



# UWS' THEORY OF CHANGE & SUSTAINABILITY MODEL

## ACTIVITIES

UWS works to **provide education** for out of school children in remote marginalised communities.

With the local community, we **build primary schools** that provide a safe and positive learning environment.

UWS supports community teachers and government teachers to **deliver the national curriculum**. Our teacher training and school development programme embeds quality education and promotes child centred learning.

Our **inclusive practices** ensure our schools and curriculum are accessible for all and that all children are engaged in learning. Support is targeted for attendance, retention and learning.

## SUSTAINABILITY

We work in **partnership with communities**, empowering them in governance, leadership and administration through capacity building programmes

We work in **partnership with national and local governments** in all aspects of our operations. Their contributions to staffing and running costs increase over time, as ours decrease.

We **'transition' the school** to community and government ownership after c. 5-7 years and exit.

## PRIMARY IMPACT

Children, including the most at risk, attend school regularly and complete primary level education.

Children gain literacy and numeracy skills, and develop improved life and social skills.

Communities gain structures, capacity and skills to effectively govern and sustain the school.

## SECONDARY IMPACT

Communities benefit from continued education opportunities, improved health and livelihoods, and reduced inequalities.

National education is positively influenced by our policies, practice and training. After transition our legacy schools are a lasting asset to the sector.

## LONG TERM IMPACT

**Children from the world's poorest communities have better opportunities and brighter futures.**

