



Windle Trust

International

STRATEGY

2016-2020

1. VISION

A world where everyone has the opportunity, through education and training, to make the most of their potential and contribute to the public good.

2. MISSION

WTI challenges poverty and inequality by expanding access to and improving the quality of education and training, for communities affected by conflict, displacement, neglect or discrimination.

3. VALUES

In our work we aim to reflect the values which guided our founder, Hugh Pilkington, to assist those in need. We encourage our alumni to apply the same values in their service to their communities. These values include:

- **The importance of education**, knowledge and freedom of thought
- **Respect** for the diversity of communities and individuals with whom we work irrespective of gender, ethnicity, disability, religion or legal status
- **Equity** – in our programmes and our employment policies and practices
- **Honesty and Integrity** in all our relationships with beneficiaries, communities, donors and supporters and in our management systems
- **Impartiality** – in conflict situations, we take no sides but focus on enabling communities and individuals to exercise the basic human right of education
- **High quality** – we have a long history of striving to provide and support high quality education and are keen to collaborate with those who seek the same.

4. OUR APPROACH

Windle Trust International believes that everyone is entitled to a high quality education that will not only extend knowledge and understanding but also inspire independent thought, critical analysis, a sense of responsibility and a commitment to the common good. High quality education in turn depends on high quality teaching and effective relationships with other stakeholders to attain the best practicable educational outcomes. Other stakeholders include teachers and head teachers as well as neighbouring communities, teacher training organisations and governments. Similarly we will be open to deploying a range of interventions, methods and technologies, selecting those that are most appropriate to circumstance and context. With the benefit of a high quality education, young girls and boys and older students can become active citizens, positive role models and leaders in their communities, helping to bring about enduring change; reducing poverty; challenging stereotypes and creating a more just, tolerant and prosperous society.

5. OUR THEORY OF CHANGE

There is an immense amount of authoritative evidence to demonstrate the linkage between development and high levels of access to good quality education. This connection will inevitably strengthen as economies and societies increasingly become based on knowledge

and innovation, and changes in communications and economic integration lead to an ever more globalised world. Whilst we recognise that investment in expanding access to, and improving the quality of, education does not *automatically* lead to outcomes such as poverty reduction, peaceful development or social justice, there is a compelling body of evidence, built up over many years, which leads us to conclude that these outcomes are more likely to be achieved if quality education for all is secured.

There is also a wealth of evidence to show that while significant progress has been made in the last decade or so to increase access to primary education, it is countries and communities that are most affected by conflict and discrimination that have the largest out of school numbers. This is unlikely to change in the next five years and this strategy assumes that conflict-affected communities will continue to face the most difficult and enduring obstacles to exercising their right to education. There is also likely to be a continuing gender bias against girls, though this varies both between and within countries.

In the last 15 years, there has been less progress in increasing access to secondary and post-secondary education, whether conventional tertiary education or vocational education, despite a growing recognition that the most effective route to acquiring foundation and transferable skills is through secondary schooling.

The quality of education – at all levels – poses an even bigger challenge. While access has increased, there is a growing body of research to suggest that learning outcomes are poor. A new emphasis on improving the quality of teaching, with associated changes in accreditation, pedagogy, and teaching and language skills, is widely recognised to be essential. The need for change and improvement is urgent because if educational outcomes continue to be disappointing there will be a loss of confidence in the value and benefits of education.

Our approach to tackling these challenges is shaped by our history as an organisation with a long history of support to the education of people affected by conflict in Africa. Initially we focussed on higher education and investing in selected individuals, especially those who were or had recently been refugees. Over time, and in response both to changing external circumstances and a growing recognition of the need for a more systemic approach, we adapted our approach with a view to strengthening and improving the quality of the education system as a whole.

Our values and learning have been critically important in refining our theory of change. We know, for example, that if the secondary school sector is so small as to be profoundly inequitable, the prospects of a developmentally-minded leadership emerging from higher education are going to be severely constrained. Similarly, if girls and young women continue to suffer discrimination and educational exclusion on the lower rungs of the education ladder, they will be denied opportunities to benefit from post-graduate education. As a consequence, social justice, community development and economic growth will all be damaged.

The starting point for setting out the underpinning rationale and assumptions of our programme is the well-established and clear focus on education for people in the Horn and East Africa. Their right to education is impeded by a combination of forces that includes profound levels of poverty; chronic insecurity and conflict; discrimination and marginalisation rooted in community attitudes, prejudice and competing priorities; and neglect and inequality in the provision of public services.

The long-term outcomes to which we aspire and to which the programme outlined in this strategy will contribute are:

- ✓ Improvements in the quality of teaching and learning in an environment that is safe and inclusive
- ✓ Significantly reduced educational inequalities
- ✓ Sustained increases in educational participation at primary, secondary and tertiary levels
- ✓ Stronger ethical and responsible leadership in countries with weak institutions and poor governance.

