



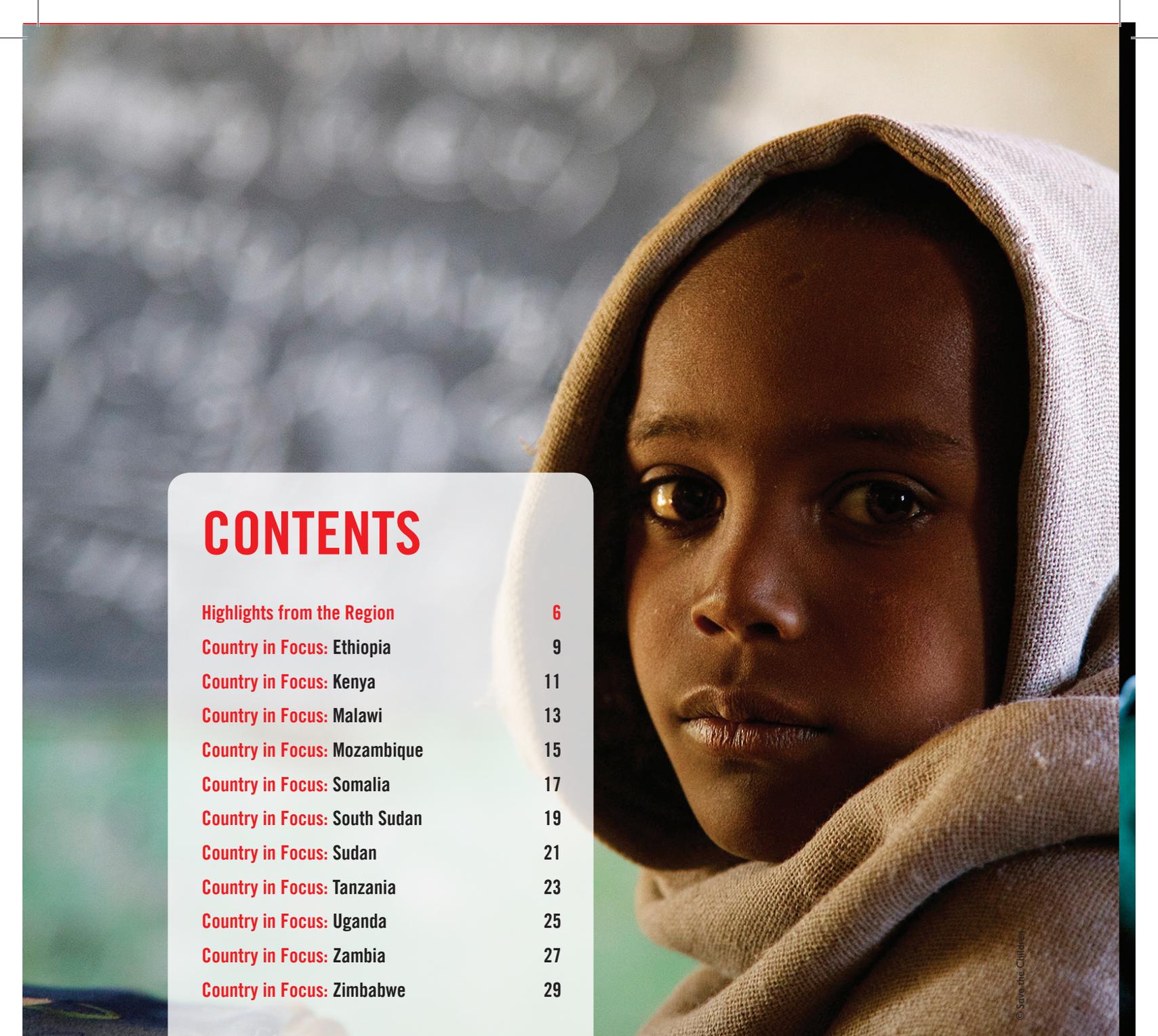
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Save the Children

EAST AND SOUTHERN AFRICA: COUNTRY EDUCATION PROGRAM BRIEF

JUNE 2018, NAIROBI, KENYA



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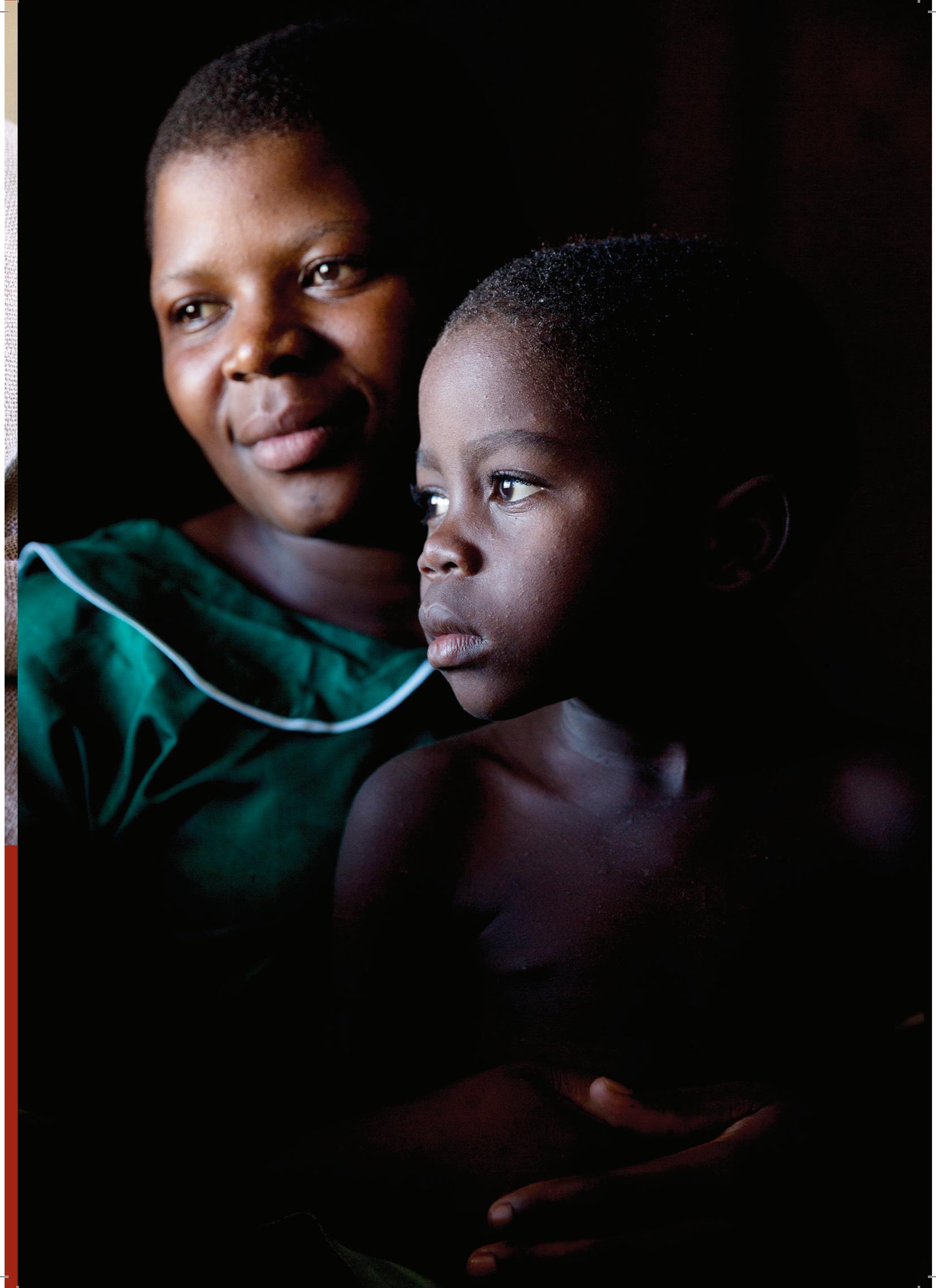
Save the Children is the world's leading independent organisation for children. Save the Children works in more than 120 countries. We save children's lives. We fight for their rights. We help them fulfil their potential.

Our vision

A world in which every child attains the right to survival, protection, development and participation.

Our mission

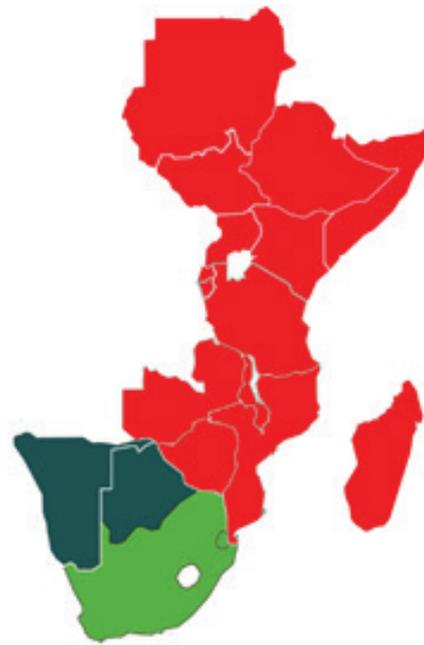
To inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives. We will stay true to our values of accountability, ambition, collaboration, creativity and integrity.



EAST AND SOUTHERN AFRICA: COUNTRY EDUCATION PROGRAM BRIEF: JUNE 2018

East And Southern Africa –General Context

East and Southern Africa is characterized by high exposure to shocks and generally low resilience. Each year, children in the region are impacted by a myriad of shocks and communities and governments generally struggle to recover and, in most cases, require outside support to meet basic needs. While natural disasters – especially droughts and floods – are a common component of the humanitarian context in the region, conflict remains a key driver of humanitarian need. Across multiple countries insecurity leads to displacement that often results in protracted displacement crises, such as those seen in Tanzania, Burundi, Ethiopia, Uganda, Sudan and South Sudan. Finally, the region contains two of the most fragile states in the world: South Sudan and Somalia meaning they are regularly facing heightened humanitarian needs, security challenges which limit access and limited government capacity or willingness to respond, all creating an unduly complex operating environment.



