Windle Trust International (WTI) supports access to education for deserving and disadvantaged individuals from conflicted-affected communities in East Africa and the Horn of Africa including South Sudan, Kenya and Uganda. Our UK Scholarship Programme provides financial, academic and welfare support for postgraduate students in UK universities. WTI is committed to enabling disadvantaged students to fulfil their potential, developing professional and leadership skills that allow them enact change in their home communities.

The programme is distinctive in the way we:

- Select students with all eligible candidates being interviewed face-to-face in South Sudan, Kenya or Uganda.
- Give priority to students from conflict-affected communities, who have been displaced or are refugees.
- Support students after selection with culturally-sensitive advice selecting a course and university.
- Develop strong and enduring partnerships with UK universities.
- Offer welfare support and encouragement throughout the time the students are in the UK.
- Emphasise the importance of returning to East Africa after graduation, stressing that our investment in them is also an investment in their community.
The UK Programme was established in 1988. Over the last thirty years it has supported over 600 scholars at over 30 UK universities.

Eligibility for the award is based on the following criteria:

- Refugees, internally displaced or otherwise affected by conflict
- Minimum of 2.1 undergraduate degree
- Minimum of 2 years relevant work or voluntary experience
- Ability to study at a postgraduate level in English
- Commitment to return to country of residence after programme
- Commitment to use their skills to benefit their home communities
1. **SELECTION**

Eligibility based on conflict-affected status is determined by our local partners: Windle International Uganda, Windle International Kenya, and Windle Trust International Juba. From 2012 to 2017 the following residency criteria was applied:

**South Sudan**

All South Sudanese nationals are considered ‘conflict-affected’. All nationals are eligible for the Postgraduate Scholarship Programme.

**Uganda**

Ugandan nationals who are able to demonstrate a clear, long-term link with the following regions of Uganda that have been affected by or are emerging from conflict: West Nile, Karamoja, Acholi, Lango, Teso regions. Eligible candidates must have been born in the districts of these regions and/or have lived or worked there for at least three years.

**Registered Refugees**

Refugees from any nation registered in Kenya, South Sudan or Uganda are eligible for the Postgraduate Scholarship Programme.

---

**Number of Students /Country of Origin, 2012-2017**

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eritrea</td>
<td>1</td>
</tr>
<tr>
<td>Somalia</td>
<td>1</td>
</tr>
<tr>
<td>DR Congo</td>
<td>2</td>
</tr>
<tr>
<td>Uganda</td>
<td>8</td>
</tr>
<tr>
<td>South Sudan</td>
<td>41</td>
</tr>
</tbody>
</table>

**Country of Residence at Selection, Students 2012-2017**

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sudan</td>
<td>1</td>
</tr>
<tr>
<td>Kenya</td>
<td>2</td>
</tr>
<tr>
<td>Uganda</td>
<td>9</td>
</tr>
<tr>
<td>South Sudan</td>
<td>41</td>
</tr>
</tbody>
</table>

**Country of Return after Postgraduate Studies, 2012 -2017**

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Sudan</td>
<td>72%</td>
</tr>
<tr>
<td>Uganda</td>
<td>17%</td>
</tr>
<tr>
<td>Kenya</td>
<td>2%</td>
</tr>
<tr>
<td>Sudan</td>
<td>2%</td>
</tr>
<tr>
<td>England/Non-returner</td>
<td>7%</td>
</tr>
</tbody>
</table>
WTI particularly invites applications from women and seeks to offer greater representation to women during the application process in order to account for the socio-economic barriers that challenge female scholars at tertiary level. During the selection round for 2017/18, for example over 80% of all total applicants were male; but were awarded just 64% of scholarships. This is good progress, but we recognise we need to do even better to move decisively towards gender parity. The selected Pharo Foundation scholars were 62% female in order to support female candidates in recognition ‘access gap’ that still endures.

**APPLICATION PROCESS**

- Applications open annually for each country, recruitment open for 6-8 weeks

  ▼

- Students complete application form, either paper or online after 2015

  ▼

- Regional Programme Officer assess eligibility of candidates against criteria

  ▼

- Eligible candidates shortlisted and interviewed in country

  ▼

- Candidates rejected after interview or recommended to WTI Oxford

  ▼

- WTI Oxford reviews recommendations through an Internal Selection Committee

  ▼

- Candidates accepted onto ‘Priority List’ database. UK Programme Officer works directly with students for up to 3 years on potential placement opportunities
2. PLACEMENT

The UK Programme Officer works with individual students to guide them through the process of applying for university places and relevant scholarship applications.

