



The TEA Project Annual Report: 2016-17

Section One – Beneficiaries (Sri Lanka)

1. The TEA Project is proud to be affiliated with **The POWER Foundation**, a local non-profit organisation working at grassroots level amongst the tea plantation workers in central Sri Lanka. They act to promote awareness of gender equality, ease ethnic conflict, conduct peace building activities and work to en-skill plantation workers and their families.

1.2 The TEA Project has a **School Network** which includes **seven local government schools** situated in rural and urban regions throughout **four Provinces**. Our school partners vary greatly in size but they share common challenges such as extreme under-funding, high levels of pupil poverty, absenteeism and lone parenting due to parents working abroad. **Through our school network The TEA Project has access to over 2,500 vulnerable children island wide.**

1.3 The TEA Project supports **four orphanages (Children’s Homes)** serving over **180 vulnerable girls and boys aged from 6 to 18 years**. One Girls Home provides refuge to sexually abused children and pregnant mothers. Many children have no living parents and others have been removed from home due to sexual abuse, neglect, poverty and family breakdown. Commonly children are returned to their local communities at the age of 18 with little transitional work causing trauma and increased vulnerability.

1.4 During April 2016-17 The TEA Project has worked with over **1,500 children** and over **400 professionals**, including university students, orphanage workers, parents and teachers.

Time Period	No of children worked with in events, workshops and training	No of professionals trained
Q1 April – June 2016	270	47 school partnership presentations, English resource training, LIFE, student presentations
Q2 July – September 2016	623	65 including SEN Training

Q4 October – December 2016	393	52 including school partnership presentation, 5S training, early years teacher training
Q5 January – March 2017	303	257 including a school inspection, safeguarding children training, Training the Trainers programme

*These figures are approximate numbers and do not include children who attended our regular school classes run by TEA-volunteers.

1.5 **Five International Volunteers** including a doctor, professional photographer, social work consultant, early year’s teacher and OFSTED Inspector donated their skills and experience to The TEA Project during April 2016-17.

1.6 **Seven Local Volunteers** provide regular input and guidance to the project. Our growing volunteer network has a broad range of professional skills and backgrounds in education, health and social care.

1.7 We have a large team of **Specialist Volunteers** who support The TEA Project across many areas; we are generously supported by IT and marketing specialists, corporate sponsorship fundraisers, ambassadors, patrons and professionals who donate their skills remotely. The TEA Project is privileged and grateful to have a dedicated and committed **Board of Trustees**.

Section Two – Our Aims and Priorities

What does The TEA Project do?

2. In September 2015 The TEA Project became a registered Charitable Incorporated Organisation (CIO) **Registered UK Charity no.1163485**. The TEA Project is governed by the jurisdiction of The Charity Commission, UK. TEA is an acronym meaning **training, empowerment** and **awareness**:

T is for **Training**

Our bespoke training makes The TEA Project unique! Programmes in English, Sinhala and Tamil promote health, safety, well-being and empowerment of children. We train professionals to develop best practice methods and uphold children’s rights. Children develop leadership qualities, life skills and aspiration. Training provides children and their communities with practical tools to make sustainable change at grassroots level.

E is for **Empowerment**

The TEA Project believes the empowerment of children is central to poverty alleviation. The project supports child care services at local and national level to improve standards and provision; encouraging service providers to value the contribution made by children. We create learning opportunities that develop ambition, increase resilience and unlock the hidden potential in every child.

A is for Awareness

The TEA Project is a children's rights led organisation. We believe in **Provision, Prevention, Protection** and **Participation** rights of children. The project promotes the voice of every child and actively engages with children to make change. We advocate for children and run education programmes to increase practical awareness of the universal rights and principles enshrined in the UN Convention on the Rights of the Child.