Education At Save The Children

Education as a Key Driver for Breakthroughs

Education is a central component of achieving the all three of Save the Children's breakthroughs (SURVIVE, LEARN, BE PROTECTED), it is at the heart of Save the Children's mission, and centre stage within the Sustainable Development Goals (SDGs). Within the SDGs, it is both a promise in itself (SDG number 4), as well as a prerequisite for achieving the other SDGs. Similarly, within Save the Children's programming, education is seen as having a multi-dimensional role. Education saves lives, ensures that children gain the skills necessary to learn, provides protection, and builds peace and stability globally.

Reaching Every Last Child

Save the Children's Global Strategy Ambition for Children 2030 commits to doing whatever it takes to ensure by 2030 ALL children, especially the most marginalized and deprived, survive, learn, and are protected. The most deprived children are those unlikely to survive to their 5th birthday, are not enrolled in school and achieving relevant learning outcomes, and are not protected from all forms of violence.

In response to such deprivation, Save the Children is committed to promoting three breakthroughs for children. And while this will involve working to achieve the rights of all children, the organization puts the most marginalized and deprived first, and advocate for others to do the same.

Our Strategic Direction

Save the Children's strategic direction for Education 2016-2018 aims to support the achievement of its commitments in achieving three outcomes including

- Early Childhood Education and Development (ECCD) - supporting children to develop foundational learning skills in the years leading up to school.
- Basic Education – ensuring that children learn to read and write within the first three years of primary education in safe and happy learning spaces.
- Education in Emergencies – doing whatever it takes to ensure no child's learning stops because they are caught up in a crisis situation.

ECCD: By 2030, deprived children will access good quality inclusive early childhood care and development and demonstrate improved child development outcomes.

Strategic Focus for ECCD (2016 - 2018)

- Children in our programmes demonstrate an improvement in child development outcome
- Increase the quality of early childhood care and development spaces to facilitate holistic child development.
- More children affected by humanitarian crises access safe ECCD opportunities and demonstrate improved child development outcomes.

- Improved policy and practice to recognise the value of starting early and investing in cost-effective, inclusive quality approaches to ECCD.

What more can countries in the region do?

- Develop a child-centred cross-thematic approach for 0-3 year olds, providing the early education and stimulation they need for their social, emotional and cognitive development.
- Develop ECCD interventions to mitigate the effects of extreme adversity on children, including children affected by humanitarian crisis.
- Early Start: Ensure that children are able to access quality, inclusive holistic and safe ECCD provision during humanitarian crises.

BASIC EDUCATION: By 2030, deprived children attend good quality inclusive basic education and demonstrate relevant learning outcomes.

Strategic Focus for Basic Education (2016 – 2018)

1. Children in our programmes will demonstrate improved learning outcomes
2. There will be an increase in the number of spaces that are physically safe, support children's wellbeing, promote active learning, and engage parents and communities
3. More children affected by humanitarian crisis will access safe learning opportunities and achieve improved learning outcomes
4. Improving the policy and practice of donors, governments and other key stakeholders to explicitly address barriers to learning, and factors driving exclusion from and within basic education

What countries in the region can do more

1. Develop ways of improving numeracy and social and emotional learning
2. Improve teacher professional development for qualified and non-qualified teachers
3. Improve inclusive education for children excluded from learning
4. Improve ways of ensuring that more learning environments are safe

Education in Emergencies

Save the Children's Approach to EIE

1. Save the Children has been providing emergency relief in violent conflicts, health hazards and natural disasters for nearly 100 years. We are a key player in this sector as: an implementer of Education in Emergencies programmes, as the co-lead of the Global Education Cluster with UNICEF, and as a leading advocate for children's rights.
2. We have brought together our experience and our best work to create the EIE Essential Resource Pack (EIE ERP).

2016 - 2018 Strategic Focus for EIE

1. Increase our thematic focus and programme quality. In 2016, we committed to increase the thematic focus and quality of our Education in Emergencies programming. Towards this end, we have delivered the Education in Emergencies Essential Resource Pack. In 2018, we are developing a training programme for the EIE ERP, humanitarian content for several Common Approaches: Teacher Professional Development, and Safe Schools.
2. Advocate for increased financing and prioritization of Education in Emergencies. Secure new policy and practice commitments from donors and governments to invest sufficiently and effectively to deliver quality, safe and protective education in emergencies.

The state of Education in greater Eastern Africa

- Sub-Saharan Africa contributes 35% of the global share of out-of-school primary-aged girls and boys living in conflict-affected areas. According to the 2017 Stolen Childhoods report, about half of primary and secondary school-aged girls and boys are not in school in Somalia. In South Sudan, two-thirds of girls and boys are out of school.
- Over 60% of the population in the Horn of Africa is under 25 years of age). East Africa consists of just 3.6% of the world's population, but hosts 17.5% of global IDPs and 13.3% of total global refugees. The above populations share critically negative socio-economic conditions. These conditions continue to deteriorate because of political instability, armed conflict and natural disasters affecting mostly the adolescent girls, children with disabilities, children on the move, refugee children and children from minority groups, leading to humanitarian crises in the Horn of Africa.
- Drought, economic shocks and conflict in the region have disrupted the education of approximately 7 million children in South Sudan, Ethiopia, Kenya and Somalia. Historically in Africa, enrolment rates have declined by 20 per cent in regions affected by drought and impact on attendance can be even higher.
- In a World Bank survey of six countries and territories affected by violence, many citizens believed that poor provision and quality of education is one of the drivers of conflict in the region.

Regional EIE Working Group

As a co-chair of the regional education in emergencies working group, Save the Children works in partnership with UNHCR, UNICEF and other education partners, to support key strategic outcomes and agenda through the provision of technical support to the group. For 2018, the priorities of the EIEWG have been clearly identified as;

- Support to the implementation of the IGAD/Djibouti Declaration and Action Plan
- Improved coordination and information sharing through common regional platform
- Increased awareness on EIE and Refugee Inclusion into National Education Systems in the Region

HIGHLIGHTS FROM THE REGION

East Africa's Drought and its Impact on Children

- Persistent drought and conflict have resulted in devastating food insecurity across East Africa leaving close to 21 million people in Somalia, Ethiopia, Kenya and South Sudan in need of urgent food assistance.
- This has had multiple, dire and potentially long term effects on children. Aside from jeopardizing their immediate survival, health and wellbeing, persisting food insecurity and conflict are further leading to increasing school absenteeism and drop outs as well as heightened protection risks for children in the region. The context for children in East Africa is set to remain dire in 2018. Without sustained assistance, this will deteriorate into more severe impact on children's wellbeing. Urgent action is imperative. (*Compromised Futures: Africa's Drought and Conflict Crisis' Impact on Children's Wellbeing*, Save the Children February 2018)

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Investing in Early Education and Care in Ethiopia

Save the Children Ethiopia underscored the need to ensure that children in rural settings have access to play-based pre-school learning environment ('O' class), which lays the foundation for their future education and development. In recent developments, they held high level discussions in the Southern Nations, Nationalities and Peoples Region (SNNPR) on early education and care and ways of scaling it up in the region. (More details: <https://ethiopia.savethechildren.net/news/save-children-calls-'o'-class-scale-snnp-region>)



School in Beledweyne, Hiran, South Central Somalia flooding

REGIONAL AND MULTI-COUNTRY PROGRAMME UNIT (RMCPU)



Horn of Africa: Focus Countries: **South Sudan, Somalia, Kenya, Ethiopia** and **Uganda**.

***Rwanda** – as part of the Peace Support Operations

Overview: The RMPCU engages with regional processes and partnerships to accelerate transformative change and ensure that children are protected, surviving and learning through evidence generation and shared learning, policy influence and modelling of effective program approaches in ESA.

The RMCPU Approaches

Regional Approach – Allows for broader contextualization vis a vis virtual borders while enabling shared learning, policy and advocacy influence.

Multi Country Approach – Allows for a more specific contextualization and added value of cross country and global experiences, allowing for impact at scale and access to regional strategic funding.

Common Standards – Allows for collaboration & advocacy with regional mechanisms to set harmonized standards for children & child rights. Also allows for broader collaboration with regional mechanisms to influence policies on children in countries where SCI does not have a presence.

RMCPU Priorities for Education in the Region include

1. Education Cluster support
2. Safe Schools Declaration

DANIDA Humanitarian (Lot Hum):

- The programme is supporting Education Clusters in HoA to promote the participation of local civil society in life-saving humanitarian assistance, and national sector planning processes.
- The programme is increasing accountability for boys and girls as well as youth rights to education in conflicts and humanitarian settings by facilitating their participation in AU and IGAD reporting mechanisms and encouraging HoA Member States to report on the state of implementation of the Safe Schools guidelines to protect schools and student from attacks.
- Understanding of the safe schools agenda, including how to engage for implementation and reporting in the guidelines.



**SAVE THE CHILDREN'S EDUCATION
PROGRAMMING IN THE REGION**

COUNTRY IN FOCUS: ETHIOPIA

Key Education Indicators

- **42.9%** National literacy rates at lower primary (Ministry of Education and USAID, 2013)
- **54.3%** completion rate at Primary level (MOE annual abstract 2015/16)
- **10.12%** of the 20 million school children are Out of school children of primary school age (MOE annual abstract 2015/16)
- **58.8%** (12 million out of 20.4 million adults) is Adult literacy rate at national level (MOE annual abstract 2015/16)

Background and context

Save the Children started working in Ethiopia in the 1930s and set up its permanent offices by Save the Children Sweden in 1965 and Save the Children UK in 1974. Our earliest work in Ethiopia focused on humanitarian and emergency relief, and has evolved into a range of longer-term development initiatives for the most vulnerable children.

Since then Save the Children has been providing support to children through development and humanitarian programs delivered both directly and through local partners. The country office provides Health and Nutrition developmental activities in around 300 Woredas, as well as WASH, Education and FSL programmes within that footprint, via a network of 50 offices throughout every Regional State of the country.

