

# BFSS

BRITISH & FOREIGN SCHOOL SOCIETY  
Educational Opportunity for All

## BFSS GRANTS WORKSHOP HELD ON 17<sup>th</sup> NOVEMBER 2014

### REPORT



Pupil in a school in Hetauda, Nepal, where Our Sansar (a BFSS grant holder) provided training for the teachers on introducing more interactive methods of teaching supported by resources made from local materials

MAYBROOK HOUSE, GODSTONE ROAD, CATERHAM, SURREY CR3 6RE  
Tel: 01883 331177 Web: [www.bfss.org.uk](http://www.bfss.org.uk) Email: [enquiries@bfss.org.uk](mailto:enquiries@bfss.org.uk) Follow: @BFSSCharity

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## 1. Overview

On 17<sup>th</sup> November 2014 BFSS held its second Grants Workshop designed to update grant holders on relevant BFSS developments, share good practice, learn from experience and facilitate networking. Attendance was by invitation and 35 BFSS grant recipients were represented at the event plus a speaker from another educational charity. The Workshop was attended by six BFSS Trustees. (A list of attendees is attached.) The programme took account of feedback on the first Workshop held in October 2013 and was a longer event, with opportunity for attendees to participate in more than one discussion group as well as in a regional cluster group. Tea/coffee and lunch breaks provided good opportunity for networking and for viewing leaflets and posters provided by BFSS and by some of the participants.

The day started with an initial welcome from the Chair, Professor Steve Hodkinson, and introductions from the Director, Imogen Wilde, and from Vic Craggs, former BFSS Trustee and now grants consultant to BFSS. These introductions were followed by presentations by three speakers: James Townsend (STIR Education); Anna-Joy Rickard (Teach A Man To Fish); and Anna-mai Estrella (Chance for Childhood). Participants then broke into pre-arranged discussion groups to address a number of themes: Promoting Change in Teaching Practice; Sustainability; Monitoring and Evaluation; Developing Capacity amongst Local Stakeholders; Supporting and Empowering School Headteachers in their Leadership Role; Supporting Special Educational Needs.



Professor Steve Hodkinson, Chair, sets out the objectives of the Grants Workshop

Following lunch, participants convened in regional networking cluster groups to discuss issues common to the regions in which they worked. They then came together for a plenary session at which the BFSS Chair, Professor Steve Hodkinson, updated those present on BFSS developments over the last year and the Chair of the BFSS Grants Committee, Dr Ben Ramm, gave a more detailed overview of BFSS's grant giving, its approach to assessing applications and its reporting requirements. Participants then had opportunity to join a second discussion group and to break briefly for tea/coffee before reassembling in plenary session for a report back on the discussion groups and for a summing up of the day by Mr Peter Miller, BFSS Trustee and a member of the Grants Committee.

Participants other than BFSS Trustees were asked to give quite detailed feedback via SurveyMonkey. Of the 21 respondents, 33% rated the event as extremely effective, 48% very effective and 19% effective. Among the key points which attendees took away were the value and importance of developing robust, long term partnerships with like minded

organisations and colleagues, the importance of ensuring that all programmes have effective sustainability plans and exit strategies and the key role of teacher training in improving teaching and learning in developing countries. Comments on the day included: "The update on BFSS was particularly interesting and helpful. We heard about many examples of good practice and there were numerous networking opportunities". "The Regional break out groups were a great addition."

## **2. Welcome by the Chair of Council: Professor Steve Hodkinson**



Professor Hodkinson explained that the objectives of the Grants Workshop were:

- Updating grantees on BFSS
- Sharing good practice
- Learning from experience
- Facilitating networking

As background to the day's discussions he confirmed that BFSS's grant giving strategy was to support a broad range of projects around the world designed to raise achievement and widen educational access and opportunity.

## **3. Presentation by James Townsend, Programme Director, STIR Education, on Promoting Change in Teaching Practice**

James started by recalling a conversation he had had with the parent of a boy who had left school in Uttar Pradesh and who was still unable to read. The parent was unconcerned, observing "The son of a donkey is always a donkey". More widely, there are 250 million children in schools who, even after two to three years, cannot read, write or count. He said that it was clear that getting children to school was not enough. One in four teachers in schools in India was absent daily. 84% of Ugandan teachers wanted to quit teaching. There was a pressing need to empower and motivate teachers to solve what was a global learning crisis. STIR Education was building a movement of Teacher Changemakers to address this crisis.

