



Transforming young lives through education  
The 2014 Review

[www.savethechildren.net](http://www.savethechildren.net)



**Save the Children**

# About Save the Children

Save the Children is the world's leading independent organisation for children. It has existed for almost 100 years and works in more than 120 countries. 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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# The importance of education

Education is a human right, enshrined in law. It is fundamental for human, social and economic development and for achieving lasting peace and sustainable development. It's at the heart of Save the Children's mission.

Education is the means by which we equip our children with the skills and knowledge they need to thrive in the world. It's a powerful tool in developing the full potential of everyone and in promoting individual and collective wellbeing.

But education is not only important in itself; it also saves lives, protects and builds peace and stability.

For example, we know:

A child born to a mother who can read is **50%** more likely to survive past the age of 5<sup>1</sup>

One extra year of schooling increases an individual's earnings by up to **10%**<sup>2</sup>

If all girls had primary education there would be **14%** fewer child marriages<sup>3</sup>

Voters with a primary education are **1.5** times more likely to support democracy<sup>4</sup>



Albania: Save the Children

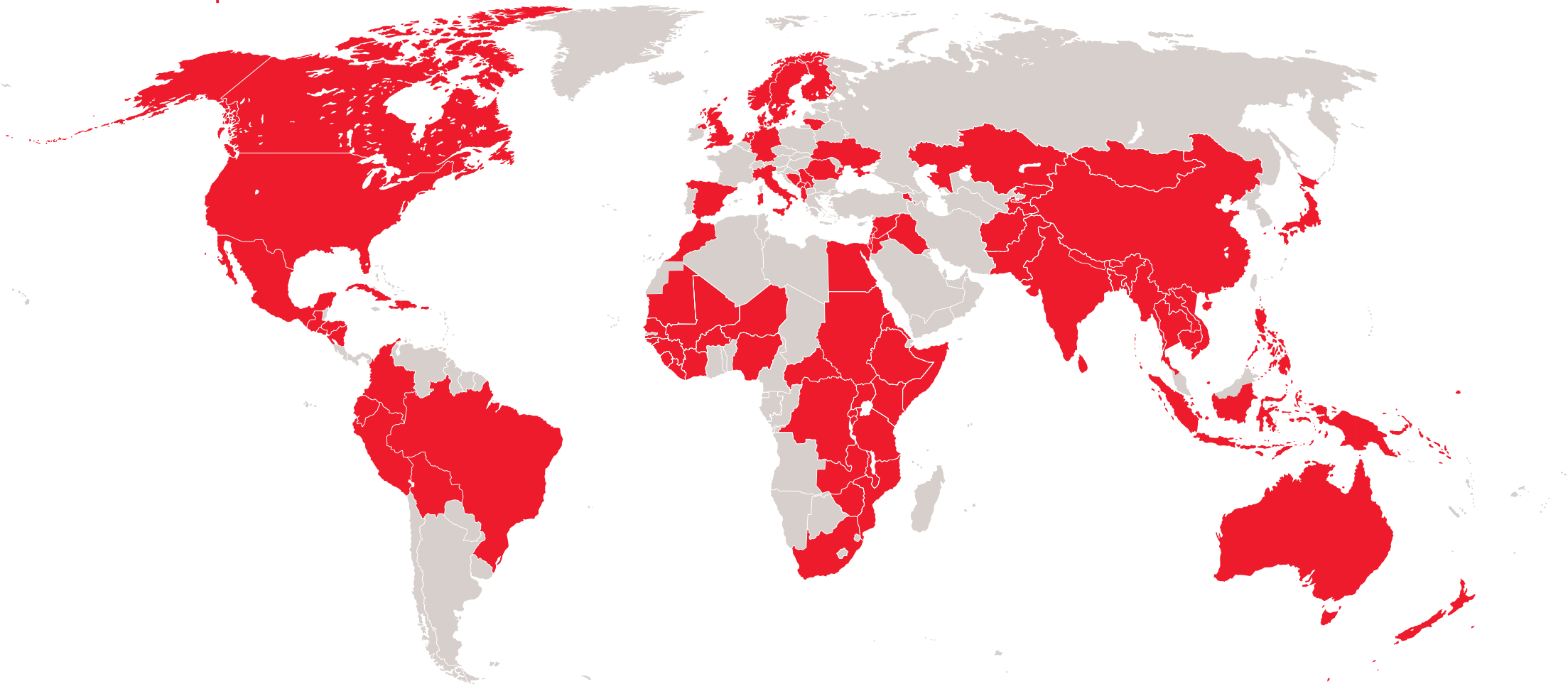
## One in ten children are out of school

Despite the fact that education is a human right, 58 million children – close to one in ten children globally – are denied an education. On top of that, a further 250 million school children are prevented from learning effectively, for reasons like their teachers haven't been trained, or the textbooks are in a language they don't speak, or there are not braille books for blind children. Sometimes a child is simply too hungry to concentrate.

We continue to focus our efforts on improving access to and quality of education for those children most in need, so that all children learn from a quality basic education.

This report presents the exciting and significant results we achieved for children in 2014.

# Global portfolio



In 2014, Save the Children implemented education programmes in **84 countries** worldwide.

We invested **US\$288 million** in our education programmes globally, up 15% from the start of our current strategic period in 2012.

Investment in education represents **25%** of Save the Children's expenditure on programmes.



We reached  
**11.8 million**

children with our education programmes, a rise of

**22.5%**

compared to 2013 and up

**48%**

from the start of our current strategic period in 2012

**1.3 million**

children benefit from our literacy programmes

across

**25 countries,**  
up

**20%**

from 1.1 million children across 18 countries in 2013

We enabled

**200,000**

children to access education in 14 conflict-affected countries, an increase of more than 180% compared to 2013. That brings the total number of children we've assisted in this way since 2005 to

**2.06 million**

Together with UNICEF, Save the Children jointly coordinated international agencies'

**emergency education work in**

**19 countries**

**34%**

of all schools and basic education environments assessed achieved all four of our stringent Quality Learning Environment guiding principles and

**83%**

achieved at least one

**37%**

of all early learning spaces assessed achieved all four of our stringent Quality Learning Environment guiding principles and

**88%**

achieved at least one





# Helping to rebuild young lives

Amidst the conflict zones and post-disaster landscapes, we are working with partners to bring education to children in desperate need.