At least **93,000** conflict-displaced children have had their schooling interrupted. Most significant factors restricting access to education include the lack of school feeding, temporary learning centres and student learning supplies. Psychosocial support is a major need for students and teachers, and is a barrier to their readiness to learn. Education needs are most significant in 246 IDP sites (78%) in Oromia region and 42 IDP sites (35%) in Somali region. The teacher:student ratio is 1:100, which significantly exceeds Ethiopia's emergency thresholds of 1:50. Most community schools are overcrowded due to influx of IDP students. Over 100 schools in Oromia and over 40 schools in Somali are closed due to the conflict either due to insecurity or being used for shelter.

A SCI Needs Assessment (Feb, 2018) in Fafan Zone, Somali found that negative coping mechanisms were affecting access to education, with 47% of IDP households not sending their children to school. As a result, Education is one of Save the Children Ethiopia Country Office's strategic focus areas for improving the quality of life of disadvantaged children.

Ethiopia National Education Priorities

The Ethiopian government priorities for the education sector are defined in education sector development Programme V (2015/16-2019/2020). These include:

- General education quality;
- Access, equity and internal efficiency of general education;
- Capacity development for improved management
- Full integration of cross-cutting issues;
- Adult and Non—formal education
- Technical and vocation education and Training

Save the Children education portfolio in Ethiopia

Priorities for education sector by SC Ethiopia country office is indicated in the country's strategic plan 2016-18. These include:

- Early Childhood education
- Basic education
- Education in Emergencies

Our Focus

The education strategic focus for Save the Children Ethiopia includes ECCD, Basic Education, and Education in Emergencies. Save the Children works closely with the Ministry of Education (MoE), the World Bank and UNICEF in piloting the newly developed (2016) 'O' class facilitator's guide which integrated Save the Children's Early Literacy and Math (ELM) methodology in Benishangul-Gumuz National Regional state. The education thematic sector has made good progress in 2017, exceeding most of the targets set for Early Childhood Care and Education (ECCE) and Primary Education.

With basic education, Save the Children Ethiopia Country office has two breakthroughs [Literacy Boost (LB) and Numeracy Boost (NB) for enhancing the reading and basic math skills of primary 1st cycle children. These innovations contribute to improving the quality of basic education, particularly at the primary 1st cycle. Interventions are designed based on results of School Effectiveness Study, EGRA study and National

Learning Assessments conducted by the Ministry of Education and its partners, which confirmed low reading ability and low learning outcome for children. Under Literacy Boost, there are two key projects focusing on reading: READ TA targeting Teachers while READ CO targeting community action.

Save the Children 2018 Education targets

	# of Children in Need	SCI Proposed Reach
ECCD	3,826,125	102,000
Basic education	2,037,699	1,400,000

Key Education Challenges in Ethiopia

- **Maintaining Equity** - particularly to address the needs of children with disabilities and children in pastoralist regions
- **Quality** - drop out is over 10%, below 50% of children able to read at the primary, learning outcome at the primary level is below the expected average (50%) as defined by the ministry of education. There is limited access to pre-primary education learning environment is not conducive as many schools have limited facilities required for children

Ethiopia: Our Education Approach

Strategies to Achieve Our Objectives

We will follow the INNOVATE-MODEL-SHOWCASE-ADVOCATE cycle to achieve our objectives. In each of these cycles of innovation in education, key stakeholders are engaged through Save the Children acting as an agent of innovation and scale up.

Education in Emergencies: In 2016, there were 38,298 (42% girls) children accessing emergency education services in 52 centres in Gambella, Benishangul-Gumuz and Dollo Ado (Somali region). To enhance retention and to support children during emergencies, school feeding was introduced to 60 schools in Somali and Afar and 18,072 children have benefited from the program. To date a total of 96,886 children have benefited in emergency setting in 2016.

Emergent Literacy and Math activity in Ambo Zone, Oromia region

Save the Children's Early Literacy and Math initiative (ELM) started in Oromiya region of Ethiopia in early 2012 in recognition of the increased interest and commitment by the Government of Ethiopia to increasing access to ECCE services. ELM aims to demonstrate techniques that are pedagogically sound, scalable, and which will ensure that during the critical early years' Ethiopian children benefit.

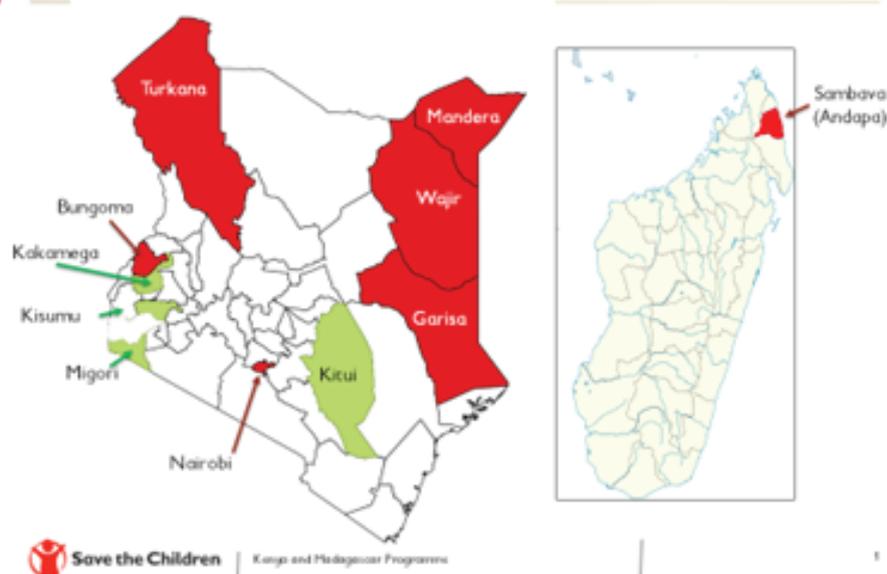


COUNTRY IN FOCUS: KENYA

Key Education Indicators

- 9.1% of 7 year olds or younger enrolled in grade 1 cannot identify letters (Uwezo 2015:Are Our Children Learning?)
- 83.5% Primary completion rate (MoE statistics, 2015)
- 1 million Out of school children of primary school age (Economic Survey 2017)
- 80.2% Adult literacy rate at national level (Source: Kenya Integrated Budget Household Survey 2015/2016)

SAVE THE CHILDREN – Programme Operation Kenya and Madagascar



Kenya National education priorities

The Vision 2030, Kenya development blue print, seeks to turn Kenya into a globally competitive and prosperous nation where every citizen enjoys quality life by the year 2030. The Education Sector in Kenya is committed to the provision of quality education, training, science and technology to all Kenyans. Kenya is a signatory to several International Conventions including the right to education for all citizens. The Free Primary Education Policy (2003) and Free Secondary Education Policy (2008) are two significant policies that show Kenya's commitment to the right to education for all citizens.

Background and context

Save the Children has been operational in Kenya since the 1950s, providing support to children through developmental and humanitarian relief programs delivered both directly and through local partners. Current programming focuses on child protection, child rights governance, education, health, HIV/AIDS, livelihoods, nutrition and WASH. In 2016, Save the Children established a new project office in Madagascar whose operations are managed by the Kenya CO. In total, Save the Children Kenya in 2017 had an operating annual budget of approximately US \$22.5million (only 3% education). Save the Children has two education projects in Dadaab, funded by EU and German Foreign Federal Office (GFFO). Save the Children works with NRC, AVSI, LWF and WIK as major partners; and with close working relationship with UNICEF, UNHCR, MoE and other Dadaab Education working group members.

Save the Children's Education Priorities in Kenya

1. Support the provision of quality education for refugees in Dadaab with funding from European Union with a focus on preparing the refugees for repatriation back to Somalia (EU funded 2015-2018)
2. Child Protection and Re-Integration of refugee children into the Somali Education System through Alternative Basic Education (ABE) with support from German Federal Foreign Office (GFFO).
3. Provision of support to MoE, in coordination of national Education in Emergencies working group in partnership with UNICEF. This has led to finalization of key policy documents including EiE Policy and the inclusion of education during long and short term multi-needs assessments

Save the Children Education portfolio in Kenya

Save the Children is working to increase children's access to quality basic education and early childhood care and development (ECCD), and to empower vulnerable young people through education and vocational training. We are working with partners AVSI and NRC to improve access to education for children and youth in Dadaab refugee camps and those returning to Somalia. In Turkana 1,700 children in five primary schools are benefitting from targeted support to improve their learning environment. We are conducting research on a number of initiatives to tackle key barriers to education in the ASALs, including cash transfers for education, menstrual hygiene management and community-led school improvement plans. Save the Children did a feasibility study on ECCD with urban informal settlements, which indicated that 63% of respondents were willing to pay for 'good' ECCD services, if available.

Save the Children education target for 2018 is 76,036 (30,273F) out of 112,902 refugee children in need.

Key Education challenges in Kenya

1. Access at pre-primary is a challenge marked with regional disparities. Net enrollment rates ranges from about 99% in Homa Bay county to 18% in Mandera county. The sub-sector also lacks strong inter-sectorial coordination that brings together interventions from key sectors such as health, nutrition, education and social protection for a comprehensive delivery of ECCD/child development services.
2. Poor learning outcomes for children in school – characterized by drop-outs due to failure to pass in end of term/end of cycle exams (the current curriculum puts too much emphasis on exam passing than learning).
3. Children are excluded from primary schools mainly due a number of factors including hidden costs of education (uniforms, school feeding) and indirect costs of schools; poverty; insecurity (terrorism; cattle rustling); intolerable cultural factors/lifestyles (especially in ASAL areas); early pregnancies (especially in Western and Nyanza regions of Kenya); long distances to schools; lack of functioning and gender sensitive facilities especially sanitation (water and toilets) in schools.

Save the Children's Approach to Education in Kenya

In Kenya, Save the Children is working to increase children's access to quality basic education and early childhood care and development (ECCD), and to empower vulnerable young people through education and vocational training. We are working with NRC to improve access to education for children and youth in Dadaab refugee camps and those returning to Somalia. We have engaged in research on a number of initiatives to tackle key barriers to education in the ASALs, including cash transfers for education, menstrual hygiene management and community-led school improvement plans. As co-leads of the Education in Emergencies cluster, Save the Children and UNICEF are working closely with the Ministry of Education to build capacity in contingency planning and response, as well as contributing to national policy development and reform.



Dadaab, Kenya @Save the Children Kenya

It is back to school for Jama...

