

REDEARTH EDUCATION



# ANNUAL REPORT 2023





# INTRODUCTION

## 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'.

## OVERVIEW 2023

In 2023 Redearth Education continued to support projects which had begun in the previous year. These comprised of the British and Foreign Schools Society funded project on professional development, the Paul Wedge Legacy funded project for



developing foundational mathematics skills, supported in its implementation by a volunteer from the UK working alongside the Ugandan team, and the Marr Munning funded project on teaching large classes all implemented by our partner organisation Redearth Education Ltd Uganda.

In addition, the project to improve the delivery of teacher training to diploma students of early years also continued. This is a project in which both the Redearth Uganda team and the Redearth UK team were involved.

One of the major areas of focus in 2023 above that of project implementation, was to work on the transition from a Redearth Education UK led organisation to an independently governed and run local organisation Redearth Education Ltd (Uganda).

## SUPPORTING THE TRANSITION

A 'transition strategy' predominantly around the role of the UK directors based in the local setting had been discussed since 2019, though the Covid-19 pandemic caused a temporary stall of this. The strategy related to the shared ambition to see the Ugandan part of the organisation being successfully managed by a local leader and effectively governed by a group of skilled and experienced local volunteers. Since 2020, the Ugandan board members had become more visible as leaders, but it was the appointment of the Executive Director (ED) in October 2022, that allowed the organisational capacity-building focus to accelerate further.

In order for Redearth Education Ltd (Uganda) to hold full responsibility for the staff team and all local resources, it was recognised that Redearth Education's role would be required to change from direct leadership towards a partnership model. The priority in 2023 was in providing coaching and capacity building support to the Redearth Education Ltd (Uganda) leadership team and

Members of Redearth Education worked alongside Redearth Education Ltd (Uganda) members in focus groups to secure an effective transition to the new partnership arrangements. Working

together, the two boards established clear understanding of the different responsibilities of the two organisations (now set out in a written agreement). Well-defined financial management and reporting processes were established, and training was provided for relevant team and board members. Planning commenced for a governing board alongside describing and agreement 'partnership' ways of working. Funds for these activities were received from Marr Munning.





## THE PROJECTS

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

The concept 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.

It proved to be a very successful project

Audio CPDs and solar radio sets were effectively utilized as teaching tools, especially in reading instruction. Students benefited from accessing the audio CPDs at home, enabling virtual learning. Additionally, the provision of solar radios allowed pupils to listen to educational programs during breaks, enhancing their general knowledge and understanding of current affairs.

There has been a positive Impact on Teacher and pupil outcomes with significant improvements in reading comprehension and numeracy skills compared to control schools. Key achievements include:

A notable increase in local language and English reading skills, with Project schools outperforming control schools,

Numeracy results in P2 also showed significant gains in both project (+32%) and control (+36%) schools, while in P4, Project schools saw a +31% improvement, compared to a -2% decrease in control schools.

Teacher adoption of new strategies has risen from 14% at baseline to 75% at endline, compared to 4% in control schools. The use of audio CPDs has greatly benefited reading performance in project schools, and further improvements in mathematics are anticipated as CPDs in that subject are more widely implemented. The project ended in May 2023 but it is expected that all materials will continue to be used in schools, supported by the local organisation.

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

A three year project of teacher training was introduced in 2022 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 was targeted at improving the skills of both teachers and pupils in basic numeracy. It aimed 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.

The project has made excellent progress throughout the year, surpassing most Year 2 targets. Teachers significantly benefited from the training, especially in teaching basic mathematical concepts, leading to improved teaching success. As a result, children's achievements greatly improved, and district officials requested the project be expanded to more schools.

At baseline, only 10% of teachers were using pupil-centred strategies, which increased to 79% by the end of 2023.

Initially, pupils struggled with basic math skills such as recognizing numbers and completing simple calculations. By the end of Year 1, and further in Year 2, both boys' and girls' performance improved significantly.

Pupil achievement levels increased by 72% in P1, and by 67% in P2, P3, and P4.

Overall, the project has led to consistent improvements in teaching practices, pupil achievements, and teacher engagement. There is strong support from district officials and headteachers for extending the project to additional schools.

