



BRITISH & FOREIGN SCHOOL SOCIETY  
Educational Opportunity for All

## GRANT REPORT

<b>Organisation Name</b>	United World Schools
<b>Address</b>	36 Cromwell Road, Wimbledon, SW19 8LZ
<b>Your Name</b>	Tim Howarth
<b>Position or Job Title</b>	Chief Operating Officer
<b>Email</b>	<a href="mailto:tim@unitedworldschools.org">tim@unitedworldschools.org</a>
<b>Telephone</b>	07557550178

## YOUR GRANT

Amount of grant awarded	£19,947
For what period	July 2014 – June 2015
Purpose of grant awarded (as per your grant offer letter)	The construction and resourcing of a 3 classroom school in the village of Ol Thom in Ratanakiri, Cambodia; the development of a classroom library and self-learning centre; the development of bespoke proficiency assessments.



*Please note that the boxes on the form are expandable, so do not feel constrained by the space shown.*



**THE BRITISH & FOREIGN SCHOOL SOCIETY**  
MAYBROOK HOUSE, GODSTONE ROAD, CATERHAM, SURREY CR3 6RE  
Tel: 01883 331177 Web: [www.bfss.org.uk](http://www.bfss.org.uk) Email: [enquiries@bfss.org.uk](mailto:enquiries@bfss.org.uk)


Registered Charity: No 314286

**PROJECT OUTPUTS (ie the relevant activities, facilities, resources, services you delivered to help you achieve your outcomes)**

*Please note that the table is expandable if there are more than 4 outputs*

	Planned Project Output (eg number of teachers trained) as set out in your grant application	Project output as delivered
1.	Construction of a 3 classroom community school in OI Thom Village, Ratanakiri, Cambodia and enrolment of 150-200 previously out-of-school students.	<p>UWS OI Thom School has been constructed with three classrooms (as shown below, completed in October 2014). 179 students have been enrolled (to May 2015).</p> 
2.	Initial school resourcing with educational materials for 200 children	<p>Classrooms have been fitted with desks, benches and boards (November 2014). Concurrently, the school has been fully resourced with educational materials including exercise books, textbooks, stationery and various teaching/learning tools (e.g. puzzles, Lego, design and art materials).</p>  <p>Students have each been given a red UWS school bag</p>

		<p>containing a personal set of stationary and exercise books (shown below carried by the students) that allows them to take personal ownership of their learning equipment and school experience.</p> 
3.	<p>2 community teachers recruited and trained. 1 government sponsored teacher recruited and placed at the school.</p>	<p>2 members of the OI Thom Community have been recruited and employed as teachers. Additionally, the Ratanakiri Provincial Education Office have provided and sponsor one qualified, government sponsored teacher for the school. The qualified teacher is in post and is successfully supporting the training and development of the 2 community teachers. These teachers are also supported by the OI Thom School Support Committee, a representative group from the local community.</p> 
4.	<p>Development of a classroom library (including a community librarian) and self-learning centre</p>	<p>The classroom based school library and self-learning centre have been constructed and resourced, shown below. The library has 300 books purchased from Phnom Penh which cover a range of topics suitable for differing ages and abilities. These resources have been developed as school enrolment increases.</p> <p>We are currently recruiting a full-time community librarian to join the 3 current members of staff. They will take over the running of the library from the current teacher in charge (from September 2015).</p>

		
5.	Piloting of bespoke proficiency tests	Proficiency tests have been developed and piloted with the Grade 1 and 2 students (December 2014 and April 2015). The English version of these are attached as an appendix and results from the proficiency tests are below.
6.	Development of adult education (literacy and numeracy) facilities	Out of hours teenage/adult education programmes have been piloted with a small number of adults from the community. This is discussed in more detail later in the report.

If there were any significant changes please outline and provide a brief explanation below

There were no significant changes between the planned and delivered project outputs.

