

UWS EDUCATE THE FUTURE
CHANGE THE FUTURE

STRATEGY

2025 - 2030



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OUR VISION

Zero Education Poverty – a world where every child is empowered through education to choose their own future.

OUR MISSION

We ensure children in remote and marginalised communities achieve Foundational Literacy and Numeracy Skills - the essential building blocks of lifelong learning.

WE EDUCATE LIKE THE FUTURE DEPENDS ON IT. **BECAUSE IT DOES.**

Foundational literacy and numeracy are the building blocks for all future learning.

Without these foundations, children face a future marked by vulnerability: to child labour, early marriage, economic exclusion, and cycles of poverty that repeats across generations.

Educated mothers are

50%

more likely to immunise their children.

Their children are

x2

more likely to survive past the age of five.¹

Every extra year of school boosts a child's future income by

10% on average.²

1 in 3 girls in low-income countries is married before 18. But education can reduce child marriage by

60%³

At UWS, we know that accessible education can leverage powerful systemic change: including people living on the margins, addressing inequities, stabilising communities – empowering every child to choose their own future.

In many low-income countries, including those where UWS works, growing youth populations present both a challenge and an opportunity. Primary schools risk becoming overwhelmed – but with the right interventions, this demographic shift can drive **equitable development, social stability, and long-term economic growth.**

WE HAVE A BOLD VISION OF ZERO EDUCATION POVERTY

Zero Education Poverty is a systems-level vision where every child has access to quality learning. Education is the most powerful and cost-effective intervention to reduce poverty, catalyse economic growth, promote gender equality and strengthen community resilience.

Since 2008, UWS has transformed the lives of over 80,000 children through primary education in the most remote and marginalised regions across **Cambodia, Nepal, Madagascar, and Myanmar.**

Our sustainable model focuses on three core goals and interventions:



Providing quality education – training teachers and school leadership; support to at-risk learners; child-centric pedagogy; remedial learning



Building sustainable and inclusive communities – engagement with communities and governments and sustainable school funding management



Scaling access pathways into education - building schools, engaging out-of-school children, developing partnerships with government schools, and promoting best practices

So far, we've:

Trained over
2,000
teachers

Transitioned
130+
schools to local
education systems

Built
325+
operational UWS
schools

¹ Education Counts, UNESCO

² Education Finance Watch, World Bank, GEMR, UIS

³ The Power of Education to End Child Marriage, UNICEF

Building on this momentum and the strength of partnerships with communities and governments, our 2025-2030 strategy sets a bold course to accelerate our impact even further.

We're evolving our model to partner with local and national governments to embed quality teaching, building national and local capacity to advance national education priorities. Together, **we will triple the number of children who attain foundational skills in both UWS schools and government schools, creating lasting, system-wide impact.** Our low-cost, high-impact approach focuses on reducing barriers to quality education and building local capacity, not long-term dependency.

Governments in Nepal and Cambodia are asking us to extend our proven approach beyond UWS schools, to transform learning outcomes in government schools. This is a unique opportunity to build capacity, strengthen education systems, and enact sustainable change at scale, to transform education access and outcomes for every child.

By 2030, UWS will support 260,000 children in marginalised communities to reach their full potential by delivering foundational learning.

STRATEGY COMMITMENT

We can't achieve our vision alone. Our successful programmes are built by national teams and shaped by the communities we serve. Our established track record makes us trusted leaders on a path to a future of Zero Education Poverty, working in collaboration with communities, governments, national and district NGOs, technical partners, and funders, to scale our impact and shape the future of education.

Together, we will show that locally-led and co-created education solutions are the key to amplifying children's voices, and equipping them to choose their own future.

This strategy is a **commitment**



to the children we serve



to the communities we work with



to the future of Zero Education Poverty





WHAT WE KNOW

School enrollment has expanded dramatically over the past two decades. Yet, 272 million children remain out of school today. Remote and marginalised communities, including those where UWS operates, face disproportionately high barriers to accessing and completing quality education.

Just as importantly, for the first time in history, there are more non-learners in school than children out-of-school. Despite attending class, hundreds of millions of children are not acquiring even basic literacy and numeracy skills – more than 70% of 10-year-olds in low- and middle-income countries cannot read and understand a simple story.

These children are being left behind by systems unable to deliver on the promise of education.

Five years after the UN launched the 2020-2030 Decade of Action to achieve the Sustainable Development Goals, there is still much work to do to ensure all children complete free, equitable, and quality primary and secondary education (SDG4).

The 2024 United Nations General Assembly resolution, Literacy for Life (A/C.3/79/L.11), reflects a growing global urgency for Member States and partners to renew their focus and increase investment in foundational learning.

