ANNUAL REVIEW OF GRANT GIVING 2016

BFSS

BRITISH & FOREIGN SCHOOL SOCIETY
Educational Opportunity for All

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About the British & Foreign School Society

The British & Foreign School Society (BFSS) is an educational grant-giving charity founded in 1808 to carry on the work of Joseph Lancaster, a pioneer of school and teacher education. Today the Society gives grants of around £700,000 per year for education projects in the UK and around the world.

Mission and Objectives

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

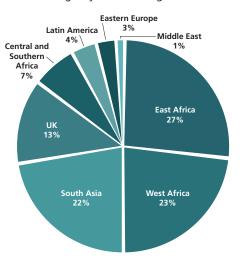
Priorities

Grants are made for projects supporting the education or training of disadvantaged children and young people up to the age of 25. Priority is given to activities in areas of deprivation or educational disadvantage. Within this, BFSS prioritises grant applications addressing the need to re-establish and renew education in countries where the provision of education has suffered due to conflict or natural disaster, as well as for projects with a UK focus. Our grant-giving criteria can be found on our website at www.bfss.org.uk.

Grant Giving 2016

In 2016, BFSS provided grants of £689,677 to 44 projects. The pie chart shows 2016 grants by geographical region.

The case studies highlighted in this Annual Review illustrate the challenges being tackled and the real difference our grants are making. Main themes of projects supported were Teacher Training, Learning Resources and Equipment, Community and Supplementary Education, Education for Vulnerable and Street Children, School Construction, and Information and Communication Technology (ICT). 35.8% of grant awards were for projects addressing the theme of re-establishing and renewing education. In 2016, the value of grants made for UK projects was 13% of the total. Trustees have expressed a desire to fund more UK-based projects and BFSS is establishing ways of achieving this.



Impact and Evaluation

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

Building Capacity of Charities

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

BFSS Future Strategy

2017 sees BFSS launch a new initiative prioritising UK projects supporting children and young people in the care system or who are young carers themselves. Support for ' re-establishing and renewing education' will remain a priority for international grants. In parallel, BFSS will be seeking to further develop its membership base which will help us grow and benefit from an engaged community committed to our charitable objectives.

Foreword from the President

BFSS grants are helping to transform the lives of disadvantaged children and young people in the UK and across the world. Whether grants are for learner or teacher education or for education infrastructure, such as buildings or equipment, all of the projects are helping BFSS's aim of widening access and raising the quality of education outcomes for vulnerable children and young people.

I welcome the importance BFSS is giving to measuring the impact of the projects it supports. The Society continued to refine its evaluation framework with a particular focus on project outcomes and, in 2016, published *An Analysis of Impact and Lessons to be Learned*, a study undertaken by Professor Joy Palmer-Cooper. This showed that our funding had brought about far-reaching changes in educational attainment, in commitment to education throughout whole communities and improvements in the quality of life for many individuals. The study also identified 'lessons to be learned' which are informing future guidance to grant applicants.

This Annual Review showcases some of the exciting projects BFSS is supporting across the world and in the UK. BFSS has continued to give priority to helping to re-establish and renew education where provision has suffered from conflict, natural disaster or neglect. Some examples of how supported charities are responding to challenges in countries such as Nepal, Sierra Leone, DR Congo and Irag are included. In the UK, innovative projects working with young care leavers and raising aspirations by providing academic support in deprived neighbourhoods are featured. Also highlighted is a project supporting teacher training for special educational needs in the supplementary schools sector.

Trustees have been looking at ways to attract more high quality grant applications for UK-based projects and I am delighted to announce that, during 2017, BFSS will be initiating an exciting new programme for UK projects supporting children and young people in the care system or who are young carers.

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



RT HON DAVID LAMMY MP



Teacher Training - Ghana, West Africa -Grant to support teacher-driven measurement of classroom progress in early-grade reading in Ghana using mobile phones to generate/print assessments and record/report results

Training teachers to teach literacy using audio podcasts and alphabetic code charts.

Educators International

Educators International (EI) supports developing countries to introduce national education reforms by deploying UK education professionals willing to volunteer their services for free. By matching top experts to tightly defined projects, we enable a highly efficient transfer of skills.