He said that the STIR Teacher Changemaker model involved three stages:

- i. Search: Identify potential teacher changemakers through search for "micro-innovations".
- ii. Network: Support teachers to innovate, implement and influence peers through local changemaker networks.
- iii. Connect: Connect teachers to partners and policy-makers, who can support them to further improve learning.



James Townsend outlines the aims of the Teacher Changemakers movement:  
SKILL + WILL

He outlined achievements so far:

- 4,039 schools engaged
- 15,302 teachers engaged overall
- 95 teacher changemaker networks created
- 3,651 teachers engaged in changemaker networks
- 143,860 children reached

He said that the aim was to have 30,000 teachers in the movement by 2017. STIR Education did not want to become a huge organisation itself. Rather, it sought to implement the model through the following:

- Direct implementation – 5 networks in Delhi
- Through NGO Partnerships : 10 NGO partners in India (eg Pratham/Room to Read); 8 NGO partners in Uganda (eg PEAS, Africa Educational Trust, Build Africa)
- Through Government integration: working with the Government of Uttar Pradesh; in discussion with Ministry of Education in Uganda

He explained that STIR were trying to empower teachers in their network to be changemakers by giving them:

- An opportunity to collaborate with a clear shared goal
- An explicit focus on mindset
- Opportunities for recognition eg through the University of Roehampton
- A sense of professionalism

He concluded by summarising some of the benefits of teachers' engagement in local teacher changemaker networks, in particular:

- Teachers beginning to lead change in their classrooms and schools
- An improvement in teacher attendance in school
- A positive impact on children's learning – data showed that there was an up to 5% improvement in the reading skills of students of teachers in the STIR network over students of non-STIR teachers

#### **4. Presentation by Anna-Joy Rickard, Head of Programmes, Teach a Man To Fish, on Sustainability and Stickability**

Anna-Joy held up three props to illustrate the key points she wanted to make in her presentation:



Sticky tack – does your work “stick”?

Chocolate coins – working towards diversified funding and income generation

Exit sign – the importance of a well planned exit strategy or sustainability strategy

She explained that Teach A Man To Fish supports thousands of schools worldwide to set up school businesses. These enterprises range from bee-keeping to school shops and from egg production to carpentry workshops. The benefits are two-fold:

**Learning:** Students gain vital business and entrepreneurial skills. They leave school with relevant business and entrepreneurial skills to help them succeed in the workplace self-employment or further education.

**Earning:** Schools generate much-needed additional funds and benefit from the ability to help raise additional funds in a sustainable way.

She said that Teach A Man To Fish worked in the following ways:

**Work with Partners** in-country, providing tailored on-site support to schools and NGOs which are setting up businesses.

**Run competitions** inspiring innovation in education, in particular Our School Enterprise Challenge is a global competition for schools to plan and run a business.

**Offer training and consultancy** ie short-term consulting and business planning services for schools and NGOs to help organisations create profitable businesses and integrate these into education.

**Share knowledge** through providing free educational resources, distance-learning courses, annual conferences and members' network.

She stressed the need to think about the following under the heading of **sustainability**:

- i. Will your work stick? This means focusing on long-term change and the root causes not the symptoms, on empowering local communities and securing local ownership and on capacity building.
- ii. What are your sustainability plans for your project/s? Is there a clear end goal? If it is a fixed term project, do you have an exit strategy? If you plan for it to continue indefinitely, do you have a plan for how this is going to happen?
- iii. Is your organisation's funding sustainable? Are your sources of funding diversified? Or are you dependent on one or two large donors or funders? Is your organisation generating some of its own income?

Finally she took as a case study Teach A Man To Fish's experience of working with La Bastilla Technical Agricultural School, Nicaragua. The school is run on a coffee plantation in an area where only 20% of young people attend secondary school. As a result of its work with Teach A Man To Fish, it teaches agro-business and tourism in addition to regular subjects. The school runs seven businesses and is now over 70% financially self-sufficient. Graduates leave with places in further education, job offers and the business and financial skills to support their families or start their own business.

