



THE BRITISH & FOREIGN SCHOOL SOCIETY

Maximising Educational Opportunity for All

BFSS Case Studies 2010



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ABOUT THE BRITISH & FOREIGN SCHOOL SOCIETY

The British & Foreign School Society is an educational grant-giving charity which supports educational activities in the UK and around the world. It was formed in 1808 by Christian social reformers to carry on the work of Joseph Lancaster, a pioneer of school and teacher education. The Society supports organisations which reach out to children and young people in disadvantaged areas, often in very remote parts of the world, improving inclusivity in education and providing much-needed facilities and support.

The Society's vision is to maximise educational opportunity for all. Nearly all grants are project-based. Grants are made for a range of education and training activities including teacher training, educational resources, IT, building and equipping classrooms and libraries, vocational training and study support. In most cases grants are made through UK registered charities. A very small number of grants are also made for the benefit of individuals.

The Trustees give priority to applications from organisations and institutions operating in areas of deprivation or educational disadvantage and to activities which will increase the effectiveness of education

or training and reduce the barriers to achievement. The Trustees look for evidence that projects will give value for money and achieve positive and long-lasting change. Increasing emphasis is being put on monitoring and evaluation of projects in order to assess their impact and to learn lessons which will help the Society to target its funding even more effectively in future.

Full information about the Society's criteria for grant giving, along with application forms, can be found on the Society's website at www.bfss.org.uk.

FOREWORD FROM THE PRESIDENT

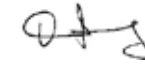
I welcome this opportunity to introduce these fascinating case studies of some of the projects supported by The British & Foreign School Society in 2010.

The case studies demonstrate the impact which the Society's grants have had in improving the educational opportunities, resources and facilities available to children and young people in disadvantaged parts of the world. They span all phases of education - from peace education in a kindergarten in Israel to further education and vocational training for orphanage leavers in Russia. They include projects with a particular emphasis on girls - in Afghanistan and Somalia - as well as a project in Swaziland to teach life skills including cooking to boys as well as girls. Multi-faith projects are also supported not only in Israel but in the UK through the Christian Education project.

The projects featured here exemplify the BFSS's ambition to bring about lasting change. In Lao PDR, for example, the Society has funded a project with UNESCO to address disparities in education through systemic change focused on developing the understanding and practice of inclusion.

Equality of opportunity regardless of ethnicity, nationality or religious belief is a constant theme throughout these case studies. So, too, is raising aspirations, which underlies the Brunel University Urban Scholars Programme to support students from disadvantaged backgrounds with high potential who may not necessarily be achieving their best.

I look forward to working with the Society as it seeks to open up educational opportunities and enhance the lives of people throughout the world.



DAVID LAMMY MP





AFRICA EDUCATIONAL TRUST

- Grant to increase teaching capacity and quality in Somalia and to support and encourage girl students through after-school clubs

- Grant of £9,208 in 2010

- Two-year grant (£18,415 over 2010 and 2011) subject to satisfactory report after the first year

Africa Educational Trust (AET) has been operating for over 50 years in conflict/post conflict regions of Africa. In recent years it has worked principally in Somalia, Southern Sudan, Uganda, Kenya and Swaziland, focusing on the most vulnerable members of society including women and children. AET has been working in Somalia (Somaliland, Puntland and Central Southern Somalia) for over 15 years, in conjunction with project partners.

The BFSS grant in 2010 supported three phases of activities. In Phase 1 in 2010 a 7-day planning and Training of Trainers workshop

was held in Somaliland attended by 45 participants, including teachers, headteachers, and staff from the respective Ministries of Education.

A Training of Trainers workshop was also held in Puntland with further funding which Africa Educational Trust were able to access as a result of the grant from BFSS.

In Phase 2, in-school English language teacher training courses are being run in 20 secondary schools across Somaliland and Puntland, facilitated by the teachers trained in Phase 1. In Phase 3, after-school English Language clubs will be run for female students by those teachers trained during Phases 1 and 2. The aim in due course is to roll out the project to reach more schools in Puntland and possibly Central Southern Somalia. Evaluation is a key part of the project and AET will be evaluating the impact of the training on English Language standards.



