



REDEARTH EDUCATION



# ANNUAL REPORT

## 2022

This report covers the period to 31<sup>st</sup> December 2022 as the charity has changed its accounting year to be in line with calendar years.





## INTRODUCTION

Name of Charity	Redearth Education
Charity Registra-	1119615
Address	Pound House, Hope under Dinmore. Leominster, Herefordshire HR6 0PR
Trustees	Amanda Newbold Lynne Pritchard Ronnie Katzler Di Cosgrove Mark Smith Martin Dolny Emma Seery Jon Beale John Rolfe
Structure	Board of Trustees Directors Board Members



## BENEFICIARIES

2022	
Beneficiaries trained	1,185
Primary School Teachers	
Primary school pupils	53,321
Beneficiaries Trained	11
Inspectors, DEO's	
Primary School Supported	96
Nursery school Teachers	10 Community
Training & Support	Education
	Facilitators
Early years pupils	465
ECCE Students: Makerere University Certificate in ECD	16
ICT Training in Basic Computer Skills	27
Community members	80

## ACTIVITIES

School support visits	649
Central trainings	55
In school trainings by field staff	102
Demonstration lessons	57
Radio CPD session written	98
Support visits to nursery schools	970
Community workshops	60
Centre Management Committee workshops	20
Training for other organisations	55







## VISION

Our vision is for all children in the developing world to receive a quality education while unlocking their potential for educational success and future prosperity

## MISSION

Our mission is to:

Advance the professional development of teachers in the developing world

Enhance and improve educational experiences and outcomes of children in the developing world through continuing professional development of teachers

## COMPLIANCE

The trustees have complied with their duty in section 4 of the Charities Act 2006 to have due regard to the Charity Commission's general guidance on public benefit 'Charities and Public Benefit'.





The year 2022 continued to provide challenges for Redearth Education and the schools it supports.

Children in Uganda returned to school after a two year closure due to the pandemic. This inevitably resulted in great difficulties for schools as a whole, for teachers and for their pupils. Children in Primary 3 were attending school for the first time, children in Primary four had received little schooling and children in Primary 1 and 2 had received no schooling. Added to this difficulty was the fact that many private schools had ceased to function and many children were therefore joining government schools, causing huge overcrowding with classes in excess of 200 pupils in many cases. Unsurprisingly, teachers were finding the situation difficult to manage and were asking for assistance. They were becoming demotivated.

We decided that we would try to support schools not only through our traditional methods of training and in school support, but also through professional development initiatives using methods learned in the pandemic to help teachers to better manage and support their children.

Overcrowded  
P1 class





## USING OUR LEARNING FROM PANDEMIC TIMES

The following is an extract from our 2021 annual report:

‘The redesign involved radio lessons for children which would also be used as continuing professional development (CPD) sessions for teachers. These would be listened to by children and teachers without physical contact with field officers. Some additional CPD sessions would be produced, ready to deliver when teachers return to their schools. These radio CPD sessions could then be run with the Headteacher leading and monitoring the implementation.’

As a result of the above thinking, in 2022 we succeeded in gaining funding for a two year radio broadcast ‘continuing professional development’ project.

In- school CPD session using recording on USB)







## DEVELOPING IN-SCHOOL CONTINUING PROFESSIONAL DEVELOPMENT PROJECT funded by British & Foreign Schools Society

The idea for this project originated in COVID lockdowns where Redearth had been developing radio programmes for children. It was considered that this could be applied to the provision of in-school professional development programmes via radio. This sat well with the Ugandan government's recent Teacher Policy and professional development policy.

Despite initial delays in children's return to school and a number of interruptions over the year (strikes, national data collection in schools, ebola outbreak) continuing professional development sessions have been written & recorded, solar radios have been distributed to 98 schools with USBs containing the recordings and schools have received support visits.

Our focus has been on developing literacy sessions as it was found that teachers had regressed in their practice and children had either never been to school or, over the two years of closure, had forgotten what they had learned previously.

All our sessions are aimed at child friendly approaches with lots of practical activity and positive behaviour management.