## Syria: new futures in a desolate world

Four years into the devastating Syrian civil war, almost three million children are out of school. In addition to the risks from the violence and displacement, children are increasingly vulnerable to child labour, early marriage and recruitment into armed groups. Many schools have been bombed, looted or destroyed. Many schools are deserted as the population flees to safety. A generation of children is being lost and denied education.

Save the Children and our partners supported 53 schools in northern Syria in 2014, providing 23,400 children with Early Childhood Care and Development (ECCD), Basic Education and youth activities.

Psychosocial support and child protection is a vital component in helping children cope with the trauma they face. Being flexible with schooling is vital for everyone's safety.

“There are barrel bombs and shelling in the city every day. The helicopter usually shells after 12 noon, so we have adapted the school hours to finish before then. We have prepared a safe basement in the schools in case of sudden attack, as well as a plan to safely evacuate the school.”

Save the Children is supporting the 'No Lost Generation Initiative' (NGLI) set up by a group of governments, the UN, donors and NGOs to tackle the desperate need of Syria's children for education and physical and psychosocial support.

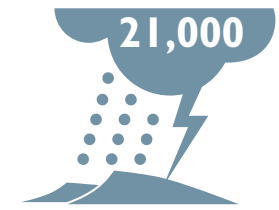
## Philippines – after the typhoon

On 8th November 2013 Typhoon Yolanda (Haiyan), the most powerful storm ever to make landfall, hit the Philippines, affecting 14 million people. Throughout 2014, Save the Children helped to rebuild lives and infrastructure, reaching 800,000 people with life-saving aid and support.

Within three months, our Education in Emergencies programme was providing 13,000 children with Basic Education and 9,000 children with ECCD education. Within five months our infrastructure teams had assisted in the repair and reconstruction of 200 classrooms and 40 ECCD centres.

# 23,400

Together with our partners, we provided 23,400 children with education in northern Syria.



Our Education in Emergencies programme reached 21,000 children affected by Typhoon Haiyan.



## Child friendly spaces in Bosnia and Herzegovina

In May 2014, Bosnia and Herzegovina experienced severe flooding that displaced over three million people, affecting 200,000 children. As part of the emergency response, Save the Children established 16 Child Friendly Spaces where children could play and access education, psychosocial support and other help.

## Disaster Risk Reduction in Zambia

In Zambia we have been helping schools build capacity to respond to natural disasters and emergencies such as adverse weather conditions. We worked with school management, teachers and children to develop Disaster Risk Reduction (DRR) plans in 18 schools, and taught 2,310 children and 129 teachers about disaster risk reduction and preparedness.



# HEART – healing through creativity

HEART (Healing and Education through the Arts) is a unique programme that uses expressive arts to provide psychosocial support to children affected by trauma and poverty. Using drawing, painting, sculpture, music, dance, storytelling, drama and other forms of artistic expression, HEART empowers children to process and communicate feelings related to traumatic events, so they can heal as well as learn in creative ways. It has provided comfort and support to children in many of our impact areas such as Jordan, the occupied Palestinian territories, Malawi, China, Nepal and Bosnia.

## HEART – beginning the healing for refugee children in Jordan

HEART currently supports children aged 3-15 in eight countries in emergency settings and where children face other forms of stress and adversity. HEART can be integrated into pre-schools, primary schools, after-school programmes and community centres. HEART also features in our Child Friendly Spaces, which provide a safe place where children can play, socialise, and begin to recover after a natural disaster or emergency. HEART is expected to expand to another six countries by the end of 2016.

Nada (17) and her family escaped the violence in Syria to the Za'atari refugee camp in Jordan. Nada tells us that taking part in HEART (Healing and Education through the Arts) has changed everything:

“After two HEART sessions, I made the decision to look forward, start fresh and put everything negative behind me. I look back at myself before

coming to HEART, and I see a girl with a dark heart, but today I am the complete opposite.”

Save the Children is running HEART programmes in four Syrian refugee camps in Jordan. We have set up three kindergartens, 14 Child and Family Centres and three Multi-activity Centres for teenagers, reaching a total of almost 17,000 children.



Jordan: Rosie Thompson



Nepal: Susan Warner/Save the Children



# Boosting literacy, numeracy and learning around the world

Our global vision is to ensure that all children can read by the time they leave primary school. 2014 saw our Literacy Breakthrough efforts around the world move us nearer to that goal.

Currently, 250 million children struggle to learn basic reading and writing skills by grade four, feeding the cycle of poverty for them and for their families. If all students in low-income countries left school with basic reading skills, we could cut world poverty by 12%.<sup>6</sup>

To meet this global challenge, Save the Children creates inclusive, child-centred programmes to help children and young adults to boost their literacy and numeracy. By training teachers, providing materials and taking reading and maths into homes and the wider community, our programmes give children the skills, confidence and ability to seize better opportunities for themselves and their families as they grow-up.

In 2014 Save the Children reached 1.3 million children across 25 countries with activities that directly contribute to improving their literacy skills.

## Literacy Boost continues to deliver improvements in Pakistan

During 2014, our signature 'Literacy Boost' programme in Pakistan reached 197,806 children. Many children here face the challenge of having to learn at school in a different language (Urdu, Persian or Brahvi for example) to the one they speak at home. Our Literacy Boost results show

significant progress in core reading skills across both languages. The average ability to understand an Urdu passage increased from 18% comprehension to 54% after Literacy Boost and from 10% to 30% in Pashto. This will give children a real benefit at both school and home.