Jama* is a 15-year-old boy living in Dadaab Refugee Camp. He arrived in the camp with his parents when he was just two years old. In 2004, Jama's parents went back to Somalia and left him in the camp. Jama was then placed under the care of Fatuma, a foster parent. Fatuma is one of the Save the Children foster parents who were well trained on parenting techniques to adequately care for unaccompanied minors. In the year 2015 at the age of 13, Jama went back to Somalia in search of his parents and later returned to Dadaab after failing to find them.

Dadaab is a semi - arid town in Garissa County, located approximately 100 kilometres from the Kenya – Somalia border. Like Jama, most of the refugees living in Dadaab have fled from various forms of conflicts in their countries with approximately 90% of the entire population fleeing from civil war in Southern Somalia.

Save the Children implements projects in three of the four refugee camps within Dadaab and is mandated to protect children from all forms of abuse and harm. Foster and kinship care within the refugee community is one of the community based interventions designed to provide family based alternative care for unaccompanied and separated children.

Jama is a beneficiary of the Save the Children Child Protection project. He is currently enrolled in school and says he is happy to be learning. He wants to be a teacher when he grows up.

COUNTRY IN FOCUS: MALAWI

Key Education Indicators

- **136%** Gross Enrolment Rate Primary (EMIS Report, 2017)
- **60.6%** Literacy rates at primary level (MDHS, 2015-16)
- **53** Completion rate at Primary (EMIS Report, 2017)
- **11%** Out of school children of primary school age (EPDC extraction of DHS dataset 2010)
- **65.75%** Adult literacy rate (UNESCO, 2016)

Background and context

The education context in Malawi is characterized by low levels of access to ECCD services (40.3% enrolment), but a high Net Enrolment at primary education (about 97%). Primary education is however associated with serious quality challenges, including high Pupil to Teacher Ratio averaging 78:1 (2014); high pupil to classroom ratio (111:1), and low textbook to pupil ratio (1:5). Limited sanitation facilities especially for girls, general poverty and negative cultural values result in high dropout for adolescent girls (20% in Standard 8 compared to 16% for boys) largely due to teenage pregnancies and early forced marriages. Malawi is also characterized by low internal inefficiency indicators like primary school completion rates and transition rates to secondary school (completion rates approximately 32%). The situation, again, is worse for girls.

Malawi National Education Priorities

The government has five national priorities for education as outlined below:

1. Improve access and equity to Early Childhood Development (ECCD)
2. Improve quality ECCD services for children in Malawi
3. Improve quality and relevance of primary education
4. Improve access and equity in basic education
5. Improve governance and management of basic education

Save the Children education portfolio in Malawi

The Education Sector has 7 projects and in 2017 had a portfolio of 13.8 million (out of 62.8 million) which constituted 28% of Malawi country's total portfolio. Through these projects the Country Office was able to reach 808,102 children (370,310 boys and 437,792 girls) directly and 1,700,293 children (856,159 boys and 844,134 girls) indirectly. The country office through these projects seeks to address specific issues within the 3 National Education Sector Plan (NESP) pillars of equitable access to education; enhanced quality and relevance of education; and capacity strengthening for school management and governance structures.

To increase access to education, Save the Children is expanding learning spaces through construction of primary schools as well as Early Childhood Care and Development (ECCD) centers, provision of ECCD services to stimulate enrolment and improve the quality of transition to primary school and also supporting girls' effective participation and success in education. Similarly, a number of interventions have been tailored to address issues of quality and relevance in the education sector. These include Continuous Professional Development (CPD) for teachers, Literacy Boost and Numeracy Boost to improve quality of learning among early graders, innovative ECCD work such as the use of various technologies to enhance quality of teaching and learning, and provision of teaching and learning materials backed up by Quality Learning Environment assessment as a feedback mechanism that informs further programming. Within the third pillar of improving school management and governance, Save the Children is strengthening the capacity of various structures in and around the school (PTAs, SMCs, Mother Groups, Child Protection Committees, Child-led clubs, Head teachers) to support school management in creating a conducive learning environment for all children. In addition, there are also interventions that strengthen government (at national and district levels) for better coordination of education services.

Save the Children Education 2018 Targets

	# of Children in Need	SCI Proposed Reach
ECCD	3,624,178	35,159
Basic education	5,073,721	2,100,000

Save the Children's Education Program in Malawi

Our Priorities

In partnership with the Ministry of Education, Save the Children education programs in Malawi focuses on the following priority areas:

- ECCD, Basic Education and Transition to Secondary Education, particularly for girls, and Adolescents.
- Ensure that School Health and Nutrition (SHN) and Livelihoods interventions are streamlined across ECCD, Basic Education and Secondary education levels
- Adolescent Development (AD), Reproductive and Sexual Health (ARSH) interventions target upper primary and secondary levels and out of school youths.

Our Portfolio

Currently, there are seven major programmes; Keeping Girls in School, Girls' Empowerment through Education and Health Activity (ASPIRE), Inclusive Education, Inclusive ECCD, Apatsemi Mwayi Atsikana Aphunzire (AMAA), Quality Learning and Accountability, and Sponsorship Programme within which are Basic Education, Early Childhood Development, School Health and Nutrition and Adolescent Development. SC is also implementing study projects namely: Interactive Radio Instruction (IRI), Nutrition Embedding Evaluation Project (NEEP) and Pan Phone (Phunzira).

Key challenges facing Education in Malawi

Amidst the many challenges, one of the Ministry of Education, Science, and Technology (MoEST) priorities is to ensure that children master essential literacy skills by the time they complete Standard 4. Ensuring that all children learn to read in the first four years of schools serves as a catalyst for meeting other learning outcomes in education because reading is essential for all learning.



Our Approaches to Education in Malawi

The Malawi program aims to promote equitable access to education, including promoting inclusion and gender parity. Save the Children is expanding learning spaces through construction of primary schools as well as ECCD centres, providing ECCD services to stimulate enrolment, improving the quality of transition to primary school and also supporting girls' effective participation and success in education and implementing inclusive ECCD and Primary Education initiatives.

Similarly, a number of interventions have been tailored to address issues of quality and relevance in the education sector. These include Continuous Professional Development (CPD) for teachers, Literacy Boost and Numeracy Boost to improve quality of learning among early graders, innovative ECCD work such as the use of various technologies to enhance quality of teaching and learning, and provision of teaching and learning materials backed up by Quality Learning Environment assessment as a feedback mechanism that informs further programming. Within the third pillar of improving school management and governance, Save the Children is strengthening the capacity of various structures in and around the school (PTAs, SMCs, Mother Groups, Child Protection Committees, Child-led clubs, Head teachers) to support school management in creating a conducive learning environment for all children.

Additionally, there are also interventions that strengthen government (at national and district levels) for better coordination of education services from inclusive, effective teaching and learning opportunities. In other words, ELM supports early literacy and math skills development at the pre-primary level, and improve school readiness and long-term learning outcomes for young learners.

COUNTRY IN FOCUS: MOZAMBIQUE

Key Education Indicators

- **68.2%** Literacy rates at Primary level (79.8%M & 56.5% F) (VELTHAUSZ, Daan & DONCO, Rotafina 2017)
- **47.9%** complete rate at Primary level (50.6% M & 45.0% F) (VELTHAUSZ, Daan & DONCO, Rotafina, 2017)
- **11%** is the rate of out of school children of primary school age: (MINEDH)
- **58.8%** is the adult literacy rate (3.3%M; 45.4%F). (VELTHAUSZ, Daan & DONCO, Rotafina, 2017)

Background and Context

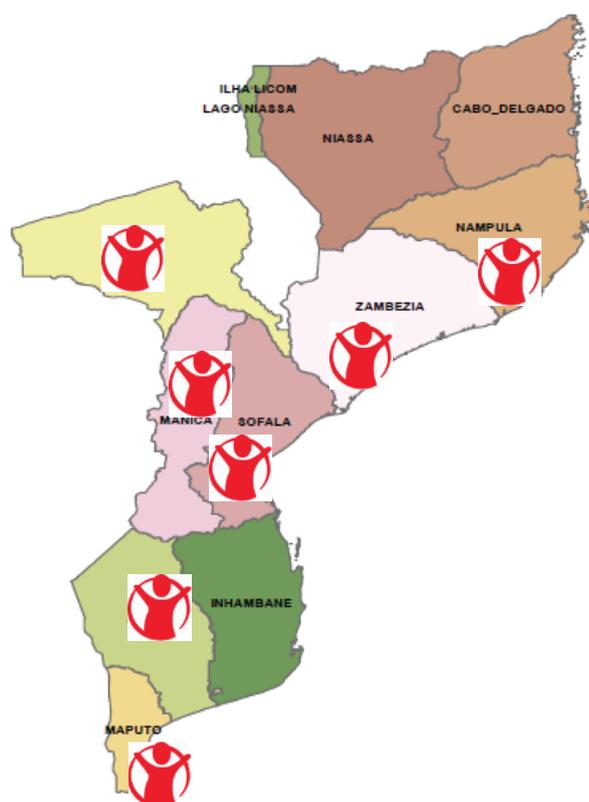
Save the Children has been operational in Mozambique, in 7 provinces (Maputo, Gaza, Manica, Sofala, Nampula, Tete and Zambézia), since the 1986, providing support to children through Health and Nutrition, Education, Child Poverty, Child Rights and Governance, Child Protection, Emergencies Preparedness and Response programs delivered both directly and through local partners.

All programs are based on Child Rights Programming Framework and clear links to Child Right and Governance. Child Protection makes sure Schools and Early Childhood Centers are safe and children are protected (prevention of teenage pregnancies and early marriage). Finally, all programs

have components of Child Centered Accountability (CCA), DRR and Emergency Preparedness and Response.

Currently, Mozambique Country Office employs a total of about 598 national and international staff operating, and about 163 is in Education Programme. Annually, Mozambique CO employs approximately US \$26Million (38% Education). Save the Children Mozambique has 7 Education projects, namely: School Readiness, Integral Development of Pre-School Children (DICIPE), Sponsorship, Successful Transition and Advancement of Rights for Girls (STAR-G), Educating Children Together - Phase 2 (ECT II), Mozambique NORAD Integrated Project, and Kombuane II; in 6 Provinces, funded by DIFID, SCNorway, SC Italy, SUS, SC New Zealand, USDA and World Bank donors. These Projects are implementing in Manica, Gaza, Tete, Nampula, Sofala and Zambézia, focusing in ECCD, Girl's Education, Inclusive Education and Basic Education.