2.1 The TEA Project aims to:

1. Advance personal skills and abilities of vulnerable children by providing training and workshops
2. Advance practical knowledge of children's rights principles and practices by providing education, advice and advocacy
3. Alleviate poverty by providing sustainable projects, training and workshop provision designed to raise aspirations and increase opportunities and capabilities of vulnerable children

2.2 Core VALUES of The TEA Project are:

- Help to give vulnerable children and young people a strong voice and be there CHAMPION
- Always listen, respect and value children and young people and treat all children and young people as individuals
- Work to protect children and young people from harm, suffering and maltreatment
- Work to fight the harmful effects of poverty upon children, young people and their families
- Empower children to make good choices
- Aspiration building
- Developing resilience and self-confidence in children



Section Three – An overview of our work

Priority One - Protecting Children from Abuse

3. SAFE TEA Project

Schools and institutions working with children in Sri Lanka do not have safer recruitment procedures or policies in place to protect children from abuse. A number of domestic laws do exist to protect children from harm however enforcement of laws and legislation is weak. Child abuse is a global problem that is deeply rooted in cultural, economic and social practices (WHO, 2002). There is an increase in economic migration from Sri Lanka of mothers and parents who travel overseas to work as domestic helpers. The children they leave behind are often defenceless against abusive from predatory family relatives and neighbours. Children whom we work with commonly suffer from neglect, inadequate housing, poor sanitation and are vulnerable to the effects from parental alcohol and substance abuse, domestic violence and poverty.

3.1 In January 2017 The TEA Project developed and successfully rolled out a training programme to educate professionals about **the different forms of child abuse, signs of abuse**, how to **respond to disclosures** and **how to reduce harm** and **keep children safe from abuse**.

3.2 Outputs

1. We developed a training programme to educate adults on Safeguarding Children
2. **Eight 1-day SAFE-TEA** Training Programmes were delivered across four Provinces
3. **214 participants island wide** received free Safeguarding Children training (including Social Work students, teachers and women’s development workers)
4. Partners received a **flash drive** with supplementary ‘safeguarding children’ information; including posters, reports, a draft **Safeguarding Children Policy and Job Description** for a Lead Safeguarding Officer. ‘Safe Touch leaflets’ and information for children were provided in two languages
5. A training programme aimed at educating children on personal safety and healthy relationships is currently being developed called **Every-Body Training**



Benefactors included

3.3 The programme was run island-wide in the Central, Eastern, Western and Uva Provinces. Five Local Government Schools and three non-profit organisations participated in the programme, including a non-profit organisation that support sexually abused girls, Social Work students from NISD (National Institute of Social Development) and teachers/parents from The POWER Foundation.

Feedback from participants

- ✓ *92% of participants said the training 'helped to equip them with knowledge to effectively deal with child abuse concerns at their school and/or organisation'*
- ✓ *84% said they 'learnt how to record a concern about child abuse'*
- ✓ *90% said they 'learnt 'how' and 'who' to share information with'*
- ✓ *93% said they 'feel confident in taking steps to protect children who they work with'*

3.4 Outcomes

1. All 214 participants completed detailed evaluation forms which were analysed to produce an **Impact Report with key Recommendations** to develop this important work further.
2. Action plans were completed with five local schools to encourage them to adopt a Child Protection Policy and to nominate a lead professional to manage and record all incidents of Child Abuse.
3. All participants told us they learnt about child abuse, symptoms and signs of abuse and about the current situation of abuse of children in Sri Lanka.

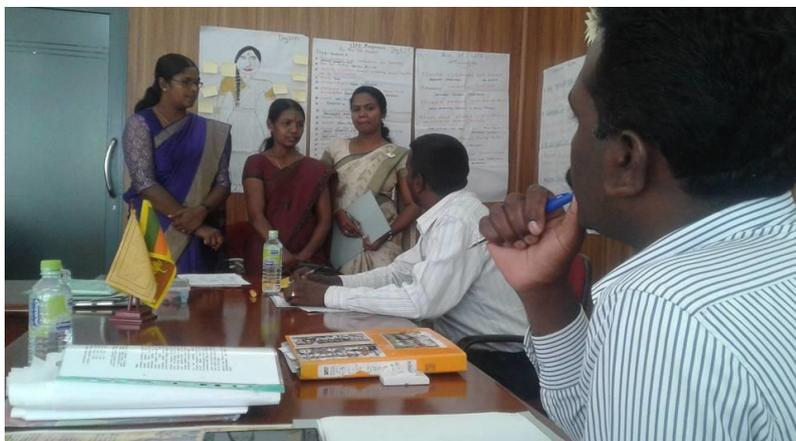
3.5 What Next

1. A key recommendation from the **SAFE-TEA Impact Report** was to develop and roll out a training programme to young people. A culturally sensitive training programme is being developed to educate Sri Lankan youth on the importance of healthy relationships and personal safety. This programme will be piloted in 2017.
2. SAFE-TEA Training will continue to be rolled out to schools and orphanages throughout the island.
3. Promoting safety of children and protecting children from harm will continue to be a priority for The TEA Project.

