



WARWICK
THE UNIVERSITY OF WARWICK

Warwick in Africa

ANNUAL REPORT 2015

Introduction

“Since 2006 over 280,000 young Africans have benefited from transformed Maths and English teaching through Warwick in Africa.”

“Welcome to our tenth anniversary annual report for Warwick in Africa.

Ten years ago we started off with a simple idea, and it’s been our guiding principle ever since: we harness the brightest brains of Warwick students and alumni to help improve the education and life chances for children in some of Africa’s poorest schools.

We had no idea how fast it would grow – from just 12 Volunteer Teachers in six Johannesburg schools in 2006 to 136 volunteers in 25 schools across Ghana, Tanzania and South Africa in 2015.

I’m delighted to report that we have now reached well over 280,000 young Africans and their teachers; improving Maths and English teaching and making a lasting difference to their lives. Our approach has proven to be sustainable and is delivering significant improvements in performance, ambition and motivation for learners and their teachers.

This year we have especially focused on quality and further deepening our impact to ensure we deliver lasting change to academic results and the individual aspirations of learners. This approach has seen results improving by 57% following our teaching.

None of this would be possible without our supporters and I want to thank every graduate, friend, trust, foundation and company who have provided the essential funding.

We are also deeply grateful to our Volunteer Teachers; their remarkable energy and skills help them to deliver inspirational teaching in our partner schools and training and coaching for African teachers. I hope you enjoy meeting some of them in this report.

I am incredibly proud of what we’ve achieved in just one decade and hope you will be inspired to be part of our future.”

Professor Colin Sparrow

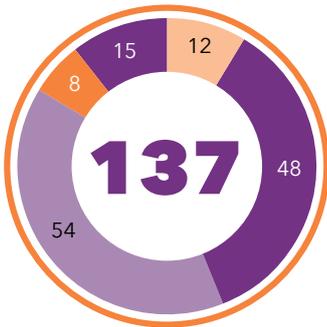
Programme Director & Head of Maths,
University of Warwick

Our impact 2015

137

high quality Volunteer Teachers

- 12** returning Warwick students
- 48** first time Warwick students
- 54** corporate volunteers from EY South Africa
- 8** University of Venda students
- 15** experienced UK Master Class teachers



341
teaching weeks



17,268

learners taught directly by our volunteers

494

teachers trained through Master Classes

25

African school partners

7

African teachers travelled to the UK for the Warwick Study Programme

55,708

additional learners benefited from us training their teachers this summer

280,000

learners have now benefited since 2006

1,900

teachers have benefited from training since 2010

57%

average improvement in learners test results

100%

of learners taught directly by our volunteers now find Maths and English easier

99%

Master Class attendees who feel their teaching skills have improved following training

100%

Master Class attendees who would recommend the training to a colleague

100%

Volunteer Teachers reported a positive improvement in their own skills

£2 million
donated to help the programme since 2006

£2m

approximate cost to teach a child for one month

£10

£50,000
raised by the 2015 volunteers to fund others to go in 2016

£

Transforming lives



Margaret
Anunmle Junior
High School,
Ghana

Margaret is 14 and she lives in Accra, the capital city of Ghana. She lives in one room with her father and three siblings; her mother died recently.

Although Margaret's father works hard, there is little money for Margaret and her siblings. She has to work after school and at the weekend selling oil at the roadside. The money Margaret makes pays for her journey to school, her books and stationery as well as any exams she takes.

Margaret gets up every morning at 4.30am. She sweeps the house and gets water. This involves six trips along a stony and hilly path and takes around an hour. She leaves for school at 6am and when she arrives there she sweeps and cleans the compound and leads the assembly. At 8am lessons start and when school finishes at 3pm Margaret again tidies and closes the school.

Warwick in Africa Volunteer Teacher Camilla taught Maths in Margaret's school this summer and as well as providing much-needed academic knowledge she had a lasting impact on her ambitions for the future.

"Miss Camilla brought about a big change in my life by teaching me Maths and now I will be an accountant in the future."



Moses
KwaBhekilanga
Secondary School,
South Africa

The home life of 15-year-old Moses is sadly typical of children growing up in the Alexandra township. He lives with his mother and three siblings in a one room flat in an apartment block with shared toilets and showers. For Moses school is an escape from the challenges of his daily life. He explained:

"I love school as it allows me to forget about my problems and focus on seeing my friends, learning and playing soccer instead. For me school is like a little island that I can escape to during the day."

But even at school life isn't that easy, his classmates take drugs and some teachers don't turn up for lessons. That's why Moses really sees the value of the Warwick in Africa teachers. He said:

"They are good at making sure that everyone in the class is listening and understands and they make learning more interesting so we remember more. Our Warwick teachers always turn up to lessons on time to make sure that we don't waste any of our time."

I love Maths even more than I used to now. Our Warwick teacher taught us statistics and I loved being able to see how it was used in football. Maths is all around us.

One day I hope to go to university and leave Alexandra - working hard at school will help me do that."



