



**Windle Trust
International**

Strategic Plan 2021-2025: Executive Summary

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.

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 in Eastern and Horn of Africa.

Strategic Objectives 2021-2025:

-  Improve the quality and effectiveness of education
-  Increase access to education for all including girls, women and children with disabilities
-  Provide youth skills development and expand alternative education programmes
-  Expand the provision of education in emergencies
-  Increase organisational resilience, learning and effectiveness

Our Values:

In our work we aim to reflect the Christian values which guided our founder, Dr Hugh Austin Windle Pilkington, to enable those in need to have access to good quality education. We also endorse the seven principles of public life and have sought to align these to our charitable objectives. Our 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 and Inclusiveness in our programmes and our employment policies and practices

Honesty and Integrity in all relationships with beneficiaries, communities, donors and supporters and in WTI's management systems and practices.

Impartiality in conflict situations, WTI will take no sides but focus on enabling communities and individuals to exercise their basic human right to high quality education

High quality – WTI has a long history of striving to provide and support high quality education and will collaborate with those who seek the same.

I. Introduction

This strategy is for the five-year period from 2021 to 2025. It sets out clear priorities for our work in the Sudan, South Sudan and the UK with the possibility for expansion to other countries. The strategy is based on our existing work and experiences, to build on successes and lessons learned. The objectives are themed around inclusive access to quality education provisions for our target populations.

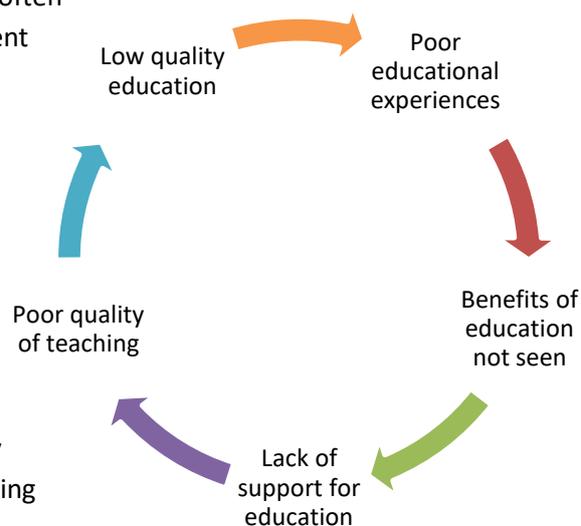
We have set these ambitious plans to enable us to achieve our vision, mission and values through strategic partnerships with like-minded NGO partners, donors, governments and other development and humanitarian actors.

This strategy is a product of extensive discussions between staff and Trustees both in Africa and the UK. It builds on our 2016-2020 strategy and WTI's four decades of work experience in providing education to conflict-affected communities in Eastern Africa.

WTI explicitly works with conflict-affected communities such as refugees, internally displaced peoples (IDPs) and those who are prevented as individuals or groups from full participation in social, economic and political life due to multiple factors; including gender, geography, ethnicity, poverty, religion and disability. We believe in the power of education to deliver positive change for individuals and the communities in which they live and work. We strongly believe from our many years of experience that quality education can transform not only an individual's life but that of their society. Many economic and education scholars have argued that to challenge poverty and inequality, whether caused by war, neglect or marginalisation, the provision of quality education is key to social mobility. This suggests that education is the only viable avenue for poor people who want to enter the top end of the labour market, with all its attendant economic benefits.

Despite this potential, education systems in Africa often seem to reproduce outcomes that reinforce current patterns of inequality, rather than challenge them.

The poor quality of teaching has influence on children's educational experiences, including attendance and parental support. Where parents think the benefit of education is less than the need for children to make contribution to the economic challenges of their family, they withdraw their children from schools. WTI believes that education is not only about improving access, but access that is matched by improvements in educational quality and learning outcomes.



With this strategy, WTI would like to achieve an improved structure, quality of learning, and quality of teaching and learning resources that will enable students to develop all their attributes and skills as human beings and productive members of their society, even when in crisis.

