

A photograph of four young children in a classroom. In the foreground, a girl on the left is smiling and looking towards the camera. Next to her, a boy is smiling broadly while holding a blue pencil. To his right, another boy is looking directly at the camera, holding a yellow pencil. In the background, another girl is visible, looking slightly away from the camera. They are all sitting at wooden desks. The background wall is a light blue and white patterned surface.

# Our Theory of Change

Education transforms lives

[unitedworldschools.org](https://unitedworldschools.org)

# THEORY OF CHANGE

Our **Theory of Change** delivers a model of educational provision that is **robust, sustainable and scalable**. It strives to achieve long term impact by ensuring all our programmes achieve **three primary impacts**

1. Firstly, communities gain structures, increased capacity and skills to effectively govern schools, which in turn, enables them to **support the provision of sustainable quality, inclusive education**
2. Secondly, **quality education** enables children to gain literacy and numeracy skills, and develop improved life and social skills
3. Thirdly, children, including the most vulnerable, **attend school regularly and complete primary level education**





# CHILD-CENTRED PEDAGOGY

- **Inclusion mainstreamed** in our education vision
- Social emotional learning through complementary curriculum and **inclusive/child centred pedagogy**
- Contextualised curriculum based on lessons delivered with a **hybrid of mother tongue plus national language** that equip students for engagement in the local and national economy
- Our policy and procedures reflect international child safeguarding standards. For example, in 2021 UWS achieved **full certification** from **Keeping Children Safe (KCS)**, the international standard of safeguarding in schools
- Staff receive regular **safeguarding training** e.g. additional risks faced by girls that may prevent enrolment and/or retention



**“UWS Kalleri School is my happy place, where I can study with no worries.”**

- Hima, 12 years old, Nepal

# SUSTAINABLE & SYSTEMIC CHANGE

- Partnerships and alignment with the **strategies of national and local government** is central to the UWS model to guarantee sustainability
- Systematic improvement and challenging stubborn systems via our **Public Private Partnerships with local education authorities**
- UWS model ensures that national governments take **increasing financial and operational responsibility**, eventually fully transitioning schools onto government control over a period of 5-7 years. We have already signed partnership agreements with governments who commit to provision of UWS Kanpur school staffing and resourcing.
- Transitioned UWS schools remain as **part of our network of 'Legacy Schools'**, creating a community of practice; enabling schools to share ideas, resources and best practice to ensure the continuity of quality, inclusive and affordable education





A woman with long brown hair tied in a ponytail with a purple scrunchie, wearing a bright pink shirt, is smiling and looking towards a group of young children. The children, mostly girls, are wearing white short-sleeved shirts and dark skirts or pants, with red backpacks. They are standing in a room with dark wooden walls and large windows featuring a diamond-shaped lattice pattern. On the left wall, there are educational posters, including one with colorful geometric shapes like a triangle and a circle. The scene is brightly lit by natural light coming through the windows.

Investing in **People**

# 1. TEACHERS AND LEADERS

- Investment in human capital at the **local community level** - via community teachers, who speak the mother tongue of the student
- **Three levels of Child Protection policy** to ensure UWS staff, teachers & students understand their rights and responsibilities
- **Inclusive Education Policy** cascaded to staff, teachers and communities and students to highlight/address **barriers to access by girls and boys**
- Comprehensive **training and capacity building programme for teachers and school leaders**
- **Strengthening the capacity of Education Officers** to support teachers to acquire the knowledge, skills & values to teach all children e.g. improved tools to support student assessment and to monitor quality of teaching, and implement good practice and innovation





## 2. PARENTS AND CARERS

- Work with parent, carers and the wider community that want a school and commit to **sending both girls and boys to school** > the value attached to education by families and carers
- **Support and encourage parents, carers and mothers' groups** to keep children at risk of dropout, stay in school e.g. to secure a commitment to keep girls in school is critical throughout the project cycle
- Parent/carer level partnerships at all levels of operational delivery – from building of schools to working with **School Support Committees**



### 3. COMMUNITY LED APPROACHES

- **Working closely with the local community**, we build primary schools to provide children with a safe and positive learning environment
- Our community and government teachers deliver the national curriculum. Our **teacher training** and community development programme embeds quality education and promotes child centred learning
- We empower communities in governance, leadership and administration, transitioning schools to **community or national education systems** after 5-7 years
- School Support Committees, School Retention Teams/ and Education Officers **triage attendance, retention and safety** for children at additional risk of dropping out e.g. girls for reasons of safety and protection





**Thank you.**

Together we can make  
**lasting change** for  
entire communities



We are a UK registered charity number 1187721