The project will be externally evaluated at the end of 2024.

Below: Learning aids for Maths made by teachers Right: children ordering numbers.





## MANAGING LEARNING IN LARGE CLASSES FUNDED BY THE MARR MUNNING TRUST

The project addresses the challenge of managing large classes in Ugandan government schools, particularly for Primary One to Primary Three. It supports 90 teachers from 30 schools with practical strategies, including the use of slates, classroom routines, organization, and behaviour management. These strategies are delivered through central trainings, school visits, in-school training, and demonstration lessons, helping teachers implement them effectively. Inspired by UK practices, the project introduces slates to enhance engagement in low-resource settings.

The need for this project is heightened by the effects of the COVID-19 pandemic, which led to a two-year closure of Ugandan schools and the closure of private schools. This has resulted in large class sizes (up to 300 pupils) in government schools, many of which lack adequate space and learning materials. Teachers and headteachers are struggling with these conditions, leading to low pupil engagement and increased dropout rates.

In response, the project equips teachers with tools to keep children engaged and learning. Ongoing support includes coaching, lesson planning, and classroom observations. Pupil engagement and learning outcomes are being assessed, and an independent evaluation will report findings to the Ministry of Education and Sports (MOES). The project aims to improve teaching practices, reduce dropout rates, and support long-term educational success.

It is pleasing to report that all the project schools improved in teaching large classes over the period. 69% of teachers from baseline, improved overall in the use of strategies delivered in training such as the use of slates, classroom routines, classroom organization, resources storage and children's behaviour management. The interventions also strengthened the learners' interest in learning and parents reported a 27% increase in pupil interest in school from the baseline figure. Additionally, pupil engagement in lessons has been shown to be significantly higher in project schools than in control schools.

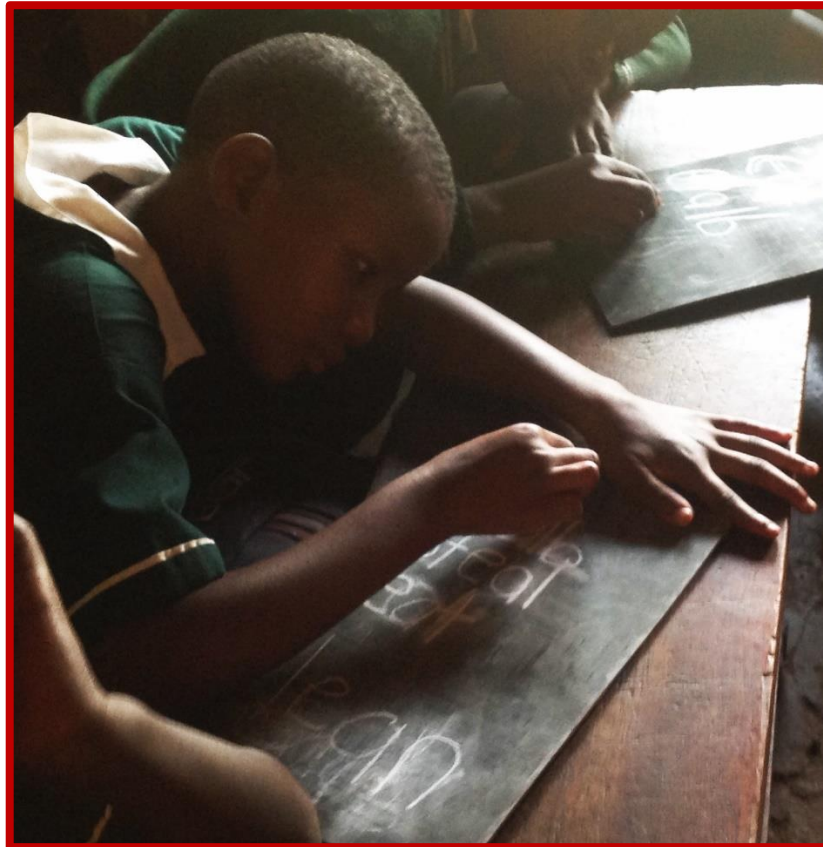
*"Use of slates has made the learners more engaged in the lessons," Teacher Kisalizi Primary School*

*"We can now manage the classes very well, and discipline of learners has improved" Teachers of Bokwe Primary School*



*"We were able to create space, and through using slates, it is easy to assess and control the class," Teacher at Karongo Primary School*

The project will be externally evaluated at the end of 2024



## REDEARTH EDUCATION MODEL NURSERY SCHOOL

The Redearth Model Nursery School is now completely led by the local team. It is well known school with excellent pupil outcomes.

