applying new knowledge and skills in their classrooms.
- Children demonstrating higher engagement and enjoyment of learning
- Improved communications between neighbouring schools sharing knowledge and skills
- More creative learning processes such as:
 - Environmental walks
 - Leaf Rubbings
 - Classrooms agreements
 - more physical movement and activity
 - jobs charts
 - weather charts
 - Me and My Family explorations
 - Topic Based Learning
- Participating Teachers expressing more confidence in their ability and in that of their students.
- Over 78% parents parental engagement



Act on Education - Creative Advocacy and Action :

- We facilitated 98 workshops
- Across 6 schools with 138 children aged between 13-16
- Held 6 large scale youth led advocacy events - over 1,100 people attending including local politicians, teachers, parents, priests, school leadership and the media.
- Young people raised issues they face including:
 - Domestic abuse
 - child labour
 - gender inequality
 - uncertainty and anxiety around COVID-19



The impact of the project has included:

- Young people expressing and demonstrating increased confidence in their own abilities, their status and in powerful stakeholders listening to them.
- Effective communication established between all community groups
- All Stakeholders working *together* developing a variety of solutions to the difficulties presented such as:
 - Inadequate toilet facilities blocking girls from attending school with a pledge from the local authorities to find a budget to improve facilities in late 2022.
 - Domestic violence and alcohol misuse has been addressed with support worker visiting homes and schools, and a headteacher providing funds to enable an awareness and outreach project for families at risk.
 - Issues of corporal punishment have been addressed with policy development and any school staff in Panauti who is found enacting violence as a form of discipline will now face immediate dismissal.




“It feels so good for adults to listen to us. The workshops have been fun and the event was scary. Everyone joined in though!... I feel we can make some changes now”

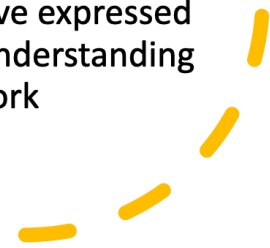
Girl from Kushadevi School age 14



Education Policy Consultancy

- After 6 months data gathering the Research Book was published
 - It involved: 4782 children
 - and 34 schools
 - and 455 teachers
 - Data Analysis informs the Education Office of every aspect of their schools across Panauti in:
 - Teacher Attendance, Students attendance, Policy, Governance, Qualifications, Caste, resources, facilities, academic levels, wellbeing levels, community situation, and much more....
- 

This so far
has meant
more
government
money
towards:

- More teachers in the schools that need them most
 - Teachers in schools where they speak the same dialect
 - Attendance registers and accountability for teachers
 - Less fraud
 - And this is just the beginning..... The newly elected local government is developing their policy over the next 2 years and have expressed their value in the knowledge and understanding they have ascertained from FtL's work
- 

“This publication is the first of it’s kind and is being used in the forthcoming Education Policy Formation”

SK Thapa, FtL Project Manager



“This is where FtL’s legacy really lies. Our team have gathered vital and previously unknown data to inform the way Panauti Municipality runs over 30 schools, resulting in changes, not only based in fact, but also with the input and involvement of everyone it affects” Joey Owen, FtL’s Programme’s Director.



FINANCE:

Financial Review and Reserves Policy

Freedom to Learn currently has no outstanding debts or capital.

We keep enough reserves to enable us to ensure that we meet our existing obligations to pay the staff who run our existing programmes for a minimum of 3 months, including the most essential materials.

Most of our income and expenditure is through project funding, and is therefore preallocated to specific costs. We are very careful as trustees not to commit to future expenditure that we cannot afford, and for the coming financial year we foresee no problems.

The Trustees have signed off this year's Financial Statement. It has been independently checked in line with regulations for charities with an income of over £20,000 ready for filing with The Charity Commission by 30th April 2022

Governance, Organisational Structure and Trustees

Freedom to Learn is run in accordance with our Memorandum of Articles and Association and, as a small organisation, all our trustees play a very active and vital role in the running of the charity.

