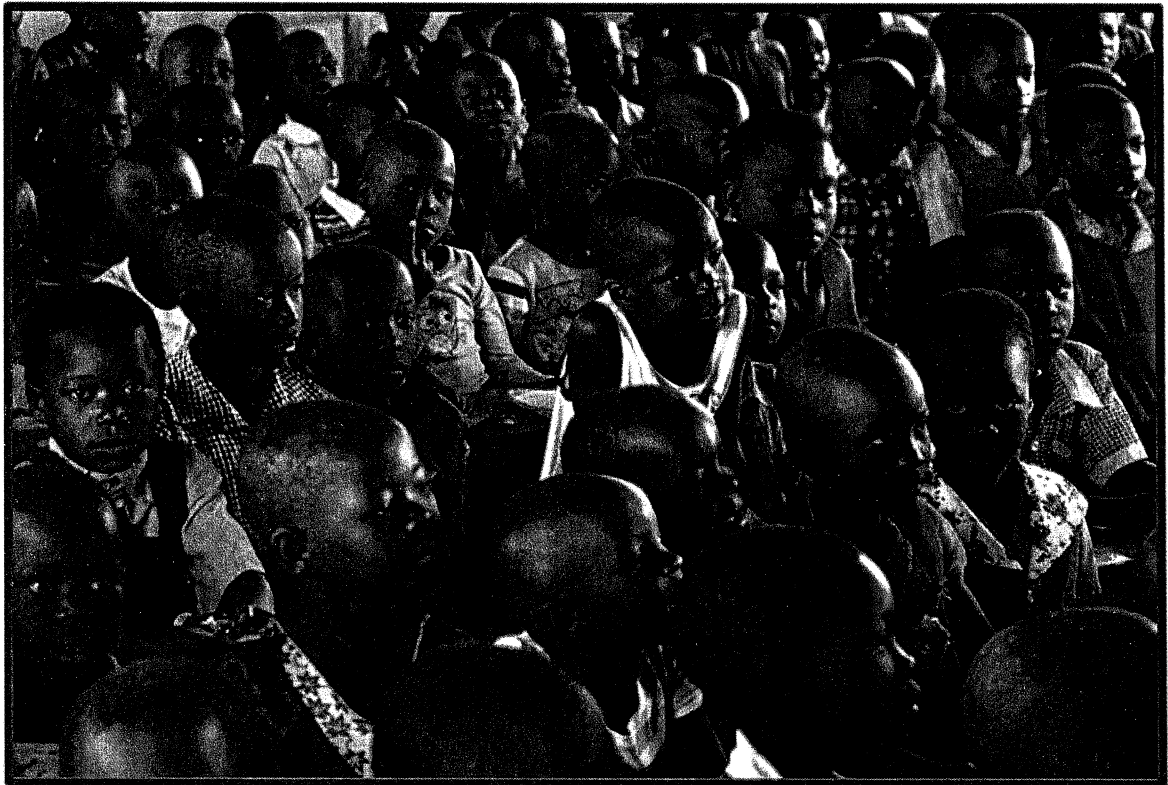


BETTER TEACHING BETTER LEARNING
REDEARTH EDUCATION

ANNUAL REPORT 2024



Better Teaching Better Learning



REDEARTH EDUCATION

ANNUAL REPORT 2024



INTRODUCTION

VISION

Our vision remains 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 professional development of teachers in the developing world.
- Enhance and improve educational experiences and outcomes of children through effective continuing professional development.
- Strengthen locally-led education systems that sustain long-term improvements in teaching and learning.

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COMPLIANCE

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

OVERVIEW

During 2024, Redearth Education continued to consolidate its partnership with Redearth Education Ltd (Uganda) as it takes increasing ownership of programme delivery, training, and local governance. The transition to a locally led partner organization, initiated in 2023, was strengthened through ongoing capacity building, improved financial reporting, and joint programme planning.