## **5. Presentation by Anna-mai Estrella, Executive Director, Chance for Childhood, on Monitoring and Evaluation**

Anna-mai began by identifying the reasons for undertaking Monitoring and Evaluation (MEL):

- To improve the quality of evidence about what is being achieved and what works in creating social change.
- To demonstrate the change that projects and programmes are generating.
- To report change to donors, grant makers etc.
- To enable us to learn from our successes, challenges and failures.
- To enable us to collaborate with others to share and influence effective practice.

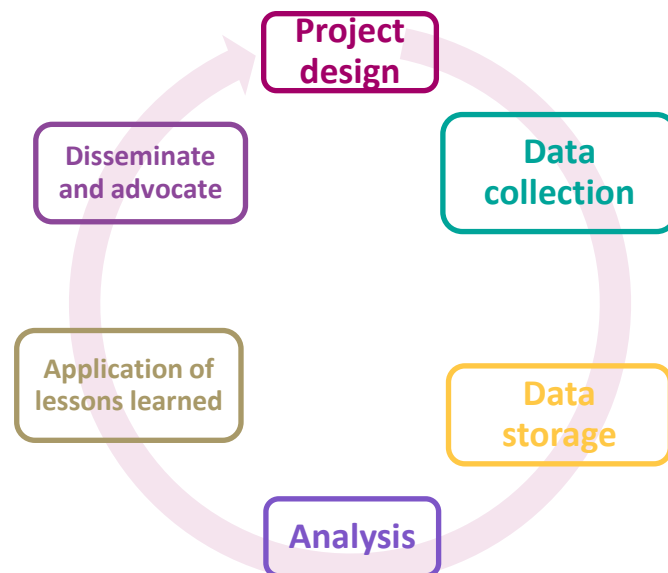


Anna-mai Estrella explaining why Monitoring and Evaluation are so important

She went on to offer advice on how to develop effective MEL strategies:

- Identify the MEL capacity of partner organisations and plan to build sufficient capacity to implement MEL – expertise, staff time, budget.
- Generate learning questions linked to your project outcomes.
- Don't underestimate the importance of your data collection methodology – spend time planning this thoroughly. Make sure, for example, that baseline information will be available.
- Plan effective and timely use of findings.
- Expect and allow for failures: without challenges we cannot learn.
- Don't forget how important it is to start with a Theory of Change which is about looking at all the stakeholders and can be very helpful in reviewing a project.

She illustrated Chance for Childhood's MEL system, showing the different activities as part of a cycle: Project design; Data collection; Data storage; Analysis; Application of lessons learned; Disseminate and advocate.



She went on to distinguish between Outcomes and Outputs and emphasised the need to understand how outcomes can lead to impact and change, which is especially true in the education sector, where a donor will often accept the delivery of quality education as an outcome because the real impact will not be known for many years.

**Outcome:** An intended or unintended effect or change to people's lives or to organisations

**Output:** Direct result of an activity service/product eg number of children educated, number of teachers trained etc.

Turning to **data collection** she identified the following points for consideration:

- Type of data to collect
- Data collection tools
- When and by whom is data collected
- How will it be stored and how will it be verified?
- Do you have the budget/people needed to collect the data?
- Who will the information be reported to? How often?



- Is the data sensitive?
- What are the risks that this data may not be available?

She then listed the following data collection tools:

- Role plays
- Household surveys
- Key informant interviews
- Focus group discussions
- Training attendance records
- Training evaluation feedbacks
- Training attainment records
- School attainment records
- School attendance records
- Child friendly interview techniques – puppets, pictures, games

Finally, she took the Workshop through a case study of Chance for Childhood’s MEL in action – community mapping to identify children with disabilities and education needs in Musanze district, Rwanda. She shared the lessons learned from the review of the mapping methodology and how the learning was applied to improve data collection and tools used.

## **6. The BFSS Perspective: Professor Steve Hodkinson, Chair of BFSS Council**

Professor Hodkinson said that the Workshop was particularly timely because it offered him opportunity to update grant holders on the outcome of a recent BFSS Strategy Day and on some changes recently approved by the Privy Council to the BFSS’s Charter and Statutes.

He said that, at the Strategy Day, Council Members had reaffirmed the Society’s vision as being “Educational Opportunity for all” (henceforth they would drop the preceding word “Maximising”). BFSS would remain project driven and would continue to support a broad range of projects around the world although the Society was unlikely to get involved in future in large projects designed to bring about systemic change. The aims of the BFSS’s grant giving were to widen educational access and opportunity and raise achievement, recognising that access of its own did not always deliver effective learning.

