

# BFSS

Maximising Educational Opportunity for All

## BRITISH & FOREIGN SCHOOL SOCIETY

Annual Review of Grant -Giving 2013



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Front Cover Photo: Our Sansar

Teachers in Chitwan, Nepal, learning how to use various low cost teaching materials to make their classes more interactive. See page 17

## About the British & Foreign School Society

The British & Foreign School Society is an educational grant-giving charity formed in 1808 which supports educational activities in the UK and all over the world. Its vision is equality of educational opportunity for all. It is a forward looking organisation which keeps its grant-giving strategy under review and seeks to engage closely with applicants and grant beneficiaries so as to encourage the sharing of good practice.

All grants are made through UK registered charities and are project-based. Grant applications are welcomed for projects in areas of disadvantage and deprivation all over the world. The Trustees look for evidence that projects will give value for money and achieve positive and long-lasting change. The Society's criteria for grant giving can be found on the Society's website at [www.bfss.org.uk](http://www.bfss.org.uk).

In 2013 the Society introduced a new grants management system enabling applications to be submitted online. Applications which pass an initial sift are considered by a Grants Committee, which meets quarterly and which can approve grants up to and including £20,000. Applications for larger grants which are supported by the Grants Committee are referred to the Council as a whole for approval. Before each Grants Committee, members of the Committee meet a number of grant applicants to discuss their proposals.

Grant recipients are required to report six-monthly on the use of the grant and to submit a report at the end of the project and/or annually as appropriate on the impact of the project, following an agreed framework. At each Council meeting and at the AGM one or two sets of grant recipients are invited to give presentations and answer questions as part of the process of keeping the Society informed about the impact of BFSS funding.

In 2013 grants totalling £471,251 were awarded from the Society's Main Unrestricted Fund of which 32% went to projects in Eastern Africa, 25% to projects in Southern Asia, 8.5% to projects in the UK and the balance to projects in a wide range of countries.

Grants were made for a range of educational purposes including building and equipping classrooms and libraries, teacher training, educational resources including IT, vocational training and supplementary education.

During 2013 the Society has been following the work being done to shift the focus of the post-2015 Millennium Development Goals from universal access to access plus learning. In particular, the Grants Committee has been tracking the work of the Learning Metrics Task Force, which was convened by UNESCO and the Brookings Institute, and has been sharing information about this work with grant applicants and recipients. The Committee has especially welcomed recognition of the need to define and measure learning broadly, across a range of learning domains that include physical well-being, social and emotional, culture and the arts, as well as literacy, communication, numeracy, science and technology.

In October 2013 the Society held a Grants Workshop for over 30 grant recipients designed to share good practice, learn from experience and facilitate networking. A report on the event has been published on the Society's website. In the light of the very positive feedback on the event, a further Workshop will be held in 2014. In this and other ways BFSS hopes to strengthen still further its relations with grant applicants and recipients in the interests of maximising educational opportunity for all.

The Society is a Membership organisation and has a President (Rt Hon David Lammy MP) and a Vice-President (Professor Richard Aldrich). It is governed by a Council chaired by Professor Steve Hodgkinson. A list of Council Members and staff is on page 22 followed by information about a number of the Society's Trust Funds, which are restricted to particular purposes or parts of the UK.

For further information about the BFSS see [www.bfss.org.uk](http://www.bfss.org.uk)

## Foreword from the President

I am very pleased and proud to be involved with the work of the BFSS which, as the case studies in this brochure show, is helping to transform the lives of children and young people living in deprived and often incredibly difficult circumstances.

In support of the Millennium Development Goals, BFSS has continued to fund infrastructure projects which increase access to education all over the world. In some cases this has been through grants for new schools or additional classrooms, for example in Kenya, Rwanda, Uganda and rural Zambia.

In another case, a grant for a project to connect schools in Western Kenya to electricity is enabling students to study before and after school during the dark hours and to access the internet. The project is a good reminder of how vital electricity is to the development of schools and to students' progress.

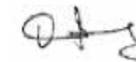
Access is not just about improved Infrastructure, however. In rural Nepal, BFSS is funding a project helping poor and disadvantaged children acquire the necessary language skills to enrol into Government schools. Classes are held under a tree or in a borrowed room or cattle shed. In Bangladesh, BFSS is supporting software development to help children to learn to read using Bangla language software. The BFSS grant has also enabled the developers to teach older students, giving them IT skills they would never have had the opportunity to learn otherwise.

Many of the projects supported by BFSS are about improving learning and teaching. For example, a grant for a project to enhance the teaching skills of teachers near Kampala, Uganda is designed to give teachers the skills to make the learning experience more engaging and better suited to the children's individual needs. Another project supported by BFSS in Nepal delivers training focused on introducing interactive methods of teaching in child friendly classrooms.

I am particularly pleased that BFSS has also been able to support some excellent and innovative projects in disadvantaged areas in the UK. These include a project which harnesses the talents and motivational impact of professional footballers to engage children and young people in areas of high deprivation in West London, boosting their confidence and inspiring them to become lifelong learners.

I welcome the increased emphasis by BFSS on evaluation of the impact of its projects and on facilitating the sharing of good practice. I saw this for myself at a Grants Workshop organised by BFSS in October 2013 at which I was able to meet BFSS grant beneficiaries and discuss with them their challenges, experiences and ideas for demonstrating impact, some of which are reflected in the case studies in these brochures.

