

BFSS

BRITISH & FOREIGN SCHOOL SOCIETY
Educational Opportunity for All



THE IMPACT OF BRITISH AND FOREIGN SCHOOL SOCIETY GRANTS

Fifth report and analysis based on data received in 2019

2019 PROJECTS

BFSS Occasional Publication

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FOREWORD

I am very pleased to introduce the fifth 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 2019.

This year the analysis is based on the 25 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 across 18 countries to over 49,000 young people, more than 3000 teachers and over 230,000 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.

This year it is interesting to note that only 2 of the 25 projects relate to projects funded in the UK. In future years this proportion will increase based on the Council's decision to spend up to 30% of grant funding on UK projects. Indeed, there are nine multi-year projects already underway which focus on the needs of looked-after children in the UK. It will be interesting to learn about the impact of these projects in future Impact Reports.

The Society's thanks are due to the BFSS Vice Chair and Chair of Grants Committee, Professor Joy Palmer Cooper, for the months of time spent reviewing the reports and compiling the publication.

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
April 2020

The analyses of grants reported on in 2017 and 2018 can be found at:

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

<https://bfss.org.uk/wp-content/uploads/2019-BFSS-Impact-Report-of-2018-Grants-Web.pdf>

INTRODUCTION AND SCOPE

Five years ago, the then Chair of Trustees, Steve Hodgkinson, asked if I would compile an overview of the impact of the Society's grants that had been reported on over a period of twelve months. I gladly agreed, but a subsequent question followed - would I like to consider doing this for a five years period? This seemed a daunting prospect, but as the years have gone by, the emerging data have been both enlightening and fascinating, revealing many consistent trends as well as developing themes.

Now, here we are some five years later, reflecting on the Society's impact over the past year and over a more significant period of time. So, this is the fifth in the series of BFSS Occasional Publications that focuses 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 2019. 25 Final Reports were received, which compares with 33 in 2018, 36 in 2017, 27 in 2016 and 30 in 2015. The small reduction indicates nothing of significance. Some of the expected Final Reports were delayed for good reasons until early 2020 so it anticipated that next year the number will be higher.

It has, once again, been a privilege and pleasure to look in depth at the greatly inspiring content of the 25 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.

Final Reports are essentially about the presentation of evidence which shows 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. The evidence presented in written and visual forms also 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. Such understanding is transferable, and it is hoped that the evidence presented here may inform and inspire projects of the future.

Each Final Report contains quantitative data as required by the Society's Grants Committee, 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 Final Reports illuminate a wealth of qualitative impacts and achievements which only words and images can portray. This 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 25 Final Reports that were submitted in 2019 were in receipt of a total of £454,635 in grant funding from the BFSS over the period of twelve months being reviewed. This compares with the figure of £516,216 and £495,475 in the two previous years. 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 2019 and 31st December 2019. 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.



Khula Education, the new school building and tanks.

STATISTICS OF IMPACT ON BENEFICIARIES

Looking first at the quantitative data supplied by the Reports, we note that in total the 25 projects made a direct impact on the education and lives of 49,090 young people; on the quality of work and commitment of 3,171 teachers, Head Teachers and teaching assistants; and on some 234,777 indirect beneficiaries, for example, parents, siblings and community members. The grand total of all of these beneficiaries is 287,038. 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, factoring in the undisclosed figures, 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 25 grants are located in 18 countries of the world (compared to 14 in 2018) namely the Democratic Republic of Congo, Ghana,

Honduras, India, Kenya, Lebanon, Malawi, Nepal, Philippines, Rwanda, Senegal, Siberia, South Africa, South Sudan, Tanzania, Uganda, United Kingdom and Zambia. Six 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, as has the provision of teacher training courses and teacher support. Alongside such basics which the Grants Committee generally supports each year, in 2019 we see a major emphasis on changing attitudes and values within communities and impact on the overall quality of life for disadvantaged and ‘at risk’ young people. We see a powerful recurring theme of 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 bring into focus the hugely impressive achievements made in these fields of endeavour.

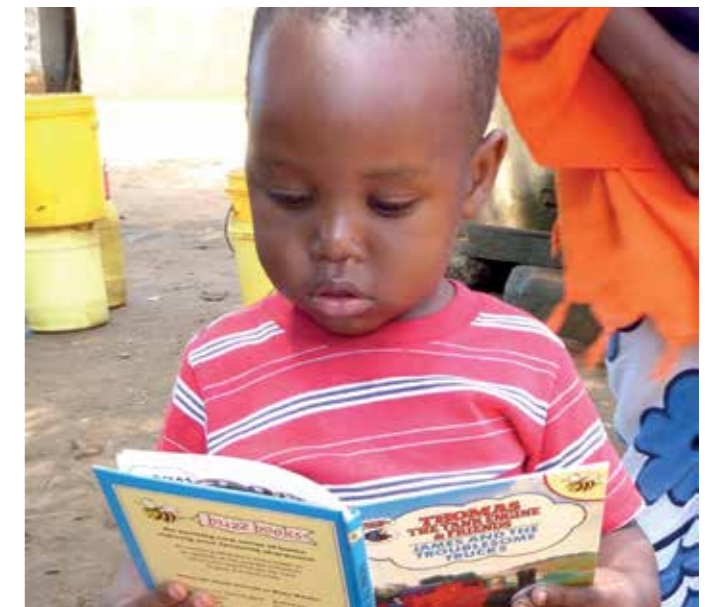
Construction Projects lay at the heart of 12 Reports. Such constructions include the rebuilding of a 16 classroom school after earthquake destruction in Nepal, complete with a substantial security wall, toilets, an amphitheatre and playground; the construction of a girls’ hostel in Malawi and a dormitory for girls in South Sudan; erection of a building with 4 classrooms, toilets and office in the Democratic Republic of Congo; conversion of a container into a community library in Kenya; construction assistance for safe, secure school structures for children of migrant brick kiln workers in Nepal; construction of fully lit classrooms in South Africa, a 2 classroom block in Zambia, a 2 classroom block with laboratory in Uganda; and complete renovation and refurbishment of 7 classrooms in Tanzania and 2 classrooms in another location in Nepal.

