

Annual Report 2017

Developing Holistic Approaches to State Education, Nepal



This report outlines the significant activities including outputs, outcomes, our team's learning from regular monitoring and evaluation, and expenditure report between July 2016 to July 2017 Freedom to Learn's programmes in Nepal:

- Act on Education
- Education Collaboration Nepal
- Kushadevi Model School Programme (MSP)
- Ride for Life
- Edulift Arts and Language, Explorer and Teacher Training
- English Teaching Programme.
- Sister Schools Exchange

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Trustees: Dr Mark Owen; Mrs Tamsyn Beach; Mr John Vallis; Mr Simon Easthope; Mr Nick Rigby; Mr Paul Dyer; Mrs Sian Clifford

ACT ON EDUCATION OUTPUTS	ACT ON EDUCATION OUTCOMES
<ul style="list-style-type: none"> • 196 workshops • 5 schools • 124 students • 3 Stakeholder Advocacy events • Gurkha Welfare Trust handover completed • 5 research workshops • 7 meetings with headteachers 	<ul style="list-style-type: none"> • 92% of all students state they are “more confident” to speak up in general school classes after participating in AoE. • Teachers report increased learning activity in AoE students, asking questions and handing in homework on time. • 43 more parents have independently visited teachers, unprompted, enquiring about school activities and education enquiries. • One school management committee (SMC) has committed to improve toilet facilities by Summer 2018 and another have secured a tiffin fund. • GWT Chetna School management has become more actively engaged in the research, even participating in workshops with young people to explore solutions to the issues raised.



Advocacy event portraying violence in the home of students



SMC offering tiffin fund

COLLABORATION MANAGEMENT OUTPUTS	COLLABORATION MANAGEMENT OUTCOMES
<ul style="list-style-type: none"> • 11 Collaboration evaluation and planning meetings. • 6 consultation meetings NGO partners, evaluating and re-designing 4 training courses in response to evaluations. • 7 days training with 27 collaboration staff and volunteers in ‘Child Protection and Policy Development’, ‘Project design, management and implementation’, ‘Fundraising Strategy Development and Practice’ and basic ‘First Aid’. • 27 staff regularly monitored and supported through face to face meetings and online consultation monthly. • 32 consultation sessions with 4 project leaders. • 10 days on-site evaluation on all projects. 	<ul style="list-style-type: none"> • Active collaboration taking place for timetabling, sharing of student progress and other relevant information, saving approximately 14 working hours a month across the collaboration, which were then put into teaching and fundraising activities. • Britain and Nepal Network of NGO’s (BRANNGO) is now setting up a training programme. Joey Owen has become a committee member, managing the BRANNGO facebook network, supporting collaborative training and assigned to development ‘3D map’ of Nepal NGO’s. • All collaboration staff now actively fundraising, just over £9,000 raised in this reporting period. • 14 staff now actively following Health and Safety protocol and safeguarding procedures, and have been trained on all other relevant policies and procedures resulting in each collaboration partner now having relevant policies in place for regulatory good practice. • Funds transferred only with evaluations all in place for each partner. As a result of some late evaluations submitted in the first round, 2nd/3rd were taken more seriously by partners with rules now strictly adhered to!

MSP OUTPUTS	MSP OUCOMES
<ul style="list-style-type: none"> • 23,019 lessons • 231 students • 7 teachers continue to be employed, • 14 English practice and cultural exchange FaceTime sessions with UK school. • Library completed and 178 new books purchased. • Teacher planning and evaluations taken place twice a week. • 219 outreach home visits conducted. • Programmes manager facilitated 17 meetings with headteacher, 9 with SMC chair person, and 6 with District Education Office representatives on MSP development and partner strategy to expand programme into 5 more schools in the Panauti municipality. 	<ul style="list-style-type: none"> • 81% children passed their Second Terminal Assessment Exams in December with First Division Marks. • MSP's popularity amongst the wider community has increased, with well attended school events, and 129 more students joining the programme over this academic year. • An estimated £18,000 has been saved in the local community over the reporting period as 117 children have joined the Model School from local private schools as the school has improved. • The monthly contribution scheme set up for those parents who can afford it, has resulted in income for school materials, uniform and lunches for those less well off. • All the teachers are women from the local area, and the success of the school has helped towards improving positive attitudes towards women in the community. • More than 90% of the 231 students are using the library on a weekly basis, as opposed to under 50% last year. • The culture amongst teachers of sharing knowledge, planning and evaluations has increased, resulting in more efficient lessons, increased confidence and morale amongst staff. • 8 local schools have requested partnership with the programme, in 2018 the MSP local strategy will be completed and implementation beginning in April 2018