Students are advised based on:

- Current funding relationships with universities
- Student's desired course or area of study
- Country of student's residence

Residence is a metric for placement due to funding restrictions. South Sudanese students are not eligible for Commonwealth funded scholarships (see overleaf). Therefore South Sudanese students are priority placement candidates for university relationships not dependent on Commonwealth funding.

WTI has a relationship with the Commonwealth Scholarship Commission (CSC) that allows us to nominate up to 10 students for consideration for fully-funded scholarships. The nomination does not guarantee selection, and WTI's average is one selected scholars per year for a fully funded CSC scholarship.

Following successful nomination at a partner university, the UK Programme Officer advises individual students on Tier 4 visa applications for the UK including documentation and procurement of relevant medical certifications, flights to the UK, and accommodation at university.

Pharo Foundation Supported Students Placed in the UK, 2012—2017

<table>
<thead>
<tr>
<th>University</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangor</td>
<td>4</td>
</tr>
<tr>
<td>Bath</td>
<td>2</td>
</tr>
<tr>
<td>Birmingham</td>
<td>1</td>
</tr>
<tr>
<td>Central Lancashire</td>
<td>8</td>
</tr>
<tr>
<td>Coventry</td>
<td>1</td>
</tr>
<tr>
<td>Institute of Education</td>
<td>6</td>
</tr>
<tr>
<td>Leeds</td>
<td>3</td>
</tr>
<tr>
<td>Liverpool</td>
<td>6</td>
</tr>
<tr>
<td>London School Hygiene Tropical Medicine</td>
<td>1</td>
</tr>
<tr>
<td>Nottingham</td>
<td>5</td>
</tr>
<tr>
<td>Oxford Brookes</td>
<td>7</td>
</tr>
<tr>
<td>Reading</td>
<td>1</td>
</tr>
<tr>
<td>University College London</td>
<td>1</td>
</tr>
<tr>
<td>Warwick</td>
<td>1</td>
</tr>
<tr>
<td>Westminster</td>
<td>6</td>
</tr>
</tbody>
</table>
Placement Eligibility with University Partners

**FULLY FUNDED COMMONWEALTH**
10 nominations
ANY SUBJECT at any participating CSCC University

---

**COMMONWEALTH SCHOLARSHIPS**

**SOUTH SUDAN**

**BANGOR, BATH, WARWICK, LIVERPOOL, WESTMINSTER, LEEDS, READING**

---

**SHARED COMMONWEALTH**

**BATH**
MA International Development

**BANGOR:** Any Shared Commonwealth Subject, including:
- MSc Agroforestry
- MSc Environmental and Business Management
- LLM International Criminal Law and International Human Rights Law

**LEEDS:** Any Shared Commonwealth Subject, including:
- MSc Public Health
- MSc Transport Engineering
- MSc International Development

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**KENYA**

**UGANDA**
FUNDING

Funding and Income:
WTI has developed secure, long-standing relationships with UK universities to provide full tuition-fee scholarships for our nominated students, and we currently have more offers of available scholarships than we are able to take up. WTI is therefore moving towards a model of working in partnership with universities to support maintenance costs, including partnerships with accommodation providers. Please see below for the donor contribution breakdown to the UK Scholarship Programme between 2012-2017.

As part of our scholarship agreement, we ask students to contribute a portion of their maintenance stipend into the programme. This provides a small amount of cash-flow to WTI and engenders a sense of ownership on behalf of the student towards their education. This amount is dependent on the level of maintenance provided and individual status of the student. Usually the student cost-sharing contribution is between £500 - £1000 per student per year. The estimated value of a 1 year postgraduate scholarship in the UK is roughly £35,000 per student.

