

BFSS

BRITISH & FOREIGN SCHOOL SOCIETY
Educational Opportunity for All



THE IMPACT OF BRITISH AND FOREIGN SOCIETY GRANTS

Fourth report and analysis based on data received in 2018

2018 PROJECTS

BFSS Occasional Publication

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FOREWORD

I am very pleased to introduce the latest in our series of BFSS annual impact reports. As in previous years Professor Joy Palmer Cooper has closely analysed the monitoring reports of all the projects that came to an end during calendar year 2018.

This year the analysis is based on the 33 final reports received during that period. This publication demonstrates the BFSS Council's continuing commitment to transparency and the demonstration of the Society's contribution to public benefit. This report also supports our goal of building capacity amongst grant applicants by sharing best practice and the outcomes of our work as a grant-giving charity.

This year's analysis records the reported benefits to nearly 78,000 young people, more than 3000 teachers and over 110,000 indirect beneficiaries comprising families and community stakeholders whose lives have been improved as a result of grants from the BFSS. In years to come these projects will continue to bring benefit to the lives of countless more people.

Among the many projects covering school construction, teacher training, library, classroom resources projects reported here are some that deal with the very basics of health and well-being that contribute so much to improved school attendance and educational progress - clean water, food,

sanitation and good hygiene. We are increasingly encouraging grantees to focus attention on the needs of vulnerable and disabled young people and on girls' education. It is also interesting to note that this year we are starting to see the impact from UK projects focused on the needs of looked-after children and young carers.

The Society's thanks are due to the BFSS Vice Chair and Chair of Grants Committee, Professor Joy Palmer Cooper, for the many hours she has spent on the 33 reports. They are also due to members of our Grants Committee for their diligence as lead trustees on grant applications, to our professional staff for the in-depth attention they give both to the grant applications we receive and to the ongoing relationships with the charities we support.

Finally, our thanks go to the charities themselves whose dedication as professionals or volunteers improves the lives of young people and the communities in which they live.

Peter Miller
Chair, BFSS Council
May 2019

The analyses of grants reported on in 2016 and 2017 can be found at:

<http://www.bfss.org.uk/wp-content/uploads/Impact-of-BFSS-Grants-Awarded-in-2016.pdf>, and

<https://www.bfss.org.uk/wp-content/uploads/BFSS-Impact-Report-2017-5.pdf>

INTRODUCTION AND SCOPE

This is the fourth in our series of annual BFSS Occasional Publications that focusses on an overview of reported impact of grants finalised over a period of twelve months. This overview derives from an analysis of the Final Reports submitted to us by grant holders which were received in the twelve months concluding on 31st December 2018. Once again, a consistently high number of Final Reports was received, namely 33, which compares with 36 in 2017, 27 in 2016 and 30 in 2015.

It has been a privilege and pleasure to look once again in depth at the greatly inspiring content of the 33 Reports, each of which give readers such a wealth of data, both quantitative and qualitative in nature. This publication, as with previous ones in the series, can only provide a glimpse into the immensely varied and significant contributions that have been made by the charities the BFSS has supported. The fundamental message conveyed by the reports which I hope to elaborate upon here, is that our grants have enabled charities to conduct projects which have made a huge impact on the lives of individual young people, teachers, parents and communities here in the UK and around the world.



Classrooms in the Clouds, children in class in Nepal.

When reading any Final Report, the BFSS likes to find the presentation of evidence that the project's intended outcomes and outputs have been achieved. Such evidence is crucial in establishing the success and integrity of any individual project. It also establishes a degree of transferability in so far as it enables understanding of ways in which BFSS funded projects may impact on achievement, on quality of learning environments, on overcoming barriers to education, and on improving the quality of life within a community. Hopefully the evidence presented here may inform and inspire projects of the future.

Each Report contains quantitative data as required and this has enabled statistical summaries to be provided of such measures as number of direct and indirect beneficiaries, number of tangible contributions of buildings and items of equipment, measurable impact on attainment and so on. Quantifiable impact upon educational provision and achievement is a vital measure and one which we expect all grant recipients to report on. Alongside such statistical data, the Reports illuminate a fascinating range of qualitative impacts and achievements which only words and images can portray. Alongside statistical reporting, the publication attempts to explore and convey an overview of such unquantifiable changes that have been made on the lives of individuals and of whole communities as a result of our supported projects.

The 33 Final Reports that were submitted in 2018 were in receipt of a total of £516,216 in grant funding from the BFSS over the period of twelve months being reviewed. This compares with the figure of £495,475 in the previous year. For the purpose of clarification, the grants and beneficiaries here discussed relate to one year (the final year) of funding received by the projects whose reports were submitted between 1st January 2018 and 31st December 2018. Hence the figures do not represent the full grant support given to multi-year projects which ended during this period. For such projects, data relevant to the final year have been extracted in order that valid comparability of data and impact over the period may be achieved.



Omathana, Sunshine for Children - the new library building in Uganda.

STATISTICS OF IMPACT ON BENEFICIARIES

Looking first at the quantitative data supplied by the Reports, we note that in total the 33 projects made a direct impact on the education and lives of 77,812 young people; on the quality of work and commitment of 3,045 teachers, Head Teachers and teaching assistants; and on some 110,686 indirect beneficiaries, for example, parents, siblings and community members. The grand total of all of these beneficiaries is 191,543. This already impressive figure must be regarded as a substantiated baseline but in reality, is significantly greater given that several of the reports do not quantify indirect beneficiaries but simply say such things as 'the whole community' will benefit or 'wider families' or 'many thousands' and so on.

Where no precise figures have been provided, these generalisations are not included in the statistical summary. Overall the figures are very much in line with those of the previous few years and it can be concluded that without doubt, grants over a twelve months period contributed to the improvement of educational provision and quality, opportunity and overall quality of life for around half a million individuals around the globe.