Matthew

Volunteer Maths Teacher,
Magifa Secondary School,
Tanzania

"It is hard to put across in words the effect participating in Warwick in Africa has had on me. I applied minutes before the deadline and unknowingly I had just made one of the best decisions of my life.

Before I knew it six months had passed. I had completed the training and was on my way to Heathrow to spend six weeks as a stranger in a strange land. It was at this point that the nerves set in and I began to consider the enormity of what I was doing. If nothing else, I don't really like flying!

But I need not have worried. As soon as I arrived at the airport and met the rest of my group I could feel the team spirit that we had developed in the space of a few training sessions calming my nerves. I barely knew these people, but I knew that we would do whatever we could to help each other through.

The summer was not without its challenges. At times the workload felt almost overwhelming, many of the group suffered with illness and the early starts were quite a shock to my student system!

I recall quite clearly the moment I saw that I was actually having a real impact on my learners. In my first week I was teaching a Geometry lesson and getting learners to answer questions using the mini blackboards we had taken with us. One of the quieter girls in the class held up her answer. She wasn't the first to get it, but this

was the first time she had answered unprompted and she was correct. When I affirmed her answer she lowered the board and began to clean it, a shy smile creeping across her face. I could see that something had clicked, and that she was quietly proud that it had done so.

The six weeks were full of moments like these. The endless enthusiastic questions from learners to find out more about our lives and the clear commitment to self-educating put everything I have seen in English schools to shame. There were no tablets, no projectors and no electricity most days yet learners still had a determination to make a difference.

Warwick in Africa doesn't only change the lives of young learners in Africa. I was given the opportunity to help some of the neediest people in our world and it has changed me. I was immersed into a culture that most will never know about and welcomed like an old friend by people I had never met. It was a humbling experience and has made me really consider what I want to do with my life and the legacy I want to leave.

The spirit of Warwick in Africa is something special: something that I hope will stay with me for the rest of my life."

What we do

“When the Warwick in Africa teachers come we learn about the world outside South Africa. It’s interesting for us and it gives us hope because it shows that people from the other side of the world care about our school.”

Takalani Manenzhe
Kolokoshani Secondary School,
South Africa



1

We teach African learners Maths and English

Volunteer Teachers deliver high energy, inspirational Maths and English teaching in some of the poorest schools in Africa.

We work in partnership with African schools to transform the way Maths and English is taught and introduce new teaching methods to inspire lasting change in the classroom.

This year we delivered 341 teaching weeks in 25 of the poorest rural and township schools in South Africa, Ghana and Tanzania. Volunteer Teachers spent up to six weeks in each school.

Our Volunteer Teachers include University of Warwick students, qualified teachers and employees from our corporate and local University partners.

Volunteer Teachers are selected through a competitive and rigorous recruitment process to ensure they are of exceptional quality. We then provide training to equip them with the skills to maximise their impact in the classroom during their placement.

Our Volunteer Teachers also have a huge motivational impact on learners and teachers within the schools and in many cases awaken new potential and ambition beyond the classroom.

“All our usual teachers are the same; they come in writing notes. You do something more than that. You first prepare a learner’s mind for what is going to be taught.”

Bright Vitus, Mtwara Technical School, Tanzania

“Great teachers indeed, I was an average learner in Mathematics but this term I managed to get 80%.”

Veronicah Matsemela, East Bank High School, South Africa

We enable school children across Africa to escape poverty by transforming their education

2

We coach, mentor and train African teachers

We want our impact to outlast the time we directly teach in schools each summer, so we also deliver Teacher Master Classes in Ghana and South Africa to train local teachers. Experienced UK teachers volunteer to run these one-week Master Classes. In 2015 they trained 494 teachers.

Many of the African teachers we work with use a traditional 'chalk and talk' teaching approach. Through the Master Classes we introduce new methods to engage learners and transform the way they teach in their classrooms. For 61% of the attendees this was the only training they had received in the past 12 months and 96% of attendees said they would definitely change their teaching style after the training.

"I was trained at a teacher training college, but we were taught to just teach by dictating to learners. The Master Class has changed my way of teaching. I now have ways of making learning more fun. I have strategies to use for discipline and will use starters to get learners settled in my lessons."

Rirhandzu Malukele, Limpopo Master Class Participant, South Africa

In September 2015 we enabled seven outstanding African teachers from Ghana, Tanzania and South Africa to take part in the Warwick Study Programme - a two-week intensive training programme at the University of Warwick. This programme significantly enhances leadership ability, teaching skills and overall performance of these teachers. They then return home and use these skills to inspire other teachers and education professionals.

"I've added to my wealth of knowledge - my approach to teaching is going to change significantly. Besides, the programme has given me the urge to think more creatively."

Solomon Ayitevie, Warwick Study Programme Participant, Ghana

3

We enhance the knowledge and skills of our volunteers

Warwick in Africa has a profound impact on the Volunteer Teachers who work in African schools.

For many it is their first experience in Africa and for almost all their first direct experience of the poverty seen in rural and township Africa.

Those who take part consistently report that their teaching, communication, leadership and teamwork skills are enhanced and that they are more confident, resilient and have greater cultural awareness as a result of their Warwick in Africa experience.