## Reading Together and Learning Together in Peru and Guatemala

"Their reading is more fluent and their ability to retain what they have read has also improved."

With support from USAID, our 'Reading Together, Learning Together' programme reached 5,698 children in the Apurimac region of Peru, and 10,197 children in the Quiché department of Guatemala. In both countries, the programme is helping to strengthen children's reading skills in school and the community through reading camps, reading banks, storytelling and workshops with parents.

Yara, one of our 190 trained reading volunteers in Peru, told us: "Children have the opportunity to read many books. We did not have that before in this community. Their reading is more fluent and their ability to retain what they have read has also improved."

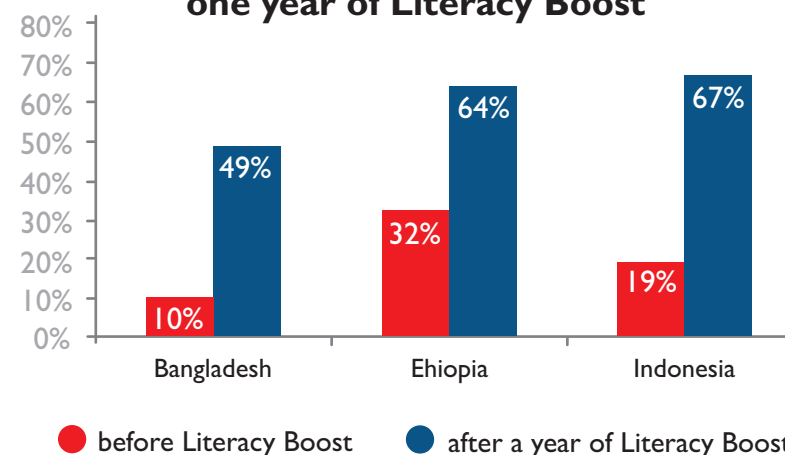
# 1.3m

We reached 1.3 million children across 25 countries with literacy activities.



Literacy Boost in Bangladesh, Ethiopia and Indonesia tripled the average percentage of children who understand what they're reading to 60%.

## Percentage of children who understand what they are reading before and after one year of Literacy Boost



## Literacy Boost across the world

934,000 children from 227 countries benefitted from our 'Literacy Boost' programmes in 2014. Results from Bangladesh, Ethiopia and Indonesia are showing significant improvements in comprehension just one year after the programme was introduced. In Bangladesh, students with a low baseline of 10% comprehension showed an almost 5-fold increase in comprehension to 49%.

Indonesian students recorded a three-fold increase from 19% to 67% comprehension and children in Ethiopia recorded a doubling of comprehension from a higher baseline of 32% to 64%.

In Zimbabwe the percentage of children who couldn't read a passage identified as appropriate for their school grade fell by half for children participating in our Literacy Boost programme, from 56% to 28%.

# Creating and monitoring Quality Learning Environments

Today, there are more children in school, not learning, than there are children out of school. Save the Children is at the frontline, offering a child-centred and holistic new approach to this global crisis.

2014 saw the embedding of our innovative Quality Learning Environments (QLE) approach. All of our programmes will eventually be created, monitored and assessed against the QLE framework.

Designing programmes using QLE helps support inclusive and participatory learning, enabling the development of life skills, such as critical thinking, communication and civic awareness, in addition to literacy and numeracy skills. It also integrates across sectors like education, health and child protection.

The four guiding principles of QLE are:

- learning environments that ensure children's emotional and psycho-social protection
- learning environments that are physically safe
- teachers that encourage an active, child-centred learning process
- parents and communities that actively support the children's learning process.

In 2014 we continued to make crucial steps towards our goal of quality education for all children. In total, 35 countries measured the quality of their education programmes using QLE.

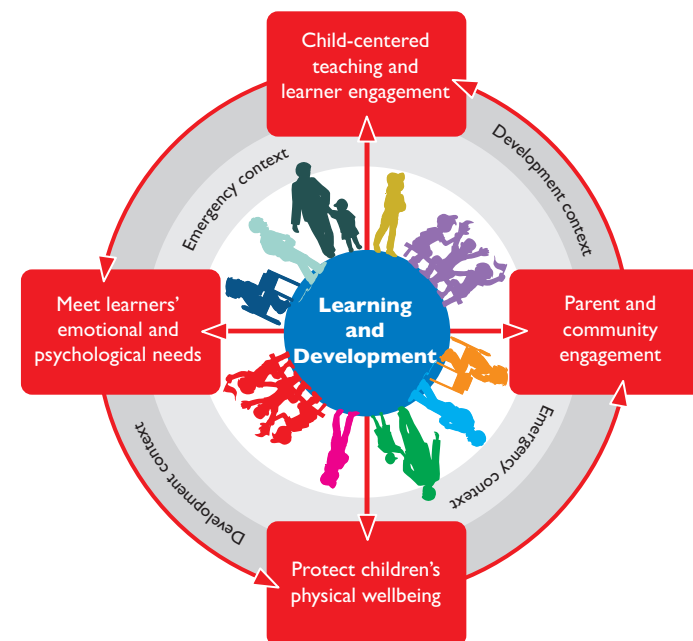
We found that 83% of all Basic Education environments and 88% of early learning spaces assessed achieved at least one of our stringent QLE guiding principles. Moreover, 34% of Basic Education environments and 37% of early learning spaces assessed achieved all four. This represents a year-on-year increase of 3% in terms of Basic Education environments and a decrease of 6% in relation to early learning spaces.

While the percentage of learning environments achieving each guiding principle has remained fairly constant since QLE was first launched in 2012, we believe that the underlying position is one of progress. As our staff, partners and beneficiaries become more familiar with how to use the tool, the marking standard is becoming more stringent. This is great news, giving us more detailed data, but at the same time may be

affecting the comparison with earlier scores. Over time, and as more people become familiar with QLE, we expect to see this anomaly reduced and QLE to become an essential and reliable measure of success.