The challenge in Ghana is how few schoolchildren achieve literacy. In 2014, only 2% of children aged roughly nine attending school regularly could read and comprehend. The equivalent figure in the UK is over 90%.

In 2014, El developed a course of audio podcasts which Ghanaian teachers can download free to their mobile phone, training them to teach reading more effectively. In 2015, a set of tests were developed, calibrated to the Early Grade Reading Assessment, enabling accurate "I am very satisfied with this programme, which has delivered a wealth of knowledge and expertise to GES teachers and staff in 10 Districts in northern Ghana, to the immediate benefit of the children in the schools."

Mohammed Haroon, Regional Director of Education, Ghana Education Service (GES)

assessments of children's progress in reading. The teacher outputs a randomlygenerated test from their phone to a miniprinter. The BFSS grant was to trial this assessment methodology at scale in Ghana, testing each child three times in one year.

Outputs Achieved:

- Pilot project trained 50 teachers to carry out paper-based assessments identical in substance to eventual phone-output ones
- Opening of an office in Walewale and establishment of a training team
- 500 teachers and senior school managers trained in 10 districts for six days in phonics teaching; 100 class teachers trained in assessment; total training days delivered was 3,600
- Over 10,000 assessments made by those teachers of their own pupils using phone-generated randomised tests output to a mini-printer



Learning how to carry out assessments.



Teaching phonics regularly in the classroom improves literacy rates.

El conducted more than twice as many training days as planned. Following this ambitious training programme, teachers completed their assessments. The data revealed a large improvement in children's reading ability. From a baseline of 2.4% fluent readers, by the end of the year, 16.9% of children in P2 (aged approximately nine years) could read fluently: an eightfold increase within a single year. A further 43% were able to read at least one complex word accurately, a strong indicator of likely success soon after.

Outcomes:

- Far more children, especially in remote areas, have learnt to read
- Teachers have become more professional: more competent, confident, and determined to deliver change
- Remote communities are developing more rapidly; the inter-generational poverty partly deriving from an inability to communicate in English is being broken down
- Using the children's mother tongue as a bridge to English is helping engage other adults in the community; this in turn is raising wider aspirations, and will eventually help break down intergenerational poverty

www.educatorsinternational.org.uk

Construction - Uganda, East Africa -Grant to build classrooms, offices and latrines at Busesa primary school

Happy children at the BFSS commissioning ceremony March 2017.

The Henry van Straubenzee Memorial Fund

The Henry van Straubenzee Memorial Fund is a small, non-governmental registered charity, which aims to fight poverty in Uganda through education. It seeks to improve the quality of teaching in Ugandan schools by investing in buildings and educational resources.

Iganga District in rural south east Uganda is a poor and undeveloped area where most people are dependent upon subsistence farming. Busesa Primary is a community-run primary school which offers local children an excellent education. However, resources were becoming stretched; in particular, there were 1,182 children in 14 classrooms. This resulted in 84 children per room; a number which was almost impossible to teach. To make matters worse, some of the existing classrooms were "The increase in classrooms has allowed us already to stream classes across the school so reducing numbers in classes. This will assist with improved teaching by the teachers and learning by the children."

Rose Moiti, Head Teacher

extremely old and at risk of demolition. The school was also short of buildings such as girls' latrines (there were only seven for 609 girls) and teachers' houses.

The main aim of this programme was to help the school by building more classrooms, and to renovate those classrooms at risk of demolition in order to reduce the number of children in each room. The project also intended to increase the number of girls' latrines, and teachers' houses and latrines. A local team worked with district officials and the school to define the resources required, draw up building plans, and set aside locations. Construction teams built and renovated the new buildings under the careful supervision of the charity's Projects Director. A unique part of this project has been working with a teacher training charity called STIR, which we met through a BFSS workshop. This led to a partnership to provide monthly workshops to the schools' staff team using their buildings. The head teacher is delighted with this programme and reports that it has enhanced tuition across the school.