We have also seen that gaining experience teaching in Africa can be influential on future career choices. Before a Warwick in Africa experience 39% of our volunteers are considering a career in teaching. After their placement 49% plan to train to become teachers.

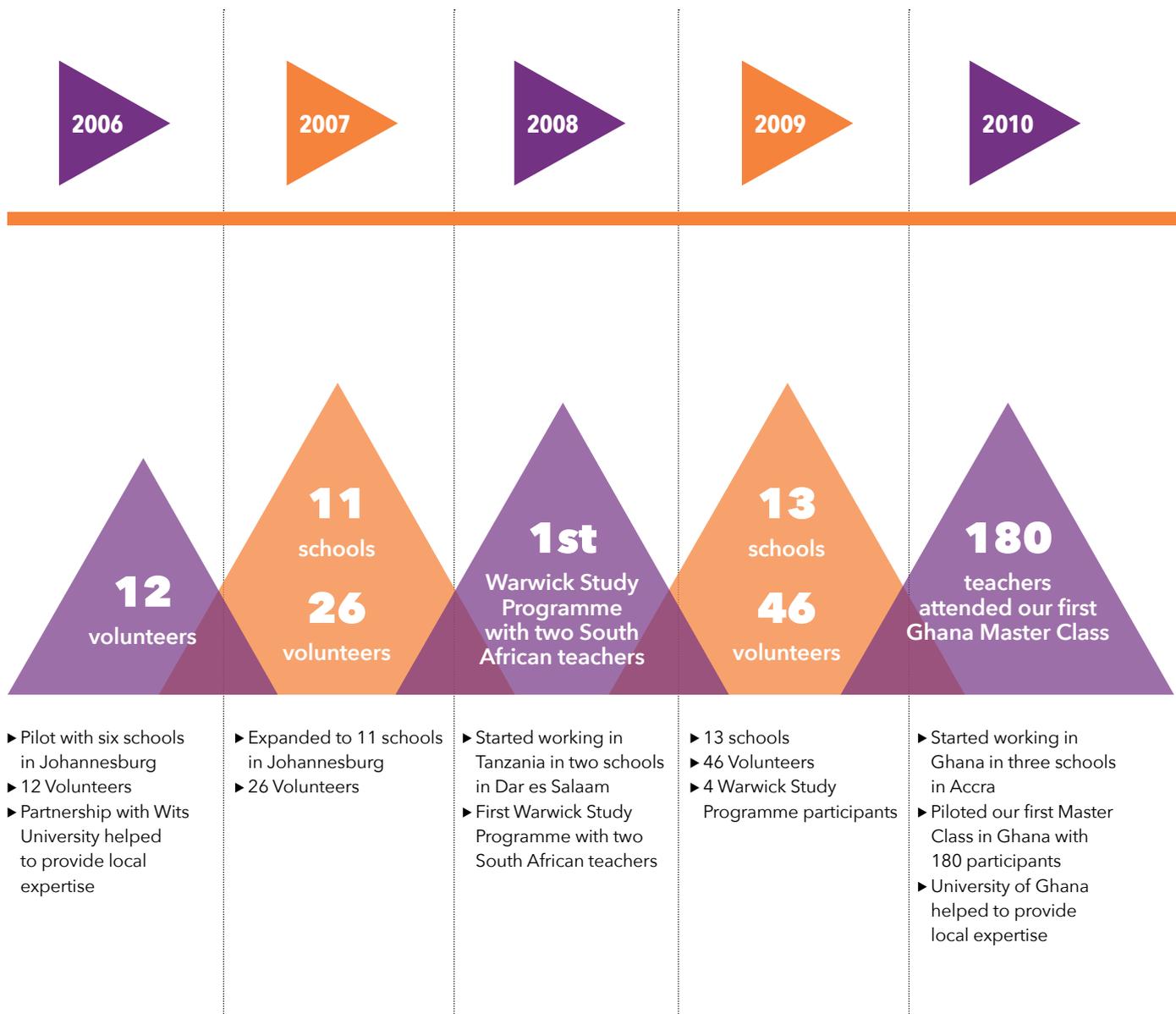
"As a personal growth experience it was honestly one of the best six weeks of my life. It has given me an increased awareness and understanding of other cultures and an appreciation of the challenges that are faced by the communities we work in. Most importantly it has proved to me the huge impact that proper and passionate education can have on a child and their aspirations."

Tm Pottle, Volunteer Teacher, South Africa

"Warwick in Africa has had a profound impact on me. It's not only given me invaluable skills in teaching and problem-solving, but an experience that will stay with me forever."