II. Situational analysis

WTI staff and Trustees had the opportunity to reflect on our work in previous years in terms of programmes, funds raised, expertise, internal management and external relations and were able to determine our strengths and areas of improvement. Without doubt, staff and Trustees agreed that we made great strides over the previous 5-year period. Our partnerships have grown and we have continued our operations in Sudan and South Sudan despite the challenging working environment. Especially in South Sudan, our programmes have diversified, and our operations expanded, leading to an increase in staff numbers and an increase in communities served. The number of postgraduate students coming to the UK has stabilised through strengthening partnerships with UK universities and funding bodies.

Strengths

-  An excellent reputation in the education sector where we are well-connected with government, donors, and like-minded organisations
-  Long term presence in operational countries and a history of working with refugees and displaced communities
-  We are a specialist educational organisation, with highly qualified, committed and experienced staff
-  Our ability to retain committed staff giving stability and sustainability of programmes
-  Expertise in girls' education, teacher education and English language training and education in emergencies
-  Experience in working in difficult and conflict environments and identifying with the affected people
-  A proven ability both to influence policy and implement complex projects

Areas for improvement

-  A need to strengthen communication and visibility, WTI needs to tell the story of its work and the impact on the target population
-  WTI needs to invest in its staff to further develop expertise as it grows its work
-  There is need to grow WTI's unrestricted income to enable us to strategically achieve our mission
-  There is need to diversify and strengthen WTI's education delivery beyond current interventions
-  To strengthen our monitoring and learning system to be better able to measure outcomes

III. Where we are and want to go

WTI's work focuses on the Eastern and Horn of Africa regions. During the development of the previous strategy we operated in Sudan and South Sudan, as well as providing postgraduate scholarships in the UK for students from South Sudan, Kenya, and Uganda. Trustees and staff agree that there remains a great deal of work to do in the countries where WTI currently works and there is still a need for the Postgraduate Programme in the UK. It was agreed that WTI should re-affirm its commitment to working in those countries by growing the programmes. It was also recognised that, growth dependent, the Trustees could approve carefully planned geographic expansion to other countries working with partners and universities.



WTI countries of operation have endured chronic conflict, a lack of awareness about the importance of education, chronic under-development and poverty have all contributed to the poor schooling. Poor teaching and learning environment have also been cited as barriers to education because, once in the classroom, the quality of learning is below the required standards. As a specialist education organisation that works in some of Africa's most fragile states, we have a reputation for English language training provision, teacher education, as a champion of girls' and women's education, and as an advocate and provider of alternative education programmes. Through this we have learned that access to ineffective schools with excessive class sizes, with untrained teachers and no learning materials is not meaningful education. This situation is worsened when the teachers do not have the required managers in schools or in their locality to provide leadership. The local support from communities is almost non-existent because the communities do not understand their roles in supporting the schools to which their children go. Without trained teachers, adequate leadership and community support, school children are left vulnerable and the education they receive leaves a lot to be desired. This is evident in the low literacy rates among children who have spent 5 years in school. While we recognise the importance of investing in the expansion of learning spaces, these we know do not necessarily increase learning outcomes on their own. With this strategy our approach will focus on quality.

WTI also recognises that education in Africa in the last quarter of century has mainly been academic, and thus a contradiction between what is taught in school and the skills required in the workplace or living and working in rural areas. There is an urgent need to develop the knowledge, skills, and competencies to meet professional and societal demands. This can be done whilst seizing employment and lifelong learning opportunities offered in the transition to a more sustainable economy and society. The purpose of vocational education should be to provide training for specific, narrowly defined jobs for employability. Such education also provides a more general preparation designed to help young people lead productive and fulfilling adult lives. Young people under 30 years, in WTI's operational contexts, are particularly likely to be unskilled, underemployed, or unemployed, due to a lack of training, skills, and qualifications. However, vocational training and employment

promotion services opportunities are completely inadequate in both Sudan and South Sudan. The existing services for young people in the region are not employment-oriented and do not take account of social and entrepreneurial skills. As such, young people become vulnerable, including to being drawn to armed conflict and exploitation by traffickers. WTI proposes the promotion of school to work transitions for out of school youth and those who have completed primary and secondary education as well as the expansion of alternative education programmes.