## BENEFICIARIES

### Direct beneficiaries of BFSS grant

Total number specifying over what time period and broken down by year where appropriate	Between October 2014 and May 2015 a total of 179 students who live in and around OI Thom Village have been enrolled at UWS OI Thom School, and 2 teachers trained and employed from the local community.
Description of direct beneficiaries, with breakdown where appropriate, eg school pupils, teachers etc	<p>179 students are aged between 5 – (approximately*) 17 years old.</p> <p>There are 14 members of the OI Thom School Support Committee (SSC) who we have been training to support future governance and sustainable running of OI Thom School.</p>

	<p>The OI Thom SSC work in partnership with the UWS Cambodia Team. This local accountability is an essential part of the UWS model. As a group, they ensure the community are accountable for their commitment to maintain school attendance at agreed levels. They also keep UWS accountable for providing the quality of education they expect for their children. Through their role in the SSC, members develop vocational and project management skills that are transferrable to support further community development projects.</p> <p>* It is common for older students/their parents, who may not be numerate, not to know their age.</p>
Female/male split within the above figures	99 (F) / 80 (M) Two male community teachers.

#### Indirect beneficiaries of BFSS grant

*Note: we appreciate that it may only be possible to give estimates, in which case please specify that the figures are estimates*

Total number specifying over what time period and broken down by year where appropriate	Approximately 600.
Description of indirect beneficiaries, with breakdown where appropriate, eg family members, local community members using facilities etc	<p>From our census data (June 2014) there are 80 families based at OI Thom Village who are all indirectly benefiting from the investment in their community. We estimate approximately 600 people are part of the OI Thom Community. Please note that no official census data is available for the ethnic minority / tribal people of Ratanakiri. The indirect benefits will be experienced through:</p> <ul style="list-style-type: none"> <li>• <b>Adult education.</b> We provide access to UWS OI Thom School in the evening to support adult literacy and numeracy, and access to accelerated learning programmes. This supports a positive feedback loop, as educated parents are more than twice as likely to send their children to school.<sup>1</sup></li> <li>• <b>Systematic education improvements.</b> Through our work at OI Thom, we are developing a partnership with the district/local education authorities, sharing and developing pedagogy and</li> </ul>

<sup>1</sup> Education Counts (EFA Global Monitoring Report, UNESCO, 2011)  
BFSS Feb 2015 V1

	<p>good practice. This builds capacity and capability within government education systems, developing sustainability and strengthening the pathway to school transition.</p> <p>Other indirect benefits of the school development project include:</p> <ul style="list-style-type: none"> <li>• Children born to educated parents are less likely to be malnourished.<sup>2</sup></li> <li>• A child born to a literate parent is 50% more likely to survive past the age of five.<sup>3</sup></li> <li>• Where there is universal primary education, child marriages fall by one sixth and maternal deaths by two-thirds.<sup>4</sup></li> <li>• People of voting age with a primary education are 1.5 times more likely to support democracy. This rises to three times more likely for someone with secondary education.<sup>5</sup></li> </ul>
Female/male split within the above figures	We estimate the gender split across the community to be equitable e.g. 50:50.

### **PROJECT OUTCOMES/BENEFITS (ie the changes, benefits or effects resulting from the project)**


	Planned Project Outcome as set out in your grant application <i>(You were asked to identify 4 on your application)</i>	Project Outcome as delivered – or on track to be delivered
1	Community teacher development (target: to have 2 proficient community teachers)	Target fully met. Based on recent teaching observations by the UWS Cambodia Team, both teachers are performing proficiently and are continuing to develop their pedagogy.
2	Student retention/attendance (target: 150 regularly attending by the end of the year)	Target mostly met. Student attendance can vary between 100 – 160 each day the school is open. Further discussion and evaluation of this is included in

<sup>2</sup> Mishra, Vinod K., Subrata Lahiri, and Norman Y. Luther. 1999. National Family Health Survey Reports No. 14.

<sup>3</sup> Education Counts (EFA Global Monitoring Report, UNESCO, 2011)

<sup>4</sup> Sabates, R. 2013. Background paper for EFA Global Monitoring Report 2013/14.