In all these and other examples, BFSS is increasing and enhancing opportunities for disadvantaged children and young people all over the world. The case studies demonstrate how even a relatively small grant can make a significant difference to the lives of vulnerable children and young people. I commend the work of the Society and am very pleased to continue to be associated with it.



DAVID LAMMY MP





Pupils with special needs practising their skills in vegetable growing at Mitaboni Primary School

## Advantage Africa

- Grant for a project to improve opportunities for 120 disabled children in rural eastern Kenya through support for three special units within primary schools at Kisayani, Mitaboni and Thinu
- One-year grant of £9,260 in 2013

Advantage Africa is a UK-based international development organisation which supports people affected by poverty, disability and HIV to improve their education, health and incomes. It helps some of East Africa's most vulnerable people to overcome stigma and build a better future for themselves, their families and communities.

Fewer than 10% of disabled children attend school in Africa (UNESCO). Advantage Africa is working to improve the situation through a project to assist three special units within primary schools in rural Kenya to secure and improve education for around 120 children with learning and other disabilities. The project is providing resources to enhance practical learning and to give pupils skills that will be relevant when they leave school.

With the help of funding from BFSS, classroom equipment and other resources are being provided, including gardening tools and seeds for growing vegetables. Kisayani school is starting a poultry rearing initiative to teach pupils how to raise chickens and market the eggs. Teachers have benefited from training in new skills and subject areas including IT and agriculture. Some funds have gone towards improvements in the fabric of the schools such as extending electricity supplies and improving water catchment from roofs. At Mitaboni a new toilet block has been constructed. BFSS is also helping some of the most disadvantaged pupils to stay in education by contributing to the costs involved.

The project is helping disadvantaged pupils with learning disabilities to gain new, relevant skills and confidence, which will help them to interact with other pupils and will improve social inclusion. It is also challenging the stigma and discrimination that disabled children still endure on a daily basis across East Africa.

[www.advantageafrica.org](http://www.advantageafrica.org)



Pupils at the new Chinonya Primary School built with a BFSS grant

## Baynards Zambia Trust

- Grant to build a new three-classroom block at Chinonya School in rural Zambia
- One-year grant of £25,000

Baynards Zambia Trust (BZT) works in the southern part of Mkushi District in the Central Province of Zambia, which is a very isolated rural area with little infrastructure and inadequate education facilities. Typically, the schools are community schools, which have no Government funding and no trained teachers. This was the case at Chinonya School. The previous building was in a very rundown state with a classroom made of mud and wattle and children sitting on bricks and writing on the dirt floor. There were two untrained teachers for 180 pupils. Many children in the area were not attending school.

BZT's objective was to transform the educational prospects of children in the Chinonya community by investing in the school infrastructure, a prerequisite for recognition as a State Primary School which would bring Government funding. The local community were enthusiastic and agreed that

they would manufacture 65,000 bricks and also procure the sand and crushed stones.

With the help of BFSS's grant and the local delivery partner, the new classroom block was built, incorporating three classrooms and a head teacher's office. Once the new classroom block was in use in May 2013 the School was able to open its doors to another 130 children, who had previously not attended school at all.

The Government has honoured its commitment to Chinonya becoming a State Primary School and a trained teacher funded by the Government is now in post.

[www.bzt.org.uk](http://www.bzt.org.uk)



Pupils quiz Brentford FC first team players Clayton Donaldson and Will Grigg on life as a professional footballer

## Brentford Football Club Community Sports Trust

- Grant for a project to facilitate the transition of the Griffin Park Learning Zone to Brentford FC Community Sports Trust and the expansion of its activities into the London Borough of Ealing
- Two-year grant (£11,000 in 2012 and £7,000 in 2013), subject to satisfactory report at the end of each year

Griffin Park Learning Zone (GPLZ) is a community learning centre based within the Players' Lounge at Brentford Football Club. It works proactively with schools and other agencies to develop innovative and creative education programmes that address the needs of those young people and children for whom traditional education may be a challenge. Initially funded by the Department for Education all funding was withdrawn from 2012 with GPLZ then becoming part of Brentford FC Community Sports Trust (BFCCST), who offer a portfolio of programmes for children and young people.

Using the BFSS grant the Learning Zone expanded its education provision into the

London Borough of Ealing and created a range of education workshops and school programmes (curricular and extra-curricular).

Storytelling Workshops gave pupils opportunity to improve their literacy levels whilst creating their very own characters and ideas which they formed into a story and delivered to their peers. One school reported: "The first child to stand up and tell the first part of their group's story has a statement for speech and language – he has never volunteered in this way before." Another commented that the workshop had raised the profile of writing and reading.

The 90 Minutes outreach programme combined literacy with multi sports for both Key Stage 2 and Key Stage 3. The results from one secondary school were particularly positive with 100% of boys improving their written expression by at least one GCSE grade. The BFSS grant enabled the Learning Zone to help 1,500 young people from areas of high deprivation, boosting confidence and inspiring them to become lifelong learners. [www.brentfordfccst.com](http://www.brentfordfccst.com)



'Education is the key' - new two-classroom block for Mukuni Basic School funded by the BFSS

## The Butterfly Tree

- Grant for the construction of an additional two-classroom block at Mukuni Basic School, Southern Province, Zambia
- One-year grant of £15,000

The Butterfly Tree, founded in 2006, is a UK registered charity and NGO in Zambia, supporting rural communities decimated by the HIV/AIDS pandemic. An all-volunteer based organisation, the charity provides safe water, feeding programmes, health and education facilities and orphan sponsorship as well as education in HIV prevention.

