



**BFSS**

Educational Opportunity for All

**BRITISH & FOREIGN SCHOOL SOCIETY**

Annual Review of Grant Giving 2014

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## About the British & Foreign School Society

The British & Foreign School Society is an educational grant-giving charity formed in 1808. The Society's vision is educational opportunity for all. We seek to achieve this by providing funding and support for educational projects in the UK and throughout the world.

During 2014 the Council reviewed and confirmed its grant giving strategy, which is to support a broad range of projects in areas of deprivation or educational disadvantage around the world. The aims of BFSS's grant giving are to widen educational access and opportunity and raise achievement, recognising that access on its own does not necessarily deliver effective learning. Our grant-giving criteria can be found on our website at [www.bfss.org.uk](http://www.bfss.org.uk). All grants are made through UK registered charities and are project-based.

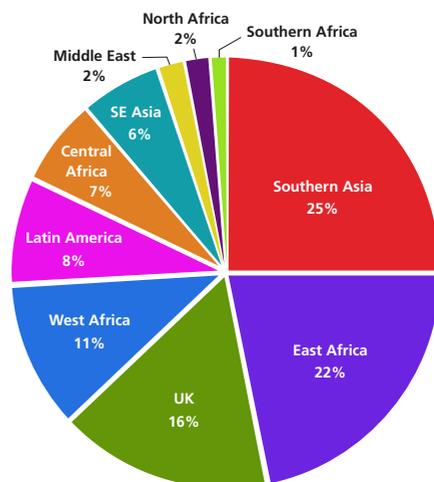
The main themes of projects supported in 2014 were School Construction, Teacher Training, Learning Resources and Equipment, Community and Supplementary Education including raising aspirations, Education for Street Children and Vulnerable Children, and ICT. Moving forward, BFSS welcomes collaborative projects, for example initiatives in teacher training and/or investment in ICT to complement school construction projects. We are encouraging charities to work together so as to maximise their impact in a particular area.

The Society has an online applications system. Grant applications which meet the criteria and pass an initial review are considered by a Grants Committee that meets quarterly (and by the Council in the case of applications for grants of over £20,000). In 2014 there were 270 applications, a considerable increase on the previous year. 37 new grants were awarded. Grants for new and continuing projects totalled £630,082, the highest ever annual figure.

In reaching decisions, the Grants Committee looks for evidence that projects will give value for money and achieve positive and

sustainable change. Applicants are asked to identify four major outcomes of grant, against which they will be asked to report in their end of project/year end report. Over the last year the Society has refined its evaluation and reporting framework. This will help Council Members to monitor and assess the overall impact of its grants programme, to learn from achievements and challenges and to determine future policy and strategic direction.

The pie chart shows 2014 grants by geographical region. Over the last three years there has been a considerable shift in the geographical distribution of the Society's funding, with grants for projects in East Africa falling from nearly 50% in 2012 to 22% in 2014 and an increase in the proportion of funding for projects in Southern Asia, the UK and Latin America.



BFSS seeks to develop a close and supportive relationship with grant recipients, which also assists the Society to contribute to wider learning in the sector. One of the ways in which this is achieved is via a Grants Workshop. Initiated in 2013, a further workshop was held in November 2014 with the triple objectives of sharing good practice, learning from experience and facilitating networking. Feedback was again very positive.

## Foreword from the President

I am proud to be associated with the work of the BFSS. The case studies in this Annual Review demonstrate the ways in which grants of varying sizes are helping to transform the lives of disadvantaged children and young people in the UK and across the world. The settings for these projects are challenging and include inner cities, remote rural communities, slums and post-conflict communities.

Widening access and raising achievement are at the heart of BFSS's grant giving. The early and planned outcomes set out in these case studies show how these aims are being achieved across different phases of education, across different subjects and through both formal and supplementary education. Projects supported include the establishment of an early years programme in rural western Nepal, improvement in science education in central Nepal, establishment of a pre-school centre in a slum area of Mozambique and sustained access to education for street children in barrio communities in Ecuador.

Support for teacher training is clearly key to raising achievement and helps to maximise the impact of BFSS's funding. A project in Ghana, for example, is delivering a transformational teacher training programme to improve the quality of kindergarten education in the Central Region. Already nearly 3,000 kindergarten pupils are benefiting from being taught in more engaging ways.

I welcome BFSS's concern with sustainability and was particularly pleased to see the grant for a project to assist the development of an enterprising schools network in Central America. This promotes entrepreneurship and employability skills for students and it also helps schools to generate income through the development of school businesses.

In the UK BFSS's grants over the last year have focused on non-formal education, for example a developmental play project in Nottingham supporting the educational, social and emotional development of homeless children living in hostels. A youth project in Southwark

is helping at risk young people re-engage with education and training via a development programme linked to mentoring younger children in need of support which benefits both the teenagers and the younger children.

Grants for education infrastructure, linked to improving learning performance and pupil progression, continue to feature strongly. One of the most challenging school construction projects has been in the plateau region of the Eastern Democratic Republic of Congo, a remote and marginalised region which is benefiting hugely from a current programme of school rehabilitation. In addition, for the first time, BFSS has supported a project in Burundi, helping to refurbish and equip an ICT centre at a School for the Deaf. In all these cases I welcome the focus not just on buildings and equipment but importantly on quality of education too.

These case studies are a reminder of the real difference grants from the BFSS make to vulnerable children and young people.



RT HON DAVID LAMMY



## CAIRN Trust

- Grant for a project to establish an early years programme in Sikles District in rural Western Nepal
- Three-year grant (£6,281 in 2013, £3,016 in 2014, £3,016 in 2015), subject to satisfactory annual report

Early years pupils at Annapurna School, Sikles, participating in a creative arts session

CAIRN (Child Aid In Rural Nepal) Trust is a children's charity established to improve educational opportunity and widen access to education for children in Nepal. CAIRN's mission is to develop sustainable rural communities through child education.