The beneficiaries of the 33 grants are located in 14 countries of the world (compared to 17 in 2017 and 14 in 2016), namely Bangladesh, Cambodia, Democratic Republic of Congo, Ethiopia, Ghana, Iraq, Kenya, Nepal, Rwanda, Sierra Leone, Tanzania, Uganda, United Kingdom and Zambia. Nine of these countries were the location of more than one project and the overall distribution is provided in Appendix 1.

SCOPE AND OBJECTIVES OF PROJECTS

The general approach to reporting used in this publication mirrors that used in previous years and commences with an overview of the major areas of support which BFSS funding contributed to. Construction projects and the provision of tangible items of equipment have featured significantly this year, more so than in the last, as has the provision of teacher training courses and teacher support. Alongside such basics which Grants Committee generally supports each year, in 2018 we see a major emphasis on support for disadvantaged and 'at risk' young people, on the redressing of inequalities and removing barriers to education, and on changing attitudes towards inclusion and children with disabilities. Examples discussed in the forthcoming

pages will hopefully demonstrate the impressive achievements made in these fields of endeavour.

Construction Projects lay at the heart of 13 Reports. Such constructions included new classrooms and renovation of others in Uganda, purchase and complete reconstruction of a building for a library in another location in Uganda, significant reconstruction of classrooms and school offices in two locations in Tanzania, construction of earthquake-resistant classrooms in Nepal, building a complete 4 classroom school in Cambodia, construction of classroom blocks in two locations in Zambia, construction of a new school in another location in Nepal, building of classrooms in Ethiopia and construction of dwellings for girl students in Sierra Leone.

Grants also enabled the construction of much needed latrines and building and grounds-related equipment. We supported the building of gender segregated latrines and washing facilities in Uganda, Tanzania, Cambodia, Kenya, Zambia, Ethiopia and Sierra Leone, all with significant impact on hygiene and attendance. Rain water harvesting systems and tanks were incorporated into several construction projects, as were solar power facilities and electric generators. School security featured in various projects, for example in dwellings for girls in Sierra Leone and handrails in Tanzania; a matron's room and sick bay were provided in Uganda, and teacher's houses were constructed in Cambodia and Zambia.

Classroom-related equipment and basic resources were once again provided in abundance. Many reports detailed unquantified provision, but it can be reported that we supported the acquisition of some 700 desks, benches and chairs for pupils and teachers, 500 pupil slates, over 1,000 exercise books, numerous whiteboards, blackboards and flip charts, cupboards, 'clever touch' screens, shelves, laminators, and countless items of classroom consumables. Equipment for games, sports, play and drama also featured in several projects, for example, the provision of 1,408 items of sports equipment for the education of children with disabilities in Uganda, equipment for sports, dance and games including chess sets in Kenya, and sports kits and materials for indoor and outdoor games and play in Ethiopia. Other specialist provision

included equipment and support for the development and running of enterprises in the Democratic Republic of Congo including equipment for animal husbandry, horticulture and hairdressing.

Science, Information Technology and Digital Learning featured in three projects. In Sierra Leone, a school which received computers is now not only supporting teaching and learning in information technology, but also providing an important IT facility for its local community. The community initiative in adult literacy has a school-provided room with computing, printing and photocopying provision. Similarly, in Uganda, a community library has been established which incorporates information technology training and access to computers. In Kenya, where a project aimed to improve the quality of education and raise achievement in impoverished communities, laptop computers and internet access were installed, and teacher training workshops were held on IT and digital learning.

Libraries and books feature each year as an important focus for educational development in numerous places. Calculations suggest that some 40,000 text and reading books were purchased with grant support, plus audio books, library shelving and other furniture, floor mats and book boxes. Development of a community library in Uganda was a successful project which linked school with community. Plans to establish a community library with appropriate furniture and a trained librarian inspired the community to work together to complete the building as a community facility with benefit to adults and young alike. Aspirations of local residents were raised, and the community is fully involved with the running of the library.



War Child UK, teacher training in Iraq.

the importance of accurate subject content in literacy and numeracy; also in equality principles, positive behaviour management and child-centred learning.

Other teacher training initiatives had a very specific focus. For example, in the Democratic Republic of Congo, teachers were trained for the design, establishment and running of school enterprises through which students gained specific skills as well as an entrepreneurial spirit. Teachers were not only trained in the design and running of enterprises, but also in ways in which enterprise initiatives could impact on the wider community and be integrated into the curriculum and wider school activities.

In Uganda and Kenya, teacher training courses enabled teachers to manage school libraries, promote a reading culture, and use books for effective teaching and learning. In one project in Ghana, the specific focus of training was on phonics and 'phonics change makers'. 203 teachers were trained in phonics and assessment; head teachers and senior staff were also trained, and 41 teachers were trained as 'phonic change makers', capable of organising phonics and assessment training for other schools and sustaining phonics work. Here, arrangements for systematic follow-up to training are recognised as being vital so every teacher sustains commitment and ability to teach and assess effectively.

In Ethiopia, 300 teachers were trained in play-based learning methodologies whereby teachers integrate child-centred, play-based activities into teaching practices on a regular basis. Such training and implementation of methodologies has led to improvement in children's general progress and enjoyment of attending school.

One hugely important 'specialist' teacher training initiative was supported in Iraq where the emphasis was on 'Teacher in Crisis Contexts'. Here, teachers working in post-ISIS Mosul in exceedingly challenging circumstances, are trained in such crucial matters as psychological first aid, child protection, education in emergency situations and in giving psycho-social support to children living in communities in times of crisis.

In Kenya, 5,698 books were sourced locally in local language and in English and a further 12,486 books were sourced and shipped from the UK. This large quantity of reading material was distributed to 14 schools which were able to establish school libraries complete with books, book boxes and teachers trained to manage the resources and teach effectively with them. Once again, the community is central to this project – community members use the books and community volunteers record book loans and ensure no losses. Community Learning Centres use spaces available such as churches and under trees, and in these meetings, adults learn to read and write and gradually move to advanced reading.

