



League for the Exchange of Commonwealth Teachers



ANNUAL REVIEW 2008/09

About LECT

In 2008-2009 we...

- Provided 300 professional development opportunities through the Teachers' International Professional Development programme
- Provided 216 additional professional development study visits for educators in England
- Provided 10 additional professional development study visits for educators in Northern Ireland
- Provided 23 professional development exchange opportunities for educators in England and Scotland
- Were awarded two places for Commonwealth educators from Barbados and Jamaica to visit the UK in 2010 under the Commonwealth Professional Fellowship Programme
- Provided 45 professional development study visits for educators working on Young Gifted and Talented programmes
- Continued to create partnerships across CfBT Education Trust's business areas
- Provided UK-based study visits for international educators
- Participated in the Conference of Commonwealth Education Ministers in Malaysia, in June 2009
- Became a Licensed Sponsored Body under the UK Border Agency (UKBA) to support incoming educators under the Commonwealth Exchange Programme
- Celebrated the 90th anniversary of the Commonwealth Exchange Programme.

The Commonwealth Context

The Commonwealth is a family of 54 developed and developing nations around the world. It is a voluntary association of independent sovereign states on every continent. Its population of 2 billion represents 30% of the world's population. The member countries of the Commonwealth are a diverse group of nations sharing common values. The modern Commonwealth helps to advance democracy,

human rights and sustainable economic and social development within its member countries and beyond. The Commonwealth is part of the world that it serves, sharing the same interests as those of its citizens: democratic freedom and economic and social development.

2009 saw the Commonwealth celebrate its 60th anniversary and saw Rwanda admitted as the 54th member at the leaders' meeting in Trinidad & Tobago in November 2009.





Our Mission

... is to promote excellence in education throughout the Commonwealth, through developing, promoting and supporting:

- international educator exchanges and study visits
- international collaboration and linking
- information sharing
- the sharing of experience and good practice
- enhancement of the professional status of teachers.





Chairman's and Director's Report

Overview of the 2008-2009 year

In this review we report on the successes of the year and the ways in which our programmes have developed to better serve educators in the UK and overseas.

We also reflect on our new position as part of CfBT Education Trust. LECT merged with leading education charity CfBT Education Trust in October 2007, and since then we have been able to grow our portfolio, bringing together both charities' resources and expertise. CfBT, an organisation with a 40-year heritage in teaching and learning, works to provide education for public benefit worldwide and will be able to offer greater international opportunities to educators both in the UK and overseas through its new links with LECT.

LECT has found synergies with new areas of work and government-funded programmes, and we highlight the success of the study visit programme for the Young Gifted and Talented initiative, which was planned during this year.

We also report how we celebrated the 90th anniversary of the Commonwealth Exchange Programme.

We look forward to continuing our work and developing new areas of activity in the UK, across the Commonwealth and beyond.

Mike Nichol OBE, Chair
Anna Tomlinson, Director



LECT Programmes

Study visits

LECT is one of the world's longest established not-for-profit providers of international professional development programmes and offers a wide range of experiences from year-long exchanges to week-long study visits. Since its foundation in 1901, over 25,000 teachers from every continent have participated in its professional development programmes.

In 2008-2009 LECT sent over 200 teachers on themed study visits around the world. The themes of the study visits ranged from Leadership to Community Cohesion to Language and Literacy.

Language and Literacy Study Visit to Copenhagen, Denmark – Roehampton University

'In May 2009, I took part in a LECT group study visit to Copenhagen along with nine other primary school teachers from across various London boroughs. We spent a week visiting, learning and understanding the structure and organisation of Scandinavian education (we visited Denmark and Sweden). The observations and insights we gained had a huge impact on our own schools and classroom practice.

Prior to the trip, we met regularly as a study group, to research and investigate education in Scandinavia,

particularly Denmark. We wanted to ensure that before we arrived we had an understanding of the different types of schools in order to gain as much as possible from the trip. We were visiting various Folkeskoles (primary schools) and Gymnasiums (secondary schools) and were also invited to the Danish Cultural Institute where we learnt how reforms taking place over a number of years are developing and improving the education system still further.