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 the Democratic Republic of Congo, Malawi, Nepal, South Africa, Tanzania, Uganda, and Zambia all with significant impact on hygiene and attendance. Rainwater harvesting systems, drainage arrangements and tanks were incorporated into several construction projects, as were solar power facilities and electric generators. School security featured in various projects, for example, the provision of fully lit classrooms in South Africa and a 10 feet high compound wall at the new school building in Nepal. Housing for teachers accompanied building in 2 locations, significantly influencing teacher attendance and retention.

Classroom-related equipment and basic resources were once again provided in large quantities. Whilst many reports do not quantify such provision, we know that we supported the acquisition of some 500 desks, benches and chairs for pupils and teachers, over 7,000 exercise books and basic stationery items, over 4,000 educational toys and games, numerous whiteboards, blackboards and flip charts, cupboards, ‘clever touch’ screens, shelves, laminators, plus other items of classroom consumables. Equipment for games, sports, play and drama also featured in several projects, plus other interesting acquisitions including a bicycle in Rwanda and a motorcycle to enable communities to be reached in Tanzania. Other specialist provision included equipment and support for the development and running of enterprises in the Democratic Republic of Congo such as safe boxes, ledgers for a micro-credit scheme and equipment for animal husbandry and horticulture.

Science, Information Technology and Digital Learning featured in various projects. In South Sudan, a school which received computers is now not only supporting teaching and learning in information technology, but also encouraging enhanced commitment to the education of girls within the community. In Uganda, a new school was constructed with a fully equipped ICT laboratory, computer workstations, software, appropriate cabling and a colour printer. This greatly assists A level pupils from rural smallholdings to gain qualifications that will lead to employment. In Nepal, where a project aimed to rebuild a secondary school after

an earthquake and restore high quality education, this is now equipped with an amphitheatre, computers and laptops and has a significantly enhanced the quality of the learning environment and improved student potential for employment.



Just be a Child, small boy reading.

Libraries and books feature each year as the basis for educational development in numerous places. Calculations suggest that 40,571 text and reading books were purchased with grant support, plus others that were not quantified. Such printed books were in addition to audio books, library shelving and other furniture, floor mats and book boxes. A splendid example of a literacy-based project lies in Kenya, where the aim was to establish a community library, which was formed through the transformation of a 40 feet container. This was equipped with 10,000 textbooks, 8,000 story books, 6,000 novels for adults, 6,000 reference books, 5,000 stationery items and 2,000 child educational toys for use in the library.

Nine librarians were trained to run the library and engage with the local community. The average reading grades of local school children improved by 2 grades. Library members and community visitors regularly borrow books and attitudes towards reading and writing have significantly changed. In Senegal, books lie at the heart of a programme designed to help 11 to 12 years old pupils acquire French language skills which are needed for success in school. Young volunteers are trained as mentors and deliver regular teaching sessions using books and educational games provided by the project.

This initiative has had quantifiable success in the improvement of French language skills. In Malawi, a series of village reading camps was established for primary age pupils, notably girls, and village reading groups were established. Around 600 books were provided for the camps and groups; these can be borrowed by community members. The camps have successfully encouraged and enabled girls to enter formal education. Workbooks and textbooks were provided for young pupils in remote rural hamlets in Southern Rajasthan and at the end of the year, 90% of the children were able to read and write. Other examples could be provided of the immense power of the written word in enabling confidence and capability in literacy.

The training of teachers was, as in previous years, a hugely important component of many projects. Some training courses were of a general nature, staged with the aim of improving the quality of education and assessment of progress. In Ghana for example, the project aimed to improve teacher quality in English as a subject and as the main language of learning. A series of teacher training sessions was held alongside whole school staff orientation. The results showed significant improvement in achievement in English and in attainment generally. Meanwhile in the Democratic Republic of Congo, teacher training on a child-focused accelerated education curriculum aimed to improve educational attainment in children whose lives had been affected by conflict; and in Nepal, teacher workshops and training sessions encouraged teachers to reflect on their approaches to teaching and learning and share good practice.