A reading culture has been established wherein adults are fully involved and teachers use local language books and phonics books in effective teaching. At another location in Uganda, 15,000 books were donated to schools. The books were designed, digitally illustrated and printed in Uganda and have been used to excellent effect. Development of paired and group reading techniques has helped to engage and motivate large numbers of learners.

The training of teachers was, as in previous years, a hugely important component of many projects. Some training courses were of a very general nature, staged with the aim of improving the quality of education and assessment of progress. An example lies in Sierra Leone where teachers were trained in

Finally, a theme which underpinned several teacher training initiatives was that of addressing inclusion, working with children with disabilities and other forms of disadvantage. Such courses often aimed to redress inequalities in communities, change attitudes to disadvantage and disability and overcome barriers to education. One such project lies in Kenya where teachers are trained in ways of supporting children with developmental disabilities and mental health difficulties into inclusive education. Training includes legislation governing children with special needs. Learning environments have changed significantly due to this teacher training and more will be said of this theme later in this report.

In Nepal, a training programme was established for teachers to learn how to address the educational needs of children with hearing disabilities. Teachers left this training with expressions of desire to provide a much better learning environment for pupils with hearing disabilities and with demonstrated commitment to the task. As a result of monsoon rains causing travel disruption, some of the teachers walked for 5 hours to get to the training.

In Uganda, teachers have been trained on the removal of barriers facing children with disabilities and on how inclusion may be promoted through sport and games. Finally, in another location in Uganda, teachers have been trained to understand the barriers that children with disabilities face, how to enable them to access primary education and how to raise the aspirations of disabled children. Part of the success of this project lies in the commitment of teachers to conduct home visits and be involved in community-wide promotion of the importance of inclusive education.

In total, 17 of our supported projects incorporated aspects of teacher training and recorded numerous examples of how such training has brought about fundamental changes in educational quality, values and attitudes, many of which will be elaborated on in sections of this report which follow.

Courses and programmes once again featured in a number of the Reports and in line with the substantial emphasis this year on supporting those living with disadvantage and inclusion, several were

orientated to support such themes. Courses for community members in Kenya focus on inclusive education. Such 'stakeholder sensitisation forums' help in identification of needs and advocacy. Support groups are formed and carers in denial are supported through a variety of techniques and programmes.

In Ghana, play programmes are organised for marginalised mothers to help them provide early childhood education and care. Through such programmes the carers are helped to understand parenting techniques and practices. In Rwanda, community-based programmes help to promote an understanding of barriers that children with disabilities face and address the importance of inclusive education. The aim of these programmes is for parents and community members to become advocates for inclusion.

Saturday School programmes in the UK (London) provide lessons for disadvantaged children who need help in order to achieve their best at school and are supported by peer volunteers from Year 10 of a local secondary school. Along similar lines in the UK (Northampton) a pool of retired teachers volunteer their time and expertise to run out-of-school sessions in order to improve educational attainment of disadvantaged young people. The charity overseeing this successful project provides resources and trains, develops and retains an increasing pool of tutors.

Adult literacy programmes are having a very positive effect upon the community in Sierra Leone, leading to increased employment and economic advantage and in the UK (Lancashire), Saturday Family Learning courses are successful in inspiring parental engagement and support with children's reading in school. Parental engagement with children's learning is seen as crucial to children's motivation to learn.

Such are some examples of programmes we have supported which lie outside the remit of formal schooling but nevertheless make significant impact on educational opportunity and achievement. They all have implications for mainstream schooling and indeed for the quality of life of participants. Examples of impact of these programmes and of other aspects of the scope of BFSS support are explored in greater detail in the ensuing discussion.



Book Aid International, two boys reading in Kenya.

ANALYSING IMPACT

The analysis of overall impact of the 33 projects reported on in 2018 now follows the same framework as that which has been employed in the previous three Impact Reports, allowing for comparisons to be made as the years go by and the cumulative evidence of impact to be established. This analysis focuses on four general areas of impact, namely impact on educational standards and pupils' levels of attainment, impact on the general quality of the learning environment, impact on the wider community of the project's location, and impact on the overall quality of life of the individuals concerned. These areas are clearly over-lapping and inter-related. They encompass elements which are clearly observable, measurable and quantifiable; but also, complex qualitative elements that are in so many instances highly influential, indeed powerful, yet difficult to define. Reading the various Final Reports leaves one with a sense of the ineffability of so much that is being achieved and it is hoped that this sense is conveyed in the ensuing discussion which provides examples of the interlinked strands of impact.

Impact on educational standards and pupils' levels of attainment.

One question asked of all our charities providing reports is that they address the question of attainment and how our grant has impacted on standards. Responses range from general indications

of improvements, through to 'assessment and evaluation as works in progress' whilst some give statistical evidence of impact. Some examples from the 2018 reports include the following:

'Exam pass rates are rising. There are positive improvements in reading standards' (*Ethiopia*)

'Significantly improved external exam results' (*Sierra Leone*)

'More girls from slum communities enter mainstream schooling and sit for exams' (*Bangladesh*)

'Significant increases in enrolment of Children with Developmental Disabilities in mainstream schools and retention of them' (*Kenya*)

'More children are completing school and achieving higher grades' (*Uganda*)

'Clear improvement in formal test results' (*Tanzania*)

'Improved learning outcomes are evident. Pupils reported confidence in reading in 2017 was 58% and in 2018 was 98%. Confidence in reading aloud was 46% in 2017 and 98% in 2018.' (*Kenya*)

'83.75% pass rate in Government exams – higher than the national average.' (*Cambodia*)

'Expected standards for Year 1 phonics increased by 90%.' (*UK Lancashire*)

'Saturday School students make accelerated progress and outperform peers' (*UK London*)

'Literacy achievement significantly above national average. 99% retention of staff and students.' (*Ghana*)

Time and again we read of positive improvements, some backed up by very detailed statistics, of the impact of supported programmes and interventions.