BARRIERS TO EDUCATION



Poverty

For many families living in poverty, the cost of schooling is out of reach. When children aren't working, families lose vital income. Poverty drives child labour, early marriage, and food insecurity, pushing children out of school or putting them at risk of dropping out



Shortage of qualified teachers

This contributes to **overcrowded classrooms**, student and **teacher absenteeism**, and a **reliance on rote-learning** teaching methods



Inclusion

Many children are still excluded from education due to gender, disability, language, ethnicity and social status



Health

Poor health, malnutrition, and limited access to clean water and sanitation undermine children's ability to attend school, concentrate, and thrive. Child marriage, early pregnancies, and safeguarding risks further drive school dropout, particularly for girls



Education Financing

Despite growing needs, national and international funding for education in low-income countries remains far below what is required. According to UNESCO, the annual funding gap to achieve SDG 4 in low- and lower-middle-income countries is estimated at \$97 billion¹



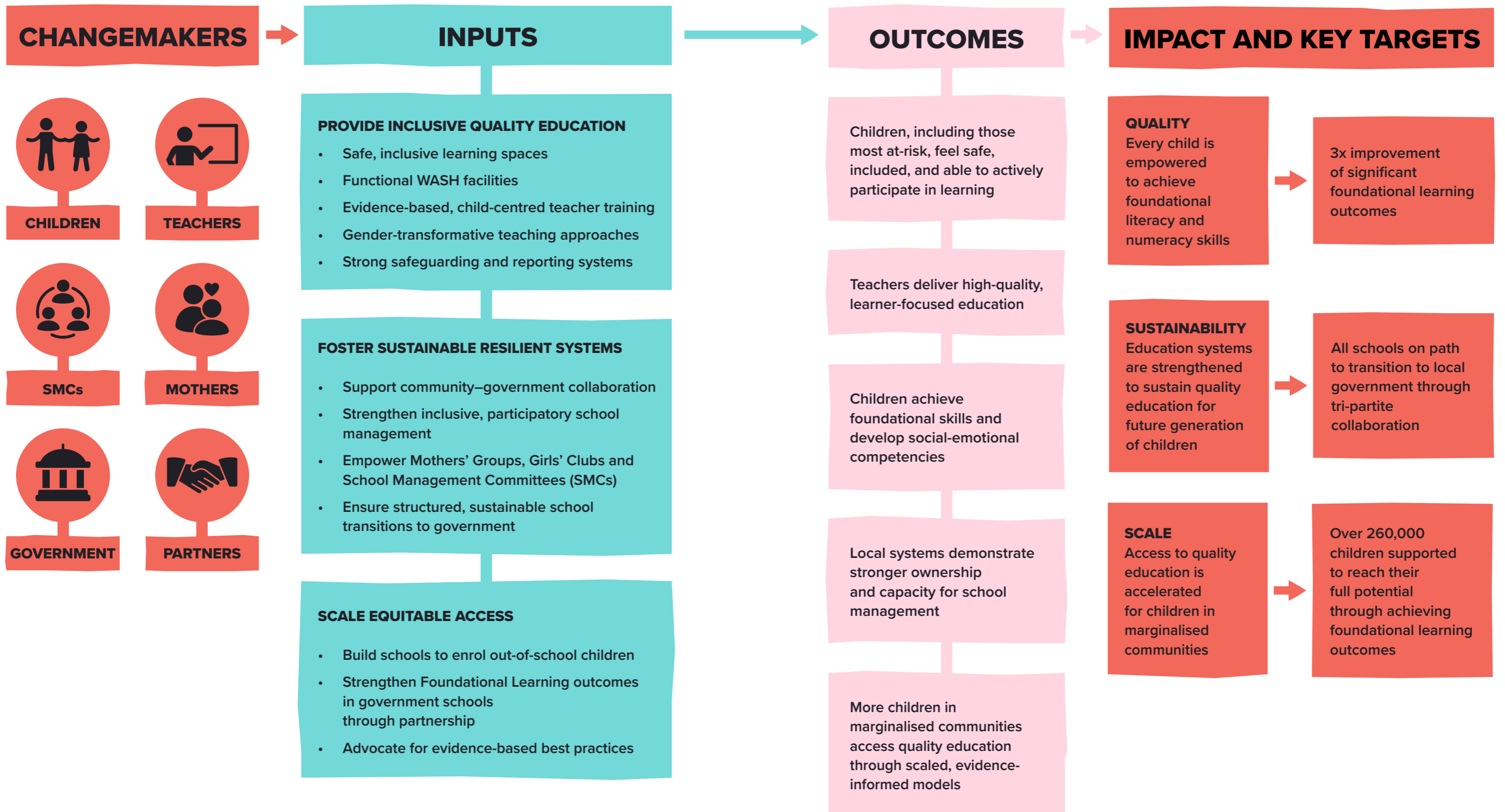
Climate Change and Displacement

Climate-related shocks and disruption impact schooling, fuel dropout, and place further pressure on education systems

Addressing these interconnected barriers is essential to ensuring the most marginalised children enrol, attend regularly, and thrive in school.