Higher education in the UK is facing an increasingly squeezed donor marketplace, and WTI is seeking alternate solutions to address this challenge, including the possibility of shorter courses or distance-learning that would prove more accessible for female candidates.
2014 - 2015 Academic Year

- Student Cost-Sharing: 2%
- Bursaries and Grants: 4%
- HPTC Grant: 14%
- Pharo Foundation Award (1 & 2): 26%
- University Tuition Contributions: 27%
- University Maintenance/Stipend Contributions: 27%

2015 - 2016 Academic Year

- Student Cost Sharing: 2%
- Bursaries and Grants: 11%
- HPTC Grant: 5%
- Pharo Foundation Award (1 & 2): 35%
- University Tuition Contributions: 26%
- University Maintenance/Stipend Contributions: 22%

2016 - 2017 Academic Year

- Student Cost-Sharing: 2%
- Bursaries and Grants: 2%
- HPTC Grant: 15%
- Pharo Foundation Award: 42%
- University Tuition Contributions: 17%
- University Maintenance/Stipend Contributions: 22%
3. MONITORING and EVALUATION

**Student Support**

- Personalised administrative support and guidance on Tier 4 visas
- Arranging transportation to and from East Africa at the beginning and end of the scholarship
- Orientation in-country before departure, and upon arrival to the UK, arranging transport to universities and liaising with welcome and induction staff
- Administrative support for students including arranging accommodation in advance for students, prepayment of deposits, co-ordination with tutors and university staff
- Welfare support including referrals to medical professionals where necessary, hospital visits, advocacy as necessary
- Emergency out-of-hours support for critical issues
- Financial support including laptop loans, supplemental amounts for dental treatment or glasses
- Academic writing and research skills support during the course of scholarship including individualised links with university skills teams
- Leadership training and development programme including personal leadership training with mentor, bi-annual workshops/conferences focused on careers advice and guidance including CV workshops and job-hunting advice
Case study: Student Academics and Welfare

Felix, MSc Cyber Security and Forensics, University of Westminster

Felix was born in 1983 in Eastern Equatoria, South Sudan, and is the last born of nine children. Following an excellent performance in the Primary Leaving Examination (PLE) Felix was awarded a scholarship by UNHCR through the Office of the Prime Minister but later was forced to suspend his studies for due to lack of tuition fees.

Felix spent two years at home due to financial constraints, but later a friend advised him to join Africa Leadership for Institutional Community Development. He enrolled and completed a three-month course. Class (Upper Division).

From 2009 to 2010, Felix joined Kampala International University (KIU) for a Diploma in ICT after raising the funds driving a commuter taxicab. After acquiring his Diploma, Felix enrolled in a BSc in Computer Science at KIU financed through his job driving a taxi. He graduated in 2011 with a 2.2 degree.

Felix's ultimate goal is to introduce ICT application systems in South Sudanese business environments through the Ministry of Telecommunications, and though his own computer and Internet Centre to provide ICT training programmes.

WTI nominated Felix for an opportunity at Westminster, due to his area of interest, and guided him through the secondary scholarship application process required by the University. WTI also arranged for Felix to live at International Student House alongside several other students so there would be a support network in place.

Felix progressed well on his course, regularly attending the computer club activities on campus where he networked with different IT groups in the UK such as the British Computer Society, IBM and Apple. He particularly enjoyed the leadership development and team-work aspect of his course.

Unfortunately during the summer term, Felix suffered a double bereavement in his family which affected his studies as he had to travel back to South Sudan at short notice to attend to family matters. WTI assisted Felix with an emergency application to a hardship fund which granted him financial support for the last-minute air travel back to South Sudan.

Upon his return Felix committed himself to his studies, and although he was able to pass all of his modules, he did not meet the required grade in one exam required to graduate. WTI was able to advocate on Felix's behalf and negotiate that he extend his course for an additional semester at the University of Westminster in order to re-sit for his exam, which was only possible in January of the following year. WTI was also able to negotiate for the extension of his accommodation scholarship, so that Felix was able to stay in the same room in International Student House and minimise his disruption.

Felix was exceptionally helpful during the following orientation process, and due to his expertise about life in London he was able to act as an unofficial host for the incoming students who joined the same accommodation as him in London.

In January 2018 Felix successfully completed his postgraduate degree, and returned to South Sudan.
OUTCOMES