The Council had considered whether there would be benefits in identifying priorities for funding from time to time. While there was relatively little appetite for inviting bids under a programme-based approach, it was possible that BFSS might want to announce periodically a focus for a particular grant-giving round, in parallel with continuing to support a diverse range of projects.

He said that the Council were particularly interested in encouraging groups of applicants to work together so as to maximise their impact in a particular area. As Dr Ben Ramm, Chair of the Grants Committee, would report, BFSS continued to seek to encourage rigorous monitoring and evaluation of projects.

He then turned to the revisions approved by the Privy Council to the Society’s Royal Charter and its Statutes, in particular the change to allow Membership of the Society to be given to organisations, not just individuals. The Council would be considering how to put this into practice but it was possible that project delivery organisations including grant recipients could become Members of the Society. He encouraged those present to watch the News section of the BFSS’s website at [www.bfss.org.uk](http://www.bfss.org.uk) for updates.

## 7. The BFSS Perspective: Dr Ben Ramm, Chair of the BFSS Grants Committee

Dr Ramm started by giving some headline figures showing the increase in grant applications between 2013 and 2014 and the increase in the value of grants awarded. He said that 2014 had been a "bumper year" as the following figures show:

	2013	2014
No of applications	153 (from when the Grants Management System came online spring 2013)	233 (to end Oct)
Total value of grants awarded	£471,251	£600,000 (to end Oct)

He went on to show how the grants were split by country/region of destination. Over the last three years there had been a considerable shift in the balance, with the proportion of funding for projects in East Africa falling from nearly 50% in 2012 to 32% in 2013 and 22% in 2014. By contrast there had been increases in the proportion of funding for projects in Southern Asia (to around 25%), for projects in the UK (to 16%) and for projects in South and Central America (to nearly 10%).

He said that the main themes of BFSS grant giving in 2014 were as follows:

- Construction
- Teacher training
- Learning Resources and Equipment
- Community and Supplementary Education including raising aspirations
- Education for Street Children and Vulnerable Children
- ICT



Dr Ben Ramm, Chair of the BFSS Grants Committee, gives details of the Committee's approach

He showed slides from a variety of BFSS funded projects reflecting these themes and described a number of exciting projects which BFSS had funded in 2014 through grant delivery organisations represented at the Workshop.

He stressed that the overarching aim of all the projects was to meet BFSS's strategic aims of widening access and raising achievement for children and young people in disadvantaged areas or from disadvantaged backgrounds. He said that BFSS would particularly welcome collaborative projects and would like to encourage a more "holistic" approach to maximise the impact of funding, for example teacher training and/or investment in ICT to complement a school construction project in a particular area.

He went on to describe how projects were evaluated, initially by officers and then, depending on the initial evaluation, by the Grants Committee, which met four times a year. He explained that the Committee's practice was to meet a number of applicants in the morning to discuss the particular projects in detail. The Committee had recently adopted the practice of nominating a lead Trustee for each application who led the discussion at the afternoon meeting. Applications were subject to rigorous scrutiny with particular reference to expected outcomes and evaluation plans. Reports on multi-year grants - which were subject to annual review - were considered very carefully with a focus on outcomes to date. The Committee took decisions on applications for grants up to £20,000 and reported its decisions to the Council; grants of £20,000 or more had to be approved by the Council.

Finally, he set out BFSS's reporting framework, which all grant recipients were now expected to follow. Six monthly reports were required with a fuller end of project/annual report which was expected to follow this framework:

- Outputs achieved compared with outputs planned eg number of teachers trained, number of new school places provided.
- Outcomes/benefits – crucially the impact on learning performance.
- Any unexpected (wider) outcomes/benefits and whether BFSS funding had helped leverage any additional funding for the project or for the beneficiaries.
- Lessons learned – both positive and negative.
- Future activities or changes affecting the funded work.
- Sustainability.
- Financial report.

He said that BFSS did not wish to be prescriptive regarding the tools to be used for measuring outcomes but these were likely to include attendance, progression, exam results etc. BFSS welcomed qualitative as well as quantitative evidence.

In a brief Q & A session there was particular interest in the idea of a more "holistic" approach and how it would work in practice. In response Dr Ramm said that BFSS would welcome proposals for projects based on joint applications but single reporting streams.

