



**Link Community
Development**
Giving children a chance

Annual Review 2002

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*"No country can succeed unless the future leaders are educated."
Nelson Mandela, Former South African President*



Executive Summary

Link Community Development (Link) is a group of partner organisations working in UK, South Africa, Ghana and Uganda.

Link's vision is of a future where children are given a chance to flourish and fulfil their potential. Link works to improve education by running development projects for schools and teachers, in partnership with local government departments and other non-government organisations. Partnership and shared learning is the core of Link's working practices.

The Annual Review 2002 has been produced by the Link UK team. The purpose of this Annual Review is to describe for our stakeholders and funding partners within the UK the enormous achievements that have been realised in all four partner countries as a result of their generous support.

In summary:

- **Four partner countries.**
- **Approximately 175,000 children in 582 schools, across three districts in Ghana, one district in Uganda and six provinces in South Africa.**
- **Over 500 UK and African linked schools.**
- **175 Global Teachers participate in the Link group programmes in Africa and the UK.**
- **£869,605 annual expenditure (Link UK)**
- **Nine staff in UK, twenty-one staff in South Africa, six staff in Ghana and five staff in Uganda.**

This year saw a number of important developments taking shape within each of our programmes in all four countries. The goal that Link is continually striving for is to improve education, and the simplest measure of this improvement is through the examination results of individual schools and the collective results of a district as a whole. This does not negate the many qualitative and less tangible changes that arise as a result of our work, but it is an objective and standard measure that is used in each country. Improvements in examination results are due to a number of interventions including Link's programmes, and illustrate how our methods have a distinctive place within the development process. **As our goal is education improvement, we wanted to summarise the year by celebrating the huge strides made by many of our programmes in 2002.** These included:

- **Soshanguve township, Gauteng, South Africa:** the N4 district showed a dramatic improvement in matric¹ pass rate results. It leapt from one of the worst districts five years ago to achieving a 86% pass rate in 2002 - the highest in the province. This included schools in Soshanguve district which were involved in Link's District Development Project.
- **Northern Cape, South Africa:** Pupil testing at grade 3, by an independent organisation, in schools involved in our Kimberley Thusanang Project showed an increase in both key subjects of numeracy (8% increase) and literacy (5% increase).

¹ Matric is the leaving examination South African students take at the end of senior secondary school.

- **Thabo Mofutsanyana district, Free State, South Africa:** achieved an 18% increase in the average pass rate for secondary schools in schools participating in the Quality Learning Project.
- **Masindi district, Uganda:** came 6th nationally in the primary leaving exam results, making it the highest scoring rural district, and by far its highest position ever.
- **Upper East Region, Ghana:** schools involved in Link's programme achieved the best results in maths and English in the annual Performance Monitoring Tests.

These are enormous improvements in examination results for schools based in some of the poorest areas of our partner countries. These results have been achieved through the sheer hard work and commitment of children, teachers, district education officials and Link project staff. Link's aims for next year are to continue to support schools as they continue to make remarkable improvements in education through facilitating change in education policy, planning and practice.

The activities of the Link group were supported in Africa and the UK by the successful Global Teachers and Link Schools Programme. These exciting programmes continue to develop and to make meaningful contributions to the education development programmes in Africa and to raising awareness and understanding of global education and development issues amongst teachers, pupils, education officials and communities in the UK.

1. About Link Community Development

Our aim is to improve education within sub-Saharan Africa so that children and their communities have better life opportunities.

We achieve this **in Africa** [currently in South Africa, Ghana and Uganda] by: -

- **Targeting rural districts, rural towns, townships and transient settlements in the three partner countries**, often neglected by international aid or overstretched government departments.
- **Providing support to education departments** at a local through to national level, thereby informing and contributing to government education policy and practices.
- **Supporting school managers, governors and local communities** as they plan their school's development, identifying priorities and timescales for improvement.
- **Providing annual 'incentive grants' to schools** to help them meet their needs, complementing and boosting local community-based fundraising efforts.
- **Improving local skills and expertise** through practical training workshops for teachers and school managers, learning supported by workbooks, with follow up support or mentoring.
- **Facilitating Link Schools Programme and Global Teachers Programme activities by supporting school links and teacher placements.**
- **Making a commitment of a minimum of 4 years for each project to catalyse, then help consolidate change.** An exit strategy ensures that teachers, parents, local communities and their district education officers can continue to improve and develop education within their schools once the formal partnership with Link has ended.
- **Actively seek to recruit local education and management specialists as Link project staff.**

We achieve this **in the UK** through:-

- **Two UK-wide innovative programmes** designed to build links between UK schools and teachers with their counterparts in Africa- **the Link Schools Programme (LSP) & the Global Teachers Programme (GTP)**. The purpose is to share experiences, skills and resources between UK and Africa, and to raise awareness of global citizenship and development issues amongst teachers, children and their local communities.

Current Programme Summary (to March 2003):

In Africa, we work with teachers, parents, district education departments and ministries in **three districts in Ghana** (the third district came on board in early 2003), **one district in Uganda** and **6 provinces in South Africa**. Our projects will improve education in over 582 schools, affecting approximately 175,000 children. This includes specific projects within South Africa with the South African government and international donors, such as leading a consortium of agencies addressing educational improvement in the Northern Cape; as a key partner in the Quality Learning Project in the Free State and Eastern Cape; and producing HIV/AIDS policy documentation for the education sector.

"We need to work in partnership with charities. Link is one of the few organisations genuinely committed to building such relationships."