THEORY OF CHANGE

ZERO EDUCATION POVERTY (ZEP) A world where every child is empowered through education to choose their own future



GOALS

THE UWS' 2025–2030 STRATEGY IS GROUNDED IN THREE INTERCONNECTED GOALS.

Together, they shape how we work today, and how we build a better tomorrow.



GOAL 1: QUALITY

We will improve foundational literacy and numeracy, and strengthen inclusive and child-centric pedagogy through high-quality teacher and school leadership training, as well as embedding child protection, creating safe, relevant, and effective learning environments for all. We will focus on tackling the barriers that keep children out of school or at risk of dropping out, working with communities to promote gender equity, and reducing dropout rates.



GOAL 2: SUSTAINABILITY

We will continue to work hand-in-hand with communities and governments to embed education solutions that are owned, resourced, and maintained locally. Our sustainable model activates local governance structures, including School Management Committees and Mothers' Groups, builds capacity through mentorship and peer learning approaches, and supports successful transitions from UWS-supported to locally-sustained schools.



GOAL 3: SCALE

We will scale our impact both by building schools in marginalised regions, and partnering with government schools to transform and strengthen national education systems. Through this dual approach, we will embed and replicate what works, accelerating national progress toward inclusive, equitable education for all.





GOAL 1: QUALITY

Empowering children to achieve foundational learning outcomes in safe, inclusive, and inspiring environments.

UWS delivers formal primary education to some of the most marginalised communities around the world, through a community-led sustainable model. We accelerate access to quality education by supporting schools through targeted quality-teaching programmes promoting a safe and interactive learning space for every child, along with ensuring provisions such as gender-friendly WASH facilities, child-centric school management, and robust safeguarding protocols.

UWS has a proven record of raising learning outcomes in some of the most under-resourced communities in the world.



WHAT WE KNOW

Across UWS' countries of operation, children often face severe obstacles to learning – not just getting to school, but what happens when they are there. With over 39.3 million primary-aged children across these countries, and only 10% on average able to demonstrate minimum reading proficiency by the end of primary school, the scale of the challenge is vast. Yet, the demand for change is growing, and governments are explicitly prioritising foundational learning in their national plans. Further, there is a lack of community accountability mechanisms to ensure and promote ownership of school performance.

WHAT WE'VE DONE

IN 2024

- 91%** of UWS exam sitters passed the national examination (Cambodia, Nepal, Myanmar)
- 88%** student retention across UWS schools
- 86%** of final grade students progressed to further schooling (Cambodia, Nepal, Myanmar)
- 1,276** teachers received training and continual professional development in 2024
- 100%** of communities have functional School Management Committees and Mothers' Groups

WHAT WE'LL DO

Over the next five years, UWS will implement a quality education programme across UWS schools and national government schools



Training and mentoring teachers through multi-modal approaches: cluster training, mentoring and coaching, and peer-learning networks, focused on foundational learning and inclusive practices



Creating engaging learning environments that use interactive methods tailored to children's needs, along with the provision of remedial learning



Building and maintaining safe, climate-resilient schools where needed, with strengthened safeguarding systems and child protection protocols



Expanding Early Childhood Education to ensure every child benefits from at least one year of pre-primary learning, aiding school readiness



Supporting children at risk of dropping out through community and family engagement and targeted support



WHAT WE'LL SEE

By 2030, UWS will transform the learning experiences of over 260,000 children, equipping them with the foundational skills, confidence, and environments they need to reach their full potential

3x

improvement of significant foundational learning outcomes

80%

teachers meeting standards in performance assessments

100%

children are supported to feel safe, protected, and included



GOAL 2: SUSTAINABILITY

Creating lasting change through community ownership and true government partnerships

UWS’s approach to sustainability is rooted in **local leadership**. From the outset, we work in close partnership with communities and government stakeholders to co-design education solutions that are contextually grounded and nationally aligned. Our approach centres on co-creation – defining roles, responsibilities, and clear pathways for schools to transition into government systems, through formal agreements with national and local authorities.