To achieve these changes, this strategy identifies specific programme themes that address fundamental obstacles (such as English language training in contexts where English is the medium of instruction), key sectors within the education system (such as secondary schooling or teacher training) or those communities (such as girls or pastoralists) who suffer particular discrimination or neglect. These themes are helpful in terms of planning, implementation and funding but it is imperative always to bear in mind the holistic and integrated nature of the education system.

One risk of defining programme themes as distinct entities is the way they tend to be understood as stand-alone units. In contrast, our approach will be guided by the principle that a theory of change is best seen as a compass to guide us in pursuit of a strategic direction, rather than as a map to deliver us to a pre-determined destination. From this perspective, this strategy defines a direction and priorities, but our application of it will embrace reflection and adaptation. On the same note, the programme themes outlined in the following section should be seen not as distinct and unrelated units but as elements of an integrated programme. We will strive to find ways in which work in one area will reinforce and support work in another area. This is what we call strategic alignment. As a concept, strategic alignment may be best understood by an example.

One of our programme themes is the expansion and improvement of teacher training. Another theme is the expansion and improvement of secondary education. A third theme is to improve proficiency in the English language. Rather than treating these as distinct and separate, we will seek to align them as best we can by devising specific interventions that enhance teacher management and support in secondary schools as well as prioritising English language training for secondary school teachers.

Strategic alignment is an ideal; it will not always be possible but it is something that we will constantly strive for as a way to maximise our impact and effectiveness. At its best, such an

approach will mean that the whole – i.e. this overall strategy – is more than the sum of its individual parts. As we outline the details of our programmes in section 11, we hope the integrated and reinforcing nature of the programmes will become clearer and more comprehensible.

As will become apparent, if we are to overcome the obstacles impeding progress, we need to be prepared to be ready to use a wide range of programme interventions. Sometimes, the most appropriate tool will be rooted in advocacy and influencing work designed to create a constructive policy framework. The English Language policy framework in South Sudan is a recent example of working constructively with government and donors to improve the quality of teaching and learning. Once this in place, it may be time to move towards a more operational approach, either by directly providing training to teachers or by working in collaboration with others to ensure an effective roll-out of the policy at multiple levels.

6. PRINCIPAL PROGRAMME THEMES

6.1 Supporting the Teaching of the English Language

English Language training is one of our distinctive competences. In South Sudan in particular we have made good progress in recent years in investing in the skills and training of our staff, in improving our expertise and in managing or delivering English Language training to a variety of learners in a range of contexts.

In countries where English is the medium of instruction in secondary schools, colleges or teacher training institutes and universities, it is imperative that teachers develop a high level of proficiency in written and spoken English. It is only with a knowledge and understanding of English that is appropriate to the level at which they are teaching that teachers can explain complex ideas and relevant technical knowledge. Without this level of proficiency, the quality of education will be directly and adversely affected; and teachers' self-confidence and job satisfaction will be jeopardised.

Under this theme we will be prepared to work in a wide range of ways, such as

- Helping to establish centres of excellence for training teachers of English in primary schools and secondary schools
- Playing a significant role in the implementation of the English Language Policy Framework
- Supporting, In association with central government, the development of appropriate policy, procedures and assessment frameworks
- Aligning the UK scholarships programme more effectively to our expertise in English Language so that selected individuals can benefit from postgraduate qualifications or specialised training opportunities
- Working in partnership with other high quality English Language providers or educational institutions.
- Using our expertise to provide specialist training and professional development to the civil service and other sectors that are consistent with our vision and mission.

6.2 Supporting Teacher Training and Management and Enhancing Accountability

Over the last decade or more teaching has increasingly ceased to be a public service career that commands respect and demands integrity. To elevate the status of teaching and teachers, there needs to be a sustained and comprehensive initiative that embraces improvements to their terms and conditions of service; their training and accreditation policies, practices and professional development. If there is to be a significant improvement in the quality of teaching, it is self-evident that there must be more investment in creating a well-trained, well-managed and dedicated work force that encompasses not just teachers and head teachers – though they will be the overwhelming majority – but also educational administrators, curriculum developers or school inspectors. There is widespread recognition that much teaching in Africa is too focussed on memory and recall, rather than on developing basic skills in numeracy, literacy, science, problem-solving, communication skills, collaborative learning or independent thinking. Through the interventions listed below we will, in particular, encourage and support models of teaching and learning that are child-focussed, gender-sensitive and encourage collaboration.