Other teacher training initiatives had a very specific focus. For example, in Honduras, 558 teachers were trained in entrepreneurship and business education in order to support disadvantaged young people in low-resourced schools to gain readiness for work and life skills.

In Lebanon, teachers received extensive training to prepare them for working with out-of-school Syrian refugees; whilst in Nepal, teachers were trained to deal with the transition for migrant children into

mainstream schooling. They engaged in robust, residential training on classroom management, learning, language and literacy teaching skills, disaster risk resilience, health, hygiene and physical and psycho-social development. Health and hygiene were the focus of teacher training initiatives in Uganda which raised awareness of the dangers and diseases associated with poor water, sanitation and hygiene practices.

A common 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 Siberia, where teachers have attended seminars and explored ways of supporting children with developmental disabilities and mental health difficulties into inclusive education. Training for both teachers and social workers includes legislation governing children with disabilities and special needs.

Learning environments have changed significantly due to this teacher training and a very high percentage of participants said they had changed their attitudes to inclusion of special educational needs children in mainstream schooling. Similarly, in Rwanda, teachers engaged in an early childhood development programme for children with disabilities. They participated in training programmes on disability screening, assessment tools, inclusive practices, detection, and children's rights.

Over half 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.



Henry van Straubenzee Memorial Fund, promoting equal opportunities.

Courses and programmes once again featured in about half of the Reports and in line with a very discernible emphasis this year on supporting those living with disadvantage, disability and lack of equal opportunity for education, several were orientated to support such themes. For example, in the Democratic Republic of Congo, vocational training courses for adolescent girls were provided on such topics as food processing; whilst in Lebanon, courses in 'safe spaces' were provided for refugees.

Nearer to home in Northumberland, Wakefield and Liverpool in the UK, a youth worker led programme successfully combined accredited, non-classroom based learning on youth leadership and employability skills alongside youth support and work-based learning. Some of this course is delivered in a school environment and some in a community setting.

In Bournemouth, UK, a programme of after school clubs is being run for young carers. Children feel that they are in a 'safe place' with respite from their caring roles; a place where mentors discuss worries and concerns carried by these young people in a confidential and supportive environment.

Books provided in Southern Rajasthan have been mentioned, and here courses in 'bridge schools' in remote locations enable young people to read and write and have the desire and capability to go on

into mainstream schools. Similarly, in Nepal, the provision of books and educational materials has enabled the success of courses which help the children of migrant workers to bridge the gap between education centres for such disadvantaged young people and mainstream schooling.

A 'community desk' established in the Philippines operates with hired staff to assist community members with learning, and supports individuals and families with their social concerns including chronic malnourishment and other health matters. Staff give advice and support on medical, legal, emotional, and mental health issues. The service includes adult learning classes and youth group sessions.

In Siberia, thousands of leaflets, newsletters and publications on success stories which have been given out in association with gatherings and workshops have motivated parents of children with disabilities to engage with professionals, resulting in notable changes in attitudes and behaviours.

Another hugely successful and worthwhile course has been provided in India, which focused on employment preparation training for young survivors of human trafficking aged 17-25 years. This course has improved confidence and motivation and at least 50% of the trainees who attended either obtained employment or have gone on to further education courses.

The above are just 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 further education, 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.



COCO, pupil writing on the wall.

ANALYSING IMPACT

The analysis of overall impact of the 25 projects reported on in 2019 now follows the same framework as that which has been employed in the previous four 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. As has been said before, 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'. Some give statistical evidence of impact. Examples from the 2019 reports include the following:

'Pupils are prepared for secondary school at a much higher level. 100% of the children will be learning the full syllabus through to completion of Grade 9' (*Zambia, after construction of new classrooms*)

'Significantly improved learning for children with disabilities' (*Rwanda, after Early childhood Development Programme for pre-primary children with disabilities*)

'40% improvement in student progress' (*Nepal, after classroom refurbishment and equipping*)

'The project group performed better – statistically significantly better – than their peers in the school end of year exams' (*Senegal, after mentors delivered lessons in French language skills*)

'40% average improvement in academic grades' (*Tanzania, after improved basic resources*)

'Significant improvement in scores in English. Higher than the national average. School came 3rd out of 60 schools in the inter-school debating competition' (*Ghana, after teacher training*)

'Half of the students at kindergarten level went from illiterate to functional literacy. At elementary level, 6 out of 7 went from illiterate to basic literacy level' (*Philippines, after hired staff helped with community literacy*)

'30 new girls achieved 100% in end of year exams' (*South Sudan, after construction of a dormitory for girls*)

'At the end of the year, 90% of bridge school children will be able to read and write and do basic maths. 92% of them will continue their education' (*India, after bridge schools established in remote rural hamlets*)

'Average reading grades improved by 2 grades; average writing grades improved by a grade' (*Kenya, after construction of a community operated library*)

Time and again we read of positive improvements, some backed up by very detailed statistics, of the impact of support 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 new and refurbished buildings, teacher training, books, computers and classroom equipment and improved general 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. Improvement in quality of the learning environment has had far reaching effect in many locations.

In one location in the Democratic Republic of Congo, teachers are trained to support children affected by conflict, to access education and realise their full potential. Here, the teachers engage in a child-focused accelerated education curriculum. Results are significant improvement in quality and inclusiveness of education for the children who have endured trauma and have special educational needs.