On arrival in Copenhagen, we were quick to identify many parallels between the Danish education system and our own. The belief in a creative, cross-curricular approach to primary schooling was evident in all the junior classes we

observed – we were lucky enough to see children making full use of ICT facilities to create newspapers for literacy lessons and give presentations on their current history topic.

However, there were also clear differences which made us reflect on our own thinking and practice in teaching and learning. In all the primary schools we visited, we witnessed the autonomy enjoyed by teachers who were able to select what to teach, without having the burden and pressure to prepare for national tests. We also noted the freedom and trust given to the pupils in their approach to practical subjects (such as design technology and science investigations).

Case Studies



We discussed these perceived differences with our Danish hosts and this led us to create a link with one particular school in order to continue the dialogue and share good practice. This partnership has developed since returning home with the exchange of emails, and has also raised the possibility of a Danish study visit in the Spring, comprising both teachers and pupils. This positive relationship enriches both education systems and indicates the benefits that can develop from international study trips such as ours.

In all of the schools visited, we noticed the significance attached to the learning environment. The primary and secondary school buildings were specifically constructed to be spacious and attractive places for teaching and

learning. The staff rooms were comfortable, friendly spaces with well resourced study rooms. Even in the smaller school sites, we saw how play areas were designed with imaginative equipment distribution and also with quiet, reflective areas. This was particularly valuable for me as the school I work in is about to be rebuilt. Consequently, I have been able to share my experience of the Danish schools with my headteacher and the architect of the new build, so that we can learn from their good practice.

As this indicates, the study visit was a valuable learning experience for all involved and the educational ramifications of the project continue to impact on both parties.'

Young Gifted and Talented Study Visit

Between March and May 2009, 40 teachers visited five countries: Australia, China, South Africa, Hungary and the United States of America. The purpose of their visit was to explore the provision of education for gifted and talented students. The majority of the teachers were winners of the Young Gifted and Talented prize draw, the National Programme for Gifted and Talented Education (2007-10). It was a wide-reaching, inclusive programme, benefiting learners, teachers and other providers, parents/carers and the Gifted and Talented (G&T) education community.

The programme's values included 'inclusion, accessibility, innovation, challenge, inspiration, collaboration and celebration' (DCSF, 2009).

All of the teachers involved were united in that they shared some level of responsibility for G&T provision in their schools but represented a range of subject areas, levels of schooling, levels of seniority, ages, years of experience, rural and community schools, secular and non-secular schools, and areas of expertise. Each group was led by a LECT facilitator.

The group facilitators were asked to write a report based on their group's experiences during the visit. In this they gave a summary of the experiences, reflections, lessons and learning of their group. The case study is available to download from the LECT website.



Personalised Learning and Curriculum Study Visit to Copenhagen – Rotherham Local Authority

'LECT and Rotherham Local Authority Professional Development Centre developed a three-year programme determined by the Authority's Partnership Plan 2008-2010 – in effect the contract between Rotherham schools and the local authority identifying core development priorities across all schools for the next stage of improvement. The Plan comprises three sections: Learning, Leadership and Inclusion.

The local authority recognises the importance of research into alternative and best practice in education. This is widely conducted at local and national level, and is

extended to international level wherever appropriate opportunities can be identified and funded.

The experience in Danish schools allowed us a completely different perspective on our own system, provoking questions about some fundamental aspects of our practice. Some aspects of practice were more directly potentially transferable, particularly the innovative school designs seen, which are very timely as we embark upon a massive school rebuilding programme. Again, we felt that not all the school designs would work in the UK, but the process of seeing them and critically evaluating them against our own context was still very useful.

The visit to Copenhagen was also very interesting and productive in generating collaboration and producing relationships between potential future leaders, cross-phase. Again, within Rotherham we are moving towards more co-location of primary, secondary and special schools, and more cross-phase collaboration, so this was an appropriate model for the visit.

We feel that this is powerful and productive mechanism for professional learning, and hope to continue to engage with it in the future.'

Commonwealth Exchange Programme

Exchange is a unique professional development opportunity. The Commonwealth Exchange Programme is LECT's longest established programme, and since its inception in 1919 over 2000 teachers have participated in this programme of bilateral exchanges between the United Kingdom, Australia, New Zealand and Canada.

Participants have the opportunity to work in different education systems, exchange ideas and knowledge and observe different teaching practices while living in other cultures.