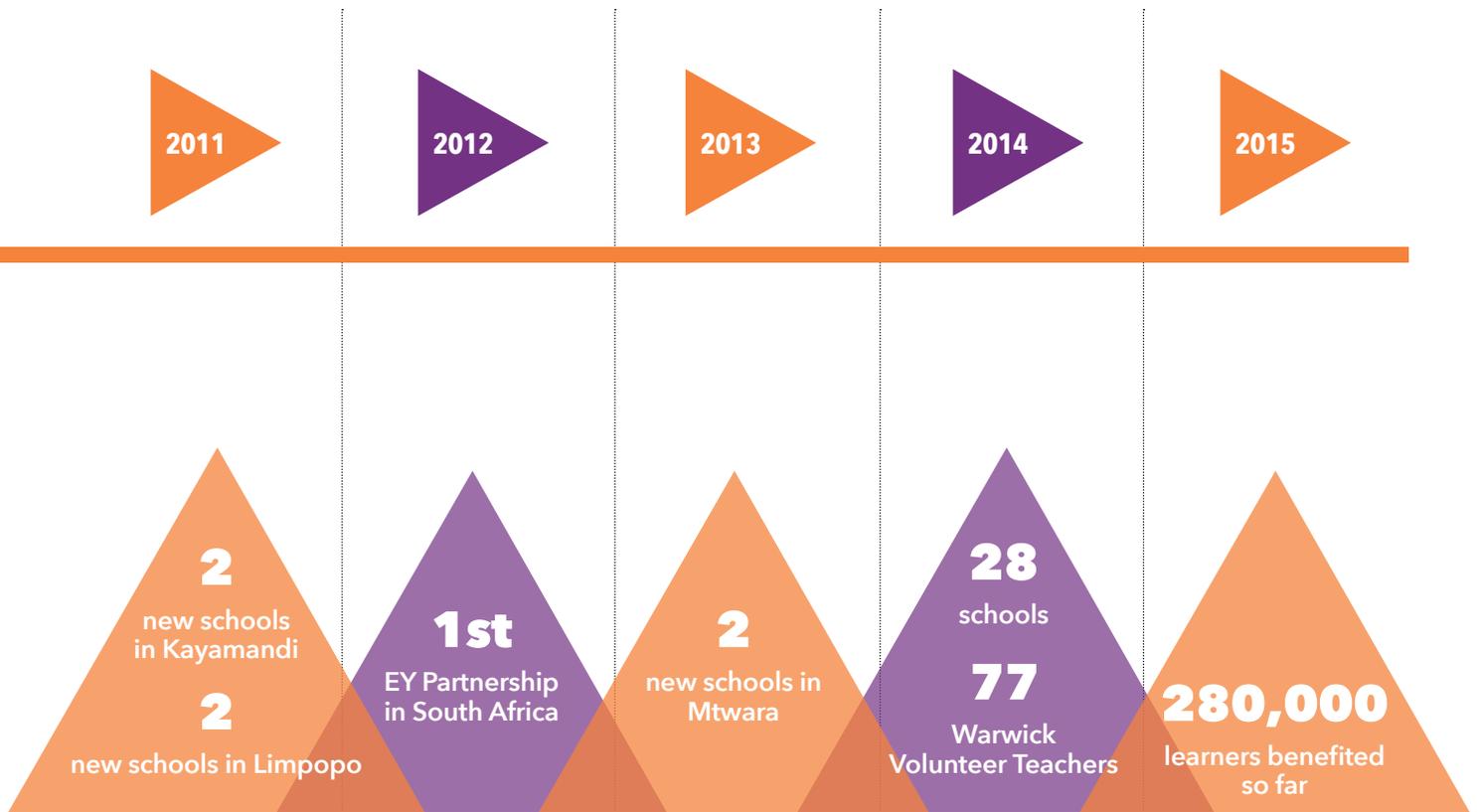
Jasmine Dhaliwal, Volunteer Teacher, Tanzania

The journey so far



“Some of the children’s home lives are unimaginably challenging. Warwick in Africa gives them hope that people do care. I think it also opens up their world to exciting possibilities, even if it’s just igniting that dream.”

Hollie Colin
Volunteer Teacher, South Africa



- ▶ South Africa programme expanded beyond Johannesburg
- ▶ 2 schools in Kayamandi Township (Stellenbosch) in partnership with University of Stellenbosch
- ▶ 2 schools in Limpopo in partnership with the University of Venda

- ▶ EY South Africa partnership launched with 23 staff volunteering alongside Warwick Volunteer Teachers
- ▶ Tanzania programme relocated to Morogoro
- ▶ University of Venda students team teach with Warwick Volunteer Teachers in Limpopo for the first time

- ▶ Ghana programme expanded to Agona East
- ▶ Tanzania programme expanded to Mtwara working in two schools
- ▶ Limpopo Master Class pilot

- ▶ 28 schools
- ▶ 77 Warwick Volunteer Teachers
- ▶ Limpopo Master Class model adapted to reach more teachers

- ▶ Warwick in Africa is ten years old
- ▶ Average test results now improve by 57%
- ▶ Over 280,000 learners reached so far

Learners' stories



Unathi
Makupula High
School, South Africa

"It's hard enough to do well at school when you live in the Makupula township where violence and drug usage are commonplace, let alone when you are just 16 and already have a baby."