We work directly with schools while strengthening community engagement and enhancing local ownership, before transitioning to **full local ownership** within national education systems.

We focus on improving foundational learning, enhancing teaching quality, and embedding effective practices. Through this growing network, we strengthen the systems our schools transition into and build lasting impact at scale.

WHAT WE KNOW

Across UWS’ countries of operation, education systems in marginalised areas face systemic barriers to sustainability. Local governments often lack the resources to support rural schools, particularly after external support ends. Community structures exist but are frequently under-utilised or excluded from decision-making.

WHAT WE’VE DONE

UWS is working with communities and education authorities to lay the foundations for sustainable, locally-owned education systems. Through capacity-building and providing technical assistance, we equip local actors with the tools and knowledge to take long term responsibility for their schools.



100%

of UWS transitioned schools are operating post-transition without any major concerns

(source - UWS Transition Evaluation (2025)
53 schools were evaluated)

131

UWS schools across Cambodia, Nepal, and Myanmar successfully transitioned to community and government ownership

WHAT WE'LL DO

Over the next five years, UWS will strengthen education systems to ensure the sustainability of quality education through:



Ensuring the structured transition of schools after five years, and partnership schools after three years, achieved through structured tripartite Memorandums of Understanding, with shared commitments to long-term quality and inclusion



Building the leadership capacity of Principals, School Management Committees and other community actors through professional development opportunities to sustain quality education



Collaborating with local governments to:

finalise and finance annual operating plans for each school

continue teacher training and professional development beyond transition

embed transitioned schools into national education management information systems



Promoting community participation in planning, budgeting, safeguarding, and accountability - ensuring schools remain inclusive, safe, and learner-focused



Strengthening community engagement to ensure that families, mothers' groups, and community leaders are active partners in supporting children's learning – promoting school attendance, preventing dropouts, and addressing barriers to education – building strong, supportive environments that help every child stay in school and succeed



WHAT WE'LL SEE

By 2030, UWS will have created a network of schools that continue to deliver sustainable high-quality education long after our direct involvement ends

ALL SCHOOLS

on path to transition to local government through tri-partite collaboration and inclusive and quality teaching methods are continuously cascaded

ALL COMMUNITIES

actively engaging and implementing effective governance through School Management Committees, Mother Groups, and other civil society organisations



GOAL 3: SCALE

Expanding reach and strengthening systems to drive progress toward Zero Education Poverty

UWS is scaling its breadth and influence: reaching more children with high quality education, while strengthening national education systems to deliver impact at scale. In addition to breaking down access barriers by building more schools, we will catalyse systemic transformation of education by sharing what works.

With more than a decade of experience, **UWS has been invited to partner with government in Cambodia and Nepal to catalyse national education programming and delivery.** Already established and operational, our expanding Partnership Schools model is supporting government schools to improve learning outcomes, using our proven tools and methods.

The UWS model has the potential to offer a scalable, cost-effective pathway for others working at the intersection of community-driven development and system reform – combining direct delivery with strategic government partnerships, to accelerate progress toward quality education for all children.

WHAT WE KNOW

Despite global commitments, millions of children in remote and marginalised areas remain out of school, or in classrooms that fail to deliver learning. In many contexts, government schools face persistent challenges, from underfunding and poor infrastructure to low teacher capacity and limited community engagement. But – demand for transformation is growing, and governments are increasingly seeking evidence-based solutions that work. UWS is well-positioned to respond, and scale our approach quickly and effectively.



UWS HAVE REACHED OVER

80,000

CHILDREN TO DATE...

... AND IS POSITIONED TO REACH

260,000

CHILDREN BY 2030

WHAT WE'VE DONE

After just one year of operation, we are seeing increased government investment, improved teacher confidence, and learning gains in partner schools, and we've built 325 UWS Schools and are working with 39 Partner Schools.

WHAT WE'LL DO

Over the next five years, UWS will transform existing national education systems to ensure scale in access to quality education



Constructing inclusive, climate-resilient schools in high-need areas, including gender-sensitive WASH facilities and safe learning spaces



Partnering with existing government schools to catalyse existing infrastructure, sharing best practices in inclusive pedagogy, school leadership, and community accountability, and extending training and mentoring opportunities for teachers and principals



Strengthening community engagement in all schools through the activation of governance structures, safeguarding committees, and girls' empowerment groups



Engaging in advocacy and policy influence to local and national governments, sharing evidence and insights from our programmes to shape education sector planning, financing, and reform



Our teacher development programs will focus on child-centric pedagogies, formative assessment, and contextualised instruction through tailored coaching and classroom support