**Cheryl Carolus,
Former South African High Commissioner**

"Our greatest challenge is to change peoples' mindsets and get them to do things for themselves. We need to change our school and community members from receivers to givers".

**Issac Chimeloane
Parent & Chair,
Tsaroga Phoka Primary School,
South Africa**

- **In the UK**, the Link Schools Programme has grown to involve 250 linked pairs of schools (UK schools linked with schools in Ghana, Uganda or South Africa). By March 2003, we had recruited a further 67 UK teachers onto Round 3 of the Global Teachers Millennium Awards scheme. Each Global Teacher will undertake a voluntary 5-week placement within an African school, then return to the UK and work with a cluster of UK schools and community groups to raise awareness of global citizenship and development issues. By June 2004, 175 teachers will have participated in this ground-breaking programme.

2. Link group Africa programmes

Link's work in South Africa since 1989 has established us as the **leading exponent and practitioner of scaled up school development programmes**. *The key innovation of our projects is that we are committed to basing new programme design directly on our experience and learning from our work in each of our partner countries. It is a real demonstration of 'South-South' development. It involves taking and replicating the successful components of our model from one African environment and exploring them further in another environment.*

Link's project areas - whether South Africa², Ghana or Uganda - share a number of common issues. These can be summarised as:

- Rural areas with limited infrastructure development, with settlements situated far from major towns or cities.
- Communities struggling with chronic poverty, high adult unemployment and rapidly growing youth population.
- Many project areas include transient communities, farm communities and refugees.
- The majority of schools have inadequate buildings, no running water, no electricity, few teaching resources, and little or no furniture.
- Teachers are often under-trained and under-supported, struggling with huge class sizes and wide age ranges.
- Specific issues around girl child education including lack of toilets, parental support and family poverty.
- HIV/AIDS is having a devastating effect on the whole community - whether through its impact on family structure, teacher numbers or girl child sexual health - to name but a few associated issues.
- Central governments rolling out a programme of education decentralisation from the ministry to regions and districts, and the lack of capacity (both skills and numbers of staff) to cope with these changes.
- Central government policy of universal primary education with free access to primary education for all³ has caused a rapid growth in class sizes.
- District education departments are under-resourced and many staff are unclear as to how to support local schools to help them to manage the colossal changes within the education sector.

In response to the issues described above, Link has developed a model of working that can be tailored according to particular circumstance of the country or district. The goal of the model is to affect **whole system change** within the district education departments and each school. The model's premise is that if you improve the systems that support the delivery of education to children then you will raise the standard of the education each child receives. This will, in time, address the enormous disparity and inequality in the quality of teaching and learning experienced by too many children in the South. The key objective of this approach is that it is **SUSTAINABLE**. After Link leaves a district or area, the systems, skills and practices developed during the active project lifetime remain within the district and sustain the process of education improvement for the future. The approach can be summarised as:

² South Africa has seen huge improvements in education post-apartheid, as a result, we work with some schools which have buildings, water, electricity but they still share the common issues regarding school governance, teaching and management etc.

³ This is one of the Millennium Goals set by UNDP

"Link has helped improve the teaching and learningthe financial management workshop for me was of great relief as I can keep financial records well now. Also the school community relationship has improved."

Jacob K Tibil
Head Teacher
Nyogbare
Primary
School
Ghana

- *Teaching and learning in schools*: training, mentoring and support designed to improve the quality of teaching, to improve lesson planning and delivery, and address issues of teacher and pupil motivation and absenteeism.
- *School management and governance*: training and support to headteachers and members of the local community in preparing school development plans, financial management, staff and resource management, and community involvement to address the key issues of the school.
- *District education department capacity building*: training, mentoring and support designed to develop the skills and abilities of education officials to interpret national education policy, and to plan and deliver appropriate support to schools.
- *Ministry of education policy*: guiding and influencing the development and implementation of national education policy and practice.
- *Partnership*: working with all local stakeholders, including other non-government organisations and agencies, international aid departments, and individuals.
- *Raising awareness of development issues*: both within the South and in the North.

The focus of each programme will vary - some programmes have a focus on school management, others on teaching and learning, others on ministry policy.

All programmes share a common aim which is to improve the quality and experience of education for children. This is particularly important in those countries where the bulk of the population only complete primary school.

In 2002, Link's core projects focused on Ghana (Upper East Region), Uganda (Masindi District); and South Africa (Eastern Cape, Northern Cape, Free State, with limited involvement in Kwa-Zulu Natal, Limpopo and Gauteng provinces). A summary of the key achievements within 2002 for each core project follows below, focusing on one country at a time, with a brief introduction.

Link Ghana: District Improvement Project (DIP) 1999-2004



"To me, Link has become the pivot of our development, academically, socially and physically."

**Headteacher
Chiana
Primary
School,
Ghana**

Location: Upper East Region – Kassena Nakana and Bolgatanga districts.

Aims: The overall aim is to improve education delivery and outcomes by providing intensive support to government primary schools in the Upper East Region. The project impacts on three key areas: teaching and learning in schools, school management and the support delivered by district and regional education officials. A partnership with the Ghana Education Service.

Schools: 70 primary schools (plus 2 district departments and 1 regional department)

Link Team: The project office is based in the town of Bolgatanga. The Link team is managed by Kennedy Quagrain, the Ghana Programme Director. The team includes a Projects Officer, a Project Assistant, two junior administrators, and a Project Support Worker.

Funders: Community Fund UK, Department For International Development UK, and UK charitable trusts/foundations.