Save the Children Mozambique works closely with Government partners (Ministry of Education and Human Development; Ministry of Gender, Child and Social Action; Ministry of Health), Community Organizations Based (CBO's), including Civil Society (e.g.: MEPT - Movimento de Educação Para Todos – Education Movement for All) as SCIMOZ key strategic partners in education.



Mozambique National Education Priorities

For Education Programme, Mozambique is prioritizing the inclusion and equity in access and retention in primary school, Girls' education, Completion of Primary level with minimum of the competencies that are required, teacher training and improvement of District Supervision and consolidation and scale of DICIPE.

Our Education Priorities in Mozambique

Mozambique country office prioritizes access to equitable inclusive primary education to promote retention of all children including children with disabilities and special needs. For girls' education (tackling barriers to girls' access, attendance and

successful transition), STAR-G works towards achieving change for girls in Mozambique in line with the change envisaged by the Girls Education Challenge (GEC) globally. In other hand, SCIMOZ is engaged to ensure that all school-age children complete each level with the required competencies foreseen in the national curriculum. This is ensured through provision of support to teachers through in-service teacher training, Literacy Boost Community Action sessions (reading fairs, reading camps) and regular formative assessment and, finally, to promote Child Centered Accountability through effective engagement of children and other community members in school governance.

Education Portfolio: Mozambique Country Program

In 2017, SCI Education Program supported 306 Escolinhas and 572 Primary Schools. In these schools and Escolinhas, Education Program benefited about 410,980 children. In 2018, SCI proposed to reach about 326,877 children (78,155 for ECCD and 248,722 for Basic Education).

Save the Children 2018 Targets

	#SCI Proposed Reach Need
ECCD	78,155
Basic education	248,722

Key Education Challenges in Mozambique

- Lack of ECCD schools in the communities – MINEDH has not yet decided to implement ECCD Curriculum for all communities, and its barrier to children who will join primary School;
- Learning outcomes data base - MINEDH needs a reading and writing assessment system to provide valid and timely information to a set of users – the student, the teacher, the community, and the policy-maker so that they can make better decisions in support of improved quality and learning outcomes.

Save the Children’s Approach to Education

To address the education challenges in the areas of operation, Save the Children activities are based on common approaches of:

- Literacy Boost;
- ELM approaches;
- Numeracy Boost approaches.

ECCD facilitators are trained on Early Literacy and Maths approaches and inclusive education package, to enable them facilitate sessions easily with children between 3 and 6 years, including with children disabilities. Facilitators and children produce a variety of materials, using local resources, to facilitate their learning.

Save the Children also coordinates the transition process between CCG (Escolinha Management Committee) and School direction, to ensure that teachers are supporting their

development. Teacher Professional Development ensures that children’s needs at the classroom level are well addressed to improve their literacy and numeracy skills at primary level. Teachers are able to address needs of children by working in small groups, to help each one and to diversify the strategies of learning and teaching. Teacher, school headmasters and deputies are conducting classroom observation and provide tailored support to both teachers and learners. Out of the school environment, local volunteers promote reading camps, where children develop their literacy and numeracy skills in non-formal settings.

Literacy Boost Improves Teachers Skill for the Benefit of Children’s Learning in Mozambique

Training teachers using a literacy boost approach to improve children’s learning performance has proven to be effective in Mozambique. This approach has been implemented in around 200 schools in seven districts in the Manica province. Augusto Celestino Mirione is one of the primary school teachers that have benefited from this training.

“When I started working, I rarely used learning materials as I did not have enough income to acquire them. Many children did not know how to read or write and found Mathematics challenging. As a result, my classes were not motivating. In 2015, when Save the Children began to train teachers, I had the opportunity to be trained in numeracy and literacy.

I returned to my workplace and taught my colleagues everything I had learnt. Right from that day, I started producing and using learning materials which were made from bottles, to be more long lasting.

My classes became motivating as I could get all children interested in learning; the children learned by playing and this also happened outside the classroom. In 2016, my third class got 100% in their test scores, and I acknowledged by district authority. Since then I have received many awards and had the opportunity to share my knowledge with others.”

“I continue to focus on the production and use of educational materials produced from bottles and other types of material. I would like to expand the experience at district, provincial and national level to guarantee the quality of education in Mozambique.”

COUNTRY IN FOCUS: SOMALIA

Key Education Indicators

Education statistics	Puntland	Somaliland	South Central
GER	58.2%(64M; 52.4F)-EMIS (2016/17)	44,3%(48.5M; 40.1F) -EMIS (2014/15)	35%
Literacy rates (Primary)	37.8%		
Primary completion rates	96.7%(96.9M; 96.5F)-EMIS (2016/17)	92.6% (93.2M; 92.3F)EMIS (2014/15)	88.4% (87.8M; 89.0F)-EMIS (2013/14)
Out of school children of school going age	3 Million children across Somalia are out of school (2017 Humanitarian Needs overview)		



Background and Context

The map above shows SCI's areas of education interventions in Puntland, Somaliland, and South Central Somalia. 80% of the education interventions are emergencies interventions, with few long term and development programmes/projects. A number of projects have phased out or are phasing out during this year 2018, although there are also some projects that are in the pipeline. In all these areas, the major partner SCI is working with is the government (MOE) at central, regional and district levels.

National Education Priorities

The key education priorities for all three Somali states are around expansion of access, promotion of equity, improving quality, and strengthening Ministries of education's management capacity and internal systems efficiency.

The key sectoral focus is on piloting and expanding ECCD, Basic primary and secondary education, including ABE, EiE, increasing investment in TVET and life skills opportunities for youth.

Focus will also be on mainstreaming inclusiveness, and supporting Higher education.

Priority Areas for Somalia Country Program

1. Basic primary Education – Access, quality (LEARNING OUTCOMES), strengthening systems.
2. Early Childhood education (policy and systems strengthening, pilot)
3. Education in Emergencies (Access, quality and inclusiveness)
4. Cross Cutting – Integration, research and innovation

Save the Children Targets for 2018

	#SCI Proposed Reach Need	SCI Proposed Reach
ECCD	9,000	450
Refugees/Asylum seekers	25,000	1,800
Basic education	3 Million	110,800

Key Education Challenges in Somalia

1. Insecurity and inaccessibility, especially in South Central Somalia and Occasional occupation of schools by armed forces
2. At the moment there is not yet a harmonized curriculum, there are no government supported teacher training institutes in Central South Somalia and limited government supported teaching force
3. Insufficient funding for education in emergencies. Despite an increased number of crises, and mounting need, funding for education in emergency has almost halved since 2010, with less than 2-4 % of all humanitarian aid going to education in 2017.
4. Teacher related challenges -unqualified teachers, teachers under paid, shortage of teachers, especially female teachers, as many teachers migrate to other areas or join other profession.

Our Approach to Education in Somalia

Save the Children Somalia country office, has adopted a Child Rights- based, child-centred approach to education programming, with children at the centre of all education programming. SCI Somalia does programming for both Emergencies/relief and long term development programming nexus, while addressing problems of access, disparity, quality and education governance, systemic and capacity gaps. The Child Rights programming approach therefore means that the child's interest is at the centre; it should be empowering and participatory throughout the entire life cycle of any project or programme. Accountability, supporting duty bearers, Empowerment and Equity all take a strong focus in our programming. This is true because the rights-based approach is seen as being more effective in the fight against injustice, poverty and exploitation. In terms of Innovation, SCI piloted the "Alphabet King ", a project for enhancing literacy in lower primary schools using Technology-Tablets and instruction software applications

Supporting School Children During the Drought in Somalia

Eleven-year-old Abdullahi Ali Mohamed lives in Dangorayo district of Puntland. He is from a family of seven people. His father is a fisherman who abandoned his family many years ago, while his mother is a tailor. Abdullahi attends one of the primary schools in Dangorayo district. However, his mother has been unable to pay for his school fees and provide for other learning materials as a result of the drought that has left many families in need and negatively impacted on livelihoods.

"When drought hit our area, our situation got worse. My mother was struggling to even feed us. We did not have enough food and sometimes we did not eat anything. Sometimes I used to feel a lot of pain because I was very hungry. We didn't even have clean water at home or school. This made our life very difficult. I thought of quitting school. I'm glad things have changed now. Save the Children came to our school and brought milk, dates and sugar. They also brought clean drinking water. Me and my fellow students were so happy. At least I was able to get food while I am in the school. This made us focus on schooling and class work. Save Children gave us learning materials like books and pens. We were also able to play with other children. I am very happy that I could benefit from the support our school received. Before this support I was not sure if I will finish my primary education and this made me sad. But now I'm very confident that my dream of finishing primary school is possible. Thanks to everyone who supported us."

The project aims at supporting vulnerable children to access education, increase enrolment and retention in 22 schools mostly from drought-affected areas of Puntland. Abdullahi is just one of the many children currently being supported by this project. The project reached and managed to retain 6,212 children of which 2,596 are girls and enrolled 1,272 children with 526 being girls in all ECW supported schools in Nugal, Karkaar and Mudug regions of Puntland, Somalia. The project significantly contributed to the learning outcome of the children and changed the nutritional status of the learners affected by drought in the region.



COUNTRY IN FOCUS: SOUTH SUDAN

Key Education Indicators

- **10%** overall Pre Primary Gross Enrolment Rate
- **63.5%** Gross Enrolment Rate at Primary (EMIS, 2015)
- **5.9%** overall Secondary GER with 3.8% female (EMIS, 2015)
- **50%** Overall Literacy rates: 40% girls and 60% boys (EMIS, 2015)
- **38%** Completion rate at Primary (EMIS 2015)
- **1.7Million** (72%) Out of school children of primary school age (HRP, 2018)
- **22%** Adult Literacy is 27% (Men); 16% (Female)

Background and Context

Save the Children has been operational in South Sudan since 1983, providing support to children through development and humanitarian programs delivered both directly and through local partners. Current programming focuses on Education, Health, Nutrition, Child Protection, Food Security and Livelihood and WASH. The South Sudan CO operates at an annual budget of approximately US 35,297,578 (23% education). Save the Children has 6 Education projects in Upper Nile (Maban), Jonglei and Lakes funded by BPRM, DANIDA, NORAD, OCHA, UNICEF and EU. Save the Children works closely with partners including UNICEF, OCHA, INGOs, EU and local CSOs.