In addition, we worked with our local partner to complete the 'Managing Large Classes Project', the pilot Maths Project, and to continue to deliver the 'Training for Transformation' Program for college tutors.

A highlight of the year was a conference in Masindi to officially handover the running of the local organisation to the Ugandan team.

Key achievements in 2024–2025 include:

- Supporting the launch of the Redearth Education Ltd (Uganda) 2024–2028 Strategic Plan at their National Education Conference held in Masindi, attended by over 400 stakeholders.
- The successful completion of three major donor-funded projects improving reading, mathematics, and classroom management across Masindi District schools.
- The continuation of the 'Training for Transformation Programme', training tutors in 4 Teacher Training Colleges in interactive methodology, developing 4 model nursery schools attached to those colleges and tutor and teacher improvements in practice
- Supporting the setting up of the Redearth Education Ltd (Uganda) Teacher Training Institute (RTTI)

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- Continued development of the Diploma course in Early Childhood Education and the Diploma in Tutor Education: 'Training for Transformation'.
- Continued collaboration with the Ministry of Education and Sports, District Education Offices, and teacher training colleges to scale Redearth's sustainable CPD model.

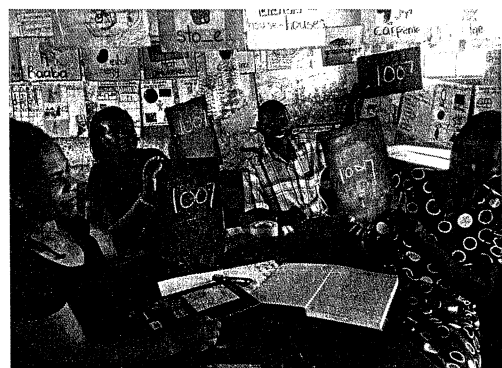
STRENGTHENING EARLY GRADE MATHEMATICS IN MASINDI. (FUNDED BY THE PAT WEDGE FOUNDATION)

Over the past three years, Redearth Education (UK) and Redearth Education Ltd (Uganda) have worked in partnership to improve the teaching and learning of mathematics in ten government primary schools in Masindi. The pilot project responded to a national challenge: many lower-primary teachers lack specialist maths training, class sizes are often over 100 pupils, and few schools have access to basic learning materials. With support from a UK maths specialist, the project developed a practical, school-based model of professional development that has transformed teachers' practice and children's learning. The project completed at the end of 2024.



An introduction to maths through concrete materials

Fifty teachers (43 female and 7 male) participated in 18 single-day central training sessions focused on core mathematical concepts such as place value, number recognition and the four operations. Between these sessions, teachers received in-school mentoring, demonstration lessons & classroom observations—349 support visits and 260 in-school trainings were carried out in total. All teachers learned to make and use low-cost teaching aids from local materials, ensuring that active, hands-on learning could continue long after the project ended.



Training teachers in fundamental mathematical concepts

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An independent evaluation found major improvements in the quality of teaching and pupil engagement. At the start, most teachers were assessed at the lowest levels of practice (Foundation 1 and 2). By the end of the project, no teacher remained at these levels; almost half were graded at Bronze 1, a further 31% at Bronze 2, and others had progressed to Silver and Gold. Lesson pace, group work, and the effective use of concrete materials were highlighted as particular strengths. In observed lessons, around 80 percent of pupils were actively engaged after 15 minutes, compared with just 30 percent in control schools.

Learning outcomes improved markedly over the life of the project. Average assessment scores across the four grades rose from below 20 percent at baseline to between 66 and 93 percent at endline, with a consistent average gap of 35 percentage points between project and control schools. Only 2% of pupils in project schools scored below 50 percent, demonstrating not only higher achievement but also much greater equity. Teachers and headteachers reported that pupils were more confident and enthusiastic about maths, and that lessons had become far more inclusi

ve—benefiting children of all abilities, including those with special educational needs. They also described a lasting increase in their confidence, subject knowledge and enjoyment of teaching maths. Headteachers noted stronger teacher-student relationships and a positive classroom atmosphere, while District Inspectors confirmed clear improvements in both teaching and learning.