Impact on the quality of the learning environment

As we have seen, the scope of interventions designed to improve the quality of the learning environment supported by our grants includes teacher training, new and enhanced buildings, essential equipment and improved provision and facilities. Such enhancements are clearly linked to improvement in educational standards, improved levels of attainment, recruitment into mainstream schools of individuals who might otherwise not have access to education and retention of both students and staff.



Delph Side Community Primary School, young learners in Lancashire, UK.

Improvement in quality of the learning environment has had far reaching effect in many locations.

In Sierra Leone, teachers are now using 'girl-friendly' materials and teaching methods generally have improved. Teachers are more professional and confident and use behaviour management strategies instead of canes. The teachers here are now creating support networks, indicating significant changes in their thinking and approach to their job.

In one location in Tanzania, significantly improved teaching and learning resources have led to vastly enhanced motivation of teachers. At another location in this country, there was complete refurbishment and equipping of 8 classrooms, school office and staffroom. Here, the dramatic improvements in the learning environment have led to significant improvement in the teachers' motivation and children's engagement with learning. 100% of teachers report increased motivation to teach and there has been a 78% increase in pupil attendance.

In Uganda, electric lighting has transformed learning so that classes and private study can take place in the hours after dark, and teachers have chairs and tables, so they are able to do more effective preparation for lessons. In another location in Uganda, tremendous effort has been made to remove barriers faced by pupils with disabilities, using sports as a vehicle. Sports equipment has been provided for participating schools, and teachers now know that physical

education has the power to strengthen the rights and expectations of disabled children.

In Kenya, the provision of a substantial amount of resources for general learning and information technology alongside teacher training, has led to significant improvement in classroom management, improved motivation of both teachers and students, improved morale, child-centred learning and elimination of corporal punishment. Here we also see a cascading effect, where teachers are happy and willing to demonstrate successful techniques, coach colleagues and network with other schools.

Construction of a new and well-equipped school with teachers' houses in Cambodia has had a significant impact on capacity building and confidence. The school has 100% teacher attendance and retention rates to date which are well above the national average. Similarly, in Zambia where a new classroom block was constructed in a primary school together with teachers' houses and toilets, educational standards have been transformed by the appointment and retention of trained teachers. Pupils are now progressing to secondary level schooling which was not the case before the improvements to the learning environment.

In Ghana, the project previously referred to as 'phonic change makers' has led to great increases in the general levels of interest in phonics and to cascading of knowledge both within schools and through local networks. Teachers' attitudes have changed, and teachers recognise the value of providing the basic building blocks for children to learn to become independent readers rather than beating them into failure.

In the UK in Northamptonshire, where retired teachers are supporting the education of disadvantaged young people, pupils are working in innovative ways, in a safe and comfortable environment. Here they establish positive relationships with their mentors and develop motivation to learn.

In both Nepal and Ethiopia where grants supported new constructions and equipment, we read of child-centred approaches to quality education. Teachers have space, light and furniture. Classrooms are clean and pleasant and backed up with hygienic toilets and washing facilities. Such enhancements have significantly increased attendance and retention of staff as well as pupils. As was the case last year, it is evident that equipped and better trained teachers are realising the concept of their own life-long learning and development. In various Reports we read of teachers coping with extreme difficulties to attend training courses, of trained teachers volunteering to network and cascade their knowledge to others, of teachers establishing 'change maker' networks, of peer mentoring and of teachers voluntarily engaging in community liaison activities for the benefit of pupils.

Reference has already been made to the emphasis that many projects have placed on the acquisition of libraries and books and such provision has without doubt enhanced the overall learning environment of the school. In Ghana it is said that because of the reading books, teachers' own vocabularies and English levels have improved, and more interesting lessons are being prepared. In Uganda, the promotion of a reading culture impacts across the curriculum, and in Kenya, confidence in reading has hugely improved which again impacts across the curriculum and teachers are more willing to maintain records and monitor achievement. Libraries are described as quiet, welcoming spaces where pupils come to immerse themselves in books and thoughts away from the distraction of the playground.

In conclusion, we read many examples of teachers' attitudes, morale and life-long commitment being transformed for the better by the provision of appropriate space, accommodation, furniture, classroom equipment, toilets and training. Such basics combined with better class management, improved lesson planning and pupils' positive responses have led to classroom environments that are conducive to learning and transformational in ways so hard to measure.

Impact on the wider community

A wealth of positive evidence is provided within the reports suggesting that individual projects may have greatly beneficial impacts on the wider community in which they are based. In some instances, this is by design, whilst in others, an unintended yet significant added value lies in community benefit. Like so much of this reported analysis, community benefits are generally unquantifiable, yet powerful.

We can identify three clusters or categories of impact on the community, namely the concept of a school as a 'hub' for community use; specific benefits impacting on community members as a result of the project; and a shift in community attitudes and values deriving from the project.

Examples of a project leading to the establishment of a **school as a community hub** are found in several locations. In the Democratic Republic of Congo, a project focuses on the establishment of school enterprises to give schools an extra income stream and whilst so doing, to improve the quality of education. Enterprises run by the school and its students include establishing a hairdressing salon, a credit kiosk and a stationary shop. Pupils also engage in sheep, pig and goat rearing, veterinary pharmacy, cultivation of vegetables and the sale of agricultural products. Enterprises are designed and run by School Business Committees with community representation. This project has resulted in reduction of financial barriers and poor children are attending school who would otherwise have dropped out. The community's trust in school management has increased; the wider community has been galvanised and the community is now replicating the model. Overall this project was designed to build positive relations between school and community and the school serves as a highly effective 'hub' for progress.