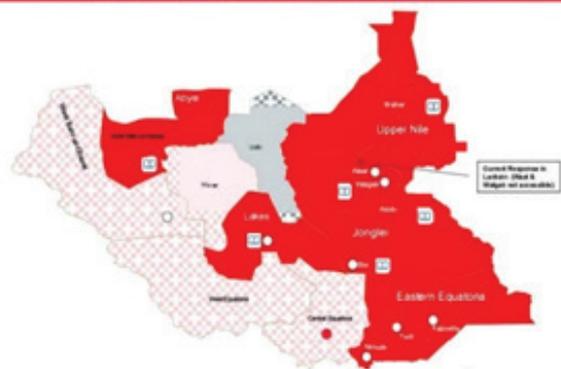
South Sudan National Education Priorities

The Education priorities for the education sector in South Sudan are illustrated in the National Education Sector Plan. The plan focuses on increasing access to general education and promoting equity, improving the quality of general education, promoting adult literacy and increasing the capacity of education managers in planning and budgeting at the central, state and community level while promoting partnership and working among stakeholders throughout the country.

Our Education Priorities in South Sudan

Interventions focus on increasing access and retention of boys and girls including out of school, children with disabilities and teenage mothers with improved basic literacy and numeracy competencies for Children. The plan enhances capacity building for partners and community based structures to deliver quality education services in a sustainable way.

EDUCATION FOOT PRINT 2018



South Sudan Education Portfolio

Save the Children 2018 Targets

	# of Children in Need	SCI Proposed Reach
ECCD	19,660	7,864 (35% girls)
Basic education	1.7M	114,456 (35% F)
Refugees/TVET	3,000	1,200 (50% F)

Save the Children Education program in South Sudan focuses on the provision of access to Basic Education (Primary and Accelerated Learning Programme). In Jonglei and Lakes states, a total of 23,846 (14,308 boys & 9,538 girls) in 32 primary schools (15 Jonglei, 17 Lakes) have been reached to date. Moreover, the Refugee Education programme (Maban Response) in the greater Upper Nile state is providing Basic Education (primary and ALP) in 10 schools of North East and South West Maban Counties among refugees and host communities. Additionally, Youth Employability and Participation Programme

in Lakes State (Rumbek central and Cueibet counties) and School feeding in Lakes and Jonglei.

Key Education Challenges in South Sudan

- 43% of the children old enough to go to primary school actually enroll (EMIS, 2015).
- 1.7 Million children have lost access to education due to conflict and displacement (HRP, 2018).
- Only 50% of all primary school teachers are trained (EMIS, 2015) with limited numbers of female teachers.
- 40% of school going children in schools can read and write (EMIS, 2015). Children are not equipped with appropriate skills to live a prosperous and healthy life. Sexual and gender-based violence is endemic, and adolescent girls are at risk of early and forced marriage.
- 52% of girls are married before the age of 18, and 9% before the age of 15.
- It's estimated that 1 million children are in need of psychosocial support and more than 600,000 children are experiencing psychological distress (HRP, 2018).
- 30% of children in schools complete basic/primary and secondary education (EMIS, 2015).

Our Approach to Education in South Sudan

All projects are designed based on a child rights programming approach throughout the programme cycle. The approach builds on the learning and experience accumulated through years of commitment to children and their survival and development. Programming further adopts a competency based approach in its work. In this, a range of knowledge, skills and behaviours are used to perform tasks successfully and achieve immediate and lasting change in children's lives. A set of common approaches (literacy boost; Emergent literacy and Maths; Numeracy boost; pipeline approaches (Teacher Professional development, 0-3, Safe schools); pipeline approaches in development (ALP, children's books, framework for school health and nutrition, Girls Education, inclusive classrooms and communities & quality pre-school package) are adopted across all project activities. The Quality Learning Framework which defines basic education outcomes has been adopted. This in particular considers children's wellbeing, children's achievements in literacy and children's achievements in numeracy as a basis of long life learning. All cross thematic issues (partnerships, gender, disabilities, child participation, programme quality, inclusion, capacity building) are integrated into all programmes

Benefits of Learning Well Being in Emergencies in Doro Refugee Camp in Maban South Sudan

"My name is Diamond Samir and I am 12 years old. I go to Jamhur primary school. I can read all the 26 alphabets and some words and tell a story too. I learnt reading from school and at our community reading camp in Penamayo.

We come to the reading camp on Mondays, Wednesdays and Fridays to practice and learn reading after school because the school time ends at 1:00pm and between 2 and 4 in the afternoon. I come to the reading camp with my reading buddy Bill Masir who is also in primary three.

Reading camp is a new thing for me because I used to go for grazing or collect insects and wild fruits after school but now I come here to learn reading with my friends and play as well. Our head-teacher told us not go to graze animals after school but come to learn reading because Save the Children has put a reading centre for children of P.1-p.3 in our village.

Here we sing, play, read stories and tell stories with friends and also write a story or draw picture to be taken home for our parents to see. They are happy with my pictures and now tell to come to the reading camp every day. I am happy I can now read all the 26 letters of alphabets, read some words and write them. Reading is good and I would like to be an English teacher in future so that I teach others to read also."



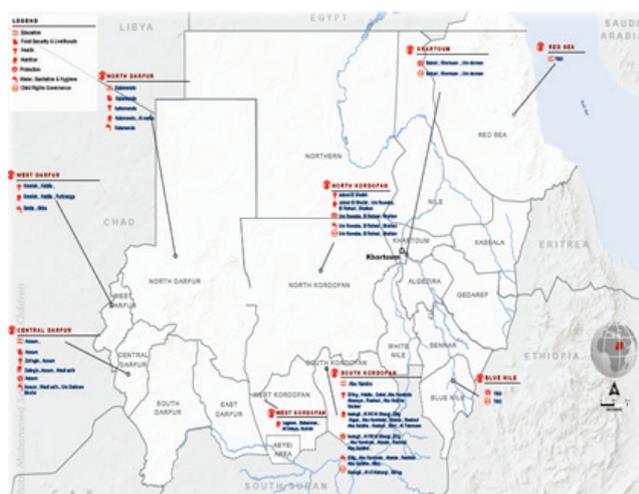
COUNTRY IN FOCUS: SUDAN

Key Education Indicators

- **82%** Gross Intake Rate (GIR) (FMoGE – SUDAN, Education Sector Analysis Feb 2018)
- **42.8%** Pre-school GER (FMoGE – SUDAN, Education Sector Analysis Feb 2018)
- **73%** Basic education GER remained stable 2017 (FMoGE – SUDAN, Education Sector Analysis Feb 2018)
- **51%** Primary completion rate (FMoGE – SUDAN, Education Sector Analysis Feb 2018)
- **58.6%** Adult literacy rate (FMoGE – SUDAN, Education Sector Analysis Feb 2018)

Background and Context

Save the Children has been operational in Sudan since the 1984, providing support to children and their families affected by conflict, displacement, extreme poverty, hunger and a lack of basic services through Education, Health & Nutrition and Livelihood programs delivered both directly and through local partners. Many of the children and families we served were among the most vulnerable and hardest to reach. Current programming focuses on Health & Nutrition, Education, CP/CRG and Child poverty). The Sudan Country Office has an annual budget of approximately \$10M (12% education). Save the Children works closely with partners including Talawiet, Almasar and FPDO.



Sudan National Education Priorities

- **Quality education and learning** – The interventions under this priority area are meant to ensure that children do not just go through school.)
- **Access and equity to general education** – While the focus of this plan is mostly the improvement of learning, attention is also put on bringing in the children who are excluded from basic education)
- **Governance and system strengthening for improved results accountability** – To support monitoring and assessment of learning as well as expansion of opportunities in general education

Our Education Priorities in Sudan

- **Quality education and learning** – The interventions under this priority area are meant to ensure that children do not just go through school, they need to have the literacy and numeracy skills)
- **Early Childhood Care and Development (ECCD)** – Aiming at providing children with necessary fundamental skills

Sudan Education Portfolio

- In 2017, SCI Sudan CO supported 10,371 children (5,251 Girls, 5,120 boys)
- Key main issues the Education Programme seeks to address:
 - Children at schools do not start with the necessary foundation skills: This problem is affecting accessibility and the learning outcomes of the ECCD all children in Sudan.
 - Children in School are not able to read or write: The Education Strategic Analysis -ESA- shows that Sudan is among the worst countries for children to be able to read and write during or after completion of their basic education. National Learning Assessment (NLA) has shown 40% of the learners in grade 3 in Sudan were not able to read familiar words
- The approach will steer teachers away from teaching through memorization, repetition and workbooks. Instead,

it will emphasize learning through interactive activities and games, so students can understand and explain their reasoning. The approach will be modified to meet the needs of local education system.

- For 2018, Save the Children to reach 24,000 children out of 3 million children in need of education in Sudan

Key Education Challenges in Sudan

- Sudan is among the lowest retention profiles in the region
- Availability of schools in the host communities;
- Availability of basic school resources and facilities;
- Availability of teachers who can guarantee their stay with the refugees as they go through the education system
- Limited opportunities to access ECCD

Save the Children's Approach to Education Programming

- Literacy and Numeracy Boosts as SC common approaches for Education. Sudan will use and apply these approaches in pre and basic education to ensure quality learning and results.

- Sudan is also trying to work in an integrated approach between sectors. This is used as multi sectoral project so children can benefit from different services.