From the data, it was found that 59% of teachers now have a positive response to the CPD sessions recordings. It was good to hear some head teachers' comments e.g. "Teachers are enjoying these CPDs" (Headteacher Rwijeere) and also that some headteachers were timetabling the CPD sessions.

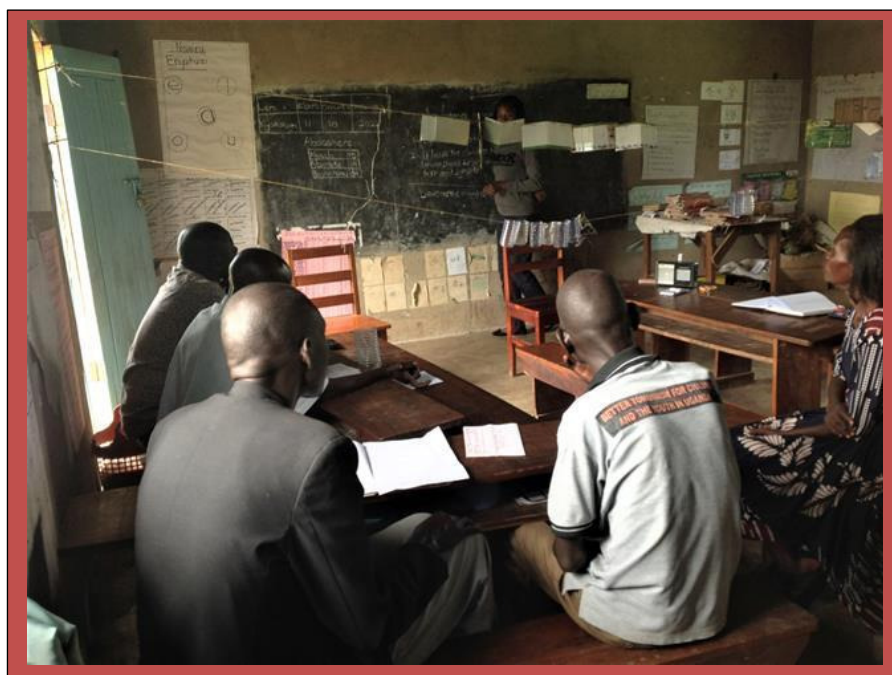
Pupils have improved in the specified areas of literacy above control schools. This is at 42%, a little below the expectation of 50%, but unsurprising in relation to the challenges schools have faced.





Data indicates that project schools surpass control schools in literacy levels and that teachers have made good progress in using the strategies covered in the CPD recordings.

We hope to further embed the practice of timetabling CPD sessions on a regular basis in each school as we move into year two of the project.





## EARLY GRADE MATHEMATICS (Funded by the Paul Wedge Legacy Fund)

A project of teacher training was introduced to enhance the quality of the teaching & learning of foundational mathematics in the first years of primary school education

This pilot project in ten schools is targeted at improving the skills of both teachers and pupils in basic numeracy. It aims to develop a genuine grasp by teachers and their pupils of fundamental mathematical concepts e.g. place value, number bonds, mental arithmetic, critical thinking/problem solving, that are so important for the successful foundation & growth of mathematical understanding in young children.

This is in a context where:

- Only 65% of learners in primary 5 and 6 have mastered the number concepts appropriate for Primary 4
- Only 65% of learners enrolled in primary 5 and 6 could subtract whole numbers appropriate for primary 5
- Only half the learners in Primary 5 and 6 could multiply at primary 4 level
- Less than one in five could do Primary 4 division
- Almost all assessed pupils in Primary 5 and 6 find it hard to apply mathematical concepts in real life
- More than half of primary 5 pupils cannot tell how many minutes make an hour.

Through central training, in school support, demonstration and monitoring, Redearth is working with teachers from Primary 2 to Primary 4 to address these issues.

Through pupil and teacher assessment it has been found that there has been good progress made with pleasing results being observed in schools. Teachers are developing their understanding of basic mathematics and are using this to support the understanding and progress of their pupils. Pupils learning is consequently being impacted positively.