WHAT WE'LL SEE

By 2030, UWS will have significantly expanded its reach and impact, ensuring that hundreds of thousands more children have access to safe, inclusive, and high-quality education

260,000+

children supported to achieve foundational learning outcomes

750+

communities supported through UWS interventions

COUNTRIES IN FOCUS

NEPAL

Goal: Reach 121,000 children by 2030 (100,000 increase in five years)

Geographic focus: Koshi, Gandaki, Karnali, Madhesh

In Nepal, UWS is entering a new phase of enabling and supporting system strengthening. By 2030, the programme will reach over 121,000 children, with the majority supported through partnerships with government schools. The strategic pivot is deliberate: moving from remote school builds to embedded municipal/district collaboration, particularly in provinces like Karnali and Madhesh, where access barriers remain steep. The Zero Education Poverty (ZEP) campaign will anchor this expansion, enabling municipalities to co-finance teacher training and adopt foundational learning benchmarks tailored to local contexts. Literacy and numeracy outcomes are projected to triple, supported by structured and child-centric pedagogy, and driven by proactive community groups. UWS's role is catalytic - strengthening municipal EMIS systems and embedding accountability mechanisms that extend beyond its direct footprint. In a country where decentralisation is both policy and practice, UWS is positioning itself as a trusted technical partner in Nepal's education transformation.

MADAGASCAR

Goal: Reach 33,000 children by 2030 (21,000 increase in five years)

Geographic focus: Atsimo Andrefana Region

Madagascar presents a frontier challenge, and UWS is meeting it head-on. Operating in Atsimo Andrefana, one of the country's most marginalised regions, the programme will expand to reach 33,000 children by 2030. The model is build-focused, with a hub-and-spoke strategy anchored by a Teacher Training Centre. Here, education is not just a right—it's a resilience strategy. In communities where access to clean water, electricity, and basic infrastructure remains sporadic, schools often serve as the only stable public institution. UWS integrates climate adaptation and nutrition into its curriculum to address drop-out risks, empowering communities to be an integral part of school accountability mechanisms. Literacy and numeracy outcomes are projected to triple, and retention rates are expected to increase as school governance and community ownership improve. With few other actors in the region, UWS is not just filling a gap—it's setting a precedent. The programme's next phase will co-create transition pathways with local authorities and local communities, ensuring sustainability in a context where infrastructure, funding, and climate vulnerability intersect.

CAMBODIA

Goal: Reach 97,000 children by 2030 (59,000 increase in five years)

Geographic focus: Ratanakiri and Mondulakiri provinces

Cambodia's education landscape is shifting, and UWS will be working with the government to shape that momentum. By 2030, over 97,000 children will be reached, with nearly half supported through government school partnerships. The programme's geographic focus—Ratanakiri and Mondulakiri—reflects a commitment to equity, targeting districts where ethnic diversity and linguistic barriers intersect with deep educational exclusion. UWS has been formally recognised by the national government as the ZEP coordinator in Veun Sai, a designation that opens doors for strengthening district-level systems. The strategy blends access with quality: building schools in remote villages while equipping government teachers with child-centred pedagogy. Foundational learning outcomes are expected to rise steadily, and gender parity will be achieved. Cambodia's narrative is one of quiet acceleration—where coordination capacity, community engagement, and government trust converge to create scalable, locally owned impact.

MYANMAR

Goal: Reach 11,000 children by 2030 (500 increase increase in five years)

Geographic focus: Eastern Shan State

In Myanmar, UWS continues to operate with quiet resolve amid ongoing instability. Since inception, the programme has reached over 11,000 children across 90 schools—nearly half now managed by communities or government. The 2026–2030 strategy is twofold. First, stabilising operations, deepening foundational learning, and building community capacity. Second, UWS is exploring a potential partnership with government and local actors to strengthen primary education, beginning in Eastern Shan State. While not yet confirmed, improving political conditions and government capacity offer cautious optimism. If realised, this route could be transformational nationwide. Teaching quality remains central, supported by phonics-based pedagogy, inclusive practices, and ongoing teacher development. Monitoring and community feedback help maintain and improve standards. Gender parity is improving, retention is steady, and attendance exceeds 90%. UWS is also exploring partnerships with local actors to share its model more widely. In a context of high need and uncertainty, UWS Myanmar looks to explore with donors a resilient, adaptive, and community-rooted pathway to impact.

CROSS-CUTTING THEMES

INCLUSION, SAFEGUARDING, AND WELLBEING

We envision schools as vibrant, barrier-free hubs where every child feels empowered to thrive

We are working to remove the barriers of gender, disability, language, ethnicity, poverty, or social status that exclude children from education – whether caused by harmful norms, inaccessible environments, or inequitable systems.