Education Key Achievements

- The programme in Darfur has supported a total of 6,287 students at different levels of education that include, pre-school, basic and secondary as well as through the literacy and Accelerated Learning Program.
- Our programme has improved the school enrolment as well as the overall quality of education in North Darfur, Tawaila Locality. It has also provided the education services to Central Darfur, Umshalaya Camp. In North Darfur, where the programme has been supporting five (5) schools, the enrollment has increased to 2,845 compared to 2,245 in the previous year.
- The programme managed to get 300 students back to schools, out of which 240 were girls. The schools' attractiveness was enhanced through availing the WASH facilities and the hygiene programme and an overall improvement of the quality of teaching and learning was seen



COUNTRY IN FOCUS: TANZANIA

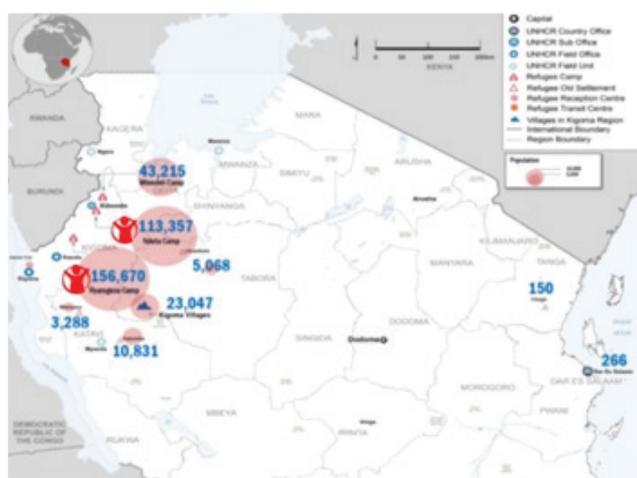
Key Education Indicators

- **8724** Gross Enrolment at ECCD level (UNHCR DATA 2017/2018)
- **80,141** Gross Enrolment at Primary level (UNHCR-Education Response plan May 2018)
- **84%** Completion rate primary level (UNHCR-Response plan May 2018)
- **60,468** (43%) Out of school children of primary school age (UNHCR Education response plan May 2018)

Background and Context

SC has been implementing an integrated child protection and education program since May, 2015 in Nyarugusu camp and since August, 2016 in Nduta camp. To respond to the learning needs of Burundian refugee children, SC has established eight integrated Child Friendly Spaces (CFSs) and ECCD centres (4 in each camp), six formal and ABE centres.

With the objective to increase access to quality, protective and equitable formal and alternative education for both boys and girls, SCI has been running the education program in both camps through the provision of teaching and learning materials, recruitment and training of teachers, strengthen community structures through back to learning campaign and training of PTA, provision of text book, classroom furniture, innovative educational approach using ide box, strengthening school co-curricular activities, and strengthening education coordination both at the camp and Kigoma level.



Tanzania National Education Priorities (Burundi Refugee Response)

- Promoting country of origin curriculum Encampment policy and curriculum country of origin which forces the refugee to continue attending the instructional learning using their own mother tongue
- Standardization of information management and information sharing pathways; including the standardization and improvement of information dissemination to the PoCs/ Community.
- Ensuring all actors address the various cross-cutting needs of boys, girls, women, and men – working closely together with the Protection Working Group to mainstream a gender sensitive and participatory approach in all camp/ transit site interventions
- Maintain and bolster effective camp coordination and camp management structures across all displacement sites – taking into account the specific context of each site

Our Education Priorities in Tanzania

- **Overall goal:** Burundian refugee boys and girls in camps and Tanzanian hosting communities are protected from abuse and harm and have increased access to appropriate quality education and resilient livelihoods assistance for the youth

Education Portfolio

- Save the Children operates program in Nyarugusu, Nduta and new camps and transit centers focusing only on Burundian refugees. Our current portfolio reaches 9,674 children in 8 ECCD centers and 6 primary schools. Furthermore, we are working strongly to address teacher absenteeism through working closely with community structures so as they can support in monitoring education activities, improve the capacity of school management, improve the child led clubs in schools to support reporting on the teachers attendance but also organizing continue discussion with teachers on Teachers code of conduct and improve quality learning outcomes.

Save the Children 2018 Targets (Burundi Refugee Response)

- In 2017, SCI Sudan CO supported 10,371 children (5,251 Girls, 5,120 boys)
- Key main issues the Education Programme seeks to address:
 - Children at schools do not start with the necessary foundation skills: This problem is affecting accessibility and the learning outcomes of the ECCD all children in Sudan.
 - Children in School are not able to read or write: The Education Strategic Analysis -ESA- shows that Sudan is among the worst countries for children to be able to read and write during or after completion of their basic education. National Learning Assessment (NLA) has shown 40% of the learners in grade 3 in Sudan were not able to read familiar words

	# of Children in Need	SCI Proposed Reach
ECCD	2400	1181
Refugees/Asylum seekers	8160	6602
Basic education	5760	5421

Education Key Challenges

- Shortage of professional trained teachers
- Poor attendance which led to poor performances
- Shortage of teaching and learning materials relevant to Burundian curriculum
- Negative Interpretation of child protection in school by community members.

Our Approach to Education Programming

- An integrated approach to programming, by including other key sectors WASH and Protection Through education working group SCI is working with other education stakeholders by organizing teacher's capacity building such as Teachers in Crisis Context (TiCC) training, language training in collaboration with the Teachers training colleges, Inspectors capacity building to enable efficiently monitoring teaching activities.

After the election crisis in Burundi, hundreds of thousands of refugees fled into Tanzania where they were settled into Nduta and Nyarugusu camps. Initially, the government did not allow for construction of permanent structures and thus children were left with no option but to learn under trees. This was particularly challenging for children due to the unfavourable weather conditions- wind, dust and the sun. The number of children who registered and attended the school regularly ECCD to primary school at the time, were 4,123 (2,026 girls and 2,097 boys).

Save the Children provided education services for refugee children in these temporary settings and later managed to construct 63 classrooms (45 Nduta; 18 Nyarugusu) for primary schools and 15 classrooms (9 Nduta; 6 Nyarugusu) for the ECCD in the year 2017. This has greatly improved learning outcomes with both enrolment and retention increasing. We also constructed WASH facilities for the school to enable children to access sanitation facilities. Currently, the number of children registered in both camps ECCD to primary school reached 9,674 (4,690 girls and 4,984 boys).



COUNTRY IN FOCUS: UGANDA

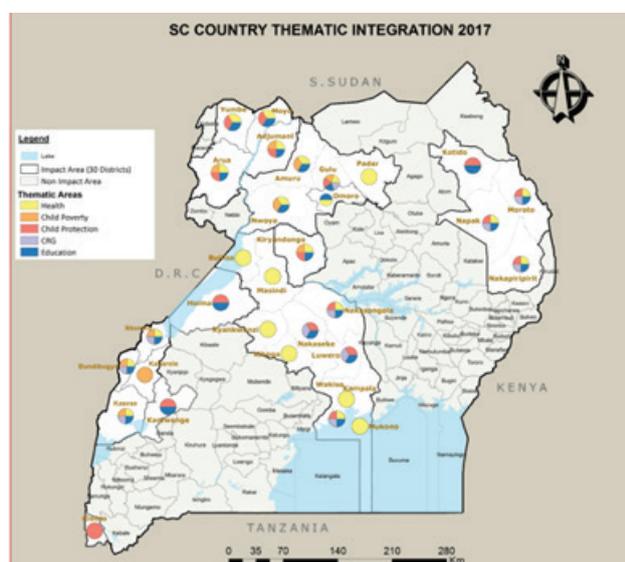
Key Education Indicators

- **110%** Gross Enrolment rate (107.7% boys, 112.4% girls) (EMIS, 2016)
- **20%** Literacy rates at primary 3 level (Uwezo 2016)
- **60%** Primary completion rate (59.7% boys, 63.4% girls) (UNEB 2016)
- **1 in 5** primary school-age children are out of school (Uganda Bureau of Statistics)
- **73.8%** Adult literacy rate (70.2% male, 61.4% female)

Background and Context

Save the Children has been operational in Uganda since 1959, providing support to children through development and humanitarian programs delivered both directly and through local partners. Current programming focuses on Health and Nutrition, Education, Child Rights Governance, Child Protection, and Child Poverty. Save the Children is increasingly focusing on Gender, Inclusion, and Resilience as cross-cutting themes.

Save the Children Uganda employs more than 425 national and international staff operating an annual budget of approximately US \$23.7 million (39% of which is on education). Save the Children Uganda embraces integrated programming where education is often the main entry point. Currently we are implementing over 20 education projects, both humanitarian and development, across five regions funded by private foundations, individuals and multi-lateral donors. Save the Children works closely with partners including the Government of Uganda; UN organisations such as UNICEF, UNHCR, UNESCO, UNDP, and WFP; local and international NGOs; and the Private Sector and the media.



Uganda National Education Priorities

The Ministry of Education and Sports (MoES) priorities include:

- Increase and improve equitable access to quality primary education
- Improve the quality and relevance of primary education
- Improve effectiveness and efficiency in the delivery of primary education
- Capacity development for MoES to plan, program and manage an investment portfolio that will effectively and efficiently develop the education sector.

Our Education Priorities in Uganda

Save the Children supports thematically integrated programmes to facilitate holistic realisation of children's rights in Uganda. We support children's school readiness through an Early Childhood Care and Development (ECCD) program, and basic education focusing on Formal and flexible Non Formal Basic programs such as the Accelerated Education Programme (AEP). We work in partnership with the Ministry of Education and Sports, Central and Local Governments, and other Civil Society Organizations.

SCU's education goal is to expand access to quality inclusive education with a focus on marginalised and deprived children. Key priorities are:

- Inclusive Early Childhood Care and Development and transition into basic education
- Quality and Inclusive Basic Education, with demonstrable relevant learning outcomes
- Humanitarian response through Education in Emergencies (EiE) to guarantee continuous access to a safe, quality, protective and inclusive education to displaced and host community children

Our Education Portfolio in Uganda

Save the Children Uganda is working to increase children's access to quality Basic Education, inclusive ECCD and EiE. In 2017, SCU reached over 99,577 children (50,034 girls; 49,543 boys) in 124 government-aided primary schools, 91

ECCD centres, and 49 Accelerated Education Programme centres (AEP), in both development and emergency response contexts. We have engaged in conducting research such as on Inclusive Education to inform policy revision, and supported policy development on a number of initiatives to address key barriers to education in Uganda, including the Ministry of Education-led Education Response Plan (ERP) for refugee and host communities. Save the Children leads an Education Consortium with Finn Church Aid, Norwegian Refugee Council and War Child Holland as current partners implementing an Accelerated Education Programme in refugee response, with the intention to grow and expand this further in the future. SCU is also actively participating in various coordination mechanisms including the EiE working group, working closely with UNHCR and the Basic Education working group in the development context.

