



**ANNUAL REVIEW OF
GRANT GIVING 2017**

BFSS

BRITISH & FOREIGN SCHOOL SOCIETY
Educational Opportunity for All

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Front Cover Photo:

A pupil benefiting from EdUKaid's pre-primary Education Advisor project. See pages 9-10.

About the British & Foreign School Society

The British & Foreign School Society is an educational grant-giving charity founded in 1808 to carry on the work of Joseph Lancaster, a pioneer of school and teacher education. Today the Society gives grants of around £1 million pa for education projects in the UK and around the world.

Mission and Objectives

BFSS seeks to achieve its vision of educational opportunity for all by providing funding and support to UK-based charities for educational projects taking place in the UK and in overseas countries. The objectives of BFSS' grant giving are to widen educational access and opportunity and raise achievement, recognising that access on its own does not necessarily deliver effective learning.

Priorities

Grants are given to organisations with UK charitable status for projects advancing educational opportunity in the UK and developing countries for children and young people up to the age of 25. Priority is given to activities in areas of deprivation or educational disadvantage, with a particular focus on projects designed to re-establish and renew education in countries where this has been impacted by conflict, natural disaster or neglect.

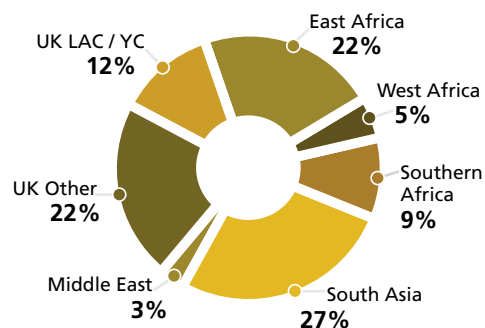
In 2017, we also created a new programme dedicated to improving approaches to the educational attainment of 'looked after children' and young carers in the UK.

Our grant-giving criteria can be found on our website at www.bfss.org.uk.

Grant Giving 2017

In 2017 BFSS provided grants of £1,007,741 spread over 39 new projects, 12 existing projects and 5 new projects in the looked after children programme. In addition, a further 36 projects were completed within the year, with the delivery of the final project report.

The pie chart shows 2017 grants by geographical region.



Impact and Evaluation

BFSS looks to achieve best possible results from its grants and for evidence that projects will achieve positive and sustainable change and give value for money. Projects are self-evaluated with applicants identifying four major outcomes of grant against which they are asked to report.

Building Capacity of Charities

BFSS is keen to contribute to learning within the sector. One of the ways this is achieved is via an annual Grants Workshop designed to share good practice and facilitate networking.

BFSS Future Strategy

Looking ahead, BFSS will continue to focus on priority and emerging issues which impact access to education and educational achievement for children and young people, both in the UK and overseas. In 2018 BFSS will strengthen its new initiative to support looked after children and young carers in the UK, whilst continuing to fund a range of transformative projects overseas, including work to support education recovery in communities that have suffered dislocation through natural disasters or conflict. A broader portfolio of overseas projects will also be maintained, for example, projects focussed on teacher training and provision for children with special needs. The BFSS annual grants workshop for BFSS grantees will provide input into the BFSS strategy process and help forge dynamic learning links between BFSS and its grantees, and between the grantee organisations themselves.

Foreword from the President

The British and Foreign School Society continues to transform the lives of disadvantaged children and young people in the UK and across the world through its grant-funding support to UK registered Charities. The Society aims to widen access and raise educational attainment for some of the most marginalised and disadvantaged children and young people.

This Review showcases some of the important and impactful projects BFSS supported across the world and in the UK during 2017. It demonstrates that BFSS has maintained a strong focus on supporting the education and development of children and young people. Examples of how supported charities are responding to challenges in countries such as India, Nepal, Uganda, Tanzania and Peru are included. Many projects support children in especially difficult circumstances, including street and working children in New Delhi, girls and young women in Uganda trying to attend school in situations where their sanitary and hygiene needs are not adequately understood or met, and young people from minority ethnic groups in the Peruvian Andes, trying to obtain vocational training and employment in the face of societal discrimination.

In the UK innovative projects in deprived areas have supported children and young people through additional teaching and mentoring to raise their academic aspirations at school, and in making a successful transition into further education. This Review presents two examples of such projects - Tower Hamlets in London, and Northamptonshire. In 2017, the Society also created a new programme dedicated to improving approaches to the educational attainment of 'looked after children and young carers' in the UK. We expect this programme to expand further in 2018.