BLOOMFIELD LEARNING CENTRE

- Grant to enable the Centre to maintain its existing level of support for children with dyslexia and other specific learning difficulties

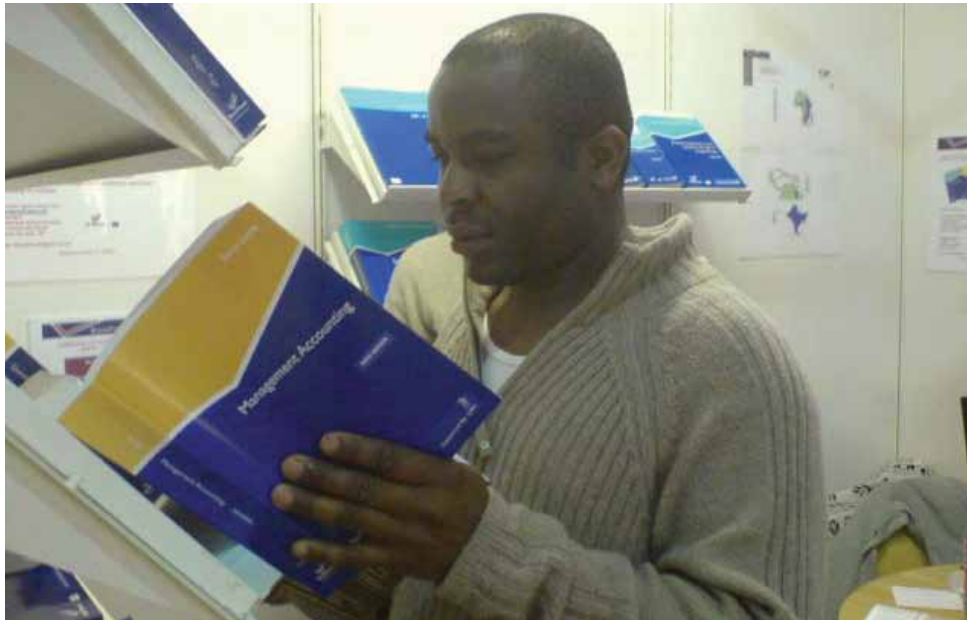
- One-year grant of £10,000 in 2010

The Bloomfield Learning Centre assesses and teaches 6 to 16 year olds with specific learning difficulties from areas of socio economic disadvantage in London especially Southwark, Lambeth, Islington, Camden and Greenwich. It provides the only significantly subsidised, individual, specialist teaching service in London for children with dyslexia, as well as helping children with dyspraxia, ADHD and Asperger's Syndrome.

The Centre runs a community outreach project with Michael Faraday School, Southwark, and it also promotes good teaching practice through the provision of training courses for teachers and assistants.

2010 was particularly challenging for the Centre in many ways as a result of an increase in the number of referrals and a significant

decline in the number of donations. At a time when fundraising was particularly difficult, the BFSS grant in October 2010 enabled the Centre to maintain its teaching hours during the autumn term (teaching 75 children a week in individual, hour long sessions) and continue assessing three to four children every week. Since then the Centre has been fortunate to receive generous donations from a number of other Trusts and Foundations which will enable it to maintain its current level of service for the year to come.



BOOKPOWER

- Grant to support the production of higher education textbooks for the poorest English speaking countries, specifically for the reprinting of existing Business Studies titles, including Hotels, Catering and Tourism
- One-year grant of £10,000 in 2010

Founded in 1996, BookPower makes available current textbooks for tertiary level students in low income countries in English speaking Africa, the Indian sub-continent and the Caribbean at prices which students and their institutions' libraries can afford.

The textbooks are carefully selected by independent academic advisers to ensure their high quality, relevance and currency. The low-priced editions are marketed and distributed through campus and academic bookshops in Africa, the Caribbean and the Indian sub-continent, thus supporting the local book trade. Both the paper and the technical processes employed in the production of the books conform to the highest standards to maximise their durability.

The bulk of BookPower editions are sold to African countries. BookPower's surveys have shown that each book is owned by a minimum of six students during its lifetime and used by many others. Hence, the reprints supported by the BFSS grant will eventually assist a minimum of 60,000 students. Overall costs amount to an average of only £1.01 per book (£0.86 for production costs, plus £0.15 from this grant for project support costs).

BookPower believe that this represents a powerful multiplier effect and extremely cost-effective use of charitable funds.