MSP boys enjoy a joke at playtime



We now have 47% female students



Parents visiting school more often

“The team of teaching staff at Kushadevi have been outstanding this year, their dedication even extends to support neighbouring schools, running workshops on their learning from MSP and the Freedom to Learn training. The school gets more energy every year.” Panauti Municipality Mayor, Bhim Neupane.

RIDE FOR LIFE OUTPUTS	RIDE FOR LIFE OUTCOMES
<ul style="list-style-type: none"> 17 days repair and maintenance with young riders 69 riding workshops facilitated 175 students participating across 4 schools 5 community trips and events (litter picking, education awareness and gender themed) 2 Ride for Life advocacy events with local shopkeepers and businesses Route navigations set up and ready for Inter-school races in late 2017/2018. 4 advanced mechanic classes conducted with apprentices 7 evaluation meetings with each SMC lead and head teacher monitoring progress 	<ul style="list-style-type: none"> Teachers and SMC report increased morale for participating children, some often coming early to school for extra bike practice. 4 teachers have initiated their own riding clubs, helping develop a more sustainable model and safer practice for students. These clubs have raised awareness of the schools in their catchment, and increased the 'kudos' of the government school, and the ethnic minority and marginalised community students. 166 of 175 student's surveyed, nearly 95%, rate the programme 10/10, 147 report increased confidence within the wider community as a result of riding the bikes. Increased pride in the school system, parents showing greater value in the schools, visiting more often encouraging children with homework. 4 Neighbouring schools expressed interest with two SMC's writing to ask if they can participate in the programme.



Bhalchandra School Community Excursion.



First Aid training

EDULIFT OUTPUTS	EDULIFT OUTCOMES
<ul style="list-style-type: none"> 224 careers counselling, arts, language and entrepreneurial classes in 4 schools 4 public student led performances 158 students 1 Art Exhibition in upmarket areas of Kathmandu, with the funds raised from sales used for the end of course party. Publication of "Rethinking Education" an Edulift curriculum and teacher training manual 2 days of teacher training facilitated in 1 school. 	<ul style="list-style-type: none"> 82% of the students met the targets for literary comprehension, up 8% on last year. 74% shared new linguistic skills and increased their ability to use the basic grammatical structures learned in tests and in performance, up 14.6%. 91% of students now display an understanding of the differing concepts of varying art forms. Increased awareness, and engagement of the Edulift curriculum with 14 teachers practicing the new techniques in their schools with measured success (see above). As a result of the impact on teachers and staff the School Management Committees have for the first time fully endorsed Edulift training, and 3 schools have invited them to conduct further teacher training courses across 2018.



Arts and Language class



English project group work



Re-thinking Education conference and public exhibition run by students

ENGLISH TEACHING PROGRAMME OUTPUTS

- 4 English Teachers working full time in 4 schools.
- 10,554 quality, practical lessons
- 611 students
- 112 English club workshops.
- 67 English movies and cartoon sessions
- 7 knowledge exchange meetings between the team of teachers and project leaders.
- 2, 2 day teacher training courses, first with Kathmandu University and second with Rato Bangla Foundation and Edulift.
- 12 class observations and consultations.

ENGLISH TEACHING PROGRAMME OUTCOMES

- 57% of students have showed a “marked improvement” (beyond a 3% rise in test results over 4 consecutive months)
- 82% of 114 students interviewed report increased confidence in their English language speaking.
- The district education office has showed public appreciation of the English Teaching Programme at education conferences and in the local media.
- Teachers have increased their use of creative learning techniques since the training, reporting a significant impact in the dynamic and energy of the class learning process.
- Teachers have become more organised and better evaluators responding to individual needs of the students, adjusting their teaching methods accordingly.
- All 4 teachers are now regularly corresponding, sharing lesson plans, and developing annual curriculums for each age group.