The charity focuses on helping communities in rural Nepal, where over 23 million people live (84% of the Nepalese population) and education is still inaccessible for many. School provision, even where it exists, is often poor, with inadequate classrooms and untrained teachers offering rote learning not supported by learning resources. Schools frequently lack enough furniture and have poor sanitation. Based on the knowledge that early child development is key to fulfilling children's potential and is the foundation for future learning and health and economic well being, CAIRN has developed a new early years delivery model for pre-primary and primary level education.

BFSS is supporting a new CAIRN Early Years (CEY) project in Sikles District, Western

Nepal. It is based on improving infrastructure by providing safe and learning friendly classrooms, a programme of on-going teacher training and development of appropriate and effective learning resources.

**"My best thing in class is the counting blocks that help me with my mathematics."**

Laxmi Gurung, Grade 1

**"I am very much confident after this workshop and hopeful to improve my school and teaching absolutely."**

Shekhar Nath Tiwari, Head Teacher, Annapurna School, Sikles

The first year of the programme started by assessing teaching capabilities, school leadership, available resources and classroom setup, with baselines set for future progress monitoring. The needs assessment demonstrated that almost all teachers taught using rote and drilling methods and that, whilst teachers had theoretical knowledge, they lacked the practical skills to transfer this to the classrooms. As a result training workshops, clinics and a coaching programme for teachers have been initiated linked to key progress indicators and targets that will be monitored over 3 years. New interactive teaching methods have been introduced and more suitable learning resources developed with teachers beginning to produce materials using local resources. Classrooms have been refurbished with new furniture, colourful decoration and safe equipment. 169 children are benefiting to date.

### Outputs so far include:

- Completion of needs assessment and baseline surveys
- Delivering a training programme to 9 teachers
- Upgrading and refurbishment of 6 classrooms
- Development of over 150 learning resources
- Initiation of stakeholder engagement programme involving the local community, head teacher, parents and PTA all of whom contribute to the school development plan

CAIRN are confident that the resulting increased pupil development and progress, establishment of continuing teacher professional development and a culture of parental and stakeholder engagement are providing a firm foundation for future achievement and educational advancement for more children.

### Early outcomes reveal:

- Increased confidence and motivation in delivering lessons in more interactive and engaging ways reported by teachers and observed by the project resource co-ordinator
- Pupils observed by the project co-ordinator to respond well in lessons where new and different techniques are being used
- Children reported by parents to be keener to go to school, to enjoy the new materials and to share learning with family members
- Children show independent interest in preparing themselves to go to school

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



Teachers at Annapurna School, Sikles, at the CAIRN early years training course



Children and teacher in a newly refurbished and equipped classroom



## Childreach International

- Grant for improving science education in five schools in rural areas of central Nepal
- One-year grant of £25,000

Children exploring their school's new science equipment as part of the 'Beyond the Book' science initiative in Nepal

Childreach International works in partnership with local communities to unlock the potential of some of the world's most marginalised children and to secure their basic rights. By improving access to education, healthcare and child protection, it transforms the lives of thousands of children every year.

In Nepal, where Childreach International has been working since 2009, only 28% of students passed their science school leavers exam in 2013. Consultations with five schools in rural districts attributed the lack of attainment to shortage of resources, lack of fully trained teachers and the need for practical science lesson facilities. BFSS funding will help to tackle the poor standard of science teaching and the lack of available resources by providing well-equipped science laboratories and effective training for teachers in these five rural state schools.

Whilst the full impact will take some time to measure, a five-day training programme for 50 teachers in the targeted schools has received excellent feedback. The introduction of laboratory equipment into classes has been met with enthusiasm and initial observations have shown more students attending science classes. Teachers have welcomed the challenge of incorporating practical work into their classes and varying the way information is delivered.

### Planned outcomes:

- Effective teaching of practical science classes by 50 trained teachers in the five target schools
- Development of students' reasoning and analytical skills in science, leading to success in their science exams by 2,510 direct beneficiaries
- Scientific knowledge and skills demonstrated by students at each of the five targeted schools through the organisation of one Science Fair a year
- Science learning actively supported by key stakeholders in local government and community, schools and parents as a result of awareness of its benefits

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

**"The science lab is wonderful! We all have lessons in there and the teachers have been trained to use the equipment. It is very exciting."**

**16 year old boy from a rural school in Nepal**



## Disability and Development Partners (DDP)

- Grant to refurbish and equip an IT training room at Ecole Ephphatha pour les Sourds (Ephphatha School for the Deaf – EES), Bujumbura, Burundi and to meet the costs of an IT trainer and a French teacher for a year
- One-year grant of £15,372

The sheer enjoyment of learning to use computers

DDP has been working with partner organisations in the Indian subcontinent and in sub-Saharan Africa since 1992 to help disabled children and adults and the most vulnerable in society. Inclusion and partnership are at the heart of DDP's work. Disabled and vulnerable people are encouraged actively to engage in and lead ideas for change.

EES is one of only two primary schools in Burundi for deaf children. The school wished to establish an IT centre in order to open up a whole new world for deaf children by adding a different dimension to communications and learning. The long term benefits are that EES pupils will be equipped with skills that they can build on when they complete their education and start looking for jobs.

With the help of BFSS's grant a room has been re-roofed, refurbished and equipped with ten computer workstations. An IT trainer with an aptitude for sign language has been recruited and class timetables have been revised so that all 160 current pupils as well as teachers and former students can benefit from IT skills training. The project has vastly improved the learning and teaching ethos at EES and has encouraged the school and Parents' Association to lobby government for more support for deaf children's education.