The staff have continued to develop well and have been supported by the local Early Years Manager. It is the plan to develop them further so that they can also provide support and training to other early years practitioners.

Overall, all children progressed well in all aspects of learning and development, in numeracy and

literacy 90% of children in top class performed beyond the national expectation. 19 children out of the 21 could identify and show value to numbers from 20- 100, 16 out of 21 could recognise and show value to numbers above 50.

The Redearth Model Nursery school is continuing to fulfil the purpose of being an exemplar of good practices to other nurseries in the country and many visits from other organisations have continued to take place.



## COMPLETION OF THE EDUCATION DEVELOPMENT CENTRE (EDC)USAID FUNDED PROGRAM ON EARLY GRADE READING

Redearth Education partnered with EDC 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 worked on developing materials to support teachers in the teaching of phonics to young children.

By the end of the project, all planned trainings had been delivered, with positive feedback received. There was evidence that trainers had developed their understanding as observed during interactions and that the program worked well in many schools.





Chairperson, Headteachers Association, Ntungamo: “This training was fantastic, unique, and unlike anything we’ve experienced before.”

Lead Teacher Participant “The training has been very useful, and I pledge to implement what I have learned.”

Teachers were showing a greater understanding of phonics and how it can support the teaching of reading and were integrating this into their lessons. Additionally, they were using more interactive methods such as group activities, where children were working independently on making and reading words and sentences, use of bottle lines for blending, use of a variety of teaching and learning aids made from no-cost/low-cost materials. This all impacted positively on children’s word attack skills which they were then applying to their reading. There was an increase in knowledge of phoneme:grapheme correspondence in respect of children although whilst blending skills were taking longer to embed, this was also gradually improving. In Ntungamo district 60% of children demonstrated blending and segmenting skills. In Wakiso, 83% of children showed improved reading skills and in Masindi district 65% of children demonstrated these skills, compared to previous assessments where these abilities were less apparent.

Teacher and School Feedback was overall very positive

Teacher at St Maria Goretti, Wakiso: “Parents say their children can now read in the local language. They even read at church services, something that wasn’t happening before.”

Increased pupil enrolment in some schools has been directly attributed to the success of the reading program, as parents recognize improvements in their children's literacy.

The program also successfully shifted the teaching culture towards phonics-based reading instruction, forming a strong foundation for early-grade literacy. Prior to this project, phonics was not widely taught, but it is now recognized as a critical approach for reading, particularly in Uganda’s phonetically consistent local languages.

Immaculate, Kafunjo 1, Ntungamo: “Before, children only knew letter names. This change is significant.”

Teachers and headteachers were increasingly requesting additional phonics training, demonstrating their deepened understanding and enthusiasm for this method.

Overall, the project made significant strides in improving teaching methods, pupil engagement, and literacy outcomes, with growing acceptance and enthusiasm for phonics and innovative teaching strategies across all involved schools.



## TREASURER'S REPORT

Over the 12 months from 1/1/23-31/12/23, Redearth Education received an income of £108,646. This was made up of grants (Restricted Funding) of £96,684 (Four donors: BFSS, Marr Munning Trust, The Wood Foundation and Trinity Church) and other donations and fundraising (Unrestricted funding of £11,962). This was an increase of 20% on the previous year.

During the year, Redearth's expenditure was £120,274. £115,372 (96% of total expenditure) was provided to Redearth Uganda to support various projects overseas. £4902 (4%) was spent on general costs connected to the charity.

