

Trustee Report

FY 2024 – 25

1st April 2024 – 31st March 2025



STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing document

The charity is controlled by its governing document, a constitution for a Charitable Incorporated Organization, compliant with the Charities Act 2011.

Recruitment and appointment of new trustees

At 31 March 2025, the charity had 3 trustees. No trustees received any remuneration. The charity is grateful to all Trustees for the time they give to help move RISE forward.

This year in the UK there were no full-time staff. In India, team members Soma Hazra, Curriculum Officer Debu Sen, Operations Manager and Mahuya Garai, Curriculum Developer, continued in their roles on a full-time basis for the duration of the year. In addition, Tapati Dey came on board full-time in the Curriculum team. We are delighted that two RISE alumni came on board in roles in the core curriculum team and operations team. RISE's staff in India includes 5 part-time curriculum developers and 10 part-time teachers.

Induction and training of new trustees

All new trustees are given, in the view of the Board, sufficient training, which, although of an informal nature provides adequate knowledge of their specific field to understand the nature of the charity and fully comply with its objectives and aims.

Organisational structure

RISE (referred to as 'the charity' in the remainder of this report) is registered with the Charity Commission as of 21st October 2014. Our Memorandum and Articles of Association provides for a minimum of two trustees. The Board of Trustees is required to monitor the affairs and the general business of the charity and meets as required.



@RISEprojects

Registered Charity No. 1158920

www.rise-online.co.uk

Risk management

The trustees have a duty to identify and review the risks to which the charity is exposed and to ensure appropriate controls are in place to provide reasonable assurance against fraud and error.

The trustees are aware of the risks faced by the charity and endeavour to deal with those risks appropriately. The continued pressures post pandemic mean that operations in the UK continued to be paused.

Volunteers

RISE has always engaged a large cohort of volunteers to help with the delivery of ROAR Challenge workshops in UK schools and to engage with Yearn to Learn students in India. This year we engaged volunteers to support with various monthly events at the RISE school. We are grateful to all volunteers.

OBJECTIVES AND ACTIVITIES

RISE was set up to raise the aspirations of disadvantaged young people in the UK and rural India with our innovative model enabling students in both countries to connect and communicate - a life changing experience to broaden their horizons and inspire them to aim higher.

In the **UK**, RISE have devised a programme that empowers secondary school students by exposing them to the experience of setting up their own social enterprise and meeting the children they are helping in India over videocalls. **The ROAR (Reach Out And Rise) Challenge**, does this by developing key skills for employability and actively builds students' understanding of the social sector and business world. The ROAR Challenge has been commended by Headteachers for the positive impact it has uniquely building keys skills – by connecting young people in the UK and rural India through a tangible student partnership.

In **West Bengal, India**, where 46% of 10-year-olds are at least 3 years behind their expected reading level, RISE runs a literacy intervention programme, **Yearn to Learn**, free of cost to first generation learners most at risk of dropping out of school. In addition to attending Yearn to Learn, our students in rural India have had the opportunity to meet and learn about students in the UK, who participate in our ROAR Challenge programme, over video-conference.

RISE is currently focussing on our work in India where we run Yearn to Learn. The purpose of our Yearn to Learn programme is:

1. To improve literacy rates and increase school retention
2. To empower students to develop skills and have higher aspirations
3. To pave the way forward for young people to have a better quality of life in rural India

Using the literacy parameter framework that we have devised, we are able to assess and identify a child's literacy level through an initial baseline assessment and therefore pursue the appropriate intervention for them. The literacy curriculum has been written against our own criteria for innovation, ensuring activity-based learning that engages a child.

