



WARWICK
THE UNIVERSITY OF WARWICK

WARWICK IN AFRICA

Annual Report 2016

The idea behind Warwick in Africa is simple: the talents of Warwick students, staff and alumni are combined with those of local teachers, learners and corporate volunteers to help improve education and therefore the life chances for children in some of Africa's poorest schools.



We have grown from a small pilot project in 2006 to a multi layered project with 125 Volunteer Teachers teaching in 27 secondary schools across Ghana, South Africa and Tanzania and training local teachers.

Our approach has proven to be sustainable with a significant increase in academic results; the average improvement rate in learners' test results this year was 76%. We have also seen ambition and motivation of both learners and their teachers increase substantially.

This year we piloted a number of new developments as well as continuing to deliver our existing core programme.

In two schools in Tanzania we tested a more in-depth approach to our existing partnership. Through a combination of personal, school-based teacher training and use of multi-media teaching resources we learnt a huge amount about what works, and equally importantly what doesn't. We'll be using this to develop an enhanced model for teacher training in 2017.

We were pleased to welcome the Kilombero Sugar Company to our growing group of African corporate partners which includes EY Africa and Experian. This enabled us to expand to two new partner schools, reaching many more learners in this rural location in Tanzania.

In Limpopo, South Africa a combination of political unrest and riots this summer resulted in one of our partner schools in this remote, deprived area being closed. Our Volunteer Teachers were able to help those learners who were missing school and desperately needed to catch up on their studies to prepare for their final school exams. We set up extra classes at other schools and then when Ratshikwekwete School opened again we were there to support the students with extra after school catch-up sessions. For learners who had no second chances the Warwick in Africa teachers were there.

I am incredibly proud of all that Warwick in Africa has achieved and hope you will enjoy reading the stories in this report of just a few out of the thousands of learners, teachers and volunteers whose lives you have changed.

None of this would be possible without the tremendous energy and skill of our Volunteer Teachers or the generosity of all our funders. We are so grateful for all of your support, and hope you will be inspired to be part of our future. Thank you.

Professor Colin Sparrow

Programme Director & Head of Maths
University of Warwick



Together we have reached
**OVER 370,000
YOUNG AFRICANS**
and their teachers with improved
Maths and English teaching

OUR IMPACT 2016

18,708 learners taught directly by our volunteers this year

370,000 learners have now benefited since 2006



503 teachers trained across Africa this year

2,411 teachers have been trained since 2010



8 African teachers travelled to the UK for the Warwick Study Programme



27 African school partners



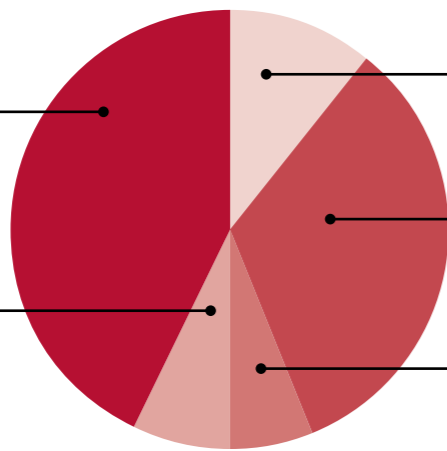
73,005 additional learners will gain from their teachers being trained this year



125 high quality Volunteer Teachers

53 first time Warwick students

9 returning Warwick students



14 experienced UK teaching professionals

41 corporate volunteers from EY South Africa

8 University of Venda students



95% Learners taught directly by our volunteers now find Maths and English easier

76% average improvement in learners' test results



96% African teachers we trained who will now teach differently



£10 approximate cost to teach a child for one month



79% African teachers who had received no other significant teacher training in the past 12 months



100% Volunteer Teachers reported a positive improvement in their own skills

£80,000 raised by the 2016 volunteers to fund 2017 volunteers



MEET SOME OF OUR AFRICAN LEARNERS

Changing lives by teaching Maths and English

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

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.