Warwick in Africa Volunteer Teacher Sarah met Unathi when she set up after-school peer mentoring sessions for Grade 9 pupils. Sarah noticed that Unathi was working conscientiously during classes and the mentoring sessions, but always asked to leave early. When she asked why, she found out that Unathi had to go home to breastfeed her baby.

Unathi has always lived in the Makupula township and lives with her parents, her two young brothers and her one-year-old son. She has no contact or support from the father of her son, but thankfully her own parents have been very supportive which has enabled Unathi to return to school.

Unathi is repeating her Grade 9 year, having dropped out of school when her baby was born. Sarah saw how keen she was to improve her Maths and suggested they meet for lunchtime tutoring sessions. Unathi has flourished thanks to this extra support and is now on track to do well in her exams. She hopes to attend university and aspires to become a business woman or social worker so she can create a better future for her son.



Salma
Mustafa Sabodo
Secondary School,
Tanzania

Warwick in Africa Volunteer Teachers can transform individual learner's attitudes to school and education. Volunteer Teacher Oliver saw just that change in 17-year-old Salma.

Salma loves Tanzania and right from the start stood out as one of the most vocal and confident learners in Oliver's Maths class. However, she produced very little work and demanded reward stickers before she would do anything. Her first test score of 0% indicated very little understanding of the topic the class were learning.

For the first two weeks of lessons Salma continued to be disruptive and produce very little work until one lesson when she came up to Oliver at the end and again asked for stickers. Oliver explained that the stickers were to reward learners who had tried hard in class and participated positively in lessons. He explained that Salma's attitude negatively impacted on her learning and that of her fellow learners. Salma was very upset and the following lesson worked on her own in absolute silence, but Oliver noticed a change... she was starting to produce some work.

Over the following weeks Oliver noticed a huge increase in Salma's output of work and she began to contribute positively in lessons. He saw her understanding improve dramatically which was demonstrated in her final test result - an impressive 83%. Definitely worth a sticker!

"I am proud of my success in Mathematics since the Warwick in Africa teachers have arrived. My score improved and this makes me very happy. It gives me hope that I can fulfil my dream of being an accountant and taking care of my family."

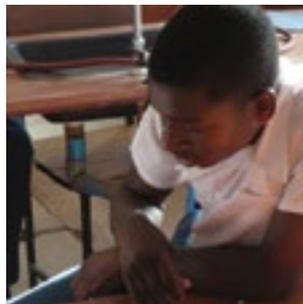


Ishmeal

La-Bawleshie Presby
Junior High
School, Ghana

"The Warwick in Africa teachers allow us to peek into the world outside of the little world we create around ourselves. Their classes are very interesting and different which means learners pay more attention. I know that education is the only way to uplift my situation so I want to dedicate any spare time I have to studying."

"Conversations with the Warwick volunteers have helped me to learn how to pronounce words and expand my vocabulary. English is the most important skill for me to be able to take part in the world."



Jyross

Magifa Secondary
School, Tanzania

Teachers' stories



Ebenezer

Teacher,
Agona East District
Assembly School,
Ghana

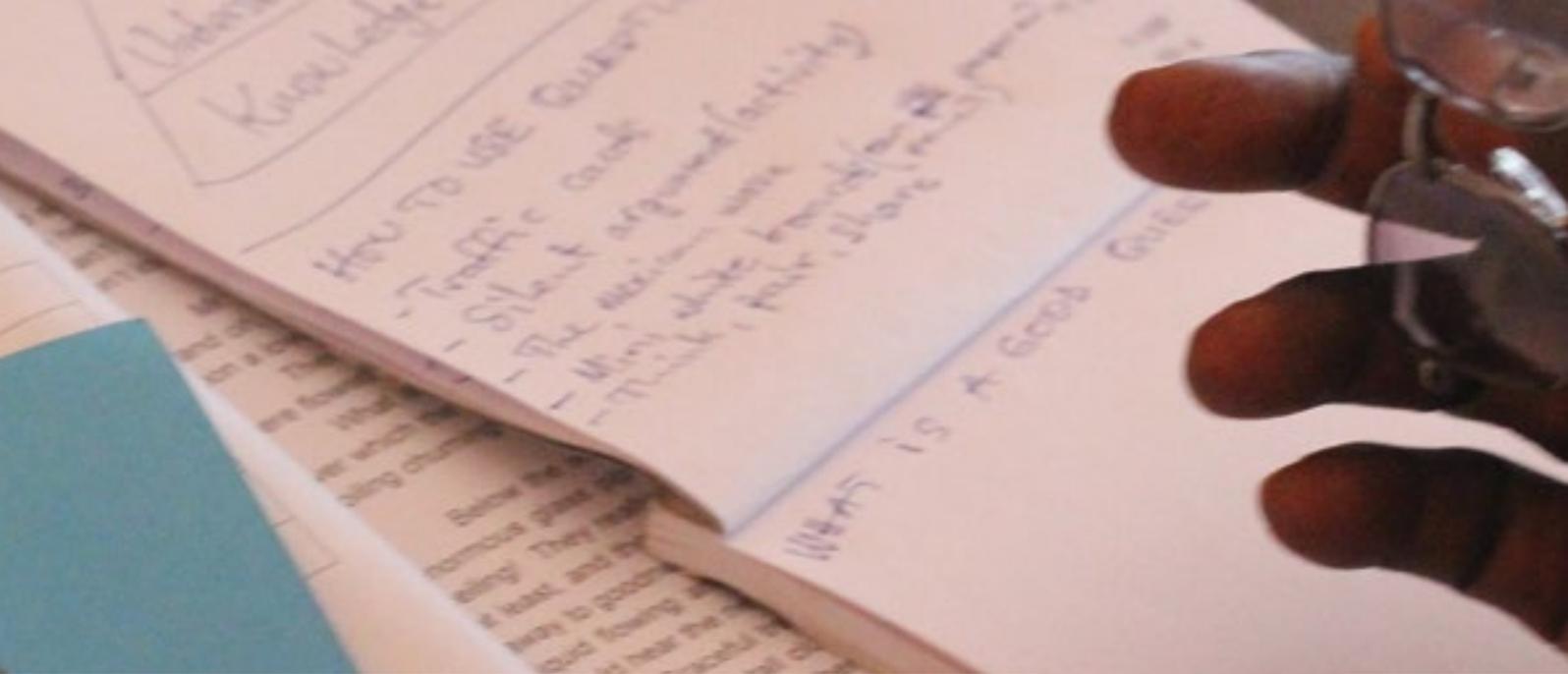
Ebenezer teaches in a rural school in the Agona East district which means he has to live far away from his family. Just getting to the school is a challenge with poor roads, potholes and frequent delays. When he gets to the school the electricity is unreliable and there are not enough basic teaching resources such as chalk.

