

2023 ANNUAL REPORT

WARWICK IN AFRICA





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Despite being smaller in scale than 2022, the programme has thrived during 2023 with plenty of activity and resulting impact.

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Photo: Joseph Kennedy, a Warwick in Africa Lead Teacher from Asafo AEDA 'A' Secondary School in Agona East, Ghana (on the left) and Nompumelelo Ngcobo-Hughes from Alexandra Secondary School in Alexandra township, South Africa (on the right).

2023



VIRTUAL MENTORING SCHEME AND ACTION RESEARCH PROJECTS

For some years, the programme has been matching teachers at our partner schools with Warwick staff members, or close associates of the programme, to pursue a mentoring relationship. Provided that mentors are willing to be involved on a voluntary basis and the scheme is managed effectively, mentoring is a highly effective and low cost way to support our teachers.

The output of this activity in the early years was the development and co-delivery of in-country workshops for large groups of local teachers by a team consisting of the mentor and the mentee. Of course, this activity required funding but the impact was undeniable. In 2018, 717 teachers across Africa were trained in that year according to the annual report.

During the pandemic, virtual mentoring was encouraged as a way for us to continue to engage with our teachers and schools. However, it lacked the focus it had before. Some teachers continued to find this support beneficial during a challenging period but many of the relationships fizzled out.

Photo: Warwick in Africa Director, Professor David Davies, with Lead Teachers at the 2022 WIA Lead Teacher Conference in Cape Town, South Africa.

Following a consultation period in 2022, which involved meeting separately with the existing groups of mentors and teachers, a new form of the scheme was conceived and presented to teachers during the WIA Lead Teacher conference in October of that year.

The idea was that teachers would work on a piece of exploratory action research in the classroom for an initial period of 6 months whilst receiving regular advice and support from mentors.

According to British Council research published by the University of Warwick's own Professor Richard Smith, "*Exploratory Action Research is a form of inquiry that teachers can engage in to better understand their situations and take actions for improvement*".

The approach has many benefits and introducing it to teachers involves challenging pre-conceived notions of what research is and explaining research in a down to earth way. It is based on issues grounded in practical experience, not literature. It helps teachers to gain a greater understanding of issues in their classrooms and to better recognise their students' needs and interests.

ACTION RESEARCH PROJECTS PILOT

We ran a pilot of the new scheme from June to November 2023 starting with an information session to onboard new and existing mentors. New mentors were recruited through links with relevant departments and an advert shared on social media. Teachers were provided with information about action research including a number of British Council publications and videos. One of these publications was an e-book containing 22 stories of classroom research conducted by teachers based in six countries in sub-Saharan Africa.

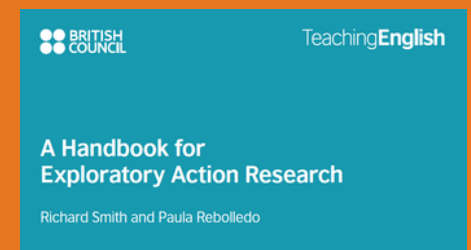
19 of our WIA Lead teachers submitted written proposals for action research projects and all of these were matched with a virtual mentor at the start of the project. At this point, both mentors and teachers were provided with written guidance and clear instructions about how the project should start and proceed with dates for key project milestones. Mentors played a crucial role at the start of the project in supporting teachers to formulate SMART research questions.

As a result of these relationships, six projects were pursued throughout the six-month period and, through interviewing mentors and teachers in December 2023, evidence could be gathered to demonstrate a positive impact. Teacher reported that they felt enriched by this investigative and reflective practice and that they had seen positive results.

LESSONS LEARNED:

- The mentoring program with action research presents a promising opportunity for expansion and improvement. By increasing our outreach following this pilot, we aim to attract a diverse range of mentors from the university.
- Aligning action research projects with school calendars offers a solution to teachers' workload challenges, enabling more effective participation.
- Mentors play a pivotal role in refining research proposals, ensuring focused and impactful studies. Emphasizing the collection of both qualitative and quantitative data throughout these projects not only measures their success but also highlights the positive impact on learners. This approach will boost teachers' sense of accomplishment and provide inspiring success stories for the school community.
- Efforts to engage school leaders and regional officials, though currently challenging, are seen as vital steps towards enhancing support and demonstrating the tangible benefits of these educational initiatives.