WTI is currently implementing Education in Emergencies (EIE) projects in Sudan and South Sudan. This is because access to education is a basic human right and is directly linked to improving the lives of children and youth, even in crisis. EIE provides immediate physical and psychosocial protection, as well as life-saving knowledge and skills. EIE also provides essential building blocks for educational programmes, enabling a smooth transition from emergency to development. Conflict affected contexts, such as our countries of operation, with refugees and internally displaced persons (IDPS), pose a multitude of physical and psychosocial threats to children, teachers, and the education system. School children and their teachers are at particular risk because their well-being has been compromised by conflict and displacement. Whilst conflict poses risks to the whole community, it has a particularly lasting impact on children, as it exposes them to forms of violence. Boys are recruited into armed groups and girls face the risk of sexual and other forms of gender-based violence. Children and teachers affected by crisis need protection and currently lack learning spaces, school supplies, teachers, and support from their communities and parents.

Looking forward, WTI will join other humanitarian education actors to respond to education in emergency needs in our current countries of operation and possibly beyond. In these uncertain times, with high risks threatening business continuity, there is also a need to prepare to respond rapidly to the changing business environment. We will put in place a range of measures to improve the resilience of our organisation, to enable us to achieve our objectives. We aim to make WTI into a change-ready organisation, demonstrating a range of characteristics that will help us thrive in the face of change. This includes deliberate processes and structures to enable us to respond rapidly and effectively in fast-moving environments. WTI will build staff expertise, strategic partnerships and skills within the organisation, to improve resilience.

To this end, we will work at strengthening our relationships with governments, donors, Windle Alumni, the wider Windle network and other partners to overcome obstacles and expand work to areas where people are in most need, especially in conflict affected regions, using a range of programme interventions. These are likely to include education in emergency, alternative education programmes, teacher training, providing girls and women specific education, enabling access through establishing and renovating learning spaces, support for language skills of teachers, and ensuring equitable access to higher education through scholarship programmes. WTI commits to remaining focussed as an established leader in educational programmes and all efforts will be geared towards achieving our strategic objectives.

IV. Strategic objectives overview

WTI recognises that working with conflict affected people sometimes means working in areas where conflict is prevalent. These may be regions or parts of a country. In these contexts, insecurity is a major risk: the conditions are often volatile with physical insecurity, economic and political instability, and rapidly changing conditions. Working as an NGO, these uncertain conditions are further exacerbated by our reliance on securing permissions to operate from different authorities and unpredictable funding patterns. This therefore calls on WTI to develop a strategy that reflects this operational context, with a clear sense of direction but with the required flexibility. WTI must also have the management and technical staff in place with local knowledge, able to network with governments, educational institutions, and partner agencies to be able to complete the work. With the rapidly changing operational environment, WTI is aware of the need to regularly review the strategy to ensure that it remains fit for purpose. This strategy has been developed through identification of trends and opportunities in our countries of operation, and broader changes in the education sector in the region, with a special focus on improving the overall quality and impact of educational programmes.

WTI believes that improving education cannot be only about improving access. Access must be matched with improvements in educational quality, supervision and management, and learning outcomes. WTI therefore strives for education that has improved structure, management and supervision, quality of tuition, and quality of resources, and that is suited to the context and needs of the societies in which we work. This enables students to develop all their attributes and skills to achieve their creative potential, as human beings and members of their society, even in crisis. Education raises self-esteem and furthers opportunities of employment; for a country it helps strengthen institutions, drives long-term economic growth and spurs innovation.

To this effect this five-year strategic plan will contribute to five of the global Sustainable Development Goals (SDGs) 4, 5, 8, 10 and 17. These goals call on world leaders to support equitable and inclusive quality education that leads to effective learning outcomes. The goals also emphasise gender equity, reduced inequality and the need to provide access to decent work for young men and women through affordable quality technical, vocational, and tertiary education in partnership with others.