SISTER SCHOOLS OUTPUTS	SISTER SCHOOLS OUTCOMES
<ul style="list-style-type: none"> • 11 Live Face Time connections between Friendship Ambassadors in one UK school and one Nepali school. • 17 cultural workshops, in each school, covering language, dance, religion, art, cooking and daily life. • Gift exchanges have taken place between friendship ambassadors of their own art and their cultural materials. • 6 Assemblies, 3 in the UK and 3 in Nepal, covering a 'day in the life' of students in each culture, Religious festival and culture and tradition. • 2 UK teachers visited Nepal, with plans for 2 Nepali teachers to visit in 2018. 	<ul style="list-style-type: none"> • Students on both sides have developed friendships and interest in each other's activities. • 12 UK students can now speak some basic phrases in Nepali. • 326 students have experienced cultural practices of Nepal, taking part in and witnessing rituals. They have learned, and taught their peers about Nepal and the UK and daily practices and traditions. • All 12 participating Nepali students increased their English test results by more than 3% over the reporting period. • 12 Nepali teachers learned 'reward and sanction practices' and 'creative learning techniques' in the classroom with the visiting UK teachers - and regularly use the techniques in their classes with positive results. • Uk children have frequently shown excitement and interest in the their Nepali friends and wider cultures. • Both groups have displayed respect for each others cultures, after some initial difficulties and a lack of understanding. • 3 further UK schools have asked if we have capacity for them to join the programme. FtL trustees are considering it as a income stream to begin in 2018.



Above: UK student's practice 'rice cleaning' as taught to them by their Nepali peers. Top Right: Uk students perform 'Tika' ritual. Bottom Right: UK students learn Nepali Greetings.



Income and Expenditure:

Income and Expenditure Account 1 July 2016 to 30 June 2017

Income

Erach & Roshan Sadri Foundation (ERSF) Grant	£75,825.00
The Waterloo Foundation Grant	£9,759.00
The Jug of Oil Trust Grant	£1,000.00
Regular Donations	£4,720.57
General Donations	£4,251.91
Fundraising	£1,101.08
Bank Interest	<u>£5.28</u>

Less Expenditure

Collaboration Project	
Kushadevi Model School	£10,853.40
Ride for Life	£4,790.00
Act on Education	£6,142.00
EDULift	£5,122.00
Sister Schools Programme	£1,600.00
Collaboration Expenses	<u>£1,054.52</u>
	£29,561.92
FtL Wages	£11,310.00
Website	£466.11
Fundraising Expenses	£108.83
Insurance & Professional Fees	£343.80
Bank and Transfer Charges	£196.44
Travel Expenses	£1,024.68
Training & Conferences	£77.25
Printing Expenses	<u>£25.00</u>

Surplus of Income over Expenditure

Balance Sheet as at 30 June 2017

Current Assets

Business Money Manager Account	£61,224.71	
Community Account	<u>£10,983.81</u>	£72,208.52

Current Liabilities

£0.00

Net Current Assets

Financed by

Accumulated Fund Brought Down on 1 July 2016
Surplus of Expenditure over Income for the Year

Chair's Report:

Reflecting on the last year, it is once again extremely pleasing to be able to say with complete confidence (thanks to our rigorous monitoring and evaluation programme) that FtLs work continues to make a tangible and positive contribution to the education and lives of some of the most disadvantaged young people in Nepal and India. For a relatively small charity we continue to develop a reputation for high extremely quality work, delivered in a cost effective and collaborative way: and great credit and thanks must go to our relatively small team of professional and extremely hardworking staff and volunteers in Nepal and the UK.