Photo: Warwick in Africa Lead Teachers, Magdalena Mtewele from Mafiga Secondary School in Morogoro Tanzania (left) and Lerato Mashiloane from Blue Eagle High School in North Johannesburg, South Africa.



"Research is no longer a part of my day to day working life so it's great to be a part of this action research project because i am learning too!"

Emily Davies, Assistant Professor and WIA mentor



Emily Davies (above) has been an Assistant Professor in the Centre for Teacher Education at Warwick following 3 years as a Teaching Fellow and 6 years of classroom teaching at primary level. She currently teaches on the early years and primary PGCE, as well as the international PGCE course. She lectures on pedagogical theory and subject specific related modules like history, geography and computer science. She has a background in research having completed a Master's degree in Educational Innovation.

Emily mentored two Maths teachers, Nestory Lucas from Tanzania and Evans Tetteh from Ghana. Both teachers focused on issues around engagement with Mathematics which was noted by Emily to be notoriously difficult to measure. Therefore, during their final conversations, they focused on the narrative around the project results rather than data, for example, how they felt about their overall improvement as a teacher and the demonstration of an increase in learner morale through changes in attitude and behaviour.

Emily fed back that *"both teachers were open with their learners about the action research projects and it was lovely to see this become a joint effort between teachers and learners. When learners responded positively to the variations made in lessons the teachers found this really encouraging"*.

"I realized that my BASIC 7 class, do not perform well in Mathematics because of their inability to work on the fundamental operation signs such as addition, subtraction, multiplication and division. I found this when I was marking their end of term scripts. This contributed to their poor performance in Mathematics, where the highest marks were 50% with most of them scoring below 30%.

With Emily's support I tried out some new games and activities in the classroom and when I tested learners again at the end of the 6 months there was an improvement with some of them even scoring full marks. The second test was very impressive."

Photo: Warwick in Africa Lead Teachers, George Baloyi Hlupheka from Minerva High School in Alexandra, South Africa (left), and, Evans Tetteh, from Nsaba Islamic School in Agona East, Ghana (right) pictured at the WIA Lead Teacher Conference in Cape Town in October 2022.



"We need to hear from all of the teachers who took part in this project so I suggest we arrange a Teams meeting to do this. We need to share what we have learned with each other. I also intend to share what I have learned with my teaching colleagues in January or February next year."

Nestory Lucas, Warwick in Africa Lead Teacher, Mtwara, Tanzania



Tilly Harrison, a long-time supporter of Warwick in Africa and Associate Professor in the Centre for Applied Linguistics was matched with Lerato Mashiloane, an English teacher from Blue Eagle High School in North Johannesburg. Lerato joined the programme as a WIA Lead Teacher in 2022.

Tilly teaches linguistics, language skills, ELT materials and development and English for Academic Purposes. Her international experience has involved teaching English in France, Spain, Sierra Leone and Japan.

"I've loved interacting with Lerato. I am in awe of her energy and how she has been willing to attack this. She identified the problem and together we agreed this focus on vocabulary which is something I am very interested in too. We discussed the difference between receptive and productive vocabulary and I was able to provide more guidance about this."

Lerato's project focused on ways to increase the English vocabulary of learners to improve both their written and spoken communication in the English language. With this aim in mind, she wanted to encourage her learners to read more by helping them to enjoy literature.

"What i tried to do was to take more time, without rushing, to approach the literature to be covered in the lesson by focusing on topics like themes and characterization. With this approach I saw a whole lot of difference. Normally we are under pressure to cover the topic from the curriculum and move on to the next one."

I shared my project proposal with Tilly and she gave me pointers on what to change before I started and how to do some things. She also shared some very useful resources and links with me. It was beautiful because I was never left hanging and she supported me throughout the project."

Evaristo Henjewe, an English teacher from Morogoro in Tanzania was matched with Harriet Cant who is currently Head of English at Sherbourne School. Harriet volunteered in one of our partner schools in Soweto in 2012 when she was pursuing her PGCE qualification at Warwick. She says that her experience had a lasting impact on her teaching practice which is why she responded to our social media post advertising for volunteer mentors.