Florence
Agona East, Ghana

When she was five years old, her mum, dad and siblings left her in the care of a friend and travelled to Nigeria. She hasn't heard from them since they left, she is now 14. Her carer doesn't treat her well and every day, amongst other chores, she has to cook for her extended 'family' of 10 people.

Sadly, in rural Ghana, Florence's story isn't that unusual.

Florence's respite is in school, because she says she's determined to work hard and improve her position in life. Volunteers often found her in the library, reading through a dictionary and telling them the new words she had learned.

Florence said she liked how the volunteers took their time and made sure topics were thoroughly understood before moving on. Their interactive teaching style and games before lessons helped everyone to take part, and she grew confident asking questions in her English and Maths lessons. She found it a welcome change because her usual teachers were often very rushed, and could only suggest talking with another student or reading through exercise books for corrections.

One day, Florence wants to become a doctor and to seek out her parents. She wants to see her mother after her education finishes so that she can tell her about what she has accomplished.

Some names have been changed to protect the identity of learners.



Neliswa
Alexandra, South Africa

Neliswa is a learner in Minerva School. She lives with her sister and their mum in the Alexandra Township and has never met her dad: she's also diagnosed with bipolar disorder.

For a long time, her family believed she was bewitched. It's a common misunderstanding and in South Africa, people with these conditions will not go to see a doctor for a dangerously long time. Luckily, she was diagnosed in 2010 when she was 15, but she spent two years out of school treating the condition, and she has to take daily pills and occasional injections to manage it.

This means that at the age of 21, Neliswa is still finishing school, but she is incredibly dedicated to learning as she wants to be a teacher. She was inspired by an amazing maths teacher who ignited

"I got 90% for Maths in the exams that we took just after you left. Thanks for everything."

Sihle
Alexandra, South Africa

"I feel happy because at the beginning I was afraid of speaking English, but the Warwick teacher taught me to be confident and now I can speak good English."

Christina
Morogoro, Tanzania

"She goes over and over things until I understand. I feel I have made a big improvement in Maths like never before, and it will help me a lot in the future."

Samuella
Accra, Ghana

her passion for teaching, and hopes to help and inspire others, saying, "Teachers are important. They are the foundation to help people discover what they want to do."

She has applied to university and is determined to be the first in her family to make it.

"Classrooms are very different in Minerva School from what I'm used to! Neliswa's classroom is a long, low room where most of the desks are defiantly clustered at the farthest end, far away from the teacher's nose. The students practice an extreme form of hot-desking: sauntering, scurrying, shifting - apparently at random - around the place, so that they can share equipment, charge their tablets or squeeze in next to friends. It makes for a chaotic atmosphere but is always full of energy!"

David
Student Volunteer Teacher

"To me, Maths was something that was untouchable. I feel proud to say that I can now put my fingertip on it. My heart bumps when you talk about Maths."

Palvin Mtwara, Tanzania



Momoza
Kayamandi, South Africa

Momoza lives in the Kayamandi township in a 'shack' approximately 5mx6m, but he has big dreams - his ambition is to work for NASA as an astronaut. The Warwick volunteers are helping him get just a little bit closer by improving his English language skills and essay writing.

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76%
average improvement in learners' test results

MEET SOME OF THE AFRICAN TEACHERS

Leaving a lasting impact by training local teachers

Warwick in Africa's impact lasts beyond the summer teaching programmes through training and mentoring local teachers. African teachers often start by using traditional 'chalk and talk' methods, and are introduced to new transformational ways of teaching and engaging learners. Professional training in Africa is rare - 79% of attendees at our Ghana and South Africa Master Classes said this was the only training they had received in the past 12 months - so they share their learning with colleagues too.

We also run training in the UK, and this year helped eight outstanding African teachers from Ghana, Tanzania and South Africa to attend a two-week intensive training programme here at Warwick. It aims to enhance their leadership ability, teaching skills and overall performance, and helps them share this new expertise when they return home.