The BFSS has awarded several grants for The Butterfly Tree's education programmes, the most recent being for the construction of a two-classroom block at Mukuni Basic School. Mukuni Village is close to Livingstone and has the same high prevalence of HIV, with 27% of the population infected by this destructive virus.

In 2010 the School had 1,005 pupils. Since the opening of the new classroom block in March 2013, enrolment has improved - to

1,080 pupils - and two extra hours of tuition have been added to the day. In 2013 virtually all pupils passed their examinations and the school received the best results in the Kazungula District. In addition the School has been approved by the Ministry of Education as a teacher and pupil training centre and sports venue serving other schools.

Previous grants from the BFSS have provided educational materials for 15 basic and community schools in the Mukuni, Musokotwane and Sekute Chiefdoms. A substantial grant in 2007 assisted The Butterfly Tree in building the first rural high school in the District. In 2012 a grant enabled 20 students to participate in further education, including two on teacher training courses.

As Jane Kaye-Bailey, Founder Chairman of The Butterfly Tree has commented, "Education is the key to overcoming poverty and the many related issues. The tremendous support we have received from the BFSS has helped The Butterfly Tree to transform the lives of thousands of orphaned and vulnerable children." [www.thebutterflytree.org.uk](http://www.thebutterflytree.org.uk)



Using an action rhyme to teach numbers to a class under a tree

## Chhahari Nepal UK

- Grant for classes to help poor and disadvantaged children in the Mid West of Nepal to acquire the necessary skills to enrol into Government schools
- Three-year grant of £4,000 pa for 2012, 2013 and 2014, subject to satisfactory report at the end of each year

Chhahari Nepal UK was founded 16 years ago by Sue Kemp, a teacher who was in Nepal to work with the children of missionaries. In the Mid West of Nepal children from low caste and marginalised groups do not generally go to school. Parents believe that education is not for their caste. Further, Nepali (the official language, used in schools) is not the first language for over half of the families. In the areas where Chhahari Nepal works the average stay in school is less than three years.

The BFSS grant is supporting teachers in Nepal to help children aged mainly between 5 and 10 to enrol into Government schools. It is also providing resources and equipment for classes. The teachers all gather for three days' annual training and access extra training in

their area. Teachers talk to parents to convince them of the benefits of education and deliver teaching and group sessions for two hours a day, six days a week. Classes are held under a tree or in a borrowed room or cattle shed.

The aim is to enrol children into Government schools within one year. Once the children are in a Government school the Chhahari Nepal teachers maintain contact with families and follow children's progress, resolving any problems that could result in a child dropping out of school.

Last year Chhahari Nepal funded 36 classes for 712 children (313 boys and 399 girls). 86% were able to enrol in Government schools and benefit from a virtually free education. The project is making a real difference to lives now and to the Nepal of the future.

[www.chhahari-schools.org](http://www.chhahari-schools.org)



CAFFE primary students with their tablets which they will use to access the BFSS funded app

## Computers Are Free For Everyone (CAFFE)

- Grant for the development of Bangla language software to teach children and illiterate adults in Bangladesh using a phonics-based approach
- One-year grant of £7,000 in 2013

CAFFE runs a computer school in Dhaka, Bangladesh, for 200 students aged between 5 and 18 years, all from underprivileged homes. In addition to teaching computer skills CAFFE also runs a programme to provide basic literacy and numeracy education to children not currently enrolled in school.

While there are many good apps (ie computer applications) for teaching English and numeracy, there are very few apps which can be used to teach Bangla. The BFSS grant is helping CAFFE to develop its own app for the purpose.

A recent World Bank report stated that around 75% children failed to reach the expected level of competency in Bangla by the end of primary school. Considering that 45% of these children then drop out of education

there is a serious need to address this issue. CAFFE's app "Esho Bangla Shikhi" (Let's learn Bangla) is designed to allow children to learn about the sounds of letters and how these can be put together to build words. They can play freely with letter blocks, which can be snapped together to make words which will then be read back to them. The app is scheduled to be completed in August 2014 at which point tablets will be provided to local families so they can use the app.

The grant from BFSS has had the added benefit that the developers hired by CAFFE have also been teaching the older students to code their own android apps. This is something these young people would never have had the opportunity to learn otherwise.

[www.caffebd.org](http://www.caffebd.org)



EPAfrica volunteers working with teachers and local craftsmen to connect Riagumo Secondary to electricity in Kisii, Kenya



Girl students show their delight at their new dormitory as they stand below the BFSS plaque

## Education Partnerships Africa

- Grant for a project to connect around 10 schools a year in Western Kenya to electricity and the internet under the “Powering On” programme
- Three-year grant of £5,000 pa for 2013, 2014 and 2015, subject to satisfactory report at the end of each year

Education Partnerships Africa (EPAfrica) is a UK charity which works to improve the quality of education for young people in rural Kenya and Uganda. It works in direct partnership with rural secondary schools to equip them with a solid resource base and help them to provide a broader education to their students. To achieve this, UK university students from Cambridge, London and Oxford work with these schools to invest directly in resources to improve the quality of education.

Electricity is a vital step in a school's development, with three immediate practical benefits. Firstly, electric lighting allows students to study before and after school during the dark hours. Secondly, the school can develop a longer-term plan for IT

provision, electricity being the first necessary step. Finally, the school can reduce costs and increase revenue through reducing generator use and printing costs and creating micro-business schemes.