In 2017, the Society continued to develop its approach to evaluation and grantees were asked to report against at least four major outcomes, developed with input and guidance from the Society during the grant application process. The Society also published its third report and analysis on The Impact of British

and Foreign School Society Grants a study undertaken by Professor Joy PalmerCooper. This showed that the Society has had considerable impact in supporting integration and inclusion both in mainstream education and in society of young people with special educational needs, disability and other forms of vulnerability. The report also highlighted the Society's work in post-disaster and post-conflict educational recovery, including post-Ebola crisis support in Guinea and Sierra Leone and post-earthquake recovery in Nepal.

The Society's annual grants workshop demonstrated the Society's commitment to building capacity in the educational Charity sector, bringing together a range of grantees to explore and share best practice in project design, evaluation and reporting.

I believe that the case studies in this Annual Review demonstrate the very significant difference that BFSS grants are making to the lives of vulnerable young people in the UK and across the world.



RT HON DAVID LAMMY MP



- Grant to improve the access, retention, and completion of education by 250 street and working children in Delhi
- One year grant of £18,263

Toybox beneficiary Raghu

TOYBOX (India)

Toybox aims to end the injustice of children living and working on the streets and to break the cycle of poverty, abuse, substance misuse and exploitation that overwhelms street children.

More than 50,000 children in Delhi live and work on the streets. It is estimated that at least half of these children are illiterate, resulting in a cycle of poverty that leaves some children no choice but to spend the rest of their lives on the street.

This project aimed to reduce the number of street and working children in Delhi who do not attend school by teaching parents about the importance of education and supporting them to enrol their children into local schools. This vital step is just the first of many on the complicated journey from street to school, so this project worked to confront not just

the root causes for lack of school attendance but also the unique challenges many children face once enrolled. By working closely with teachers and other pupils to improve their perceptions and treatment of street children and engaging with local and government authorities to influence communities on a wider scale, the project aimed to improve the access, retention and completion of education of 250 street and working children in Delhi.

The project was able to continue for another year through additional funding leveraged as a result of the BFSS grant. This second year will ensure long term development, stability and sustainability.

Toybox is also expanding the model into new areas in North-East Delhi through a new BFSS-funded project.

Outputs Achieved:

- 3,000 home visits by Street Educators.
- 52 community parents meetings.
- 14 parent/teacher trainings.
- 14 community awareness rallies.
- 505 children enrolled in school.
- 6 Education Clubs delivered per week in 13 communities.
- 153 support group meetings.
- 1 residential workshop.
- 620 school visits by Street Educators.
- 14 schools received teacher training.
- 28 life-skills workshops delivered.
- 14 schools have promotional wall displays.

Outcomes:

1. 700 parents and caregivers supported to improve their understanding of the importance of education and sending their children to school.
2. 505 children enrolled into school, with a 96% retention rate, a 91.5% pass rate and an 84% attendance of 4+ days per week.
3. Teachers, pupils, and authorities across 12 schools in Delhi demonstrated visible improvement in their knowledge, attitudes, and practices towards street and working children.
4. Higher level government officials became aware of child rights and the right to education / laws.

www.toybox.org.uk



Toybox street to school beneficiaries

"I wish I had joined school earlier. I would have been smarter than all my friends."

Raghu, a beneficiary of the project.



A pupil enjoys the new handwashing facilities at Oditel primary school.

- Grant to increase educational attainment in NE Uganda through improved school WASH facilities and hygiene awareness.
- One-year grant of £29,934

SIGNPOST INTERNATIONAL (Uganda)

Signpost International (SI) exists to eradicate suffering and poverty in all its forms, working globally in partnership with local organisations and communities.

Poor health and hygiene practice within Oditel primary school in North-Eastern Uganda was impacting the educational access and attainment of students, especially girls. Latrines were in a poor state of repair, and safe drinking water was more than 2 kilometres away. These problems, as well as a lack of hygiene awareness, caused high absenteeism and poor health. This was compounded by a lack of access to affordable Menstrual Hygiene Management (MHM) solutions.

This project aimed to improve the access, retention and educational attainment of 880 primary school children, with a particular focus on girl children, by

constructing ventilated improved pit latrines, a female changing area, a hand-wash area and a well for drinking water. These efforts were supplemented with a strong education programme and a school enterprise to manufacture and sell reusable MHM kits.