Herminai
Limpopo, South Africa

"I find the conditions in school difficult with classes of up to 100. The buildings are not looked after and the windows are broken so it is not a nice environment to learn in. My learners don't come with a good foundation from primary school - some of them cannot even write their own name, and the level of discipline is equally difficult. It sometimes feels like I am the only teacher with high expectations so this makes it all the more difficult.

It is almost impossible to find good training like the Warwick Master Classes. The only other training available is to explain changes to the curriculum or exam content - nothing on pedagogy, which is what we need. I was even thinking about quitting teaching altogether but these workshops have been encouraging me and everyone else here.

I loved everything about the Master Classes, the content, methods, examples given, step-by-step approaches, how to teach a topic - it was really helpful. You provided us with an in depth knowledge of how to plan lessons to fill the lesson so that all learners are engaged which helps with the behavioural management. I know how to help learners who are struggling, especially those who don't want to work.

This is the first time I have received training like this since I completed my degree in English over 20 years ago!"



Kwilla
Mtwara, Tanzania

"My father passed away when I was eight years old, and as the oldest of three brothers I became very

responsible in our household. We struggled financially and I had to skip school to ensure my family could eat.

After school I wanted to go to university in Dar but I could not afford the fees, so I worked for a year bottling up tap water and selling it from a cart to save up. I would walk for hours every day, it was emotionally and physically challenging.

After university I became a teacher and I now teach English Literature to 300 students. It's a real challenge with just five copies of the book for all

these students. I also find it difficult because of the status of the teaching profession in Tanzanian society is low and so are the wages.

I have taken on much more responsibility because I believe in providing the best education for our students, but this sometimes puts a strain on my family life as I am often home late or called if a student is missing in the middle of the night.

The Warwick teachers are brilliant and have a great impact at the school. I have learnt from them and from my time at Warwick (on the Warwick Study Programme) a passion for teaching; a passion to help the learners, to be committed and to use different teaching techniques. I have learnt that it is important to provide different games and materials to ensure that all learners engage.

I hope that by working tirelessly and sharing my difficult life experiences, I can be a role model and show what happens if you work hard."

"It was brilliant, I've learnt so many new strategies but also this has served as a good refresher too. I wish this opportunity could have come earlier in my career."

Mercy
Head of English, Limpopo, South Africa

"It is difficult to teach because of my immense class size. This year I have a class of 72 kids, the year before I had a class of 65, and before that a class of 58 kids."

Kingsley
Agona East, Ghana

"Attending the Master Class last year has really helped me and my students because my teaching skills have improved and my pupils have achieved better academic results."

Samuel
Agona East, Ghana

"Warwick in Africa teachers have been very helpful. You didn't just teach the students you've also taught me!"

Yesaya
Morogoro, Tanzania



MEET SOME OF THE WARWICK VOLUNTEER TEACHERS

A transformational experience for Warwick students too

Teaching in Africa has a profound impact on the Volunteer Teachers who spend their summer in our partner schools. For most it is their first experience in Africa and for almost all their first direct experience of such poverty.

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.

Before a Warwick in Africa experience 34% of our volunteers are considering a career in teaching.

AFTER THEIR PLACEMENT 45% PLAN TO TRAIN TO BECOME TEACHERS.



Joe
Mtwara, Tanzania

"I recall my last evening at the school surrounded by students singing in Swahili with endless enthusiasm in a worn out classroom. I realised then that I had learnt just as much as I had taught, if not more during my time in Africa. You give a lot as a volunteer during those six weeks, but you take away memories and qualities which are simply priceless and make it all worthwhile.

Being a returner, and having had such a wonderful summer teaching with Warwick in Africa in Ghana last year, I was slightly afraid this summer wasn't going to be quite as much of a new and exciting experience as last year. And yet I found that if anything, I had spent an even more enriching summer than the last.

I managed to hit the ground running, ensuring that I had a productive timetable from the start and spending time helping the students as much as I could, whether that be attending the student led Maths Club, or exhausting myself on the football pitch.

When I set my students a very hard exam at the end of the summer, I saw that I had really got through to many of them. Most of them managed to pass an exam on two very difficult topics I had taught them. If they performed that well for an exam after only three weeks on each topic, I believe that after some revision and personal study they will do very well in their real exams next year.