In the UK's locations of Northumberland, Wakefield and Liverpool, where youth-led 'sports +' programmes support youth leadership and the gaining of employability skills, teaching styles which are structured but informal are entirely appropriate for the young people for whom they are planned. The learning environments, some school-based and some community-based, are carefully designed for the needs of the learners.

In Honduras, the learning environment has been enhanced by the development of practice-based learning in entrepreneurship education. With appropriate equipment and support for hands-on activities, student entrepreneurs are taught to think about people, profit and planet.

The learning environment in a community centre in Lebanon which focuses on the education of refugee children, is divided into separate classrooms with an outdoor play area, washing and hygiene facilities, a roof garden and space for summer camps.

Educational activities done here enable the building of strong relationships and a very positive approach to learning.

In Tanzania, an improved environment for learning in a gender equality programme now includes a speaker system for performances and opportunities for sports and community events across the region.

In Tanzania, repairs, renovation and complete refurbishment of 7 classrooms together with the provision of appropriate basic classroom resources has added considerably to the quality of the environment for learning. Better facilities have led to increased school enrolment, retention of pupils and recruitment and retention of staff. Here, 100% of teachers report increase in motivation to teach as a result of improvements which have been made.

Teachers in Sudan report that the provision of a dormitory for girls has had a significant positive impact on the quality of learning and general impact on teaching. Girls now feel an integral part of their school and its 'family'.

Various learning environments have been greatly improved by the addition of books and library facilities as documented above. Thousands of books in Kenya have been donated not only to schools, but also to orphanages, catering colleges and medical courses in teaching hospitals. Many other examples could be provided of how libraries, books and quiet reading corners have transformed attitudes to being in school and to reading and learning.

Physical improvements in learning environments are as important as resources in certain locations. In South Africa, lighting has been provided in otherwise dark classrooms and now teachers can teach for longer hours and the pupils feel safe and secure.

Improvements in numerous locations have led to teachers feeling more professional and confident. They are creating support networks, sharing good practices and articulating changes to their thinking and approach to the job. Time and again Reports highlight enhanced motivation of teachers and increased retention levels together with improvements in children's engagement with learning. It is clear that in so many locations, the

provision of resources for learning alongside teacher training, has led to significant improvement in classroom management, improved morale, child-centred learning and the elimination of corporal punishment. Teachers' attitudes have changed, as they have come to recognise the value of providing the basic building blocks for children to learn rather than caning them into withdrawal.



Friends of Seva Mandir, five happy pupils working.

The provision of desks, benches, blackboards, latrines and so on may seem very basic, yet we are aware of so many situations wherein teachers' attitudes, morale and life-long commitment have been 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

One of the most powerful messages of all portrayed by the Reports is 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 may be incredibly important in the long term.

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 enabling children affected by conflict to access education and realise their full potential. A new building was provided which includes four classrooms and toilets, and shipping containers are used for offices and storage. Here, children have been forced out of education and live in an unstable political environment with security and health issues. This new building is the only place where they can access basic education. Other schools have been destroyed and parents cannot afford to pay for education. So, the newly created school serves as a 'hub' where parents, community and religious leaders attend workshops on education for girls, children's rights, prevention of early marriage, protection of children from violence and abuse, and measures to prevent and detect Ebola. Discriminatory practices are being reduced, and parents are increasingly supporting the school centre. The project recognises the crucial importance of engaging with parents and communities in such critical situations in order to increase awareness of rights and gender issues, and counter trauma. This project was designed to build positive relations between school and community and school serves as a highly effective 'hub' for progress.

In a community in Nepal, construction assistance was provided for building safe and secure structures for early childhood education for children of migrant brick kiln workers and to assist the transition of such migrant children into mainstream schooling. Here, this community hub addresses a multitude of factors for marginalised families, including routes out of seasonal migration, safe places to play and learn, alternative environments away from poor living conditions and alternatives to harmful and damaging child labour practices. The hub provides educational opportunity for children who would be otherwise isolated from the school system and removes them from child labour.

In Kenya, the construction of a community operated library serves as a highly effective focus for community development. Members of the library and community visitors are welcome to borrow books with obvious educational benefits, but attitudes of parents have changed too. They are more willing to send their children to school and acknowledge the benefits of literacy. The community comes together to clean up and maintain shrubs around the library and new avenues of benefit such as a cerebral palsy clinic have been established within the building.

Another example of where a school project is serving as an important 'hub' lies in Nepal where a secondary school was rebuilt in order to restore high quality education following earthquake destruction. This project was designed with community ownership in mind and is an effective resource for all. Many local village people were involved in the evolution of the project and the construction of the building. Aside from the regular curriculum, various activities take place including quizzes, sports and arts with full community participation. It has been a highly effective project in terms of uniting a community with the common aim of supporting inclusive high-quality education.

Turning to the subject of **specific community benefits** deriving from projects by a community, a clear example is that mentioned above in Nepal. Here, community members who aided construction of the school gained valuable skills such as design, masonry and carpentry which will endure for a lifetime and give rise to other employment possibilities.