The school in Uganda which received books and library equipment for the purpose of establishing a community library has developed as a 'hub' for literacy and the promotion of a reading culture, benefitting community members as well as school students. This project truly inspired the community members to work together to complete the building as a community facility and to take care of the ongoing maintenance, access and security. A Community Development Association serves at the heart of this initiative.

In an isolated community in Nepal, the construction of a three-room school has transformed community cohesion and desire to be involved with an improved educational status. Village women's groups, youth groups and other gatherings use school rooms for meetings and a wide range of activities during the holidays and at weekends. This 'hub' has brought together members of an isolated region into a united community, keen to maintain and develop ongoing relationships amongst themselves and with the school at the heart of it.

A final example of where a school project is serving as an important 'hub' lies in Ethiopia. Here, three new fully equipped classrooms were provided together with latrines, a staffroom and school office. This project was designed with the community at the heart of it and was shaped by community involvement. Regular stakeholders' meetings and community committee meetings guided the project to completion. Community members contributed materials such as stone, mud and straw for the building as well as labour. The community negotiated an expansion to plans so a fourth room could be added to the building to serve as a staff room and office. In short, community influence was powerful, and a sense of ownership and responsibility was established. The value of community participation was demonstrated and will continue.

Turning to the subject of **specific community benefits** deriving from projects by a community, a clear example is that of reading and literacy in locations where libraries and a 'reading culture' have been established. In Ghana, a supply of reading books has 'opened doors' for pupils and in the words of the Report 'has opened routes out of poverty'. In Uganda, where a community library was established to promote a reading culture, not only does this serve as a 'hub' but it also equips community members with skills of literacy and IT that can be used for the benefit of their families and leadership of collaborative activities of benefit to all. In Kenya, the acquisition of some 19,000 books and the establishment of libraries has enabled parents and children to read together. Community gatherings beneath trees help adults to learn to read and apply their ability in daily situations such as reading of prescriptions and bills.

Aside from the benefits of literacy, projects have given rise to the acquisition of skills within communities that will endure for lifetimes. In Tanzania where significant repairs, rendering and redecoration took place on seven classrooms and twelve latrines, parents acquired many new skills involved in the refurbishment process. Such skills are now transferred to other situations for community benefit. Similarly, in another location in Tanzania, community maintenance training sessions were held relating to the complete refurbishment and repair of eight classrooms. Many individuals reported great improvement in their ability to effect repairs and learnt new and transferable skills. In Kenya, project emphasis was placed on sports, music, drama, dance and life skills. Here there was extensive community involvement. Individuals were trained and helped as supervisors, sports coaches and life-skills trainers, themselves gaining valuable skills that are transferable.

In Sierra Leone, school buildings and resources were designed with the aim of providing employment for adults in the community through a project involving horticulture. Individuals help with working the land and harvesting crops which can then be utilised and the surplus sold. This, like various other projects, was designed with community cohesion and interests at heart, and has led not only to the acquisition of specific skills but also to the ability to gain employment, leading to much needed income generation.

Linking very closely with the above is the 'added value' of projects which help communities by enabling employment and economic advantage. We have already referred to the project in Ghana where children learning English at an early age are helped into routes out of poverty. The successful school enterprises scheme in the Congo enables students to develop an entrepreneurial spirit, gain business skills and prepare for the world of work. Here, they learn skills that bridge the gap between school and the workplace.

In Kenya where the project focuses on sports and games and has significant community involvement, 80% of students from the schools involved go on to Higher Education or into employment because of their academic and life skills success. Likewise, in Sierra Leone, a high percentage of students progress into higher or further education or vocational studies because of the extensive inclusion of life skills alongside academic study skills in the community-focused ethos of the school.

Other specific community benefits lie in the areas of health and wellbeing and these will be addressed within the discussion on impacts on the overall quality of life derived from educational interventions which follows.

The third of our clusters of impact on the community is a marked shift in community attitudes and values towards education deriving from projects. This substantial area of impact is also inextricably entwined with quality of life impacts but here we reflect on a number of many powerful examples reported on in 2018 of how whole community attitudes and values have changed as a result of projects we have supported.

How pleasing it is to read of a **shift in community attitudes towards education** and where children are now encouraged to attend school where before the project unfolded, they would otherwise have not done so. This is most certainly the case in Uganda where a school has developed a 'community mobilising scheme'. In Sierra Leone, communities are engaging with the changes taking place in schools, showing interest in adult literacy classes and encouraging their children to attend school. In Zambia, where new classrooms and toilets have been established, the community is motivated to bring back to school pupils who were herding cattle in the communities, and in war torn Iraq, encouraging children to attend school is central to the re-building of communities and community cohesion and is proving to be effective.

Various instances are reported of changing attitudes towards the education of girls. A programme to support the education of girls in slums in Bangladesh had led to far more girls entering mainstream schooling and sitting for exams. Here, parental education classes focus on such matters as adolescent health, nutrition, child abuse, child marriage, family planning and drugs and have been significant in their influence on parents' attitudes towards the education of their daughters. Similarly, in Cambodia, extensive community liaison including door to door visits to households has led to girls in the community now having the same opportunity as boys; whilst in Zambia, where the community was mobilised into taking ownership of the school building project, fewer girls are abandoning school for early marriages.

It would seem that community attitudes towards inclusion and support for disabled and disadvantaged young people have very significantly shifted as a result of interventions to this effect. A project aiming to support children with developmental disabilities and mental health difficulties in Kenya offers direct support, advocacy and referrals. Parents who previously neglected children have significantly changed attitudes. They are trained in the care of children with physical and mental difficulties and attend support groups. Community perceptions of such children have changed and there is much reduced stigma associated with their parents. In a Nepal community, myths commonly held about children with hearing disabilities have been dispelled



Oasis International Association, students in Bangladesh.

by training of teachers and cascading into the community. It is now commonly recognised that ear infections and malformations are not the same as intellectual disabilities and care and attitudes have changed with respect to the education of young people with hearing disabilities.