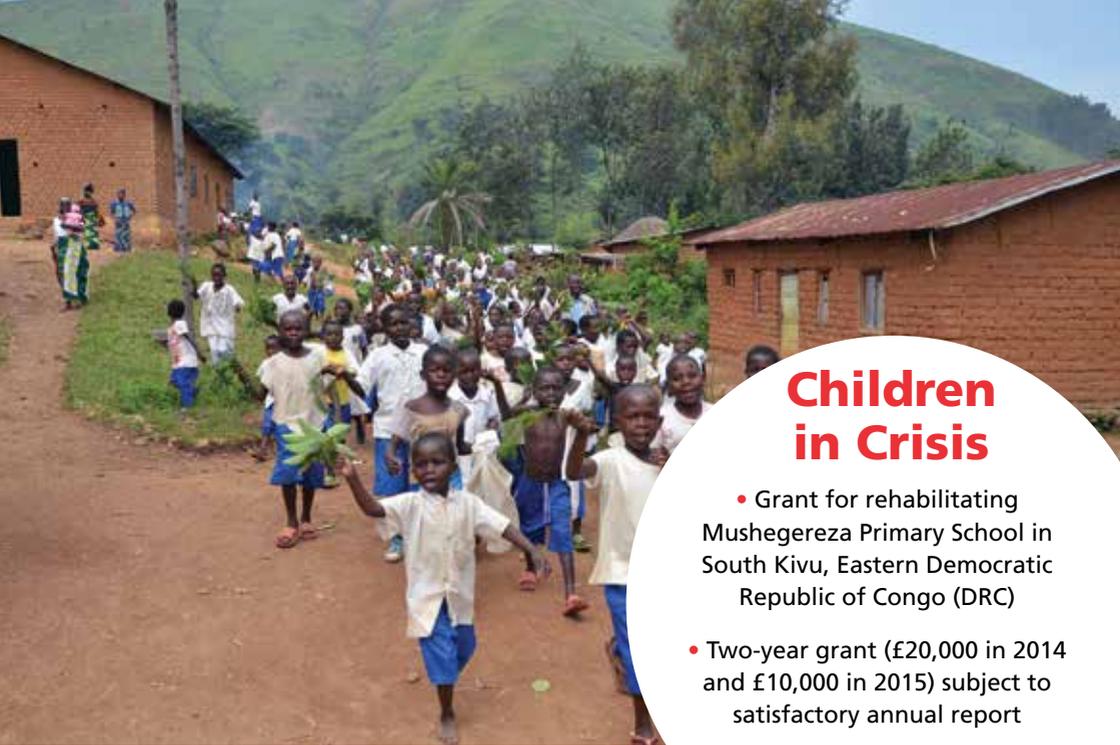
### Planned outcomes:

- Enhanced educational opportunities for EES pupils leading to improved learning performance
- Development of skills in using computers for communication, learning and play
- Improved employment prospects for older and former pupils as a result of IT skills training at the school
- Opportunities for teachers, parents and siblings to learn basic IT skills

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

**"We were so surprised when they showed no fear and very quickly learnt the basics of using computers. This is a very good thing for deaf children, they won't be left behind."**

**Maurice Murishi, Headmaster, EES**



## Children in Crisis

- Grant for rehabilitating Mushegereza Primary School in South Kivu, Eastern Democratic Republic of Congo (DRC)
- Two-year grant (£20,000 in 2014 and £10,000 in 2015) subject to satisfactory annual report

Children on their way to the inauguration ceremony at Mushegereza Primary School

Working with remote or forgotten communities in conflict-affected countries, Children in Crisis seeks to overcome the effects of poverty on children through education and training. It contributes to the development of a generation of children with the skills and knowledge to become productive citizens.

Over the course of a three-year programme 2013-2015, Children in Conflict has been undertaking a programme to repair or rebuild nine derelict schools on the plateau of South Kivu. The plateau region of Eastern DRC is isolated, both geographically and politically. It is a mountainous region, accessible only by one unpaved, single-lane road. It saw some of the worst fighting of the civil war, including the widespread destruction of school buildings by various militias.

The grant awarded by BFSS has been used to undertake much needed renovation work at Mushegereza Primary School, which is five kilometres from the nearest large community (Lemera) on the Uvira mid-plateau. Before the project started, the school was in an extremely

**“Our new school will give us hope for a better future. It will help bring peace.”**

Merci Mugashani, Year Four Pupil, (aged 10)

**“I am so happy I am lost for words. The best thing is that this school is not just a passing fad; it is something that will serve generations to come. Everyone loves it as we know just how important education is.”**

Mulangaliro Mbing, local Chief, aged 30, parent of one child

run-down state, with lessons abandoned during poor weather and teachers struggling to teach. Conditions for the 170 children at the School seriously affected attendance rates.

As was to be expected in such a remote and marginalised region, the project did not always run smoothly. Throughout the project, however, the community showed a remarkable dedication to their children’s education through their tireless support of the construction team. On top of collecting the sand, stones and water required, community members provided a constant source of labour. January 2015 saw the school handed over to the community at a joyous inauguration ceremony.

Thanks to the support of BFSS, more children living in and around Mushegereza are now able to learn in a safe, suitable environment. Based on Children in Crisis’ impact elsewhere on the plateau, the new school, alongside the teacher training and community engagement elements of Children in Crisis’ work, will lead to major improvements in education. Children in Crisis’s school rehabilitation programme on the plateau will be continuing, with another three schools set to be rehabilitated in 2015-16.