At the end of the year, Redearth is in a healthy financial position. It has total current assets of £99,793 and no current liabilities. Of these assets, £24,762 is unrestricted funding and £75,031 is restricted funding (for projects in Uganda). It maintains a strong reserves policy of £20,000 (20% of assets). This is the current amount which trustees have calculated enables the running of both the charity and necessary projects overseas to ensure sustainability for 3-6 months.

## OBJECTIVES FOR 2024

Our objectives for 2024 build upon those of 2023:

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.

# ANNUAL ACCOUNTS 2023

## REDEARTH EDUCATION

### INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES

I report on the accounts for the period ended 31 December 2023 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

23rd October 2024

## REDEARTH EDUCATION

### STATEMENT OF FINANCIAL ACTIVITIES

		Unrestricted Funds	Restricted Funds	Total 31.12.23	Total 31.12.22
Notes		£	£	£	£
Incoming resources					
Incoming resources from voluntary income	2	11,962	96,684	108,646	95,408
Incoming resources from generated funds					
<b>Bank interest</b>		-	-	-	211
Total incoming resources		<b>11,962</b>	<b>96,684</b>	<b>108,646</b>	<b>95,619</b>
Resources expended					
<b>Charitable activities</b>	3	(4,902)	(115,372)	(120,274)	(203,263)
<b>Governance costs</b>		-	-	-	-
Total resources expended		<b>(4,902)</b>	<b>(100,500)</b>	<b>(120,274)</b>	<b>(203,263)</b>
Net income/(expenditure) for the year/Net movement in funds		<b>7,060</b>	<b>(18,688)</b>	<b>(11,628)</b>	<b>(107,644)</b>
<b>Fund balances at 1 January 2023</b>		17,702	93,719	111,421	219,065
Fund balances at 31 December 2023		<b>24,762</b>	<b>75,031</b>	<b>99,793</b>	<b>111,421</b>
<b>FOR THE PERIOD ENDED 31 DECEMBER 2023</b>					

## REDEARTH EDUCATION

### BALANCE SHEET

AS AT 31 DECEMBER 2023

	Notes	31.12.23	31.12.22
		£	£
Tangible fixed assets	4	-	-
Current assets			
<b>Cash at bank and in hand</b>	99,793	111,421	
Creditors: amounts falling due within one year	-	-	
Net current assets		99,793	111,421
Total assets less current liabilities		-	<b>111,421</b>
Funds			
<b>Unrestricted</b>		24,762	17,702
<b>Restricted</b>		75,031	93,719
		<b>99,793</b>	<b>111,421</b>

Approved by the Trustees on 23<sup>rd</sup> October 2024 and signed on their behalf by:

R KATZLER Founder/Trustee



## REDEARTH EDUCATION

### NOTES TO THE ACCOUNTS

#### FOR THE YEAR ENDED 31 DECEMBER 2023

##### 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 2023

#### 2. *Voluntary income*

	31.12.23	31.12.22
	£	£
Grants and donations – unrestricted	<b>11,962</b>	<b>5,126</b>
Grants and donations – restricted		
BFSS	9,873	20,574
Street Child	-	5,660
Souter Charity	-	-
Munning Trust	47,737	-
The Wood Foundation	33,074	-
Lessons for Life (Street Child)	-	-
Utopia Foundation	-	-
Waterloo Award	-	-
Zim Kids	-	-
EDC	-	60,048
Trinity Church	6,000	-
	<b>108,646</b>	<b>90,282</b>

## REDEARTH EDUCATION

### NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 DECEMBER 2023

#### 3. Charitable activities

	31.12.23 £	31.12.22 £
Training & support to schools	-	13,421
Monitoring & evaluation	-	4,544
Staff costs	-	59,060
Materials & equipment	-	2,228
Office costs	-	8,404
Lead teachers	-	6,161
ICT	-	548
Capacity building	-	4,679
Radio lessons	-	1,677
Other expenses	4,902	1,083
Donation to Redearth Uganda	115,372	101,458
	<b>120,274</b>	<b>203,263</b>

#### 4. Tangible fixed assets

	Property £
Cost	
<b>At 1 January 2023</b>	-
<b>At 31 December 2023</b>	-

The property was donated to Redearth Uganda in 2022 on the understanding that it would always be used as an educational training centre.