We support inclusive teaching, local leadership, and child participation through practical, rights-based approaches that reflect the realities children face. UWS pilot schemes for Girls' Clubs, Mothers' Groups, and School Retention Teams (SRTs) play a central role across all contexts:

SAFE-SCHOOLS

Making school a safe place

- Pro-active safeguarding protocols enabling children, parents and SRTs with counselling and reporting pathways
- Incident dashboards for real-time safeguarding oversight

EMPOWERING COMMUNITIES

Making school an empowered place

- Girls' Clubs for peer-mentoring and awareness on menstrual hygiene management, early-marriage prevention to uphold girl's dignity, safety and wellbeing, and advocate for the right to quality education
- Mothers' Groups and SRTs, backed by school management committees



4,243

mothers and girls were part of a Mothers' Group or Girls' Club in 2023

These are spaces where women and girls could share experiences, challenges, learn new skills and advocate for the right to quality education

95%

retention rate of boys and girls identified as at-risk of dropping out

(UWS Dropout Prevention Programme 2021-2024)

Over

11,790

students have been supported through UWS girls' inclusion programme

(2023-2026) in Cambodia and Nepal

Gender Parity

51:49

Girls:Boys

NUTRITION

We envision schools where no child ever sits in class weighed down by hunger

Tackling hunger is critical to helping children stay in school and stay healthy. UWS integrates nutrition into life-skills education, supports school gardens, and in Madagascar, we partner with the World Food Programme to deliver school meals in some schools. Cases of severe malnutrition or neglect are referred through our safeguarding systems and addressed jointly with families, schools, and health authorities.

Our 2025–30 strategy will expand awareness of nutrition and hygiene, strengthen links to national feeding and health services, and support families to access the assistance they need. We will identify and collaborate with international/national actors along with national governments, contributing to reducing chronic malnutrition.