Any career path I choose will require the qualities and characteristics gained from my time in Tanzania. Warwick in Africa has certainly convinced me that although I plan to start my career elsewhere, it is simply a case of when and not if, I start teaching."



Penny
Stellenbosch, South Africa

"Since the moment the plane touched down in England, I haven't been able to stop talking about my trip to anyone who would listen, and to be honest even to those who wouldn't!

It has always been a dream of mine to teach in Africa, but nothing could have prepared me for the moments that showed me the difference that I was making to the lives of my students.

The children I taught were so enthusiastic to participate in my lessons despite dealing with indescribable horrors at home including violence and crime.

One particularly memorable lesson was on essay planning with my grade 12s. I separated the class into groups and gave them each a topic on township life to plan and then present. Within ten minutes the whole class was furiously working on their presentations and discussing issues that related so closely to their everyday lives. Seeing every group willingly stand up and give such passionate presentations to the rest of the class I realised that I was helping the learners to achieve their potential, not just academically, but within their community as well.

I am so thankful for Warwick in Africa. It has provided me with memories to last a lifetime."



"I can confidently say that my summer with Warwick in Africa has been the best summer of my life. I was able

to explore so much of Tanzania, made fantastic friendships and most importantly was able to connect and reach out to the most amazing and inspiring children and community.

My reasons for pursuing a career in finance have changed following this summer. I can see the huge impact businesses can have if they direct their resources appropriately and want to be part of an organisation that will take account of this."

Shivani
Kilombero, Tanzania



"While it is impossible for us volunteers to change everything in just a few weeks, we have the opportunity to alter things on a microcosmic level; providing these children with a hero for the summer, a person to look up to and emulate."

Sebastian
Agona East, Ghana

"Warwick in Africa was easily the best experience I've ever had. I worry at times that I benefited from my time there far more than my students benefitted from my teaching!"

Radhika
Limpopo, South Africa



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, staff, 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 to ensure only the very best make it to Africa. Volunteers are then trained 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. Each year's volunteers also raise funds to enable others to follow them the next year.



Long term school relationships

We have worked with many of the same schools for over ten years which enables us to build on our impact year after year. We work 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.

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 partners are critical to enable us to safely deliver the programme in each location. Our corporate partnerships provide much more than just vital funding. Employee volunteers from EY South Africa act as positive role models and inspire learners to consider future career options they may never have thought possible. 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



1. Morogoro, TANZANIA

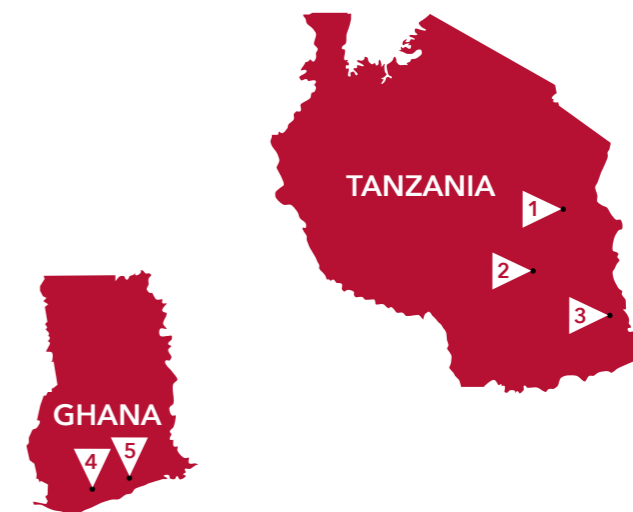
- ▶ Mafiga Secondary
- ▶ Sua Secondary

2. Kilombero, TANZANIA

- ▶ Nyange Secondary
- ▶ Malecela Secondary

3. Mtwara, TANZANIA

- ▶ Mtwara Technical
- ▶ Mustafa Sabodo Secondary



4. Agona East, GHANA

- ▶ Kwanyako Catholic Junior High
- ▶ Nsaba Islamic Junior High

5. Accra, GHANA

- ▶ Anunmle Junior High
- ▶ La-Bawleshie Presbyterian Junior High
- ▶ University Staff Village Junior High A&B