## **8. Discussion Group on Promoting Change in Teaching Practice**

The morning and afternoon discussion groups on Promoting Change in Teaching Practice were facilitated by James Townsend (STIR Education). The main points emerging are set out below.

A number of barriers to promoting change were identified as follows:

- Lack of opportunity for teachers to undertake training – lack of time, distance involved etc.
- Lack of capability and lack of knowledge of what constitutes good teaching.
- Lack of motivation, empowerment, autonomy and confidence.
- Lack of role models for female teachers.
- Curricular constraints.

- Lack of accountability and also of support.

In order to bring about change, it was felt that teachers need more autonomy, mastery and purpose.

*Teacher Autonomy:*

- It is important to link evidence of innovation with career progression and to develop a professional culture where innovating is seen as the norm for teachers.
- Any improvement programme needs to recognise the reality of where teachers are starting from.
- The local community is an important ally in encouraging teachers to become more active changemakers.

*Mastery:*

- There is a need for ongoing training and development so that teachers can see professional and skills 'progression'.
- Accreditation of learning can be a powerful lever and its value should not be underestimated.
- Training and development events for teachers should be treated and recognised as special and enjoyable professional occasions.

*Purpose:*

- There is a need to engender in teachers a sense of feeling valued and viewing themselves as leaders of change.
- Teachers need to be given opportunity to reflect on their work and the problem they need to address.
- The 'plan, teach, review' process should be encouraged.

Finally, group members discussed the infrastructure problems faced by teachers in many countries and how these could be overcome. In discussion the following suggestions were made:

- Use of cluster schools which could offer training and reduce the need for teachers to travel long distances to training centres.
- Increased use of ICT for training and networking. In Bridge International schools, for example, smart phones were used to download lesson plans.
- Readiness to be flexible about teachers attending events with family members if necessary.

## **9. Discussion Group on Sustainability**

The morning and afternoon discussion groups were facilitated by Anna-Joy Rickard (Teach A Man To Fish). Main points made were the value/importance of:

- Microenterprises that generate income for ongoing costs
- Community involvement in raising funds/contributing resources from the start
- Having an exit strategy from the beginning
- Links with government
- Links with partners who could continue to be involved and offer support
- Self-help groups

### *Developing Exit Strategies that Work:*

The groups took the view that there is no 'one size fits all' solution. However, strategies are likely to include one or a combination of the following:

- Tapering funding over an agreed period
- Working towards matched funding
- Income generation via micro-enterprise (based on a strong education content)
- Grant replacement through new donors

### *Being Clear about Exit Strategy:*

- Building capacity for the next phase of the project or programme
- Building internal fundraising capacity
- Building capacity to approach and apply to others (government and non-government sources) for funding

### *Some Common Problems:*

- Lack of time
- Dependence/overdependence on one strong local leader
- Exiting taking longer than planned (a number of people said that the common use of a 3 year period for project span is frequently inadequate)
- Running out of funds and difficulty in replacing grant

Finally the importance of drawing up a sustainable plan, even if it is long term, was emphasised. This would help projects and funders be clear about what phase of a plan needed funding. The key message was the need to articulate what the timescale was.

## **10. Discussion Group on Monitoring and Evaluation**

The morning and afternoon discussion groups on Monitoring and Evaluation were facilitated by Dr Ben Ramm (BFSS).

Main points emerging were:

- The challenge of reporting on long term impact and outcomes.
- The need to be culturally and site specific in drawing up monitoring and evaluation criteria.
- The importance of needs and situational analysis in project design and identification of intended outcomes/impact.
- Exercising care regarding assumptions about data; some information and normal baselines may simply not be available, which can be particularly challenging.
- Clarity about and selection of what to monitor; in a data rich environment it is essential to take care to select 'appropriate' data ie data that will help monitor whether projects are on track, otherwise there is a danger of data collection for its own sake.
- Monitoring and evaluation needs to be 'proportional' and related to outcomes otherwise there is a danger of the 'tail wagging the dog'.
- It is important to be frank and honest in reporting as this provides key learning for projects and funders alike.

Finally there was agreement that monitoring and evaluation should not be a bolt on to a project plan; rather they should be built in to all projects as an integral part of holistic project design.