BRUNEL UNIVERSITY

- Grant to support the Urban Scholars Programme at Brunel University
- Two-year grant of £16,320 per annum for the academic years 2010/11 and 2011/12, subject to satisfactory report after the first year

The Programme is a unique intervention programme for urban students. Launched as a pilot in 2000 by the Brunel Able Children's Education Centre, it is based on the belief that education is at the core of an enlightened and fulfilling life.

The scholars attend the University one Saturday a month. They are proud to be on a University campus. They are selected by their schools and come from 30 schools across 9 London Local Authorities. Schools were issued with selection criteria to support teachers in their search for students from disadvantaged backgrounds who have the potential for high achievement but who may not necessarily be achieving their best. Students on free school meals and from families with no history of Higher Education form a significant part of the membership of the cohort. A multi-

faceted approach incorporating an interactive teaching style is adopted. Specific teaching is offered in Mathematics, English, Critical Thinking and Science. Motivational speakers work with the scholars. The scholars' parents also benefit from talks on the importance of early planning to go to University, how to research career paths and how to support their children's education. Undergraduate ambassadors work with the students, offering positive role models.

The BFSS Scholars from Southwark who have to get up very early on a Saturday morning to travel to Uxbridge for a 9.30am start have had a 100% attendance with the Hillingdon Scholars not far off with 95% attendance.

Outside speakers and Brunel undergraduates have already influenced the scholars to change their view that "University is not for the likes of us".



CHANGING FUTURES

- Grant towards the cost of equipping a converted classroom for teaching Home Economics at Seven Holy Founders primary school near Manzini, Swaziland
- One-year grant of £5,000 in 2010

Changing Futures is a UK-based charity founded in 2008 by Steve and Caroline Smith following a visit to Swaziland. It aims to fund projects that increase access to, and improve education in, Swaziland, a country where over 25% of children of school age do not go to school. Changing Futures initially focused on one rural primary school (Seven Holy Founders near Manzini) where a new kitchen was built, a garden developed, electricity installed, leaking roofs repaired and maths and science equipment purchased. A bursary scheme run by Changing Futures has also paid the school fees of 100 children each year for the last two years. Additional projects have also been completed in other parts of Swaziland.

Life skills are an important part of the curriculum in Swaziland. Many children are unable to go to secondary school because

of the cost and are at home looking after the family or trying to get some sort of employment. In addition 10% of families in Swaziland are now headed by a child because of the AIDS pandemic. Basic life skills are needed so that children can support themselves and their families.

The teachers at Seven Holy Founders primary school were unable to teach many subjects because they did not have the resources (books, equipment etc) to do their job. Life skills, including agriculture, cooking, washing, sewing and cleaning, were not being taught at all.

The BFSS grant was used to purchase cookers and cooking equipment, irons, ironing boards, sewing machines and many other items. As a result of the grant life skills are now being taught to over 400 primary school children every week, which is helping them support themselves and their families. It is hoped, too, that the Year 6 pass rates will improve (which allows the children to go to secondary school if they can afford it).



CHILDREN IN CRISIS

- Grant for Children in Crisis's Community Education Project in Afghanistan to re-integrate children back into schools and increase the number who are able to complete their primary education
- Grant of £7,500 in 2010
- Two-year grant (£12,500 over 2009 and 2010)

Children in Crisis was established in 1993 to give children in some of the world's poorest countries the education needed to help transform their lives. Working in partnership with local organisations, its major focus is on primary education in conflict and post-conflict countries. In Afghanistan, it has sought to achieve its aim of re-integrating children back into schools by establishing and operating community-based education centres with an emphasis on ensuring that as many girls as possible are provided with access to education.

The BFSS grant has supported the establishment of four centres in and around Kabul. In 2010 there were some 265 children

– including 204 girls - attending accelerated learning classes in the centres to prepare them to be integrated into government schools in grade 2. A further 640 children were receiving education support and art and calligraphy classes while over 300 women were attending the centres for literacy, tailoring and cookery classes.

The BFSS was particularly interested in the peer educator programme. Peer educators have been recruited to each of the four centres and in 2010 Children in Crisis was able to recruit all female peer educators, which increases the likelihood of families allowing their girls to attend the centres.

Each peer educator shadows a Children in Crisis staff member and follows a training plan throughout the year. Peer educators have been playing a pivotal role too in the community activities of the centres. The aim is to train community members to become teachers themselves, thus helping to make the project more sustainable in the longer term.