In 2013, with help from BFSS, EPAfrica funded projects with partner schools in the Kakamega and Kisii regions of Western Kenya. The benefits are already evident. Zacharia, parent of a Form 2 student commented, “With electricity in St Stephen's Kamashia Secondary, my children will be able to come earlier and leave later to study.” A village elder from Amaiko Secondary said “[Electricity] is a great benefit to the school, and will help it to grow and prosper.”

EPAfrica has conducted baseline research into the importance of electricity for its partner schools in order to increase its understanding of the future impact of the BFSS funded electricity project. With BFSS assistance, it looks forward to bringing electricity to more of its partner schools in 2014.

[www.epafrica.org](http://www.epafrica.org)

## The Henry van Straubensee Memorial Fund

- Grant to enable more girls to receive a higher quality education through the construction of boarding facilities at Bupadhengo Secondary School, Uganda
- One-year grant of £14,470

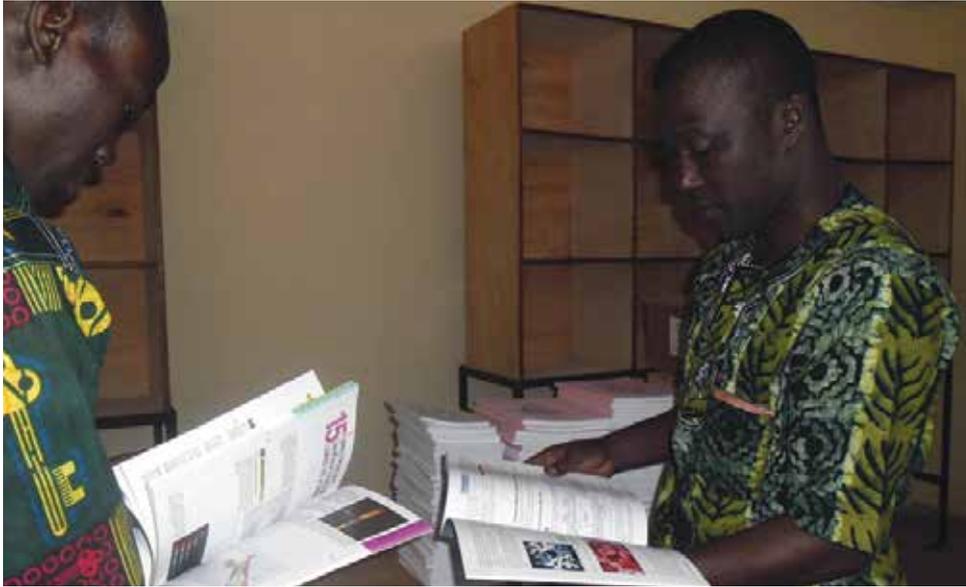
The Henry van Straubensee Memorial Fund is a small registered charity which aims to fight poverty in Uganda through education. Founded in 2007, it is currently helping over 25,000 children each year to gain an improved education through its investment in buildings and educational resources.

Bupadhengo Secondary School is a community school located in rural south east Uganda, around 75 miles north east of Kampala. The area is poor with an economy based on subsistence farming. The School has over 600 children of whom half are girls. In order to improve O-level results, a key aim for schools in Uganda is to encourage children to board in their last two years, so they can study longer hours for their exams. This is supported by the local community, District Education Officer, and head teacher.

BFSS has supported this approach by funding the construction of a new block with two dormitory rooms, female latrines, a washroom, and bunk beds at the school. These improved living conditions will also enhance the girls' wellbeing, increase their safety and reduce the risk of disease. In total over 200 girls each year will benefit from these new facilities.

The Henry van Straubensee Memorial Fund is undertaking a tracking project to monitor exam results and the progress of the students after leaving school. Initial results show that exam grades are improving and that many of the students go on to further education and beyond, with some becoming nurses and teachers for example. This success benefits them and their families and will help alleviate poverty in their country.

[www.henryvanstraubenzeemf.org.uk](http://www.henryvanstraubenzeemf.org.uk)



The new books in student hands at La Bonne Nouvelle Secondary School, Bobo Dioulasso, Burkina Faso

## International Needs UK

- Grant to supply locally sourced text books approved by the Burkina Faso government to lend to pupils at La Bonne Nouvelle Secondary School in Bobo Dioulasso, Burkina Faso
- One-year grant of £12,000

International Needs UK seeks to empower local people around the world to establish community development projects that will help to eradicate poverty, provide adequate healthcare and gain freedom for those living in slavery. The aim is to achieve dignity and freedom for all, regardless of faith, nationality or gender.

Believing that education is the key to empowerment, International Needs UK works alongside partners overseas to help build, maintain and run schools in some of the poorest countries in the world. By United Nations markers, Burkina Faso is the third poorest country in the world and the country with the lowest level of literacy in the world. Female literacy is still around 12%, compared to over 25% for boys.

Through La Bonne Nouvelle Secondary School, established in Bobo Dioulasso, Burkina Faso, in 2008, International Needs UK seeks to provide an education that will promote gender equality and empower women and girls. Over 320 pupils - the majority of them girls - now attend from the local community in an area where girls have traditionally been kept at home to carry out domestic duties.

The BFSS grant will provide text books for each subject across the curriculum for each pupil. In total, 2,830 text books will be made available. The supply of books will greatly enhance teaching and learning and will help to convince parents of the value of education on offer. Pupil attendance and attainment are expected to increase. Sourcing the books locally keeps costs down and supports the local economy. By making a small borrowing charge to each student, the School will be able to afford to repair and in due course replace the books, thus ensuring sustainability.