WTI has therefore developed 5 strategic objectives to guide our operations in the communities in which we work. This will bring us closer to achieving our vision. The objectives are below:

- Strategic Objective 1:** Improve the quality of education
- Strategic Objective 2:** Increase access to education for all including girls, women and children with disability
- Strategic Objective 3:** Provide you skills development and expand alternative education programmes
- Strategic Objective 4:** Expand the provision of education in emergencies
- Strategic Objective 5:** Increase organisational resilience, learning and effectiveness

WTI will achieve these objectives with the following tools:

| STRATEGIC OBJECTIVE 1 | STRATEGIC OBJECTIVE 2 | STRATEGIC OBJECTIVE 3 | STRATEGIC OBJECTIVE 4 | STRATEGIC OBJECTIVE 5 |
|--|--|--|--|---|
| Improve the quality of education | Increase access to education for all including girls, women and children with disability | Provide youth skills development and expand alternative education programmes | Expand the provision of education in emergencies | Increase organisational resilience, learning and effectiveness |
| THE UNDERLYING ISSUES | | | | |
| <ul style="list-style-type: none"> ➤ Inadequate trained teachers ➤ Lack of skills and proficiency in English language, mother tongue and other languages usage in classrooms ➤ Lack of teaching and learning materials ➤ Poor school leadership and governance systems in schools ➤ Inconsistency or lack of quality education policies | <ul style="list-style-type: none"> ➤ Lack of strategic support to early childhood education ➤ Inadequate provision of primary and secondary education ➤ Barriers to the education of girls and young women ➤ Poor and inadequate support to the education of children with disability. ➤ High drop out rates especially for females ➤ Limited access to higher education opportunities | <ul style="list-style-type: none"> ➤ Unskilled and unemployed youth ➤ High number of out of school children ➤ Inadequate learning opportunities for children in pastoralist communities | <ul style="list-style-type: none"> ➤ Internal displacements (internally displaced persons (IDPs) due to conflict and natural disasters such as draught and flooding ➤ High number of refugees in our countries of operation with high demand for education | <ul style="list-style-type: none"> ➤ Need to strengthen internal management, monitoring and reporting ➤ Inadequate advocacy and communication capacity ➤ Inadequate fundraising capability |
| WTI'S CORE TOOLS | | | | |
| <ul style="list-style-type: none"> ❖ Increase in provision of teacher training ❖ Support in the use and teaching of English language ❖ Train school leaders and governors ❖ Provision of teaching and learning materials ❖ Engage stakeholders on quality education policy issues | <ul style="list-style-type: none"> ❖ Support Early Childhood Development Education (ECDE) ❖ Provide inclusive primary and secondary education ❖ Promote the education of girls and young women ❖ Promote the education of children with disability (CWD) ❖ Increased access to quality higher education | <ul style="list-style-type: none"> ❖ Provide support technical and vocational education and training (TVET) institutions ❖ Provide alternative education opportunities ❖ Provide education opportunities to pastoralist communities | <ul style="list-style-type: none"> ❖ Provision of education & psychosocial support to internally displaced persons ❖ Establishment of educational centres in refugee and displaced? Camps/settlements | <ul style="list-style-type: none"> ❖ Strengthen internal organisation expertise in development, management and reporting ❖ Develop expertise to raise funds ❖ Enhance WTI's policy engagement, advocacy and communication capability ❖ Develop strategic partnerships ❖ Strengthen capability to operate sustainably |

V. Action plans

Small planning teams of the WTI senior management and country and programme specific teams have been tasked to develop action plans that will provide details for specific objectives and major activities. On this basis, timeframes, responsibilities, and needed investments that will support the core strategies identified will be agreed.

VI. Monitoring of the implementation of the strategy

A monitoring and evaluation process will be instituted at the country and programme levels and reports submitted to the Board of Trustees on a quarterly basis, reflecting each of the strategic objectives. The format of the reporting will be designed around the framework and implementation of the strategy. Staff will use the action plans with pre-determined metrics as a way of monitoring progress and evaluating on a regular, ongoing basis. The Strategic Plan is a living document and is intended to be a roadmap for the next five years.



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**Windle Trust International, 37a Oxford Road, Oxford, OX4 2EN.
Registered Charity Number: 1092834**