All outputs and outcomes have been successfully achieved. The buildings were constructed without issue, and we are delighted to say that results have improved. All children taking their exams in 2016 passed with more children gaining better grades.

Outputs achieved:

All work was successfully carried out as follows:

- A new two-classroom block and two offices built, which have reduced class sizes
- Three classroom blocks renovated to support children for years to come
- Four new teachers houses built to help attract and retain staff
- Four latrines and two washrooms for teachers built so that hygiene is improved
- Eight new girls' latrines constructed so the school now has 15 in total

Outcomes:

All outcomes have been successfully achieved:

- 1,182 Children each year have improved learning resources
- 1,182 Children each year are being taught in smaller class sizes
- 1,182 Children each year are being taught by better trained teachers
- 609 girls each year have access to improved latrine facilities

www.henryvanstraubenzeemf.org.uk



Four new teachers' houses.



Provision of 16 bunk beds.

Community and Supplementary Education - Haringey, UK -Grant towards the Academic Support programme at IntoUniversity Haringey North Centre

IntoUniversity staff member Shamiso helps a student with his research for a project.

IntoUniversity

IntoUniversity operates learning centres in disadvantaged communities that inspire young people to achieve. At each centre, up to 1,000 students aged seven to 18 participate in a holistic programme of support comprising after-school academic support, one-to-one mentoring, and specially designed study weeks, days and workshops.

Young people from disadvantaged backgrounds are nearly four times less likely to go to university than their peers from advantaged backgrounds, and are more than 10.5 times less likely to attend the most selective universities (UCAS, 2016). This makes it harder for them to succeed in a competitive job market. It also means they are much more likely to remain in poverty as adults (SMCP, 2014).

BFSS assists the Academic Support programme at an IntoUniversity centre based in the London Borough of Haringey. Students visit "Since coming to Academic Support my science grades have improved and I know more about my community."

Student, IntoUniversity Haringey North

the centre after school to receive help with their homework from staff and trained volunteers who act as inspirational role models. The team encourages young people to develop effective study skills, raise their aspirations, and ultimately become curious, independent and successful learners.

The project has met or exceeded all its planned outputs and outcomes so far, reaching a total of 219 students through the Academic Support programme at IntoUniversity Haringey North. Over 80% of these students have reported an improvement in their confidence as a result of their participation in the project and 75% have reported an improvement in their school grades. In addition to these achievements, school leavers from IntoUniversity Haringey North have consistently outperformed the national Higher Education progression rate by more than 50 percentage points and outperformed the average rate for the borough by at least 38 percentage points. As the project enters its final stages, we expect to continue building on these transformative results.

The Academic Support programme includes a specially-designed curriculum for primary school students and an independent learning project for secondary students. Activities focus on a specific topic or university course each term. To further enhance the programme, students are encouraged to reflect on their learning by recording their thoughts in a logbook. This structured approach enables young people to become independent and engaged learners. It also provides feedback that can be used to inform the development of the programme in the future.

Outputs achieved:

 The team at IntoUniversity Haringey North works with more than 120 young people each academic year. In the last two academic years, 298 students attended Academic Support

- Each year, 132 planned Academic Support sessions have been delivered
- On average, students attended more than eight Academic Support sessions a term
- The centre runs Parents' Evenings and Family Engagement events to support and reach the local community

Outcomes:

- IntoUniversity Haringey North school leavers have outperformed the national Higher Education progression rate and the average rate for the borough throughout the project
- In the past two academic years, 75% of Academic Support students have reported an improvement in their grades or exam results at school
- In the past two academic years, 89% of students have reported that they are more likely to go to university
- In the past two academic years, 81% of students reported that they felt more likely to achieve their career goals

www.intouniversity.org



IntoUniversity volunteer Cortland has volunteered over 300 hours of his time to supporting young people at the centre in Haringey.



Students work on a maths problem together at afterschool Academic Support.



Vulnerable and Street Children - Nepal, South Asia -Grant to support education and social support programme for 200 street children in Pokhara

Basanta at 18, who secured 80% in his final exams and is now working as a bookkeeper to self-fund a qualification in business management.