In Uganda, where our supported project contributed towards the inclusion of children with disabilities into mainstream schooling using sports as a vehicle, the whole community was involved in this initiative through a major Sports Festival event. Wide access to this was promoted through radio infomercials and all schools in the area participated. All who attended witnessed the power and benefits of inclusive sports and play. All received the message that equal opportunities should be provided for children with disabilities. The Festival removed both fears and stigma resulting in a major change in attitudes.

Likewise, in Rwanda, a project set out to enable disadvantaged children with disabilities to access education. Community meetings incorporated children's inclusive music, drama and sport. Local leaders were brought to understand barriers that children with disabilities face and how to address them; parents became advocates of inclusive education and home visits were accomplished to

identify children in this situation. School attendance improved significantly and previously held negative attitudes and stigmas were eradicated.

Other reported changes in attitude lie in matters relating to parenting and community held traditions that have been challenged. Because of vastly improved resources leading to increased parental involvement in schools in Kenya, attitudes have changed towards the use of corporal punishment in homes. In Ghana, attitudes towards parenting techniques have similarly changed as a result of interventions in deprived rural villages. Marginalised mothers have improved capacity to provide early childhood education and care and the community as a whole has embraced new ways of thinking about parenting techniques. The Ghana-based 'phonics change makers' project has also resulted in a dramatic cultural shift. Here, 'beating the children to learn' as a cultural trait has been successfully broken down by schools and teachers and community members now recognise the importance of supporting children in their journey towards learning to read as opposed to 'beating them into failure'.



Able Child Africa, a mentor with child in Rwanda.

In these and in many other places, communities now understand that all children have a right to education and to appropriate support and guidance rather than exclusion or punishment. The Reports demonstrate ample evidence of the transformation of beliefs and practices towards the education of girls, the disabled, the disadvantaged and the vulnerable; a hugely important shift which is inextricably linked to the final area of impact to be explored, that of general wellbeing and quality of life.

Impact on the overall quality of life

Here once again we are reporting powerful evidence sourced from the Final Reports that is unquantifiable. In numerous instances, words seem inadequate to express the degree of transformation

in wellbeing that has been brought about as a result of educational interventions. Something as simple as the construction of new classrooms and toilets has far-reaching consequences, and whole communities may be mobilised into life-changing behaviours. This section of impact is divided into four clusters of impact on overall life quality.

The first cluster is closely linked to the evidence provided above about changing attitudes amongst teachers and communities towards **disadvantaged, disabled, abused, vulnerable and 'at risk'** young people. Major shifts in attitudes and cultural norms have impacted significantly on the quality of life of so many individuals.

In the Kenya project which focuses on inclusion of those with developmental and mental health disabilities, young people are provided with adequate referrals, advocacy and direct services support. They also receive support for life-skills and training to nurture their talents in such things as knitting, beadwork and drawing. The Report provides evidence of significant increases in skills to attain independence through occupational therapy services, sports and craft activities. The young people are now treated with dignity and can access guidance from teachers and community members.

In another Kenya-based project, child abuse in slum areas is being tackled and a range of life-skills are being addressed with young people including teenage pregnancy, substance abuse, relationships, citizenship, disability and harmonious living. Here, young disadvantaged individuals are gaining a sense of self-worth and are motivated to aspire to higher levels of achievement.

In the UK (London), Saturday School programmes provide support for children from socio-economically deprived backgrounds and with vulnerability or special educational needs who clearly gain increased confidence, social skills and a sense of self-worth. Similarly, in Northamptonshire (UK), where retired teachers are supporting disadvantaged young people, the project's 'theory of change' is being fulfilled. Students are working in innovative ways in a safe and comfortable environment and are developing ability and resilience.

The project based in post-ISIS Mosul in Iraq is hugely beneficial in supporting vulnerable, displaced young people both into education and in their crisis-affected communities. They are supported by teachers trained in child protection, psycho-social support and in the employment of teaching strategies which meet the very differing needs of individual learners.

The second cluster of impact on the overall **quality of life** is that of **health-related benefits**. Reports in all places where adequate segregated toilets and hygienic washing facilities were provided tell of reduction in absenteeism due to disease and greatly improved attendance, notably of girls. Such is the situation in Uganda, Bangladesh, Tanzania, Kenya, Zambia, Ghana, and Cambodia.

Some projects had an even greater focus on health and hygiene related matters. In the Bangladesh project to support the education of girls in slums, programmes were conducted on topics including adolescent health, sexual diseases, HIV/AIDS, sanitation hygiene, nutrition, family planning, and nutrition. Here, the emphasis is on holistic development of girls with good health, seen as a fundamental prerequisite for success. Similarly, in Kenya, health-related programmes are provided for pupils covering such topics as sexual health, HIV/AIDS, pregnancy, substance abuse, relationships and conflict resolution. In Rwanda, items such as toothpaste, basic medical supplies, soap and sanitary pads are provided for children with disabilities to improve personal hygiene.

The Nepal-based project which addresses the educational needs of children with hearing disabilities also includes a significant medical-related benefit. Increasing pressure is being put upon the local government to provide resources and professional care for hard of hearing pupils.

Greatly increased exercise, linked to improving health is noted in projects helping pupils with developmental and mental health difficulties through sports and games, notably in Kenya and Uganda; whilst in Sierra Leone, nutritional health was addressed through the provision of breakfast clubs for school pupils.

A third cluster of impacts on the general quality of life may be identified as **psycho-social skills and attributes**.