Looking ahead, Redearth Education has received a new grant from the Educational Opportunities Foundation to extend the project and aims to:

- a) Improve the achievement of girls in mathematics
- b) Strengthen mathematical fluency through short daily retrieval activities
- c) Enhance monitoring and assessment tools aligned with the national curriculum and the Global Proficiency Framework;
- d) Extend leadership training for headteachers and inspectors to sustain good practice;

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We also hope to reintroduce the Redearth Achievement Award and certification to recognise teacher progress.

We believe this project has shown that with targeted, practical support, teachers in large, under-resourced classrooms can deliver engaging and effective mathematics lessons that enable every child to succeed.

MANAGING LEARNING IN LARGE CLASSES

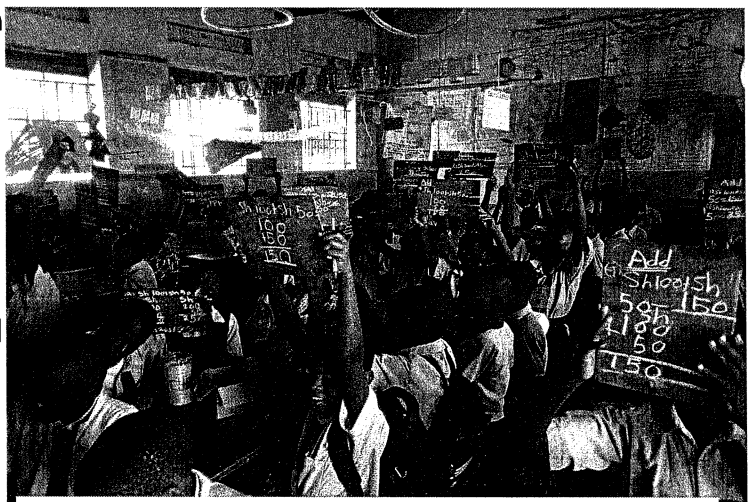
Over two years, Redearth Education (UK) and Redearth Education Ltd (Uganda) supported teachers in 30 government primary schools in Masindi to tackle one of the toughest realities in early primary: classes of well over 100 learners, some over 250 in P1–P3. The project combined practical, single-day training with in-school coaching, demonstration lessons and the provision of simple, high impact resources—most notably individual mini chalkboards (slates) for every child.

In total, 90 teachers (82F, 8M) participated, reaching approximately 18,000 pupils. Two control schools in neighbouring Kiryandongo provided a comparison point.

Training focused on classroom organisation, clear routines, behaviour management, efficient use and storage of learning aids, and purposeful use of slates for rapid formative assessment. Between central sessions, field trainers visited schools to coach in context and model strategies in teachers' own classrooms. UK experts with substantial experience of the Ugandan context supported



'Large Classes' of Children are found in many schools in Uganda



The use of slates to encourage pupil participation, engagement & ongoing assessment

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content design and early delivery, stepping back as local capacity grew. Teachers also learned to establish group structures and rotating pupil leadership roles, which proved pivotal in large classes for resource distribution, time-on-task and peer support.

An independent evaluation found substantial gains in pedagogy and classroom climate. Observers noted strong learning behaviours for such large classes, underpinned by simple, well-taught routines and visible praise systems. Teachers reported markedly reduced stress and workload: immediate slate-based feedback replaced heavy after-school marking, and orderly routines freed time for instruction. Headteachers described improved attendance and discipline, with pupils demonstrating self-regulation, collaboration and a willingness to take responsibility for materials and group tasks. Pupils themselves valued teacher modelling and feedback most, while also recognising the benefits of group work and slates for practice and confidence.

Using Redearth's Achievement Award criteria, 95% of teachers who were assessed at both baseline and endline improved their level; among those starting at Foundation 1, 100% moved up at least two levels and 65% advanced three or more levels over the period of the project.

