



TALK EDUCATION PARTNERSHIP

TRUSTEES' ANNUAL REPORT FOR THE FINANCIAL YEAR 01/09/2017 - 31/08/2018

1) Reference and Administrative Details

Charity name: Talk Education Partnership

Other name/s the charity uses: TEP

Registered charity number: 1170858

Charity's principal address: 16 Church End, Braughing, Ware, Hertfordshire, SG11 2QA

Charity Trustees for period of report:

Trustee Name	Office (if any)	Term(s) of Office	Name of person / body entitled to appoint trustee (if any)
Francesca Knapman	Chair (20/12/2016 - 29/05/2018)	20/12/2016 - 20/12/2020	First Trustees (Charity Registration Date: 20/12/2016)
William Knapman	Chair (since 29/05/2018)	20/12/2016 - 20/12/2019	Re-appointed by Board of Trustees
Linda Watts		20/12/2016 - 20/12/2018	
Rebecca Procter		16/08/2018 - 16/08/2021	Board of Trustees
Henry Woodland		16/08/2018 - 16/08/2021	Board of Trustees

2) Structure, Governance and Management

Type of governing document: Constitution

How the charity is constituted: Charitable Incorporated Organisation (CIO)

Trustee selection method (e.g. appointed by, elected by): appointed for a term of three years by a resolution passed at a properly convened board meeting of the charity trustees.

TEP is managed by its Board of Trustees and has no employed staff.

In May 2018, Francesca Knapman resigned the position of Board Chair. William Knapman was subsequently voted in as the new Chair.

We were delighted to accept 2 new charity trustees, Rebecca Procter and Henry Woodland, onto the Board in August 2018. TEP is still looking to expand its Board of Trustees and welcomes applications from individuals with relevant backgrounds, particularly those with knowledge and experience in the charity sector and/or the fields of education, law, accountancy and overseas development.

3) Objectives and Activities

The objects of the Talk Education Partnership (TEP) are:

“For the benefit of the public, the advancement of education in East Africa by providing an international network of communication for sharing effective pedagogy and providing and assisting in the provision of educational resources and infrastructure.”

TEP is supporting a number of specific activities in the interests of enhancing standards of primary education in **Tororo district, Uganda**. These include:

- Supporting the development of free Continued Professional Development (CPD) training for Ugandan primary educators with the aim of updating and improving practice in the classroom, and helping educators build local networks for sharing effective pedagogies.
- Supporting in the development of key infrastructure in education, such as classrooms and school water systems.
- From time to time supporting co-curricular activities in collaboration with schools and communities.

Summary of main activities for the 17/18 financial year:

- Providing ongoing support to local partners providing CPD training to primary teachers in Tororo district / supporting the development of a dedicated phonics training project.
- Preparing / providing sponsorship for the installation of water systems in vulnerable rural primary schools in Tororo district.

Statement confirming whether the trustees have had regard to the guidance issued by the Charity Commission on public benefit: The Board of Trustees have not yet had regard to the guidance issued by the Charity Commission on public benefit, and shall do so in the next financial year.

4) Achievements and Performance

Supporting Ongoing CPD / Phonics Project

Throughout the 2017 / 18 financial year TEP continued to support local partners providing free CPD training to primary teachers in Tororo district. Our support has involved sponsoring a team of locally based instructors, all of whom are experienced local primary teachers, working to share effective practices across a network of 21 district primary schools. Many primary teachers in Tororo district possess limited pre-service training and professional development opportunities are rare and often inaccessible. Teachers are also often tasked with managing huge class sizes, sometimes of over 100 pupils, with minimal educational resources. Much teaching practice remains aligned with 'chalk and talk' principles reliant on rote learning, memorisation and limited pupil:teacher interaction. Learning outcomes remain alarmingly low, and some pupils are leaving primary education without attaining basic literacy and numeracy skills.

In line with TEP's mission to improve the dissemination of effective pedagogies, training services offered by our local partners have focused on engaging teachers and schools in using talk as a tool to enhance learning: encouraging pupils to verbalise their learning, share ideas and ask questions. Key in the provision of training services has been local partners' commitment to building positive learning environments where pupils feel confident to take risks and make mistakes in learning without fear of reprisal or punishment. Local training services supported by TEP are free to access, and have this year increased to cover a network of 21 beneficiary schools. TEP's sponsorship has enabled local instructors to facilitate travel between beneficiary schools, organise workshops and meetings, and purchase needed resources. Reflecting on this financial year we have noted improvements in planning and coordination with local instructors, enabling a more systematic approach whereby sponsorship for CPD activities have been budgeted and released in line with the submission of termly plans.

In February 2018, Trustee Francesca Knapman worked directly with local instructors in Tororo to review training on using talk to enhance learning. The review training involved 15 beneficiary schools and worked to ensure that all teachers in those schools had an understanding of how to use talk in the classroom. As part of the review, 2 local instructors were also provided with further training enabling them to conduct future reviews independently and to induct new schools into training activities.