<sup>5</sup> UNESCO Education for All Global Monitoring Report 2013/14

		the below report.
3	Student performance (target: to measure and track improvements in literacy and numeracy)	<p>Target met and achieved through a carefully designed, fit-for-purpose literacy and numeracy assessment.</p> <p>A baseline survey on development of OI Thom School indicated extremely low levels of literacy and numeracy across the community – to be expected for a community who have never previously had access to formal education.</p> <p>Results from assessment of approximately 80 grade 1 students in March and April 2015 are:</p> <ul style="list-style-type: none"> <li>+ 97% of students can count 1-10 in Khmer in order</li> <li>+ 93% of students can write basic Khmer words</li> <li>+ 100% can read basic Khmer words</li> <li>+ 100% can speak and understand basic Khmer words</li> <li>+ 70% can order, add and subtract single digit numbers</li> </ul>
4	Out of hours use of the school for adult education programmes (target: to pilot adult education programmes with members of the community)	<p>Progress made and on track to be delivered.</p> <p>A small group of 20-30 adults have been attending informal adult education classes in the evening, powered by solar panelled powered lighting (shown below). These have been run entirely by the community leaders and UWS trained teachers, coordinated by the OI Thom School Support Committee.</p> 

If there were any significant changes please outline and provide a brief explanation below

While there were no significant changes to the project plan, student retention and attendance continues to be a challenge – the number of students attending OI Thom each day (typically 100-160) has been variable, and lower than the total number enrolled (179). We continue to work

with the OI Thom community to develop strategies to keep school attendance as high as possible.

While attendance is still generally good, we are working within challenging contexts. In recent discussions with the education officer who supports UWS OI Thom School, he explained “the unexpected continues to have an impact”. For example, at time of writing, the monsoon rains have started slightly earlier than expected (May 2015). During a monitoring visit to OI Thom, we found the school nearly empty of students over the age of six or seven years. The reason was a heavy storm had brought on a huge growth of ‘rare’ (and therefore expensive) mushrooms in the nearby forest. These can be sold for \$6 per kilo in the local market; thus the young and old were in the forest foraging.

This is indicative of the nature of working with marginalised communities surviving from subsistence agriculture. During major planting and harvesting seasons for rice, parents will require assistance from the children who are able to support family agriculture. This inevitably means that school attendance will dip at certain times of year. While evening classes (delivered under solar panel powered lights) can be a helpful way of continuing to provide 3 hours of tuition during planting/harvesting times, we recognise that local culture and traditions (as well as the need to provide sustenance for each family/the community) will mean that expectations of student attendance must be locally sensitive. In light of this, we regularly discuss school attendance with the OI Thom School Support Committee.

Were there any unexpected or wider outcomes/benefits arising from the project? Please give details.

The major wider benefit of the project was to catalyse more robust and improved measurement of student progression. This was piloted in 2014/15 and used in 8 of our UWS Cambodia schools, assessing over 500 students between December 2014 and May 2015. The project is summarised below:

**Aim:** to develop a fit-for-purpose, transparent and reliable method of tracking student learning and performance in the UWS Schools.

**Outcomes/Outputs:**

1. A reliable, valid and relevant data set to demonstrate effectiveness of UWS model to donors (including the BFSS) and wider stakeholders.
2. Raised awareness in the school community of the value of knowing how much progress a child is making, involving the children and the parents in the ownership of this progress, as well as the teacher.

**Assumptions and Notes:**

1. Assessment of outcomes is required to monitor and evaluate what we do in a UWS School
2. Assessment in schools is undertaken for a number of reasons including:
  - + To inform the teacher’s planning and learning programmes
  - + To assist children in their own learning



- + It can provide motivation for parents, staff and students
- + It provides quality assurance feedback to sponsors

3. UWS schools are at an early stage of development and the levels of experience and expertise of our community teachers is varied. For some, the concept of assessment is completely new. We have assessed the need for specific training and are delivering it.

4. A very basic and simple assessment system is necessary to measure the performance and effectiveness of our schools over a period of time (6 monthly intervals).

5. Devising assessment to provide feedback and quality assurance are the principal areas of focus for assessment. Providing motivation, promoting understanding and creating learning opportunities are the subsequent foci.