Looking ahead, the evaluation pointed to clear next steps to consolidate and scale the model while safeguarding quality and sustainability and we will be looking for funding to deliver a new project.

In challenging contexts with very large classes, this project showed that practical routines, simple tools (slates), and in-class coaching can lift teaching quality quickly and at low cost—benefiting every learner, and particularly those who are usually least served.

'TRAINING FOR TRANSFORMATION': FUNDED BY ELMA PHILANTHROPIES

This project is a three year intervention to improve the quality of training in Teacher Training Institutions in the delivery of the Diploma Curriculum in Early Years Education. The programme is delivered through face-to-face and online training and support.

Better Teaching Better



In 2024, Redearth made good progress in improving tutor levels in delivery of content to their students as well as in the levels of teaching in model nursery schools.

A five-day training in Masindi built tutors' knowledge and confidence in using the new curriculum. Each tutor

received a tablet with training materials and lesson plans, which made preparation and teaching easier. About a quarter of the target colleges' tutors are already using the competence based curriculum (CBC) methods in their classes, and most of the others are ready to start during their next teaching sessions.

The Ministry of Education and Sports (MoES) has been working with us and has agreed to join the final tutor observations and approve official certification — a major step for national recognition.

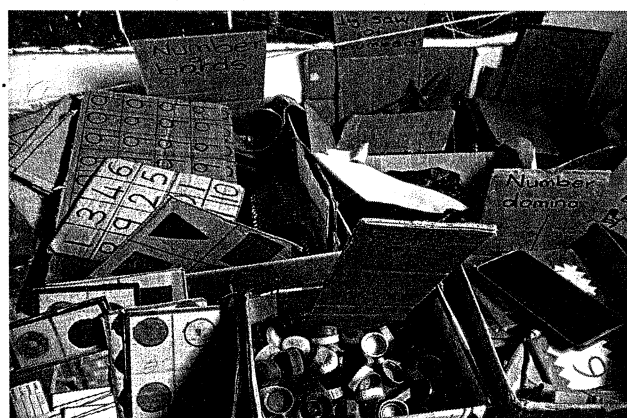
All four model nursery schools have been set up and linked to Early Childhood Teacher Training Colleges. They have

received face to face training and interaction with the Redearth Model Nursery School in Masindi. These schools are now in a position to demonstrate to teachers and students how child-centred learning looks in practice.

Teachers have made big improvements: 81% have moved up at least two levels in their teaching quality. Children are more through play, songs, and games. Classrooms are better organised, outdoor areas are used for learning, and teachers now use positive discipline instead of punishment. We believe this is an effective method for ensuring students observe first hand what good teaching and learning looks like in a Ugandan classroom.

Tutor training for the Diploma in Teacher Education has also shown real success. Observations found that 93% of tutors have reached at least Bronze Level 2 and

Tutors in College observing examples of good practice during online training



Teachers are trained in creating, using and storing low-cost resources

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58% reached Silver. Lesson planning, delivery, and assessment have all improved. The Tutor Mentor system, where experienced tutors support others, has helped overcome internet and scheduling challenges. Student teachers are now more interactive and confident, with early evidence from college visits showing more questioning, participation, and critical thinking in lessons.

Final tutor observations will take place at the end of 2025/ early 2026, with MoES participation, and student observations are planned for the end of 2025. Extra face-to-face training for Tutor Mentors will help make the progress sustainable.

In summary:

- Tutors are confidently using the curriculum.
- Model nursery schools are thriving and modelling child-centred practice
- Diploma tutors are delivering more interactive lessons.

We feel these achievements show clear progress towards better teaching and better learning for Uganda's youngest learners, whilst recognising the need to continue to provide support. This is essential to ensure the developments are fully embedded and sustained.