TRACER

Q. Where do you consider home?

<table>
<thead>
<tr>
<th>Country of Residence When Selected</th>
<th>Countries of Residence After Award</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>Somalia</td>
<td>1</td>
</tr>
<tr>
<td>Kenya</td>
<td>UK, DR Congo</td>
<td>1</td>
</tr>
<tr>
<td>South Sudan</td>
<td>South Sudan</td>
<td>20</td>
</tr>
<tr>
<td>South Sudan</td>
<td>Uganda</td>
<td>3</td>
</tr>
<tr>
<td>South Sudan</td>
<td>UK</td>
<td>2</td>
</tr>
<tr>
<td>South Sudan</td>
<td>Kenya, South Sudan</td>
<td>1</td>
</tr>
<tr>
<td>South Sudan</td>
<td>Uganda, South Sudan</td>
<td>1</td>
</tr>
<tr>
<td>South Sudan</td>
<td>USA, Kenya</td>
<td>1</td>
</tr>
<tr>
<td>Sudan</td>
<td>Canada</td>
<td>1</td>
</tr>
<tr>
<td>Uganda</td>
<td>Uganda</td>
<td>6</td>
</tr>
<tr>
<td>Uganda</td>
<td>Belgium, Uganda</td>
<td>1</td>
</tr>
<tr>
<td>Uganda</td>
<td>USA, Uganda</td>
<td>1</td>
</tr>
</tbody>
</table>

Based on 75% response rate to Pharo Foundation Alumni Survey, April—May
IMPACT

PROFESSIONAL DEVELOPMENT

- 98% scholars reported the award improved their TECHNICAL SKILLS eg software
- 100% scholars reported the award improved their READING AND WRITING SKILLS
- 98% scholars reported the award improved KNOWLEDGE OF THEIR AREA OF EXPERTISE
- 100% scholars reported the award improved their UNDERSTANDING OF THEORY THAT UNDERPINS THEIR AREA OF EXPERTISE

PERSONAL DEVELOPMENT

- 95% scholars reported their CONFIDENCE was improved by the award
- 90% scholars reported their TOLERANCE was improved by the award
- 95% scholars reported their INDEPENDENCE was improved by the award
- 90% scholars reported their TEAM WORK was improved by the award

The remainder reported that their abilities or skills in professional/personal development remained the same or were not affected by the award. No scholars reported their skills or abilities being harmed or deteriorating as a consequence of the award.
EMPLOYMENT AND WORK

All respondents were working in the same thematic area as they studied during the scholarship, apart from three students who made the following transition:

<table>
<thead>
<tr>
<th>Thematic area studied during the scholarship</th>
<th>Thematic area student is working in now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>Humanities &amp; Social Sciences including Development</td>
</tr>
<tr>
<td>Natural Science</td>
<td>Agriculture &amp; Natural Resources</td>
</tr>
<tr>
<td>Information Technology &amp; Computing</td>
<td>Business, Economics &amp; Finance</td>
</tr>
</tbody>
</table>

The high correlation between subject studied during scholarship and current area of employment suggests that the selection process is sufficiently and accurately identifying students with strong commitment to their subject area, and that the courses are adequately preparing students for careers in their chosen field.

Employment Immediately Following Return by Thematic Area of Study

- No, I was unemployed when I returned to Africa
- Yes I returned to a job

The sample size of respondents in this case is too small to draw large scale inferences, but the figure above suggests that there is little direct correlation between subject area and prospect of immediate employment upon return. Areas such as Health and Medicine, IT, Engineering or Business, represent surprisingly low rates of pre-established employment rates.
Q. Did any organisations help you get a job when you returned to Africa?

Institute for Promotion of Civil Society
Windle International Kenya
KODI
UNICEF

10% of students reported no job hunting help from organizations. 90% student reported funding their initiatives through personal savings or community contributions.
It should be noted that not all respondents replied to all questions. The figure above extrapolated from available replies Nevertheless, this demonstrates immediate effect with 60% of respondents reporting a more senior position within six months of scholarship award.

Have you achieved a management role as a result of your scholarship award?

Q. If you have worked in a management role, did any skills from the award contribute to your management abilities? Either positively or negatively?

The award contributed positively to my career, I was able to design, supervise and manage complex projects that I wouldn't be able to learn before award.

Yes, the award improved my management skills especially in managing organisation resources including human resources, assets and materials. I also contribute to project proposal writing based on the knowledge I acquired during dissertation writing. I have carried out effective needs assessments for program expansion of projects as well as conducting meaningful meetings with project stakeholders.

From the award I built good skills such as social research skills this has helped me a lot in my current assignment at Windle International Kenya, time management, technical support, capacity building and excellent communication skills. I learnt how to relate freely with people from diverse backgrounds having studied at University with students from various nations.

The leadership coaching I attained improved my leadership and management skills especially in understanding personalities and conflict resolution at the workplace.
Q. Have you created or maintained any international links following award?