[www.ineeds.org.uk](http://www.ineeds.org.uk)



A volunteer works with a young person at an **Into**University Academic Support session

## IntoUniversity

- Grant to fund the Academic Support programme at **Into**University's Haringey North Centre
- Two-year grant of £15,000 pa for 2012 and 2013, subject to satisfactory report at the end of each year

**Into**University is an education charity which currently operates a network of 15 local learning centres in London, Nottingham and Bristol, with plans to expand to other parts of the UK. Its mission is to raise aspirations and improve academic achievement in some of the most deprived neighbourhoods in Britain.

**Into**University addresses underachievement and social exclusion among disadvantaged children and young people through its integrated programme of Academic Support, interactive 'FOCUS' study weeks and mentoring. The aim is to improve attainment, increase self-confidence and empower young people to set ambitious goals for themselves.

With the support of the BFSS grant, **Into**University's Haringey North Centre has

been able to deliver its Academic Support programme to 845 beneficiaries, providing one-to-one support with homework, UCAS applications and exam preparation. Students have access to books and computers as well as a quiet place to study and opportunity to address any challenging behaviour or other reasons why they may not be engaging fully in their education. All volunteers and staff at the Centre are either university graduates or current undergraduates themselves and can act as positive role models

This programme has had a significant impact on the aspirations of the young people involved. In the 2012/13 academic year 75% of students at Haringey North reported that, as a result of participating in **Into**University's programmes, they felt that they were more likely to go to university. In addition, 63% of students said that their confidence in their communication skills had grown. 84% of **Into**University Haringey North school leavers progressed directly to Higher Education in 2013, compared to a national average of just 20% amongst students from Free School Meal backgrounds. [www.intouniversity.org](http://www.intouniversity.org)



Leisure activities with the adolescents to enable them to reflect on activities and rebuild family relationships

## Jubilee Action

- Grant for a project to pilot a model of educational and social support within five state schools in Salvador, Brazil, to tackle high school drop out rates attributed to high levels of poverty and physical violence in the area
- Three-year grant (£10,000 in 2013, £7,500 in 2014 and £5,000 in 2015), subject to satisfactory annual report

Jubilee Action seeks to strengthen and empower local communities to protect children and youth facing great injustice. It believes in supporting children to participate actively in its social and educational rights based programmes, in order to break intergenerational cycles of poverty and abuse.

The pilot project supported by BFSS is in Camaçari, a region formed largely of unstructured slum communities which has one of the highest assassination rates worldwide. Family fragility and endemic poverty generate a high incidence of anxiety, isolation, aggression and violence, which in turn leads to high rates of school drop out, drug use and street connected behaviours.

Jubilee Action is working with local partner Viva a Viva to reach 380 adolescents and bring about a reduction in school drop out rates by:

- training state school teachers to increase their awareness of risky behaviours and domestic violence, teaching them techniques to manage these situations effectively;
- supporting teachers to report all incidences of violence in a way that helps reduce violent behaviour in adolescents;
- utilising drama and the arts to teach vulnerable adolescents about the dangers of drugs and to promote positive behaviour; and
- improving educational resources for the personal and social development of vulnerable adolescents.

Jubilee Action will also be targeting 1,080 family members and 400 members of the community by teaching parents about the value of school in their children's lives, strengthening family relationships and enabling families to recognise risky behaviours associated with drug use.

[www.jubileeaaction.org](http://www.jubileeaaction.org)



Exploring a bright new world at Saria School

## Life Uplifted by Change in Africa (LUCIA)

- Grant for furniture and books for Saria School Library, Ethiopia
- One-year grant of £3,915 in 2013

Life Uplifted by Change in Africa is a small volunteer-run charity whose goal is to improve the lives of women and children in Ethiopia through local projects encouraging long term growth and development.

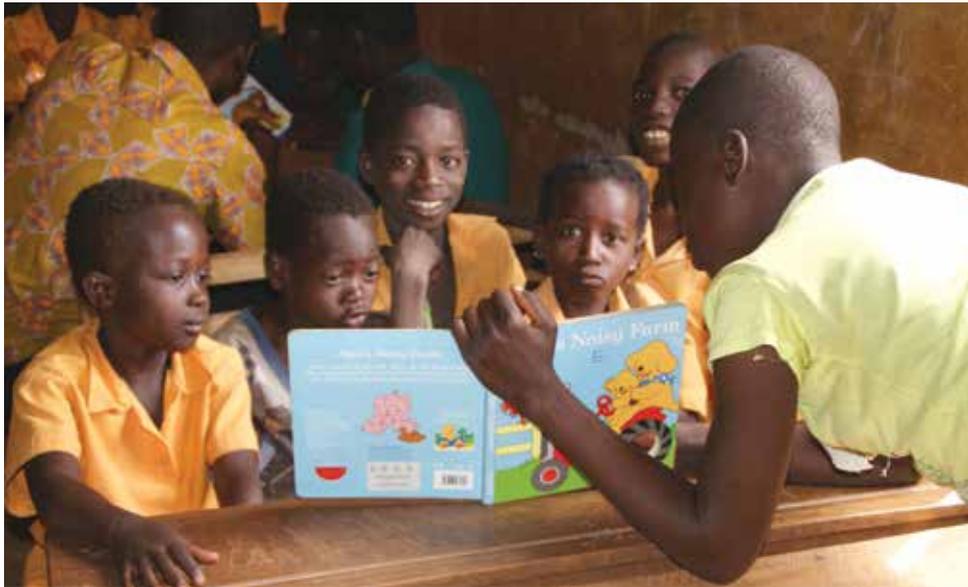
In 2012 LUCIA committed to building a library at Saria School in Basona Worena Woreda, 130 kilometres north of Addis Ababa, Ethiopia. On field visits to the school LUCIA volunteers had been overwhelmed by the children's burning desire to learn and get an education, with children walking up to two hours to school over a very rugged terrain. LUCIA believed that investment in a library would help improve the children's education and allow them to make informed decisions about their own future.