Dr Mark Cristian Owen, Director of the Winchester Centre of Reconciliation and Peace, continues to be Chair of Trustees. We are grateful to draw on the systems and finance expertise of Paul Kinnon as Treasurer. Our secretary Jamie Cresswell is experienced in the fields of development and peace building. Adam Bentham joined the board bringing his wealth of experience in Fundraising and Communications.

Trustees are elected by existing trustees on the basis of a majority vote. The new Trustees are elected by a majority, and rotation of positions is done in line with our Articles. New trustees are given training and information on their legal obligations as a charity trustee, and are strongly encouraged to attend external training where possible. Our day to day operations are run by our UK based Programme Director. We also currently employ a Nepal based Project Manager. All staff are self-employed and invoice us on a monthly basis dependent on project funding.

Income and Expenditure Account 1 July 2021 to 30 June 2022

Income		
Fundraising	£9,081.32	
Grants	£104,552.37	
Gifts in Kind	£27,310.00 *	
Regular Donations	£1,402.00	
Bank Interest	£1.92	
	£142,347.61	£142,347.61
 Less Expenditure		
Projects:		
UBI	£107,725.41	
Collaboration Programme	£50.00	
	£107,775.41	
Freedom to Learn Wages	£41,650.00	
Fundraising Expenses	£3,778.24	
Incuhive Office Rental	£530.60	
Insurance and Professional Fees	£423.00	
Accountancy	£250.00	
Website	£811.08	
Bank Charges	£89.17	
	£155,307.49	£155,307.49
 Surplus of Income over Expenditure		(£12,959.89)

Balance Sheet as at 30 June 2022

Current Assets		
Business Money Manager Account	£2,405.83	
Community Account	£22,351.08	
Euro Account	£8,587.18	
	£33,344.09	
 Current Liabilities		
	£0.00	
 Net Current Assets		£33,344.09
 Financed by		
Accumulated Fund Brought Down on 1 July 2021		£46,303.98
Surplus of Expenditure over Income for the Year		(£12,959.89)
		£33,344.09

* Gifts in Kind broken down as follows:

Activities:		
Social Media Manager & Volunteer Fundraiser	£12,000.00	
Joanna Owen - Programme Manager	£1,500.00	
Nepal Based Tuition	£13,000.00	
Tamsyn Beach - Bookkeeper	£250.00	
	£26,750.00	
 Office Expenses:		
Incuhive - 1 Free Desk for 12 Months	£240.00	
Incuhive - Free Meeting Room Hire	£320.00	
	£560.00	
		£27,310.00

Notes

Euro Account transactions converted to sterling at the UBI agreed reporting rate of 1 GBP = 1.15 EUR

**Freedom to Learn
Independent Examiner's Report to the Trustees**

I report on the accounts of the charity, Freedom to Learn, for the year ended 30th June 2022, as set out in this report.

Respective Responsibilities of the Trustees and Examiner

The charity's Trustees are responsible for the preparation of accounts. They consider that an audit is not required for this year (under Section 43 (2) of the Charities Act 1993) and that instead an independent examination is needed.

It is my responsibility to:

- Examine the accounts (under Section 43 (3) (a) of the 1993 Act;
- To follow the procedures laid down in the General Directions given by the Charity Commissioners (under Section 43 (7) (b) of the 1993 Act); and
- To state whether particular matters have come to my attention.

Basis of Independent Examiner's Report

My examination was carried out in accordance with the General Directions given by the Charity Commissions. An examination includes a review of the accounting records kept by Freedom to Learn and a comparison of the accounts presented with those records. It also includes a consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently, I do not express an audit opinion on the view given by the accounts.

Independent Examiner's Statement

In connection with my examination, no matter has come to my attention:

1. Which gives me reasonable cause to believe that in any material respect the following requirements have not been met:
 - to keep accounting records in accordance with Section 41 of the 1993 Act;
 - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 1993 Act.

or;

2. To which, in my opinion, attention should be drawn in order to reach a proper understanding of the accounts.

Signature 

Name Zita Czifra-Haigh

Profession Company Director

Address 70 Osborne Road, New Milton, BH25 6AB

Date 12th December 2022

Freedom to Learn, Chairs report.