"I am happy with the teachers in my school though they are few. I am particularly happy I get story books to read, I get exercise books from the school too. I like playing football."

**Yaanaaya
Emmanuel,
Shia Primary
School,
Ghana**

Context: The Ghanaian government aims to achieve basic education for all by 2005. This is a key tenet of their ambitious national plan to provide Free Compulsory Universal Basic Education (FCUBE). In order to make this possible, the government has committed to a process of 'decentralisation' to districts and spreading responsibility and power within the system as part of its Whole School Development Programme (WSDP).

Upper East Region is, as a region, very under-resourced due to its distance from the capital city, Accra. The primary schools have received very little support from previous government development interventions. The District Improvement Project is an important pilot which is scheduled to expand to a further two districts in 2003, with dissemination of learning and experiences to regional and national offices. The delivery process will help develop a 'bottom-up' approach to school development, where the experiences of schools and their communities form the basis of change both in the schools and 'up' through the system to district, to regional and to national offices.

Key Achievements/Developments in 2002:

Teaching and learning in schools:

- The project impacted on 1,529 headteachers and teachers, and 153,715 pupils and their parents.
- 53 schools are now linked with UK schools and are beginning to exchange letters and information and to plan joint education projects.
- 10 UK teachers placed in the district, as part of Link UK's Global Teacher programme, to provide intensive language teaching support through workshops, observation and demonstration lessons. The impact has been very positive with all host schools prioritising literacy in their School Development Planning, and the district responding to demand for phonics teaching, literacy support and materials.
- There are many other factors, in addition to the project, impacting on learning in the two target districts, not least teacher shortages and the dire poverty. Link would like to highlight two incidents that we hope demonstrate that our projects have an important role to play within the process of development.
 - The PMT (Performance Monitoring Test) results for schools in both Kassena Nankana and Bolgatanga were better in 2002 than in 2001. There was a marked improvement in Mathematics, and a less significant improvement in English. In both districts, **the schools with the best results were schools included in the District Improvement Project.** This reaffirms our belief that a focus on good leadership and educator confidence definitely enhances learning.
 - At a recent Action Aid workshop, the school stakeholders of Winkogo Primary School (1st phase, Bolgatanga) were asked to draw a Venn diagram with themselves at the centre and the various NGOs working with them according to size. The circle which they drew for Link was the largest on the diagram by far and overlapped much more closely with the circle representing the school. This may seem surprising given that other organisations are providing massive cash injections for construction / infrastructure projects – Link's \$400 school incentive grant is incredibly small in comparison. This is a great endorsement for the way that Link works with schools and their communities.

School management and governance:

- Successful expansion to Phase II schools. 99% schools (69 out of the 70) produced School Development Plans (SDP) and received their first Link Incentive Grant to help them to implement the SDP. Most schools are now at least halfway through implementing their SDP action plans, and discussing plans for the next year.
- Financial management training workshops were held for headteachers, School Management Committee chairs and treasurers of all target schools, and for circuit supervisors, with follow-up support to individuals from Link. A particularly important outcome is that SMC and PTA Chairs (even those who are illiterate) are now actively involved in school finances, whereas before they were not equipped to understand the processes. In this way, the skill base of the school community is greatly enhanced.

District department capacity building:

- The project worked with 40 district education staff and 17 circuit supervisors.
- Training workshops with Circuit Supervisors to integrate the School Development Planning process with their Circuit Development Planning and

"They ask our teachers about what we want and help us."

**Alice Akiamang,
Pupil at Ayagatam Primary School,
Ghana**

The support of Link is highly appreciated, it is a source of eye-opening and re-awakening to the community to be hard-working and self-reliant."

**Boena Isaac,
Head teacher,
Abatey Primary School,
Ghana**

"We as the community offer communal labour whenever the need arises, such as building of the urinary. We are determined to

goal setting. This has greatly improved the cohesion of the district's professional staff and helped stimulate school support visits by the supervisors.

- Successful trial of providing quarterly grants (funded by USAID) to all circuit supervisors to cover fuel, motorbike maintenance, workshop costs and resources, subject to approval of the circuit development plans. This has proven both popular and useful for enabling staff to travel to individual schools - which can be up to three hours away from their district office.

Ministry policy:

- Link's work in the Upper East Region has been used to guide and inform discussions with the Education Service about project expansion and identifying target districts. In March 2003, the programme will expand into a new region, Ashanti. Ashanti is a more urban region than the Upper East, and is significantly closer to Accra. It will provide both Link and the Ghana Education Service with an interesting comparison with our existing programme.

Other developments:

- Secured three-year project funding from Department For International Development, UK, to enable Link Ghana to recruit the current project team.

Link Uganda: Masindi District Education Development Project 2000-05



Location:

Masindi District, mid-western Uganda

- Aim:** To provide intensive support to improve education delivery and learner outcomes in all primary schools in Masindi district. This is in partnership with the Masindi District Education Department (MDED).
- Schools:** 173 primary schools.
- Link Team:** The project team is based within the Masindi district education office. The team works in very close partnership with the Director, Derek Nkata and his staff. Link CEO, Steve Blunden, co-ordinated the programme with project delivery support from a project worker, a project assistant and two VSO education placements (two very experienced UK educationalists).
- Funders:** Community Fund UK and UK charitable trusts/foundations.
- Context:** The key driver to this programme is the Ugandan government's commitment to **Universal Primary Education (UPE)** with the intention that four children in each family should have free primary education (recently revised to be free to all). This is a key objective within the **five-year Education Strategic Investment Plan** - a necessary tool to address the severe problems within Ugandan schools.