Under this theme, we will be prepared to consider a range of interventions, such as:

- Supporting teacher training either through in-service training, pre-service training or open and distance learning models. All of them have advantages and disadvantages and a mixed approach is likely to be the most appropriate.
- Developing a school-based model of teacher management and support with a view to rolling out such an approach across the secondary school sector in South Sudan.
- In collaboration with other like-minded organisations, strengthening Teacher Training Institutes to improve the quality of training and instruction. This may include sector wide initiatives and/or the adoption of a more operational role (for example, direct management of a Teacher Training Institute).
- Increasing our engagement with work focussing on education in emergency situations, with an emphasis on teacher training and support.
- Developing our knowledge of and support for distance learning technologies and methodologies by establishing a strong partnership with UK organisations (such as the Open University) with expertise in teacher training and open educational resources
- Aligning the UK scholarships programme more effectively to our strategic objective of improving teacher training so that selected individuals can benefit from postgraduate qualifications or specialised training opportunities.
- Creating a scholarship programme to train teachers, or upgrade the skills and knowledge of existing teachers, at in-country training institutes or at selected institutes in neighbouring countries in Africa.
- Supporting initiatives to improve school leadership and accountability at primary and secondary levels through more effective school management committees.
- Supporting projects designed to encourage more women to join or remain in the teaching profession and to extend their skills and opportunities.
- Advocacy and policy influencing that is designed to shape national policy and international support for teacher recruitment, training and retention.

6.3 The Scholarships Programme

WTI has a long and positive history of investing in selected individuals through the provision of scholarships. The Scholarships Programme comprises not only the UK Masters component but also a diverse range of scholarships that vary in duration and level of qualification from diplomas to undergraduate courses. Apart from the postgraduate scholarships, the scholarships we have offered or managed in recent years have been to support access to educational institutions in Africa.

The Scholarships programme was comprehensively reviewed prior to the formulation of this strategy and specifically to inform our approach and priorities. The review emphasises the need to see education as a whole. A significant economic and developmental effect of higher education is its impact on lower levels of education. Higher education is instrumental in developing the teachers, school leaders, curriculum developers and education planners who are needed at every level of educational provision. In other words, investment in education cannot be realised without investment in higher education; it is inextricable from national capacity development.

Essential though it is, higher education is not in itself sufficient to secure development that strengthens social justice, the non-violent resolution of conflicts and the rule of law. While advanced knowledge and technical skills might contribute towards economic growth, they are neutral when it comes to the nature of that growth. It is the non-technical, cross-sectoral skills such as “creativity, teamwork, problem-solving, adaptability, critical reasoning, perseverance, social ethics and service” that promote peaceful development and enables inclusive, socially beneficial and democratic growth. The recent review of the UK Masters Programme highlighted the importance of the norms and values that sit behind formal curricula and challenged us to put more emphasis on these skills. We will come back to this point later in the strategy.

The conclusions and recommendations of that report have shaped our thinking and implementation of the scholarships programmes. Some of those recommendations are more about the management, administration or communication of the scholarships programmes, while some require formal policy responses. At the level of strategy, the key points to note are:

- Educational investment *at all levels* of education is required for all segments of the population in order both to grow the economy and to ensure that such growth does not increase inequality.
- More proactive initiatives to increase access are required. These need to go beyond positive discrimination in the application of selection criteria and should focus on tackling disadvantage at lower levels of the education system.
- A comparison of the undergraduate programme and the postgraduate programme suggests that the undergraduate programme in Sudan does relatively well in terms of programme scale, social and gender equity, cost effectiveness, academic achievement and future employment. Cumulatively these outcomes provide a compelling reason to re-commencing WTI support for scholarships for undergraduate education in Africa.

Applying these considerations to our strategy, we propose:

- To continue the UK Masters Programme and to ensure it is more closely aligned to other programme priorities. We will further develop long-term partnerships with key universities.
- An expansion of the scope of the scholarships programme with renewed emphasis on expanding access to secondary schooling, teacher training at certificate or diploma level and undergraduate study at tertiary educational institutions in Africa. Our emphasis will be on providing scholarships that reduce educational inequalities with an emphasis on communities that have directly suffered displacement and discrimination.
- Strengthening the management and administration of inter-Windle collaboration. This will be designed to ensure (a) scholars from one member of the Windle family can be effectively supported while they are studying in a neighbouring country, and (b) a shared sense of commitment to the UK Masters Programme.

6.4 Reducing inequalities in access to high quality education

6.4.1 Education for Girls and Women

Over the last five years there has been a sustained focus on increasing access to education for girls and young women. This is reflected in both Sudan and South Sudan programmes. Under this strategy, we reaffirm our strong support for expanding access to high-quality education, at whatever level is most appropriate, for girls and women. We will put this commitment into effect by:

- Continuing to support access to primary education
- Seeking institutional donor support for a new scholarships programme to encourage girls to go on to secondary school or to enrol on tertiary level courses
- Increasing the number of women who join and complete teacher training courses by supporting or trialling a range of interventions
- Reviewing the way in which we advertise, promote and support the UK Masters Programme with a view to achieving gender parity in scholarships by 2017.