Students benefit from being taught by visiting overseas teachers who bring to the classroom new ideas and experiences from different educational systems and cultures.

Teachers and schools in the UK gain access to new ideas and teaching methods by working closely with teachers from other countries or states and education systems. Visiting teachers provide valuable input into curricula within schools by contributing knowledge and asking questions about education in the UK.

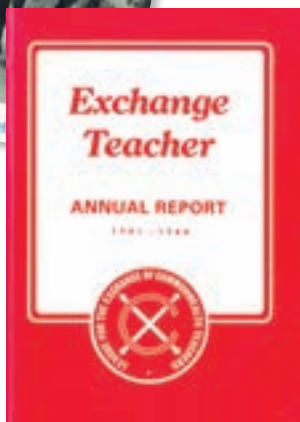
90 Years of Teacher Exchange

In 2009 LECT celebrated 90 years of teacher exchange. LECT's origins go back to 1901 when the League of the Empire was founded to encourage communication between different people from across the British Empire; the first exchanges took place in 1919 with two British teachers working in Canada for a year and three Canadians working in the UK. By 1934, 63 teachers had stayed at the League's accommodation in London including teachers from Canada, Australia, New Zealand, South Africa and the West Indies.

The 1950s was a time of slow growth for LECT and the increased cost of sea travel limited applications for Australia and New Zealand; however, there was an increase in the number of men applying to exchange, whereas previously women had dominated the programme. In 1963 the name changed to 'The League for the Exchange of Commonwealth Teachers' and in 1969 LECT celebrated 50 years of exchanging teachers with an evening reception in London. The 1970s represented a period of expansion, with the number of teachers exchanging each year doubling

by the end of the decade. More countries were also included, such as Antigua, Barbados and Singapore, and in 1977 Queen Elizabeth the Queen Mother became Patron. The largest single exchange to date took place in 1988 when 173 British teachers exchanged with a similar number from Australia. In 1989, 652 teachers from around the world exchanged; member countries included India, Sierra Leone and Ghana.

Today, LECT works with international Ministries and Departments of Education to develop expertise and share knowledge. This includes the promotion of study trips and exchanges to encourage international collaboration and sharing of good practice. Since 1919 LECT has provided short- and long-term exchanges for over 25,000 teachers.



Teachers' International Professional Development (TIPD)

Since 2000, more than 17,500 teachers have benefited from international study visit research programmes funded through the Department for Children, Schools and Families (DCSF, now DfE). LECT is pleased to report on the success of visits that took place during the first year of this three-year contract.

LECT works closely with international hosts to develop these bespoke programmes for local authority groups, and acknowledges that these successes would not be possible without these partnerships.

'The opportunity to work with fellow professionals from Gloucestershire as part of the TIPD team and to meet with and explore the work that is being done in Melbourne schools was an invaluable experience. Not only do I personally feel excited and invigorated by the experience but I have also been able to implement already some of the new learning and assessment strategies within my own classroom and department.'

Gloucestershire TIPD participant, 2009

Case Study

Gloucestershire TIPD visit to Melbourne, February 2009

The focus for the study visit was Assessment for Learning (AfL), a key driver in raising the achievement and motivation of pupils and central to effective classroom practice. By developing AfL in the classroom Gloucestershire aims to help pupils to become confident, independent learners.

Although AfL is an established priority in Gloucestershire, its use in the classroom is still developing. Looking at good practice overseas on how the ideals of AfL are being embedded within and across their schools, Gloucestershire was keen to discuss and possibly trial these ideas and disseminate them across the Authority on their return, thus enhancing the good practice that is already developing in Gloucestershire.

The Authority described the immediate impact of the visit as a challenge to their expectations and a strong stimulus for instigating discussion and conversation. The systems that they saw in Melbourne enabled them to see the value of offering greater flexibility and the importance of empowering the pupils themselves to demonstrate and disseminate their learning to a wider audience, including their parents – described by one Australian student as 'personalising my learning and helping me to see my next steps'.

Comparisons between the education systems in Melbourne and England and Wales were inevitably drawn; participants noted how, unexpectedly, lesson observation as a monitoring and evaluation tool is not used as widely in Australia, and reflected on how their home system influenced their own teaching practice.