Kidasha

Kidasha has been working in Nepal for nearly 20 years with the aim of reducing the impacts of entrenched poverty and social exclusion on children from the most marginalised communities, with an emphasis on reducing exploitation and violence and enabling equality of access to mainstream education and healthcare.

Nepal is the second poorest country in Asia, with one in four people living on less than \$0.50 a day and thousands of children born into poverty being deprived of even a basic education. Despite increased net enrolment rates in recent years, almost 25% of children from the poorest quintile do not attend school and, across the population, fewer than 85% of children continue to Grade 5. Children not in school are at high risk of living and/or working on the streets, being involved in the worst forms of child labour or becoming victims of trafficking. "It made me realise the value of education for my children and now I visit school of my children twice a month and speak with teachers about their progress and also I collect my children's progress report myself."

Parent of child

Over four years, the project supported 557 children into school, not only providing the physical things they needed, for example, registration fees, extra tuition, uniform, books, bags etc, but also working to strengthen families, to enable them to gradually support their children's education independently. To do this, project staff made home visits providing counselling and advice and identifying learning, attendance, behavioural or health issues faced by the child. The project also established 14 Parents' Support Groups and arranged exposure visits to government services including schools and hospitals, in order to support the most excluded families. Kidasha's partner worked with 38 government schools to change attitudes towards street and working children and to lobby them to provide scholarships. By year four, the project succeeded in getting scholarships for almost 10% of projectsupported children.

The project supported a greater number of children than planned due to accessing additional funding. The annual pass rate for children exceeded expectations and dropout over the four year projects was only 13% which, given the personal situations of the target group, is extremely positive. All students exceeded the School Leaving Certificate national pass rate each year.

Working to strengthen and empower families delivered far more sustainable benefits than would have been delivered had the project simply provided tangible items such as uniforms, books and exam fees.

Outcomes:

- Street, working or 'at risk' children identified for educational support and enrolled in mainstream government schools
- Parents increased their awareness of issues affecting children's learning and attendance and the value of education
- Children's health support and awareness improved
- Advocacy with education officials and schools to change attitudes towards street and working children and to lobby for the provision of more scholarships

Outputs achieved:

- 557 (207 boys and 350 girls) children were supported into education receiving educational materials biannually and extra tuition classes in grades eight to 10 before examinations
- 17,000 home visits were made by social workers providing counselling and advice and identifying learningrelated and health-related issues faced by children
- 330 children received curative health support and 329 children participated in health awareness sessions
- 14 Parents' Support Groups were established with a total of 162 parents participating; exposure visits were facilitated for 80 parents to government service providers

www.kidasha.org



Basanta at 12, working in a sandmine to help support his single parent family.

Community and Supplementary Education - Romania, Eastern Europe -Grant for afterschool programme to give 60 Roma children aged 7+ the opportunity to access education to enable them to integrate into society

Children working in small groups on homework.

Proton Foundation

The Proton Foundation exists to enable community transformation, alleviating social, economic, intellectual, and spiritual poverty, through collaboration and partnership in social action and educational projects.

A 2009 UNICEF report notes that "Roma children ... are subject to stigma and discrimination... reinforcing exclusion from service provision, thereby deepening disparities and increasing marginalization and vulnerability." The average Roma attendance in state education in Romania was 67%, according to data produced by the EU Agency for fundamental rights in 2014.

Proton partnered with the Caleb Foundation in Romania to establish an afterschool programme for children aged seven years and older to curb the dropout rate of Roma children from state education. The program helped to support children by providing a safe and warm environment for study "The afterschool program has been such a benefit to everyone; since it began the children attend school more regularly. They are more involved in the activities at school and they show more interest in what they do." Teacher

and providing them with books and school supplies, removing the stigma that many Roma children face with not having the 'basics' to attend school. Through emotional, practical and educational support, the trend for Roma children to drop out of state education has been bucked with the afterschool programme helping 83% of the children enrolled on the program to remain in mainstream education. The main lesson learnt was that evaluation tools used in the UK were not easily transferable to Romania, with the children not being used to completing questionnaires. This led to engagement with the afterschool teachers about additional methods of data capture that could be incorporated into the programme.