I have a partnership with Harlem hospital in New York, USA

Yes, I communicate to some of my course mates in Cambodia, UK, Egypt and China. We share work challenges

I have maintained the link with Wales Centre for Children Rights and continuing to contribute towards the on-going research on Children Displaced Across Borders due to armed conflicts

I still work maintain the link with the Professional Gender Based Violence International Network

**SALARIES**

<table>
<thead>
<tr>
<th>What would you estimate was your average annual income before award?</th>
<th>What would you estimate your average annual income now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,000 GDP</td>
<td>10,000 GDP</td>
</tr>
<tr>
<td>30 million Ush</td>
<td>42 million Ush</td>
</tr>
<tr>
<td>34,000 USD</td>
<td>48,000 USD</td>
</tr>
<tr>
<td>20,000 USD</td>
<td>35,000 USD</td>
</tr>
<tr>
<td>30,000 USD</td>
<td>35,000 USD</td>
</tr>
<tr>
<td>24,000 USD</td>
<td>30,000 USD</td>
</tr>
<tr>
<td>24,000 USD</td>
<td>60,000 USD</td>
</tr>
<tr>
<td>NOT ANSWERED</td>
<td>24,000 USD</td>
</tr>
<tr>
<td>VOLUNTARY</td>
<td>60,000 USD</td>
</tr>
<tr>
<td>24,000 USD</td>
<td>31,500 USD</td>
</tr>
<tr>
<td>24,000 USD</td>
<td>24,000 USD</td>
</tr>
<tr>
<td>11,000 USD</td>
<td>18,000 USD</td>
</tr>
<tr>
<td>9,000 USD</td>
<td>15,000 USD</td>
</tr>
<tr>
<td>12,000 USD</td>
<td>11,000 USD</td>
</tr>
<tr>
<td>3000 GDP</td>
<td>3000 GDP</td>
</tr>
<tr>
<td>&lt;1,200 USD</td>
<td>&gt;18,500&lt;30,000 USD</td>
</tr>
<tr>
<td>20,000 USD</td>
<td>10,000 USD</td>
</tr>
<tr>
<td>2,000 USD</td>
<td>6,000 USD</td>
</tr>
<tr>
<td>13,200 USD</td>
<td>18492 USD</td>
</tr>
<tr>
<td>&lt;2,000 USD</td>
<td>18,000 USD</td>
</tr>
<tr>
<td>700 USD</td>
<td>3,000 USD</td>
</tr>
<tr>
<td>17,300 USD</td>
<td>66,000 USD</td>
</tr>
<tr>
<td>185,052 SSP</td>
<td>215,304 SSP</td>
</tr>
<tr>
<td>21, 600 USD</td>
<td>30,000 USD</td>
</tr>
<tr>
<td>6,000 USD</td>
<td>35,000 USD</td>
</tr>
<tr>
<td>30,000 USD</td>
<td>60,000 USD</td>
</tr>
<tr>
<td>18,000 USD</td>
<td>30,000 USD</td>
</tr>
<tr>
<td>20 million Ush</td>
<td>30 million Ush</td>
</tr>
<tr>
<td>12,000 USD</td>
<td>36,000 USD</td>
</tr>
<tr>
<td>30,000 USD</td>
<td>30,000 USD</td>
</tr>
<tr>
<td>12,000 USD</td>
<td>VOLUNTARY</td>
</tr>
</tbody>
</table>

**Change in student salaries after award**

- 100%> salary increase: 40%
- 50-99% salary increase: 13%
- 30-49% salary increase: 17%
- 15-29% salary increase: 10%
- Salary remained the same: 13%
- Salary reduced: 7%
Students reported establishing their own initiatives or companies. Total 33 respondents to question. 2/11 were women.

Q. If you have set up a new business or initiative please tell us about it. Did any organisations offer you legal or financial advice, or seed money? What resources were helpful?

“Since my return, I have been involved in three projects. One of them ‘Visipo’ is an app that helps tourist book short tours as a technology lead and partner. This is intended to create opportunities for the youth through storytelling. As they have a better understanding of their communities. details http://www.visipo.com/ Our source of funding is a friend who has given us 5000US $ for start to pay for internet services and tour guides acquisition. We need an extra 10000 US $ to be able to fully take advantage of the business and acquiring more guides. The second project which is still underway ‘gulapp’ (details http://gulapp.com/) this enables employed people access goods on credit, for this project we have partnered with a friend who has given us 20 million Uganda shillings we will need 100 million Uganda shillings more to be able to service our clients fully since this is a capital-intensive business. and the last project which is still at planning stage is to partner with refugee settlement schools and rural schools and urban schools one of which is Gayaza High School to build an online platform to facilitate collaboration amongst students and teachers. ICT integration in learning can help close the resource gap that exists in the Ugandan education system.”