6. Our assessment pilot project is based on the work by USAID. We refined a version of their widely used Early Grade Reading and Maths Assessment Tools (EGRMAT) while utilising our in-country education officers to adapt it to the Cambodian context. To develop consistency we initially used UWS education officers to carry out the testing rather than the government or community teachers. We designed our own literacy and numeracy assessment sheets, and translated them into Khmer with the UWS Cambodia Team. Recognising this was a pilot project, we focused on areas in literacy and numeracy which are straightforward to measure by teachers and easy to understand by students, and which give diagnosis of progress or otherwise.

### **Project Requirements**

If our tests are to be reliable, for reasons already outlined, they need to be simple, objective, short and easy to administer with easily identifiable and easily quantifiable answers. In terms of validity, we need to be very clear about what it is we are testing and ensure that the tests do just that. Our tests will be relevant if they assess the skills, knowledge and understanding that will be useful to our students.

Most of our students' mother tongue is a local language. If they are to engage meaningfully with "main stream" life in Cambodia and be able to engage in trade, they need to have a good working knowledge of Khmer (speaking, understanding, reading and writing). They also need to have a basic level of numeracy.

Assessment takes two main forms:

- + formative – designed to help students to learn and continuously improve
- + summative – designed to identify and measure how much has been learnt

Whilst formative assessment is an aim for the future, summative assessment is most appropriate for our current purposes. At time of writing we continue to pilot some simple summative numeracy and literacy tests. (Pilot project to be completed and fully reviewed in July 2015).

We test our students in the following baseline areas:

- + Speaking and understanding at least 100 Khmer words
- + Reading and understanding at least 50 Khmer words
- + Writing at least 50 or more Khmer words
- + Counting to 10 in Khmer

- + Ordering numbers to 10
- + Adding and subtracting using numbers up to 10
- + Reading and writing numerals to 10

A second stage of more academically rigorous tests will be developed following the above pilot. Where possible, students are tested on entry to our schools and subsequently re-tested against an agreed timeframe, in a stage-not-age approach (3 & 6 month periods suggested). This will provide us with initial progress measures.

**Project Review:** the pilot will be completed in July 2015 and all data collated. Interim findings from the project are:

- + Assessment papers have been developed with the input of educational consultants from the UK. Papers have been translated into Khmer by the UWS Cambodian Team.
- + To date (May 2015), over 500 grade 1 students, including 80 from UWS OI Thom School, were assessed.
- + Recognising the stage-not-age approach, the age range of students assessed was between 6 – 15 years old.
- + While it would be preferred, a formal baseline assessment of student ability level is not usually possible in the first three months of opening a school. Students and teachers need a basic academic skill level to make this successful. Informal assessments (e.g. by asking the students) can take place.
- + Student proficiency tests took longer to develop and harder to implement than expected. Significant training of both the UWS Cambodia Team and the community teachers was required.
- + The government teachers had previously little experience of formative student assessment.

The project will be fully reviewed and a summary report presented to the UWS Board at the next Board Meeting (August 2015). The summary and project analysis will be available for donors and wider stakeholders once it has been approved by the UWS Board.

Has our grant enabled you to leverage any additional funding or develop other opportunities for your project or project beneficiaries? If so please provide details.

Sponsorship of the construction and first year of running costs have enabled us to recruit a 'Partner School' – in this case The Tiffin Girls' School, London – who have pledged to fund-raising for the annual running costs of the school over the next 3 years e.g. £15,000 (at £5,000 per year).

## LESSONS LEARNED

What were the main lessons learned, both positive and negative? Please be honest since learning from problems and challenges can be as important as learning from success.

The OI Thom project has largely gone to plan.

Positive lessons learned:

+ **Value of 'back and forth' discussions with donors.** We have benefited from working collaboratively with the BFSS to iteratively improve the project proposal and design, this has helped us with specific elements of the UWS model.

+ **Student assessment.** As discussed above, this has been a significant benefit and a positive outcome of the OI Thom project for UWS' wider development.

Challenges recognised:

+ **Student attendance.** Total student enrolment figures tend to be higher than the number regularly attending. This has been discussed above and this challenge is regularly considered and reviewed through our collaborative work with the OI Thom School Support Committee.

+ **Exchange rate fluctuations.** Due to a strengthening of the USD, the project was slightly over budget in £ sterling (by approximately £1,000). This was covered from our core reserves. We may need to consider including a contingency in future budgets for exchange rate fluctuations.