For example, teachers are amongst the worst paid occupational groups. Many teachers are untrained, especially in rural schools, and many have second jobs. There is a high drop-out rate at primary and secondary school levels exacerbated by high school fees and poor quality teaching. The introduction of UPE has swollen class sizes by increasing enrolment from 40% to 83%, creating a high pupil: teacher ratio. The government estimates that half the classes are held in temporary structures and working conditions for teachers and children are very hard.

Masindi district has developed a district strategic plan to implement UPE, and is being used to pilot the process of decentralising strategy, planning and budgeting. **The Link project is an important component of this pilot for Uganda.** There is considerable enthusiasm and determination for this project to succeed amongst the district officials.

"The unique thing about Link is that it works with and within a department of education; so we don't look at them as outside us, but as part of us."

Derek Nkata
District
Education
Officer

Key Achievements/Developments in 2002:

Teaching and learning in schools:

- The project has worked with 424 teachers which impacts on 32,303 pupils.
- In the Primary Leaving Exams Masindi pupils achieved results that placed Masindi as the highest scoring *rural* district, and in 6th place nationally. This is a huge achievement compared to the previous year.
- 19 UK teachers placed in Masindi schools as part of the Global Teachers Programme to support the school improvement process. They had a significant positive impact on their host schools and delivered a tranche of training with key teaching staff, host schools and cluster schools. Global Teachers play an important role as they provide target schools with focussed intensive support.
- 34 schools were paired with UK schools through the Link Schools Programme. This was supported by a visit from the Education Officer from Link UK who met with Ugandan headteachers.
- The project has worked with 13 co-ordinating centre tutors, who provide support to teachers in their area, this year.

"We stand as the bull in Buliisa in academics and football."

**Teacher,
Bugogio
Primary
School,
Uganda**

School management and governance:

- The project has worked with 53 headteachers this year.
- 24 Phase 1 schools headteachers completed financial planning training. District county inspectors attended to ensure that their advice and support followed the financial procedures suggested through the training. Key outcome has been the networking and informal support beginning to happen between headteachers outside of formal training situations. This is an encouraging pattern for sustainability and sharing of skills within the community.
- School governance training has boosted the involvement of School Management Committee members in the School Development Planning process and day-to-day school management. This has encouraged greater community involvement in those schools.
- 19 Phase 2 schools completed their School Development Plans. They will receive Incentive Grants once they have opened their first school bank account and completed basic financial record keeping training. A further 10 schools are progressing with their Plans.

"We are happy to be in the Link family."

**Headteacher
Kihuura
Primary
School,
Uganda**

District department capacity:

- The process of supporting decentralisation is greatly facilitated by the Senior Education Management Team (created in Year 1) and has established an active forum for discussing progress and identifying strategies to help officers address issues. The structure is supporting an increase in field visits to schools to help with delivery and specific issues (e.g. influx of internally displaced pupils, c. 25,000, in Kibanda county).

Ministry policy:

- Dialogue with Ministry representatives is positive and discussions have explored an expansion of Link's work into new regions.
- An escalation in the internal interest in the Masindi/Link Uganda project from the Ministry of Education and Sports, the Education Standards Agency and other education district directors. Key district staff from Masindi are being used to support the National Inspection team as recognition of their personal commitment and professional abilities to raising the quality of teaching and learning in schools.
- Presentation to the ministry on the Masindi project to date. The Masindi district has too few professional staff to enable improvements through direct

"Link's assistance in developing the School Development Plan has motivated the school to act"

school visits and support. Link has had to devise ways to cascade improvements and use this capacity effectively. This is a common problem for rural districts and Link has raised this directly with the ministry.

Other developments:

- A number of exchange visits between Link and district education staff from Eastern Cape and Uganda were arranged. The purpose of the exchange is to add value to the Ugandan project by sharing lessons and expertise. The visit to Uganda by two experienced Link South Africa project managers paved the way for their move to Uganda in January 2003.
- Link Uganda team formally joined Link's own International Education Task team - a vehicle for sharing best practice between all our projects in different countries across Africa - and attended our first Southern education conference in South Africa.
- Link UK has secured funding to enable the Link Uganda to have a Programme Director. From January 2003, Dr. Steve Harvey will be the Uganda Programme Director. Dr. Harvey is a very experienced education development manager who has worked with Link for ten years. The Link team will also include a Teacher Development Advisor, a Project Support Worker and two VSO placements.
- The success of the relationship between Link and the VSO placements has led to a commitment from VSO to identify two VSO education placements each cycle (1-2 years) to support the programme in Uganda. This is a substantial commitment as post-9/11, VSO has experienced a 40% fall in volunteers.
- Project visited by Bob Doe, Editor of *The Times Educational Supplement*, who praised the significant developments he witnessed this year in schools he had visited the year before. Article written in TES Sept. 2002. The TES continues to support Link as our media partner.

"Link aims to improve our pupils learning progress"

**Headteacher
Bulima
Primary
School,
Uganda**

Link South Africa: Three core projects

- **Phakama Project, Eastern Cape**
- **Kimberley Thusanang Project, Northern Cape**
- **Quality Learning Project, Free State and Eastern Cape**

Link has been working in South Africa since 1989. During the early years of a programme, usually between 4-6 years, Link provides intensive support to schools and district departments. This intensity reduces as the programme is then led by the respective district education department. We continue to provide support to schools and district departments in three provinces - Kwa-Zulu Natal, Limpopo and Gauteng - through project staff contact and the Link Schools Programme. We receive feedback from the districts on examination results and other key developments. This provides us with a valuable indicator of the longer term impact of our programmes.