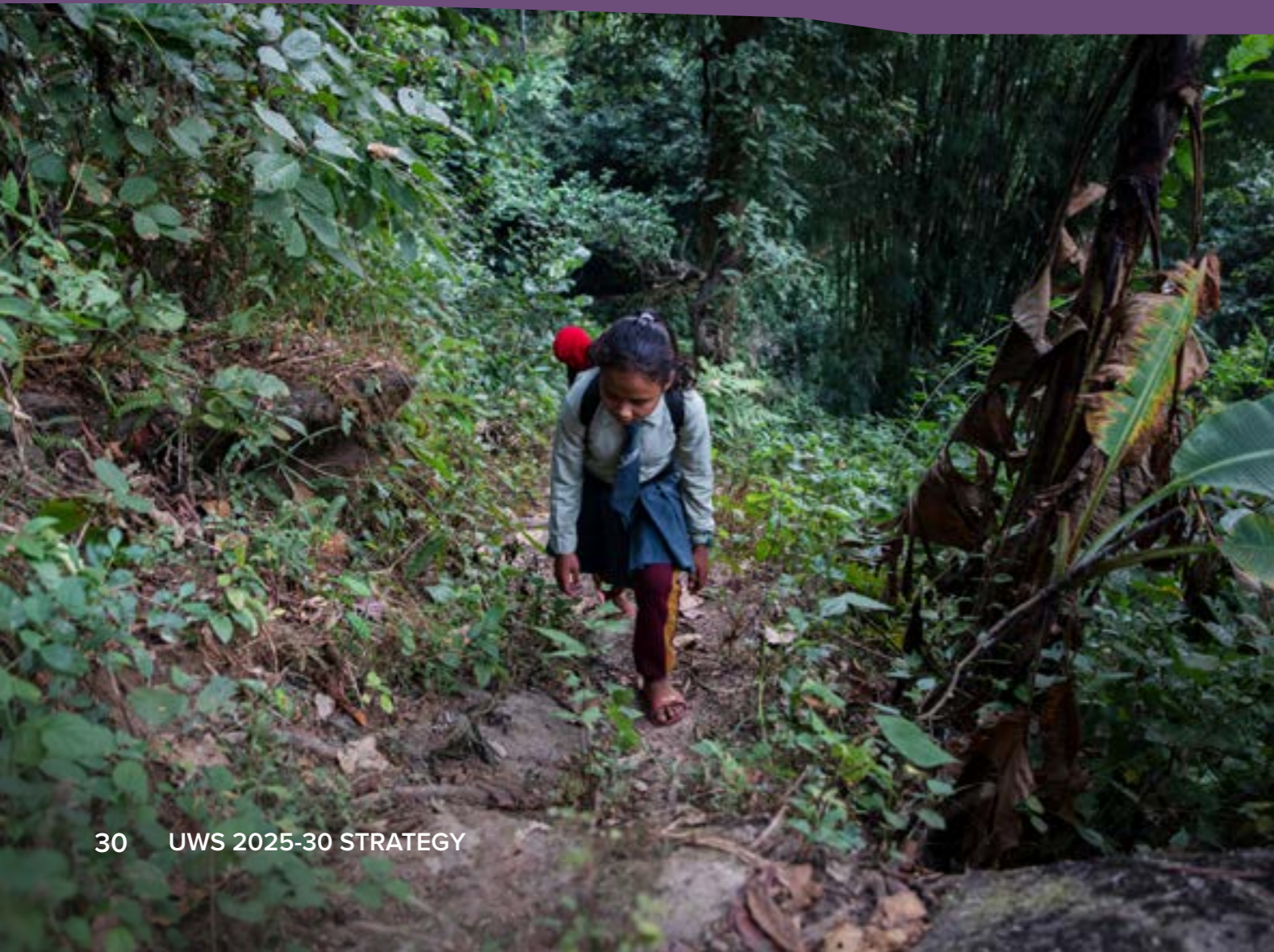
CLIMATE AND ENVIRONMENTAL RESILIENCE

We envision building 'schools of the future' that stand firm against shocks and seed green growth

UWS operates in regions where climate shocks such as floods, droughts, landslides routinely disrupt children's access to education. Within its core focus on primary education and community systems, UWS will integrate climate resilience as a foundational theme. This includes climate-smart school infrastructure, disaster preparedness in school planning, and basic training for teachers and local education committees.

Children will be empowered through age-appropriate climate literacy and community-led initiatives that build environmental awareness and agency. By embedding resilience into pedagogy, infrastructure, and governance, UWS will strengthen local capacity to adapt and ensure learning continuity. This approach protects education systems while enabling communities to respond to a changing climate

By 2030, UWS schools will not only weather climate extremes – they'll develop resilient schools and communities as the bedrock of a sustainable future.



PARTNERSHIPS

At UWS, partnership is at the core of our strategy

We're leading a powerful way of working together: co-designing, co-investing and co-governing with stakeholders at every level, we are activating national and local leadership, embedding innovation in national systems, and driving sustainable, systemic change

Funding Partners: Catalysts for Scale

Our funding partners are critical enablers of our mission: from private sector organisations to institutional donors, we work with partners that share our commitment to education, sustainability, and equity. Together, we deliver high-impact programmes that transform the lives of children.



Government Partnerships: National to District

From Ministries of Education to regional directorates, district authorities, and commune councils, we are forging strong partnerships that institutionalise our approaches

Jointly financing and overseeing transition plans, so every school moves seamlessly into government budgets

Co-creating policy and teacher training frameworks that scale Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) outcomes

Civil Society and National NGOs: Front Line Localisation

We empower national and sub-national NGOs – especially grassroots and community-led groups – to champion inclusion, safeguarding and child participation

Shared ownership, community and government co-leading school improvement

Capacity-building investments that transfer Monitoring and Evaluation, advocacy and resource management skills to local partners

Technical and research partners (including INGOs):

We collaborate with INGO's, academic institutions and innovation hubs into co-creation ecosystems

Consortium bids for multi-donor funding, driving down transaction costs and aligning incentives

Action-research pilots: learning tools, climate-resilience metrics, and social-emotional learning modules

Evidence-to-policy pathways that accelerate adoption of proven models across districts and national plans

UWS GLOBAL

As a geographically and culturally diverse organisation, we are committed to being global – UWS is a unified organisation where every team member is valued as a vital contributor to our mission. Each of us shares the passion to transform the lives of the children we serve through quality education. Over the next five years, we will continue to invest in building a strong organisational culture that supports staff performance and wellbeing, and enables high-quality, sustainable impact.

WHO WE ARE

Locally led, globally aligned

At UWS, we believe that lasting change starts with people. We empower local talent, nurture diverse leadership, and ensure every voice is valued and heard - especially those from the communities we serve. We are committed to creating spaces where local perspectives guide our global mission.

We are building a truly global UWS - an organisation grounded in trust, mutual respect, and care. Our leadership reflects the diversity of the countries and communities we work alongside, and we actively nurture talent at every level to shape the future of UWS together.