### **11. Discussion Group on Developing Capacity amongst Local Stakeholders**

The morning and afternoon discussion groups were chaired by Steve King (BFSS Trustee and Treasurer). He said that the main points made were as follows:

- The group explored the relationship - and difference - between capacity building and sustainability. The consensus was that capacity building is a key strand of overall sustainability.
- Capacity building for individuals and organisations is as important as financial capacity building. Essentially capacity building is about developing skills and experience that will, in turn, deliver development, growth and longer term sustainability.
- Capacity building is an important priority for projects and should be integral to project planning (in other words, it needs to be part of the plan).
- Capacity building is challenging in a number of ways. There is no single formula for how to achieve it. The approach to be taken will be defined by local culture and geography and will need to build on existing experience, human resources and capacities in local communities.
- Capacity building itself requires resourcing and means the funder having the ability to invest properly so that this dimension of planning is followed through.
- There is sometimes a balance between capacity building and devolving programmes/ projects and maintaining project integrity and control.
- Difficulty in 'maintaining' capacity building is a common problem.

### **12. Discussion Group on Supporting and Empowering School Headteachers in their Leadership Role**



Sarah Rowse, Children in Crisis, reporting back on the Discussion Group on Supporting and Empowering School Headteachers

This discussion group was facilitated by Anne Samson (Village Education Project Kilimanjaro and University of Westminster). Sarah Rowse (Children in Crisis) gave the report back (since Anne had to leave early). Main points emerging were:

- Whilst headteachers play a critical role in encouraging and developing the teacher workforce, in most participants' experience it is rare to see exemplars of visionary educational leaders, engaging parents and communities.
- Lack of professional development opportunities combined with the isolation felt by headteachers working in rural areas and/or in conflict affected areas can result in poor motivation, particularly when headteachers find themselves in schools they have not themselves chosen.
- There is a need for dedicated headteacher training and professional development.

Finally, looking to potential solutions, the discussion group identified the importance of developing opportunities to bring headteachers together so that, through peer support, skills and confidence could be developed. Developing headteacher networking clusters to share good practice would be a key tool for supporting and improving headteacher leadership.

### **13. Discussion Group on Supporting Special Educational Needs**



Anna-mai Estrella (Chance for Childhood) reporting back on the discussion group on Supporting Children with Special Educational Needs

This discussion group was facilitated by Anna-mai Estrella (Chance for Childhood). Main points emerging were:

- The need for a shared understanding that children with disabilities have major challenges, especially in Africa, Asia and Latin America where some embedded attitudes ( eg fatalism, karma) reinforce stigma.
- A holistic approach is vital; engaging and motivating parents is as important as the teaching methodology dimension.
- There are some important contrasts/differences with the UK situation; many partner countries do not have a policy or framework for special needs. As a result there is often little or confused provision (eg more than one sign language for deafness used in some countries).
- Universities in partner countries can be important allies in advocating policy development.
- It is important to develop assessment (and assessors).
- There is sometimes confusion about what are health and what are disability issues.
- Special needs that are 'invisible' (eg dyslexia) are often overlooked.
- Sport can be a good way to help cross barriers and build confidence for young people with disabilities.

In conclusion the group believed that, alongside the need for specific project provision, advocacy for equal opportunities policies was also very important.

#### **14. Summing up by Peter Miller, BFSS Trustee**

Mr Miller reflected on the main aims of the Workshop and the extent to which they had been addressed:

- Updating grantholders on BFSS
- Sharing good practice
- Learning from experience
- Facilitating networking

He said that he hoped that the presentations by Professor Hodgkinson and Dr Ramm had demonstrated the significant amount of thinking that had gone on since the previous Grants Workshop in October 2013 about how to modernise BFSS and how to take forward its grants strategy while keeping true to the legacy of the Society. The Trustees intended to continue to drive forward the work of the Society. During the day there had been evidence of a lot of good practice and he was pleased that BFSS grant holders had had opportunity to share examples of good practice and to network with others working in the same region and/or on similar kinds of project.

He identified two main themes emerging from the day's discussions:

- The need for a more "holistic" approach to address the needs of an institution, organisation or area in the round rather than in a compartmentalised way.
- The opportunity for BFSS to develop a "brokering" role, bringing organisations together to learn from each other and add value to each other's work in order to maximise impact.