Priority Two - Improving Teaching Skills of Teachers

3.6 Teachers are essential to happy, healthy and empowered children. Even before the devastating tsunami, educational disparities have long existed in impoverished regions of the island, such as the estate plantations of the central highlands. Because **45% of Sri Lanka's population lives on less than US\$2 per day**¹, purchasing quality reading material is essentially out of the question for most people. While libraries do exist in some schools, they are typically filled with old, dusty books that do not foster imagination and independent thinking.

3.7 In 2016/17 The TEA Project ran a variety of **Teacher Training Programmes** and **Workshops** to assist teachers and professionals working with children to develop their practice. In addition to skill development programmes, we gave **donations** to assist schools and students with education provision. A range of **international** and **local volunteers** shared their expertise and knowledge with teachers, professionals and students from our school network. We model a different approach of working with children that requires active student participation, good planning, creativity and increased expectations of children's capacity.



3.8 Outputs

1. The TEA Project **donated 2,300 items to children and schools** during the reporting period. These items included sanitary towels, school bags, stationary and note books.
2. In 2016 The British Council, Kandy donated valuable English language materials and resources to The TEA Project. We donated **100 English Language Books** to schools in the Eastern and North Western Province, in addition English teachers received training on how to utilise the books.
3. An experienced **Early Years Teacher** ran teacher training programmes with teachers at two schools.
4. **Interns from the Psychology Department**, University of Peradeniya were recruited to the project to gain important work experience and support our programmes.
5. In January 2017 The TEA Project **Trained 25 Teachers and Head Teachers** from several schools throughout the Uva Province to deliver LIFE Training (leadership programme).

3.9 Outcomes

1. All teachers on the '**Training the Trainers**' programme completed an individual action plan, resulting in all participants developing SMART plans of how to implement change at their schools. All participants commented they learnt new practical skills and activities to directly take to their classroom.
2. A **local non-profit organisation** invited The TEA Project to run a Safeguarding Children workshop with **28 Social Work Students** from the **National Institute of Social Development**. 91% of students rated the training '**very good**'. 81% of students said they felt 'confident to take steps to deal with child abuse' after the training.
3. A 2-day School Inspection was completed with teachers and senior managers to assist the school with identifying weak areas. The inspection resulted in a training session with teachers covering three areas for improvement; **Professional Development, Poor Reading Skills** and **Poor Attendance**. Attendance at the school was very poor (approximately 40% daily absenteeism) which was not being adequately monitored or checked. An **Attendance Policy** was drafted for the school and **training** given on how to implement the policy and **increase student attendance**.
4. A **2-day training programme** was held with teachers from schools in **Mannar**. This training was conducted by a volunteer **Education Consultant**. The volunteer ran training with teachers, parents and children with **severe disabilities**, including deaf and partially sighted children. Individual children

were observed to ascertain their language skills, clapping rhythms, coordination and numeracy. Parents and teachers working with each child were given simple guidance on how to assist their child to learn and develop cognitive skills.

5. Teachers are trained and participate in various TEA Project school programmes, teachers learn the importance of valuing and listening to children. They learn about children's rights instruments and how to protect and empower vulnerable children.

3.10 What Next

1. We will continue to train local professional volunteers to assist us with developing teaching methods and improve educational standards. We will train/recruit more Tamil speaking volunteers.
2. We will donate school materials and run projects to develop local school facilities and amenities. We will continue to donate much needed school resources, such as school shoes, **Internet provision, school meals**, school bags, pens and pencils.
3. We plan to develop a vocational training centre (The Centre) in the Uva Province
4. We will grow our school network to include schools in the Uva Province, including rural schools run by Tea Estates

Priority Three - Children's Rights Promotion

3.11 Children are key actors within community development. Participation in learning should be active and promote meaningful engagement in society. We train children to understand their rights as enshrined in the **UN Convention on the Rights of the Child**. Sri Lanka signed up to the Convention in 1991, however knowledge of children's rights is limited among teachers, parents and children. Cultural norms often deny children and girls to make informed choices and fully exercise their rights.