## FUTURE ACTIVITIES

What future activities are planned and are there any significant changes likely to affect the funded work?

For the next academic year (October 2015 – July 2016), continued development of the OI Thom project includes:

- + ongoing teacher training and development
- + further resourcing of the school
- + further student enrolment
- + ongoing student performance tests
- + ongoing liaison and capacity building of the local authorities.

These developments will take place within the established frameworks for future developments of UWS OI Thom School, specifically:

1. **Community Partnership and Accountability:** The OI Thom SSC work with UWS to support the governance and management of the school. This partnership and local accountability structure is an essential part of the UWS model. Collaboratively agreed goals, recorded in an MOU during the consultation stage, are reviewed regularly. Together they ensure the community is accountable for maintaining school attendance at agreed levels whenever possible. The SSC also keep us accountable to our promises to provide the quality of education they expect for their children.
2. **Educational Development and Quality Assurance:** Quality of educational provision is

tracked and monitored across a series of qualitative and quantitative indicators. This process takes place with regular teacher training and full consultation with the SSC. Regular communication also takes place with key stakeholders, including local education authorities.

Future funding for the OI Thom project has been established through the recruitment of a Partner School, and is discussed in more detail below.

## **SUSTAINABILITY**

If the project is continuing beyond the life of this grant please explain how it will be funded and what steps are in place to make the project sustainable.

UWS has an 'exit from outset' strategy. We do not wish to be running and supporting UWS OI Thom School indefinitely; we also recognise that handing over the management of a school to the community and relevant government authority takes time. This is a staged exit, not abandonment, done without risking the future of the school and the quality of its educational provision. From outset, we have worked with full visibility and in partnership with the Ratanakiri Education Authorities.

This process began during initial community meetings. A key first step is the development of the OI Thom School Support Committee to provide effective local governance and leadership. When we are confident in the capacity of the local authorities, we transition school management to the appropriate local body as effective providers for all future finance. We have begun this process by appointing one government teacher to OI Thom School, and for the 2015/16 academic year we hope to appoint a second. During this transition period we will continue to conduct monitoring visits to ensure support is in place, offering a safety net and staged exit process.

With the OI Thom project we have worked assiduously with stakeholders to build their capacity and readiness for our exit. We invest significantly in ongoing teacher training and development. Our objective is to hand over a well-established, effective and well-governed school to an authority with the means to manage it properly and integrate it effectively into the national education system.

- By "established" UWS means that the school has been running for at least three years providing effective educational provision, with qualified or trained teachers who have access to the tools they need to do the job.
- To be considered "effective" we need to see progress from students across all ages and levels of primary education. We measure student progression in literacy and numeracy each term. We commit to supporting each UWS Community School with the goal of all students making progress for a period of three consecutive years.
- To qualify as "well-governed" the School Support Committee must be active and functioning effectively for three years. Additionally, the local authority must be in a position to maintain an effective monitoring and management role, as well as guaranteeing an agreed level of financial support.

The future running costs of UWS OI Thom School are relatively low - £5,000 per year. We have a pledge in place for these costs to be wholly covered by a partnership with a more affluent school – the Tiffin Girls' School, through our UWS Partner School model. Our funding model means that the decision about when to transition OI Thom School management to the appropriate authorities is not influenced by financial pressure. It can happen at the right time for the right reasons.

## FINANCIAL REPORT


Please attach a project budget expenditure report that shows total expenditure and includes how the BFSS grant was spent.

## ADDITIONAL FEEDBACK ABOUT YOUR PROJECT

BFSS would welcome copies of any additional narrative reports, including beneficiary feedback, you may be preparing about the project. BFSS also welcomes photographs, video and audio material that illustrate the work we have supported. Please attach any such information to this report or provide links to other materials.

## FEEDBACK ABOUT BFSS

We particularly welcome your comments about BFSS and your dealings with us. Please make any other comments that you feel are relevant, including any feedback to us on our grant processes, which will help us to improve our practice and the way we work with project applicants.

<b>Signature</b>	
<b>Name</b>	<b>Tim Howarth, Chief Operating Officer, United World Schools</b>
<b>Date completed</b>	<b>1/6/15</b>