Likewise, in South Sudan, local men were engaged in order to help with the building of the new secondary school dormitory for girls. They were trained and engaged in such tasks as brick laying, plastering, plumbing, installing solar power and rainwater harvesting. As a result, relations with the school significantly improved; parents demonstrated commitment to education and the students themselves help in the community during their school holidays.

In Tanzania, where repairs, renovation and rendering were achieved on 7 classrooms, community maintenance sessions were delivered, leading to the acquisition of numerous skills by parents.

The project leaders were 'overwhelmed by the level of engagement from the local community and level of responsibility members have taken for the upkeep of the renovated school.'

Other specific benefits derive from projects which focus on reading and literacy, notably in locations where libraries and a 'reading culture' have been established such as in Kenya as mentioned above. Similarly, in Malawi, the reading camps and village reading groups previously mentioned have significantly improved attitudes to reading and ability to comprehend the written word. Here, the community has shaped the implementation of the project which focuses on women's and girls' education and members have drafted their own community development strategies. This in itself has led to the acquisition of thinking skills, planning and project management ability and leadership skills which are transferable to other projects.

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 and this has very significant impact on community members. School Business Committees are student, teacher and community-led bodies which oversee the activities. Pupils set up their own businesses and thus help family income and help pay for their own school fees. Enterprises include the rearing of goats, pigs, cows and sheep, a micro-credit scheme, selling stationery, selling mobile phone credits, sale of beans and bee keeping. They learn skills that bridge the gap between school and the workplace and inevitably parents and community members are learning new skills alongside the students.

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**. This substantial area of impact is also inextricably entwined with quality of life impacts but here we provide but a few of the many powerful examples reported on in 2019 of how whole community attitudes and values have changed as a result of projects we have supported.



Educational Development Trust, a drama production.

It is not an exaggeration to say that due to a shift in community attitudes towards education as result of a BFSS funded project, thousands of children are now encouraged to attend school where before the project unfolded, they would otherwise not have done so.

Through the project in Lebanon, aiming to provide education and safe spaces for out-of-school Syrian refugees, significant impact has been made on negative influences such as child marriage, child labour, and child abuse. Families are visited and mothers take part in classes, where they can discuss emotions and parenting skills. There are also weekly parenting classes for fathers alongside literary tuition and vocational skills classes. Communities are now far more cohesive; parents value education in a way that they previously did not and hopes for the children's future are vastly improved.

In Zambia, after the construction of new classrooms, community members completely changed their perceptions of primary education. They now show more respect for the school, attach more value to it and its property, and exude a strong sense of ownership. Likewise, in a project in Nepal, which focused on refurbishment of classrooms, this led to a definite increase in trust from parents. Now children are encouraged to attend school and there is good community participation in school-initiated activities. Various instances are reported of changing attitudes towards the education of girls. In the project in

Southern Rajasthan which has established bridge schools in rural hamlets in order to pave the way for pupils to progress into mainstream schooling, the active role of the community in decision-making relating to these schools has led to some splendid results. Historically, parents in this region were unwilling to send their girls to school. Now, they have female teachers and girls are attending. The whole community is supportive of such developments which are spreading awareness of the importance of inclusive education in remote communities.

In Tanzania, after the implementation of school refurbishment and the installation of segregated latrines, attitudes to the attendance of girls have shifted from being negative to being entirely supportive. The value of girls' education is now appreciated, and it is recognised that educated girls as well as boys may bring increased prosperity to the community in the long term.

The provision of the new dormitory for girls in South Sudan has resulted in a shift in commitment to education for girls in local families through to the end of secondary school. Retention of girls in school has brought about improved life chances for the teenagers and the likelihood of prosperity for their families.

Similarly, attitudes towards inclusion and support for disabled and disadvantaged young people have very significantly shifted as a result of project interventions. In Nepal, many crucial factors were addressed for marginalised families of the brick kiln workers. Children of families working in the factories are now regularly removed from child labour practices and encouraged to attend the safe and secure school structures.

In South Africa, attitudes to orphans have radically changed. Many children in this project area are orphans because of the very high incidence of HIV in the community. Now, the community supports education for these young people and children as young as 3 are learning to speak English. Confidence levels are high and there is a general atmosphere of success. Other neighbouring communities are asking for a pre-school programme to include orphans as they can see the great benefits of this one.



Health Prom, support for young person in a wheelchair.

In Siberia, parents of children with disabilities have been mobilised in a project aiming to develop capacity to deliver education for children who are in any way disabled. Concepts and practices of inclusive education have been introduced into communities with wonderful results. There has been a total change of attitudes to inclusion of children with special needs into mainstream schools. There are now many community-based and community-led actions on inclusion. Parents and specialists work together acknowledging the crucial importance of involving parents to continue this attitudinal shift. Furthermore, children themselves have developed changed attitudes to their perception of people with developmental disabilities and now regard them as 'like themselves'.

Other reported changes in attitude lie in matters relating to parenting and community held traditions that have been challenged. Attitudes have changed towards the use of corporal punishment in homes in more than one project location, and attitudes towards parenting techniques have similarly changed as a result of interventions in deprived villages.