Overall, the afterschool programme achieved all the outcomes set and, in most cases, exceeded them. Data from afterschool reports completed by the children at different stages of the programme showed an overall increase in every area of self-perception and confidence. Three of the children graduated first in their state school class, whereas previous community perception was that Roma children would never achieve. The children's reports also demonstrated an increased attainment in reading, writing and mathematics.

Outputs achieved:

- Afterschool classes established and run by teachers three times a week (Tuesdays, Wednesdays and Thursdays)
- 60 Roma children aged seven and older enrolled in the afterschool programme



- 60 children supported to bridge the educational gap at a mainstream school
- 83% of children enrolled remained in the mainstream school
- Achieved a mind-set change in the community by giving children an opportunity to have an education
- Improved confidence and selfesteem enabling children to function in society

www.protonfoundation.com



Assisted focused learning at an afterschool programme with teachers.



Children receiving a meal as part of an afterschool programme.

Vulnerable and Street Children - Cornwall, UK -Grant to improve social and emotional outcomes for care leavers

Care leavers working out the buses on the way to the National Benchmarking Forum.

Carefree Cornwall

Carefree is a Cornish charity started by, and working with, young people in and leaving care. Our aim is to give young people in care the chance to do things for themselves and others.

Research, and our experience, show that care leavers can experience isolation, struggle with making friends and building relationships, find managing groups difficult and need extra support with social and emotional development. The 2015 NSPCC report on the emotional health of children in care found mental health problems were four times higher for those in care than for their peers. Young people in care are about five times less likely to get 'average' GCSEs and are three times more likely to be without work or education at 19 compared with their mainstream peers.

This BFSS funded project will raise emotional well-being amongst care leavers in Cornwall. Workers - some of whom grew up in care themselves - will offer regular group activities which raise self-esteem and reduce barriers to learning. These groups include music, arts and sports activities and learning groups for unemployed young people. Young people will influence change nationally too - for example, by attending the care leavers' National Benchmarking Forum.

Planned outcomes:

The project will work with 100 care leavers aged 16-25 and outcomes will be:

- Improved capacity to relate to others
- Increased ability to understand self and others
- Young people will achieve accreditation of their learning
- Young people furthest from education or employment are enabled to improve their employability
- Care leavers are enabled to share learning with others, locally and nationally
- www.carefreecornwall.org.uk

Esperance, 13, is attending school again for the first time in three years. The project's catch-up programme provides one-to-one support helping children adjust back to a classroom.

Chance for Childhood

Chance for Childhood believes that childhood shouldn't be spent on the streets, in a war zone, or imprisoned and isolated at home. Together with local communities, the charity helps rebuild young lives for the chance of a better future, through quality education and protection.

The DRC remains one of the least developed countries in the world, suffering the effects of two decades of conflict and prolonged insecurity. The situation in North Kivu is particularly dire: 258 schools have been destroyed and 47% of school-aged children are not accessing education, leaving children at high risk of child labour or recruitment into armed groups.

The Government has committed to reintegrate out-of-school children into Educational Catchup Centres across the country, but support to rehabilitate schools and train teachers remains slow. This project supports 500 out-of-school children aged between nine to 18 years to resume education. It is also training teachers across five catch-up centres to promote best practices in addressing the learning needs of children who have missed out on school, and may have experienced violence and trauma. To promote greater parent buy-in, workshops on the importance of education, risks of dropping out, and gender equality are planned.

Vulnerable and

Street Children

- Democratic Republic of Congo -

- (DRC), Central Africa -

Grant to support children affected by

conflict access educational opportunities

and realise their potential

Planned outcomes:

- Increased access to quality education for 500 beneficiaries aged nine to 18 (40% girls)
- Improved well-being and confidence about their future amongst children supported by the project
- Improved quality of inclusive education and teaching with 40 teachers trained
- Improved attitudes amongst parents and communities regarding education, especially for girls via workshops and advocacy activities for parents and community members

www.chanceforchildhood.org

Communication Technology - Sierra Leone, West Africa -Grant to support the establishment of eClasses across 10 schools in Moyamba District

Information and

Students attend an eClass at Taima Secondary School.