THE REDEARTH EDUCATION MODEL NURSERY SCHOOL

In 2024, Redearth Model Nursery School, run by our partners Redearth Education Ltd (Uganda), has continued to provide high-quality, play-based learning for 74 children aged 3–6 years; it is continuing its mission to model excellence in early childhood education. Guided by Uganda's pre-primary curriculum, the nursery offers a nurturing, child-centred environment that supports children's emotional, social, and cognitive growth.

Learning and Progress

Children made strong gains in literacy and numeracy.

- 90% of Top-Class pupils exceeded national expectations, recognising numbers up to 100 and performing simple addition and subtraction.

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- Reading and sound recognition improved steadily across all classes, with most Top-Class children decoding and reading simple Runyoro and English words.
- The 4 OVCs (orphans and vulnerable children) achieved good progress in numeracy and literacy, demonstrating the value of an inclusive and supportive environment.



Playhouse play



Letter/sound matching



Sand Play



Shop Play

Water Play



Professional Growth and Collaboration

The dedicated teaching team participated in weekly online training in the Training for Transformation Programme, while also mentoring teachers from the partner model schools. The nursery hosted over 60 visitors from colleges and schools nationwide who came to observe its best practices in early childhood teaching and learning.

Community and Parental Engagement

Parents actively engaged in meetings and parenting sessions on learning through play, while Nursery Day celebrations allowed children to showcase achievements. The District Health Department provided immunisation and nutrition support during the event.

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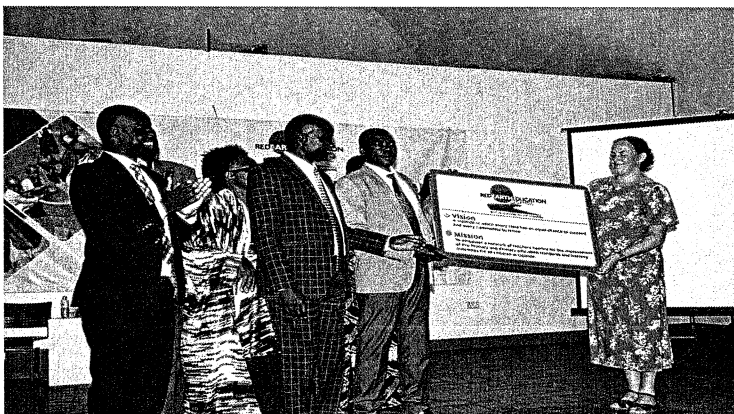
2024 at a glance:

- 74 learners
- 5 staff (4 teachers, 1 caregiver)
- 4 sponsored orphans and vulnerable children supported by UK donors through Redearth Education UK
- 60+ visiting educators and partners over the year
- Redearth was represented at the National Play Day 2024, in Kololo, Kampala

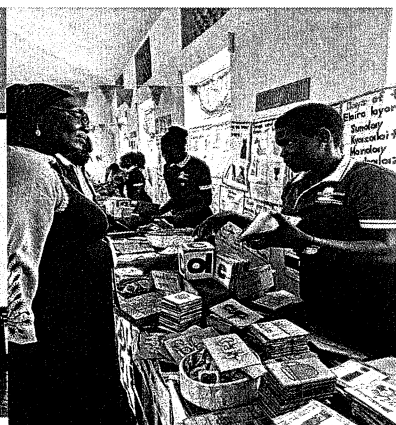
The Model Nursery continues to exemplify quality, creativity, and inclusion, inspiring teachers and partners across Uganda.

STAKEHOLDER CONFERENCE: 'REDEARTH EDUCATION, THE NEXT CHAPTER' (2–3 MAY 2024))

Redearth Education Ltd (Uganda) convened a two-day stakeholder conference at Country Inn Hotel, Masindi, bringing together 631 participants from schools, district and municipal leadership, cultural and religious institutions, civil society, Parliament, and the Ministry of Education and Sports. The purpose was to celebrate 20 years of Redearth's work, showcase proven classroom practice, and mark the start of transition to a Ugandan-led organisation.