In many places, communities now understand that all children have a right to education and to appropriate support and guidance rather than exclusion or punishment. So, in summary, 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

Words seem inadequate to express the degree of transformation in wellbeing that has been brought about as a result of educational interventions. Powerful evidence of impact on the overall quality of life sourced from the Final Reports is unquantifiable yet based on reliable portrayal of reality. Something as simple as the construction of new classrooms and segregated latrines has far-reaching consequences, and whole communities may be mobilised into life-changing behaviours. Four clusters of impact on overall life quality have been identified, which will be explored with examples of each.

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 project conducted in the Democratic Republic of Congo, which aimed to support children affected by conflict and forced out of education in locations rife with the threat of security issues, political tensions, and possible violence by rebel groups and militia, there has been very significant improvement in both the quality and inclusiveness of education. Discriminatory practices have been reduced and parents are now engaging with the school centre.

The UK's 'Sports +' programme previously referred to has seen engagement of disadvantaged young people including those of low educational attainment, those from low income families, young offenders, young carers, individuals from isolated rural areas and students with behavioural and emotional difficulties. A range of awards and certificates has been presented to many young people who would otherwise have lacked this opportunity to gain crucial leadership and employability skills.

A similar project in Honduras was set up to support disadvantaged youth in under-resourced schools in gaining critical work-readiness and life skills, preparing them for employment or to study further

after leaving school. 558 teachers were trained in entrepreneurial and business education and they supported the development of numerous businesses which enabled practice-based learning in entrepreneurship.

The project based in Lebanon designed to provide safe spaces and education for out-of-school Syrian refugees has been referred to. Hundreds of children have now benefited as have their parents who now value education and understand the negative influences of such things as child abuse, child labour and childhood trauma, with resultant benefits for the lives of these young people.

Returning to the UK, in Bournemouth, an afternoon club for Young Carers clearly addressed the particular needs of these vulnerable young people. Their many worries and problems were shared with trained mentors in 'safe spaces' where they were able to just 'be' children and where confidence, motivation and self-esteem increased through these periods of respite from their normal weight of responsibility.

The aim of the programme in India was to provide employment preparation training for young survivors of human trafficking. Nine out of ten young people who attended the programme felt far more confident at the end of it. Half of the group either obtained employment or entered further education and all of the others have updated CVs and are submitting applications. One member of the group was trafficked at the age of 8, spent years in brothels and had two children at the start of the programme. She is now a successful beautician and hair stylist.

In Rwanda, 115 pre-primary children with disabilities benefited from an early childhood development programme, whilst in Siberia, 6,175 young people with disabilities have so far benefited from education through changed attitudes of parents, teachers and social workers, and the inclusion of special educational needs children in mainstream schools.

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 greatly improved school attendance and reduction in absenteeism due to disease. Such provision has

had a particularly impressive impact on the education of girls.

Improvements in washing and hygiene facilities impacting on attendance are reported in the Congo, Lebanon, Malawi, Nepal, South Sudan, Tanzania, and Uganda.

Some projects had a distinct focus on such matters as washing facilities, sanitation and menstrual hygiene. For example, in Tanzania, safe, affordable menstrual hygiene products were supplied to vulnerable girls and they also had the opportunity to attend sex education courses. Meanwhile in Uganda, a water, sanitation and hygiene project impacted on over 2,000 young people. Gender segregated latrines, handwashing facilities and facilities for students with disabilities were established and menstrual hygiene kits were distributed to community members. Villagers were trained in making such kits and liquid soap. Various awareness raising campaigns and activities were staged and school health committees were trained to raise awareness of water and sanitation matters. Pupils gained knowledge of reproductive health, HIV/AIDS and were able to access the menstrual kits made in the community. The overall results of this extensive project included sustained reduction of defecation in the school grounds, awareness and recall of the dangers associated with poor washing and sanitation practices, decrease in diarrheal diseases and stomach disorders and reduced staff and pupil absences. Girls and women perceived that their needs and rights were being recognised, leading to increased confidence.

In Tanzania, where gender segregated latrines were provided, there was increased attendance of girls because they now had doors on their toilets; pupils no longer use the fields for toilets and a menstrual hygiene programme is now well established. Increased exercise, linked to improving health is noted in projects helping pupils with developmental and mental health difficulties through sports and games in several locations; whilst support for detection and coping with specific diseases were incorporated into work in Kenya where a cerebral palsy clinic has been established and in Nepal where measures to prevent and detect Ebola are incorporated into projects.

The significance of nutrition also features in reports and the impact this has on child health and educational achievement. The project in the Philippines helps support students to deal with a range of concerns including chronic malnourishment and other health matters. Breakfasts, lunches and dinners are provided for students who would otherwise not eat, and many children have stopped scavenging in garbage. The Tanzania refurbishment project has gone way beyond attention to buildings. A community farm has been established at the school, providing food for the children and their families. Along similar lines, the young entrepreneurs in Honduras are taught to think about people, profit and planet and consider the positive impacts of healthy eating.