Signpost International's ongoing commitment to the region means that it, and its local partner, will continue to work with this community for the next few years. This will enable the long-term impact of the project to be measured over time.

Outputs Achieved:

- Improved WASH facilities have been constructed and are functioning at the school, including one borewell, one 20,000L tank, 3,000 handwashing tank, 10 stance gender-segregated VIP latrine.
- A WASH awareness raising campaign, including:
 - o 10 education workshops with 907 pupils
 - o A 30-member school health club
 - o Training, including training of trainers through the school health club, was delivered on WASH best practices, MHM, gender, reproductive health, HIV/AIDs and basic operation and maintenance of facilities
 - o Training and promotional materials printed and disseminated.
- MHM education and awareness raising campaign undertaken in community and target school, including three community outreach campaigns to promote MHM kits, best WASH practices, and the operation and management of WASH facilities.
- Enterprise group has produced and distributed 170 MHM kits free of charge to female students, with additional 91 kits sold outside the school.
- Intensive production, marketing and business training delivered to the school-based enterprise.

Outcomes:

1. Access, retention and attainment has increased for 880 children.
2. 890 children and staff report improved health, with diarrhoea decreasing by more than 50% overall.
3. The school-based enterprise is operating sustainably and generating sufficient profits (£65 per month) to maintain the WASH facilities.
4. The community is on track to achieve 33% of target girls and women in Oditel community reporting increasing gender-equity in public and private life.

www.signpost-international.org

“The new toilet block really has transformed our school. It has improved conditions beyond our expectations and means that we can continue to offer an education to the hundreds of families in the area who rely on us to do so.”

Headmaster Oluca Pampas.



- Grant to establish libraries at five schools and teacher training aimed at improving teaching and library management
- 13 month grant of £32,882

Pupils learn in their new library room.

RESOLVE INTERNATIONAL (Nepal)

Resolve International works exclusively in Baglung District, Nepal to improve primary education and sanitation. The charity works in partnership with local NGOs as well as the District Education Office, the District Health Office and the District Development Office to deliver projects for those most in need who have been overlooked.

Resolve International identified that the 70% failure rate at state schools was due to poor teacher training, a lack of resources, poor literacy and the focus of teaching on completing coursework books. A needs assessment of five schools in Palakot VDC reflected a variety of problems ranging from inadequate resources to a lack of parental support for schooling.

The purpose of the grant was to fit out five school libraries, train staff in teaching and library management and engage with the community on the importance of education.

The Baglung District Education Officer has now invited Resolve International to extend the project to all schools in Baglung District. Resolve International also hopes to support remedial work for early grade reading in government and community schools at grades 1-3, in order to significantly improve learning in primary schools.

“Earlier I used to absent in school but now I come regular.”
 A 9-year old boy.

“A child who was quite weak on reading and writing has progressed remarkably”.
 His teacher, Geeta.

Outputs Achieved:

- A library room was created at five primary schools.
- 15 primary school teachers trained in library management, with one permanent teacher trained as a librarian at each school.
- 50 teachers trained in ‘quality education’, including a remedial programme, materials development, continuous assessment, child-friendly teaching and capacity building.
- Regular classroom support to teachers provided.
- Community engagement efforts undertaken, including stakeholder meetings, community workshops for 216 parents, two training sessions for 27 parents on early grade reading, child club orientation in all schools, quarterly parent meetings for 375 parents and more.



More than 2,000 books were provided at each school.

Outcomes:

1. Children across the five schools at year 1-3 are borrowing on average 2-3 books per month, with some students borrowing up to five books per week. Loans are also being made to other grades, teachers and parents totalling 2053 in six months.
2. Grades 1-3 teachers are actively incorporating active and child-friendly teaching in their classrooms, and there are plans for training to be delivered to the head teachers and grades 4-5.
3. Reading skills have improved in the first year on a range between 10%-100%.
4. Children are receiving support from their parents and older siblings, and parents have welcomed the project.

<https://resolveinternational.org>



Teachers were also trained for integrating library books within the learning cycle.