A demonstration of the reciprocal value of such international professional development was the realisation that we are all essentially working to the same agenda, but the approach, systems and funding are very different, which is evident in the results and the trends within each system.

The skills agenda was highlighted and its relation to pupil performance, particularly pupils' social and emotional well-being and perception and approach to school life.

Direct impact on the participants included enhancement of their skills for embedding AfL within school departments, and a confidence to disseminate school-wide.

Through time spent within other institutions and being able to take a step back from their own school practice, participants have had the opportunity to reflect on their own methods and styles.

The apparent positive and willing attitudes in Australian schools suggest a way forward in the UK to make the adoption and embedding of new strategies more coherent.



Case Study

North Lincolnshire TIPD visit to Jamaica, February 2009

The focus of this visit was to observe teachers working with parents, carers and families to support the raising of attainment and achievement.

'In North Lincolnshire the improvement of and support for all aspects of parenting and family work underpin much of what we do. This visit offered a unique professional development opportunity for teachers already working with parents, carers and families to investigate areas of good practice, new ideas and different resources around enabling engagement with families, particularly the more vulnerable families; with the aim of supporting the raising of individual and community aspirations, attainment and achievement.'

It was intended that this collaborative sharing of good practice would lead to the development of another sustainable Extended Schools/Services network across North Lincolnshire with a particular focus on parenting and family support.

This visit offered an invaluable opportunity for colleagues to compare and benchmark their own practice with that of another country, raising the profile of another country's culture through an innovative and creative curriculum.

The visit provided all participants with the privilege of a unique and motivational experience.

Specific influences on our practice following the visit included:

- *Introduction and development of specific enrichment/challenge days*
- *Change in the way particular groups are supported e.g. lads/dads*
- *Consideration given to work on identity and more about 'personal histories'*

- *More sharing of ideas and resources across another network of schools*
- *Greater focus on choral speaking, role play and drama*
- *Linking children and young people with another group of children and young people across the Atlantic*
- *More parent mentoring/buddying.*

The whole experience of the visit brought unexpected encounters around every corner:

- *Linking with other countries to explore their practice, to share ideas and learn from each other, exchanging experience with other educators around the world; broadening hearts and minds in offering first-hand experience of the global dimension and contributing to international citizenship*
- *Support in fulfilling the crucial 'parenting aspect' of the core offer in relation to Extended Services through exchanging resources and ideas, reflecting on their own practice and deepening their understanding through observations and professional dialogue and debate*
- *Bringing the opportunity to forge long-term links, exchange resources and ideas and reflect on own practice through observation of another culture and through professional discussion and debate with people there*
- *Offering a unique CPD opportunity for staff.*

The original network – which was established before the visit – continues to meet to share ideas and good practice. It was a profound professional development experience, effecting many changes in planning, practice and provision.

...a privilege to have taken part – unforgettable!

The Commonwealth Professional Fellowship Programme

LECT successfully bid to host the Commonwealth Professional Fellowship Programme, funded through the Commonwealth Scholarship Commission. At the beginning of 2010, two Fellows from Barbados and Jamaica will join LECT for three months, in partnership with Wandsworth and Waltham Forest local authorities.

Department for Education, Northern Ireland (DENI)

As part of Northern Ireland's commitment to supporting professional development opportunities for educators, LECT receives a grant from DENI.



Case Study

Southern Education and Library Board (SELB) visit to Ontario, October 2008

LECT organised a visit to the York Region District School Board in Ontario for a group of educators from Northern Ireland looking at Literacy strategies.

'My primary aim was to develop an increased awareness of strategies employed to develop and assess thinking skills and personal capabilities within the formal classroom setting.

Through the opportunity to take part in classroom observation as part of the visit, I believe that I have gained an increased awareness of a range of strategies to promote skills, and better awareness of the need to make these explicit to my students as part of the success criteria of the lesson. Having been a participant in a previous LECT study visit, I was keen to initiate a visit by a group of participants from Northern Ireland in order to promote collaboration between teachers as well as among members of the local education advisory board.

As such, the visit has given all of us a greater awareness of the commonality that exists between those in the primary and post-primary phases. It has also given us an understanding of the nature of a number of action research approaches

being used at Board level to promote skills in a number of pilot schools and how the findings from this may transfer into our own setting.