Phakama Project 2000-2004

Location: Mhlontlo and Mount Fletcher Districts, Eastern Cape

Aims: To raise the quality of education in target government schools. Delivered in partnership with the Eastern Cape Department of Education. Phakama means 'Stand Up!' in Xhosa.

To offer a constructive case study for educational improvement as the project districts are typical of those in a rural South African province.

Schools: 36 senior secondary schools and 6 clusters of junior secondary/primary schools. 57 schools in total.

Project Team: The project is overseen by Link's Eastern Cape Co-ordinator, Roy Valentine. Koleka Ntantiso is the project manager and she is supported by a Management Trainer, a Schools Development Officer and a Project Administrator. The team works closely with the Mhlontlo and Mt Fletcher Education District offices. They are based in the regional capital Umtata.

Context: The Eastern Cape is the poorest province in South Africa, with a legacy of limited employment opportunities, poor infrastructure, chronic poverty, a largely youthful population (50% are u-15), yet the highest income group is pensioners. 70% of the population live in former homelands of Ciskei and Transkei. The legacy of under funding during the apartheid era, combined with youth disillusionment with schooling following the Soweto uprising, has a

"Our involvement with Link is the best thing that has ever happened to our school. The grants we have received has made us work harder than ever."

Joshua Mphelo
Headteacher,
South Africa

severe effect on education across South Africa. The province struggles to deliver accessible and equitable education. The district departments have too few officers to offer intensive school support. Schools across the board lack leadership, lack teacher support mechanisms or adequate governance.

There are key issues within the province which impact on the project (methods and outcomes). There are currently 6126 schools, of which only 33% are considered to be in 'good condition'; 77% lack electricity, 34% have no running water, 81% have no telecommunications, and 4% 'totally unfit' for education⁴. Overcrowding and worsening teacher:pupil ratios are likely in light of an estimated school enrolment of 3.6m by 2005 - the largest in South Africa. Teacher shortages are a reality, whilst the quality of teaching is constrained by the fact that many are under-trained⁵. **These are the least well-resourced schools in the country and serve some of the poorest communities.**

Education development and improvements will be slow, but is helped by a number of exemplary district officials and school communities who are very motivated to work to improve school conditions and improve the education their children receive.

Key Achievements/Developments in 2002

Teaching and learning in schools:

- Project team worked with 57 project schools, impacting on 65,943 pupils.
- 50 schools were awarded Incentive Grants having produced School Development Plans and held community-fundraising events.
- 32 Global Teachers spent 5-weeks in project schools, and helped staff set up specific initiatives such as HIV/Aids awareness programmes, Learning Centres, equipping science laboratories, and facilitating teacher workshops.
- Exchange visits between project schools and their UK linked schools have broadened the understanding of both parties in education development issues locally and abroad.
- Teachers are increasingly using the learning and planning materials developed by Link, and this is having a positive effect on pupil learning, lesson planning and teacher involvement in the SDP process.
- Delivered a programme of cluster training in Science and Maths for teachers and education officials.

School management and governance:

- The team worked with 1,832 teachers and supported their school management teams and school governing bodies.
- Link helped the School Governing Bodies to develop their understanding, skills and confidence in contributing to the governance of the school including developing school policies, holding regular meetings, implementing and monitoring their school development plans, and setting up school subcommittees.

"Khensani Primary saw a revitalisation of our core business of delivering outcomes based education and in-service training."

**Fannie Sebolela,
Headteacher,
South Africa**

"In my Standard 10 class there is not one text book and so I must produce notes and photocopy them but funds are so low that this must sometime come from my own pocket."

**Teacher,
Cameron Ngudle
Secondary School,
South Africa**

"The future will be a good one if we are provided with enough classrooms and resources. The children will have a greater chance of success when such necessities are available to us."

**Mr Magoba,
Headteacher.**

⁴ Figures from Human Sciences Research Council, South Africa, *School Register of Needs 1998*

⁵ Under-trained - e.g. the teacher may have completed basic teacher training but has not received any inset, mentoring or additional training to improve their skills since graduation.

- Link helped school management teams take increased responsibility for the implementation and monitoring of the School Development Plans, and worked with teachers to design lesson plans to meet national standards.
- Community-based fundraising events have resulted in a noticeable improvement in the interest and participation in school events and development by the local community. For example, there is a marked improvement in parent and community attendance at meetings.

District department capacity:

- 25 district education managers and officials were supported through workshops and training sessions.
- Delivered a programme of cluster training in Science and Maths for teachers and education officials.
- Worked with department staff to produce an Integrated District Education Development Plan.
- Delivered training to district officials on how to deliver financial skills training to their cluster schools.

Kimberley Thusanang Project 2000-2003

Location: Kimberley Region, Northern Cape

Aims: To lead a consortium, brought together to support the Kimberley Region, in order to improve educational delivery for grades 1-9. 'Thusanang' means 'work together' in Setswana, and the name symbolises partnership.

To impact on regional and circuit management by district officials, and the quality of teaching, learning and management within those schools.

To produce a model of educational improvement that could be replicated or adapted more widely in the South Africa and beyond.

Schools: 65 primary and junior secondary schools, including a number of Farm Schools⁶.

Kimberley Team: Two experienced members of Link staff managed the project until December 2002, when they were relocated to Uganda. A new project manager will be appointed that will complete 2003 and manage the proposed project extension.