As a conscientious and ambitious organisation we continue to want to improve our work practices and structures in order to increase our support for the young people we work with, and once again we have made significant progress in several areas. The development of our innovative and holistic approach to education has been further refined and improved, and pleasingly the effectiveness of our methods has led to other organisations seeking advice from us on good practice. We are further developing our Sister Schools programme here in the UK, and we hope over the next year this could be important source of income. As with all charities the pressure of developing a diverse and sustainable funding model is acutely important, and it is satisfying to report that we have also made some progress in this area over the last year. Whilst once again we are significantly indebted to the ERSF for their support and encouragement for our work, a much greater percentage of income came from new funding sources, both individuals and foundations and has more so into 2017/8. We are extremely grateful to all our supporters, and as our accounts clearly demonstrate we can guarantee them that their donations are used carefully and with no excess costs.

In summary, it has been another highly successful year for FtL. We look forward in the coming year to continuing to support the schools and organisations we have been working with in Nepal, India and the UK, and helping give more young people the opportunity of a high quality education and the start in life every young person deserves.

Dr Mark Owen

Financial Review and Reserves Policy

Freedom to Learn currently has no outstanding debts or capital.

We keep enough reserves to enable us to ensure that we meet our existing obligations to pay the staff who run our existing programmes for a minimum of 3 months, including the most essential materials.

Most of our income and expenditure is through project funding, and is therefore pre-allocated to specific costs. We are very careful as trustees not to commit to future expenditure that we cannot afford, and for the coming financial year we foresee no problems.

The Trustees have signed off this year's Financial Statement. It has been independently checked in line with regulations for charities with an income of over £25,000 ready for filing with The Charity Commission by 30th April 2017:

Freedom to Learn

Independent Examiner's Report to the Trustees

I report on the accounts of the charity, Freedom to Learn, for the year ended 30th June 2017, as set out in this report.

Respective Responsibilities of the Trustees and Examiner

The charity's Trustees are responsible for the preparation of accounts. They consider that an audit is not required for this year (under Section 43 (2) of the Charities Act 1993) and that instead an independent examination is needed.

It is my responsibility to:

- Examine the accounts (under Section 43 (3) (a) of the 1993 Act;
- To follow the procedures laid down in the General Directions given by the Charity Commissioners (under Section 43 (7) (b) of the 1993 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 Commissions. An examination includes a review of the accounting records kept by Freedom to Learn and a comparison of the accounts presented with those records. It also includes a consideration of any unusual items or disclosures in the accounts, and seeking 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, I do not express an audit opinion on the view given by the accounts.

Independent Examiner's Statement

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

1. Which gives me reasonable cause to believe that in any material respect the following requirements have not been met:
 - to keep accounting records in accordance with Section 41 of the 1993 Act;
 - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 1993 Act.

or;

2. To which, in my opinion, attention should be drawn in order to reach a proper understanding of the accounts.

Signature Zita C. Jm - Haigh

Name ZITA CZIFRA-HAIGH

Profession Owner of a carpet cleaning business

Address 70 Osborne rd. New Milton, Hants

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Date 17.04.2018.

Governance, Organisational Structure and Trustees

Freedom to Learn is run in accordance with our Memorandum of Articles and Association and, as a small organisation, all our trustees play a very active and vital role in the running of the Charity.

Dr Felicity Gabbay moved on to a medical chairty in January of 2017 and Dr Mark Cristian Owen, Director of the Winchester Centre of Reconciliation and Peace, was elected Chair. We still are lucky enough to draw on the expertise of John Vallis, in clean water and sanitation; Nick Rigby and Sion Easthope in building and engineering; Tamsyn Beach a local Accountant and business owner.

Trustees are elected by existing trustees on the basis of a majority vote. The Chair of the trustees is elected by a majority, and rotation of positions is done in line with our Articles.

New trustees are given training and information on their legal obligations as a charity trustee, and are strongly encouraged to attend external training where possible.

Our day to day operations are run by our UK based Project Manager. We also currently employ a Nepal based Project Manager. Both are self-employed and invoice us on a monthly basis dependent on project funding. We have secured funds for a Social Media Manager who will be working four hours a week from January 2018.

Signed:

Dr Mark Owen
Chair of Trustees

Mrs Tamsyn Beach
Treasurer.