Critically, we are using these findings to inform our 2016–2018 global and country strategies and focus our efforts so that all our schools, informal and early learning spaces achieve all four guiding principles. We will work with health, nutrition and child protection colleagues to ensure we are meeting children's emotional and psychological needs, keeping them physically safe, improving their learning outcomes and encouraging children's active engagement in class and their parents' involvement in improving education.

## Quality Learning Environments



## Quality Basic Education Environments

Of the 1,715 Basic Education environments assessed in 2014, we found that:

- **66%** encouraged and supported active engagement for learners, child-centered teaching and improved learning for all learners
- **54%** were protective of children's physical wellbeing
- **55%** met children's emotional and psychological needs
- **61%** involved parents and communities in meaningful and appropriate ways

## Quality Early Learning Environments

Of the 1,129 early learning environments assessed in 2014, we found that:

- **76%** encouraged and supported active engagement for learners, child-centered teaching and improved learning for all learners
- **71%** were protective of children's physical wellbeing
- **64%** met children's emotional and psychological needs
- **53%** involved parents and communities in meaningful and appropriate ways



## QLE principles are enshrined in our innovative approach called '*I'm Learning!*'

### ***I'm Learning!* pilots in Cambodia, Zimbabwe and Uganda**

In 2014, *I'm Learning!* was piloted in 15 schools in Cambodia with encouraging results. Retention rates were up by 86-88%, literacy rates by 32-34% and numeracy rates by 14-17%. All the schools showed improvements in their QLE scores, with Svay Teab school in Kampong Cham province achieving two of the guiding principles for the first time in 2014. In total, the pilot reached 5,837 children, 2,829 of whom were girls. The Ministry of Education has also shown a keen interest in *I'm Learning!* and has invited Save the Children to participate in developing and implementing the national education reform based on our experiences from the pilot.

In **Zimbabwe**, improvements delivered by *I'm Learning!* in primary schools throughout 2014 were acknowledged by state officials. Two of our pilot schools won the 2014 Ministry of Education Merit Award due to their outstanding national examination results, desirable learning facilities, community involvement and their quality of education.

We also piloted the *I'm Learning!* QLE approach in 11 schools in the Gulu district of Uganda, increasing from five schools in 2013. Throughout the course of 2014, teachers worked hard to make lessons more child centred and to cater for individual learning needs. Lessons became more fun, interesting and relevant to children's lives. Low cost materials were used to make lessons more hands-on and meaningful and the children were encouraged to express opinions and contribute to lessons. Teachers followed up the initiative with newspapers in local languages to take learning out to the wider community in the form of 'living

textbooks'. All five of the original pilot schools that we collected baseline results from in 2013 saw significant improvements in the quality of their learning environments as a result of these activities. In 2014, all five improved their QLE scores with four of the five achieving at least one guiding principle, one school achieving three guiding principles and two schools achieving all four.

### **QLE approach used to revamp two Centres in Iraq**

Children caught up in emergencies still have every right to a good quality education. Save the Children has used the QLE tool to consult and brainstorm with children, parents and Centre staff to agree a plan of improvement at two Child Friendly Centres in the Erbil region of Iraq. We were then able to provide the appropriate skilled labour, building and learning materials, while parents and staff assisted with other tasks such as painting walls, laying carpets and assembling play equipment.

Our education team gave Centre staff extra input on encouraging development and positive discipline. New toys and other play materials were supplied, with training about how best to use them to facilitate learning. Hygiene levels were tackled with the Centres' cleaners, and through personal hygiene lessons for the children. Road safety was also addressed, with training for the children and traffic control measures to make the Centre entrances safer.

As these projects continue, and as new humanitarian crises unfold, our emergency programmes will be assessed against all four of the guiding principles, ensuring this new QLE approach continues to deliver holistic benefits for children, their families and communities for years to come.



# Inclusive programmes for hard-to-reach communities

Our literacy and numeracy programmes often target the most marginalised children, many of whom find themselves excluded because of cultural attitudes to ethnicity, gender, disability or poverty.

## Joining the coffee harvest in Guatemala

Children living in the coffee cultivation areas of Guatemala have traditionally been at risk of child labour and exploitation, particularly during harvest time (November to February). Save the Children has been running six Comprehensive Care Centres to deliver educational and health support to 846 children age 3-13 during harvest time. 'Parent's School' compliments our literacy and numeracy programmes; 2,708 parents attended to learn how best to support their children. A significant achievement this year has been with the coffee producing cooperatives, which are now also supporting our efforts.

## Snapping to it in Sri Lanka

SNAP (Special Needs Action Pack) trains teachers in Sri Lanka with strategies and materials to reach children who are struggling in the classroom due to hidden disabilities or learning difficulties. In the Minuwangoda district, SNAP has been combined with Literacy Boost in 15 target schools, and helped students with language and learning challenges make notable progress towards closing the learning gap with their non-struggling peers. The Zonal Education Office was so pleased with the changes they saw in the classrooms that they are planning to replicate the activities to all 149 schools across the district.

The Literacy Boost programme significantly improved students' reading fluency, especially for students identified as slow learners at baseline who caught up to non-slow learner peers in this and almost every reading skill.

## The occupied Palestinian territories – inclusive education policy

In 2014, we worked with the Ministry of Education in the occupied Palestinian territories to launch an inclusive education policy. We trained 115 teachers in supporting children with special learning needs. Overall, we helped 3,475 children with physical and/or learning disabilities gain better access to quality education. 241 children were supported with hearing, visual or mobility aids and 527 children with special needs were able to join in with recreational activities. We also equipped 12 schools with specialist resource rooms.

## Giving a voice to minority groups in Albania

In Albania, Roma and Egyptian communities have traditionally been less supportive of their children attending school. In 2014, our programmes reached 1,500 children from these minorities, welcoming them into mainstream education and providing recreational, social and health support. A number have also been elected onto Children's Governments and over

# 3,475

Children with physical and/or learning disabilities **gained better access** to quality education in oPt.