- Grant for a skilled and dedicated Education Advisor to build capacity in EdUKaid's 11 pre-primary teachers
- 2 year grant of £19,800

EdUKaid 2017 meeting

EdUKaid (Tanzania)

EdUKaid is a children's educational NGO operating in the Mtwara region of Southern Tanzania. EdUKaid works with local communities to improve access, retention and achievement in quality basic education at local government primary schools.

Government primary schools in the region lack funds for effective pre-primary provision. Children enter formal education unprepared and struggling. More than 40% of children drop out in the early years, and those remaining in school often fall into a pattern of underachievement.

EdUKaid's existing pre-primary project provides 11 pre-primary classes supporting literacy, numeracy & social-emotional development to hundreds of pre-school children. Class sizes had expanded rapidly, presenting significant challenges to high quality teaching and class resource levels.

To address this, this grant funded an Education Advisor to enhance the capacity of EdUKaid's 11 pre-primary teachers over two years.

The project effectively supported teachers' development, impacting significantly on the children involved. EdUKaid now plans to widen its reach across the Mtwara area with a view to doubling the number of children benefiting from improved access to education by 2020.

Outputs Achieved:

- The Education Advisor has developed:
 - o A programme of support and training for 14 pre-primary teachers and 16 teaching assistants
 - o A programme training parents at 6 schools to make resources, support large classes and assist the teaching staff
 - o A maintenance programme engaging parents at 7 schools to repair and maintain the school environment
 - o Detailed lesson plans
 - o Baseline assessment and continuous assessment frameworks which allows the teachers to assess the effectively over time
 - o Activities to enable teachers to manage large classes with support from teaching assistants
 - o A resource management system
 - o A monitoring, evaluation and learning system.
- 14 pre-primary teachers have attended 38 training sessions.
- 16 teaching assistants have attended 35 training sessions.
- Networking events for headteachers and standard 1 and 2 teachers at 15 partner schools held.
- 4 core staff received support to build their capacity in project management, reporting and monitoring.

Outcomes:

1. EdUKaid pre-primary staff feel more empowered, equipped, motivated and supported in their roles, including effectively managing large class sizes.
2. Nearly 2000 deprived and disadvantaged children aged 4 - 6 have benefited including the following average improvements:
 - a. 90% increase in the children enrolled in pre-primary school
 - b. 48% increase in children moving from pre-primary to standard 1
 - c. 82% improvement in pre-primary attendance figures.
 - d. 55% increase in understanding basic phonics and reading simple words
 - e. 90% retention of pre-primary students (from 73%)
 - f. 100% retention of core staff and 92% retention of pre-primary teaching staff
3. Key stakeholders (heads, teachers, parents, education authority) are more engaged and involved in children's early years' development.
4. EdUKaid's core staff capacity has been enhanced to effectively support the delivery, management and assessment of its quality early years provision.

www.edukaid.com

"I am happy to send my children to school - it is a good place to learn and a safe place to be. I had no school and cannot read but my children have a good education and will have a better life."

Parent of 2 pre-primary pupils at Mgao pre-primary class.



- Grant for the Transitions Project to support young people into employment
- 3 year grant of £16,444

The beneficiaries of Amantani's Transitions Project have a brighter future.

AMANTANI (Peru)

Amantani works to defend the rights of indigenous children in the Peruvian Andes, helping young people from marginalised Quechua families to access education, stimulating social development for Peru's most disadvantaged communities.

Disadvantaged people in Cusco are more likely to be underemployed, and the majority are working without a formal contract. Severe discrimination is rife and indigenous Peruvians earn around half as much as non-indigenous people.

Launched in 2017, this project aims to help young people from indigenous communities in the Andes to access employment through education, social capital and microfinance. This grant is enabling 40 Young people to attend vocational training and higher education courses in areas of their choice.

Planned Outcomes:

- Pre-Transition: 116 indigenous young people will identify their future career path and prepare for future work and education opportunities.
- Training: 75 young people will complete vocational and further education courses, strengthening their possibilities of employment.
- Employment: 30 young people will undergo formal work experience placements.

www.amantani.org.uk



- Grant for SHINE on Saturday: two Saturday schools in Tower Hamlets
- £7,500 over one academic year

SHINE on Saturday students make an unusual new friend.

POPLAR PARTNERSHIP (UK)

The Poplar Partnership tackles the challenges arising from poverty and deprivation in the Poplar area of Tower Hamlets by supporting early intervention projects within the community. Tower Hamlets has the highest rate of child poverty in London, and Poplar is one of the most deprived areas within Tower Hamlets. Children in Poplar are more likely to leave school with poor qualifications, earn less and even die younger than their wealthier peers.