Saria School had 450 pupils, five teachers, four classrooms, and no electricity or running water. There were very few books. The grant

from BFSS changed this, allowing LUCIA to furnish and stock the shelves of the library with a range of reference, text and story books. It also funded the purchase of desks, chairs and shelving.

The new library is everything LUCIA could have hoped for. The local community worked so hard to build the library in such a short time and under difficult conditions - the ground was rock hard and they had no machinery to help them dig out or mix the mortar. LUCIA believes this is a testament to the community desire to educate their children. Aligned with the school classrooms and the rest of the campus, the building is aesthetically pleasing and well planned. The inside of the library is very light, with inviting wooden desks and shelves filled with Amharic and English books. It really is a place that inspires children to learn and develop.

[www.luciacharity.org.uk](http://www.luciacharity.org.uk)



Children enjoying books at the Lively Minds' Reading Scheme session, Kpilo Village Primary School, Ghana

## Lively Minds

- Grant towards Lively Minds' Reading Scheme programme in rural Northern Ghana
- One year grant of £6,630 in 2013

Lively Minds is a small charity working to improve the lives of children living in poverty in rural Ghana and Uganda through education and community empowerment projects.

BFSS is supporting Lively Minds' Reading Scheme programme in rural Northern Ghana, which targets primary schools in deprived and remote communities. Resources are scarce with virtually no books at school or home. Only 18% of teachers are trained; and they adopt rote-style teaching. From middle primary onwards lessons are in English, but many children lack the language skills to understand what they are being taught. Surveys by Lively Minds showed that only 8% of beneficiary children (average age 12) were able to read a simple one-paragraph story.

Lively Minds believes that reading is key to breaking the cycle of poverty, improving language, communication, creative thinking

and problem-solving skills. It has developed an innovative, self-sustaining model to give children access to these skills. It provides primary schools with illustrated children's books in English and trains upper primary school pupils to read the books aloud in an interactive way focusing on picture-use, comprehension and enjoyment. The pupils then run weekly reading sessions for the lower school. In this way the whole school benefits. By training schools to run the Schemes, Lively Minds continues to reach a new intake of children each year. Moreover, teachers are helped to teach more creatively.

In 2013 BFSS provided a grant to purchase children's books for 20 primary schools and to contribute towards fuel and transport costs associated with delivering training and support to schools. All the schools where Reading Schemes have been run so far have reported improved reading skills, enjoyment, attendance and overall school performance.

[www.liveminds.org](http://www.liveminds.org)



Teachers involved in reflective exercises to improve their teaching practice

## Oasis International

- Grant for a project to enhance the teaching skills of teachers in the Kawempe Division of Kampala, Uganda
- Three-year grant of £4,000 pa for 2011, 2012 and 2013, subject to satisfactory annual report

Oasis was established in 1985 to help improve the education, health and livelihood outcomes of deprived communities and to rescue and care for exploited and marginalised people.

BFSS has partnered with Oasis since June 2011 on two projects, one in Kyrgyzstan and the other in Uganda. The aim of the project in Uganda has been to improve student attainment and reduce the risk of children dropping out of school through helping teachers in the Kawempe Division of Kampala to make the learning experience more engaging and better suited to the children's individual needs.

The teacher training includes giving teachers skills and strategies to improve teaching methodology and maximise learning through the use of accelerated teaching techniques.

It also includes training in IT skills and the use of Oasis Catch-up literacy and numeracy programmes. Once trained, the teachers become ambassadors of good practice back in schools.

The training has had the following outcomes:

- an increase in pupil attainment in the partner schools with 83% of pupils able to read and write as they leave Primary 2, much higher than before the training;
- a decrease in the pupil drop-out rate, with a 9.25% improvement on average in attendance by girls over the last academic year;
- positive discipline being used as a substitute for corporal punishment;
- improvement in teachers' reporting now they can make use of a computer; and
- use by teachers of the Internet for teaching resources and sharing good practice.

In addition, BFSS funding has encouraged another funder to partner with Oasis to help girls in the community who were not going to school and needed catch-up support.

[www.oasisglobal.org](http://www.oasisglobal.org)



Teachers in Hetauda, Nepal, learning how to prepare charts and displays for their classrooms

## Our Sansar

- Grant for a project to train 360 teachers from impoverished schools in Birgunj, Chitwan and Hetauda in Nepal and improve the educational experience for both teachers and pupils
- One-year grant of £15,000

Our Sansar is a small, dynamic UK charity that provides education, shelter and welfare for the most disadvantaged and vulnerable communities in Nepal. It was set up in 2009 by Julia Krepska to assist communities that do not receive help from other sources.

With BFSS grant and with help from the local partner, GAN Nepal, Our Sansar has trained 400 teachers in various villages in the rural areas of Birgunj, Chitwan and Hetauda. The training focuses on introducing interactive methods of teaching, improving classroom management and encouraging the use of resources made from local materials.