Across all countries and teams, we prioritise collaboration, learning and wellbeing in pursuit of our shared mission. We strive to create environments where people feel supported, valued, and able to grow. We invest in our teams through continuous development and succession planning, because when our people flourish, our mission does too. From classrooms to country offices, we are building teams who lead with empathy, act with integrity and champion the future of every child.



HOW WE WORK – THE NEXT FIVE YEARS

Programme and country office growth:

We will invest in the growth of our country programmes, developing new and existing teams with the capacity and leadership to scale our impact sustainably

Evidence and learning:

Our programme delivery will be underpinned by a growing body of evidence and learning; and through strengthened monitoring and research, we will capture and share what works, informing internal decisions and sector-wide practice led by nationally owned frameworks

Advocacy and community:

We will grow our voice and visibility, ensuring the perspectives of the communities we serve are represented in education conversations globally, and build an engaged community of supporters and changemakers through networks, events, and digital platforms

Partnerships:

We will seek to partner with institutional donors, philanthropists, corporates and other NGOs globally to mobilise support for our goals and long term impact

Financial oversight and control:

Strong financial management will ensure that UWS remains accountable, agile, and secure – continuing to uphold rigorous financial systems, maintain healthy reserve levels, and invest in operational sustainability

Management policies:

Our global code of conduct, child protection and safeguarding policies, and security protocols are the foundations of our duty of care; we will ensure that all staff are trained, equipped, and supported to uphold the highest standards of professionalism and accountability

MONITORING, EVALUATION, ACCOUNTABILITY, AND LEARNING

Our MEAL systems are central to how we drive programme quality, measure progress, and ensure accountability – to children, communities, governments, partners, and supporters

Over the next five years, we will strengthen our MEAL systems to enable adaptive programming, improve student learning outcomes, and increase the impact and sustainability of our work.

We use a mix of quantitative and qualitative methodologies to generate school level needs assessments. In 2024, UWS adopted the internationally-recognised EGRA and EGMA tools to assess foundational literacy and numeracy and now conduct annual EGRA/EGMA assessments for Grade 2–3 students. Alongside this, we gather qualitative data through structured interviews, school observations, children and community surveys – these help us better understand the lived experiences of students, teachers, and families.

Sharing our learning is a core pillar of our approach. We ensure that data and insights are not only used internally to inform programme design and strategic decisions, but are also shared externally to influence wider education systems. UWS contributes to sector-wide learning by publishing evidence, engaging in communities of practice, and sharing findings with Ministries of Education, education partners, and funders. In doing so, we help shape policy and improve education delivery at both national and global levels.

All this information gives us the ability to continually assess our impact, calibrating and adjusting as we work towards UWS’s ambitious goals of reaching thousands more children’s learning in safe, inclusive, empowering and inspiring environments, creating lasting change, and driving progress toward Zero Education Poverty.

We know where we want to be in five years’ time, and with the power of our MEAL systems, we’ll get there: through the passion, strategy and skill of our members, the energy, power and commitment of our partners, and most importantly, the unleashed potential of the children and families we serve.

Join us in equipping every child with the tools to choose their own future.

We have developed a **framework of standardised indicators** to measure progress across our three strategic goals: quality, sustainability, and scale. These include:

QUALITY	SUSTAINABILITY	SCALE
<p>Student achievement and engagement</p> <ul style="list-style-type: none"> • % of students achieving minimum proficiency in literacy and numeracy (EGRA/EGMA) • % of students passing annual examinations • % student retention • % student attendance 	<p>School transitions</p> <ul style="list-style-type: none"> • Number of UWS schools transitioned (5-year model) • Number of Partner schools transitioned (3-year model) 	<p>New builds</p> <ul style="list-style-type: none"> • Number of schools (existing) • Number of schools (new builds) • Number of students • Number of teachers
<p>Teaching quality</p> <ul style="list-style-type: none"> • % of teachers meeting quality teaching standards • In-service training hours per teacher • Number of teachers trained • Teacher Attendance and Retentions 	<p>Collaborations</p> <ul style="list-style-type: none"> • % schools with effective tripartite MoUs 	<p>Partnership schools</p> <ul style="list-style-type: none"> • Number of schools • Number of students • Number of teachers
<p>School environments</p> <ul style="list-style-type: none"> • % of schools with safe, inclusive and gender-friendly WASH facilities • Gender parity score (girls:boys) • Student:Teacher ratio • We are also ensuring a 100% CPS training compliance 	<p>Local capacity</p> <ul style="list-style-type: none"> • % schools with effective quarterly community group meetings • % of School Directors with knowledge gained post training 	



UWS **EDUCATE THE FUTURE** **CHANGE THE FUTURE**



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