Save the Children 2018 Education Targets

	# of Children in Need	SCI Proposed Reach
Basic education	20,735,000 (55% of population)	59,440 (29,829F)
Humanitarian response	866,923 (60% of refugee popn. UNHCR 2018)	Not Determined
ECCD	40,137 (20,205 F)	

Key Education Challenges in Uganda

- Low school completion and the quality of learning outcomes – in 2016 survival rate to primary 7 was 32% (31% boys and 32% girls), while p.7 completion was only 61.5% (59.7% boys and 63.4% girls) (UNEB 2016)
- Refugee influx - Uganda is currently hosting over 1.4 million refugees, with over 60% of them children of school going population. This unprecedented mass influx of refugees into Uganda has put enormous strain on already limited education resources
- Population growth and demographic trends - with a population of 37.7million people (52% female, 48% male). 55% are children below 17 years. The population growth is far outpacing education financing and growth in education infrastructure, causing great strain to the education service delivery

Our Approach to Education in Uganda

SCU education programmes address barriers to children’s participation in education through inclusive education programming for all children, particularly the most marginalised, by addressing discrimination by teachers, parents, other children, policies, school curricula, buildings or any other aspect of education, so as to enable all children to learn together with support for their individual needs.



COUNTRY IN FOCUS: ZAMBIA

Key Education Indicators

- **102%** of 539,216 Gross Enrolment Rate (Educational Statistical Bulletin (ESB), Central Statistical Office, 2016 and Zambia Data Portal, Central Statistical Office, 2016)
- **54.5%** of 3,292,072 Literacy rates at primary level (UNESCO Institute for Statistics 2016)
- **91%** of 3,292,072 Completion rate at Primary (UNESCO Institute for Statistics 2016)
- **15%** of 1,663,907 Out of school children of primary school age (Educational Statistical Bulletin (ESB), Central Statistical Office, 2016)
- **64%** of 1,250,951 Adult literacy rate (UNESCO Institute for Statistics 2016)

Background and Context

Save the Children has worked in Zambia since 1989, promoting access to quality education at primary and ECCD level in the target districts in Western, Southern and Copper Belt Provinces. Furthermore, the organization aims to provide education for children with special needs. At national level, Save the Children has supported system strengthening, capacity building through pre- and in-service training of teachers and other duty bearers, such as Parent Community School Committees (PCSC). Save the Children has done disaster risk reduction (DRR) works in Western and Copper Belt Provinces to improve school attendance, which is negatively affected by the most common disasters, floods and droughts. Save the Children works closely with partners providing education in emergencies interventions at Kenani Transit Centre and Mantapala Refugee Resettlement in Nchelenge District of Luapula Province since October 2017.



Zambia National Education Priorities

The government has five national priorities for education as outlined below:

- Enhance access to quality, equitable and inclusive education
- Enhance access to skills training
- Enhance private sector participation
- Continuous review and roll out of curriculum
- Enhance role of science, technology and innovation

Our Education Priorities in Zambia

The Education program seeks to:

- improve access to ECCD and the quality of services being offered in ECCD centers
- improve access to equitable quality basic education
- Increase community participation in ECCD and Basic Education
- Ensure that all girls and boys affected by humanitarian crises have continuous access to a quality ECCD and basic education

This is achieved through collaboration with government line ministries (Education, Health Community Development and Local government), civil society organizations and communities. The stakeholders support the implementation of proven innovations such as Literacy Boost and SHN, which include a combination of teacher training, provision of print materials, provision of teaching and learning materials, community engagement including reading clubs. Save the Children focuses on building capacity of all partners from local schools to national level to enable them to support the expansion of the innovations and interventions.

Our Education Portfolio in Zambia

The Zambia Country program operates at an annual total budget of \$12.5 million, of which 23% is for the Education sector. The Education program benefited 21,165 children in 2017 in 130 schools and ECCD centers supported by Save

the Children. Various interventions were conducted including construction of eight ECCD centers, four primary schools and provided furniture, teaching and learning materials, drilling boreholes and constructing latrines at the schools. Moreover, ECCD teachers and care givers are supported through training in teaching methodologies and schools are equipped with teaching and learning materials including reading camp libraries. Save the Children also provided school health and nutrition interventions to 30 ECCD centers and 100 basic schools (vitamin A supplementation, deworming and facilitated screening and referrals to nearest health centers).

Save the Children Education 2018 Targets

	# of Children in Need	SCI Proposed Reach
ECCD	148,000 (75,920F)	72,080 boys 75,920 girls
Basic education	184,000 (95,680F)	88,320 boys 95,680 girls
Refugees	2,229 (1,136F)	1,672

Source: 2016-2018 Country Strategic Plan

SC's Education Priorities in Zambia

Save the Children Zambia prioritizes two subthemes, namely Basic Education and ECCD to ensure that;

- Deprived children attend good quality inclusive ECCD and transition successfully into basic education
- Deprived children attend good quality inclusive basic education and demonstrate relevant learning outcomes
- Key challenges facing Education in Zambia
- Inadequate community participation: Communities are not always willing to participate in the education of their children
- Low access to ECCD: Only 14.5% of 1,271,710 are enrolled in ECCD centers (Source: Zambia Education Policy Review: Paving the Way for SDG 4 –Education 2030, UNESCO 2016 and Ministry of Education, Early Childhood Education Directorate, 2017)
- Poor quality of education being offered in primary schools and ECCD centers, which results in poor learning outcomes, for instance, 65% of children in grade 2 could not read a single word correctly in their local language (<http://www.vvob.org.zm/news/catching-education-zambia-unesf-and-jpal>, 2014)



Zambia: Approaches to Education Programming

An Inclusive Approach to ECCD and Basic Education

Save the Children has mainstreamed inclusive education through development of the sub-thematic strategies which accommodate children with special education needs at both ECCD and BE levels. Save the Children works on strengthening coordination between relevant ministries (community development, gender and child development, health, education) with a focus on inclusive education. Specifically, Save the Children is advocating for more budgetary allocation to inclusive infrastructure development to accommodate all learners; provision of inclusive teaching and learning materials to comprehensively teach all children; and in-service training of teachers (continuous professional development) in inclusive education.

Building Resilience

To ensure that all girls and boys affected by humanitarian crises have continuous access to quality basic education, Save the Children has created strategic partnerships with UNICEF, UNHCR, government line ministries, and host and refugee communities in the provision of education in emergencies interventions. Strategies employed include:

Fisebaula ECCD and Primary School is located in the eastern part of Lufwanyama, a rural district of the copper belt province of Zambia. It is one of the six sites that has benefited from the infrastructure construction project funded by SC Korea through partnership. Before the construction project, children learnt in a grass thatched structure that exposed children to harsh environmental conditions as the roof was leaking, the floor was dusty, the wall made out of poles allowing wind to freely blow into the area where children were sitting on logs.

Writing was a challenge as children were using their laps as tables and logs as chairs. This negatively affected children's learning outcomes as concentrating on learning was difficult under these poor quality of learning environment. With funding from SC Korea, Fisebaula ECCD was constructed and furnished. Children are now able to improve their writing skills while sitting on good chairs and placing books on tables. They are also protected from harsh weather conditions as the new structure is iron roofed and well secured to protect children.

Our Education Portfolio in Zimbabwe

298,589 children benefited from SC Zimbabwe education interventions in eight (8) districts. Since 2017, the Country program continues to support 146 primary schools. The education thematic area in Zimbabwe 's main strategic focus is the improvement of the learning environment through the Quality Learning Environment model and preparing children to grade 1 through the ELM common approach in ECCD schools. The Country office budget for the sector is about 1.3 million USD.

Save the Children 2018 Targets

	# of Children in Need	SC target Reach
ECCD	36,000	7,000
Basic education	60,000	36,000

Education Key Challenges

- **Funding** –There are inadequate resources to recruit sufficient numbers of teachers particularly for ECCD. There are generally not enough funds to support the basic needs of education in Zimbabwe. The budget available is currently being used for salaries.
- **Infrastructure** – Zimbabwe still lacks basic infrastructure particularly for satellite schools in newly resettled communities. ECCD was made mandatory in 2016 but the government did not provide infrastructure to match the influx of children to ECCD centers. Most children are learning in the open or sharing classes.

- **Teaching and learning materials** – the government launched a new curriculum in 2016. This entailed new learning and teaching materials which were not provided and schools are struggling to provide these. Most schools are still using materials from the old curriculum leaving students at a disadvantage during exams

Save the Children's Education Approach in Zimbabwe

In Zimbabwe, Save the Children's general approach to education is based on the QLE model. We are working towards creating a conducive environment where children can learn. Over and above this we are strengthening literacy boost, numeracy boost and the welfare of children. We are working with partners, Ministry of Primary and Secondary Education, Leonard Cheshire and Kapnekto address challenges related to poor learning environments and inadequate support for children as they go to grade 1. The country office is using the QLE model and the ELM common approach to address these challenges. Save the Children works in 8 Districts supporting 337,608 children in 146 primary schools. We have engaged in policy advocacy at national level. At the moment the country office through the Education Coalition of Zimbabwe (ECOZI) is advocating for an inclusive education policy which makes it mandatory for the government, schools and education players to meet set standards for all children. Save the Children a thematic chair in Education Cluster and the ECOZI platform in Zimbabwe. We are working closely with UNICEF to address the challenges that the country is currently facing in Zimbabwe. SC believes that in coordination with UNICEF and other education partners and platforms this will increase the coverage and impact of its work.







Save the Children

EAST AND SOUTHERN AFRICA: COUNTRY EDUCATION PROGRAM BRIEF

JUNE 2018

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