Through the establishment of school enterprises in the Congo, students learnt how to express opinions without conflict, to make decisions and form consensus. Teamwork and cooperation lie at the heart of endeavours. Programmes focusing on the education of girls, for example in Bangladesh, enabled increased self-confidence in girls who are now far more able to cope with new environments and be aware of their rights.

The numerous programmes which focused on 'vulnerable' children with disabilities and disadvantage report significant psycho-social gain as a result of interventions and inclusion. We see gains in the ability to attain independence through self-confidence, the feeling of being valued and embracing personal potential. Teachers in the Congo talk of 'reduced weight of anxiety' whilst in Kenya, carers in denial are given psycho-social support whilst previously neglected children are freed of the stigma once associated with their situations.

One project which is outstanding in its focus on psycho-social benefits is that based in Iraq, where leaders are working with a vulnerable and mobile population with families constantly moving to other parts of their city as areas become available. Here, many people have lost family members and homes, and have been displaced outside the city. Education is seen to be central to re-building and revitalization efforts and teachers trained in management in times of crisis are employing psychological 'first aid' and psycho-social support as a basis for inclusion in educational programmes.



Talent-ed Education, girls and tutors on 2018 graduation day in Northamptonshire, UK.

Our fourth and final cluster of life-changing impacts is that of specific **wider life skills** that may be embedded in the project's objectives or may simply be a significant 'added value' to the intended outcomes.

Business and entrepreneurial skills are being developed in abundance in the Congo as pupils run a hair salon, manage shops, rear animals and grow crops for consumption and for sale. In the successful inclusion programme in Kenya, we see significant increases in skills possessed by children with disabilities needed to attain independence. They are trained to nurture talents in sports, handcrafts and the arts.

A valuable project in Rwanda has established a Youth Mentoring scheme to assist with enabling disadvantaged children with disabilities to enter mainstream schooling. Suitable mentors are located within the community who provide support for their mentees and their families whilst also gaining skills and experience themselves. A Village Savings and Loans Group has been set up by the mentors to encourage people to engage in such things as farming and bricklaying training. Here we see huge potential for change by empowering youth. Young

people are trained in disability rights, inclusive education techniques, child protection etc whilst also helping themselves and young people they mentor to acquire skills that will lead to employment and economic advantage.

The retired teachers' support scheme in Northamptonshire, UK focuses on the acquisition of wider life skills such as planning, communication and time management; study skills, improved c.v. writing and interview techniques. These are intertwined with the development of psycho-social skills of self-esteem, tolerance and respect for others. Interestingly, the tutors themselves reported improvement in their own development and understanding of the delivery of mentoring techniques. This situation is mirrored in several reports where programmes aimed to support young people have also a very considerable effect on the education of parents and mentors who gain skills to support children's learning and all-important confidence in educational providers and agencies dealing with their families.



Dig Deep (Africa), a girl beside new toilets in Kenya.

CONTEXT AND THEMES

This analysis of 33 very diverse projects has employed the four-fold over-arching framework of impact that has been used in previous years and has provided examples of how these 'umbrella' impacts, namely standards of attainment, quality of the learning environment, the wider community and overall quality of life are inextricably linked and mutually beneficial. Within this framework it is also possible to tease out certain recurring themes which characterise some of the projects' endeavours. These are invariably a reflection of some of the priority themes which the BFSS has incorporated within its strategy for grant-giving.

We remain committed to construction work and this analysis has demonstrated how simple constructions of classrooms, teacher's houses, latrines and washing facilities can bring wide-ranging impacts for whole communities. We are also committed to supporting projects which are responses to some of the world's natural and human-induced disasters. Grants which are included in this analysis which focus on post-disaster recovery and educational development are

those in Sierra Leone which highlight the challenges and immense time it takes to establish a post-Ebola environment; in Nepal, where post-earthquake issues include lack of manpower and materials for construction which when combined with a lingering bureaucratic process are great challenges; and in post-ISIS Iraq, where efforts to re-establish education are taking place in a hugely difficult environment characterised by displacement and vulnerability.

A third prominent theme has been the provision of support for integration and inclusion both in mainstream education and in society of young people with developmental and mental health disabilities, other special educational needs and other forms of being 'at risk' or vulnerable. Numerous examples have been provided of the hugely inspiring work being done in this field and in total, 11 of the 33 projects focused on inclusion whilst 5 directly supported young, vulnerable people in access to the workplace and ability to generate income.

Mention must now be made of one significant project which is our second to submit a Report on work undertaken through our 'Looked After Children/Care Leavers' initiative. In the UK (Greater Manchester), a mentor scheme was established for Looked After Children and Care Leavers which has helped young people on their journey towards achieving their aspirations once they leave care. They have been helped to overcome some of the difficulties faced by Looked After Children, often due to early childhood traumas that impact on health, education, wellbeing and relationships. The scheme builds self-confidence, self-esteem and resilience. It provides opportunities for tapping into community provision in order to develop positive attitudes outside the mentoring relationship. Looked After Children are helped to gain a 'sense of belonging' and this is achieved by providing a long-term, consistent adult in their lives who is outside the care system.

LESSONS TO BE LEARNED

As in all detailed analyses of this kind, alongside the vast array of positive outcomes achieved by our funded projects, there were numerous challenges faced by grant-holders and 'lessons to be learned' which Trustees of the BFSS take very seriously, reflect on, and act upon where possible. Some challenges might well have been anticipated with increased attention to project planning whilst others were beyond the control of the organisation.

Budgeting matters feature every year in the analysis of challenges, and this year more than ever before. 11 of the 33 projects had to cope with the challenges brought about by fluctuating exchange rates, rising local costs and inflation. Rising costs are a huge issue in many places, notably in post-disaster environments and project managers can only be encouraged to look closely at the likelihood of rising costs between the time of grant application and execution of the project.