Continued lockdowns in Nepal in January of this reporting year were still having enormous impacts on our beneficiaries and our staff. Many were testing positive for COVID-19 and recovery took many weeks.

In addition, the flooding, the air pollution lockdowns and the curfew rules has showed just how flexible we still need to be, working in a country such as Nepal. The landscape and the weather obviously have a huge effect on the subsistence farming on which families and communities are heavily reliant. If crops are failing, it is likely that children will need to work more in the family and so are unable to attend school. Therefore, supporting children to stay in school and participate in quality education is so vital, not only for their current wellbeing but for the future of their communities and in order to diversify sustainable income.

It is impressive therefore that our wonderful team on the ground, working diligently throughout, have produced such impressive outcomes for the children they work with. As you will have read in this report, FtL can ensure that the available funds go a long way and are spent wisely and impactfully.

For example the development of more engaging and enjoyable classrooms and learning activities across 34 schools, extracurricular activities of sport, dance, drama and spoken English, are all enabling confident and active children who will become fully involved in their local communities. Also, any government funds which become available are being spent more effectively on extra teachers, and teacher training, where needed.

What has always impressed me about the methods we have established within each school community is that the work ensures *everybody* has the opportunity to be involved in the improvements of the schools and communities as a whole, and many different individuals are taking this opportunity. This has led to excellent community engagement, with parents and other locals eager to talk and fully participate in the changes being made.

This is a huge and important development which has taken place over the past 10 years or so. In 2011, during FtL's first project, the impact of the civil war, and subsequent political divide was so severe that teachers on the same teaching team, would not even enter the staff room together because of their political differences. Communication about work and students was almost non-existent. This is no longer the case. We now can see excellent working practices and outcomes.

Those of you who are FtL supporters, either through volunteering or generous donations, have played a huge part in changing the lives of thousands of children in Panauti, which in turn has had enormous positive effects on family life and community life. Children who are now adults have gone on to gain well paid work, speak good English, and become excellent community members. The place of women in the communities is also developing positively with successful

mothers now able to gain work if they so choose. These are big changes, and the impact of these and many other developments should not be underestimated. We are deeply grateful for your ongoing support and hope that you will continue to support the work of FtL in these obviously difficult times. Small amounts of money can go a long way in Nepal, and we will always take care to make sure that all donations are put to the best possible use.

Thank you so much,

Jamie Cresswell on behalf of our previous Chair, Mark Owen.

FREEDOM TO LEARN

England & Wales - Charity number 1103859

Accounts



Annual Report 2021

Developing Holistic Approaches to State Education: Nepal



Charity Number: 1103859

Registered Office: 10 Park Lane, Milford on Sea Lymington Hampshire SO41 0PT

Telephone: 01590 644961

Email: info@freedomtolearn.org.uk

Website: www.freedomtolearn.org.uk

Trustees: Dr Mark Owen;; Mr Jamie Creswell; Mr Paul Kinnon

Over the last year COVID-19 and the resulting restrictions has dictated an irregular year of activity. Despite the hurdles to overcome, this report clearly demonstrates that our team in both Nepal and UK continued to serve the school's communities and even expanded project work into all 34 school communities across the Municipality of Panauti. This report highlights some of the key outputs, outcomes and impact of the project-work that took place between 1st July 2020 and the 30th of June 2021.

Schools were closed in this period, except for 10 weeks in early 2021, closing again in the Spring with Nepal's second, and devastating wave of infections and subsequent disruption to daily life. Our response meant we had to diversify our activities, and adjust to the circumstances of all schools being closed indefinitely, with the aim of ensuring every single child in the municipality was still able to access some form of education.

These continuing COVID-19 restrictions posed a number of difficulties for delivering our services. Without a Furlough or a Self-employment scheme in Nepal, students and their families were unable to work and therefore earn. Many relying on weekly wages, life became extremely uncertain and difficult.

This resulted in education becoming less of a priority for many families during 2020/21. As an education charity school was something we prioritised. Historically up to 2020, children in rural communities in Nepal have been left behind, already facing enormous barriers to education. However, in 2020/21 however this was compounded by real-term cuts to local education budgets, isolation, and long term school closures. Our work in Panauti has contributed to ensuring this was not to be the case for just over 2,200 children in Panaut we managed to serve despite difficult circumstances.