Computer Aid International

Computer Aid International is one of the world's most experienced enablers in technology for development. Since 1997, it has helped over 15 million people around the world directly access technology and change their futures.

Moyamba in the Southern Province of Sierra Leone has limited development assistance and low levels of literacy. According to the UN, 70% of youths are unemployed or underemployed, and only 41% of adults are literate. These issues were further exacerbated by the Ebola epidemic in 2015.

The project will deliver eClasses and IT equipment across 10 schools, each receiving ICT infrastructure for the first time. Teachers will undergo training so that they are better able to incorporate IT into their teaching; students will subsequently have access to IT and classes in their school IT lab. The project aims to enhance the quality of learning, educational attainment and life chances of rural school children. The project will impact 2,000 students and 30 teachers in its first year, and allow IT access to over 12,000 students during the equipment's life-cycle. The project will provide long-term sustainability because students will become IT literate and gain skills that are highly-desirable in employment.

Planned outcomes:

- Increased teacher motivation, networking and retention
- Making teaching conceptual subjects easier and faster by enabling the use of computers
- Improved and promoted interactive learning for students and the ability to apply their computer skills, particularly relating to physics and mathematics
- Improved student motivation, retention and attendance which should impact achievement levels

www.computeraid.org

Hands on learning for teachers about ear health.

Disability and Development Partners (DDP)

DDP has 26 years of experience working with local partner organisations in Africa and Asia to improve the lives of disabled and disadvantaged people, targeting the most vulnerable children and women and those facing stigma and discrimination.

In Nepal, as in many countries, there is little understanding that hearing impairment can be a reason why children fail to learn, while skills and resources to identify and address the problem are lacking. Informed by a small pilot study in Kathmandu, which found a high prevalence of poor ear health and hearing impairment among schoolchildren, our partners SHRUTI looked at the situation in a rural district with even fewer basic services, and proposed practical ways to tackle it.

The project will conduct professional hearing and ear health assessments of children (mostly aged five to twelve years) in two schools in Dhading District, supporting those found with hearing problems, raising parent and teacher awareness, and sharing findings with teachers Teacher Training and Disability - Nepal, South Asia -Grant to develop demonstration models for inclusion of children with hearing disabilities in two schools in Dhading District, Nepal

in 13 other schools, local education and health officers and through the media.

Planned outcomes:

- 400 children (aged five to 12) in two government schools will have their hearing and ear health assessed and identified needs met, and their parent/ families will understand the importance of good hearing in learning
- Teachers in the two target schools will better understand the special needs of pupils with any degree of hearing impairment and will be able to use practical classroom techniques to mitigate their impact
- 260 teachers will have better awareness about the importance of tackling barriers to learning, retention, and educational attainment caused by children's hearing disability
- Health and education providers will be better aware and the Dhading District Education Office will consider adopting the model's recommendations

www.ddpuk.org

"Who wants to learn? I do!" say the Amaliya village children.

The Friends of Seva Mandir UK

Seva Mandir has been working for 50 years with 700 villages, reaching out to 360,000 of the world's poorest people. The charity is committed to strengthening villagers' ability to live as communities, empowering the poor, especially women, so they can develop their own voices and make their own choices.

In Southern Rajasthan, access to quality education is an enormous challenge. The problem is very severe with more than a third of children aged between six and 14 out of school. Moreover, for children who do attend Government-run primary schools, dropout rates are very high, particularly for girls. Teacher absenteeism, poor pedagogy, inadequate infrastructure and material shortages all conspire to undermine the confidence of the children and the village community from which they come.

Seva Mandir has introduced a programme of bridge schooling for out-of-school children in remote rural hamlets, offering foundational primary education, thereby easing the transition of first generation learners to Government schools. The bridge schools help children to become independent Supplementary Education - India, South Asia -Grant to provide bridge schools to remote villages in Southern Rajasthan

Community and

learners, and Seva Mandir's evaluations have demonstrated high retention of the children who have moved on to Government schools.