Finally he thanked all participants particularly the speakers for their contributions and he reaffirmed how proud he and the other Trustees were to be associated with the BFSS.

#### **15. Feedback**

Feedback through SurveyMonkey was very positive. Of the 21 respondents, 33% rated the event as extremely effective, 48% very effective and 19% effective (compared with 19%, 46% very effective and 31% respectively the previous year). The opportunity to network with other charities and also to meet BFSS Trustees and staff was greatly welcomed. 86% of those who responded thought the event was about the right length, with 9% thinking it was slightly too short and 5% thinking it was slightly too long.

The most important/useful points that participants told us that they took away from the Workshop included the following:

- An understanding of what BFSS Trustees would like to see in project reports, the level of detail and areas to include.
- The need to remember to think about projects from the donor's perspective, recognising that they need to be accountable for their investments.
- The importance of carefully managing risk and organisational risk when devolving power to local stakeholders ie maintaining vision, standards, key working practices etc.



- The importance of regular monitoring and the need to embed the costs of monitoring and evaluation effectively in project management costs and procedures.
- Insight into the challenges of monitoring and evaluating the impact of funding, bearing in mind that impact is not always realised in the short term, especially in the case of learning outcomes, so it is important not to be discouraged but to persevere.
- The Importance of developing robust, long term partnerships with like minded organisations and colleagues.
- The need to ensure that all programmes have effective sustainability plans and exit strategies.

Among the topics suggested for future Workshops were the following:

- M&E specific topics related to measuring child & teacher outcomes.
- Innovations in monitoring and evaluation techniques - using digital technology.
- The challenge and use of technology in schools in developing countries including use of new technologies to empower teachers.
- Developing and supporting partnerships between educational providers in the UK and internationally.
- Strategies for effective working with private contractors on school construction projects.

Other suggestions included:

- A facilitated 'Speed dating' introductory session to meet as many different people and organisations as possible.
- Perhaps more of an emphasis on UK delivery as a lot of the focus was international.
- Possibility of organising networking cluster groups according to theme.

## APPENDIX

### BFSS GRANTS WORKSHOP 17<sup>th</sup> NOVEMBER 2014

#### LIST OF PARTICIPANTS WITH CONTACT DETAILS AND COUNTRIES WHERE BFSS HAS FUNDED PROJECTS

Name	Organisation	Email address
Achu, Kamala	Disability and Development Partners	<a href="mailto:kamala@ddpuk.org">kamala@ddpuk.org</a>
Barrett, Chris	Brentford FC Community Sports Trust	<a href="mailto:cbarrett@brentfordfcst.com">cbarrett@brentfordfcst.com</a>
Bell, Emily	Sound Seekers	<a href="mailto:projects@sound-seekers.org.uk">projects@sound-seekers.org.uk</a>
Bennett, Elaine	Teens and Toddlers	<a href="mailto:ebennett@teensandtoddlers.org.uk">ebennett@teensandtoddlers.org.uk</a>
Bond, Dominic	The Sabre Charitable Trust	<a href="mailto:dominic@sabretrust.org">dominic@sabretrust.org</a>
Bond, Kim	The British Asian Trust	<a href="mailto:kim@britishasiantrust.org">kim@britishasiantrust.org</a>
Cashman, Charlotte	Advantage Africa	<a href="mailto:charlotte.cashman@advantageafrica.org">charlotte.cashman@advantageafrica.org</a>
Coldman, Charles	African Promise	<a href="mailto:charles.coldman@africanpromise.org.uk">charles.coldman@africanpromise.org.uk</a>
Count, Sophie	<b>Into</b> University	<a href="mailto:sophie.count@intouniversity.org">sophie.count@intouniversity.org</a>
Daffeh, Lamin	Fresh Start Foundation	<a href="mailto:lamin_fsf@hotmail.co.uk">lamin_fsf@hotmail.co.uk</a>
Eccles, Chris	Chhahari Nepal UK	<a href="mailto:chriseccles@talk21.com">chriseccles@talk21.com</a>
Estrella, Anna-mai	Chance for Childhood	<a href="mailto:anna-mai.estrella@chanceforchildhood.org">anna-mai.estrella@chanceforchildhood.org</a>
Fritz, Chantal	Education for the Children	<a href="mailto:chantal@eftc.org.uk">chantal@eftc.org.uk</a>
Harnden, William	The Karen Hilltribes Trust	<a href="mailto:William.Harnden@karenhilltribes.org.uk">William.Harnden@karenhilltribes.org.uk</a>
Hogarth, Alasdair	KajoKeji Educational Trust	<a href="mailto:ajhogarth@btinternet.com">ajhogarth@btinternet.com</a>
Howarth, Tim	United World Schools	<a href="mailto:tim@unitedworldschools.org">tim@unitedworldschools.org</a>
Kendall, Liza	EdUKaid	<a href="mailto:liza@edukaid.com">liza@edukaid.com</a>
Lally, Margaret	PHASE Worldwide	<a href="mailto:margaret.lally1@btinternet.com">margaret.lally1@btinternet.com</a>
Laycock, Keith	Resolve International	<a href="mailto:enquiries@resolveinternational.org">enquiries@resolveinternational.org</a>
Love, Jenny	Moroccan Children's Trust	<a href="mailto:jenny.love@moroccanchildrenstrust.org">jenny.love@moroccanchildrenstrust.org</a>
McIntyre, Rose-Mary	Third Hope	<a href="mailto:rose-marymac@live.co.uk">rose-marymac@live.co.uk</a>
Michaux, Chantelle	Waltham Forest Arts in Education Network	<a href="mailto:wfaen2010@gmail.com">wfaen2010@gmail.com</a>
Naftalin, Alison	Lively Minds	<a href="mailto:alison@livelyminds.org">alison@livelyminds.org</a>

