



Education fosters democracy & stability!

Across the world, 171 million people could be lifted out of poverty if all children left school with basic reading skills.

Education alone is not sufficient to generate development. But undeniably, no substantial gains will derive from other investments without suitable education investments and progress. Basic education is essential to economic growth, health and quality of life, political stability, democracy and tolerance, and last but not least the protection of vulnerable children. Fast facts:

- The children of educated mothers are more likely to succeed in school and send their own children to school – creating a virtuous cycle benefiting future generations.
- Basic education combats abusive child labor. A child who does not attend school is a child who, inevitably, will be put to work.
- Education can help in the fight against HIV/Aids. It gives children knowledge and life skills to protect themselves from infection.
- Countries with higher levels of education have greater political stability and stronger democratic rights.



REWRITE THE FUTURE, Save the Children's global campaign to improve education in conflict-affected fragile states (CAFS), has come to an end. Since 2006, Save the Children has 1) implemented projects to improve education quality for over 10 million children in 25 CAFS, 2) advocated successfully for the issue of education in conflict to be high on the development agenda, 3) contributed towards 1.65 million children entering into school.

CASE AFGHANISTAN

A young woman with a mission to educate

Shukria, 20 years, has nurtured the idea of teaching all her life, and jumped at the opportunity when she learned of a teacher training program introduced by Save the Children in her village. Since she participated in Save the Children's teacher training program, she has received training in new teaching methodologies, observed and learned from other teachers and practiced teaching classes.

"When I joined the training program, I felt that I was finally given a chance to make my dreams come true. I have always wanted to be a teacher since I was a child," Shukria says and continues:

"Very few women in Afghanistan become teachers and we need to change the system in our schools. The system is old-fashioned, cruel and includes methods like beating, insulting, punishing and discriminating against other children".



Save the Children recognizes that there are gaps in the educational system in Afghanistan that have prevented many girls to come to school, and even less so, become teachers. To address this gap, the organization is running a pilot program in Bamyán province – a teacher training program that aims to increase girls' participation in school, enable young women to play more of a role in basic education and prepare them for responsible roles in society. With the assistance of the Bamyán Provincial Department, Save the Children is currently training 240 female students in grades 10 to 12 in two districts to become teachers or teaching assistants.

Kosovo

Kosovo is one of the poorest countries in Europe with around 44 percent living under the poverty line and it has one of the highest unemployment rates in South Eastern Europe. Although Kosovo is a multi-ethnic society, its genuine functioning has not happened yet and the delicate balance of inter-ethnic relationships can be noticed all over Kosovo.

Save the Children in Kosovo has, during 2011, continued working on strengthening civil society in relation to child rights with a specific focus on inclusion of marginalized groups of children in society.

Achievements in Kosovo so far 2011

- 529 children benefited from improved academic skills through trainings and didactic materials for the teachers.
- 185 children with disabilities have received non formal education: psycho – social and physic – therapy activities.
- 140 children empowered to organize extra curriculum activities and supplementary classes in Mathematics and Albanian language with RAE (Roma, Ashkali, and Egypt) and other children.
- 60 children from two primary schools meet on monthly bases at Children’s Parliament to advocate for improved access and retention of children in school.
- 19 pre-school children with disability (aged 3-5) enrolled in three public kindergartens.
- 11 children that had dropped out of school, were identified and supported to rejoin school.
- Increased awareness of RAE communities on recognizing the role and importance of education through 8 meetings with parents, and 5 meetings with children and teachers.

CASE KOSOVO

Five year old Firat loves his multicultural pre-school

Mozaik – A Model for Multicultural Pre-school Education in Kosovo – aims at building confidence and trust amongst ethnically diverse populations in public kindergartens in Kosovo. Mozaik teaches children the skills needed to resolve conflicts and break down ethnic, cultural and gender barriers. Since 2005, an increasing number of children from the Kosovo Albanian, Kosovo Bosnian, Kosovo Serbian and Kosovo Turkish communities have benefited from the Mozaik model.

- Approximately 1,400 children in total have benefited from being taught by teachers with skills in child-centered teaching, as well as benefiting from improved infrastructure in their kindergartens.
- 68 minority and 104 ethnic majority (Albanian) children have benefited from the project, learning alongside children of other cultural backgrounds.
- 23 educators have been trained in Mozaik philosophy and approximately 90 others in different topics of child-centered approach as a result of this project.
- 5 kindergartens have benefited from the project throughout Kosovo.