We **improved** educational access for girls in districts of Rajasthan in India.



Sri Lanka: Save the Children

80 parents are now on school boards and classroom councils, giving these minorities a voice that has been lacking in Albanian education.

## India – helping more girls into school

In the remote districts of Rajasthan in India we are working with parents,

communities and the state education department to encourage and improve educational access for marginalised children, especially girls. Schools in the target area have been enhanced as learning environments, the curriculum has been made more child-centred, and the children also now enjoy enriching activities such as sport, drama, art and music.



# Basic Education: transforming young lives

From expanding access to education and improving the quality of teaching and learning environments, to protecting children and meeting their health and nutrition needs, Save the Children Basic Education programmes have the power to transform the lives of millions of children worldwide.

## **‘Vive Education’ in the conflict areas of Colombia**

‘Vive Education’ is a five-year project (2013–2018) that aims to protect the right to education for 120,000 vulnerable children and young people in southwestern Colombia, where they are at risk from ongoing armed conflict. Working with a number of partner NGOs and the Ministry for Education, the project has now trained 1,531 teachers. In the community, 927 children and 198 families have also received training on promoting child rights with particular regard to the importance of education.

## **Child Participation in practice in El Salvador**

By equipping students with the health and nutrition knowledge necessary for them to foster healthy practices and interventions within their schools, our

School Health Nutrition programme in El Salvador has empowered students as ‘health brigadiers’ and agents of change within their community. The programme empowers them to plan and implement changes in their own schools in order to create a healthier learning environment. The project shows impressive reach, from the original 14 schools to 69 schools in 2014.

## **SHIKHON – back to school in Bangladesh**

In Bangladesh our SHIKHON programme (Shikhon which means ‘learning in Bangla’) has reached 150,000 out-of-school children in marginalised communities, providing them with flexible non-formal education. Involving parents and communities, SHIKHON accelerates learning, helping children catch up and complete the basic education curriculum in four years instead of five. The programme has achieved a 93% attendance rate and a 96% pass rate at grade three.

## **Boosting school enrolments in Zambia**

In Gwembe and Kazungula districts, a programme of school building and improvements has seen enrolment increase from

# **12,348 to 13,157.**





### Reaching out to vulnerable children in Romania

In December 2014 we launched our 'Education for vulnerable children' project in Romania where poverty and illiteracy among parents present many barriers to education. Supported by H&M Conscious Foundation, the project has some ambitious objectives, among them integrating 600 marginalised children into preschool and basic education.

According to 9 year-old Stephania, the project is already yielding results. Blind in one eye and partially sighted in the other, Stephania was struggling at school. Now she attends our after school programme where she is flourishing due to the specialist support she receives. "My teacher is very kind and gentle to me and she loves me," Stephania tells us. "All my classmates are good and they play with me; we make jokes and we play funny games. It is really nice being here."

### Kyrgyzstan – mainstream education for children with disabilities

Historically, Kyrgyzstan has not welcomed children with disabilities into mainstream schools. Funded by the EU and launched in May 2014, our new project 'Promoting, Protecting and Enforcing the rights of persons with disabilities in Kyrgyzstan' is changing all that.

"I have understood how important it is for children with disabilities to be included in mainstream schools."

Jannara Moldaliva, headmistress at Suidanov School says: "After being involved with the project, I have understood how important it is for children with disabilities to be included in mainstream schools. We now have 24 children with different disabilities: visual and hearing impairment, motor disabilities, epilepsies, and intellectual disability."

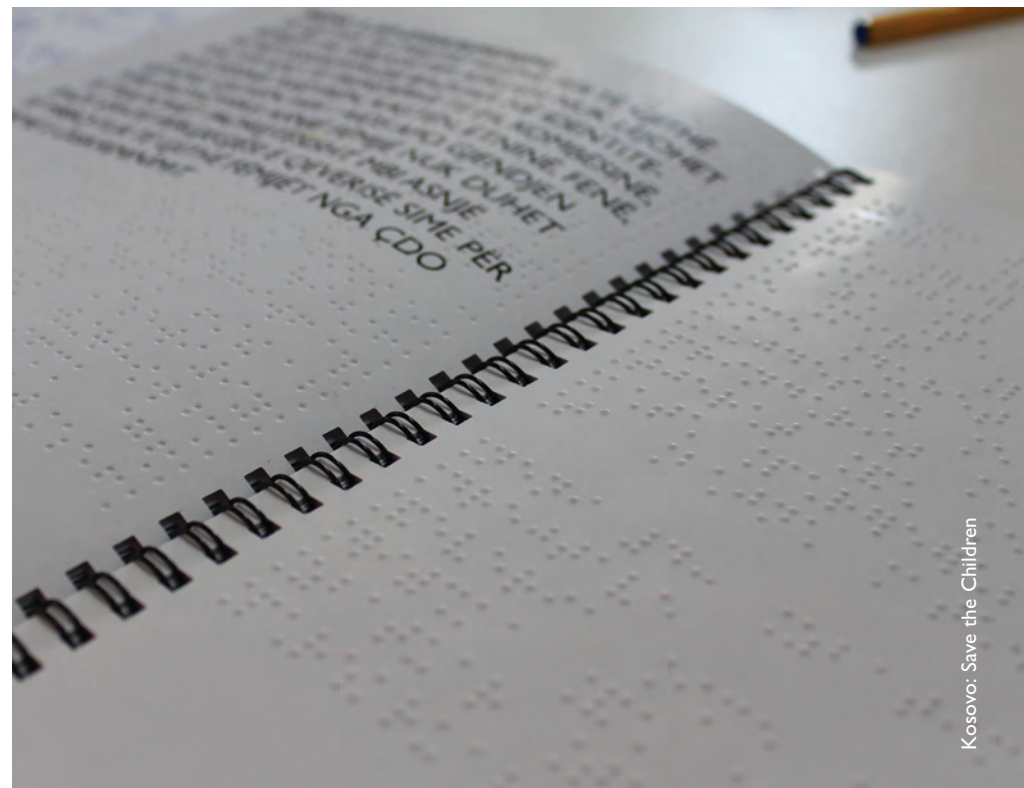
### Cambodia: how can school compete with work?

