



Unlocking potential through education:
Key achievements



Save the Children is the world's leading independent organisation for children and education is one of our largest programme areas.

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

Our approach

Across all of our work we:

Innovate – to develop evidence-based, replicable solutions to the problems children face

Achieve results at scale – by expanding effective and sustainable approaches

Use our voice to give others a voice – to advocate and campaign for better practices and policies to fulfil children's rights and ensure their voices are heard and taken seriously

Work in partnership with others – children, communities, governments, civil society and private sector organisations, to increase our impact

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Brazil: Genna Naccache/Save the Children

Introduction

Globally, we have made great strides towards achieving universal primary education since 2000. However, there are still 57 million children worldwide who are denied their right to education, half of whom live in conflict-affected or fragile states and are, consequently, doubly disadvantaged. In addition, there are millions more children who, despite being in school, are failing to learn the basics.

Education is one of Save the Children's largest programming sectors and our interventions are implemented in both development and humanitarian contexts. Our goal is that every child receives a good quality education and learns the skills and knowledge they need to thrive in the 21st century.

Our mission is to inspire a breakthrough in the way the world treats children so that all children can read by the time they leave primary school and all children caught up in humanitarian crises have access to quality education.

In January 2012, Save the Children launched its first ever global education strategy – 'Moving Ahead on Education.' This strategy sets out our plan for achieving these ambitious goals and provides the framework for our education work across all member organisations and programming countries.

By working together as One Save the Children, we are able to support high quality learning environments, strengthen the focus on learning in our education programmes and advocate for national and international agencies to play their part in giving every child their right to a good quality education, irrespective of their gender, social or economic background, or whether they live in conflict affected or fragile states.

In this review we highlight some of the key achievements from our country programmes and global advocacy work from 2012.

We continue to be enormously grateful to our donors and to our staff for their continued commitment to children's education and for enabling us to achieve the numerous successes featured in this report and without whom, we would not be able to make a difference to children's lives through education.



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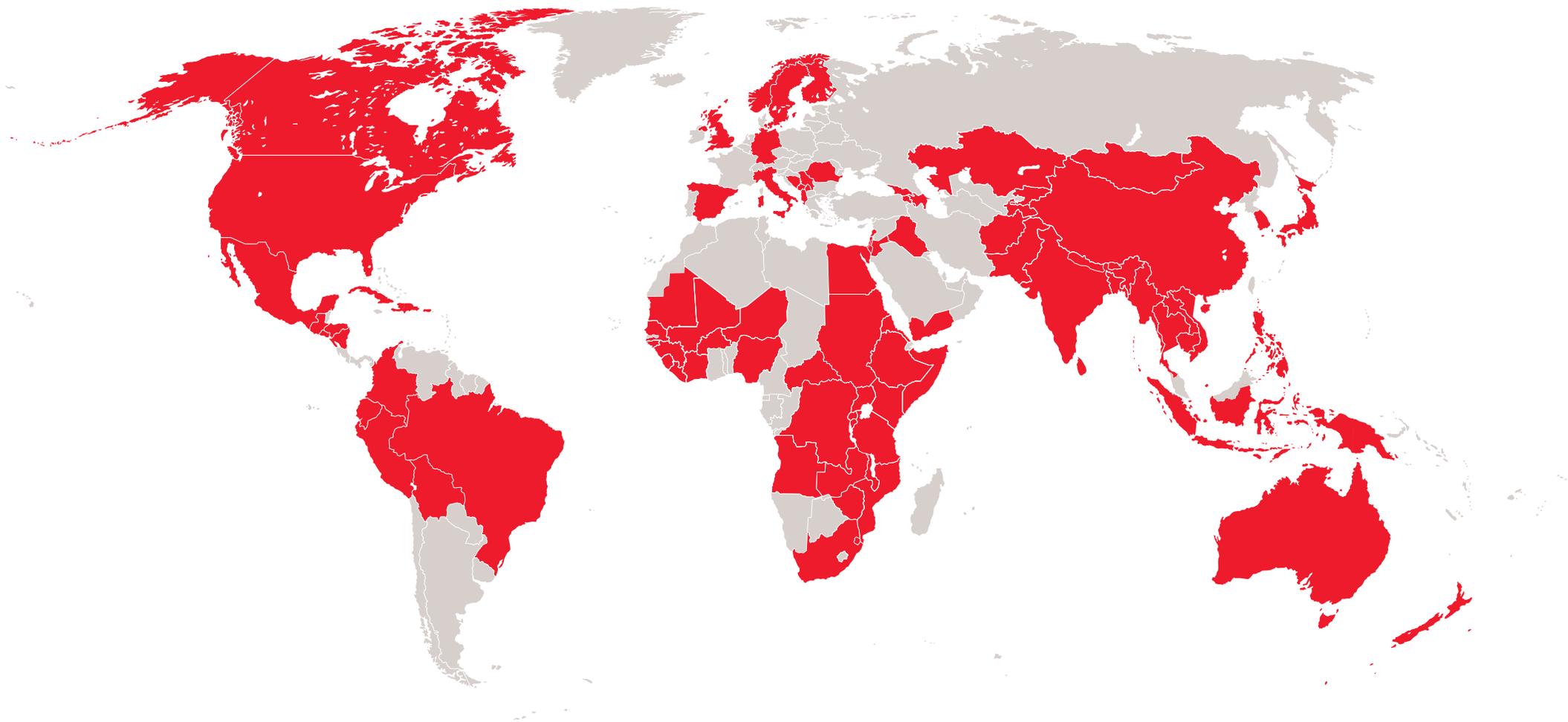
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Global portfolio