The government announced in May 2021 that all schools were to remain closed until further notice and were still closed in July 2021 the end of this reporting period.

Despite these difficulties we were able to operate within similar frameworks of our planned work.

This period saw the launch of our Public Education Improvement Project (PEIP) [footnote: (wider title "Improving Quality of Education and Mental Health Support for Young people in Nepal through Teacher Training, Youth Empowerment, and Enhancing School Governance") following the successful grant awarded by the Unione Buddista Italiana and match funding from Erach and Roshin Sadri Foundation, other charitable grants and our own public fundraising locally and online. This initiative includes:

Training: Training teachers and facilitators across all the schools and programmes. School Management with just over over 140 school governors and head teachers.

Materials and school staff: Providing necessary practicalities of school and sustaining the quality of the school environment across 34 schools in Panauti.

COVID-19 and Sanitation: Safe water supply equipment, sanitation packs and workshops.

Advocacy: Research and consultancy with the local education authority in school management, budgeting and policy development.

Act on Education: Creative Community building in Schools and the wider community.

Ride for Life: Journey's to school and life and learning with bikes, Sports workshops and outdoor learning equipment.

Sister Schools: Global friendships with schools in the UK and cultural understanding

Detailed below are just some of the activities that took place.

Teacher Training:

Outputs:

8 Experienced Teachers were employed and then completed training, qualifying as Teacher Trainers with the Rato Bangla Foundation. They attended 30 full days, with a 98% attendance rate and 100% pass rate. Modules covered were Creative Learning Techniques Classroom Management

Stimulating Classroom Environments Mental Health and Wellbeing

Child Safeguarding Discrimination in the Classroom Inter-cultural harmony

Community Outreach

In regular assessments, all trainers demonstrated 'Significantly' improved knowledge and understanding over each area.

Each new trainer then conducted baseline surveys across all 34 schools, helping complete our baseline survey.

Outcomes:

By June 4 of those teachers had facilitated teacher training with 132 teachers 8 trainers who in turn were working throughout their catchment areas in outdoor leaning classes. Ensuring over 1200 further children participated in education during the lockdown. 4 further teacher trainers had taken their post in by July, preparing to work with a further with 105 teachers across the 34 schools.

School Senior management report Teacher Trainers have demonstrated tangible improvements in the teachers' knowledge and activities in the areas of:

- classroom interaction,
- role play,
- News sharing/job charts/ weather charts/clock activities/Warm ups/ classrooms agreements and feedback
- audio/visual resources,
- field trips,
- observational, experimental, individual & group works,
- practicing,
- developing resources booklets for the classroom.



Act on Education:

Outputs:

This resumed in early 2021 when schools re-opened for 10 weeks. We facilitated 9 initial workshops, introducing the process and beginning research with 82 children on what issues will need to be addressed in each school. We also set up the music, art and drama lessons that are to take place across from October 2021 to April 2022.

Outcomes:

Students were able to gather and experience together something creative, fun and engaging. This contributing to their wellbeing and a feeling of being supported over this period. The experience was uplifting and brought back connection into a time when many children were experiencing fear, tension and loneliness.



Materials and School Staff:

Outputs:

We delivered over 186 outdoor learning workshops, events and outreach groups, not only with academic work but also COVID-19 safe workshops and emotional wellbeing conversations and exercises. We also delivered 317 education packs to families including learning resources with tasks, school project work, reading materials and sanitation supplies. We have made over 600 phone calls to families too far away to reach, and where possible delivered a small amount of online learning, including volunteer teachers teaching from the UK.

Outcomes:

This work has meant that children are still able to gather and communicate with friends and their teachers, enhancing a sense of normality and wellbeing, and has resulted in more than 500 children engaging in classes when so many are not able to access any type of education.