3.12 LIFE (**Leadership, Independence, Futures & Empowerment**) Training is a 12-hour leadership programme. Since launching the programme 4-years ago we have trained over 500 children throughout the Island. The training is facilitated in three languages; **Sinhala, Tamil and English** by a team of local trainers. LIFE Training promotes **the Voice of the Child** and encourages children to actively participate in society.

3.13 Our **School Network Programmes** enable us to work across the Island running workshops, training, events and programmes; empowering and en-skilling the most vulnerable children in society. We will continue to work with children living in government institutions and those attending small rural and urban schools.



3.14 Outputs

1. The TEA Project runs a lively **'After School Club'** at a local school in Kandy, named **'Fast & Furious'** by the children. The focus of the club changes from term-to-term dependent on the views and wishes of its members. At the end of the academic year all students were awarded with an event and Christmas gifts from The TEA Project.



2. We ran two **2-day Leadership Programmes (LIFE)** with 28 newly elected Prefects and 20 grade 6 students in Kuliypitiya and Kurunegala (**North Western Province**) and a programme with 20 Prefects in Ampara (**Eastern Province**). The leadership programme was also run at a school in Kandy and with 14 children from an orphanage in Kandy (**Central Province**). All children were provided with a meal, refreshments and awarded a certificate of achievement.

3. A large **Evaluation Research Project** was conducted over a three month period at one school where over 200 secondary children and teachers had received LIFE training. 84 out of 125 students trained completed a detailed questionnaire. Focus groups were facilitated with 30 students and interviews conducted with four teachers. Interviews with teachers focused on teachers own observations of changes in attitudes and behaviors of students.

3.15 Outcomes

1. The outcomes from the **LIFE Research Project** were more positive than we have anticipated. All children tell us they feel more confident and they develop important skills such as communication and presentation skills, however the research made a strong link between **'improved education outcomes'** and **'improved relationships with peers and family members'**. Almost all children said they **'learnt about Children's Rights for the first time'** on the training.

2. The **FaF Club** has supported children to express their ideas and make decisions, day-by-day we have observed an improvement in children's ability to develop and articulate strong arguments. Members planned an end-of-term party where children showcased their talents and work throughout the term to their class teachers. **FaF** is a valuable extra-curricular activity for children who do not have opportunities to attend after/additional classes due to economic reasons. The programme helps students to identify positive role models and it **introduces modern technology** into the classroom such as the Internet,

projector and video recorders. The year-end evaluation told us that 80% of students felt “**more happy and relaxed**”, 85% said they “**learnt to cooperate with others better**” and 80% felt their “**speaking and presentation skills had improved**”. Some members of **FaF** participated in a regional **debate competition** among 36 orphanages in the district and they won first prize.

3. **All LIFE Training programmes** are fully evaluated, children tell us that they feel more confident after the training and they develop important skills such as **listening, communication, team work and presentation skills**. They also enjoy learning how to make and review a personal goal. Children make new friendships, learn about children’s rights and develop their creative abilities through role play, arts/crafts and team work.

3.16 What Next

1. We will continue to train and educate adults on children’s rights issues
2. We will run further LIFE training programmes with new and existing school partners
3. Our website will be updated to include information on the **UNCRC in three languages**
4. Analysis of training feedback will guide us to develop further training programmes

Priority Four - Empowering Girls to be Healthy, Happy and Resilient

3.17 Developing emotional intelligence and strong mental health of girls is a key focus of our work. We support a local orphanage/non-profit organisation that provides care and shelter to sexually abused girls and young mothers. In some areas literacy rates for girls fall behind boys by 19%ⁱⁱ this is why a major focus of The TEA Project targets empowering girls.

3.18 The unemployment rates of women have been double those of men for over three decades. Currently over 23.4%ⁱⁱⁱ of households are headed by women and women bare primary responsibility for care work creating multiple and intersecting forms of discrimination that limit opportunities for them to fully integrate into the workforce. Over **one million Sri Lankans are employed in the tea industry**, a large proportion of this workforce are young women and the minimum working age is twelve. Millions of women are engaged in low skill, low income economic activities in the large informal sector and are also concentrated as unpaid family labour in agricultural communities. Their assets are limited by discriminatory laws and by social practices.