Involvement in the Literacy Collaborative as part of the York Region District School Board provided a valuable opportunity to engage in professional dialogue with other teachers. It also provided an insight into strategies employed to acquire and develop Literacy skills at primary and post-primary phases. The approaches employed in Ontario will form the basis of a statutory Literacy initiative to be implemented in all schools across Northern Ireland from next year.

Finally, the opportunity to take on the role of group facilitator has allowed me to further develop my own leadership skills.'

Working in Partnership

The success of our programmes depends on our international partnerships. Hosts vary in each country in terms of their position and the involvement they have in organising the visits. All hosts have specialist knowledge of the education system and context of the particular country in which they work.

LECT is always looking to develop new links and opportunities in new countries.

We strive to ensure that our professional programmes provide benefit worldwide, and reciprocal programmes are a key part of our work.

‘There are great benefits for our organisation because one of the main focus points of the Danish Cultural Institute is to inform about Danish society and to exchange knowledge with other countries about a wide range of social conditions. Municipalities are always very interested in the LECT visits.’

‘The constant changes within the educational sector make these kinds of visits very relevant and are of great benefit to both countries. We hope that the British and Danish teachers can get into a dialogue about their work and see and hear about what school life is like in the other country. The Danish teachers hope to make international contacts and share ideas and experiences with foreign colleagues. The pupils find it exciting to hear about school life in another country.’

‘Having arranged approximately 50 educational study visits in Denmark over the past nine years I can truthfully say that the teachers who have been involved in the study visits are better equipped to cope with the constant challenges they face when they return to their daily work. And equally important, their pupils benefit from the new ideas and reflection on teaching methods that the teachers take back home after the study visit abroad.’

The Danish Cultural Institute

‘There are a lot of benefits to my organisation from being involved in LECT study visits. There is an opportunity for us to focus on collaboration between schools, specifically in relation to the delivery of the curriculum. These visits contribute to exploring the benefits and barriers in developing and managing a more diverse curriculum, moving away from the traditional, and introducing alternative routes of learning. We have a lot to learn from the British education system.’

‘During these study visits, all the participants involved, either visitors or hosts, have explored how learning can be enhanced through new methods. They looked at how teachers could cope with the changes, the new challenges, and outcomes of using new methods in teaching to develop children’s skills.’

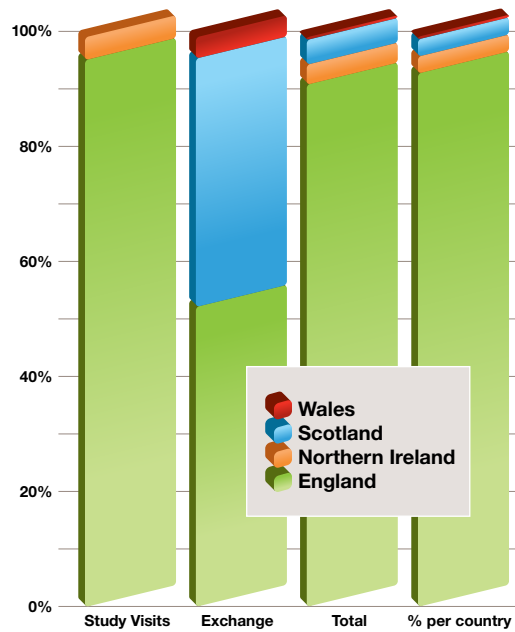
Ibolya Rull, Hungary

‘Pupils are curious to know if the British students have a similar curiosity about the world as they have. They want to know what the nature of teacher-pupil interaction is within schools and out of school. Organising study visits has been of great benefit to us. Teachers in the Mumbai region have realised the importance of multicultural and inclusive education, and consider these visits as a part of their continuing professional development. We are encouraging teachers from other Commonwealth countries to visit India. At the same time we have initiated visits of Indian teachers to the UK. So far five visits have been arranged supported by LECT.’