Srey Oun, age 13, fell behind at school because she had to work shelling crabs to help her family. In the end, like so many children in her remote village in Cambodia, she gave up school because the teacher was unsympathetic, and the old building was dangerous and unsanitary.

Last year, Save the Children finished building a new school for her village with five classrooms and proper hygiene facilities. We also trained the teaching staff in new child-centred approaches. Now Srey Oun does everything she can to get to school. "My school is a lot better than before," she says. "My teacher has stopped punishing me for arriving late. I will do my best to finish higher because now I want to be a doctor so I can treat my parents and the other villagers."



Cambodia: Save the Children



Kosovo: Save the Children



# Basic Education – a platform for change

Basic Education is a fantastic tool for engaging and informing communities, governments and education policy around the world.

## Empowering communities in Nepal

Since 2005, our Community-based Education Management Information System (CEMIS) has enabled us to involve local communities in identifying and addressing educational needs in their area.

Working with school management, children's clubs, parent teacher associations and other key resource people, CEMIS has resulted in communities taking joint responsibility for school improvements and ensuring that all children attend school. Enrolment rates in Save the Children impact areas are now between 96% and 99%.

## Planning for the future in Myanmar

In Myanmar we are making efforts to engage with the emerging education services to highlight needs and inform future developments. To this end we have designed a detailed database and collected data from 153,455 students in Karen State, which can be used by both Save the Children and the government to assist in future planning and delivery of education.

## Water Sanitation and Hygiene (WASH) global review

In 2014, we partnered with UNICEF to undertake a global review of water, sanitation and hygiene (WASH) facilities in schools in 23 countries. Specifically, we were looking at the 'Operation and Maintenance' (O&M) of these facilities and the role of both governments and school boards in ensuring this was done to a good standard.

Our findings found that frequently O&M was under-prioritised and underfunded. We now have a set of recommendations for improving O&M including strengthening policy, streamlining funding and increasing the financial capabilities of those responsible for planning in schools. This analysis will help education authorities around the world to improve the quality of sanitation for students and could ultimately save thousands of young lives needlessly lost to preventable disease each year.



23 countries took part in a global review of WASH facilities in schools.



We empowered communities in Nepal through our Community-based Education Management System



Philippines: Joan Marie del Mundo/Save the Children

# Early Childhood Care and Development: preparation for a better life

From years of work in Early Childhood Care and Development (ECCD) around the world, we know that children given early access to education can expect better outcomes in later life.



Starting education in early years has numerous benefits. Every ECCD programme supported by Save the Children aims to meet young children's cognitive, linguistic, physical and psychosocial needs.

We aim to keep each child safe and protected. We support their learning. And crucially, we use ECCD to encourage parents' to get fully involved with their children's education, creating a vital platform for continued learning and development.

## US\$40m investment in Mozambique

Following outstanding educational outcomes from our pilot ECCD programme in 2012/13, the World Bank advanced the Government of Mozambique US\$40m loan to create a national ECCD programme drawing on our expertise. This new programme will aim to reach 40,000 children in 600 communities and Save the Children will play a significant role in its implementation.

## Reaching 18,000 preschool children in Myanmar

In Myanmar only 22.9% of children have access to ECCD, meaning that many are poorly prepared for the transition to primary school, especially those whose first language is not the same as the one used in schools. Save the Children has been working to address this issue in 42 townships since 1997. Between January 2013 and June 2014, we reached over 18,000 children through our ECCD projects.

Among them is Phyto Phyto, age 3, who lives with her grandparents and four siblings in Kayin State. "She is the first of my grandchildren to attend the ECCD centre," explains her grandmother. "She knows better than the elder brothers and sisters on colours, vocabulary, animals and fruits."

Noam Thar, age 4, is also benefitting. "Before attending this centre she could not pronounce words well," Noam Thar's grandmother tells us. "Now she speaks more fluently. She can also dance, sing, say prayers to Buddha, write and draw."

## Fun and games in Rwanda and Ethiopia

Our 'Emergent Literacy and Maths' (ELM) toolkit is being used to great effect in ECCD Centres in Rwanda and Ethiopia, where preschool children are learning through fun and games.

In Rwanda this approach has shown children reaching 17 percentage points above average in their learning development, and experiencing significant improvements in the quality of both school and home as fun learning environments. In Ethiopia similarly impressive findings also showed that ELM helped those children from the lowest socio-economic backgrounds catch up with their peers.

## India – PhD courses launched

In 2010, Save the Children collaborated with Jamia Milia University in New Delhi to create the Centre for Early Childhood Development and Research, with the aim of bridging the gap between early years theory, practice and policy formulation in India. 2014 saw the launch of a new PhD course in Early Childhood Care and Education, furthering the research capabilities of the Centre.



### Launching ECCD in the remote villages of Honduras

Working with local communities and our partner, USAID, 2014 saw the expansion of access to quality preschool education into remote areas of Honduras. Local parent councils manage these preschools. We have been providing teachers with training, quality monitoring tools and a network of professional support, bringing learning, play, health and parental support to a new generation of children for the first time.

### Broadening children's outlook in Mexico

In 2014, we set out to improve teaching in 176 Community ECCD Centres serving 8,642 children. By the end of the year we had delivered enhanced training to 482 educators in subject areas as broad as 'exploration and knowledge of the world', 'language and communication' and 'mathematical thinking'. To the delight of many children, sport is well and truly on the curriculum too, now that 174 educators have been certified as 'Supervisors of Physical Activation for kindergarten' by the Sports Institute of the Federal District (IDDF).