In the classroom there are many challenges as some learners haven't learnt the foundations of Mathematics in primary school. This means that Ebenezer has to re-teach the primary material before he can even start on the syllabus. English is not always widely spoken in rural areas making it difficult for teachers to teach effectively in English so they often resort to teaching in the local language. This can have long-term disadvantages though:

"While speaking in local language may in the short term enable learners to grasp some of the mathematics which would have been out of their reach as they don't speak good English, long-term problems arise as exams and tests are always done in English."

Ebenezer studied Statistics at the University of Accra and then trained as a teacher. Opportunities for further training are very limited, so Ebenezer jumped at the opportunity to attend the Warwick in Africa Master Class and it sounds like it was time well spent.

"The week spent with Warwick in Africa is the most useful workshop I've ever been to. It has helped me to realise that I need to focus on how learners can become engaged in an activity so they are more likely to remember what they are taught."



Jeaneth
Teacher,
Eqinisweni School,
South Africa

Jeaneth lives in Johannesburg and teaches English in the Ivory Park area. Having previously taught in adult basic education she finds the environment of a secondary school very different.

“The children’s backgrounds mean that some learners can be aggressive. Many are orphans and they provoke you in order to get the attention they do not get at home.”

One of the biggest problems Jeaneth faces as a teacher at Eqinisweni School is the ratio within the classroom with up to 60 learners per teacher. Consequently she finds it hard to identify learners who are struggling and require extra help. A lack of materials is also an issue with Grade 12 learners sharing books as they prepare for their Matric exams. This causes tension within and outside of the classroom.

Jeaneth admires the attitude of the Warwick teachers and has learnt a great deal from them.

The volunteers have also inspired practical change as Jeaneth has seen them successfully introducing worksheets for the learners and plans to use this new approach to improve her teaching.

“They go to class on time with a plan and exercises for the learners. They do not just read from the textbook and improvise.”

Everyone gains



Reflections on the last ten years



Patrick Dunne
Warwick in Africa Founder

“Imagine what we could do now!”

“I got sunshine on a cloudy day”

A favourite lyric and words that were in my head on the wet winter’s day in 2005 when Mary McGrath and Colin Sparrow from Warwick came to see me. The sunshine was the Warwick in Africa idea. A teacher had changed my life and having already supported the brilliant Warwick volunteers who were helping put Further Maths back on the curriculum in schools near Warwick, I wondered what impact they might be able to make in African townships. To their tremendous credit Colin and Mary took the idea seriously and quite quickly we were planning a pilot for summer 2006.

That first pilot contained so many of the principles we have stuck to over our first ten years; a focus on impact, competitive selection for volunteers, funding and training them, investing in keeping them healthy and safe, partnerships with local universities and a high humility approach with local teachers and learners. A successful pilot gave us the confidence to ‘imagine what we could do now’ but we couldn’t have imagined that ten years on so many young Africans and teachers would have benefited or that Warwick in Africa would have such a profound impact on the volunteers and ourselves.

It is impossible to mention everything I would like to in this short space. So I will focus on three things:

Firstly the quality of the volunteers; their ability to inspire with humility, energy, empathy and respect never ceases to amaze. The privilege of seeing them in action, witnessing the profound change they are able to achieve in a learner’s confidence and capability is breathtaking every time.