Throughout the 2017 / 18 financial year TEP also provided dedicated support to the development of a phonics training project (the "Phonics Project") with local partners in Tororo. This project was established in response to poor reading attainment among primary learners and a high level of demand among Ugandan primary teachers for assistance in phonics teaching. From September - December 2017 and later in February 2018, Trustee Francesca Knapman and another experienced educational advisor worked directly with local partners to create a project that would adapt UK models for phonics learning for use in Tororo schools. The project saw P1-P7 English teachers from 11 beneficiary schools receive training in using phonics as a method for teaching reading skills, covering phases 1 - 3 graphemes and phonemes. 2 local instructors were heavily involved in the coordination of activities and provided essential cultural and linguistic knowledge to refine the training, particularly in ensuring that pronunciations of phonemes were compatible and effective with Ugandan English. 1 of these local instructors has continued to provide invaluable ongoing training to the 11 schools throughout the year.

In February 2018 the Phonics Project shifted its focus towards consolidating training and developing tools to enable beneficiary teachers to sustain the implementation of phonics in their schools. Lead Phonics Teachers were appointed in each school, who worked with their Headteachers to create Curriculum Maps in order to plan for the implementation of phonics lessons in the medium to long

term. The response from teachers involved in the training was overwhelmingly positive. Over the course of the project, advisers and local instructors observed improvements in teachers' understanding of phonics and their confidence in using phonics in practice (for example using correct pronunciation of phonemes).

In connection with the Phonics Project in February 2018, TEP also sponsored approx. 150 books in order to create a small school library at Morkiswa Primary School in Kisoko sub-county. Approx. 90% of the books were purchased in Kampala. Among these books were a high number of early reading materials, as well as various materials for more proficient readers (such as encyclopedias, young adult fiction etc.). Prior to the establishment of the library, Morkiswa had possessed very limited reading materials for pupils. The provision of these books was therefore granted in order to provide essential materials to teachers for developing learners' reading skills. During the establishment of the school library, basic training was also provided on conducting a library lesson to enable teachers to make the most out of the resources.

Building Drought Resilience in Rural Education: Namwaya & RSW

In November 2017 installation works were completed for the TEP-sponsored 1500 litre water tank at Namwaya Primary School in Nagongera sub-county, after prolonged difficulties with a contractor involved. Sponsorship for the water system was granted to the school in order to facilitate the development of dedicated on-site water access. Namwaya had faced historic challenges accessing safe water for school usage, and had required pupils to travel daily on foot to collect water from the nearest borehole at Busitema University (3km away). This resulted in heavy absences from pupils involved in water collection. During dry periods, the pupils and staff suffered from acute water shortages due to increasing demand on communal sources outside the school, with insufficient supplies to cater for basic needs such as drinking, food preparation, latrine cleaning, hand washing, and crop irrigation. Recent experiences of drought had notably led to alarming deterioration in the health and wellbeing of pupils and staff.

Installation of the tank, seated on a approx. 14ft stand, had begun in August 2017. With installation of the stand and tank completed by early November 2017, an engineer from the National Water and Sewerage Corporation was then shortly after able to facilitate the connection of the tank to the mains supply. By 4th November 2017 the school was receiving mains water from the on-site tank. Early reports from Namwaya in January / February 2018 suggested that pupil absenteeism was reducing as a result of the on-site water access, and revealed that the school was offering water to community members in exchange for small payments, which it was then using to reinvest in the maintenance of the tank. Further reports in April 2018 reiterated improvements in pupil attendance and performance, and explained that a senior women teacher was now able to use the water supply to assist female pupils in addressing menstrual hygiene, particularly through washing soiled clothes. At this time it was reported that the tank had been operating continuously without failure. Communication with Namwaya was disrupted as a result of the introduction of the Ugandan OTT tax on social media usage in July 2018. Continued contact will be maintained with Namwaya in order to monitor the longer term impacts of the tank on the school.

In January 2018 TEP launched the Rural Schools Water Project (RSW), a wider initiative to support Tororo district primary schools in accessing safe water supplies, building on lessons learned from Namwaya. In recent years droughts have heavily disrupted rural education in Tororo, as many district primary schools do not have dedicated means of accessing water on-site and rely on outside sources. The noted historic challenges faced at Namwaya are not isolated, and many other rural primary schools have suffered acute water shortages due to the onset of drought conditions. Enhancing drought resilience in rural education in eastern Uganda is thus imperative in maintaining schooling and safeguarding the health and wellbeing of pupils and staff.

The January - August 2018 period saw early consultations made with local partners in order to identify potential beneficiary schools, understand their challenges and consider costs of installation. In total 8 district schools were considered for sponsorship. In April 2017, a consultative decision was made together with local partners to select 5 of these schools for sponsorship, in line with the budget and forecasted costs involved. The installation of the sponsored systems was scheduled for September 2018.

Contribution made by volunteers

For another year, TEP has remained an organisation comprised entirely of unpaid volunteers. Local partners whom we support also all continue to work in a unpaid voluntary capacity.