'Handover' of Redearth Education operations to Redearth Education Ltd (Uganda)



Demonstration of teaching and learning materials to stakeholders

Across 18 workshop rooms, teachers and school leaders engaged with practical

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sessions on routines for large classes, behaviour management, use and storage of low cost learning aids, and state-based formative assessment, alongside an exhibition of locally made resources. A

One of the workshops, exemplifying the training in early grade mathematics

plenary on strengthening

School Management Committees highlighted the role of governance in sustaining improvements. UK collaborators and national officials contributed to content design and policy alignment, while Ugandan facilitators led the majority of sessions—evidence of growing local capacity.

Day two featured two milestone moments. First, the launch of Redearth Uganda's 2024–2028 Strategic Plan, organised around five themes: Teacher Professional Development; Positive Teaching Practices; Leadership and Management; Value-Based Sport for Development; and Organisational Effectiveness. Second, the graduation of 63 Early Childhood Care & Education trainees, delivered at the Redearth Education Centre with Makerere University representation. This was followed by the commissioning of the Redearth Education (Uganda) ECCE Teacher Training Institute building. The conference concluded with the formal handover of Redearth Education Ltd (Uganda) to a Ugandan Board of Directors, cementing local leadership and accountability while affirming continued collaboration with Redearth UK and funding partners.

Stakeholders—from headteachers to district officials and MoES representatives—praised Redearth's contribution to better teaching, better learning in Masindi and beyond: practical C
very large classes, and a consistent focus on
Teachers reported reduced stress and more
improved attendance, discipline and pupil

Conference highlights

- 18 hands-on workshops and a live exhibition of low-cost teaching and learning materials.

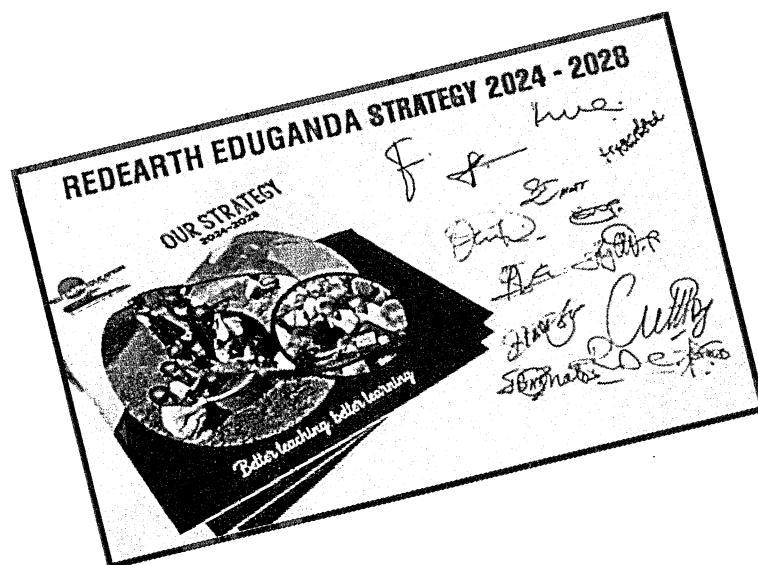
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- Launch of the 2024–2028 Strategic Plan and commissioning of the ECCE Institute.
- 63 early years graduates celebrated with Makerere University representation.
- Handover to a Ugandan Board, signalling a confident next chapter for locally led delivery.

Redearth Education (Uganda)Next steps

- Align district support and inspectorate follow-up to the Strategic Plan.
- Extend workshops through cluster-based continuing professional development and good-practice visits.
- Support the development of the Institute as a regional hub for early years training and resource development.
- Further consolidate partnerships (government, CSOs, donors) to scale what works in large, low-resource classrooms.