6. Limpopo, SOUTH AFRICA

- ▶ Edison Nesengani Secondary
- ▶ Kolokoshani Secondary
- ▶ Ratshikwekwete Secondary

7. Ivory Park, SOUTH AFRICA

- ▶ Eqiniseni Secondary
- ▶ Tsosoloso ya Afrika Secondary

8. Alexandra, SOUTH AFRICA

- ▶ Alexandra High
- ▶ East Bank High
- ▶ KwaBhekilanga Secondary
- ▶ Minerva Secondary
- ▶ Realogile Secondary

9. Soweto, SOUTH AFRICA

- ▶ Fons Luminus Secondary
- ▶ Namedi Secondary
- ▶ Phefeni Senior Secondary
- ▶ Progress Comprehensive

10. Stellenbosch, SOUTH AFRICA

- ▶ Kayamandi High
- ▶ Makapula High



A BIG THANK YOU

"We wish to thank you profusely, for bringing the two Warwick teachers in our midst. They contributed immensely towards the teaching and learning of Mathematics and English, instilling values of dedication, punctuality and hard work. We hope they have also learnt a lot about teaching, our values and our culture."

Mabungu

Principal, Alexandra, South Africa

From a small pilot in 2006 we have made tremendous progress and had a positive impact on the lives of over 370,000 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 and teachers 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 and we hope you will continue to support us to achieve even more in the future.

ACCOUNTS

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 2016 the combined total income for Warwick in Africa was equivalent to £343,018 and our programme expenditure was equivalent to £295,299. The remaining £70,503 (after adjustment for exchange variation) will contribute to building our reserve funds.

"The University of Warwick covers core salary and administration costs for Warwick in Africa. **THIS MEANS THAT ALL DONATIONS ARE USED TO FUND OUR WORK TRANSFORMING TEACHING IN AFRICA**"

12 months to 31/10/16	University of Warwick, Warwick in Africa	Friends of University of Warwick in South Africa Trust ⁽¹⁾	Warwick in Africa TOTAL
Income			
Alumni and Friends	£150,777	£0	£150,777
Corporates and Organisations	£35,160	£77,699	£112,859
Trusts and Foundations	£57,177	£0	£57,177
Gift Aid and internal interest	£13,339	£0	£13,339
Gifts in Kind	£8,866	£0	£8,866
Total Income	£265,319	£77,699	£343,018
Expenditure			
Summer 2016 Programme	(£221,381)	(£73,918)	(£295,299)
Total Expenditure	(£221,381)	(£73,918)	(£295,299)
Adjustment for exchange variation	£0	£22,784	£22,784
Transfer for Summer 2015 Programme costs ⁽²⁾	£64,707	(£64,707)	£0
Net Total	£108,645	(£38,142)	£70,503
Balance b/f (31/10/15)	£5,880	£101,784	£107,664
Balance c/f 31/10/16	£114,525	£63,642	£178,167

Notes:

(1) The Friends of the University of Warwick in South Africa Trust 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: Peter Harris, Dr Reuel Khoza, Ian Kilbride, Milton Nkosi and Rachel Sandby-Thomas. All South Africa Trust funds have 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 South African Rand.

(2) A transfer for ZAR 1,241,776.43 was made in July 2016 from the South Africa Trust into the Warwick in Africa funds held in the UK. This related to spend on the 2015 South Africa programme that was planned to be spent by the South Africa Trust, but was paid for from the UK funds due to operational delays. The decision to make the transfer was made and authorised by the Trustees of the South Africa Trust.





“ I REALLY WANT TO THANK WARWICK FOR BRINGING US THESE TEACHERS. THEY HAVE SURELY BOOSTED US IN OUR LEARNING, AND HAVE REALLY HELPED OUR TEACHERS ”

Brenda
Mtwara, Tanzania

To get involved please contact the team:

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