Evaristo's research centred on the use of structured controversy to improve written argumentative essays. He recorded some very positive results in terms of an increase in learner confidence and participation in lessons, as well as their overall performance in written tasks.

Evaristo reported *"I regularly had chats with my mentor which were of great help throughout the course of the project. She provided me with all the necessary support to see to it that everything is timely and professionally attended. She is kind, friendly and a real mentor. She helped me with refining the research question/title and setting clear specific objectives which then made everything easy thereafter."*



"I was very shy and afraid of speaking in front of fellow class members, but now I can. I feel confident and happy."

Happyness Leonard Jackson
Pupil at Sua Secondary School



"I feel very free to participate in lessons now. I was then, timid and shy. This programme has really helped to build my confidence"

Geoffrey John Sakide
Pupil at Sua Secondary School

WARWICK IN AFRICA STUDENT PLACEMENTS

During the summer vacation 2023, we sent 23 students to Ghana and South Africa to undertake volunteer placements in 8 of our partner schools. There were 4 groups: 4 student volunteers in Limpopo (South Africa), 6 in North Johannesburg (South Africa), 6 in Stellenbosch (South Africa) and 7 in Agona East (Ghana).

This year, students submitted a written application alongside a supporting reference from their academic department. Successful applicants attended an in-person interview, and we checked in with academic departments for a second time in May. Over 90 applications were received for 24 places.

Returners applied for Team Leader positions and were selected subject to an in-person interview and references. Team Leaders all attended a compulsory one day First Aid training course.

Profile of student group was as follows:

- Students were recruited from 12 academic departments.
- 100% students are undergraduates.
- 0% mature students.
- 4 of the 23 fit one of the widening participation criteria (17%).
- 9 out of 23 students are international fee-paying students (39%).
- There were 5 returners in the group, 4 of whom served as Team Leaders in the 4 locations.

Photos: Sophia Witcomb, Evanthia Constantinou, Zineb Nmili, Renee Addo, Aryamoy Mitra and Sal Bari (below left), Katrin Hirtenlehner, Jasmine Brittan and Evanthia Constantinou (bottom right) and Maks Manowski (top right).

STUDENT VOLUNTEER FUNDRAISING



WARWICK IN AFRICA STUDENT PLACEMENTS

Students attended a number of training sessions to prepare them for their school placements.

In March 2023, we covered roles and responsibilities, safety and wellbeing, team building and location information with presentations from former volunteers. The Skills team also presented the Warwick Award to our volunteers.

All Warwick in Africa students can claim 20 core skills points under the Warwick Award scheme for teamwork, intercultural awareness, communication, professionalism and self-awareness. In post-placement evaluation forms, every student indicated that they felt that these skills had developed during their placements and were required to reflect on this to achieve the points.



**WARWICK
AWARD**
STUDENT OPPORTUNITY

"The training was good and to the point. It was very well organised during the 5 days and was very informative."

Feedback from student volunteer in 2023

The training week in June 2023 covered the basics of teaching and learning, including subject specific sessions for Maths and English, to prepare volunteers for the classroom.

We also covered important topics such as child safeguarding, conflict management and it was a great opportunity for team bonding.



Top right: Renee Addo, Gabrielle Anoquah and Gonzalo Cruz Montoto.

Bottom right: Zitian Xiao and Zineb Nmili.



Left: Warwick Africa Team Leaders 2023 from left to right, Libby Bach, Aryamoy Mitra, Rishav Chatterjee and Raiyan Haq.

WARWICK IN NORTH JOHANNESBURG

Raiyan's story

One lesson I remember vividly is when Prosper and I co-taught Grade 10 an introduction to probability. We knew this was going to be tough due to the abstract nature of the topic so we brainstormed ideas on how to best present the fundamental ideas. We arrived at the idea of using how likely Kaizer Chiefs were to win the Premier Division as a method of explaining how the probability of an event occurring ranges between zero and one. We then got the learners to think of different events and their respective probability and populate the number line on the board and we got some very amusing events and the class loved it. As we built upon probability, we used the resources donated by White Rose foundation to explain more difficult concepts such as considering replacement and AND/OR events. Prosper and I split the teaching equally, with the other making sure the class understood by going around, checking work and giving individual feedback.