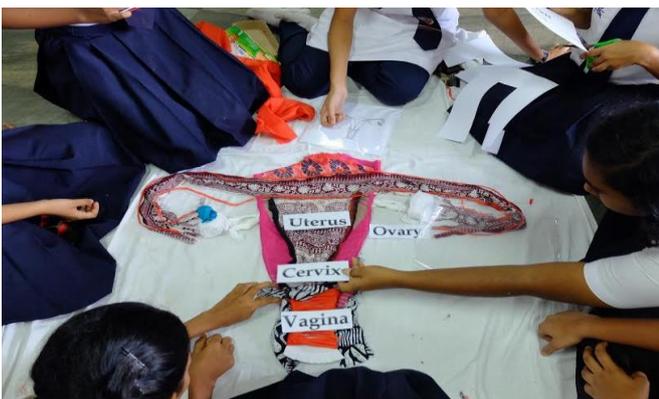


3.19 Outputs

1. We ran a 2-day **Advocacy Leadership Programme** with 16 girls from an orphanage in Kandy (Central Province).
2. We ran a 2-day **Residential Leadership Camp** with 26 girls from an orphanage in Mannar Island (Northern Province).
3. A series of **Therapeutic Workshops** were facilitated with a girl's refuge, to assist girls with developing unity and trust. Girls from the refuge made decorations, planned performances and organised a fun Christmas party for 50 resident girls and young women. The TEA Project gave **Christmas presents** to 11 school children, 16 teenage pregnant mothers, 7 infants and 16 'older girls'.
4. A two month **"Girls' Hygiene Project"** was facilitated at a girl's refuge using the **5S concept**. (*'Sort', 'Set in order', 'Shine', 'Standardize' and 'Sustain'*). Resident girls and matrons actively participated in the programme.

3.20 Outcomes

1. Young women participating in leadership programmes were helped to feel more positive about their future, training gave the girls a voice and taught them about their rights. Both training events were very different; one resulted in girls confiding in one another and **sharing concerns and problems** related to communal living at the orphanage and the other was a colourful celebration of empowered young women and **self-expression through dance, music and fun**.
2. At the end of a year of programmes (including therapeutic workshops, hygiene project and event planning) an evaluation was completed with the girl's refuge. We found the girls greatly varied in ability and confidence, a large number were extremely introverted at the beginning of the programme and noticeably more confident and happier after the programme. **89% of girls** said the workshops made them feel **"relaxed"** and **"happy"** and over half of the girls said they felt **"more confident"**. The girls also said the programme helped them to **"cooperate better with others [with each other]"**.
3. The matrons and girls addressed what challenges they faced with implementing this programme and the different roles each could play. Sessions focussed on practical application and creating competition amongst the girls and the different homes to compete. This project left a sustainable action plan for matrons to implement.



3.21 What Next

1. We will run **healthy relationship training** for girls through piloting our Every-Body training
2. Develop and en-skill our volunteer network of predominantly young women
3. The TEA Project plans to develop a vocational training centre in the **Uva Province** and facilitating training programmes targeting girls and women will be a key priority

Priority Five - Improving Children's Capacity to Achieve

3.22 Evaluating children's 'capacity to achieve' can take decades and may depend on one key decision made during child-hood. This section will outline some projects and programmes that we believe have the potential to transform lives, create peace and promote positive outcomes for vulnerable children.

1. SCHOOL PARTNERSHIP PROGRAMMES

We run two school partnerships programmes with four schools. We coordinate communication between two local Sri Lankan schools and a school in England and Scotland. Hundreds of UK and SL school children **share written information about their culture and customs** and they learn, despite all their difference, that as human beings they share a great deal in common.

These programmes aim to increase global awareness and offer children new opportunities to learn and develop international friendships and **develop language skills**. Participating children improve reading and creative writing skills and experience the joy of receiving a letter from a far-away-friend. We brighten up school environments with colourful '**school partnership notice boards**' and booklets which display pictures and letters to increase English language skills for all students and teachers.

2. THERAPUTIC ARTS PROGRAMMES

Weekly **Therapeutic and Art Curriculum** based work programmes run at two local schools in Kandy. Art based work helps children to explore the world without boundaries, working with junk material, drawing cracks in the school, mosaic painting and making art installations are some activities children enjoy. Therapeutic art workshops encourage students to express their feelings using art and creativity. Developing communication skills and using different tools in this way helps students to relax, have fun, **share their emotions and unleash their hidden talents** and creative abilities. All students have personal folders and they are encouraged to develop individual portfolios of their work.