“I have acquired assets including 3 plots of land in Kampala city and one plot of land in Juba. I am in process of starting construction for two estate blocks in Kampala for rentals. I have set funds to acquire a family vehicle latest by August 2018. No organisation helped me with funds or legal advice but I used my masters knowledge to improve my family situation.”

“As a team, we have been able to set up a Primary School and have got support from UNICEF in terms of school materials.”

“With the help of an orthopaedic surgeon, we opened the department of orthopaedic surgery in Uganda where I am working now.”

“I opened a joint Pharmaceutical company with my cousin and the resources were from our savings.”

“I have set up a number of businesses with my partners, currently we are running a private nursery and primary school, a construction company and we are in the process of setting up a consultancy firm. So far no financial assistance secured for all these, but the money we get from our salaries.”

“I registered a construction company and I am developing it with time, I got no help anywhere else. I have done all the formal registration. next step will be internationalizing it. However this requires good capital.”
Students reported introducing and implementing innovations into their workplaces within 1 year of return from award.

10 students reported implementing innovations within 6 months.

Q. Have you introduced new practices or innovations in your workplace as a result of the skills you obtained during the scholarship? Have they achieved what you intended?

“Evidence-based programming and decision making in designing disease control program.”

“Design of structures such as building and bridges using new software, work planning and scheduling, supervision and construction management.”

“Innovations such as the Audit trial. The Audit trial has greatly improved the management of funds, improved budgeting and planning practices among project teams.”

“We have designed new trauma management protocols especially management of fractures and trained other healthcare providers on their use. We also now have a curriculum for teaching medical students.”

“I developed a centralized system to enhance file and resource sharing, file management and distribution which has greatly improved the efficiency of service delivery in the organization.”

“I have introduced a number of accounting measures to improve the efficiency of the finance department. For instance, I have introduced the use of accounting software and real-time production of financial information to managers. I have also introduced the use of automated accounting forms with pre-populated data to reduce time wastage and errors in processing accounting information. Above I have also encouraged the use of bank transfers, cheque payments as opposed to cash use. Although there was some resistance in the beginning, at the end all the objectives of the initiatives have been achieved.”

“In my research assignment of Girls’ Educational Needs Assessment I initiated innovations such as installation of solar panels in camp schools run by Windle International Kenya. The idea of installing solar for electricity was to help students and teachers have access to ICT for learning. Example, when schools have electricity, teachers are able to incorporate documentaries to students.”

“Introduced briefing of project staffs about project implementation and how to write reports after implementing activities, implementing projects, and have team leaders in the field charged with leadership roles. Secured project funding and resources for Yei Teacher Training College.”
What was the most significant change in your life due to the scholarship award?

Learning state of art musculoskeletal medicine and translational research

I gained critical experience, knowledge and skills in my subject area. Ultimately these skills are very relevant to my current em-

1. Acknowledging the work of other people who are part of the team I lead

2. I was able to move on from one job to the other due to the influence of the scholarship in my life (the MA was a pivotal driving force)

Qualification and meeting higher job requirements

The knowledge and skills from the award is one of the most significant change in my life. Today, I am able to apply for any job related to my career goal without worrying about my degree level. I feel this award has added value in my life. I can compete in the job market without fear.

I experienced changes in my writing skills, reading skills, listening skills, communication skills and research/writing skills. I also improved my leadership qualities and skills

Exposure to different ways of thinking and approaches to a different way of life

Getting in to the UN for work. My life has improved and I am able to take care of many family members, paying school fees for 10 children.

Gaining international education, experience and new connections
What was the most significant change to your immediate community due to the scholarship award?

The orthopaedic surgery department we have opened is providing the local community quality healthcare in musculoskeletal medicine.

After the award, I have embarked on professional development training for my workmates and students that I interact with at Gulu University.

I have helped my community to set up a local scholarship scheme aimed at promoting girl child education. Girls in my community do not have the opportunity to pursue high education. Either due to poverty or negative societal norms. This scheme is working very well; and this year we are proud to sponsor three girls at Juba University. One pursuing law, the other one pursuing degree in nursing, while the third one degree in Economics.