A typical school on the plateau before rehabilitation

### Outputs so far include:

- Six fully furnished classrooms with desks and blackboards
- A headteacher’s office
- A staff room
- Separate latrines for girls and boys

### Planned outcomes:

- Significant increases in enrolment and attendance
- Improved quality of education with reduced teacher absenteeism
- Increased awareness of the importance of education, with parents more closely engaged
- Income generation undertaken to support the community to maintain the school buildings

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



Sturdy, good quality classrooms for the children to study in effectively, funded with support from BFSS



## EdUKaid

- Grant to support school improvement programme at Mkangala Primary School in Mtwara, Tanzania
- One-year grant of £10,000

A bright, stimulating and vibrant teaching and learning environment at Mkangala Primary School September 2014

EdUKaid is a children's educational charity operating in the Mtwara region of Southern Tanzania. Working with local communities, EdUKaid's projects seek to improve access, retention and achievement at local government primary schools.

Tanzanian schools face many challenges: fast growing school populations, limited resources and low pass rates at primary level. There is an inordinate lack of even the most basic resources and facilities, such as classrooms, sanitation facilities, books and desks. Teachers are poorly skilled and motivated. Classrooms are overcrowded with high teacher-child ratios, typically 1:73. There is no pre-primary provision despite recognition that the early years of education are critical in laying the foundation for children's development. Severe poverty further compounds the situation. Only 30% of children enrol for secondary school, with less than 2% enrolling for upper secondary.

The BFSS is supporting a School Improvement Programme at Mkangala Primary School. Small

**"Painting a blackboard, something that seems so small, makes a huge difference to how the teachers feel. They are motivated and ready to begin the class 5 minutes before it starts now."**

Mr Hokororo, Mkangala Primary School Headteacher, September 2014

**"I am looking forward to doing exams. We have space to sit at the desks now..."**

Ashani Selemani, Standard 5 pupil at Mkangala Primary School, September 2014

scale capital investment is improving the basic fabric, resources and facilities at the school, including the provision of a pre-primary class. Critically, engagement with local stakeholders ensures project ownership, sustainability and the further development of teaching and learning opportunities at the school.

The renovation has been completed successfully and none of the 448 children at Mkangala is without a desk, pencil or paper. The basic pre-requisites for teaching and learning are in place and both staff and pupils are motivated and confident. Parents and the local community are actively involved in the school's development including resource making for pre-primary as well as a daily porridge feeding programme. The Headteacher is supported through EdUKaid's Headteachers' training and networking forum. The pre-primary class is open and running with a teacher and teaching assistant in place and 52 pupils enrolled in the class.

### Outputs so far include:

- Upgrading and refurbishment of seven classrooms and school offices
- Repairs and provision of furniture and basic resources (locally made)
- Pre-primary class constructed and teacher and teaching assistant recruited
- School stakeholder engagement programme initiated
- Completion of six core staff training sessions in data collection and analysis

EdUKaid and the Mkangala Headteacher are excited about early indications of the positive impact the project has had on teachers' and pupils' attitude and motivation. EdUKaid looks forward to working with the school, especially with the introduction of Standard 2 assessment, and tracking the performance of pupils as they progress through primary. BFSS is supporting a further EdUKaid primary school project in Mtwara in 2015.

### Early outcomes:

- Better resources and facilities are improving teaching and learning and the effectiveness of the School
- The teachers and students are more confident and motivated
- Pupil attendance and achievement have improved and progress in literacy and numeracy is being tracked
- Key school stakeholders including parents are more empowered and engaged

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



Dilapidated buildings and broken desks at Mkangala Primary School, Feb 2014.



A bright new classroom September 2014



## Fresh Start Foundation

- Grant towards the cost of building five classrooms to enable pupils attending the Fresh Start pre-school in Busumbala, The Gambia, to continue their education to primary level
- One-year grant of £28,016

Sturdy, good quality classrooms for the children to study in effectively

Fresh Start Foundation (FSF) exists to advance access to good quality education for vulnerable children and young people in The Gambia by providing educational facilities and resources, school meals, water and sanitation.

FSF opened a pre-school in Busumbala in September 2013 for orphans and other vulnerable children, which is generating exceptional results. In order to enable the children in the pre-school to build on their achievements and continue their education, it became essential to provide access to primary education.

With funding from BFSS, Fresh Start Foundation was able to build an additional five classrooms, which were opened in September 2014, to provide a primary education for existing and new pupils. Due to high demand, FSF enrolled 220 children at the primary school, exceeding the predicted figure of 160. There are currently 109 girls enrolled, which demonstrates FSF's success in engaging with the wider community to promote awareness of the importance of education for girls as well as boys. The Fresh Start pre-school and primary school have a combined enrolment figure of 368 children, of whom 198 are girls. The number of vulnerable children who were out of school has been considerably reduced.

### Planned outcomes:

- Continuous high quality primary education for 220 children per annum aged 8-14 years
- Further development of children's literacy, numeracy, IT and social skills
- Increased motivation and involvement of parents and caregivers through their active participation in all aspects of the pupil's school life
- Access to training and skills courses at the school for young adults and the wider community, thereby enhancing their employability

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

**"I felt sad when I saw some of my friends going to school whilst I was going to work in the vegetable garden. I am happy that I am going to school now. School is great, I am learning lots."**

Mariama, aged 7, orphan

## Groundwork Greater Nottingham

- Grant towards the cost of delivering the Happy Days developmental play project for homeless children living in hostels across Nottingham
- Two-year grant (£15,312 in 2014 and £11,312 in 2015), subject to satisfactory annual report

A small taste of what happens at Happy Days sessions

Groundwork Greater Nottingham works with local communities, particularly communities in the most deprived wards in Nottingham, to find practical solutions to the challenges they face.