Om M Waiba, head teacher at Balchandra tells us:

“The resources teachers have made make the classrooms more open, friendly and exciting for the children returning. The teaching staff are feeling more supported. And there is a lot of hope for the changes this initiative is bringing to the school”



Teachers visit for 1-2-1 training during lockdown 2021



COVID safe sanitation workshops



The view as our teachers walk to their catchments for outdoor workshops

FINANCE:

Financial Review and Reserves Policy

Freedom to Learn currently has no outstanding debts or capital.

We keep enough reserves to enable us to ensure that we meet our existing obligations to pay the staff who run our existing programmes for a minimum of 3 months, including the most essential materials.

Most of our income and expenditure is through project funding, and is therefore preallocated to specific costs. We are very careful as trustees not to commit to future expenditure that we cannot afford, and for the coming financial year we foresee no problems.

The Trustees have signed off this year's Financial Statement. It has been independently checked in line with regulations for charities with an income of over £20,000 ready for filing with The Charity Commission by 30th April 2022

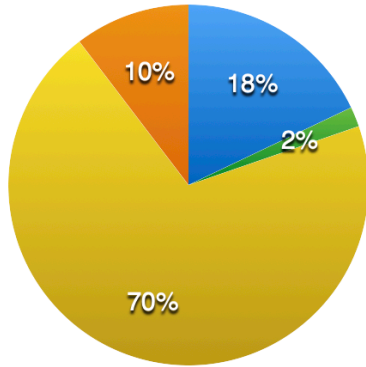
Governance, Organisational Structure and Trustees

Freedom to Learn is run in accordance with our Memorandum of Articles and Association and, as a small organisation, all our trustees play a very active and vital role in the running of the charity.

Dr Mark Cristian Owen, Director of the Winchester Centre of Reconciliation and Peace, continues to be Chair of Trustees. We are grateful to draw on the systems expertise of Paul Kinnon and development and peace building expertise of Jamie Creswell on our board of Trustees.

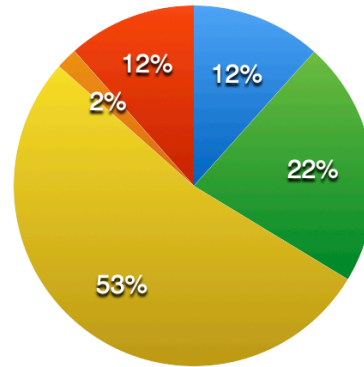
Trustees are elected by existing trustees on the basis of a majority vote. The new Trustees are elected by a majority, and rotation of positions is done in line with our Articles. New trustees are given training and information on their legal obligations as a charity trustee, and are strongly encouraged to attend external training where possible. Our day to day operations are run by our UK based Project Manager. Since June 2018 we have employed a Fundraising and Development Manager. We also currently employ a Nepal based Project Manager. All staff are self-employed and invoice us on a monthly basis dependent on project funding.

- Public fundraising
- Regular donations
- Grants
- In kind
- Bank Interest



Total Monetary Income £79,644.27

- Staff Wages
- Education Projects
- In kind
- PEIP Project
- Core Running Costs



Total Expenditure: £71,686.62



Income and Expenditure Account 1 July 2020 to 30 June 2021

Income		
Fundraising	£14,280.86	
Grants	£55,686.86	
Gifts in Kind	£8,250.00 *	
Regular Donations	£1,422.00	
Bank Interest	£4.55	
	£79,644.27	£79,644.27
Less Expenditure		
Projects:		
Rural Community	£37,752.53	
UBI	£15,727.80	
	£53,480.33	
Freedom to Learn Wages	£13,440.00	
Inclusive Office Rental	£3,520.00	
Insurance and Professional Fees	£372.67	
Website	£316.80	
Accountancy	£250.00	
Fundraising Expenses	£105.82	
Bank Charges	£101.00	
Training	£100.00	
	£71,686.62	£71,686.62
Surplus of Income over Expenditure		£7,957.65

Balance Sheet as at 30 June 2021

Current Assets		
Business Money Manager Account	£39,935.41	
Community Account	£6,368.57	
	£46,303.98	
Current Liabilities		
		£0.00
Net Current Assets		£46,303.98
Financed by		
Accumulated Fund Brought Down on 1 July 2020		£38,346.33
Surplus of Expenditure over Income for the Year		£7,957.65
		£46,303.98

* Gifts in Kind broken down as follows:

Activities:		
Aimee Foster - Social Media Manager	£5,120.00	
Tamsyn Beach - Bookkeeper	£250.00	£5,370.00
		Based on 12 hours per month Year End Fee
Office Expenses:		
Inclusive - 2 Free Desk for 12 Months	£2,880.00	£2,880.00
		£8,250.00

**Freedom to Learn
Independent Examiner's Report to the Trustees**

I report on the accounts of the charity, Freedom to Learn, for the year ended 30th June 2021, as set out in this report.