6.4.2 Secondary Education

At present WTI's programme includes a strong emphasis on improving teaching and schools leadership at primary level (where our focus is on increasing access to education for girls as well as on improving school management and changing community attitudes to education) and on postgraduate level education. We are relatively weakly involved in expanding access to and improving the quality of the intervening levels of education, notably secondary and tertiary education below postgraduate level. This is an unbalanced portfolio and there is an urgent need on the grounds of equity and sustainable development to expand our support for secondary school education in particular. Expanding access to good quality secondary education has been demonstrated to be of formative significance to peaceful development and is consistent with the recommendations of the review of the Scholarships programme. We will approach this strand of the strategy in a measured way, learning from the past and from others. Activities that are likely to be supported are:

- Exploring the potential for a specific scholarship programme for secondary schools, with an emphasis on increasing enrolment and retention rates for girls and others who have experienced chronic marginalisation and prejudice (with emphasis on children and young

people with disabilities; those from pastoralist communities or those from rural communities)

- Improving the quality of teaching and learning in secondary schools with a pilot project in one state in South Sudan focussed on improving teacher management and support, with a view to a national rollout following an independent evaluation
- Upgrading English Language skills of secondary school teachers in the roll-out of the new national policy framework
- Conducting a feasibility study into the possibility of WTI being directly involved in the running and management of secondary schools in South Sudan
- Advocacy and policy influencing activities in support of the approach and activities outlined above
- In the context of education for refugees and displaced people, exploring the potential for operating secondary schools in camps or host communities.

6.4.3 Education for refugees, the displaced communities and pastoral communities

Education for refugees and displaced communities has been a priority for WTI for many years. In terms of educational inequalities and marginalisation, there is a wealth of evidence to demonstrate that refugees, internally-displaced and conflict-affected communities are amongst those who are most likely to have little or no access to high quality education. At the same time, one of the key concerns of people affected by conflict and displacement is to secure an education for their children. Pastoralist communities are especially vulnerable partly because there is widespread inter-clan or inter-tribal conflict and partly because they have suffered chronic marginalisation from mainstream educational provision. In the future, education for refugees, displaced and pastoralist communities will be fulfilled by:

- Exploring the potential for increasing our work with refugee and displaced communities in collaboration with UNHCR, Unicef and other agencies
- Delivering training for education in emergencies
- Supporting and carrying out advocacy work to highlight the nature and extent of the marginalisation of education in humanitarian contexts, and proposing ways to reduce prevailing inequalities
- Exploring the potential for pilot projects in alternative basic education (ABE) that is consistent with pastoralist livelihoods, provides opportunities for adults as well as children and enables a smooth transition to the formal sector as appropriate.

6.5 Leadership Development

One of the rationales for the UK Masters Scholarships Programme has been the creation of a cadre of highly-educated people who will use their learning to become leaders in their community and country. Some years ago WTI recognised that bringing students from Africa to the UK for a Master's degree was an effective way of building up technical expertise and skills but does not automatically contribute to leadership development. In response, we developed a leadership training component for UK Masters students. The impact of the Leadership Development element was questioned in the Scholarships Review. Although the students were positive about the personal coaching and/or pastoral support they receive, we accept the critique that a brief and rather generalised introduction to leadership is unlikely to have a significant impact on values, beliefs and behaviours.

We recognise the force of the argument that we should consider investing significantly more in leadership development than we have to date. But we will proceed cautiously. There are a wide range of organisations that are already active in 'leadership development' and a diversity of approaches and 'models'; developing our own programme will be justified only if we can craft a coherent and distinctive approach. Our starting point is to approach 'leadership development' from the perspective of our mission and values; at this early stage we express this as responsible and ethical leadership and will strive to create the space where our alumni can get together in a safe and open atmosphere to discuss contemporary problems of leadership as seen through the lens of their personal and professional lives.

There may be some opportunity to 'seed' some of the ideas of what constitutes responsible and ethical leadership in a workshop in the UK, but our starting point is that this may best be seen as a strand of lifelong learning and should take place in Africa over a prolonged period of time. With this in mind, we will:

- Explore with former students the level of interest in taking part in an ongoing leadership programme
- Make contacts with, and learn from, other scholarship providers, especially in Africa.
- Identify organisations with whom we might collaborate in developing our ideas and devising a programme that is distinctive, values-based, participatory in nature and adopts an enquiry format, rather than a solutions-based model.
- Develop a well thought out and distinctive programme and Identify possible funders
- Develop an alumni association, initially In South Sudan as a basis for providing ongoing support for leadership and personal development.