In 2012, Save the Children implemented education programmes in more than 80 countries worldwide.



Boosting Literacy

Working together with governments and local partners, our Literacy Boost programme is building children's reading and writing skills in more than 15 countries by training teachers and supporting community-based activities. In Ethiopia, this has increased school attendance as well as reading levels:

In Ginchi village, 12-year-old Biruk says, "I'm happy that now I can read and know things. I like studying English best." Two years ago, he could not read at all. With the help of a teacher trained by Save the Children, Biruk began to learn letters. He attended study groups and gradually learned to read.

With our support, Desa and Hailu Ayu from Necho village run a weekly reading camp for 60 local children. First grader Kuma (10) and his sister Embet (8) join in a letter matching game, draw illustrations representing letters and read in small groups. At the end of the session, the children borrow a book from the village's new mobile library. Kuma talks about his choice, saying, "I like books with stories about sports," while Embet selects a workbook filled with letters and colourful illustrations.



Ethiopia: Susan Warner/Save the Children

Unlocking potential through education: key achievements from 2012

We invested US \$250 million in our education programmes globally in 2012 and have touched the lives of 21 million children. Directly, our education programmes have reached 8 million children.

Our global advocacy work focused on ensuring all children enjoy their right to learn, in particular the most marginalised and those living in areas affected by conflict or natural disasters.

Together with the UN Special Envoy for Education, Gordon Brown, the governments of Norway and Denmark, UNICEF, UNESCO and The Global Partnership for Education, we championed the need for quality education in emergency contexts at the United Nations General Assembly in September 2012, securing high-level commitments to deliver education for children caught up in humanitarian crises.

We have seen concrete results from these commitments, including a high level change in policy by the European Union (EU) to support education within humanitarian programmes. In December 2012, the EU put this policy into practice by allocating its Nobel Peace prize money and own financing to support education programmes for children affected by conflict. These programmes are being implemented by Save the Children and the Norwegian Refugee Council in 2013.

The progress made in 2012 will enable us to build the momentum needed to achieve our breakthrough target of doubling the share of humanitarian aid allocated to education by 2015.