Esma Bosniak, mother of Firat, who attends an inclusive kindergarten through the Mozaik project:

“He was retreated, wouldn’t speak to other children at all. One of the main reasons was that he couldn’t. He comes from a Bosniak-Turkish family, where little Albanian is spoken at home”. She continues:

“In comparison to other kindergartens that I have seen in Kosovo, this one is much better, cleaner, and the teachers are great.”

“Being a bright child, Firat started understanding the language and the culture of other children very quickly. For only a year, his Albanian vocabulary now is almost the same as of his Albanian peers. Other children benefited from him as well. The group sings and plays in Albanian and in Turkish, learning about each other’s culture through word games and playing”, says one of the Turkish Mozaik educators from Firat’s kindergarten.



Pakistan

At the end of July 2010, the worst monsoon floods for more than 75 years affected 20 million people in Pakistan. Around 10 million children's lives were devastated. Their homes were destroyed and schools swept away by the waters.

Even before the floods struck, Pakistan's record on education was woeful. One in ten of the world's children who are not in primary school live in Pakistan. In rural areas only one woman in three has ever attended school. But in the aftermath of the disaster 1.3 million children across Pakistan were robbed of education – the floods severely damaged 13,000 schools and more than 2,000 schools have yet to reopen. The Government of Pakistan needs to invest in both rehabilitating and staffing schools, improve the quality of teaching and the quantity of teachers and vital equipment.

The response to the Pakistan floods is the largest ever in Save the Children's history and we have reached nearly four million people with humanitarian aid so far, of which 1.8 million are children. While in the immediate aftermath of the flood we provided emergency relief, we have also been helping people rebuild their lives for the long-term.

Achievements in Pakistan one year after the floods

- We have managed to get 15,000 children re-enrolled in school, or enrolled for the first time.
- We have established 181 temporary learning centres in places where schools were totally damaged.
- We have rebuilt 102 schools.
- We have worked with the community and trained up school management committees, teachers and district government education officials.
- We have carried out health and hygiene lessons for around 26,700 children.
- We have provided essential school supplies and stationery materials (bags, copies, pens/pencils etc.) to children in targeted schools.

CASE PAKISTAN

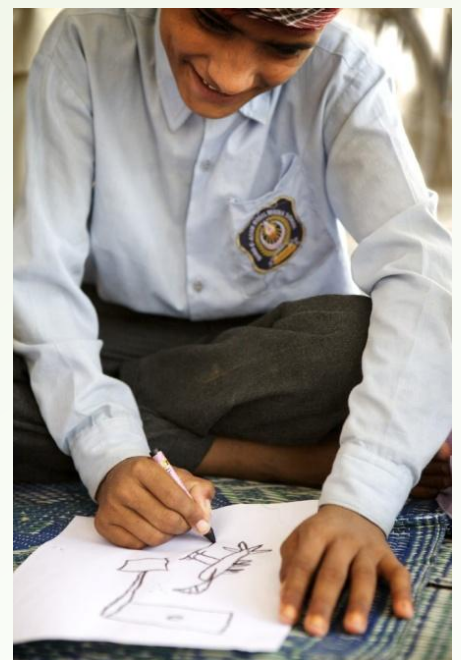
Shoukat fulfilled his dreams and is now a top student

Shoukat looks older than his ten years. During the 2010 floods his family's house was destroyed. Following the floods, Shoukat worked as a child laborer to earn money so that his family could rebuild their home. Shoukat fulfilled his dreams of going to school when Save the Children established a child friendly space in the area. He's now one of the top students in his class and proudly wears his school uniform most days.

"I didn't go to school before the floods. I was living with my parents, three sisters, seven brothers and two sisters-in-law with three children so a total of 18 family members were living in my home", says Shoukat.

"One day my cousin came to our home and told us about the high flow of floodwater nearly reaching our village. We grabbed some of our possessions and left our home to search for a safe place to stay ... After a month we returned to the village only to find our home destroyed ... I started work as a laborer because I wanted to earn money so we could rebuild our home. My wish was to go school instead of working but circumstances changed everything", Shoukat continues.

"When I was working as a laborer, a supervisor from the child-friendly space (CFS) met my father and convinced him to send me to the CFS where the other children play and learn. Thankfully, my father allowed me to go and this made me very happy. After spending two-and-a-half months attending the CFS, one of the CFS supervisors asked me if I wanted to go to school. Of course I said yes. The CFS supervisors then met my father again to ask his permission. My father agreed and I was then enrolled in the local Quaid Azam Middle School. I love going to school and love to learn about new things", Shoukat says with a smile.