Teaching and learning strategies learned in trainings have been implemented and there is good reason to predict that excellent progress in year 2 will be evidenced by the end of the year.

In year 2 we plan to consolidate what has already been achieved and further broaden the teachers' numeracy skills and their delivery to children.

This is a highly relevant and needed project. Due to the results achieved in year 1 and feedback we have received from stakeholders, we hope to extend the project to other schools and will be making applications to other funders for doing so.



Children working on place value activities delivered in the training







## EARLY YEARS RADIO AND COMMUNITY PROJECT (Funded by the Utopia Foundation)

This project was aimed at using radio-based teaching and learning sessions for young children, delivered by a group of community volunteers (Community Education Facilitators or CEFs). This group received central trainings and on the job support to deliver radio sessions to groups of young children in different communities. They were provided with solar radios and 70 recordings on USBs and trained in how to engage children to listen and to participate in all the activities.

In addition to the above, trainings also covered how to support children, challenges faced and possible solutions, delivery of the parents' workshops and resources making.

The sessions were also broadcast via local radio stations to extend the reach of the initiative

Observations of CEFs delivering radio lessons indicated that CEFs had improved their delivery in all areas of teaching and learning, such as the use of learning aids, and actively engaging the children during radio lessons. The 'Champion Your Child' program which we had written during the lockdowns for supporting parents to help their children, was also successfully delivered to the parents of these children.

It became apparent that parents were beginning to realise the importance of play in children's learning and development. Byaruhanga, a grandparent at Ikoba Girls, reported that she had learnt that children gain a lot through play. 'We used to restrict children from playing with sand and water without knowing that is how young children learn', she remarked.





Training session for the  
Community Education  
Facilitators at the  
Redearth Centre



Children producing  
drawings from a radio  
session. The story was  
'The Magic Pot'



Water play



Joining in with one of  
the action songs from  
the radio program.





## DEVELOPING GOOD PRACTICE IN TEACHING & LEARNING PROJECT (Funded by Street Child)

This project in 24 Masindi primary schools focused upon supporting teachers in developing good teaching and learning practices in relation to early grade reading

It operated in three phases; i.e. pre-COVID 19, during and post COVID-19 period. By the third year of implementation, 24 schools in Masindi district were focussed upon, and received support through, central training and in-school mentorship. The project benefited 17209 pupils.

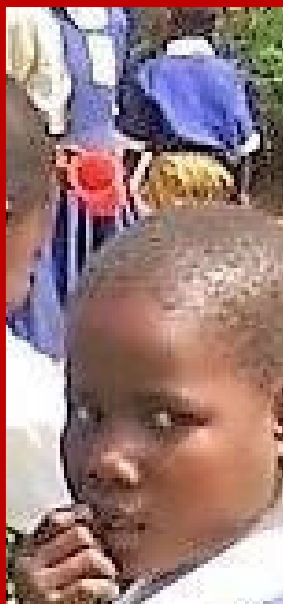
In the pre-COVID-19 period, Redearth organised training sessions/community meetings to improve community engagement in the education of the children, increase levels of teaching and learning, attendance and improve the literacy and numeracy skills of teachers, learners and parents.

This comprised of face to face delivery with the beneficiaries. However, when the pandemic set in, aspects of delivery needed to be adapted to suit the then situation and standard operating procedures. Redearth therefore developed an audio version of delivering some project activities. Audio lessons for learners and CPDs for teachers were written and recorded, which also presented an opportunity for continuing learning for field officers, learners, teachers and other stake holders.

In the attempt to improve general levels of teaching and learning, it was good to see that 75% of teachers had moved up to the next level of the Redearth criteria in good practice in teaching and learning.

*"I no longer shout, my learners now easily read; thanks for your support," Tr. Rita at Kisalizi commented.*





An analysis using Early Grade Reading Assessment words read by pupils indicated good progress attained by project schools. 6 words were on average being read by a P1 pupils in project schools while in control schools there was no progress made in the same grades.

Additionally, 18 and 23 English words on average were read by pupils in P.3 and P.4 in project schools while control schools progressed to 7 and 6 English words in the same classes respectively.

