

PROJECT: *partners*



Annual Report 2023/24

For the period 6th October 2023 — 5th October 2024



The Trustees of Project Partners Education CIO are pleased to present their annual report for the year ending 05/10/2024 and confirm they comply with the requirements of the Charities Act 2011, the Project Partners Education CIO Constitution (amended 6th May 2020) and the Charities SORP (FRS 102).

Our purposes

The Charity operates according to its CIO Association Constitution as registered on 7th May 2020. Accordingly our purposes are:

For the public benefit to advance education among children and young people aged 25 and under in England, Ghana, and such other countries as the trustees shall from time to time determine, in particular but not exclusively by:

- a) providing and assisting in the provision of educational programmes, resources and services designed to supplement their learning curriculum and develop their individual capabilities, competencies, skills and understanding in subjects of educational value
- b) providing teachers with resources and guidance to support their continuing professional development

Our activities

In setting our purposes and when planning activities the Trustees have given careful consideration to the Charity Commission's guidance on public benefit.

Our key activities are:

- 1) Development of context-based learning materials for Maths;
- 2) Development of context-based learning materials for meta-cognitive skills;
- 3) Development of supporting materials for teachers, parents, and guardians;
- 4) Advancement towards the adoption of pedagogical methods with a focus on learner engagement and context-based learning.

Achievements and performance

Expanding Impact Through Delivery and Evidence

This year marks a significant milestone for Project Partners Education CIO: the successful delivery of our first large-scale programme in Ghana. Building on the foundations laid in previous years, we transitioned from development and partnership-building into direct delivery, reaching thousands of learners and educators across the country.

A National-Scale Pilot Programme

In March 2024, we launched the pilot phase of Project:Maths Ghana, a new initiative designed to bring our Engaged Learning Model into real classrooms. In total, we worked with 77 teachers from 73 schools, covering 14 regions across Ghana. These teachers reached an estimated 2,310 pupils, with a total delivery cost of just £540, equating to £0.23 per pupil.

This low-cost, high-reach pilot affirms one of our central hypotheses: that innovative, curiosity-driven learning can be deployed at national scale both affordably and meaningfully. The programme materials included story-driven maths posters, teacher guides, student booklets, and visual resources, each designed to prompt self-driven discovery and foster engagement through creativity and collaboration.

Our approach maintained a strong focus on teacher empowerment. Each teacher participant received a structured lesson plan, model answers, and marking guidelines, alongside reflection tools to support professional development. Meanwhile, students engaged in self-led problem-solving through the Project Booklet and reflection sheets, applying mathematical concepts to meaningful, narrative-driven contexts.

Delivery with Rigour: Testing Formats for a Sustainable Future

The Project:Maths programme was designed as a structured research pilot. Four programme formats were tested across different schools, combining digital and physical delivery with variations in teacher training schedules. Teachers followed a hybrid training approach, with online theory components complemented by practical classroom application. This format was supported by a responsive communication system via email and WhatsApp, providing flexibility and ease of access across varied infrastructure contexts. Importantly, it was validated that the online component of the pilot programme

did not introduce any reported accessibility nor usability issues. Low internet data requirement was ensured by using only text and audio in teacher training materials.

Among those enrolled, 21 teachers completed all aspects of the programme, while 19 teachers submitted coursework, resulting in the certification of 18 teachers by the Ghana Commission for UNESCO. These educators directly taught approximately 570 students within the scope of the structured coursework, with many more impacted through additional informal use of the resources.

Capturing the Impact

We placed a strong emphasis on capturing both qualitative and quantitative feedback. A post-programme survey revealed exceptional levels of teacher satisfaction:

Question	Average Score (/10)
How useful did you find the course?	9.1
How interesting did you find the course?	9.1
How well did the course explain things?	8.3
How likely are you to recommend this course to another teacher?	9.1

Participating teachers shared detailed reflections on the benefits of narrative, creativity, and collaboration in the mathematics classroom. As one teacher wrote:

“Gone were the days where mathematics used to be a subject learners hate. From our studies on this programme, I think mathematics will be seen as a great subject to learners by combining narrative, creativity and collaboration in our daily mathematics activities.”

— Gloria, Okrakwadwo Presby Primary

Student voices echoed these sentiments. From one class, over 90% of surveyed learners strongly agreed that they would like to do more project-based work in the future. One teacher noted that even students who were usually quiet and disengaged became active participants during the Project Lesson, indicating the potentially inclusive and stimulating nature of the programme design.