All of the countries in which Save the Children implements education programme and advocacy activities made great strides towards achieving our vision during 2012, from early childhood care and development to basic education to youth empowerment in both development and humanitarian contexts. A selection of illustrative examples from across all the regions we work in are highlighted below:

- **Albania:** In Rripa, a rural village northeast of Tirana, we significantly increased the opportunities for quality education for preschool and school-age children by constructing a new kindergarten and renovating the existing school. We provided equipment and learning materials, nutritious lunches for preschool children, teacher training, and ensured that village children continued their education into high school by providing school books and transport to the next town. Our work enhances child participation and supports parent involvement in schools and kindergarten.
- **Azerbaijan:** We celebrated the completion of a preschool education centre for the Ceyranbatan Internally Displaced Persons community in September 2012. The center has been built and furnished to high-quality standards, and the surrounding yard is well landscaped and secured. In December the local community officially took over responsibility for the ongoing management of the centre and developing opportunities to accommodate more children in the future; their ownership of the centre helps to ensure its sustainability.
- **Bangladesh:** Our Education for Youth Empowerment programmes provided more than 190,000 children with basic education, vocational training and soft skills development, using targeted approaches to address the specific challenges faced by different groups of working children. Working together with more than 65 local companies through our Corporate Social Responsibility Initiatives, we also arranged 4500 apprenticeships as well as signing apprenticeship agreements with four garment sector suppliers.
- **Burkina Faso, Egypt, Ethiopia, Malawi and Uganda:** Combining their expertise and portfolio, Save the Children Canada, Denmark, and US, secured a USD \$38.5 million grant from the MasterCard Foundation for a new, five-year programme called Youth in Action, which will equip vulnerable youth with 21st century skills, knowledge and attitudes to make a positive socio-economic change in their lives and those of their families and communities.



Albania: Save the Children



Bangladesh: Jeff Holt



Uganda: Save the Children

- **Colombia:** We were able to gain access to quality education and improved learning conditions for more than 40,000 disadvantaged, vulnerable children and youth affected by conflict through our “As we learn we grow” project, funded by the the Canadian International Development Agency (CIDA). Through the programme, we trained 2,000 teachers on child-focused teaching, adaptive and gender-inclusive curriculum strategies and methods to reduce violence and gain life-skills. With the support of Bulgari, we also launched a new vocational programme in Barbacoas, which gives students the opportunity to learn jewellery making skills and is one of several successful initiatives that work with students and communities to support collective forms of work and commercialisation.
- **Haiti:** In addition to increasing children’s access to safe learning environments by building 15 buildings and rehabilitating a further 20, we were also able to ensure quality teaching and learning in primary schools for more than 54,000 children in 2012 through Save the Children’s Quality Education Initiative as well as develop materials for a French literacy program for 1st and 2nd grade students called ‘Lire c’est l’avenir’ (Reading is the Future).
- **El Salvador:** We adopted a new, innovative methodology for implementing school health and nutrition programmes in 45 schools. The child-to-child practice promotes child participation and uses “school brigades” to ensure schools are able to make the changes they want. 475 student brigadiers make up the 45 school brigades (one for each school). In 2012, these brigades were able to directly reach more than 24,000 individuals.
- **Jordan:** Through the Promising Futures project and Girls Can! Project, we integrated career counselling into non-formal education programmes that are provided for children who have dropped out of school or who have to work, in order to better prepare them for vocational training and the work place. In particular, homebound girls are being targeted with life skills and financial literacy training and mothers are being included in the training to facilitate the girls’ access to the classes and to encourage the start-up of family businesses.
- **Malawi:** Save the Children was named winner of two United States Agency for International Development (USAID) “All Children Reading” awards for our innovative literacy approaches in Malawi and Sri Lanka. With young school graduates as the intellectual workforce, we support communities in Malawi to create their own low-cost reading and teaching materials for early readers using locally-sourced products.