Funders: Joint initiative between South African government and United States Agency for International Development (USAID).

Context: The District Development Support Programme is a joint South African government and USAID initiative in four provinces - Northern Cape, Eastern Cape, Limpopo and Kwa-Zulu Natal. It is largely managed by the Research Triangle Initiative. The goal is to improve quality educational delivery for grades 0-9 in the target areas. Link, and the consortium, were asked to develop approaches, practices, structures and operational systems which could be duplicated in other regions/districts as a model to improve educational delivery.

'Being twinned with Lethukukhany a school has helped us to learn about Africa and make new friends. We enjoy receiving their letters and sending them letters back. It's been wonderful being able to contact such faraway places.'

Rosemary Stefaniuk and Michaela Manning, St Marys School, UK

Kimberley Thusanang Project is an example for others to follow...RTI is satisfied with the work that the project has done and is proud of its achievements"

⁶ Farm Schools are located on the larger farms and serve the children of farm labourers and farmers. The pressures of 'working on the farm' compete with school attendance. Different strategies are used with these schools and their communities.

The Northern Cape Department of Education identified the target schools for this programme. A situational analysis⁷ confirmed that the province shared many issues prevalent in other areas, and a number of unique trends such as sparse population, long distances between settlements and communities, poor employment potential, racial divisions, and a large number of underdeveloped schools on farm property.

Key Achievements/Developments for 2002:

Teaching and learning in schools & School Management:

- Northern Cape recorded the highest matric pass rate in 2002. Pupil testing at Grade 3 in Kimberley district schools has shown an improvement in all key subject areas, notably an increase of 8% in numeracy and 5% in literacy.
- A system of regular school support (an average of 300 visits per year) was developed using multi-skilled trainers. This provides a model for the circuit teams within the district office to follow.
- Novel approach to encouraging attendance of training workshop by rural teachers through use of residential training blocks. This approach will be used more widely in future.

Project delivery:

- Each year, the project is scored by the Research Triangle Institute using USAID performance measures. The Kimberley Thusanang Project scored either 'excellent' or 'outstanding' for each performance indicator (quality, cost control, timelines, customer satisfaction) used, with a mean score of 21 out of 25. This is an enormous achievement for a relatively small charity delivering an international aid programme.
- The programme has developed a detailed monitoring and evaluation system stored on a database which has proven to be invaluable project management tool. For example, the database can produce reports at school, circuit, district and provincial levels or summarise an individual school's progress against a range of indicators. It is intended for this tool to be developed and used throughout Link's programmes as it can directly assist project management in a manner that is time and resource efficient (e.g. prioritising schools for support, or aligning project and departmental activities, or individualising school support).

Province and district capacity:

- The province has adopted several of the project materials for use by other districts, e.g. the school policy proformas. Importantly, the materials are not 'glossy' publications. They are all produced in standard MS Word for ease of reproduction and adaptation - at low cost to the department.
- The project has developed 12 original training programmes, which can be used throughout the province if required, including a 'farm schools teaching and learning programme' and 'Developing an HIV/AIDS policy for your school - guidance in participatory approaches'.

Other developments:

- The success of the programme has led to an extension for a further year with a focus on HIV/AIDS education policy and practice, to a further 40 schools

"The communication between the project and the Department is excellent. They are always willing to go the extra mile"

Research Triangle Institute, Project Performance Report

"Link is succeeding in transforming our institutions to a point where they will manage themselves efficiently and effectively"

⁷ Conducted by the Research Triangle Institute in 1999

linking with UK schools through our Link Schools Programme, and target schools will be hosting 12 Global Teachers in summer 2003.

Quality Learning Project (QLP), Free State and Eastern Cape⁸

- Location:** Thabo Mofutsanyana district in Free State and Bizana, Flagstaff, Lusikisiki, Port St Johns, Ngqeleni and Libode districts in Eastern Cape
- Aims:** To focus on district development and school management and governance in government senior secondary schools.
To contribute to the improvement of teaching and learning within schools participating in the QLP change programme.
- Schools:** 117 target senior secondary schools (88 schools in Eastern Cape and 29 schools in Free State).
- Project Team:** Quality Learning Project delivery is managed by a Senior Project Manager for each province - Gcina Hlope (Free State) and Roy Valentine (Eastern Cape).
- Funders:** The programme is co-funded by two South African agencies, The Business Trust and the Joint Education Trust.

Context and key achievements in 2002:

The Quality Learning Project is a five year school and district change programme designed to impact on teaching and learning in secondary schools across all 9 provinces in South Africa. The key aims are to improve average performance in maths, reading and writing across the curriculum of pupils in grades 8-12. QLP will impact on 500 pilot schools in 20 target education districts (identified by the provincial departments of education). QLP is now operational in three provinces, and Link is part of a number of service providers used to deliver the programme. Link has a focus in two provinces.

- 79% (23 of 29) schools in Thabo Mofutsanyana district showed an increase in their matric results compared to 2001. The average pass rate increased by 18% (from 42% to 60%).

3. Link group international programmes

Until four years ago, the primary function of the Link UK office was to fundraise to support the education development programmes in Africa. The UK team now runs two UK-wide programmes designed to build links between UK schools and teachers with their counterparts in Africa for mutual benefit - **the Link Schools Programme (LSP) & the Global Teachers Programme (GTP)**.