*"Thank you Redearth for your support. You have helped us to support our pupils read. It is not like those days where children could sing ba, be, bi... when they don't know how they come about"* Tr. Salama from Kihuuba expressed her sincere thanks.

*"This project is ending soon, is there any arrangement for its extension because we still need your support? You have supported schools to improve performance, especially the reading aspect. However, we need all teachers to be equipped with these skills."* The Headteacher Masindi Junior reacted during the meeting,

*"This time our children have performed well. Reading has helped children to perform. Thank you for your support."* Tr Scovia at Nyakatoogo appreciated.



Central training session led by the Project Leader



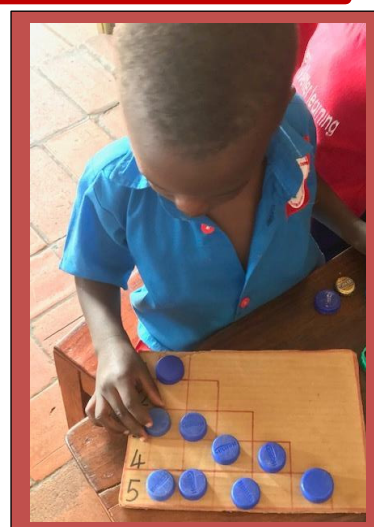
## REDEARTH EDUCATION MODEL NURSERY SCHOOL

The Redearth Model Nursery school continues to thrive and pupils continue to reach high standards. The school has received many visitors over the past year who come to learn and to use what they have learned to implement good educational practice in their own schools and classrooms, impacting on many children. The model nursery is also used in training to demonstrate the techniques.

The staff in the nursery receive ongoing training and support in order to update their skills and to provide an even better educational experience for their pupils.



A variety of play based activities at the Redearth Model Nursery





## PARTNERSHIP WITH ZIMBABWE'S CHILDREN

This is part of an ongoing project to support schools in Makonde District, Zimbabwe. Online and face to face training and support has been delivered and visits to monitor the level of implementation and impact have taken place. It is clear that teachers are implementing the training and a good proportion i.e. 44% have shown that they are capable of teaching at Bronze level 2 and above. This compares with their baseline levels of 100% at foundation 1 or 2. This is a great success, particularly in view of the fact that teachers and children had stretches of time out of school during the covid lockdowns. Additionally, many schools faced challenges in respect of teacher transfer. In one school, the Lead Teachers have been transferred to other schools, leaving the original school without a Lead Teacher. This is a real issue as teacher transfer causes serious disruption to implementation of programs such as this, as well as to the Pupils and to the schools in general.

There were some excellent learning environments seen. Many learning aids were also observed which had been carefully produced from local materials. In some lessons there was a high level of pupil engagement shown. Additionally, very engaging delivery of lessons was seen in some classes which supported children's learning and which demonstrated very positive pupil:teacher relationships.







## WORKING WITH EDC INTEGRATED CHILD AND YOUTH DEVELOPMENT PROGRAMME (USAID funded)

We have been working with the above programme over the past three years, providing support through developing and delivering early grade reading training for Master Trainers, selecting and training Lead Teachers in three pilot districts and supporting and training Headteachers. Additionally, Redearth has worked on developing materials to support teachers in the teaching of phonics to young children.

We anticipate that the programme will result in greatly improved reading scores for children in the pilot districts.

## WORKING WITH ELMA FOUNDATION WORKING WITH ELMA FOUNDATION ON CAPACITY BUILDING OF THE ECCE WORKFORCE

We have been working with the ELMA Foundation for the past three years. This has involved the production of training materials as well as providing 'Training to Train' sessions for ECCE tutors from six training colleges. It is hoped that this work will continue into the next three year period where additional training and coaching will be provided and model nursery schools will be established at the training colleges. These will demonstrate practically, how theory can be translated into good educational practice for young children.



## EARLY YEARS COMMUNITY OF PRACTICE

Redearth has been a member of the above group for the past four years, alongside a variety of other key players in Uganda focusing on early years. Our work continued within this forum, engaging in meetings and discussions with group members and developing ideas for the future, as well as providing input into the national early years agenda and policy development.