Côte d'Ivoire

Côte d'Ivoire has been divided by civil conflict since 2002. Following the second round of elections in November 2010, Côte d'Ivoire entered into a renewed political crisis. The results of the presidential election have been disputed since the beginning of December 2010.

For almost ten years now the education system has been seriously affected by the conflict and the accompanying economic crisis. Schools have been destroyed, teachers have received insufficient training, and many teachers still use violence as a form of discipline. Enrolment rates have dropped, particularly for girls. The current poverty rate is estimated at 49%, the highest in decades. As the population gets poorer, parents' economic abilities to send their children to school weaken.

Since 2006, Save the Children has been working to improve access to quality education for children affected by armed conflict in Côte d'Ivoire, among other countries. The majority of beneficiaries are children, 6 to 15 years old, in the primary education system. The program targets all children without discrimination, and emphasis is placed on vulnerable groups such as children directly affected by the conflict, the poorest, those living in under-served areas, and girls.

Achievements in Côte d'Ivoire so far 2011

- 11,683 students received school kits. 256 teachers received teachers' kits.
- 3,607 children gained access to Early Childhood Development spaces for the first time.
- 608 people sensitized on education through 'Back to School' advocacy campaigns.
- 196 volunteer teachers were recruited and trained to improve teaching, learning and participation for children.
- 111 people (36 teachers and 75 local pedagogical advisors) received training on child protection.
- 26 Early Childhood Development spaces were established. Office supplies, fuel delivery and logistical support were provided to support education supervision.
- 23 schools were equipped with children's desks, tables and chairs for teachers.
- 3 regional forums were organized on 'Equal Access to Education'.

CASE CÔTE D'IVOIRE

Back to school

As the crisis in Côte d'Ivoire grew in December 2010, schools began closing across the country and became refugee camps for families fleeing the violence. Once the families began leaving, after several months, it became clear that the schools infrastructures needed work – the strain of hosting up to 2,000 people over a long time caused big damage to the buildings and surroundings. This needed to be addressed if children were to resume classes and learn in a safe, protective environment.

In response to the situation, Save the Children has to date refurbished 21 schools damaged through the conflict, and has provided over 9,000 children with individual school kits helping ensure quality education for thousands of children in safe learning environments.

Rachel, 16, is one of the hundreds of thousands of children who have been uprooted by the recent conflict in the Ivory Coast. Today, Rachel is looking to the future and shares her hopes and dreams with Save the Children



CASE ZIMBABWE

A big dream in a small village

Margaret is a 12-year-old seventh grader from the village of Matau in Zimbabwe. She is the third child in a family of five. Her widowed mother barely makes both ends meet with earnings from vegetables she grows on a small plot of land.

What Margaret may lack in so many basic things, she makes up for in an extraordinary combination of ambition, imagination, a sense of joy, and confidence over what she is capable of becoming one day.

“I want to be a pilot,” she says with an air of confidence, even as she admits that she’s never seen a real airplane in her life, not on the ground, not in the sky above her, but just on television. She adds: *“If I become a pilot, I can make money and be able to support my mother and grandmother.”*

With the same certainty, she says: *“I am bright and am a leader in my class at school. I also like to play tennis and volleyball. I like winning!”*

Endearing as it is to hear such joy in her voice; it doesn’t hide the fact that Margaret’s community, like so many others in rural Zimbabwe, has schools that are literally falling apart. There are not enough chairs, desks or textbooks. Worse, with teachers not trained in proper classroom techniques, many children advance from grade to grade without learning.

Such communities like Matau are the type of areas targeted by Save the Children’s education programs. To address the gaps in learning and create a culture of reading, Save the Children designed the innovative *Literacy Boost program*, aimed at supporting young children through reading assessments, teacher training and community engagement. Everyone in the community – from parents to teachers to community volunteers to older children – is involved. Materials for learning are made by local workers whenever possible, while children, who are lent books, spend time with reading buddies and attend reading camps.

Save the Children’s *Literacy Boost program* hopes to find a Margaret in every child it reaches or transform that child into one like her – the Margaret who loves school, loves to dream both big and small, and if given an opportunity and a boost learning, will take off and fly.