From Prosper, I learnt how to balance having fun and getting work done in the classroom. With huge classes and six classes a day in the same room, it was normal for learners to get tired and lose concentration and working with Prosper made me more aware of how to navigate this, especially toward the end of the day. From our co-teaching, I hope the learners got a more intuitive understanding of probability rather than just copying down notes without much comprehension as was the norm. This Grade 10 class was one of my favourites and I learnt a lot from them; they spent many lunches with me, shared their food and we talked about everything from life in Cosmo City to their favourite Bollywood movie. In our last lesson, they even taught me a few traditional dances but it is safe to say I do not have the coordination they do and those moves aren't coming out at the club anytime soon.



WARWICK IN NORTH JOHANNESBURG

Prosper's feedback

"Raiyan is a star, let me just start there. He is willing to learn and he likes challenges. When I started working with him I gave him a super congested lower grade class and he just got on with it! He had a super strong relationship with the learners that I was really quite envious of.

Raiyan loved probability. When we taught that class, I introduced it to show him how I usually do it and then we continued teaching together. We both went around the class answering questions. I feel like I need to have a second person in my classroom after co-teaching with Raiyan.

I learned a lot from Raiyan. I usually teach small portions of the topic at a time. There is a lot of theory in probability and one powerful thing that I took from him is to explain everything in detail at the beginning. All the terms were written up on the board and he distributed handouts with this information too.

Prosper Mathebula started teaching in 2018 so now has quite a bit of experience. He started his career in Mpumalanga and moved to Cosmo City in Johannesburg in 2021.

"I was educated in Mpumalanga and then when I was doing my Grade 12 I had a passion for teaching because I was having extra classes with my friends and I loved helping them with Maths and Science. My teacher told me that I should pursue teaching as a career. My other option was engineering but I felt that I preferred teaching and it has grown as a passion ever since. Teaching is a calling for me.

One major challenge in Cosmo City is the community. Many learners are from child headed households and the learners are the bread winners at home. Learners are often subjected to abuse from older community members, particularly the girls. There is a lot of poverty - there are feeding schemes at our school and learners are given food parcels to take home with them.

You are more than a teacher in Cosmo City, you are only 10% a teacher and 80% a social worker, a parent and a psychologist.

Learners become disruptive to get attention but when you want to talk to the parent they are not around. A real challenge for teachers is that it's not possible to communicate with parents because they are not at home. Many of the learners are Zimbabwean and not South African.

The discipline at Blue Eagle School is super great. We really do our best. Discipline is a core value here. I come here to school outside of school hours to teach learners because they do not have an appropriate environment at home to study. Cosmo City is a dangerous area and we have 24 hour security at the school to protect us from outsiders."

Photo: Prosper is pictured on the left at the WIA Lead Teacher Conference in Cape Town in October 2022 alongside Elsie Mangilana from Acorn to Oaks School in Mpumalanga, South Africa (left), and Mboniseni Zulu from Cosmo City Secondary School in North Johannesburg, South Africa.



WARWICK IN NORTH JOHANNESBURG

Case Study:

Cosmo City Secondary School Robotics Club

Warwick volunteer Jasmine Brittan, a now-graduated Engineering student, spoke of her time at Cosmo City Secondary School, where she spoke with a lead teacher about the extra-curricular clubs available to students: "As I listened to the list of potential clubs, one in particular piqued my interest—the Robotics and Coding Club. It struck me as an ideal platform to utilise my engineering skills from my degree and positively contribute to the ongoing project the students were diligently working on for an upcoming competition in Durban. I dedicated my time and expertise to the Robotics and Coding Club to assist the four grade 9 students in enhancing their presentation skills, guiding them through the creative process of incorporating advanced technical features into their existing model,

utilising time management techniques such as Gantt charts, and imparting essential PowerPoint skills for crafting their competition presentations.

The student's chosen project was a turnstile gate for their school entrance, which aligned with the project brief of 'building a robotic system to solve a community issue'. This innovative solution held a plethora of benefits for the school, including restricting access to only registered students, reducing incidents of crime, improving the efficiency of student attendance monitoring, alleviating the burden of paperwork for teachers, and curbing student truancy throughout the day.