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

Through the establishment of the programmes to support children affected by conflict in the Democratic Republic of Congo, teachers trained in techniques to adopt in post conflict situations effected meaningful support to traumatised young people. This is a location where a security guard was needed on site given the likelihood of security issues and possible violent actions by rebel groups. Many children have trauma and special educational needs. Similarly, in Lebanon, out-of-school Syrian refugees were given weekly life skills' sessions and targeted therapy classes. These young people are now safer and better able to cope with trauma. They feel they can talk freely about their fears and have relationships of trust and respect with their teachers.

In the Philippines where support has been provided for children with social concerns including abandonment and severe malnourishment, families and community members have been helped to understand childhood trauma. In many instances the derivation of trauma lies in the fact that parents are jailed.

The programme for Young Carers in Bournemouth, UK, recognised the importance of mentors supporting psycho-social concerns and allowed the participants freely to discuss worries and problems. They were encouraged to explore their feelings in a safe environment and learn to listen, to follow rules, become focused and develop a sense of 'self'.

Reports from the project based in South Africa involving the construction of classrooms and toilets, tell us that learners, many of whom are orphans, have been transformed from shy, reluctant, lacking in confidence, tearful individuals to sociable, confident young people who are willing to try new things and engage with social situations.

In several projects we see young people taking ownership of their pathway into employment with immense positive psycho-social development. This is the case in the UK's 'sports+' programme where 70% of participants increased overall employability related capabilities including confidence, resilience, responsibility and motivation.

The rural enterprise initiative in the Congo reports similar positive outcomes. Pupils gained the 'spirit of innovation' and their developing interest in income generation nurtured creativity, reliability and confidence.

In Senegal, where teenage volunteers helped 6-12 years old pupils with language learning, there were clear personal gains for the mentors themselves, including confidence in leading group sessions, general self-confidence and a sense of responsibility.



Teach a Man to Fish, a pedal-powered juicer.

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 very successfully developed in Honduras and the Congo. In the former location, students are gaining practical experience in such things as agricultural businesses, hand crafts, and the production of healthy snacks and fruit juices at affordable prices.

In the latter, they rear a variety of farm animals, sell stationery and mobile phone credits, engage in horticulture for profit and keep bees. In both locations, pupils are gaining business management and leadership skills as well as general problem solving and teamwork ability. In similar vein in Tanzania, a poultry project has been established as part of a more general gender equality programme. People of both genders benefit from training and practice of sustainable agriculture. Female students have the potential to gain the same skills as their male counterparts. This same project has also established a performance group which performs at sports, graduation and community events enabling a variety of teamwork and performance skills to be developed.

The setting up of a 'community desk' in the Philippines has brought wide benefits to students and their families. Aside from those previously mentioned, the desk assists with processing the registration of birth certificates and other documents required for legal purposes. As a result of such support, students appreciate the significance of citizenship and regulations which need to be adhered to.

The young mentors engaging in language teaching in Senegal gained basic skills and confidence in word-processing and computer software incidentally alongside the development of their own French language ability and confidence to teach in small group sessions. The young beautician who was a part of group of survivors of human trafficking in India, as mentioned above, is one of a number of successful 'graduates' of this programme. All who participated gained both skills and confidence to enter the world of employment or further education.

A commonality of all mentoring and tutoring schemes is that those who provide support for others also gain skills and experience themselves. Where young people are trained in disability rights, inclusive education techniques, tutoring, child protection and so on, they are helping both themselves and the young people they mentor to acquire skills that will lead to employment and economic advantage. Generally, the mentoring and tutoring projects that the BFSS has supported have been highly successful, as have interventions for parents who in several instances have become far more confident about parenting and dealing with support and statutory agencies.



Ambition, students by the sport's net .

CONTEXT AND THEMES

This analysis of 25 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 which have been on-going for several years.

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. Four grants which are included in this year's analysis focused on post-disaster recovery and educational development. Two of these are based in Nepal where communities are recovering from earthquake devastation; one is in the Democratic Republic of Congo, where charities are working in a fragile, post-conflict environment characterised by instability and violence, and where

Ebola has also been a major challenge; and the fourth is located in Lebanon where often traumatised refugee children from Syria are being supported.

Another 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 ground-breaking and hugely valuable work being done in this field. Fifteen of the twenty-five projects focused on inclusion in its broadest sense, some with a focus on girls' education and others on children with disabilities and other forms of vulnerability.

A theme of increased prominence this year is access to the workplace. Eight of the reports had a specific focus on the importance of providing young people with knowledge, skills, capabilities and personal commitment that will lead them into the world of employment or further education.

LESSONS TO BE LEARNED

Each year, we report that 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. Each year, the list of challenges remains very similar. Some situations 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 sadly the number of these seems to rise each year. 17 of the 25 projects (68%) had to cope with the challenges brought about by fluctuating exchange rates, rising local costs and inflation. This compares with 33% last year. Fluctuating exchange rates and 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 2019 detailed numerous such issues. Adverse weather conditions, be they monsoons, flooding or extended droughts, delayed projects in Lebanon, Malawi, Nepal, Philippines, South Africa, South Sudan, Tanzania, and Zambia. Again, project managers are encouraged to consider the likelihood of such natural occurrences when detailing project timescales.