Building on Our Principles and Purpose

This programme exemplifies our core mission: to transform the school learning environment into a space where curiosity, creativity, and collaboration come first. It reflects the growing strength of our Engaging Education Code, now embedded into the structure of our teacher programmes. Aspects of the Code such as embracing change, nurturing critical thinking, and connecting learning with life were central to both the materials and the approach taken.

We also began to lay the groundwork for an ongoing Engaging Educators Network, with many teachers expressing interest in continued involvement. This aligns with our goal of developing a globally connected community of practitioners who are eager to contribute to and shape the next iterations of our work.

Looking Ahead

The success of our pilot phase in Ghana represents the kind of systemic change we aim to catalyse. As we look ahead, our focus will remain on refining our methods, strengthening our network, and delivering programmes that are grounded in research, accessible at scale, and guided by our commitment to learner engagement.

We remain deeply grateful to our partners at the Ghana Commission for UNESCO, as well as to NaCCA and NTC, for their continued collaboration and support. Their engagement has been instrumental in ensuring that our work aligns with national priorities and meets the real needs of Ghanaian educators.

Finally, we reaffirm our commitment to beneficiaries in the UK. All of our development work continues to inform our learning resources and strategies for UK schools, and we remain focused on re-establishing active delivery work in the UK in the years ahead.

Financial review

In this financial period, the charity's income was £490. The majority of this came from a single private donor, who is also on our Board of Trustees. Expenditure was £540, which was for the printing of programme materials for the Ghana Project:Maths programme. It is the Trustees' opinion that the leanness of our operations remains overall a strategically advantageous trait. However, to continue to grow in impact it will be important to secure reliable sources of funding. This is a priority to prove the viability of the continued existence of the Charity in the long term. However, with a small, dedicated volunteer team

and zero fixed costs, the financial sustainability of the Charity in the short term is firm. During the period, we switched our account from Lloyds Bank to the Cooperative Bank.

Structure, governance and management

The charity is a Charitable Incorporated Organisation (CIO) governed by its CIO Association Constitution as registered on 7th May 2020. There are currently three Trustees and one further member.

Membership of the CIO is open to anyone who is interested in furthering the charity's purposes, and who, by applying for membership, has indicated their agreement to become a member and acceptance of the duty of members set out in 9.3 of the constitution, and who has had their application approved according to 9.1B of the constitution. Trustees are appointed via member vote at the AGM, as per the constitution.

Administrative information

Charity name: Project Partners Education CIO

Other names the charity uses: Project Partners Education; Project Partners.

Registered charity number: 1189396

Website: <https://projectpartners.org>

Charity's principal address:

Packhams Coach House
36 Station Road
Fordingbridge
SP6 1JW

Membership

CEO - Thomas William Shering

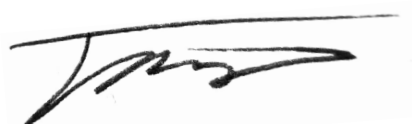
Trustees

Chair - Jonathan Thomas Louis Jackson

Secretary - Sophie Anne Martin

Treasurer - Saiyara Uddin

Approved by the Board of Trustees on Tuesday 5th of August 2025 and signed on their behalf by Jonathan Thomas Louis Jackson, Chair





CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity Name
Project Partners Education CIO

No (if any)
1189396

Receipts and payments accounts

CC16a

For the period
from

Period start date
06/10/2023

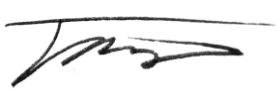
To

Period end date
05/10/2024

Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
Voluntary Donations	490	-	-	490	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total (Gross income for AR)	490	-	-	490	-
A2 Asset and investment sales, (see table).					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	490	-	-	490	-
A3 Payments					
Programme Materials Printing and Delivery	540	-	-	540	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total	540	-	-	540	-
A4 Asset and investment purchases, (see table)					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total payments	540	-	-	540	-
Net of receipts/(payments)	- 50	-	-	- 50	-
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	1 163	-	-	1 163	-
Cash funds this year end	1 113	-	-	1 113	-

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

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	Current Account	1 113	-	-
		-	-	-
		-	-	-
	Total cash funds	1 113	-	-
	(agree balances with receipts and payments account(s))	OK	OK	OK
		Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B2 Other monetary assets		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
B3 Investment assets			Cost (optional)	Current value (optional)
			-	-
			-	-
			-	-
			-	-
B4 Assets retained for the charity's own use		Fund to which asset belongs	Cost (optional)	Current value (optional)
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
B5 Liabilities		Fund to which liability relates	Amount due (optional)	When due (optional)
			-	
			-	
			-	
			-	
Signed by one or two trustees on behalf of all the trustees		Signature	Print Name	Date of approval
			Jonathan Jackson	05/08/2025