In Nottingham, it is estimated that on any one day hostels across the city will accommodate between 200 and 300 children. According to a 2010 Families report, 50% of children in hostels experience disruption to their education whilst a quarter no longer access formal education as a result of their homelessness. The Groundwork Greater Nottingham Happy Days project provides support for children and their families in temporary accommodation hostels.

With funding from BFSS the Happy Days project has provided family developmental play sessions for over 72 children from 55 different families living in three temporary accommodation hostels in Nottingham. The project has also helped families to access other local services to maximise the support they can receive during their time of being homeless. It has encouraged families to play and learn together and rebuild bonds disrupted through their re-settlement.

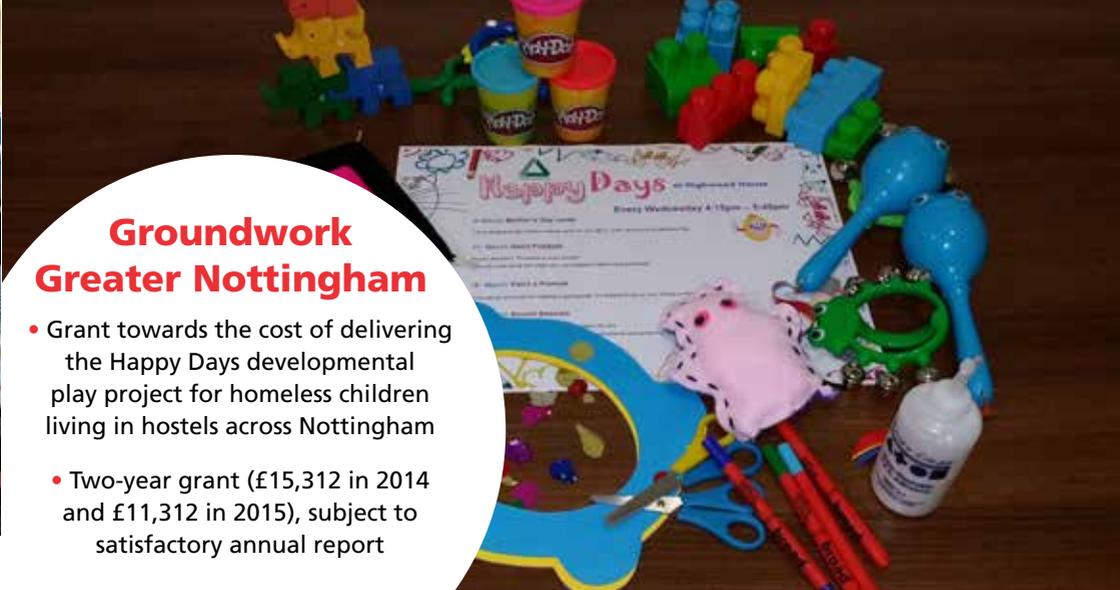
### Planned outcomes:

- Barriers to successful learning broken down through improvement in familial bonds
- Parents' self-confidence in the use of play as a developmental tool increased
- Children's trust in the world around them developed
- Access to, and engagement with, mainstream educational provision improved

[www.groundwork.org.uk/sites/nottingham](http://www.groundwork.org.uk/sites/nottingham)

**"Not only have the sessions helped my children grow in confidence, but I now feel more confident accessing support that my children need."**

Parent



## International Children's Trust

- Grant to support a project to provide access to education and support for improved performance for street children in the barrios of Guayaquil, Ecuador
- Two-year grant of £16,000 per annum for 2014 and 2015, subject to satisfactory annual report



A family group taking part in a JUCONI therapeutic session at home

The International Children's Trust (ICT) supports local partner organisations that work alongside vulnerable children, their families and communities to achieve sustainable change that reduces poverty. It is working with partners in Bangladesh, Burkina Faso, Ecuador, Ghana, India, Mexico, South Africa, Sri Lanka and Zimbabwe.

In Guayaquil, Ecuador, ICT is collaborating with JUCONI, a local NGO working to rehabilitate street working children into family, school and community. The children's daily lives are characterised by turbulent and violent family relationships and street involvement. They manifest signs of neglect, malnourishment, abuse and trauma. They lack appropriate adult support at home and (when attending) at school. Not surprisingly these children have been unable to sustain their education and, in the absence of any intervention, will enter adulthood without the skills, knowledge or stability to access safe, regular employment.

BFSS is supporting a project which provides the interventions that will create sustained access to education for at least 40 street and otherwise vulnerable children in Guayaquil.

**"We identified that a way forward was to engage with the parents of children on the needs and difficulties presented in school."**

**"We understand the reality of our sector and we have learned ways of relating to marginalised families and their children."**

Quotes from teachers who have attended the workshops

The project started with a baseline assessment of identified children's educational and emotional developmental status, family information including the levels of violence, abuse and other dysfunctions in the home and an assessment of quality of teaching and management of school children. Project activities then commenced. These consist of family-based support sessions, workshops for children and parents respectively, and training workshops for teachers. Teachers, parents and children receive ongoing support and guidance to enable the children to sustain attendance and progress at school, leading to long-term improvement in their lives. Take-up of training has greatly exceeded expectations, with numbers recruited to the teacher workshops considerably in excess of plans.