Secondly, how wonderful and moving it is to see young Africans and their teachers seize their chance, go for it and improve their own lives and those of their families. It’s like an injection of conviction to do more every time I see it, and finally;

The extraordinary support that we have had from so many people on the ground in Africa, at Warwick and elsewhere. You all know who you are and how much we value your help and friendship. Without it none of this would have been possible.



Secrets of success



Our Warwick in Africa model is simple, sustainable and cost effective. We believe there are a few key elements which make it so successful.

High quality Volunteer Teachers

Our Volunteer Teachers include University of Warwick students, qualified teachers and employees from our corporate and local university partners. Each year we have a small number of Returners – previous Volunteer Teachers who come back for a second year with their invaluable first-hand knowledge and experience.

The selection process is highly competitive and candidates are put through rigorous interviews and teaching tasks to assess their skills, subject knowledge, experience and leadership potential, ensuring only the very best make it to Africa.

Once selected, all Volunteer Teachers undertake training to prepare them to teach high impact Maths and English lessons. We also ensure they are ready for the environmental, cultural and personal challenges they will face working in Africa. All training is delivered by Returners, University staff and friends of Warwick in Africa to keep our costs to a minimum.

Long-term school relationships

We work in partnership with the local authorities and universities to identify those schools in greatest need of support. We visit these schools to meet with principals and teachers to understand the local curriculum and identify the year groups and topic areas where we can have the most impact. At the end of each summer we review and plan for the following year. These long-term partnerships enable us to 'hit the ground' running each year and build on existing success.

Partnership working

We are fortunate to work with partners who not only share our vision that improved Maths and English skills are powerful liberators from poverty, but who can also help us to significantly increase our impact.

Our local university partners and individual mentors are critical to enable us to safely deliver the programme in each location and provide valuable local knowledge to support the Volunteer Teachers during their placements.

Our corporate partnerships provide much more than just vital funding. Employee volunteers act as positive role models and inspire learners to consider future career options they may never have thought possible. We are particularly grateful to Ernst & Young in South Africa for their significant contribution.

We also work closely with local government, education authorities and the British High Commission in each of our locations.