Pupils in the Redearth Model Nursery making words







## FINANCE

Financially, 2022 continued to be a challenging year. However, we have managed to secure funding for a new project on managing large classes for 2023 and possible work on a new early years project with colleges.

Accounts are attached.





## SUPPORTING THE LOCAL ORGANISATION TOWARDS INDEPENDENT OPERATION AND FUTURE SUSTAINABILITY

This has been one of the key objectives for Redearth Education in 2022. It has always been the aim to support the establishment of Redearth Education (Uganda) run by locals as an independent organisation delivering projects, sustaining quality of delivery and enhancing outcomes for children.

The boards of Redearth Education (UK) and Redearth Education (Uganda) have worked in partnership over the year to further build capacity and to appoint a local Executive Director and Program Manager to take the place of two of the founders who have taken the lead over the lifetime of the organisation.

We are very grateful to our funders, the Waterloo Foundation and the Marr Munning Trust, in believing in Redearth Education and supporting us to manage this process.

The key elements are now in place for this transfer of 'ownership' and Redearth Education (Uganda) is now in a position to lead the organisation into the future. This will be in partnership with the UK organisation who will continue to partner in respect of projects and will also continue to provide support and capacity building as needed.





## OBJECTIVES FOR 2023

Our objectives for 2023 build upon those of 2022.

To support the teachers and children in overcoming the challenges they face and to improve educational outcomes for their pupils through training and support.

To continue to support the partnerships between Redearth Education Ltd., the Ministry, the District and Municipality and other education providers to ensure future sustainability

To support the Redearth Education Uganda Ltd. leadership through capacity building to ensure continued quality of delivery and their future sustainability.

To increase income streams to support the future viability of the local organisation.







## **REDEARTH EDUCATION**

### **INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES**

I report on the accounts for the period ended 31 December 2022 which comprise the statement of financial activities, balance sheet and related notes.

#### **Respective responsibilities of trustees and independent examiner**

The trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 (the 2011 Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts (under section 145 of the Charities Act 2011);
- to follow the procedures laid down in the General Directions given by the Charity Commissioners (under section 145(5)(b) of the 2011 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 Commissioners. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and the seeking of 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, no opinion is given as to whether the accounts present a true and fair view and the report is limited to those matters set out in the statement below.

#### **Opinion**

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

- which gives me reasonable cause to believe that, in any material respect, the requirements
  - (a) to keep accounting records in accordance with section 130 of the 2011 Act; and
  - (b) to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2011 Act have not been met; or
- to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Paul Windmill FCA  
MYERS CLARK  
Chartered Accountants  
Egale 1  
80 St Albans Road  
Watford, WD17 1DL

16 October 2023



# REDEARTH EDUCATION

## STATEMENT OF FINANCIAL ACTIVITIES FOR THE PERIOD ENDED 31 DECEMBER 2022

	Notes	Unrestricted Funds £	Restricted Funds £	Total 31.12.22 £	Total 31.05.22 £
<b>Incoming resources</b>					
Incoming resources from voluntary income	2	5,126	90,282	95,408	175,591
Incoming resources from generated funds Bank interest		211	-	211	145
<b>Total incoming resources</b>		<b>5,337</b>	<b>90,282</b>	<b>95,619</b>	<b>175,736</b>
<b>Resources expended</b>					
Charitable activities	3	2,485	200,778	203,263	83,895
Governance costs		-	-	-	-
<b>Total resources expended</b>		<b>2,485</b>	<b>200,778</b>	<b>203,263</b>	<b>83,895</b>
<b>Net income/(expenditure) for the year/Net movement in funds</b>		<b>2,852</b>	<b>(110,496)</b>	<b>(107,644)</b>	<b>91,841</b>
Fund balances at 1 June 2022		14,850	204,215	219,065	127,224
<b>Fund balances at 31 December 2022</b>		<b>17,702</b>	<b>93,719</b>	<b>111,421</b>	<b>219,065</b>