CHRISTIAN EDUCATION

- Grant for NATRE (The National Association of Teachers of Religious Education) and RE Today Services to support the professional development of local groups of primary teachers of Religious Education
- One-year grant of £20,000 in 2010

Christian Education aims to advance education by promoting lifelong learning in religion and faith for all, as a positive contribution to the wellbeing of society. RE Today Services is the part of the charity that supports multi-faith Religious Education in schools, part of that work being the support of NATRE. The BFSS grant was to support a bursary-based project designed to provide groups of primary teachers of RE with access to high quality professional development culminating in the delivery of an event to support the national Celebrating RE event in March 2011. This was a joint-funded project, with a grant of £10,000 awarded by All Saints Educational Trust.

Eight NATRE-linked network groups successfully applied for a bursary. A total of

£11,000 of the £20,000 grant went to these groups, the rest going on an agreed number of days of Project Consultant and Project Manager time plus modest travel. The groups were in Leicester City, St Albans, Diocese of Leicester, Thurrock, Diocese of York, Redbridge, Newham and Tower Hamlets. A brief snapshot of two of the projects follows.

LEICESTER

Three Leicester Diocesan NATRE local groups wanted to extend opportunities for interfaith engagement between learners in diocesan and community schools and people from a variety of religious traditions; this required the resourcing of teachers through sustained training opportunities.

A sacred story tour of places of worship was planned, providing training for teachers and faith community leaders on sharing and understanding faith stories. Fourteen schools took 30 pupils to do a walking tour of the Cathedral, the Buddhist Centre, and a Jain

Temple. Children went back into school with three learning challenges, they investigated one of these further and they shared their learning with the rest of the school.

NEWHAM

Newham Primary Network group worked together to link schools to visits to places of worship around Newham during March 2011. They ran a competition for work done by pupils back at schools following the visits to show evidence of their learning. The Project Consultant provided practical training for 20 faith community leaders on making visits of school pupils engaging and relevant to the school curriculum and supporting pupils to understand why belief is important for many people today.

The impact of the project was as follows:

- Increased teacher confidence in delivering high quality learning experiences to children in RE

- Wider and deeper pupil experience of RE as envisaged by their locally agreed syllabus or faith community guidelines
- Benchmark set to the faith communities visited about what is needed when a school visits their place of worship
- Profile of RE raised locally and nationally
- Disadvantage identified in the applications addressed in a considered way with positive outcomes
- Local groups empowered and resourced to continue to develop work in RE beyond the project.



COMPUTER AID INTERNATIONAL

- Grant for the delivery of 50 PCs to each of two schools in the Western Highlands Province of Papua New Guinea

- One-year grant of £18,730 in 2010

The Melanesia Education Development Foundation (MEDF), which promotes education development opportunities for less fortunate children, students and people of Papua New Guinea and greater Melanesia, approached the BFSS for funding for computers for schools in the Western Highlands Province.

BFSS suggested that MEDF work with Computer Aid International, a long-standing partner with whom BFSS has carried out a number of projects including in Kenya and Zambia. Computer Aid International provides professionally refurbished, high specification PCs to non-profit and educational organisations in developing countries and works with local partners to provide training and support. It is also involved in developing a range of associated services all aimed at

making the benefits of IT accessible to poor and otherwise marginalised communities.

BFSS agreed to make grant available through Computer Aid International to supply 50 PCs to each of Mt Hagen Secondary School and Kudjip Primary School in the Western Highland Province. The school and host communities responded very positively to the decision. Mt. Hagen Secondary School organised resources to develop a new, permanent computer lab building. Kudjip Primary School has also launched a computer lab. Computer Aid International is monitoring the project and, in particular, will be ensuring that the two schools facilitate access to the computers by neighbouring schools.



DURHAM UNIVERSITY

- Grant for Durham University's Project Sri Lanka
- Grant of £20,000 in 2010

- Three-year grant (£60,000 over the period 2008-2010)

Project Sri Lanka is a major programme of activity designed to revitalise rural communities stricken by the 2004 Tsunami in Sri Lanka. In the second phase it has also aimed to address the divide between poor coastal communities, many of which were decimated by the Tsunami, and extremely poor inland villages, which have their own urgent humanitarian needs. The project has four key elements:

- Provision of physical structures and equipment (schools which also serve as community centres)
- Human, emotional and spiritual support (student summer placements and staff visits)
- Intellectual and academic support (academic exchanges)

- Financial aid for educational programmes (regional fund-raising in the UK)

Durham students play a central role in fundraising each year and student groups from Durham spend nine weeks of their summer vacation working as volunteers and engaging in community development activities and teaching in the "adopted" villages.