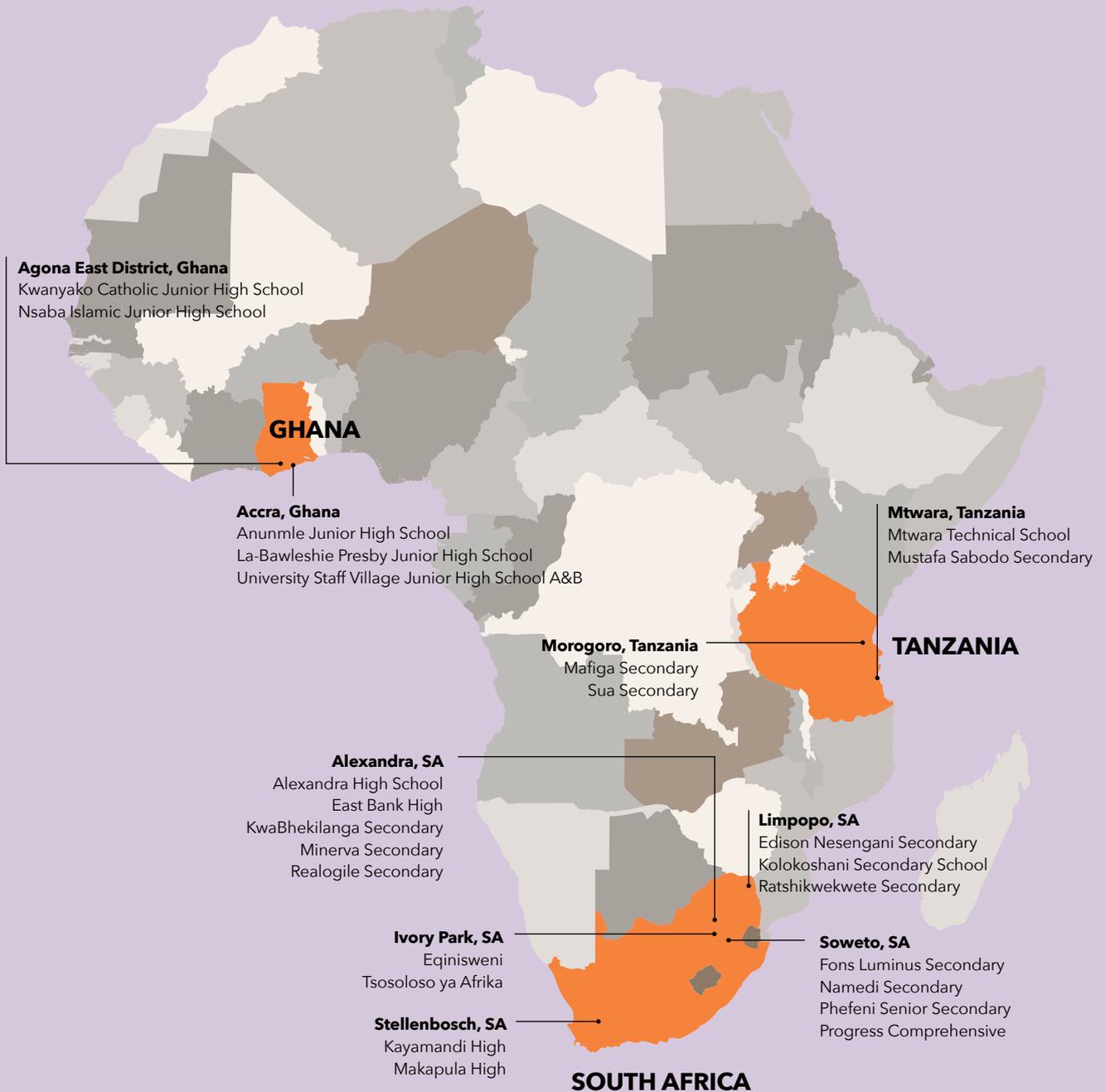
Measuring our Impact

Right from the start we have put monitoring and evaluation at the heart of our programme to ensure we maximise impact, improve every year and are as cost effective as possible.

We undertake our own comprehensive evaluation each year and also commission regular reviews by independent academics.

Each learner is tested before and after the Warwick in Africa teaching so we are able to effectively measure the improvement in their subject knowledge. We also collect and analyse feedback from all learners, African teachers, Volunteer Teachers and local volunteers.

Where we work



A big thank you

“Thank you Warwick in Africa for this amazing experience. The learners do truly benefit from our presence and I hope that the teachers will continue to use my resources to benefit others.”

Tabitha Pople
Volunteer Teacher, South Africa

From a small pilot in 2006 we have made tremendous progress and had a positive impact on the lives of over 280,000 individuals across Africa. None of this would have been possible without the extraordinary energy, capability and humility of the volunteers who give up their summer holiday to teach in Africa. We thank each and every one of them.

Thank you to all our funders, big and small, who together have ensured that our dedicated and skilled volunteers can reach the learners who have so much potential.

We are also tremendously grateful for our partnerships with schools, universities and governments to ensure the programme happens.

Thank you - your support has made so much possible over the last ten years and we hope you will continue to support us to achieve much more in the future.



Accounts

“The University of Warwick covers all salary and administration costs for Warwick in Africa. This means that every pound donated is used to fund our work transforming teaching in Africa.”

Warwick in Africa receives income through two channels; the University of Warwick in the UK and our Friends of the University of Warwick in South Africa Trust. Income from both channels fund the Warwick in Africa programme.

In 2015 the combined total income for Warwick in Africa was equivalent to £299,506 and our programme expenditure was equivalent to £271,461. The remaining £17,931 (after adjustment for exchange variation) will contribute to building back our reserve funds.

13 months to 31/10/15 ⁽¹⁾	University of Warwick, Warwick in Africa	Friends of University of Warwick in South Africa Trust ⁽²⁾⁽³⁾	Warwick in Africa TOTAL
Income			
Alumni and Friends	£134,775	£4,556	£139,331
Corporates and Organisations	£2,825	£100,154	£102,979
Trusts and Foundations	£45,924	£0	£45,924
Gift Aid and internal interest	£11,272	£0	£11,272
Total Income	£194,796	£104,710	£299,506
Expenditure			
Summer 2015 Programme	(£267,612)	⁽⁴⁾ (£3,849)	(£271,461)
Adjustment for exchange variation		(£10,115)	(£10,115)
Net Total	£72,816	£90,747	£17,931
Balance b/f (01/10/14)	£78,696	⁽⁵⁾ £11,037	£89,733
Balance c/f (31/10/15)	£5,880	£101,784	£107,664

Notes:

- (1) The Warwick in Africa Year End has been moved this year to accommodate the Warwick Study Programme costs, so for 2014/15 we are reporting on a 13 month financial year.
- (2) The Friends of the University of Warwick in South Africa Trust is now fully operational and is a registered Public Benefit Organisation (PBO) in South Africa No 930 048 225. All funds are restricted to South Africa activity. The Trustees of the South Africa Trust are: **Dr Reuel Khoza, Peter Harris, Milton Nkosi and Ken Sloan**
- (3) All South Africa Trust income and expenditure has been converted from South African Rand at the time of receipt or expenditure. Balance b/f and c/f is converted at the rate of that date. Rate movements during the year result in reported changes shown as 'Adjustment for exchange variation'. This is a variation of the GBP equivalent values and has no cash impact upon the values held in the South African Rand.
- (4) Challenges in the first year of operation of our South Africa Trust restricted our ability to spend the funds from the Trust resulting in an imbalance in our current reserve funds. These challenges have now been resolved and we expect the South Africa Trust to be fully operational for the 2016 programme.
- (5) The South Africa Trust balance b/f 01/10/14 differs from the 2014 Annual Report due to delays receiving income due to finalisation of the Trust.

“At its core Warwick in Africa is about a group of young people wanting to use the skills they have to help another group of young people. It overcomes race, language and distance and both groups end up learning a lot.”

Joe Seiboth

Volunteer Teacher, South Africa

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