SHINE on Saturday adds 20% extra support to the school week, providing high quality, creative, practical lessons for disadvantaged children to achieve their best at school. The programme runs for up to 25 weeks over the whole academic year and benefits 120 children, aged 8 to 11. High quality, school-based staff deliver the project, ensuring it is tailored to the children's needs.

Planned Outcomes:

- Students will achieve at least 2 sub-levels of progress across an academic year.
- Students will be more confident and able to make friends, and will reflect more positive attitudes to learning.
- Students will improve their longer term aspirations and range of interests.
- Families and the wider community will improve their attitudes to learning and seek to acquire broader life experiences.

www.thepoplarpartnership.org.uk



- Grant to support retired teachers to help young people from disadvantaged backgrounds to improve their educational attainment
- £11,232 for one year

A TalentEd study session.

TalentED (UK)

TalentEd believes every young person should have the support, skills and aspirations to realise their potential, but many young people from low income areas in the UK do not have this opportunity.

Millions of children in the UK live in poverty without the same access to educational opportunities as their wealthier peers. Educational inequality perpetuates disadvantage impacting a child's life.

TalentEd aims to solve such educational inequality by engaging retired teachers to support remote and deprived communities. TalentEd's expert retired teachers deliver intensive, personalised support to break down the barriers to educational achievement for disadvantaged pupils. These teachers build a powerful relationship with small groups every week for a year.

The grant was provided for new projects in Northamptonshire, an area of severe industrial

decline and deprivation, piloting new ways to work with retired teachers and focusing on academic studies with smaller groups.

Students say the sessions 'make things interesting' and that they are working better in all their subjects, while staff report students have increased resilience and enthusiasm for education.

Planned Outcomes:

- Students improve grades.
- Students improve study skills.
- Students demonstrate increased confidence.
- Students demonstrate improved self-awareness.

www.talent-ed.uk

Interested in applying for a BFSS grant?

BFSS supports small and medium sized charities with grants to widen educational access and raise achievement for disadvantaged children and young people up to the age of 25 in the UK and across the world.

For further information about the criteria and deadlines, as well as the online application form, please visit <https://www.bfss.org.uk/grants/>

Enquiries: If you have any grant queries please email grantsmanager@bfss.org.uk.

Interested in becoming a BFSS Member?

Being a member of the BFSS provides an opportunity to participate in a community of interest. Members join with like-minded people who have a passion to help improve the educational opportunity of the most disadvantaged young people in the UK and across the world.

Members have access to regular updates and our publications about the work of the Society and are invited to attend our Annual General Meeting and Grant Workshop. They have a formal role in nominating and electing from the membership the Councillors and Officers of the Society. They also have the opportunity to help drive the direction, strategy and operation of the BFSS.

Individual members

The BFSS is proud to be a Membership organisation and welcomes and encourages applications from people who would like to join.

If you would like to apply to become a Member please visit: <https://www.bfss.org.uk/about-us/membership/> for more information and the application form.

Organisational members

Organisations are invited to apply for membership when they have delivered their third successful project under a BFSS grant.

Want to know more about the BFSS?

If you would like to keep in touch with the BFSS and learn more about what we and our partners are doing, please follow us on:

 : @BFSSGrants

 : @BFSSCharity

 : British & Foreign School Society.

BFSS Publications

During 2017, BFSS published the following which can be accessed at:
www.bfss.org.uk/publications



BFSS Annual Review of Grant-Giving 2016

Case studies of grants made by BFSS in 2016 which are helping to transform the lives of disadvantaged children and young people.



An Analysis of British and Foreign School Society Grants and Their Impact 2017

This report, written by Society Member and Councillor Professor Joy Palmer Cooper, provides an overview of the successes and impact of 36 separate projects which benefited from BFSS grants over a period of twelve months, concluding in December 2017.



BFSS Archives Annual Report 2017

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



BFSS Annual Report 2017

The latest Annual Report of the Society, detailing its activities, income and expenditure throughout 2017.

British & Foreign School Society

32-36 Loman Street

London

SE1 0EH

www.bfss.org.uk

Tel: 020 7922 7814

Email: enquiries@bfss.org.uk

Twitter: @BFSSCharity

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