Reflecting on my own journey into the field of engineering, I couldn't help but hope that my involvement in this club would ignite a similar passion for electronic engineering in the learners. Much like a teacher had once inspired me as a female in STEM during my time in secondary school, I aspired to kindle in these students the excitement and enthusiasm for pursuing fulfilling careers in the engineering sector. This involvement was not merely about imparting my knowledge, but it served as a way to nurture aspirations and form lasting skills for their future careers."

The efforts of the participants of the Robotics and Coding club resulted in a competition in Durban in September, which included an exhibition. As a result of the competition, the club have successfully secured a donor which will enable them to participate in future competitions.



Warwick volunteer Jasmine and three members of the Robotics and Coding Club

WARWICK IN KAYAMANDI

With the help of several learners, volunteers re-organised the school's library at Makupala School, Kayamandi, arranging over 5,000 books. Prior to this, the library had become a graveyard of disorganised books and the space was completely unusable. Now, the library has become a categorised area that pupils can utilise during breaks or after school, with access to a variety of fiction and non-fiction books, to broaden their knowledge and literary horizons. The school has now appointed volunteer pupils as library monitors to ensure this is maintained, sustaining the efforts put in to improve the space for the better.



Makupala School library, prior to the library re-organisation project



Volunteers and pupils working together to make the school library usable

Ziyanda Gama, an English teacher from Makupala Secondary School, who has been teaching since 2011, reported back to us that:

"It was a smooth working relationship with the volunteers, Sophia and Zineb. They were very well prepared and it showed that they had been prepared well by the programme to start their placements confidently. Sophia's love of literature was very evident."

"Most learners do not want to go home because they feel safer at school. It is a sanctuary for them. We have a social worker at the school, a provision which is sponsored by a wealthy local from Stellenbosch."

Zineb Nmili, a student volunteer who worked closely with Ms Gama said of her that:

"She was loved by her students and you could see that she clearly cared about them and their success, which in turn helped them to thrive as much as possible. She supported us through the whole way, guiding on which lessons to plan and was very responsive when we came up with new ideas or suggested new texts or lesson plans."

Pictured below are members of the Warwick in Africa team with School Principal, Mr Mxolisi Dotwana, and Deputy Principal, Mr John Dalton, during a visit to Makupala Secondary School in October 2022 and meeting with school leaders.



WARWICK IN LIMPOPO



Pictured above are Ronewa Ramovha, a Mathematics teacher from Kolokoshani Secondary School with WIA student volunteer, Sofia Garcia Tenerio Gomez.

Sofia said that "working with Ronewa was one of the highlights of the experience. When we taught exchange rates in maths, it was a topic where I could add more input since I live abroad and deal with it daily. The grades had classes A, B, and C. When doing the first class, she taught the start and I would do the rest, and at the end we'd both go through the exercises together with the students.

We had to repeat it 3 times (once for each A, B, and C). What I saw by the end of the day was that we had both learned and improved from each other. All students were able to complete the exercises, and on each class they would understand better than in the previous one, which was because we were tailoring the lesson each time depending on the questions and misunderstandings that came up from the previous class.

As a result, I am sure that we could both carry that class alone with confidence and implement each other's qualities and strategies into our own."

The Warwick in Africa programme has been sending student volunteers to Kolokoshani Secondary School for more than a decade. The school is located in rural Limpopo, the northernmost South African province which has some of the lowest levels of income per capita in South Africa.

Kolokoshani School is a public secondary school with 1245 learners and 36 teachers. The school is easily accessible to residents from all of the surrounding villages. This and the fact that it runs a feeding scheme makes it a popular school in the area. Despite receiving support recently from the Mvula Trust with water and sanitation, the conditions in the school are very poor relative to Western standards. Electricity is limited and does not reach all of the classrooms. The only water source, a borehole, is unreliable. Teaching spaces are small and inadequate, often being required to accommodate a class of up to 128 learners.

Many pupils lack adequate parental support at home which affects their ability to succeed. Many of them live with grandparents while their parents earn a living in larger cities, or with a single parent, or even alone or with siblings.

Ronewa said "what I learned from the student volunteers is that you can include everything in a one hour lesson: development, demonstration and consolidation. Most of us here teach our learners in a traditional way. We often overlook the demonstration part of a class where we can use models to teach our learners but, through working with Sofia in 2022 and Maks in 2023, I learned that I could incorporate models in my teaching.

I enjoyed mentoring my student volunteers. I was also open to learning how things are done in other countries. There was mutual respect between us."