I am able to successfully persuade people to choose a different ways of looking at things especially among exile community in Kenya.

As a result of my award, I have become a role model to my family. My parents and siblings are so proud of me. They seek guidance and counsel from me in case there is any family development project to undertake. In my community, I have become their mentor and source of inspiration. I have encouraged and guided some of my peers to enroll in school and further their education and I have offered solid career guidance to them.

Ability to contribute positively to Development. I help in areas which need an appropriate decision making. I have sponsored two children to primary and secondary school because of the job which I obtained through the knowledge I gained from the scholarship.

Helped in micro-planning of the distribution of long-lasting treated insecticide treated nets, and participated in research which provided data that improved the coverage of vaccine in hard-to-reach areas in Northern Uganda.

I am using my skills to serve vulnerable women and girls who are really in need of protection from violence.

I am working on a mobile app that will help people in refugee camps around the world suffering from assaults.
Windle Trust International (WTI)

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Output / Indicator</th>
<th>When</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Milestone 1</strong></td>
<td>Placement of selected students in scholarships</td>
<td>Annually, March – July</td>
<td>57/58 students placed in their selected UK Universities. 1/58 student did not receive her visa in 2014-15 and her scholarship was rolled over to the following year.</td>
</tr>
<tr>
<td><strong>Milestone 2</strong></td>
<td>Students arrive in UK for orientation and onward travel to their universities</td>
<td>Annually, August – October</td>
<td>58/58 students arrived in the UK for orientation, with successful onward travel to their universities</td>
</tr>
<tr>
<td><strong>Milestone 3</strong></td>
<td>Students complete studies and return to Africa</td>
<td>Annually, September–October</td>
<td>58/58 students completed their studies 5/58 students did not return to Africa after their studies</td>
</tr>
</tbody>
</table>
KEY LESSONS LEARNED

The importance of a culturally-sensitive intermediary for international students

The process of applying for UK university scholarships including a protracted visa application process can be alienating to those unfamiliar with the procedures. Personalized advice from an informed representative is crucial to matching students with relevant courses, universities and ensuring continued welfare support throughout the award.

The facilitating role of mobile technologies

During the course of the partnership with Pharo Foundation, WTI designed and initiated an online application system and database shared between relevant Programme Officers. The online application system has radically improved the ease of access to students’ files and paperwork, and widespread use of mobile phones and email allows documentation to be submitted increasingly quickly and efficiently. As reliable mobile networks develop in East Africa, this will continue to act as a valuable social mobility tool allowing for easier administration, monitoring and evaluation of scholarship applicants.

The challenge to obtain proof of English language proficiency

In recent years WTI has faced increasing difficulties with stricter admission rules from UK universities regarding English language proficiency. This is responding largely to tighter UK visas and immigration (UKVI) regulations for postgraduates. High scores on the IELTS test represent a significant financial cost for our students, particularly as the IELTS test is not available in South Sudan. This requires students to travel to Uganda or Kenya, to acquire visas, and to sit the test. These costs are prohibitive for many applicants. Potential scholarship students prepare for the test in their own time, but often struggle to meet the levels required for admission to programmes in the UK, as the test requires the knowledge of specific techniques as well as reliable internet access in order to practice. The regulations about English language provision are only likely to grow stricter, and WTI has identified that supporting eligible postgraduate scholars to acquire IELTS qualifications is vital for allowing particularly disadvantaged students to access higher education.

The importance of the face-to-face in-country selection process

WTI’s access to remote, rural and disadvantaged regions of East Africa has proved an invaluable asset for partnership with universities seeking to support promising and under-represented candidates. In particular the in-country interview process that takes place with members of WTI partner offices provides a vital opportunity to screen candidates and to build personal rapport with beneficiaries that is essential for their recommendation to universities and the administration of the scholarship process.

The roadblocks to gender equality

The challenge to support 50% women on the UK Scholarship Programme remains, with significantly lower levels of women applying for the programme. There are many socio-economic barriers that disrupt women from achieving undergraduate degrees in the regions in which WTI works, and these challenges are even more acute at postgraduate level. WTI is committed to pursuing opportunities for all genders and is investigating flexible learning, short courses such as CELTA or ACA qualifications, and distance learning, as possible alternatives to one-year postgraduate courses. Shorter courses, and those which are more focused on professional or vocational learning may offer greater opportunities for those unable or unwilling to leave their employment and/or families for a year long basis.