Our programme delivery model that we use to measure our impact normally includes:

1. Fun and engaging literacy sessions with innovative activities increase student enjoyment and interest in learning
2. Ratio of 10 students to 1 teacher gives children the support they need to develop away from class sizes of over 100 at school
3. Sessions delivered by dynamic undergraduate students who undergo specific training;
4. Session Coaches are responsible for monitoring the development of teachers;
5. Parents are engaged through home visits and regular progress updates;
6. Student trips to the State capital Kolkata, that children from rural communities have never been to, are organised to raise their aspirations

We work with children in rural communities who struggle to keep up in school because they are illiterate and are therefore likely to drop out. We believe that by understanding the impact of the changes that we are enabling, inspires our beneficiaries and stakeholders; we therefore invest our time this:

1. Beneficiaries take regular tests against the literacy framework levels, the marks are shared with them so they understand the progress they have made and which areas require focus for improvement
2. We conduct quantitative surveys and qualitative discussions with our beneficiaries so that they can share their feedback in relation to the progress they are making on all aspects of the Yearn to Learn programme
3. Our Teacher training centres around the impact they are making on their students' literacy and we openly discuss what is working well and what challenges need to be overcome to make greater impact in the classroom
4. We make regular visits to parents to update them on their child's progress and we seek to hold more parents' evenings
5. We share end of year impact reports with donors
6. We share information on our impact via email communications to supporters

ACHIEVEMENT AND PERFORMANCE

Charitable activities

New curriculum and assessment

This year has been a hugely exciting one for the RISE School, focussing on the renewal of our curriculum across Class 5-10. The curriculum team spent a significant amount of time researching and evaluating our Yearn to Learn curriculum to make improvements that will enable greater progress in our students, utilising our 10 years of experience in Bengali literacy.

900 lesson plans were written integrate storytelling, local experiences, and hands-on learning to make education joyful and meaningful for first-generation learners with worksheets and assessments. The new curriculum launched in January 2025 alongside enhanced monitoring and assessment of both literacy and non-literacy impact.

To ensure learning progress, RISE developed a Literacy Level Framework that categorizes student performance into progressive stages—from basic letter recognition to fluent reading and independent writing. This framework is used to track literacy growth and design targeted interventions.

We implemented a Non-Literacy Skill Assessment tool to measure core competencies such as:

- Joy of Learning
- Self-Confidence
- Teamwork
- Problem-Solving
- Creativity

Conducted in January and April 2025, this self-assessment has provided valuable insights into students' social-emotional and cognitive development. The results have guided teacher mentoring and curriculum adjustments, ensuring a holistic growth journey for every child.

Teacher Training and Development

RISE prioritised continuous professional growth through monthly teacher training sessions focused on classroom strategies, student engagement, and inclusive education. Quarterly goal-setting meetings helped align individual teacher development with broader school objectives. Regular classroom observations provided constructive feedback and supported reflective teaching practices. To recognise excellence, the “Teacher Star of the Month” initiative was launched, celebrating outstanding efforts and motivating teachers to strive for quality and innovation in teaching.

Alumni Engagement

RISE continued to strengthen its alumni network by engaging past students through mentoring sessions, career guidance, and participation in school events. Alumni shared their experiences with current students, inspiring them to dream bigger and stay committed to their goals. This growing connection is fostering a supportive community that extends beyond the classroom.

Launch of “Reach for the Stars” Project

RISE launched the *Reach for the Stars* project to nurture students' aspirations through personalized mentoring, career exploration, and skill development. The initiative focuses on helping first-generation learners identify their strengths, set long-term goals, and build pathways toward meaningful livelihoods.

Mental Health Partnership

RISE partnered with two local psychological counsellors to support the emotional well-being of students and teachers. Regular sessions focused on stress management, emotional resilience, and building a safe, empathetic school environment. This initiative has strengthened the school's commitment to holistic education and mental wellness.

Mentoring Partnership

RISE established a mentoring partnership with Claylab to provide students with guidance from professionals and senior peers. Through regular interactions, students received support in academic planning, skill-building, and career awareness. This initiative is helping bridge aspiration with action, especially for first-generation learners.

Parent Meetings

Regular parent meetings were held to strengthen school-home collaboration. These sessions focused on student progress, attendance, and overall well-being, while also addressing challenges faced by families. Active participation from parents has deepened trust and improved student support both at school and home.