Planned outcomes:

- A quality education is being provided to more than 600 children through the establishment of eight rural bridge schools in the Jhadol area of Rajasthan
- At the end of three years, 90% of the bridge school children will have the facility to read and write Hindi, independently and with comprehension. In mathematics, children will be able to add, subtract, multiply, divide and carry out basic geometry
- Graduating children acquire confidence to prosper in Government schools; 75% of graduating children will remain in Government schools for at least three years, markedly better than those children who have not experienced bridge schooling

www.sevamandirfriends.org

Regional Forum, December 2016.

HealthProm

HealthProm is a small UK charity working to ensure that vulnerable children have the best start in life, with a regional focus on Eastern Europe, Central Asia and Afghanistan.

There are 580,000 children with disabilities (CWD) in Russia, with almost 50% receiving education separately from mainstream children or receiving no education at all. In 2012, the new Law on Education prioritised inclusive education for all and stated that all CWDs should receive access to primary and secondary education. However, challenges remain: most of the recent positive developments in inclusion are limited, experimental and highly theoretical. They lack practical approaches and are not sustainable or widely spread. Most mainstream school teachers in Russia lack relevant special needs training.

HealthProm and its local partner will provide a series of inclusive education and special needs education training for school teachers, parents and social and health care professionals in four regions of Siberia. Work with local and regional educational and social work departments will help them build Teacher Training - Russia, North Asia -Grant to build professional capacity to deliver inclusive education for children with disabilities

communication and cooperation between various governmental departments, service providers, schools and NGOs. The project will serve as a catalyst to help move from local planning to actions. The project plans to provide training for 240 educational and social care professionals and 120 parents and leaders of parents groups in four regions of Siberia.

Planned outcomes:

- Increased knowledge and skills on inclusive educational methodologies and practice, principles and standards
- Improved social and educational inclusion for 1,200 children with disabilities and 1,200 parents of these children
- www.healthprom.org

Teacher Training - South Midlands, UK -Grant to pilot accredited training course for teaching special education needs in supplementary schools

Community-led supplementary school in Ealing, 2012.

National Resource Centre for Supplementary Education

The National Resource Centre for Supplementary Education (NRCSE) is the specialist support body for supplementary schools and the agencies working with them across England. It provides a national quality framework, accredited training, online resources and advice to local and central government.

Supplementary schools receive little statutory support or training; the majority are unaware or reluctant to acknowledge that they have pupils with special educational needs or disabilities (SEND). Children are being denied access to mother-tongue and cultural activities because community-led organisations fear that they will not be able to cope.

This project is piloting a two-day accredited training course for supporting children with SEND in supplementary schools. The two-day course is being delivered to cohorts of six to 15 teachers in Milton Keynes, Northampton, Luton and Leicester. The project will produce four short films showing inclusive practice in a supplementary school. An evaluation of the perceived benefits experienced by teaching staff, parents and of course the pupils themselves is an integral part of the project and will be undertaken by a specialist in SEND among ethnic minority pupils.

Planned outcomes:

- 70 community teachers will gain a better understanding of SEND and how to ensure inclusive teaching through training
- 45-60 community-led supplementary schools will be more able to accept children with SEND and be better informed on statutory support available to parents and children
- 90-200 children with a range of SEND will gain access to community-led educational support, mother-tongue teaching and cultural activities
- BME and migrant parents of children with SEND will be able to access information and support within a familiar cultural setting

www.supplementaryeducation.org.uk

Keen students in Tasluja children's centre.

STEP UK

STEP is passionate about protecting the most vulnerable children in ways that become locally sustainable. As well as delivering services to children, STEP's long term goal is to work towards better child protection systems in Iraq.

The Kurdish Region in Iraq hosts 98% of the total number of Syrian refugees in Iraq. Access to education is a major challenge. Although local school enrolment is open for all Syrian refugee children aged between six to 10, only 46% of all school-aged children attend school across the region. Nearly 3.5 million school-aged Iragi children attend school irregularly, or not at all, and more than 600,000 displaced children have missed an entire year of education. UNHCR expects about half of the displaced people and refugees to stay in the area for at least the next five to 10 years. If these families are not integrated into the community they risk becoming a 'lost generation'.