Respective Responsibilities of the Trustees and Examiner

The charity's Trustees are responsible for the preparation of accounts. They consider that an audit is not required for this year (under Section 43 (2) of the Charities Act 1993) and that instead an independent examination is needed.

It is my responsibility to:

- Examine the accounts (under Section 43 (3) (a) of the 1993 Act;
- To follow the procedures laid down in the General Directions given by the Charity Commissioners (under Section 43 (7) (b) of the 1993 Act); and
- To state whether particular matters have come to my attention.

Basis of Independent Examiner's Report

My examination was carried out in accordance with the General Directions given by the Charity Commissions. An examination includes a review of the accounting records kept by Freedom to Learn and a comparison of the accounts presented with those records. It also includes a consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently, I do not express an audit opinion on the view given by the accounts.

Independent Examiner's Statement

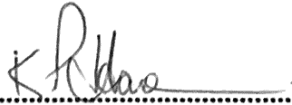
In connection with my examination, no matter has come to my attention:

1. Which gives me reasonable cause to believe that in any material respect the following requirements have not been met:
 - to keep accounting records in accordance with Section 41 of the 1993 Act;
 - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 1993 Act.

or;

2. To which, in my opinion, attention should be drawn in order to reach a proper understanding of the accounts.

Signature



Name

K.P. HARRIMAN

Profession

COMPANY DIRECTOR

Address

10 PLANTATION

EVERTON LYMINGTON HANTS SO410JU

Date

15/12/21

As Chair of Trustees, I am once again extremely pleased to endorse this report, which clearly demonstrates the significant achievements of our staff, and the young people, teachers and parents engaged in our programmes.

As with so many organisations in 2020-21, our work has been dominated by negotiating the challenges brought by the Covid-19 pandemic. Restrictions both in the UK and Nepal inevitably impacted on our operational timetable and nature of engagement; with many activities being switched to remote working and requiring rescheduling. However, the ingenuity and resilience of everyone involved in the projects meant that (unsurprisingly for the trustees), once again it has been a year of achievements and progress for the inspiring schools and communities we are fortunate enough to work with.

This report clearly demonstrates how much can be achieved with relatively few resources, if allied to excellent staff, hard work, and determination. As trustees our sincere gratitude goes to our primary donors in 2020-21, the Italian Buddhist Union and the Erach and Roshni Foundation: their willingness to allow us to modify our working practices in response to the pandemic is hugely appreciated, and demonstrates a wisdom and willingness beyond simply adhering to organisational procedures and principles. We very much look forward to continuing our association with these excellent organisations.

The global nature of future challenges (the pandemic and the climate crisis being two significant examples) has once again emphasised the inequitable and discriminatory nature of global structures and systems. Whilst developed countries have the luxury of vaccines, furlough schemes, and sea defences, many of the poorest people in the world are disproportionately impacted by global crises. Access to, and quality of, education can play a significant role in readdressing the balance of global inequities and injustice; and was one of the primary reasons why FtL was founded.

It is perhaps important to remind ourselves periodically of why we do this work, and on behalf of the trustees I would once again like to thank our hugely talented and dedicated staff, donors and supporters, and volunteers for all their hard work. We would also like to thank the young people we work with for giving us the opportunity to support them, and to contribute in some small way to tackling the global challenges we all face together.

Your sincerely

A handwritten signature in black ink, appearing to read 'M Owen', written in a cursive style. The signature is positioned to the left of a vertical line that extends downwards from the end of the signature.

Prof Mark Owen