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OBJECTIVES FOR 2025

Our objectives for 2025 build upon those of 2024.:

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 organization

TREASURER'S REPORT

The accounts for the year ending 31 December 2024 show total income of **£115,833**, an increase from **£108,646** in 2023. This income came almost entirely from voluntary donations and grants, including significant support from the Marr Munning Trust, Trinity Church, the Waterloo Foundation, and other partners. Expenditure totalled **£122,124**, primarily comprising a **£115,841** donation to Redearth Uganda to support programme delivery and **£6,283** in other charitable activity costs. This resulted in a **net deficit of £6,291**, which is a smaller shortfall than the previous year and reflects a planned use of funds to sustain programme activity.

At year-end, total funds stood at **£93,502**, made up of **£30,713 unrestricted** and **£62,789 restricted** funds. The Trustees have agreed to maintain a **minimum reserve of £20,000**. This level of reserve is intended to provide financial stability, safeguard the charity against short-term income fluctuations, and give confidence to funders and partners that the organisation can continue to operate effectively even in challenging circumstances. After allowing for reserves, a healthy balance remains available to support delivery in the coming

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year. The charity continues to demonstrate strong financial stewardship, ensuring that resources are targeted where they will have the greatest impact for children and teachers in Uganda.

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REDEARTH EDUCATION

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES

I report on the accounts for the period ended 31 December 2024 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
Suite 7A, Building 6
Croxley Park, Hatters Lane
Watford, WD18 8YH

28 October 2025

REDEARTH EDUCATION

STATEMENT OF FINANCIAL ACTIVITIES FOR THE PERIOD ENDED 31 DECEMBER 2024

	Notes	Unrestricted Funds £	Restricted Funds £	Total 31.12.24 £	Total 31.12.23 £
Incoming resources					
Incoming resources from voluntary income	2	12,234	103,599	115,833	108,646
Incoming resources from generated funds					
Bank interest		-	-	-	-
Total incoming resources		12,234	103,599	115,833	108,646
Resources expended					
Charitable activities	3	(6,283)	(115,841)	(122,124)	(120,274)
Governance costs		-	-	-	-
Total resources expended		(6,283)	(115,841)	(122,124)	(120,274)
Net income/(expenditure) for the year/Net movement in funds		5,951	(12,242)	(6,291)	(11,628)
Fund balances at 1 January 2024		24,762	75,031	99,793	111,421
Fund balances at 31 December 2024		30,713	62,789	93,502	99,793

REDEARTH EDUCATION**BALANCE SHEET
AS AT 31 DECEMBER 2024**

	Notes	31.12.24	31.12.23
		£	£
Tangible fixed assets	4	-	-
Current assets			
Cash at bank and in hand	93,502	99,793	
Creditors: amounts falling due within one year	-	-	
Net current assets		93,502	99,793
Total assets less current liabilities		-	-
Funds			
Unrestricted		30,713	24,762
Restricted		62,789	75,031
		93,502	99,793

Approved by the Trustees on 27 October 2025 and signed on their behalf by:

R KATZLER

REDEARTH EDUCATION

NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 DECEMBER 2024

1. **Accounting policies**

The following accounting policies have been used consistently in dealing with items which are considered material in relation to the charity'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 preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (SORP FRS 102), effective 1 January 2019.

The charity is a public benefit entity as defined by FRS102.

The trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern.

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 2024

2. Voluntary income

	31.12.24	31.12.23
	£	£
<i>Grants and donations – unrestricted</i>	12,234	11,962
<i>Grants and donations – restricted</i>		
BFSS	-	9,873
Munning Trust	75,099	47,737
The Wood Foundation	-	33,074
Waterloo Award	15,000	-
Trinity Church	6,000	6,000
Grant for Tablets	7,500	-
	115,833	108,646

3. Charitable activities

	31.12.24	31.12.23
	£	£
Other expenses	6,283	4,902
Donation to Redearth Uganda	115,841	115,372
	122,124	120,274

4. Tangible fixed assets

	Property
	£
Cost	
At 1 January 2024	-
At 31 December 2024	-

5. Trustee Reimbursement

During the year, 2 trustees (2023: 0) were reimbursed for costs totalling £2,480 (2023: £Nil).