### Addressing grief through creativity in Nepal

Saraswati Ghimire, an ECCD HEART facilitator in Nepal, realised that one of her pupils was deeply unhappy. Raveena wouldn't join in with the other children and spent her time drawing and drawing. "Why don't you dance and sing? Why are you so quiet?" Saraswati asked her.

*"One day she stopped drawing about her father's death. Gradually a happy little girl emerged."*

The answer was in Raveena's drawings, which on closer inspection, revealed the little girl's deep grief at the recent loss of her father, something her mother had thought she was too young to understand. "I kept encouraging her to draw and tell the stories of what she drew until one day she stopped drawing about her father's death," Saraswati said. Gradually a happy little girl emerged and Raveena began singing and dancing with her friends.



Rwanda: Jenny Bloxham/Save the Children

### HEART with children orphaned by HIV in Malawi

In Malawi, in 2014, HEART reached almost 18,000 children, 33% of whom have been orphaned by HIV. We worked in ECCD centres, schools and in afterschool clubs in community centres. We also training 280 preschool facilitators, 210 afterschool programme facilitators and 30 community volunteers. 100 community leaders attended HEART seminars. Apart from all the fun and creativity, one of the most significant accomplishments of the programme was to encourage out of school children back into ECCD and primary school.



Nepal: Sanjana Shrestha



# ECCD – a framework for success

2014 saw the launch of IDELA – our International Development and Early Learning Assessment tool, designed to provide a global evidence base for ECCD.

Built to fill the global gap in measuring child development and the effectiveness of preschool education, IDELA can be used around the world in a diverse range of educational settings, from a remote village in Peru to a refugee camp in Jordan.

Data collected through IDELA will increase our accountability to communities and donors, assist in continuous improvement of our programmes and contribute to the global evidence base for ECCD. Already it is being used in many of our country offices and in projects led by UNESCO, UNICEF, the World Bank and the Brookings Institute.

## **Making the link between health and learning in Mali**

In Mali, 10,000 children under five years received malaria treatment, deworming and iron supplements and our teams are using IDELA in a number of ways to understand the inter-relationship between a child's health and their learning development.

Seasonal malaria has been proven to negatively impact children's ECCD attendance but little is known about its impact on their cognition.

Preliminary results highlight the need to reinforce children's emergent language and numeracy skills to help them to succeed on into primary school. Our teams have also conducted a cost-effectiveness study of an integrated package of nutrition, malaria prevention and education. Further research is being funded by the World Bank's Strategic Impact Evaluation Funds and will include studies into the effects of parents' education on child health and development.



Mali: Annie Bodmer-Roy



# New opportunities for young people

So many low-income countries around the world have growing youth populations that don't have the qualifications behind them, nor the opportunities in front of them they need to succeed. Our programmes tackle both issues.



Colombia: Save the Children

## Global youth programmes

Last year, we provided 4,000 vulnerable young people in four developing countries with education and training sessions, helping them to gain employment.

Engaging with parents, communities, government and both private and public sector employers, our youth programmes give young people the potential to find work, to engage in their communities and to start to develop a future for themselves.



## Renewed hope for Samar, a 16 year-old Syrian refugee

“HEART has taught me to value myself as a child and as a young woman,” explains 16 year-old Samar. Two years ago Samar and her family had to flee Syria for the relative safety of Za’atari refugee camp in Jordan. Sadly her father was not able to join them.

“My father is everything to me. I came here feeling like half of me was still in Syria and it tore me apart. Ever since the war started in Syria, I decided I wanted to become a journalist to report the truth to the world. My father was the strongest supporter of this dream, and being separated from him shattered me.” Samar has been attending Healing and Education through the Arts (HEART) sessions at our Multi-activity Centre in the camp, set up to provide education and support to refugee children.

“Two years later my determination to fulfil my dream is at its strongest,” smiles Samar. “And it’s because the HEART sessions gave me hope again.”

## Helping young people to reach secondary school in Cambodia

Nheuk Lay, age 15, was afraid that she would have to give up school after grade six. Traditionally, the minority ethnic group, Kouy, to which she belongs, places little importance on education and, besides, the nearest school was some distance away and in poor condition. In 2012, as part of our Removing Barriers’ project, Save the Children began consulting with the local authorities and community to refurbish the old school and build five new classrooms so that children like Nheuk could move up to secondary school. “After hearing this news, my mother and I are very happy,” Nheuk tells us.

“I want to finish high school and want to be a teacher. I thank Save the Children very much.”

# Change through child sponsorship

Our child sponsorship programmes, which link individual donors direct with children, deliver tremendous reach, scale and impact all around the world. This significant funding source allows us to develop new approaches in numerous areas. Some of our greatest achievements in 2014 include:

## Early Childhood Care and Development (ECCD)

In El Salvador our ECCD curriculum has been adopted nationally, as has our teacher training programme, which aims to train all teachers by the end of 2015.

## Basic Education

In the Philippines, after successfully testing Literacy Boost in three schools in Manila, the government asked Save the Children to expand our teacher training activities to all 53 Division Schools.

## School Health and Nutrition (SHN)

In Malawi, we supported teachers to provide over 12,000 malaria treatments, significantly reducing the effects of the disease and its impact on school attendance.



Malawi: Amos Gumulira/Save the Children



# The power of partnerships

Working with major brands around the world often gives us the opportunity to take our education programmes into new areas, sometimes reflecting the expertise of our sponsor.



## Jewellery-making in Colombia with Bulgari

In Barbacoas, Colombia, the renowned jewellery company Bulgari is funding one of our projects for young people. The project builds on the local tradition of filigree jewellery-making and seeks to provide vocational training opportunities and life skills in a region where employment is limited and the risks of being drawn into armed conflict are high.

During 2014, young jewellers participated in two craft fairs where they presented and marketed their work with some impressive sales results.