**Sudhakar Agarkar,
Institute for Oriental Study, Mumbai**

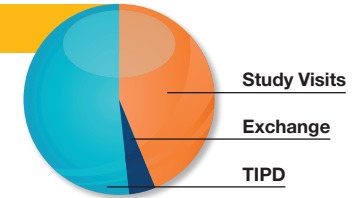
Programmes Summary 2008-2009

UK distribution by country (excluding TIPD)

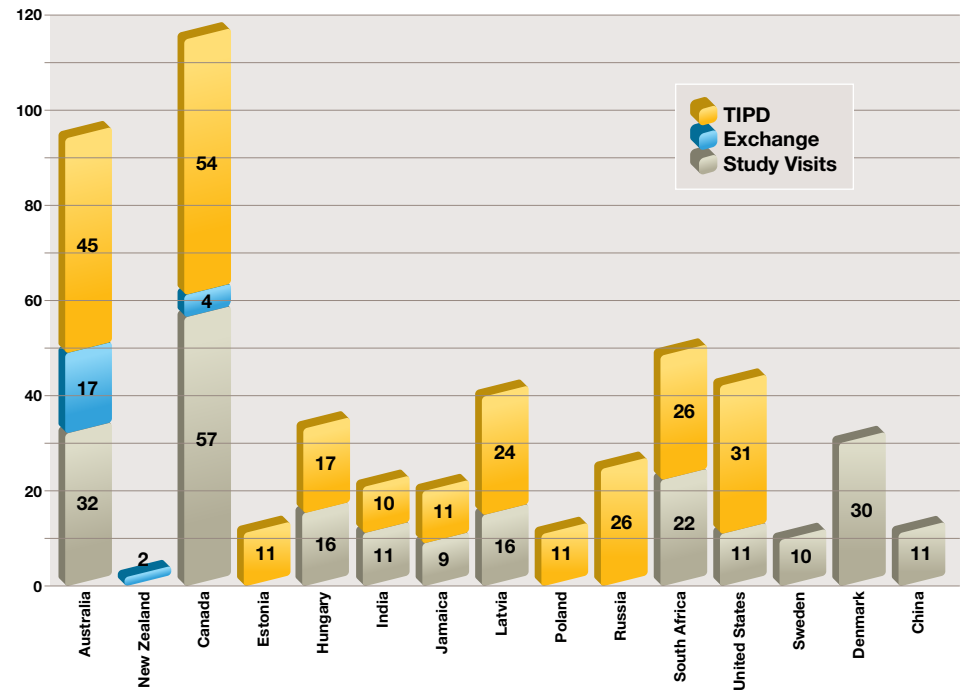


Programme Numbers:

Programme	Numbers	%
Study Visits	225	43.8
Exchange	23	4.5
TIPD	266	51.8



LECT programmes by destination 2008/09



Governance and Staffing

Board of Governors

Honorary President

Dorothy Birchall OBE

Chairman

Mike Nichol OBE

Trustees

Neil McIntosh, Chief Executive, CfBT Education Trust

Jonathan Greenwood, International Operations Director,
CfBT Education Trust

Clive Adderley, Company Secretary, CfBT Education Trust

Dominic Morley, Senior Business Development Manager SE Asia,
CfBT Education Trust

Observers

Department for Children, Schools and Families (DCSF, now

Department for Education (DfE))

Department for Education (Northern Ireland)

Foreign and Commonwealth Office

Immigration and Nationality Directorate

Members of the Board are individuals with an association or with an interest in international education. They serve voluntarily and do not receive any remuneration. The Board meets approximately three times a year, deciding policy and providing advice from their experience in their respective fields. Board members serve three-year terms, to a maximum of three consecutive three-year terms.

LECT Staff

Director

Anna Tomlinson

Programme Manager

Rhian Mathias

Assistant Programme Managers

Sarah Gardner

Anna Pietrzekiewicz

Rhiannon Walker

Auditors

BDO Stoy Hayward

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Acknowledgements

We are grateful for the support of:

The Department for Education

The Department for Education (Northern Ireland)

The Commonwealth Scholarship Commission

CfBT Education Trust

LECT facilitators

LECT overseas hosts

We would like to say thank you to the many friends and supporters who have volunteered their time and expertise to us over the past year and to acknowledge the work of the network of exchange clubs in the UK and overseas.