### Outputs so far include:

- Support for 30 families with street involved children and siblings; as a result 58 children now attend school and receive support to sustain regular attendance
- Peer workshops for 55 children covering self-esteem, preventing risky situations and violence and recognising and expressing emotions
- Workshops attended by 22 parents which cover the themes of the children's workshops but include controlling stress, thus contributing to calmer family environments
- Training for 120 teachers (from 6 schools) via workshops which reinforce positive techniques in classroom management and understanding of deeply traumatised children

### Planned outcomes:

- At least 40 children will be enrolled in school and sustaining regular attendance and/or will have significantly reduced or eliminated time working on the streets
- At least 40 children will have significantly improved their level of social and emotional development, self-esteem, confidence and social skills to interact effectively with parents, peers and teachers
- A minimum of 20 parents will have improved the support they provide to their children to ensure they stay in school
- 120 teachers (up from the original forecast of 57) from the 6 participating schools will have gained the skills that ensure they are able to recognise and support the needs of children at risk of dropping out of school

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



Parents in a JUCONI project workshop. They are learning parental responsibility and protection of children

## KajoKeji Educational Trust

- Grant for renovation and expansion of Muungano School, Tiwi District, Kenya with a supplementary grant for additional accommodation including for community use
- One-year grant of £14,438 with a supplementary grant of £8,030



The new, well-built classrooms at Muungano Primary School

KajoKeji Educational Trust, established in 2007, supports school building and school feeding programmes in Kenya and South Sudan.

The Trust has been working with Muungano Primary School in Kenya since 2011. Muungano is a poor community in one of the most deprived parts of the coastal district of Tiwi in Southern Kenya. In 2011 the school was in a very poor condition with a number of classrooms roofless and unfinished. School attendance rates had fallen and morale was low. KajoKeji embarked on a major project to rebuild and extend the school.

In 2014, with help from BFSS, KajoKeji completed the renovation of the final two classrooms at Muungano Primary School and the construction of an additional classroom. In order to finish the modernisation project, BFSS provided a supplementary grant for a staff room and headteacher's office as well as a village meeting room designed to act as a community hub.

As a result of this project, the capacity of the school has increased from 300 to 500. Lessons now take place in well-built classrooms with sound roofs, concrete floors, good window lighting and ventilation.

### Planned outcomes:

- Improved learner performance by reference to examination results and destination
- Improved quality of teaching and staff morale/motivation
- Improved facilities for staff and for preparation of teaching materials and lesson plans
- Use of school facilities by village committee, elders and the local community

**“The building project has increased the enrolment and even the retention rate ... It has totally improved the life of the children and of the teachers who are now able to achieve together the best examination results.”**

Headteacher

## Oasis International

- Grant to establish a community-based pre-school centre in Nghupa, Beira, in Mozambique
- Three-year grant (£9,116 in 2014, £6,920 in 2015, £6,906 in 2016) subject to satisfactory annual report



Children do a guided drawing session in the Oasis pre-school in Nghupa slum, Beira, Mozambique.

Oasis was established in 1985 and works with deprived communities in 10 countries to improve education, health and livelihood outcomes for excluded and marginalised children and adults. BFSS has previously partnered with Oasis on projects in Kyrgyzstan and Uganda and is supporting another project in Bangladesh.

In Mozambique a 2012 report estimated that only 4% of children enrol in pre-schools, even though pre-school educational provision is so important in providing a crucial foundation for healthy development and enabling children to reach their full potential. Through its partner, Oasis Mozambique, Oasis is working with young children in Beira, the second largest city in Mozambique, to improve educational attainment, prepare them for primary education and provide psychosocial and healthcare support.

With the help of a grant from BFSS, Oasis has established a community based pre-school centre for children aged 3-5 in Nghupa in Beira and is providing teacher training for women trainees. The trained teachers will then teach in other pre-schools to be established in the Beira slums.

### Planned outcomes:

- Quality pre-school education and improved access to formal primary education for 125 children aged 3-5 years over three years 2014-2017
- Increased employability by 2017 for 10 women who will be trained as pre-school teachers
- Increased livelihoods for 125 parents/care givers who will be able to engage in income generating activities while their children are at pre-school
- Development of a community-based approach to pre-school education which can be replicated elsewhere

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

**“Tereza Jose, 3 years old, knows how to count 1, 2, 3 till 10 and she loves school...”**

Quote from a parent at the end of the year



## The Sabre Charitable Trust

- Two grants to improve the quality of kindergarten education in the Central Region of Ghana through a Transformational Teacher Training programme
- Grants of £19,946 and £19,500 for the first and second year of the programme respectively

Teacher facilitating story time in the literacy centre

The Sabre Charitable Trust is an education charity working in Ghana to improve the future of poor and marginalised children. Through 10 years of grassroots work in rural schools and a close relationship with the Ghana Education Service, the kindergarten sector has emerged as the charity's priority intervention area. Its Brighter Futures Programme tackles the challenges faced by the sector through two key programmes, Building Better Schools and providing Transformational Teacher Training (TTT).

Sabre's TTT programme targets the shortage of trained kindergarten teachers and addresses the need for low cost appropriate learning materials. In Ghana only 51% of kindergarten teachers have received any form of training. Appropriate learning materials are in extremely short supply.

The TTT programme is training serving kindergarten teachers in 16 government schools over two years as well as two successive cohorts of Early Childhood Diploma student teachers from OLA

**"Phonics as a part of the programme is having a lot of positive impact..... I would like to implement in my own classroom when I become a teacher."**

Student Teacher

College of Education during their one-year practical placement. Through the project, a network of 40 Model Practice Classrooms has been established across the Central Region of Ghana, which will host successive groups of student teachers on placement in future. To ensure the sustainability of the placement network, mentor training has been provided to the 55 serving teachers, developing coaching skills to enable them to offer independent support for student teachers on future placements.