Several Reports report a multitude of challenges that had to be bravely faced. In the fragile political and economic context of the Congo, project managers had to contend with violence, strikes and extreme security issues, whilst in the Philippines, the project unfolded in an area characterised by a war on drugs, planned evictions and jailed parents. In Lebanon, project leaders had to cope with government pressure to close camps and encourage Syrian refugees to return home, local tensions, raids on camps, shifting government policies, adverse weather and the drop out of older children who must work during harvest time.

A final area of challenge is best described as 'deeply ingrained cultural norms and systems' such as 'hiding' children with disabilities, managing behaviour with corporal punishment 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 2019 Reports outline some robust approaches to sustainability which, as in past years, usually encompass networking and involving local education officers, Ministries, private stakeholders and other local partnerships. The need for inclusive services and for collaborative working and thinking cannot be overemphasised as a recipe for success.

It is pleasing also to note that robust evaluations of some projects have enabled leverage of further funding from other providers and attracted Ministries to engage in pilot projects with a view to implementation on a broad scale.



Children on the Edge, a group of refugee learners.

CONCLUSION AND REFLECTION ON FIVE YEARS OF ANALYSIS OF IMPACT

This being a 'milestone' year in analysis and reporting of impact, perhaps it is timely to reflect on what has been achieved, not simply in the last year, but throughout the five years period since this series of publications was launched.

In the five years of undertaking these impact overview reports, I have had the privilege of reading and analysing 151 Final Reports. Readers may well be interested in the global distribution of our support and this is shown in Appendix 3. The 151 Reports have been on projects which in total received £2,342,226 which is an average grant of £15,511 in one year of funding. Generally, our grants are not large, yet what an incredible number of individuals and community members benefit from them. Over the 5 years, it is reported that direct beneficiaries alone total 367,200; teacher beneficiaries total 11,673 and indirect yet known beneficiaries total 505,026. Given the significant number of unquantifiable indirect beneficiaries and knowing that there will be long term benefit for many over the years to come, we may conclude that our grants have impacted on the lives and education of several million people.

The Trustees and staff of the BFSS aim to award grants which are likely to bring about long-term improvements in educational opportunity and quality around the world. The reporting process is taken extremely seriously, as is 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 Members' Day, Members section of the website, and by regular reviews of reporting methods conducted by Grants Committee and Council.

We hope that this publication, like its' four predecessors, is valued as a vehicle for the sharing of good practice and demonstrating the vast scope and extent of what has been achieved through the provision of buildings, equipment, training and programmes. Whilst the Society has facilitated such support, it is our grant holders who have enabled life-enhancing changes to many thousands of individuals and in the commitment of whole communities to inclusive education.

Joy A. Palmer Cooper

APPENDIX 1: PROJECT LOCATIONS 2019

Democratic Republic of Congo (2)	Lebanon	Senegal	Uganda (2)
Ghana	Malawi	Siberia	United Kingdom (2)
Honduras	Nepal (3)	South Africa	Zambia
India (2)	Philippines	South Sudan	
Kenya	Rwanda	Tanzania (2)	

APPENDIX 2: ACKNOWLEDGEMENTS

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Adventure Ashram	Fairplay For All Foundation
Ambition/UK Youth	Friends of Ibba Girls' School
The Butterfly Tree	Friends of Seva Mandir
Chance for Childhood (2 projects)	HealthProm
Children in Crisis	Henry van Straubenzee Memorial Fund
Children on the Edge	Just Be A Child
Classrooms in the Clouds	Khula Education
COCO (Comrades of Children Overseas)	Mondo Challenge Foundation
Connie Rothman Learning Trust	Signpost International
Diapalante	Street Child (Children in Crisis)
EdUKaid	Teach A Man To Fish
Educational Development Trust	Temwa

APPENDIX 3: PROJECT LOCATIONS 2015-2019

Afghanistan	Honduras	Senegal
Bangladesh	India (6)	Siberia (2)
Burundi	Iraq (2)	Sierra Leone (4)
Brazil	Israel	Sri Lanka
Cambodia (2)	Kenya (14)	South Africa
Colombia	Lebanon	South Sudan (2)
Democratic Republic of Congo (3)	Malawi (2)	Tanzania (9)
Ecuador	Mozambique	Thailand
Ethiopia (8)	Nepal (21)	Uganda (17)
Gambia	Pakistan	United Kingdom (21)
Ghana (9)	Philippines (2)	Zambia (5)
Guatemala (2)	Romania	
Guinea	Rwanda (2)	

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- Classrooms in the Clouds for the photo of the gathering for their school opening (cover image)
- Just be a Child for the photo of the small boy reading
- Khula Education for the photo of the new school building and tanks
- COCO for the photo of the pupil writing on the wall
- Henry van Straubenzee Memorial Fund for the photo promoting equal opportunities
- Friends of Seva Mandir for the photo of five happy pupils working
- Educational Development Trust for the photo of a drama production
- Health Prom for the photo of support for young person in a wheelchair
- Teach a Man to Fish for the photo of a pedal-powered juicer
- Ambition for the photo of students by the sport's net
- Children on the Edge for the photo of a group of refugee learners

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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