Adverse weather, environmental conditions and local routines are always significant factors which delay completions and the Reports of 2018 detailed such issues in abundance. Adverse weather delayed projects in Sierra Leone, where heavy rains combined with post-Ebola issues led to slow recovery; in Tanzania where construction materials could not be transported through impassable roads in the rainy season; in Nepal, where monsoon rains challenged teachers to walk 5 miles to attend training because of impassable roads; in Kenya where rainfall led to issues with concrete setting and getting materials on to site, and so on.

Some projects report a multitude of challenges that had to be bravely faced. Aside from the budgeting and adverse weather conditions outlined, a plan to set up 5 schools in Kenya was affected by evictions, flooding, fire, subsidence, civil unrest, instabilities caused by highly emotive elections and fear of violence. A teacher training programme in Nepal was affected by language barriers and confusion in local government reorganisation, whilst in two other places, corruption and dishonesty had to be dealt with.

A final area of challenge is best described as 'deeply ingrained cultural norms and systems' such as behaviour management with canes, 'hiding' children with disabilities and treating girls in totally different ways from boys. One can only have tremendous admiration for the sense of resilience and patience brought to such situations and the faith in interventions which have started the long road to overcoming many examples of resistance to change.

Understanding the challenge of long-term sustainability is an essential component of any project we fund, and the 2018 Reports outline some robust approaches to sustainability which, as in past years, usually involve networking and involving local education officers, private stakeholders and other local partnerships. It is pleasing also to note that robust evaluations of some projects have enabled leverage of further funding from other providers. In a Uganda-based project involving the construction of latrines and on-site activities, this business model has a five-year sustainability plan which includes fee payments and other contributions. In Kenya's work to support the inclusion of disabled children, numerous networks and partnerships have been formed with both government and private stakeholders including counsellors, lawyers, the Autism Society of Kenya and so on. In Tanzania, as in several other locations, links with local government officers and other NGOs have opened channels for sharing information and influencing policy and direction at national level. The endorsement of good work and engagement by national governments is the key to sustainability in several locations, whilst in others, the future lies in community ownership. Local ownership manifests itself in a variety of forms ranging from assurance of school or library maintenance and raising funds through the sale of produce, through to impressive youth-led approaches to 'ownership' of a project that will be passed on to future generations.



Team Kenya, girl students in Kenya.

CONCLUSION

The Trustees and staff of the BFSS are united in their wish to award grants which are likely to bring about long-term improvements in educational opportunity and quality around the world. We take the reporting process extremely seriously and the sharing both of positive impacts and challenges experienced by our grant holders. This is achieved by our publications, by our annual Grants Workshop, by our newly introduced Members section of the website, and by regular reviews of reporting methods conducted by our Grants Committee and Council. This publication based on the 33 Final Reports received in 2018 provides a glimpse into the myriad impacts which have been evidenced, some of which are unquantifiable and yet more which are ineffable. We hope that it is valued as a vehicle for the sharing of good practice and demonstrating the vast scope and extent of what has been achieved. In one year, an estimated half a million individuals have benefitted from buildings, equipment, training and programmes. This support has led to enhanced student attainment

and improved quality of teaching and learning in 33 locations in 14 nations. Furthermore, it has also brought about life-enhancing changes to many thousands of individuals and in the commitment of whole communities to inclusive education. The Society is the facilitator; our grant holders have enabled all of this to be achieved.

APPENDIX 1: PROJECT LOCATIONS 2018

Bangladesh	Ghana (3)	Rwanda	United Kingdom (4)
Cambodia	Iraq	Sierra Leone (2)	Zambia (2)
Democratic Republic of Congo	Kenya (5)	Tanzania (2)	
Ethiopia (2)	Nepal (3)	Uganda (5)	

APPENDIX 2: ACKNOWLEDGEMENTS

Acknowledgements are due to the organisations whose Final Reports have been the subject of analysis for this publication. These are:

AbleChildAfrica	Educators International
Action for Children and Communities in Africa (ACACIA UK)	EdUKaid (2 projects)
African Revival	Henry van Straubenzee Memorial Fund
Baynards Zambia Trust	International Needs UK
Bolton Lads and Girls Club	Kids in Kailahun
Book Aid International	Link Ethiopia
The Butterfly Tree	Lively Minds
Challenge Aid	Oasis International Association (2 projects)
Children in Crisis (CIC)	Omushana, Sunshine for Children
Classrooms in the Clouds	Pahar Trust Nepal
Delph Side CP School	The Poplar Partnership
Dig Deep (Africa)	Right to Play
Disability and Development Partners (DDP)	Talent-ed Education
Dominese - Buriton Village to Village Group	Team Kenya
EducAid Sierra Leone	United World Schools
	War Child UK

We acknowledge and thank the following charities for contributing photographs for this publication:

- Kids in Kailahun for the photo of pupils with musical instruments in Sierra Leone
- Classrooms in the Clouds for the photograph of children in class in Nepal
- Omashana, Sunshine for Children for the photograph of the new library building in Uganda
- Book Aid International for the photograph of two boys reading in Kenya
- Delph Side Community Primary School for the photograph of young learners in Lancashire, UK
- War Child UK for the photograph of teacher training in Iraq
- Oasis International Association for the photograph of students in Bangladesh
- Able Child Africa for the photograph of a mentor with child in Rwanda
- Talent-ed Education for the photograph of girls and tutors on graduation day in Northamptonshire, UK
- Dig Deep (Africa) for the photograph of a girl beside new toilets in Kenya
- Team Kenya for the photograph of girl students in Kenya.

Our vision is educational opportunity for all. We believe in education as a driver for personal development and social improvement. Building on our heritage, we value effective teaching, commitment to learning and sharing of good practice. We are committed to inclusivity, integrity, tolerance and respect for others in everything we do.

We seek to achieve our vision by providing funding and support for educational projects in the UK and throughout the world.

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March 2019

Registered Charity no. 314286