The Link Schools Programme 1998 - on going

- Location:** UK, Ghana, Uganda, South Africa
- Description:** The LSP aims to improve the quality of education for pupils and to raise awareness of global issues by **developing mutually beneficial partnerships** between linked schools. UK schools who participate in the LSP are able to teach global issues and citizenship using direct, engaging and stimulating materials produced as a direct result of their link with a school in Africa. The

"The twin school programme is opening our pupils up to their counterpart in the UK how their culture is and also how school activities go on there and vice versa for their friends far away here."

Fustina Bugre, Teacher Kongo Primary School

⁸ Further detail on this programme is available on request.

LSP encourages schools to approach the process as a whole school initiative involving curriculum, policy and planning. To participate in LSP and access the support offered by Link staff in the UK and Africa, a UK school pays a fee to make the link possible and to contribute to the educational development programmes run by Link in the South.

Project Aim: The purpose is to share experiences, skills and resources between UK and Africa, and to raise awareness of global citizenship and development issues amongst teachers, children and their local communities.

LSP UK team: Education Officer and Schools Officer in the UK office. School Development Officer in South Africa, and the Project Officers within Ghana and Uganda.

Context: Citizenship - including global citizenship - is a feature in the curriculum across the UK. North-South linking is advocated by central government, and supported by a number of excellent published guidelines for teachers on the global dimension.

In *England* the statutory framework for schools includes citizenship for Key Stages 3 and 4 and there is a guidance framework for other Key Stages. This explicitly includes a global dimension. Schools are also given guidance on Personal Social and Health Education (PSHE) and this usually includes a global dimension and respect for people from all communities.

In *Scotland* the guidance issued to schools by the Scottish Executive Education Department recommends that the global dimension be implemented across the curriculum. In addition there is a subject at secondary level called modern studies which explicitly includes the study of communities across the world.

In *Wales* with effect from September 2003 there will be a statutory requirement for schools to provide Personal and Social Education (PSE) which will contain a community aspect. The National Assembly will be providing explicit guidance on this. The National Assembly is working closely with the non statutory development education sector.

In *Northern Ireland* the CCEA is piloting a Citizenship Curriculum in secondary and primary schools in preparation for a statutory framework. This is planned to be introduced over the next two years starting with primary schools.

Linking UK schools with schools in another country is not a new concept. There are other school linking projects and programmes within the UK, but Link's own programme is different. It is the **only linking programme that is integrated with education development programmes within Africa**. This changes the balance of information sharing and the focus of the link.

Traditional school-linking programmes focus on the needs of the UK schools and their interest in life, cultures and issues within the South as a component of their 'development education' activities. **The Link Schools Programme is designed to ensure that the link has mutual benefits for both the UK and the African school and meets both their agendas.** This is achieved through

"The exchange of numeracy materials has been particularly helpful in raising standards of maths in our school"

**Fannie Sebolela,
Headteacher
Khensani Primary
School,
South Africa**

"They twinned our school with a UK school, and we have exchanging letters and poems with each other."

**Sheila Tampona
Preparatory Primary
School
Ghana**

facilitating and supporting the link as a component of our development programmes. Project staff in Africa are working on a daily basis with schools, teachers and education officials to improve education. The link is initially channelled through the project staff to support project schools with the promotion and development of the link. **This ensures that the link can contribute to the educational development of the Southern school.**

In the UK, the Link Schools Programme staff support the link with the UK schools, co-ordinate the programme with project staff in Africa, and provide a support service to help UK schools use the link creatively and to inform the global dimension to teaching and learning of the curriculum and to school policy. In addition, the UK staff facilitate reciprocal visits and exchanges, run events and conferences, and help with the communication between UK and African schools.

Key achievements in 2002:

- By end 2002, the numbers of UK schools involved in the Link Schools Programme rose from 152 to 244, and increase of 38%. Link's programme now represents over a quarter of the total number of linked schools in the UK (it is estimated that there are c. 1,000).
- Completed a mini-evaluation of the Link Schools Programme involving 8% of total linked schools. The evaluation highlighted benefits of linking for Northern and Southern schools, and common problems encountered with the process of linking. Three clear recommendations were made which have been actioned.
- 21 UK schools have sent teachers South, and nine Southern schools have sent teachers North. This has a huge positive impact on the quality, depth and format of the link through the personal relationship between the visitors and their hosts, including local community groups and leaders.
- Prepared a series of case studies⁹ of very active linked schools to show how the link can be developed for mutual benefit to the Northern and Southern school.
- 100 schools took part in the second annual Oware Championships (an ancient African board game).
- Launched a new annual linked schools activity - the Postcard Exchange for Commonwealth Day. 250 UK and African schools took part. The schools were invited to send their linked school a minimum of 5 postcards showing their local area and sharing information about important dates in their school or country. The response was overwhelming.
- Strengthened relationship with *The Times Educational Supplement* highlighted by a feature in the TES with a free full-colour A3 poster for schools.
- Support from Heinemann Educational Press to produce an A1 wall planner given free to all schools and Link supporters.

⁹ Copies available on request.

Global Teachers Programme 2001 - ongoing

Location: UK, Uganda, South Africa.

Description: Global Teachers Millennium Awards (GTMA) provides **UK teachers** with a structured, supported one-year **professional/personal development** programme within the context of **international development**: involves a five week placement in an education development project in **rural Africa**, with follow-up work with **UK schools and community groups** to raise awareness of international development issues. The GTMA scheme runs until June 2004 and offers 175 teachers an Award in three annual rounds (Involving 57, 51 and 67 teachers respectively). Participants are called Global Teachers (GTs).