Already 147 trainees have completed the first year of the training course. These beneficiaries include kindergarten teachers, head teachers, student teachers and Education Officers from Ghana Education Service. In 2014, the TTT project was recognised by the World Bank as a promising pre-school practice in Africa. The project also resulted in a 103% increase in student-teacher achievement of a top grade practical assessment.

### Outputs so far include:

- By July 2015, 55 Teachers in 40 Model Practice Classrooms will have received two years of intensive training and be able to implement the new kindergarten pedagogy and mentor student teachers placed in their classrooms
- By July 2015, 137 Newly Qualified Teachers will have graduated and be implementing their learning in their own classrooms
- Already 2,960 kindergarten pupils are benefiting from being taught in the new play-based pedagogy by the Newly Qualified Teachers
- A Teacher Learning Materials toolkit has been created and is available in every Model Practice Classroom for teachers to make their own classroom resources from low cost reclaimed materials
- Kindergarten-specific Parent Teacher Association meetings have been established to sensitise local parents to the importance of early years education and the benefits of learning through play

The project has been designed to fit into the Ghana Education Service and College framework for supporting third year student-teacher placements. From August 2015, responsibility for delivery of training to the student teachers will transfer to OLA College and its team of trainers, trained by the project.

### Early outcomes:

- Improved early childhood education for kindergarten pupils in the Model Practice Classrooms and taught by Newly Qualified Teachers from the programme, evidenced by improved child development outcomes
- Successful implementation of the new Ghana Education Service child-centred, active and play-based pedagogy for kindergarten in a range of government schools
- High quality practice demonstrated in a network of 40 Model Practice Classrooms across the region, able to support 80 high quality student teacher placements each year
- Successful development of the TTT methodology for enhancing pre-service kindergarten teacher training, ready for replication in other regions of Ghana

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



Teachers sharing their self-made book Starting School in Southern Ghana



## Teach A Man To Fish

- Grant for entrepreneurship education in Central American schools through the Enterprising Schools Network
- Two-year grant (£20,849 in 2014 and £18,474 in 2015) subject to satisfactory annual report

Learning by doing - egg production at La Bastilla Technical School, Nicaragua

Teach A Man To Fish believes that education is the key to tackling global youth unemployment and poverty. The charity works with schools across the world to set up school businesses. These deliver educational and financial benefits - teaching students practical business and workplace skills and generating much-needed extra income for schools.

Nicaragua, Honduras and Guatemala are the poorest countries in Latin America outside Haiti. The struggle with poverty is compounded by drug trafficking, gang-violence and migration.

The Enterprising Schools Network supports schools to set up businesses that generate income, teach practical workplace skills and stimulate the spirit of entrepreneurship in students. The network is supporting over 50 schools and has already reached 420 children and young people. Schools across the region have set up school businesses, including a vegetable garden in Honduras, purifying water in Guatemala and an internet café and photocopying service in Nicaragua.

Teach A Man To Fish will be training 150 educators on how to use a school business as a practical learning tool.

### Planned outcomes:

- Improvement in students' skills and achievement
- Improved teaching thereby maximising learning outcomes
- More schools trained and equipped to be sustainable including involving students in income generating businesses
- Schools sharing and replicating entrepreneurial education best practice as part of a learning network

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

**"We enjoyed the Schools Enterprise Challenge because it allows the students to come up with the best business idea in a team, to work together on a financial plan, a marketing plan and an operational plan and offers a complete learning experience."**

Lucio, a teacher of Sustainable Tourism at the Ak' Tenamit school in Guatemala



## Teens and Toddlers

- Grant towards the cost of two 18-week youth development programmes in Southwark to help raise the aspirations of at risk young people
- One-year grant of £19,500

Reading together - sharing the joy of reading

Teens and Toddlers was founded in 2001 to address the social exclusion of disadvantaged young people. The charity's work focuses on giving disadvantaged, disengaged young people the life skills, knowledge and self-belief they need to succeed in school, at home and in life. The charity's youth development programmes have the added benefit of helping young children in need of support.

In the London Borough of Southwark a quarter of young people and children live in poverty and attainment is low. Re-engaging the most disadvantaged young people with their education is vital to their futures. BFSS funding has supported two 18-week programmes in Southwark, each for eight young people and eight children, in one case from the Charter School and Cobourg Primary School and in the other from Notre Dame RC Secondary Girls' School and Charles Dickens Primary School.

Under these programmes, the young people are each paired as a mentor and role model with a child in a nursery in need of extra support. Weekly sessions in the nursery are followed by facilitated classroom sessions focusing on life skills. The young people gain work experience and a qualification in Interpersonal Skills. The progress made by both the teenagers and the toddlers will inform future research.

### Planned outcomes:

- Re-engagement with education by at least 90% of participants, with 96% remaining in education, employment or training
- Increased awareness by 94% of participants of the importance of education in improving life choices/employability
- Raised aspirations on the part of nearly 90% of participants
- Progress in key developmental areas, especially in communication and language, by the mentored children

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

**"John is more focused, he takes part in after school clubs now. He is getting excellent feedback from teachers for progress made."**

Teacher feedback, London, February 2014



## United World Schools

- Grant towards construction and resourcing of a three-classroom school in the village of OI Thom in Ratanakiri, Cambodia, along with bespoke proficiency assessments
- One-year grant of £19,948

The new school building at OI Thom, Ratanakiri

United World Schools (UWS) is dedicated to ensuring that children in remote areas have access to an education. It works by developing schools, training community teachers to provide a free basic education. Each UWS school is partnered with a school in the UK or another country which fundraises to provide continuing support and ensure financial sustainability.