Napier, Patricia	Baynards Zambia Trust	<a href="mailto:contact@bzt.org.uk">contact@bzt.org.uk</a>
Norman, Alice	Childreach International	<a href="mailto:Alice.Norman@childreach.org.uk">Alice.Norman@childreach.org.uk</a>
Purdie, Rachna	The CAIRN Trust	<a href="mailto:rpurdie@cairntrust.org">rpurdie@cairntrust.org</a>
Richards, Caroline	Afghan Appeal Fund	<a href="mailto:info@afghanappealfund.org.uk">info@afghanappealfund.org.uk</a>
Rickard, Anna-Joy	Teach A Man To Fish	<a href="mailto:anna-joy@teachamantofish.org.uk">anna-joy@teachamantofish.org.uk</a>
Rowse, Sarah	Children in Crisis	<a href="mailto:sarahr@childrenincrisis.org">sarahr@childrenincrisis.org</a>
Samson, Anne (Dr)	Village Education Project Kilimanjaro (VEPK)	<a href="mailto:thesamsoned@gmail.com">thesamsoned@gmail.com</a>
Sanderson, Alison	International Children's Trust	<a href="mailto:Alison@ictinfo.org.uk">Alison@ictinfo.org.uk</a>
Sexton, Andy	Oasis International	<a href="mailto:andy.sexton@oasisglobal.org">andy.sexton@oasisglobal.org</a>
Stephen, Leslie	The Breakthrough Trust (India)	<a href="mailto:lesliestephen@btinternet.com">lesliestephen@btinternet.com</a>
Thomas, Iestyn	Challenge Aid	<a href="mailto:info@challengeaid.org">info@challengeaid.org</a>
Townsend, James	STiR Education	<a href="mailto:jtownsend@stireducation.org">jtownsend@stireducation.org</a>
van Straubensee, Alex	Henry van Straubensee Memorial Fund	<a href="mailto:hvsmemorialfund@btinternet.com">hvsmemorialfund@btinternet.com</a>

**BFSS Participants (can be contacted c/o [director@bfss.org.uk](mailto:director@bfss.org.uk))**

<b>BFSS Trustees</b>	<b>BFSS Staff</b>
Hodkinson, Professor Steve (BFSS Chair of Council, Member of Grants Committee)	Wilde, Imogen (BFSS Director)
King, Steve (BFSS Treasurer, Member of Grants Committee)	Craggs, Vic (BFSS Grants Consultant)
Kingsley, Graham (BFSS Trustee, Member of Grants Committee)	Lawrance, Belinda (BFSS Grants Administrator)
Miller, Peter (BFSS Trustee, Member of Grants Committee)	
Ramm, Dr Ben (BFSS Trustee, Chair of Grants Committee)	
Weale, Juliet (BFSS Trustee, Member of Grants Committee)	