LECT Finances 2008-2009

BALANCE SHEET

Statement of Financial Position (Balance Sheet)

	2009 £	2009 £
Fixed Assets		
Tangible fixed assets		1,178
Investment properties		-
Current Assets		
Debtors	106,880	
Investments	600,000	
Cash at bank and in hand	989,590	
	1,696,470	
Creditors		
Amounts falling due within one year	(777,469)	
Net Current Assets		919,001
Total Assets less current liabilities		920,179
Less Provisions for liabilities and charges		(29,725)
Net Assets		890,454
Reserves		
Unrestricted funds:		860,824
Restricted funds		29,630

The Statement of Financial Activities and Balance Sheet are not the full accounts but the summary of the information that appears in the full accounts which have been audited and given an unqualified opinion. The full accounts were approved on 26 August 2009. Copies of the full accounts have been submitted to the Charity Commission and Registrar of Companies.

STATEMENT OF FINANCIAL ACTIVITIES

	12 months to 31 March 2009 £
Incoming Resources	
Activities for generating funds	83,621
Income from activities in furtherance of the charity's objectives	
Income from grants and contracts	961,747
Other income	25,189
Total Incoming Resources	1,070,557
Resources Expended	
Cost of activities for generating funds	68,767
Educational programmes	892,371
Governance costs	22,998
Total Resources Expended	984,136
Net incoming/(outgoing) resources	86,421
Other recognised gains/losses	
Loss on revaluation on investment properties	(150,000)
Actuarial gains/ (losses) on defined benefit pension scheme	-
Net movement in funds	(63,579)
Reconciliation of funds	
Balances brought forward at 1 April	954,033
Balances carried forward at 31 March 2009	890,454

These summarised accounts may not contain sufficient information to allow for a full understanding of the financial affairs of the Company. For further information the full annual accounts, including the auditor's report, which can be obtained from the Company's offices, should be consulted.

Mike Nichol OBE, Chair

Independent Auditors' Report to the Members of League of the Exchange of Commonwealth Teachers

We have audited the financial statements of the League for the Exchange of Commonwealth Teachers for the year ended 31 March 2009, which comprise the Statement of Financial Activities, the Balance Sheet and the related notes. The financial statements have been prepared under the accounting policies set out therein.

Respective Responsibilities of Trustees and Auditors

The trustees' (who are also the directors of the company for the purpose of company law) responsibilities for preparing the Annual Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) are set out in the Statement of Trustees' Responsibilities.

Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland).

We report to you our opinion as to whether the financial statements give a true and fair view and are properly prepared in accordance with the Companies Act 1985 and whether the information given in the Trustees' Annual Report is consistent with those financial statements.

We also report to you if, in our opinion, the charity has not kept proper accounting records, if we have not received all the information and explanations we require for our audit, or if information specified by law regarding trustees' remuneration and transactions with the charity is not disclosed.

We read the Trustees' Annual Report and consider the implications for our report if we become aware of any apparent misstatements within it.

Our report has been prepared pursuant to the requirements of the Companies Act 1985 and for no other purpose. No person is entitled to rely on this report unless such a person is a person entitled to rely upon this report by virtue of and for the purpose of the Companies Act 1985 or has been expressly authorised to do so by our prior written consent. Save as above, we do not accept responsibility for this report to any other person or for any other purpose and we hereby expressly disclaim any and all such liability.

Basis of Audit Opinion

We conducted our audit in accordance with International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts and disclosures in the financial statements. It also includes an assessment of the significant estimates and judgements made by the trustees in the preparation of the financial statements, and of whether the accounting policies are appropriate to the charity's circumstances, consistently applied and adequately disclosed.

We planned and performed our audit so as to obtain all the information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or other irregularity or error. In forming our opinion we also evaluated the overall adequacy of the presentation of information in the financial statements.

Opinion

In our opinion

- the financial statements give a true and fair view, in accordance with the United Kingdom Generally Accepted Accounting Practice, of the state of affairs of the charity as at 31 March 2009, and of its incoming resources and application of resources, including the income and expenditure, for the year then ended;
- the financial statements have been properly prepared in accordance with the Companies Act 1985; and
- the information given in the Trustees Annual Report is consistent with the financial statements.


BDO Stoy Hayward LLP

Chartered Accountants
and Registered Auditors
Epsom, Surrey

Date: 15th July 09

