



**Save the Children**

## **SDG 4: Ensure inclusive and quality education for all**



# Who is Save the Children

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- An independent non-government organization for children
- **Vision:** A world in which every child attains the right to survival, protection, development and participation.
- **Mission:** To inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.
- **Goals – Ambition 2030**
  - Survive - No child dies from preventable causes before their fifth birthday
  - Learn - All children learn from a quality basic education
  - Be protected - Violence against children is no longer tolerated
- **How does Save the Children do business** - Being the voice; Results at Scale; Innovation and partnerships



# Why are we bothered about the Education SDG

## SDG 4: Ensure inclusive and quality education for all and promote lifelong learning

- Within the SDGs, it is both a goal and a promise in itself (SDG number 4),
- It is a prerequisite for achieving the other SDGs.
- Central to achieving Save the Children's goals
- Has a multi-dimensional role in Save the Children programming.



# Benefits of Education

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Kenya's Vision 2030 – an industrialized country by 2030

- **Economic growth:** One extra year of schooling increases an individual's earnings by up to 10% and raises average annual gross domestic product (GDP) growth by 0.37%.
- **Protection:** If all girls had secondary education, child marriage would drop by 64%.
- **Health:** Children of educated mothers are more likely to be vaccinated and less likely to be stunted because of malnourishment
- **Peace & Security:** If the enrolment rate for secondary schooling is 10% higher than the average, the risk of war is reduced by about 3%
- **Gender equality:** One additional school year can increase a woman's earnings by 10% to 20%
- **Education:** more likely to send their children to school.





# Obstacles towards attainment of SDG 4



# Challenges to achieving the Education SDG

- Enrolment in primary education in developing countries has reached 91% but 57 million children remain out of school
- More than half of children that have not enrolled in school live in sub-Saharan Africa
- An estimated 50% of out-of-school children of primary school age live in conflict-affected areas
- 103 million youth worldwide lack basic literacy skills, and more than 60% of them are women



# Challenges to achieving the Education SDG

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## **Demand side:**

- Negative social norms,
- Cost of education
- Strong cultural norms favouring boys

## **Financing:**

- Governments and donors have concentrated in funding primary education – at the expense of early childhood and adult education/literacy (GMR 2015)

## **Supply side:**

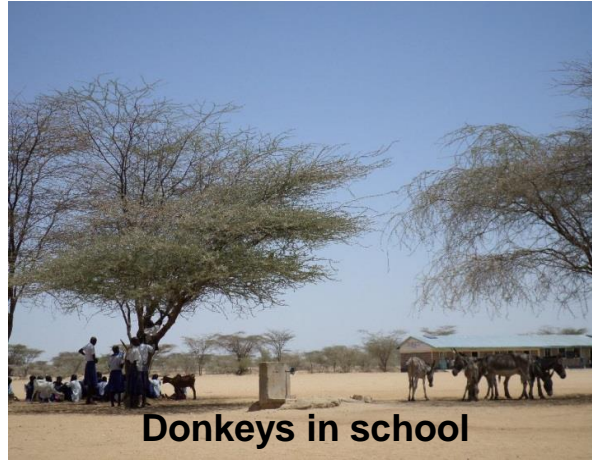
- Inadequate sanitation facilities in schools such as lack of private and separate latrines;
- Negative classroom environments, where girls may face violence, exploitation or corporal punishment;
- Lack of sufficient numbers/adequate training of teachers (esp. female teachers)
- Inadequate school
- Curriculum flexibility – pastoralist children



# Challenges to achieving the Education SDG in pastoralist communities



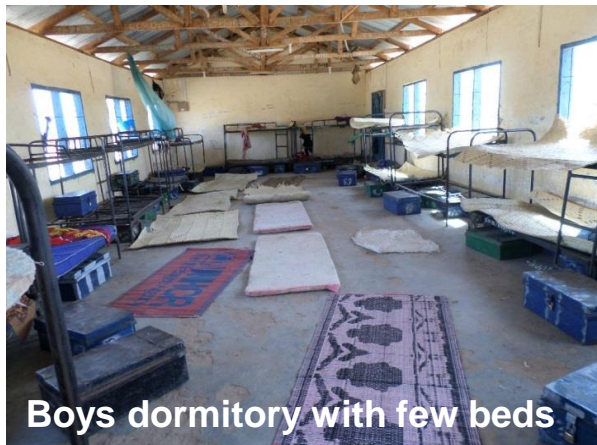
Girls dormitory that is congested



Donkeys in school



Children still learning under trees



Boys dormitory with few beds



Classroom/Staffroom/Store



Boy herding near the school





**How do we reach SDG 4?**

# How do we get there?

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Who is lagging behind – girls, children from pastoralist communities, ethnic minorities, children with disabilities

- **Engage** with pastoralists to respond to the plurality of their livelihood realities – do not make them choose between livelihood and education
- **Challenge** the public image of pastoralism
- **Flexibility** - to respond to ever-changing realities
- **Explore** use of **ODL/Technology** for learning – reach the hard to reach as well as for lifelong learning
- **Commitment** and investment – including investing in early years
- **Mixed modes** of educational delivery – self paced learning vs facilitated learning
- Take on board **gender** considerations when planning for education
- Rethink the **education financing models** – factor in differences



# What NGOs can do - **Save the Children** efforts

- ✓ **Being the voice** – Our “**Every last child**” campaign to ensure no one is left behind
- ✓ **Use of Technology** – aims to use gaming to equip OOSC with literacy, numeracy and life skills
- ✓ **Literacy Boost** – allows us to ensure children are not only attending school but learning as well.
- ✓ Focus on **early years** – work with families and communities to lay foundations for learning; model low-cost interventions to improve development outcomes
- ✓ Focus on the most **marginalized and vulnerable** – otherwise SDGs remain a mirage
- ✓ Ensuring inclusion of **education during emergency response** – helps a lot in getting children back to normalcy after disruption
- ✓ **Girls mentoring** through safe spaces – ability to navigate adolescents
- ✓ **Community involvement** – their support is need to outcomes in education





**1. Rethink our involvement -**  
Interventions must involve  
other NGOs, other  
companies, and the  
government



**2. Advocate** - Ensure that the goals are represented in the national commitments.  
If possible get champions



### 3. Implement - model ways of reaching the SDG to generate evidence



**4. Build partnerships - SDG**  
17 is all about working  
together on solutions to add to  
overall impact





## 5. Financing – Aid must support generation of evidence in addition to programmes



# THANK YOU



**Save the Children**