Monthly Events

RISE organised monthly events celebrating creativity, and cultural expression. Activities included exhibitions, performances, awareness days, and student-led showcases, fostering confidence and community engagement. These events enriched the school environment and encouraged holistic development beyond academics.

Improved Attendance & Monthly Attendance Prize

Student attendance showed steady improvement, supported by consistent follow-ups and increased parent engagement. To encourage regular attendance, RISE introduced a Monthly Attendance Prize, recognizing punctual and committed students. This initiative has boosted motivation and strengthened classroom continuity.

Local Supporters' Visits

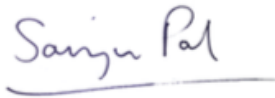
RISE welcomed several local supporters, including educators, community leaders, and well-wishers, to the school. Their visits offered encouragement to students and teachers, deepened community ties, and opened doors for future collaborations in support of holistic education.

This multi-layered impact reflects RISE's commitment to nurturing not just educated, but empowered young individuals. The journey continues—with deeper support, broader reach, and unwavering focus on dignity through education.

FUTURE DEVELOPMENTS

In 2025-26 RISE will focus on revising our Bengali literacy curriculum across Classes 5-10, which will help us in our mission to make the greatest impact in providing the most under-served children in rural West Bengal with the tools to learn.

Approved by order of the board of trustees and signed on its behalf by:



RISE Founder and Trustee

31st January 2026

Section A Receipts and payments

A1 Receipts

Monthly donations

One-time donations

Individual donations

Miscellaneous

Sub total(Gross income for AR)

A2 Asset and investment sales, (see table).

Sub total

Total receipts

A3 Payments

Staff Salary

Office rent

Office miscellaneous

Insurance

Bank/JustGiving charge

Staff Travel

Website hosting

Governance

Yearn to Learn

Sub total

A4 Asset and investment purchases, (see table)

Sub total

Total payments

Net of receipts/(payments)

A5 Transfers between funds

A6 Cash funds last year end

Cash funds this year end

Section B Statement of assets and liabilities at the end of the period

Categories

B1 Cash funds

B2 Other monetary assets

B3 Investment assets

B4 Assets retained for the charity's own use

B5 Liabilities

Signed by one or two trustees on behalf of all the trustees

RISE

Receipts and payments accounts
For the period from

01/04/24

Unrestricted funds
to the nearest £

Restricted funds
to the nearest £

	318	-
	267	-
-		-
-		-
-		-
-		-
-		-
-		-
	585	-
-		-
-		-
-		-
	585	-
-		-
	2481	-
	532	-
	389	-
	79	-
	929	-
	946	-
-		-
	4500	-
	9856	-
-		-
-		-
-		-
	9856	-
	-9271	-
-		-
	29129	-
	19858	-

Details

Cash at bank

Debtors

Total cash funds

(agree balances with receipts and payments account(s))

Details

Details

Details

Details

Signature

1158920

CC16a

To

31/03/2025

Endowment funds
to the nearest £Total funds
to the nearest £Last year
to the nearest £

-	318	370
-	267	100
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	585	470
-	-	-
-	-	-
-	-	-
-	585	470
-	-	-
-	2481	3115
-	532	97
-	389	366
-	79	60
-	929	900
-	946	-
-	-	-
-	4500	-
-	9856	4538
-	-	-
-	-	-
-	-	-
-	9856	4538
-	-9271	-4068
-	-	-
-	29129	29129
-	19858	25061

Unrestricted funds to nearest £		Restricted funds to nearest £	Endowment funds to nearest £
	15776	-	-
	1063	-	-
-		-	-
	16839	-	-
Agreement Error		OK	OK
Unrestricted funds to nearest £		Restricted funds to nearest £	Endowment funds to nearest £
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
Fund to which asset belongs		Cost (optional)	Current value (optional)
		-	-
		-	-
		-	-
		-	-
		-	-
Fund to which asset belongs		Cost (optional)	Current value (optional)
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-
Fund to which liability relates		Amount due (optional)	When due (optional)
		-	
		-	
		-	
		-	
		-	
Print Name			Date of approval
Sanju Pal			31/01/2026