Overall, the project will have seen the establishment of six community learning centres, three on the Tsunami south coast of Sri Lanka (in Hiththatiya, Kirelawela and Aththudawa) and three inland in hill-country tea growing areas of the Sabaragamuwa Province (in Ihalagalagama, Puwakgahawela and Pambahinna). The BFSS has provided "matched funding" for that raised by the students and Durham University for the three years of the second phase of the project and this has been used principally for community buildings in the inland villages. Each of the community learning centres incorporates ICT opportunities as well as basic educational facilities for the young and other community learning facilities. An official "twinning link" has been established between each of the coastal and the inland villages.

Evaluation has been a key part of the project and has highlighted the gains by the local communities including direct educational impact and also personal, social and cultural gains. Comments from local people in 2010 include:

"Earlier people did not bother about sending their children to school. Now they are sending the children and they are learning English and some of the women are even saving which is very good."

"It is good to have classes with computers because now we can increase our knowledge."

"All of the children who went to classes far away are now coming to this building. The children of our village now have the freedom to come here. The building is used for sewing classes and other training programmes as well as the school."



FRESH START FOUNDATION

- Grant to provide educational materials for five recently renovated classrooms at Kwinella School and to train a librarian for a new library at Kwinella Lower Basic School, The Gambia, West Africa
- One-year grant of £4,794 in 2010

Fresh Start Foundation was established in 2006 by Lamin and Rebecca Daffeh in order to support orphans and other vulnerable children in The Gambia. Lamin Daffeh appeared on a Channel 4 programme "Deal or No Deal" in an attempt to boost fundraising and, although he won only £10, his appearance generated interest in and donations to the charity.

Fresh Start Foundation is currently focusing on addressing the needs of a village called Kwinella, 75 miles from Banjul and one of the most deprived villages in The Gambia. The Foundation is supporting two rural village schools there. Projects undertaken to date have included renovating a derelict classroom into the first ever library within

the lower river region at the Kwinella Lower Basic School. The BFSS grant has made it possible to train an individual who will be responsible for the day to day running of the library, organising and disseminating a wide range of resources to meet the diverse needs of the school and the community and also supporting independent learning. In addition, the BFSS grant has provided educational resources including school bags, pencils, pens, rulers and exercise books, which encourages parents to send their children to school.



LINK ETHIOPIA

- Grant for the construction of a library and additional classrooms plus solar energy supply at Tokumma Elementary School in the West Shoa zone of Oromia Regional State in Ethiopia
- One-year grant of £19,937 in 2010

Link Ethiopia UK supports education in Ethiopia and increases cultural awareness between young people in Ethiopia and the UK. It currently links 85 schools in the UK with partner schools in Ethiopia, funds a variety of resourcing and infrastructure projects, sponsors disadvantaged pupils and places volunteers within Ethiopian secondary schools to teach English.

This particular project at Tokumma Elementary School originated in a proposal from Girmaye Deye Dinsa, now a PhD student at the University of East Anglia, who was born in one of the villages in the area. This is one of the most disadvantaged and remote communities within one of the poorest countries in the world. The area lacks modern infrastructure including road, electricity and other facilities.

Founded in 2001, Tokumma Elementary School has seen a significant increase to around 500 enrolments, which has put great pressure on the available accommodation.

Link Ethiopia are taking forward this project at Tokumma, with a grant from the BFSS, for the construction of additional classrooms, a library and also the installation of a solar energy supply at the school. The project is well under way and the community have been actively involved in the implementation. The project will benefit over 700 children at any one time (including an additional 200 who will be able to enrol as a result of the increased accommodation made possible by the BFSS grant).



LOVE RUSSIA

- Grant for the Genesis Project to support orphanage leavers and other underprivileged students as they enter further education to obtain qualifications to help them get work
- Grant of £25,000 for the academic year 2010/11
- Five-year grant (£116,500 over the period 2007/08 to 2011/12 subject to satisfactory reports each year)

Love Russia has been involved for seventeen years in supporting orphanages in the Ryazan and Moscow regions of Russia. In 2000 it launched the Genesis project, offering support to orphanage leavers and other young underprivileged people to give them the chance of further education.