Colombia: Save the Children



Haiti: Susan Warner/Save the Children



Malawi: Knister Jay Borja/Save the Children

- **Myanmar:** With support from Australian Agency for International Development (AusAID) and the United Kingdom Department of International Development (DFID), we have designed a USD \$43 million education programme to establish a nationwide consortium of civil society organisations working in the education sector, with a multi donor trust fund, organisational capacity development programmes, and evidence-based participation in dialogue on policy.
- **Nepal:** Save the Children supported a summit in Nepal on Schools as Zones of Peace which brought together ministers and senior officials from several African countries and India to learn lessons from the programmes that protected schools during the civil war in Nepal. Liberia has agreed to pilot a similar project in its education system, as well as our education programmes in the Ivory Coast and Afghanistan.
- **Pakistan:** In Pakistan, where monsoon floods affected 1 million children and their families in 2012 by wreaking havoc on homes, villages, crops, livestock and schools, our local education teams worked in coordination with the Department of Education and Department of Social Welfare to identify the areas with the highest numbers of vulnerable children with either poor or no access to education facilities.
- **Rwanda:** In Rwanda, we started an exciting pilot project to extend our education support to include children from 0-3 years and boost literacy for children attending the first three years of primary school. Through carefully designed training programmes, the project also aims to improve parents' knowledge of the needs of their young children so that they can support their development.
- **Sri Lanka:** Modelled on our Literacy Boost programme, the second of the two USAID "All Children Reading" awards, interventions in Sri Lanka help communities to reach children with learning difficulties or special learning needs by training teachers how to identify and engage primary-grade slow learners (low-competency achievers), and how to track their progress over time.
- **Vanuatu:** Save the Children was contracted by the Government of Vanuatu to undertake a nationwide analysis of early childhood care and development needs. We carried out 7,000 questionnaires and covered every single kindergarten in the country. This analysis will help to shape Vanuatu's national early childhood education strategy and ensure young children's needs are met in a sustainable manner.



Nepal: Sanjana Shrestha/Save the Children



Pakistan: Save the Children



Rwanda: Ein Martinez/Save the Children

Moustafa

11-year-old Moustafa* has been living as a refugee in Lebanon since his family fled the conflict in Syria in the middle of 2012. Moustafa has been able to start school in Lebanon through a Save the Children, UNICEF and UNHCR back-to-school project for refugee children. He has received a new school bag and vouchers for school materials.

“I was only able to go to school for two months last year. Because they burned down my school, I had to stop going. Here, I’m adapting. But I walk around on my own and I think about having friends again.”

Mustafa’s mother explains: “The schools were attacked every night. Two of [my children] were supposed to take their exams. They were thinking about going to university. Now, all that’s been crushed. If they go to school, my children can get out of this place.”

* not his real name



Our expertise

Globally Save the Children has more than 1200 education and child development experts working to provide much-needed services across a continuum of 0-24 years. Approximately 200 of these staff are technical experts based in the head offices of our member organisations and who provide crucial support to a range of countries, according to demand. The vast majority of our education staff, however, are based in country offices, working directly with children, parents, communities and national governments to ensure children's right to quality education. We believe in the importance of employing national staff to manage our programmes; not only do they have excellent knowledge of the education sector, they also have a deep understanding of the in-country context and are best-placed to build the capacity of local communities and ensure the sustainability of our interventions.

Ensuring that our education experts are well-connected and able to leverage each other's knowledge and expertise was a key focus for Save the Children in 2012 and we conducted a number of regional learning meetings to bring our staff together. Capitalising on the wealth of knowledge our staff have in order to deliver better results for children will continue to be a priority for us in the coming years.

Accountable for delivering results

We continued to monitor and evaluate the effectiveness of our education programmes in 2012 to ensure that both the money we receive from donors is used as efficiently as possible and the children and communities we serve fully benefit from our programmes.

In 2012, we were able to complete the first round of global reporting on the quality of learning environments in all countries with education programmes. This highlights the continued focus we place on ensuring that our programmes not only improve children's access to education but also the quality of their education. The data collected in 2012 will serve two purposes; firstly, as a baseline against which we can measure progress in future years and secondly, as a means of identifying where our strengths and weaknesses lie in order to adapt our programmes accordingly.



Mali: Save the Children



Philippines: Veeray Villafraza/Getty Images for Save the Children



Mozambique: Save the Children



Statistics are based on latest available figures from Save the Children programmes or recognised international sources.

Monetary figures have been converted into US\$, using the exchange rate on 31 December 2012.

We use an agreed methodology to obtain data through our global annual reporting process. For this publication we used significant figures. This means rounded up or down to the nearest 10, 100 or 1,000. If the next number is 5 or more, we round up; if the next number is 4 or less, we do not round up.

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