**REDEARTH EDUCATION****BALANCE SHEET  
AS AT 31 DECEMBER 2022**

	Notes	31.12.22 £	31.05.22 £
<b>Tangible fixed assets</b>	4	-	101,458
<b>Current assets</b>			
Cash at bank and in hand	111,421	117,607	
<b>Creditors: amounts falling due within one year</b>	-	-	
<b>Net current assets</b>		111,421	117,607
<b>Total assets less current liabilities</b>		<b>111,421</b>	<b>219,065</b>
<b>Funds</b>			
Unrestricted		17,702	14,850
Restricted		93,719	204,215
		<b>111,421</b>	<b>219,065</b>

Approved by the Trustees on 2 October 2023 and signed on their behalf by:

R KATZLER



## REDEARTH EDUCATION

### NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 DECEMBER 2022

#### 1. **Accounting policies**

The following accounting policies have been used consistently in dealing with items which are considered material in relation to the company's accounts.

##### 1.1 **Accounting convention**

The financial statements have been prepared under the historical cost convention and in accordance with the Statement of Recommended Practice, Accounting and Reporting by Charities (SORP 2005) issued in March 2005 and United Kingdom accounting standards (United Kingdom Generally Accepted Accounting Practice) applicable to Smaller Entities.

##### 1.2 **Incoming resources**

Voluntary income including donations and grants that provide core funding or are of a general nature are recognised where there is entitlement, certainty of receipt and if the amount can be measured with sufficient reliability. Such income is only deferred when either:-

- the donors specify that donations and grants given to the charity must be used in future accounting periods; or if
- the donors impose conditions, which have to be fulfilled before the charity becomes entitled to use such income.

When donors specify that donations and grants, including capital grants, are for particular restricted purposes, which do not amount to pre-conditions regarding entitlement, this income is included in incoming resources of restricted funds when receivable.

Investment income is included when receivable by the charity.

Income from charitable activities (such as core grants and trading income) is recognised as the related services are provided or, in the case of grant income, where there is entitlement, certainty of receipt and the amount can be measured with sufficient reliability. Income from charitable trading activities is recognised as earned, as the related goods and services are provided.

##### 1.3 **Resources expended**

Resources expended are recognised when a liability is incurred where there is a current or constructive obligation to pay. Contractual arrangements and performance related grants are recognised as goods and services are supplied.

Resources expended are allocated to a particular activity where the costs relate directly to that activity.

##### 1.4 **Accumulated funds**

Unrestricted funds held by the charity are funds received or generated in accordance with the charity's activities.

Restricted funds are subject to specific conditions by donors as to how they may be used.



## REDEARTH EDUCATION

### NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 DECEMBER 2022

#### 2. Voluntary income

	31.12.22	31.05.22
	£	£
Grants and donations – unrestricted	5,126	16,255
Grants and donations – restricted		
BFSS	20,574	20,702
Street Child	5,660	-
Souter Charity	-	5,000
Munning Trust	-	24,919
Lessons for Life (Street Child)	-	22,349
Utopia Foundation	-	10,712
Waterloo Award	-	10,000
Zim Kids	-	16,534
EDC	64,048	42,620
Trinity Church	-	6,500
	90,282	159,336



## REDEARTH EDUCATION

### NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 DECEMBER 2022

#### 3. Charitable activities

	31.12.22 £	31.05.22 £
Training & support to schools	13,421	27,783
Monitoring & evaluation	4,544	744
Staff costs	59,060	33,863
Materials & equipment	2,228	5,085
Office costs	8,404	4,937
Lead teachers	6,161	1,420
ICT	548	890
Capacity building	4,679	-
Radio lessons	1,677	8,481
Other expenses	1,083	692
Donation to Redearth Uganda	101,458	-
	<b>203,263</b>	<b>83,895</b>

#### 4. Tangible fixed assets

	Property £
<b>Cost</b>	
At 1 June 2022	101,458
Disposals – donation to Redearth Uganda	(101,458)
At 31 December 2022	-

The property was donated to Redearth Uganda on the understanding that it would always be used as an educational training centre.