As at April 2014 teachers in 11 schools have received both intensive and follow up training. A child friendly model classroom has

been set up in each of those schools where the pupils can enjoy learning in an inspiring environment. Forty teachers' clinics have been held to provide individual follow up sessions and resources. Teachers from an additional 10 schools that were not initially part of the project have also been able to attend the intensive group sessions. An informal network of teachers from various schools has been established, creating in effect self-help groups. Resource centre leaders have been trained, thus ensuring sustainability.

All of the schools have begun to use interactive teaching methods and have created a child friendly environment in their classrooms. These changes have been made possible by the teachers' positive attitude as well as the continuous support provided by the project staff and the team work between Our Sansar, Global Action Nepal, the three District Education Offices and the schools. The teacher training is bringing about real educational change in these disadvantaged areas.

[www.oursansar.org](http://www.oursansar.org)



The four new classrooms at Nyabigoma funded with help from BFSS

## Rwanda Aid

- Grant towards the construction of four classrooms and toilet accommodation at the School at Nyabigoma in South West Rwanda
- One-year grant of £24,814

Working in South West Rwanda, Rwanda Aid supports the vulnerable and disadvantaged, especially children, and helps people to build a more secure and prosperous future for themselves and their community through education and training.

Nyabigoma School is situated in the remote and hilly sector of Bweyeye in the District of Rusizi. In educational terms, Rusizi is one of the worst performing Districts in Rwanda and Bweyeye the worst performing sector in the District. Nyabigoma School had only three overcrowded classrooms for the first six years of primary school and wholly inadequate toilets with no hand-washing facility.

With assistance from BFSS, four classrooms and a toilet block were completed in Autumn 2013. Encouraged by this development the District decided to make the School a nine

year school, introducing the Primary 7 level in January 2014. As a result of this investment, school numbers will grow steadily over the next three years to an expected roll of over 700 students.

Local labourers were used for the construction work, and the furniture was also made by local artisans, providing much needed employment.

Rwanda Aid is supporting the School with a teacher training/mentoring programme sponsored by HSBC Global Education. This is designed to help teachers to improve their English, now the medium for teaching, and to develop more varied teaching methodologies. Rwanda Aid is also supporting the School with books, stationery and equipment.

The support for the School offers new hope and opportunity for a very remote and struggling corner of the world. Rwanda Aid and the community are enormously grateful to BFSS for making this development possible.

[www.rwanda-aid.org](http://www.rwanda-aid.org)



Local Master Trainer Luciano Ramos coaching youth workers ahead of their first training delivery

## Street Kids International UK

- Grant for the delivery of Training the Trainers workshop to build the capacity of the local youth worker group in Duque de Caxias, Rio de Janeiro State, Brazil

- One-year grant of £15,000 for 2013/14

Up to 8 million children and young people are forced to live and work on the street in Brazil. These young people have low educational levels and are often living in extreme poverty, with little or no understanding of how to earn a sustainable living or plan for a better future.

Street Kids International works with local youth-serving organisations to deliver practical, imaginative and easy-to-understand business training to street youth in their community, using award-winning animations and participatory learning methods. Since 2008, Street Kids International UK has delivered nine successful programmes across Africa, Asia and South America.

Funding from BFSS will enable Street Kids International to expand its Brazilian programme in Duque de Caxias. Working

in conjunction with local partner, Terra dos Homens, the project provided a two-week Training of Trainers workshop, which directly trained local youth workers in the business content and facilitation skills needed to deliver the Street Business Toolkit. It also supported two groups of young people to develop their own business plans. The Toolkit provides training that is accessible to youth with low literacy levels, guiding them through simple, practical steps to plan and start a business.

During the 12 months following the workshop, the trained youth workers will each train groups of youth within their own organisations, making a total of 210 youth trained in the first year. Funding from BFSS will also benefit the local NGOs whose staff participated in the training. Via this network the programme will continue to support and build the capacity of local organisations and youth workers, benefiting many more youth during and beyond the end of the project period.

[www.streetkids.org](http://www.streetkids.org)



Inspirational library area created with the help of BFSS at Telford Junior School

## Telford Junior School

- Grant for furniture and books for a new school library

- One-year grant of £3,000 in 2013

Telford Junior School is a three-form entry junior school in Leamington Spa, Warwickshire, with 350 pupils on roll. It takes children from a diverse catchment area. For many years the School has wanted to establish a well-stocked school library which would be large enough to allow a whole class to visit at a time.

The closure of the school swimming pool presented an excellent opportunity. Through the support of the local authority, the building was converted to one suitable for a classroom and library area. The School Parents' Association approached BFSS for a grant for furniture and books for the newly created library space.

With assistance from BFSS, the children now benefit from a modern and inspirational library, which classes can visit throughout the week. Children are able to borrow books

through the new electronic library system. The School believes that the new facility will help to promote an enthusiasm for reading, which is central to the drive to improve standards in literacy. In particular, the library will help to give pupils from less affluent backgrounds similar opportunities to other children in terms of accessing a wide range of fiction and non-fiction material.

The library also provides a much needed space in which special educational needs groups can work in a small group setting, supported by a teaching assistant. The area is also used for one-to-one counselling work and specialised learning support.

Telford Junior School is part of the Leamington North Cluster of nine primary schools and two secondary schools. The school library has already proved to be an excellent facility for cluster-based activities, such as the gifted and talented Maths group.

[www.telfordjuniorschool.com](http://www.telfordjuniorschool.com)



Children engaged in after-school studies at Talpiot Children's Village.