Project Aims: To change the lives of UK educators, personally and professionally, by encouraging them to fulfil their aspirations and use of their talents in innovative ways.

To ensure benefits for staff and children of UK schools and their local communities, through the dissemination of innovative development education initiatives from educators.

To support existing project aims and activities of Link's education programmes in South Africa, Ghana and Uganda.

To set a standard and develop a model for other similar schemes.

Funders: Millennium Commission UK, Department for International Development UK, and UK charitable trusts and companies.

GTMA Team: Millennium Awards Officer, a Millennium Awards Assistant, with support from the Education Officer, UK Programme Director, and counterparts in South Africa and Uganda.

Context: Link project staff in Africa are aware that at times, individual project schools in Africa need an injection of concentrated specialist support to help galvanise the next phase of their development. Our existing project teams are small and were not designed to offer this type of one-to-one support to many schools. Link needed a way **to provide intensive, school-based professional support that could be integrated within our wider education development programmes.**

Link UK's work with UK schools identified a gap in the skills and confidence of UK teachers in delivering the government's new Citizenship curriculum and the wider aspects of Development Education (a subject that has been around for 20 years yet is rarely mainstreamed). Compared to other educational initiatives, professional development opportunities in these areas were significantly limited both in number and in scope. This inevitably meant that quality of teaching and learning in these areas was not improving as fast as it could be.

The Global Teachers Millennium Awards enabled Link to offer a structured professional development programme with explicit learning outcomes, that would benefit both the individual UK teacher and the education development process in Africa. The GTMA scheme allowed UK teachers to use their first hand experience of living and working in a developing country to enrich and inform the global dimension of the curriculum in the UK both within their own schools and within the wider community.

"The Global Teachers Programme is one of the most inspiring things I have seen in 30 years of writing about education."

**Bob Doe,
Editor, TES**

"My involvement with this scheme has been rewarding both personally and professionally. It gave me enthusiasm I needed at a time when in my professional life, my motivation was low.."

**Global
Teacher
Round 1**

Key achievements in 2002

- 57 Round 1 Global Teachers successfully completed their 13-month programme in April.
- The Round 1 evaluation report, "Taking the Learning Forward"¹⁰, was published in November 2002. The report offered some outstanding endorsements of the programme and some key learning points which helped inform and adapt Round 2 and 3.
- 51 Round 2 Global Teachers were placed in schools in South Africa and Uganda. No Global Teachers were sent to Ghana this year due to concerns for Global Teachers health and safety in rural areas. On return in the Autumn, the Global Teachers started their 6-7 month follow-up work with clusters of local UK schools and community groups.
- Other than in three cases, which were for reasons outside the scheme itself, Rounds 1 and 2 had a 100% retention rate. There were no drop outs during the placements or in the demanding post-placement activities.
- Launch of Round 3 at the House of Commons in July with representatives from DFID (the Parliamentary Under Secretary of State), MPs, *The Times Educational Supplement* and the Millennium Commission, plus other project funders, Global Teachers etc.
- For Round 3 we received 600+ enquiries and 108 applications. This is excellent especially in the context of the decline in overseas professional volunteers post-9/11 (VSO reported a 40% fall in volunteers since 9/11).
- Continued to receive press coverage on the programme within local newspapers doing a feature on a local teacher, to substantial articles within the TES written by Global Teachers or by journalists.
- Secured co-funding from UK Department for International Development and several UK charitable trusts and companies (match funding for the Millennium Commission grant).
- In discussion with HSBC Education Trust for a continuation of the Global Teachers Programme until 2007. This potentially would be the largest award from a UK company trust towards Link's work.

"The impact that we got from the Global Teacher is very great. We learned a new method of teaching and learning."

**Headteacher
Gbeogo
Primary
School,
Ghana**

¹⁰ Copies available on request.

Link UK Summary of Accounts (Year ending 31 October 2002)

Full audited accounts for Link UK are available on request.

Income	£ (GBP)
Government, Millennium Commission and Community Fund	621,672
Trust donations	48,680
Other donations and gifts	300,426
TOTAL	£970,778

Expenditure	
Project costs (South Africa, Ghana, Uganda, Link Schools Programme and Global Teachers Programme)	700,438
Fundraising and publicity	82,018
Management and administration	87,149
TOTAL	£869,605

Notes to the account summary:

Balance carried forward to financial year beginning 1 November 2002 includes £76,769 restricted project funds.

Link's vision is of a future where children are given a chance to flourish and fulfil their potential.

Our work, together with the enthusiasm and determination of teachers and pupils, is changing lives.

We would like to thank the many people and organisations whose generous support makes our work possible.

Thank You...

The A B Charitable Trust, The ABC Trust, Access 4 Trust, Anglo American, The Ardwick Trust, Bellinger Donnay Charitable Trust, John and Susan Bowers Charitable Trust, Burdens Charitable Trust, CGNU plc, Community Fund, Cambridge University SAFE's, Department For International Development, The English Speaking Union, Exel Foundation, Hilden Charitable Trust, Joel Joffe Charitable Trust, Lord and Lady Lurgen Charitable Trust, Maurice Laing Foundation, The Leadership Trust, Merrill, Millennium Commission, The Nuffield Foundation, The Philanthropic Trust, Austin and Hope Pilkington Trust, Miss Eleanor Rathborne Foundation, Rough Guides, The Rufford Foundation, The Roger Vere Foundation, WDH Wills 1965 Trust, and to the many individuals and companies who support our work through donations, membership, school sponsorship and fundraising events.