3. CELEBRATING YOUTH EVENTS

The TEA Project invests a lot of resources into enabling children to organise small events; this is not because we are crazy about planning (which we are). Providing children with small budgets and guidance to develop original child-led ideas into success is not only great fun but it provides a vital learning experience. These events enable **children to celebrate how special they are** and for adults to realise the unlimited potential of children when they are given the power to make their own decisions. We frequently hear how surprised teachers are by their students' abilities, this not only **raises children's aspirations but it increases teacher's expectations of children.**

In 2016 we celebrated **Children's Day** by providing Internet provision for a school in Ampara and we held an event at a school in Kandy benefiting over **170 children**. We donated school materials to each child and provided refreshments and a day of fun.



4. LIFE ECHO Project



Students from a local school were introduced to the LIFE ECHO/SPARK process by a trained facilitator from The TEA Project and local Project Worker. Information & data was collated from students to produce student's individual SPARKS (**happy Sound Memories**). The intension of the programme was to culminate in a '**sound register**' where the calling of names during school registration was replaced by playing each child's individual SPARK. SPARK cards were used to **monitor the well-being** of students both before and after a school week of sound registers.

Children grasped the SPARK concept and visibly appeared to enjoy the sessions. Children were keen to offer forward information during sessions and welcomed an alternative approach to their usual teaching methods. The mood of students during SPARK sessions appeared elevated; they were **relaxed and engaged**. SPARK sessions gave children confidence to express themselves and their feelings. Children of varying ability all used mental functions well to investigate and identify SPARKS.



5 ENGLISH PROGRAMMES

Developing English language skills can help to create unlimited opportunities for children to gain employment and travel. A weekly **Primary Section Club** is run by a **TEA Project volunteer**. This phonics programme uses modern and creative teaching methods which are experiential for students. **Learning is activity based using strong visuals, sound, games and multi-media.** This method of teaching is extremely effective for primary children, who learn not only to read and write in English but develop their speaking and listening skills.

Children have learnt to interact with their international teacher; no translator is required in these sessions and student participation is extremely high. Students are learning important phonics sounds and how to blend letters to read whole words and sentences.



Section Four – Summary

4. The TEA Project is creating networks and building new partnerships day-by-day. We will continue to grow our **School Network** to enable us to work with more children throughout the island. We will focus interventions to promote our **5 strategic priorities**. We will develop the capacity of our small staff and volunteer team and recruit new community volunteers. In 2017-18 The TEA Project will develop ambitious plans to build and develop a vocational training centre (**The Centre**).

Section Five – Finance

5. In 2016-17 The TEA Project raised **£11,678 income** through fundraising activities. The total Project **expenditure** during this 12-month period was **£11,279.68**. The projected budget for 2016-17 was £12,200 therefore The TEA Project came under budget and raised fractionally more than was spent during 2016-17.

5.1 With thanks to support from overseas donors and local fundraising activities the TEA Project has successfully doubled its fundraising target in 2016-17.

5.2 Table to show income and expenditure of The TEA Project 2016-17

CATEGORIES OF SPEND	Q1. APRIL-JUNE 2016	Q2. JULY-SEPT 2016	Q3. OCT-DEC 2016	Q4. JAN-MARCH 2017	TOTAL ANNUAL SPEND BASED ON CATEGORY 2016-17
Workshop Materials	£98.97	£141.03	£264.61	£194.45	£699.06
Stationary	£23.79	£121.15	£210.80	£128.66	£484.40
Fundraising/volunteers	£246.39	£142.21	£35.61	£83.59	£507.80
Travel	£29.58	£42.53	£45.20	£382.15	£499.46
Salaries	£979	£830.22	£1,085.21	£1,139.72	£4,034
Bills/office rental/repairs	£610.56	£1,649.49	£189.46	£1,794.12	£4,243.63
Insurance	£616	£0	£164.89	£0	£781.01
Bank Charge	£0	£0	£15	£15	£30
TOTAL SPEND BASED ON QUARTER	£2,604.58	£2,926.63	£2,010.78	£3,737.69	£11,279.68
Annual INCOME 2016-17	Q1. £1,458	Q2. £3,180	Q3. £1,701	Q4. £5,339	£11,678.00

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ⁱ Source: Inter Press Service News Agency, 2015

ⁱⁱ UNDP, gender Dimensions of the Millennium Development Goals in Sri Lanka

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