## Youth Aliyah Child Rescue

- Grant to provide after school education at Talpiot Youth Village in Israel for 110 children living in the city of Hadera and its surrounding villages who are having difficulties at their main school

- One-year grant of £9,243 in school year 2013/2014

Talpiot Youth Village, which receives funding from Youth Aliyah Child Rescue, aims to reduce the number of 'at-risk' children and families in the region regardless of ethnic or religious backgrounds. It offers care and education for boarders and non boarders as well as providing services and clinics for the community.

Children are identified by staff at Talpiot or are referred by Social Services as lacking a responsible and supportive home environment to which to return after school hours. These children are given supplementary tutoring at Talpiot along with a warm meal and a place to study. The children receive help which is based on assessed weaknesses and needs. Learning difficulties are addressed while

strengths are identified and nourished. Not only do the children receive additional educational support but their self confidence is boosted and they are encouraged to contribute to their own development and that of their community.

The BFSS grant will allow 110 children to benefit from extra support over the 2013/2014 school year. Participation in this programme considerably reduces the gap between the level of each student in relation to his or her class on entry and upon leaving the programme. The gap is calculated in relation to a national Standard Score defined by the Ministry of Education. The subjects measured are English, Hebrew and Maths. The children are also evaluated on psychological and emotional improvement based on case studies and interviews. Youth Aliyah Child Rescue is extremely thankful to BFSS for enabling these children to benefit from the After School Reinforcement Project.

[www.youthaliyah.org.uk](http://www.youthaliyah.org.uk)  
[www.talpiot.net](http://www.talpiot.net)

## Further Information about the BFSS



Rt Hon David Lammy MP  
President



Professor Richard Aldrich  
Vice-President



Professor Steve Hodkinson  
Chair from May 2013

### President

Rt Hon David Lammy MP

### Vice-President

Professor Richard Aldrich

### Council Members in 2013

Professor Steve Hodkinson  
(Chair from May 2013)

Rev David Tennant (Vice-Chair)

Mr Steve King (Treasurer from May 2013)

Mr Chris Daynes

Ms Caroline Emmet

Mr Roger Howarth (Chair until May 2013)

Mr Graham Kingsley

Mr Peter Miller

Rev Professor Stephen Orchard

Dr Ben Ramm

Ms Shubhi Rao

Mr Stephen Ross

Dr Jaz Saggi

Mr David Stephens (until May 2013)

Mr David Swain (Treasurer until May 2013)

Dr Emily Tomlinson

Ms Juliet Weale

Mr Stephen Wordsworth

Mr Brian York

Mr David Zahn

### BFSS Office

Director - Mrs Imogen Wilde

Finance Manager - Mr Richard Goatcher

Grants Administrator - Mrs Belinda Lawrance

### BFSS Grant Giving

The BFSS gives grants of around £500,000 pa from its Main Unrestricted Fund. In addition it has a number of Restricted Funds ie restricted to particular purposes or parts of the country.

### These include:

- The British School Charity to promote the education of persons under the age of 25 who or whose parents are resident in the neighbourhood of Saffron Walden and who are in need of financial assistance
- South Church Educational Fund to promote education in the area of the District of the Wear Valley
- Old British School Charity to promote the education of persons under the age of 25 who are in need of financial assistance and live within a radius of 20 miles from Bratton, Wiltshire

Further information about these and other Restricted Funds and how to apply can be accessed on our website at [www.bfss.org.uk](http://www.bfss.org.uk).

## BFSS Grants Workshop October 2013

On 10th October 2013 BFSS held its first ever Grants Workshop designed to share good practice, learn from experience and facilitate networking. Around 30 BFSS grant recipients were represented at the event, which was also attended by nine BFSS Trustees and by the BFSS President, Rt Hon David Lammy MP. The Workshop was organised to include a mix of presentations, discussion groups and panel sessions, with plenty of opportunity for networking.



Professor Steve Hodkinson, Chair, sets out the aims of the Workshop

After an initial welcome from Professor Steve Hodkinson (BFSS Chair), Dr Ben Ramm (Chair of the Grants Committee) gave a presentation on BFSS's approach to grant giving. This was followed by presentations by speakers from three recent grant recipients: Dominic Bond (The Sabre Trust); Dr Chris Hands (Moroccan Children's Trust); and Dr Hugh Rayment-Pickard (IntoUniversity). Following a question and answer session, participants broke into pre-arranged discussion groups to address a number of themes: project control and governance; measuring impact; local stakeholder engagement; sustainability; and partnership. The Workshop concluded with a report back from the discussion groups followed by a summing up by Mr Peter Miller, BFSS Trustee.

Among the key points which attendees took away were the importance of needs assessment, ideas for carrying out

monitoring and evaluation in different ways, the importance of keeping donors involved throughout a project, the value of partnerships and the value of transferable experience. Above all, participants welcomed the opportunity "to meet other charities in the same boat with similar issues" and to hear from BFSS Trustees what they look for in assessing grant applications as well as the importance they attach to monitoring impact. Comments included the following:

"This was a fantastic event which brought together a wide range of charities operating in different countries but with lots of experience and good practice to share."

"It [the Workshop] exceeded expectation in the diversity and geographic spread of projects which allowed me to reflect on our own priorities and strategies for meeting our objectives."

"It was a wonderful opportunity to network and there are several links and co-operative connections that I will be following up in the weeks/months ahead."

"Make it a full day workshop so as to allow more time for networking and people can attend more sessions."

The BFSS will be running a further Grants Workshop in 2014.



Discussion group on local stakeholder engagement

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