The Ratanakiri region of Cambodia has suffered from civil war and turmoil. The local population has been left desperately poor and without access to a meaningful education. Thanks to a grant from BFSS, in October 2014 the villagers of OI Thom, Ratanakiri, were able to celebrate the opening of their new UWS School. The three-classroom school was built with the help of the community. Two local adults have been trained as teachers to work alongside a government teacher.

To ensure that the impact of the school and student progression can be measured, UWS has conducted a baseline assessment of students' numeracy and literacy. BFSS has also funded a library which has now been equipped with books in the national language of Khmer for the use of the whole village. From 2015 OI Thom will partner with The Tiffin Girls' School, which will take on financial sponsorship of the school.

### Planned outcomes:

- Establishment of an effective and sustainable primary school in the village of OI Thom
- At least 200 children receiving a formal primary education for the first time
- Establishment of student baseline data and the regular tracking of teacher quality, learning outcomes and student progression
- A classroom library fostering independent learning skills with out of hours use for adult education programmes

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

**"A year ago all we could imagine was that our children would repeat the same hard lives that we have had. Now everyone hopes that the children will become teachers and doctors."**

Village Chief OI Thom

## Further Information about the BFSS



Rt Hon David Lammy  
President



Professor Steve Hodkinson  
Chair

BFSS is a Membership organisation. It has a President and Vice-President and is governed by a Council chaired by Professor Steve Hodkinson. Sadly, its last Vice-President, Professor Richard Aldrich, Emeritus Professor of History at UCL Institute of Education, died in September 2014. Following a review of the governance of the Society, revisions to BFSS's Charter and Statutes were approved by the Privy Council in late 2014. The revised Statutes open up Membership to organisations as well as individuals interested in promoting the charitable objects of the Society. Further information about BFSS can be found at [www.bfss.org.uk](http://www.bfss.org.uk).

### Council Members as at December 2014

**Professor Steve Hodkinson (Chair)** Background in education and the not for profit sector. Formerly Pro-Vice-Chancellor, Brunel University. Trustee and Chair, StreetGames.

**Reverend David Tennant (Vice-Chair)** Minister in the Baptist Church. Background in education. Lecturer in retirement, Newman University, Birmingham.

**Mr Steve King (Treasurer)** Finance professional. Chair of the Investments Committee. Formerly Chief Operating Office, the RSA. Trustee of the Richmond Charities.

**Mr Graham Kingsley** Background in education. Former Headteacher in Hertfordshire and former Chairman of the Association for Science Education. Trustee of STEMteam East.

**Mr Peter Miller** Director - World Class Qualifications, Pearson

**Dr Ben Ramm** Chair of the Grants Committee. Civil servant (Department for Education) working on teacher quality and development.

**Mr Stephen Ross** Chartered insurance broker and charity accountant. Executive Director of Leo Baeck College until May 2015.

**Dr Jaz Saggi** Group COO, PRO Insurance Solutions plc. Visiting Professor of Change Management, Middlesex University. Non-Executive Director, bpha Ltd.

**Mr David Swain FCA** Finance professional. Former Treasurer of BFSS. Formerly partner in a City firm of Chartered Accountants.

**Dr Emily Tomlinson** Director of Admissions, Lucy Cavendish College, Cambridge.

**Ms Juliet Weale** Background in education. Formerly Secretary & Registrar, Brunel University

**Mr Stephen Wordworth CMG LVO** Executive Director of CARA, the Council for At-Risk Academics. Formerly British Ambassador, Belgrade.

**Mr Brian York** Background in education. Former Senior Lecturer/Head of History, West London Institute of Higher Education and Brunel University College (now Brunel University). Former Archivist of the BFSS.

### BFSS Office

Director - Mrs Imogen Wilde  
Finance Manager - Mr Richard Goatcher  
Grants Administrator - Mrs Belinda Lawrance  
Grants Consultant - Mr Vic Craggs OBE

## BFSS Publications

The following brochures were published by BFSS in 2014 or early 2015 and can be accessed at [www.bfss.org.uk/publications](http://www.bfss.org.uk/publications).



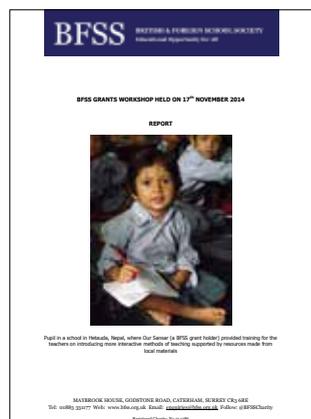
### BFSS Annual Review of Grant-Giving 2013

Case studies of grants made by BFSS in 2013 which are helping to transform the lives of disadvantaged children and young people.



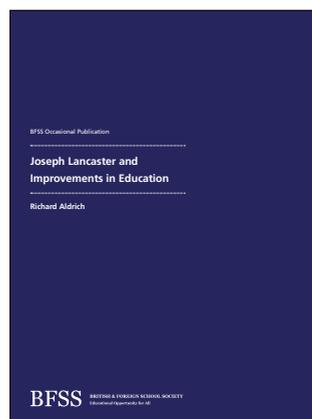
### BFSS Archives Annual Report 2014

The first annual report by Brunel University following the gift of the BFSS Archive to the University.



### Report on the 2014 BFSS Grants Workshop

Key points taken away by participants included the value of developing robust, long-term relationships with like-minded organisations and colleagues, the importance of ensuring that projects have effective sustainability plans and exit strategies, and the key role of teacher training in improving teaching and learning in developing countries.



### Joseph Lancaster and Improvements in Education

A lecture celebrating the work of Joseph Lancaster given by Professor Richard Aldrich in May 1998 as part of the Lancasterian Bicentenary Celebrations. Professor Aldrich, the BFSS's last Vice-President, died in September 2014 and the lecture was published in his memory.

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