Since 2000 it has helped more than 600 young people. 95% of Genesis students obtain paid employment and are integrated into society. This compares with the expectation in Federal published statistics that only 9% of all students leaving orphanages will be integrated into society after two years

with the others being involved in criminal activities, becoming addicted to drugs and alcohol or dying through drug or alcohol abuse or suicide.

The Genesis programme is now operating also in St Petersburg where it has succeeded in gaining the support of a deputy Education Minister who is supplying accommodation for the young people.



THE UMOJA CENTRE

- Grant to provide the security of a year's full-time paid employment to a skilled Tanzanian teacher
- One-year grant of £2,661 in 2010

The Umoja Centre in Arusha, Tanzania, was founded by a British ex-pat who went to Tanzania to work for a local school in Arusha. It offers a one-year programme specifically designed for a group of disadvantaged young adults aged 14-26 from urban slum areas who have fallen out of the formal education system due to poverty. The Centre then continues to support graduates as they re-enter mainstream employment or vocational training. It also offers medical checks, HIV testing etc.

The BFSS grant has given the 40 students currently enrolled at Umoja the benefit of continuity of tuition for the full year from an experienced Tanzanian teacher. Moreover, overseas volunteers at the Centre are also benefiting from his tuition. The BFSS's aim

is to help the Centre to get established while it generates income which will enable it to ensure the continuity of Tanzanian teaching salaries itself.





UNESCO “EDUCATION FOR ALL” PROJECT IN LAO PDR

- Grant to promote inclusive education in Lao PDR
- Grant of £37,925 in 2010
- Three-year grant of £156,982 over the period 2008-2010

This major project was managed and coordinated by UNESCO Bangkok office. The majority of activities were implemented in collaboration with the Ministry of Education, Lao PDR, with some of the activities being implemented by Save the Children Norway.

Prior to the start of the project, UNESCO Bangkok and the Ministry of Education, Lao PDR, had reviewed the education system and developed strategic plans to address the key remaining challenges. One of the major challenges identified was that available public funding was insufficient to allow the most successful education reform programmes to be scaled up uniformly across the country, resulting in uneven development and whole

provinces being excluded from the change process. The involvement of BFSS was therefore intended to address disparities in education and to combat barriers to accessing education as well as barriers to accessing learning while in school.

The project focused particularly on the needs of children excluded or marginalised from education by a variety of factors including poverty, ethnicity, religion, disability, HIV/AIDS, gender or membership of a minority group.

Key partners at all levels, including those from the central government but also in provinces, teacher training institutes and schools, were brought together to work towards a sustainable strategy for improving access to schools and quality education for all children, with a specific focus on those learners who face barriers to learning.

The project’s interventions, with the direction of the Lao government, developed the understanding and practice



of inclusion by changing policy statements, teaching practices, curriculum approaches, school cultures, assessment methods and community involvement, to make schools and learning environment more accommodating to all learners.

These changes are reflected in more children getting into school and staying there to complete primary education. In addition a rights-based approach to education was promoted in order to safeguard not just the right to education but also a learning environment free from human rights violations.





WAHAT AL-SALAM - NEVE SHALOM

- Grant to support a peace education programme for Jewish and Arab children in the kindergarten
- One-year grant of £2,000 in 2010

Wahat al-Salam ~ Neve Shalom, which means Oasis of Peace, was established in 1970 by Father Bruno Hussar as a mixed Jewish Arab community based on values of tolerance and peace. It is a small village near Latrun, halfway between Tel Aviv and Jerusalem. Today there are 60 families, an equal balance of Jews and Arabs, who have chosen to live together in the village. Pupils from approximately 25 towns and villages in the surrounding areas attend the primary school and the kindergarten, which caters for 36 children aged 2-6.

The peace education programme in the kindergarten supported by the BFSS's grant was run by professional therapists. Teaching staff were present at all sessions to learn different methods used by the therapists.

Teachers also participated in two separate training sessions. The programme was conducted in Hebrew and Arabic and each child in the kindergarten benefited from 16 sessions each lasting 45 minutes.

The grant was also used towards the purchase of art materials for the project. Art was used as a tool to help the children express themselves. Through the sessions the children gained in self confidence, self expression and communication. They learned to feel good about being different. They became better at listening and being patient with each other. They learnt that violence is wrong. This is all part of the process to educate Jews and Arabs to learn to live together in mutual respect, tolerance and peace.

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