WARWICK IN AGONA EAST

"First of all, I would mention that the teachers at the school have been incredibly kind to us. Their presence greatly alleviated our nervousness at the beginning of each class. They skillfully introduced us into the classroom environment, allowing the students to quickly accept us and become familiar with our teaching style. I've learned a lot from the school's teachers, and I truly feel they work diligently and are remarkable individuals. The teachers have also mentioned that they've learned a lot from us in terms of diverse problem-solving approaches."

*Jiabin Zhang, Undergraduate, Statistics
Volunteer at Kwanyako School*

"I mostly interacted and related with Mr. Kennedy Ansah (English teacher at Asafo AEDA). He was a superb teacher who really cared about his students and really helped me adapt to the Ghanaian culture. I felt that I made a positive impact by taking some burden off him as he has to do excessive marking. We utilised my stay to give students more work that we both corrected, ensuring their improvement thanks to the individual feedback we provided."

*Gonzalo Cruz Montoto
Volunteer at Asafo AEDA 'A' Basic School*

We are happy to inform you that this year volunteers can be described as one of the best we have had in the past. They were very committed to duty, exhibited high professionalism in delivering lessons, well prepared before entering the class. They were able to handle content and methodology as perfect as they can. Based on the above information, we recommend that, the sponsors of the programme should invest more into it to help our young students in Africa. Thank you very much."

**Mr Samuel Adamu
Principal at Nsaba Islamic School**

WARWICK IN AFRICA VOLUNTEER CASE STUDY



Janet Paterson, Teacher of English at Lutterworth College, UK and Warwick in Africa volunteer

Janet was a student at Warwick in the late 1980s when she undertook a PGCE to specialise in teaching English as a Second Language. As soon as she had achieved qualified teacher status, she volunteered as an English teacher for the first time with Voluntary Service Overseas (VSO) in Zanzibar, an archipelago off the coast of Tanzania, where she taught in government schools for two and a half years. Janet describes this experience at the age of twenty-two as an exciting and fascinating time which opened her eyes and helped her to reflect on her values.

"It really made me rethink my ideas about education and those stereotyped images I had of developing countries. Initially, I had done my PGCE because I wanted to go abroad for a while, but the experience inspired me to carry on teaching once I came back to the UK. I realised there was something valuable about working with young people. It was satisfying to tackle the challenge of engaging learners, as this had been such a challenge with the classes of 70 pupils in Tanzania, and I enjoyed the process of trying to make them feel that they had a stake in their own learning."

Janet kept in touch with people in Zanzibar, but has never had the opportunity to return which is why, in 2013, she was delighted to find out about the Warwick in Africa programme and an opportunity for her to get involved as a Warwick alumna and qualified English teacher.

"I always felt there was something about that experience that I didn't want to lose connection with, it felt unfinished in my life. One day, I was flicking through one of the alumni magazines and I saw that the Warwick in Africa programme, which I had not come across during my time at Warwick, was looking for alumni with relevant experience to conduct in-country workshops."

"I read more about the scheme, and I liked the thinking behind it. I wanted to be involved in something which would have a sustainable impact and I felt that working with the teachers directly would achieve this."

In the summer of 2013, Janet travelled to Ghana to deliver workshops in Accra and Agona East with another mentor from Warwick. This was before the programme adopted the more collaborative approach of matching mentors with local teachers to co-deliver workshops.

"I had been involved in school improvement as a member of the leadership team of a school going through special measures, a very difficult process. It was, therefore, very much part of my thinking at the time and I thought that I might have some knowledge and expertise to offer, particularly given that I had some understanding of the circumstances of schools in developing countries."

Most recently, Janet has been virtually mentoring Joseph Kennedy, an English teacher based in Agona East. Joseph has been experimenting with different teaching techniques and measuring their success with Janet's support. He provided this feedback about his experience of working with her:

"As a mentor Janet was so helpful. She was always on point and very proactive when it came to her inputs and suggestions. I had a perfect relationship with her as she was able to respond to me irrespective of how odd the time was. She made sure I did the right thing and asked questions to seek for further clarifications where she was confused and had difficulty. She was down to earth and approachable all the time. She's a person I would like to work with again if need be."