We are extremely grateful for the invaluable contributions made by volunteers, without whom our work would not be possible.

5) Financial Review

Brief statement of the charity's policy on reserves: TEP currently has no strict policy in place on the holding of reserves. £8918.02 was held in reserve at the end of the 17/18 financial year. Of these reserves approx. £5500 represented the allocated budget for the Rural Schools Water Project which plans to release sponsorships for the construction of school water facilities in September 2018. The remaining reserves were held to facilitate ongoing work in the next financial year, including the provision of termly financial support to local partners providing CPD training. TEP will establish a policy on reserves in the 18/19 financial year.

Details of fund materially in deficit: No funds materially in deficit

The charity's principal sources of funds this year:

- One-off Donations	£9700.62
- Regular Giving	£660.00
- Fundraising	£274.76
- Charity Boxes	£146.59

Finance Statement

We are very grateful to all who have supported TEP financially this year. As a small organisation reliant on a relatively small funding base, the contributions made by our supporters are really visible to us and have a significant impact on the support we are able to provide to our local partners in eastern Uganda.



This year we've been able to raise sufficient income to sustain ongoing assistance to local partners, support the development of new initiatives and prepare for ambitious projects in the next financial year. We've received exceptional support from schools and community groups, who represent a core pillar of our funding base. We've also received invaluable continued support from a small number of regular givers, whose contributions have enabled us to forecast our income more effectively. In August 2018, we received a significant donation from an individual donor of £4000.00 to facilitate the Rural Schools Water Project (see section 4). Earlier in July 2018, we successfully registered with HMRC, enabling us to submit claims for Gift Aid which has significantly boosted donations from UK taxpayers.

Of the £4666.50 expended in the 17/18 financial year, 98.13% was spent on facilitating activities in eastern Uganda.

6) Declaration

The trustees declare that they have approved the trustees' report above.

Signed on behalf of the charity's trustees:

Trustee Name	Position (Secretary, Chair etc)	Signature	Date
William Knapman	Chair		30/04/2019
Rebecca Procter	Trustee		30/04/2019



Receipts and payments accounts

CC16a

For the period
from

01/09/2017

To


31/08/2018

Section A Receipts and payments

	Unrestricted funds	Restricted funds	Endowment funds	Total funds	Last year
	to the nearest £	to the nearest £	to the nearest £	to the nearest £	to the nearest £
A1 Receipts					
One-off Donations	9,701	-	-	9,701	3,857
Regular Giving	660	-	-	660	405
Fundraising	275	-	-	275	229
Charity Boxes	147	-	-	147	-
	- 0	-	-	-	-
	- 0	-	-	-	-
	- 0	-	-	-	-
	- 0	-	-	-	-
Sub total (Gross income for AR)	10,782	-	-	10,782	4,491
A2 Asset and investment sales, (see table).					
	- 0	- 0	- 0	-	
	- 0	- 0	- 0	-	- 0
Sub total	- 0	- 0	- 0	-	- 0
Total receipts	10,782	- 0	- 0	10,782	4,491
A3 Payments					
Activities in Uganda	4,579	-	-	4,579	1,133
Admin	87	-	-	87	85
Other	- 0	-	-	-	471
	- 0	-	-	-	-
	- 0	-	-	-	-
	- 0	-	-	-	-
	- 0	-	-	-	-
	- 0	-	-	-	-
	- 0	-	-	-	-
Sub total	4,667	-	-	4,667	1,690
A4 Asset and investment purchases, (see table)					
	- 0	- 0	- 0	-	
	- 0	- 0	- 0	-	
Sub total	- 0	- 0	- 0	-	- 0
Total payments	4,667	- 0	- 0	4,667	1,690
Net of receipts/(payments)	6,115	-	-	6,115	2,802
A5 Transfers between funds	- 0	-	-	-	-
A6 Cash funds last year end	2,802	-	-	2,802	-
Cash funds this year end	8,917	-	-	8,917	2,802

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

Categories	Details	Unrestricted funds	Restricted funds	Endowment funds
		to nearest £	to nearest £	to nearest £
B1 Cash funds	Funds held in current account	8,918	-	-
		-	-	-
		-	-	-

	Total cash funds	8,918	-	-
	(agree balances with receipts and payments account(s))	Agreement Error	OK	OK
		Unrestricted funds	Restricted funds	Endowment funds
	Details	to nearest £	to nearest £	to nearest £
B2 Other monetary assets	None	-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
B3 Investment assets	None		-	-
			-	-
			-	-
			-	-
			-	-
	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
B4 Assets retained for the charity's own use	2x Iphone 5 (used by local partners in eastern Uganda to facilitate key communication).		-	approx. 70 GBP
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
	Details	Fund to which liability relates	Amount due (optional)	When due (optional)
B5 Liabilities	None		-	
			-	
			-	
			-	
			-	
Signed by one or two trustees on behalf of all the trustees	Signature	Print Name		Date of approval
		WILLIAM KNAPMAN		10 / 05 / 2019