## Wrigley Oral Health Partnership, targeting over 400,000 children around the world

Since 2011, the Wrigley Company Foundation has been partnering with Save the Children in six countries to teach children and their families the basics of good oral hygiene. In its first phase the project reached 300,000 children in China, Indonesia, Kenya, the Philippines, Tajikistan and Vietnam. We plan to reach another 400,000 by June 2015.

Oral health skills are taught in school lessons as part of our School Health and Nutrition programme. As Save the Children staff members like to say, "Let's keep children healthy to learn, and help children learn to be healthy." The positive impact of the project has been recognised by the Indonesian government who now include oral healthcare in the national curriculum, and in Tajikistan where our information leaflets are placed in dental clinics across the region. Data collected from the project is being used to improve oral hygiene lessons in all our impact areas around the world.

"Let's keep children healthy to learn, and help children learn to be healthy."

## IKEA supports education for marginalised children in the Philippines

Naima, age 9, arrives at school each day with a tattered school bag and a dream as bright as her smile. "I am happy when I am here. And it will help me become a teacher someday." She is especially grateful to her school, since as a member of the minority Magindanawn speaking community she wouldn't usually be able to access education in her mother tongue.

Naima's school is part of our 'Promoting Quality and Equality in Education for Children of Marginalized Communities in South Central Mindanao' project, which is funded by the IKEA Foundation. Obviously it's so much easier to learn in your first language and Naima is aiming to be top of her class at the end of the year.

# Sharing our experience and expertise for wider success

We often work to develop best practice approaches that we can share with communities, governments or other NGOs to maximise positive impact for children around the world. Here are three examples pioneered by Save the Children in 2014.

## Menstrual Hygiene Management Guidelines for School Health and Nutrition programmes

Menstruation and puberty can be a real barrier to girls' education. In many countries in which we work, poor knowledge, biologically inaccurate beliefs and harmful practices around menstruation and reproductive health are compounded by a stigma of being unclean. Moreover the water, sanitation and hygiene facilities in schools are often inadequate, preventing girls from accessing a safe, private and hygienic space to manage menstruation at school.

During 2014, we developed Menstrual Hygiene Management (MHM) Operational Guidelines, which were reviewed by seven organisations, including Save the Children, Columbia University, Emory University, WASH Advocates, FHI360, UNESCO and UNICEF.

Save the Children offices in Bangladesh, Bolivia, China, El Salvador and the Philippines have already piloted use of the guidelines. The process starts with qualitative methods designed to highlight the most pressing challenge for girls and allow various community members to provide

suggestions of how to make schools a better place for menstruating girls. The process then leads on to programme design involving active child and youth participation, together with other important stakeholders from the education sector. Finally, each office measured girls' and boys' knowledge, attitudes and practices through a baseline survey with a total of 726 girls and 443 boys, from 39 schools.

## Sharing best practice on inclusive education for children with disabilities

In November 2014, Save the Children brought together participants from Bangladesh, Cambodia, China, Indonesia, Kosovo, Myanmar and the Philippines to explore inclusive education as a response to discrimination against children with disabilities.

The aim of the two-day workshop was to enable learning and experience sharing between projects and countries. Take-aways included how to create an inclusive quality learning environment in school, how to enable participation of children with disabilities in education, and advocacy and community mobilisation for inclusive education.



Seven leading global organisations, including UNESCO, UNICEF and Colombia University, reviewed our Menstrual Hygiene Management Operational Guidelines.



We shared best practice on inclusive education for children with disabilities with countries around the world.

## Mexico: creating a manual for inclusive education

Save the Children, worked with Mexico partners ASI and Alfredo Harp Helú Foundation to create a 'Manual for the inclusion of children with disabilities and their families in the Community Child Development Centres'.

This clear and simple tool brings together all the theoretical and practical information needed to help ensure that children with disabilities are given proper access to education and support in their communities.



Myanmar: Save the Children



# Afterword on Nepal

Dear friends,

As we finalise this review of our accomplishments in 2014, we are deeply saddened by the news of two devastating earthquakes that struck Nepal on the 25th April and 12th May 2015.

Many of the communities, families and children that we work with have been affected by this disaster. More than 9,000 people have perished and another 17,000 injured. An estimated 25,000 classrooms have been destroyed and a further 10,000 damaged by the earthquakes. Close to 1 million children are in urgent need of educational support<sup>8</sup>.

We have featured a number of programmatic successes in Nepal within these pages. The context in which these programmes are being implemented has changed dramatically overnight and they have become more important than ever now as communities, families and children start to rebuild their lives. Ensuring education and the opportunity to learn for Nepal's children will be critical to the recovery efforts.

We are committed to doing everything within our power to ensure this happens. As ever, we count on your support to see that it does.

Kind regards,

David Skinner  
Director, Education Global Initiative  
Save the Children

## Save the Children's Education Global Initiative

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## Endnotes

1. UNESCO (2013/4). *Teaching and Learning: Achieving quality for all* (Education for All Global Monitoring Report).
2. Ibid. UNESCO (2013/4).
3. Ibid. UNESCO (2013/4).
4. UNESCO (2009). *Overcoming inequality: why governance matters* (Education for All Global Monitoring Report).
5. Afghanistan, Bosnia & Herzegovina (NW Balkans), Cambodia, Colombia, Cote d'Ivoire, DRC, Guatemala, Haiti, Indonesia, Liberia, Nepal, Sierra Leone, Somalia, South Sudan, Sri Lanka, Sudan, Uganda.
6. Ibid. UNESCO (2013/4).
7. Afghanistan, Bangladesh, Burundi, Dominican Republic, DRC, El Salvador, Ethiopia, Guatemala, Haiti, Indonesia, Kenya, Malawi, Mali, Mozambique, Nepal, Pakistan, Peru, Philippines, Rwanda, South Africa, Sri Lanka, and Zambia.
8. Figures correct as of 25th May 2015.



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 2014.

We use an agreed methodology to obtain data through our global annual reporting process. Where significant figures have been rounded, they have been rounded to the nearest 10,100 or 1,000.

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