WARWICK IN AFRICA VOLUNTEER CASE STUDY



Riddhi Vyas, VP at JPMorgan Chase & Co., Warwick in Africa alumna

Riddhi studied at Warwick between 2007 and 2011. She graduated with a BSc in Philosophy, Politics and Economics followed by a PGCE Secondary with Mathematics. She first came across Warwick in Africa in 2009 during her second year. Riddhi was unsure if she would enjoy teaching but knew that she wanted to travel, and the idea of helping others before entering a long-term career in the finance sector was appealing.

"I was walking around the Learning Grid at around midnight thinking that I needed to apply for a summer internship which would make me rich, when I came across a few scattered leaflets telling me I could go and spend the summer teaching in Africa."

The impact on Riddhi of being selected that first time in 2009 was so immense that she ended up spending four consecutive summer vacations volunteering with the programme, twice in South Africa and twice in Ghana. This led to another development she never would have predicted: training to become a secondary level Mathematics teacher and pursuing this as a career for 5 years in London.

"I took part in what I thought would be a cool summer experience, that ended up showing me how much I liked working with children, how much joy I felt when I explained something that a young student understood, and patience for when they didn't. The skills that aren't taught through books – how children develop and the way they see the world; as well as how my subject can be broken down in a way that develops long term understanding."

Riddhi now works in the finance sector and is steadily rising through the ranks of a large corporation, but she in no way regrets the time she spent volunteering or working as a teacher. In fact, Riddhi believes that the experience has helped with her career prospects and made her a more well-rounded employee.

"I started on my current career path at the age of 27 and, at first, I felt like I was behind my peers in terms of my progression. However, it didn't take long for me to catch up and I believe that my previous experiences benefitted me in terms of shaping a mindset which allows me to cope with change and retain perspective when facing problems. Even now, more than 10 years later, the experience is still on my CV, and I have talked about it in recent job interviews."

Riddhi does not rule out a return to volunteering or teaching in the future. Reflecting on the impact she hopes to have made on those learners she interacted with in South Africa and Ghana, Riddhi has this to say:

"There is no doubt in my mind that they will remember us, as teachers and as friends. I love seeing the statistics presented every year that show how many students we reach because to me that isn't just the number of students taught, but it's the number of conversations that happened between people from across the world. It reflects the number of times a lesson has been learned, quite literally, both ways!"

SHOWCASING THE PROGRAMME

WARWICK
THE UNIVERSITY OF WARWICK

Global Opportunities Showcase

Wednesday 15 November 2023
1pm - 4pm

Rootes Restaurant



Warwick in Africa had a presence at a number of university events throughout 2023 to showcase the programme and raise its profile.

A number of students volunteered to man a stall at the Global Opportunities Showcase Event in November 2023 where they promoted the programme enthusiastically to fellow students.

In total, 492 students attended. 64% were home students and 36% international students. There was a good spread across all Faculties. 78% of attendees were UGs and of those, 32% were first years.

Warwick in Africa also attended the Volunteering Fair during Welcome Week and a number of departmental events including at Warwick Business School and Warwick Medical School.



THANK YOU!

We would like to extend our sincere gratitude to each and every one of the donors who generously supported Warwick in Africa activities in 2023- we could not have achieved all of the impact outlined in this report without you.

We send our special thanks for the continued support of the Emirates Airline Foundation who generously donated flights for our group of student volunteers in 2023.

We would also like to express our appreciation to White Rose Education for the donation of resources in support of Mathematics learning. Each and every one of our volunteers were supplied with a pack of resources to accompany them on their placement in 2023.

We are grateful to continue our partnership with the Commonwealth Education Trust who provide all teachers at our partner schools with free access to online CPD training which allows them to upskill their classroom practice and digital skills, improving outcomes for their learners and building their career path.

Thank you to all of our volunteers who dedicated their time in 2023 to support the aims of the programme.

Last but not least, we would like to thank all of our partners in Ghana, Tanzania and South Africa; we are grateful to all university partners, national and regional governmental departments, school leadership teams, teachers, and learners, who have worked alongside us this year. We would also like to thank our longstanding logistical partner, Lewis Molefe from Adventures While Young.

If you would like to learn more about the programme or provide us with some input we would be happy to hear from you by email at warwickinafrica@warwick.ac.uk.