This project will provide Kurdish language learning for vulnerable displaced Syrian and Iraqi children through four centres that are Vulnerable and Street Children - Northern Iraq; Middle East -Access to education and integration for vulnerable displaced children

focused on reaching displaced children in urban and semi-urban areas. This will help children to access services and education, and help them and their families integrate with the local community.

Planned outcomes:

- 100 children will improve their Kurdish language ability through Kurdish language lessons
- Beneficiaries and their families will be better able to integrate with the local host population
- Beneficiaries and their families will be able to access local services

www.step-uk.org



The student team at Instituto Mariata made fresh juices and snacks for sale in a new school snack shop. Juices were made with a bicycle-powered blender!

Teach A Man To Fish

Teach A Man to Fish helps young people in schools all over the world to gain the knowledge and skills they need to succeed in work and life after school - to find a decent job or create their own job. We train and support teachers to guide their students to learn through participating in a real business in school, simultaneously, school businesses generate additional income which can be used to improve access to quality education.

"Millions of young people face life without the skills they need to earn a decent living" (UNESCO Global Monitoring Report, 2012). As a result, many young people can only find work in the informal sector in unstable jobs with low earnings (ILO, 2015). In Central America, un- and under-employment rates among youth remain high and correlate closely with high rates of violent crime among youth in countries such as Honduras (World Bank, 2012).

In Honduras, Teach A Man To Fish is training and supporting local partner organisations and teachers step-by-step to guide students to learn the skills they need to earn a decent living through participating in planning and running a real business in school, and selling real products to real markets.

Planned outcomes:

- 200 trained teachers in 160 schools guide their students to plan and run a sustainable school business
- 2,000 students gain practical workplace, business, entrepreneurship and critical life skills and experience
- 160 school businesses generate additional income to improve access to quality education and continue the school businesses so that more new students can benefit from practise-based entrepreneurship education year on year

www.teachamantofish.org.uk

Interested in applying for a BFSS grant?

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

We welcome new project proposals. Our funding priorities are:

- Addressing the need to re-establish and renew education in countries where the provision of education has suffered due to conflict or natural disaster.
- UK projects supporting children and young people in the care system or who are young carers themselves.

Supported themes currently include:

- Community and Supplementary Education
- Teacher Training
- Learning Resources and Equipment
- ICT
- Education for Vulnerable and Street Children
- School Construction
- Renewing Education following Conflict or Natural Disaster
- Young People in Care and Young Carers in the UK

Looked after children and young carers

Through our funding and non-financial support we wish to pilot novel approaches to improving the educational attainment of looked after children and young carers which can be scaled up so that in time they are able to take advantage of opportunities afforded by tertiary education and employment. The main outcomes we want our support to achieve are:

- Looked after children and young carers are provided supplementary support that results in improved educational attainment.
- Interventions made in the delivery of supplementary educational support for looked after children and young carers are proven to be effective and scalable.

Applying for a Grant:

Please visit BFSS's detailed guidance for submitting applications and our criteria at: https://www.bfss.org.uk/grants An online application process includes a short eligibility quiz.

Enquiries:

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

BFSS Publications

During 2016, BFSS published the following which can be accessed at: www.bfss.org.uk/publications



BFSS Annual Review of Grant-Giving 2015

Case studies of grants made by BFSS in 2015 which are helping to transform the lives of disadvantaged children and young people.



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

This report, written by Society Member and Councillor Professor Joy Palmer Cooper, provides an overview of the successes and impact of 30 separate projects which benefited from BFSS grants over a period of twelve months, concluding in December 2015.



Report on the 2016 BFSS Grants Workshop

Report of a workshop attended by BFSS grant recipient organisations. The workshop focused on 'Maximising Potential for Success' and lessons learned from a study of BFSS supported projects. It provided participants with the opportunity to network and share experiences and for BFSS to share latest grant developments.



BFSS Archives Annual Report 2016 The third annual report by Brunel University following the gift of the BFSS Archive to the University.

British & Foreign School Society

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