



# Global Education Strategy: 2013-2017

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## Executive Summary

Concern Worldwide has over forty years of experience supporting children in the world's poorest countries to escape poverty through education. Since the development of Concern's Education Policy in 2003 and Education Strategy in 2007, significant changes in the education sector and in the global context have taken place.

Education systems rapidly expanded in the Education for All movement, reducing the number of primary school age children out of school from 108 million to 61 million since 1999. This rapid growth in access was not matched by system strengthening and the quality of education available fails to meet the learning needs of millions of children, especially the poorest. Children's healthy cognitive, social and emotional development is in jeopardy where conflict, violence, poverty and discrimination prevail. Children living in extremely poor and vulnerable contexts are at increased risk of school-related gender-based violence and are confronted with barriers that prevent them getting into school, learning and completing their education.

This Global Education Strategy (2013-2017) maintains Concern's focus on primary education and is grounded in the rights-based approach. We maintain our focus on extremely poor children, with a special emphasis on girls as a particularly vulnerable and disadvantaged group. Our education programme aims to improve the lives of extremely poor children in a sustainable way by increasing access to high *quality* primary education and support child *well-being*.

Within this Global Education Strategy, we have embedded our Education Policy principals, scope and minimum standards. Aligned to our commitments to results-based management, we commit to three education outcomes (improved access, quality and well-being) and provide a set of standardised indicators against which progress is measured. There are four key changes in our organisational approach, as follows:

- Aligned with Concern's Organisational Strategic Plan, we commit to supporting education in the most vulnerable contexts. As such, we will respond to education in emergency contexts and we will incorporate Disaster Risk Reduction (DRR) in our education programmes.
- Education programmes will engage with the wider system at national, district and local levels. Using local-level programme data, we will influence changes in national curricula, policies and planning, and build the capacity of Ministries of Education to improve service delivery.
- Adult literacy falls outside the scope of our education programmes, unless interventions are designed to improve children's literacy levels, such as family literacy initiatives.
- We will move away from Concern's direct involvement in school construction and school feeding activities where possible, except in emergency contexts or when absolutely necessary.

The scope of our education programme is narrowed through this strategy, while we will grow in terms of expertise and achieving results in three niche areas:

- Supporting education in extremely poor and vulnerable contexts where others are unlikely to respond
- Improving children's early grade literacy skills and demonstrating results
- Preventing and responding to school-related gender-based violence.

*Concern Worldwide aims to improve the lives of extremely poor and vulnerable children in a sustainable way by increasing **access** to high **quality** primary education and supporting child **well-being**.*

## **1. Introduction**

The role of education as a long-term mechanism for breaking the cycle of extreme poverty is globally recognised. Education is strongly related to economic growth, reduced income inequality, reduced infant and maternal deaths, reduced stunting, reduced vulnerability to HIV and AIDS, and reduced violence at home and in society. Basic literacy, numeracy and life skills empower individuals to access markets, health information, political and social networks and to live healthier and more productive lives.

At an individual level, education is a basic human right for all. Holistic education systems will support the development of a child's social, emotional, cognitive and communication skills, so that the child has opportunities to participate fully in society and achieve personal successes. When children are welcomed into an education system they can benefit from their society's primary mechanism for skills development, knowledge sharing and social networking throughout their formative years, which establishes the foundation for life-long learning.

Education can be informative and transformative – providing access to information and facilitating the development of skills to challenge, analyse and communicate that information for informed decision-making. This can spur individuals and societies to challenge oppression, tyranny and inequality and create space for dialogue, democracy and transformation.

While education can empower individuals and societies to effect positive change, it can also be used as an instrument of oppression, social exclusion and cultural, ethnic and gender discrimination. The right type of education is one of the best conflict strategies available to any society, but when governments deliver education in ways that foster intolerance, prejudice and injustice, this can inflame wider tensions and make armed conflict more likely.<sup>i</sup>

Returns on education often come to fruition in the next generation – education can break the inter-generational poverty cycle but takes long-term sustained investment. Parents' education is linked to improved children's cognitive development, lower HIV transmission, improved health outcomes of all family members, raised age of marriage and first pregnancy – leading to lower infant mortality, more resilience to cope with shocks, increased democratic activity and reduced criminal activity.<sup>ii</sup>

Of the underlying determinants of child malnutrition, women's education is found to have the strongest impact. In Sub-Saharan Africa the expansion of women's education accounted for a reduction of 902,799 child deaths since 1990 and over 1.8 million child deaths since 1970.<sup>iii</sup> The linkage between education and nutrition is one of synergism – good nutrition plays a role in enhancing learning outcomes and parental education has been found to invariably influence nutritional outcomes of their children.<sup>iv</sup>

## 2. The Global Context of Education

Education is a fundamental human right, enshrined in the Universal Declaration of Human Rights; the International Convention on Economic Social and Cultural Rights; the Convention on the Right of the Child; and the Convention on the Elimination of All Forms of Discrimination Against Women. Education can empower people to demand, exercise and enjoy all other human rights. It is transformative, promoting individual freedom and equality, and yields important development benefits.

Despite endorsement of Article 28 of the Convention on the Rights of the Child by 193 countries, which obliges countries to ‘make primary education compulsory and available free for all’, there has been a global failure to give real effect to these commitments.

National spending on education increased in low income countries by 7.2% and in sub-Saharan Africa by 5%, but this promising trend is not consistent across countries, with some allocating less than 3% of Gross National Product to education over the past decade.<sup>v</sup> International aid levels for basic education fall far short of the \$16 billion needed per year to achieve Education for All<sup>vi</sup> (EFA) goals.<sup>vii</sup> The EFA goals were developed to contribute to the global pursuit of the Millennium Development Goals (MDGs) – while the EFA movement has spurred momentum and progress towards achieving Millennium Development Goal 2, **not one** of the EFA goals is likely to be realised by 2015.

### **Education-focused Millennium Development Goals (MDG):**

2. Ensure that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
3. Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.

### **Education for All (EFA) Goals:**

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Significant progress towards achieving universal primary education (Millennium Development Goal 2) was reported between 1999 and 2004, but progress has slowed and there are still at least 61 million primary-aged children out-of-school, out of a total of 650 million children of primary-school age globally. However, it is *learning*, not *schooling* that drives the benefits of education. Significant

increases in enrolment numbers have not been matched with good quality service provision for those children, resulting in an over-prescribed system that fails to meet the learning needs of the population.

In the 21<sup>st</sup> century knowledge-based economy, it is imperative that education graduates emerge with employable skills. Shifts in curricula focus are increasingly demand-driven, often with private sector actors influencing and driving change. Developing countries face daunting challenges in aligning education systems to work-force development, so that graduates have flexible skills linked to market needs. Public-private sector collaborations have the potential to improve the quality of education through increased investment, competition and accountability.

There is huge potential for public-private partnerships to drive forward a quality agenda and to align education systems with employment opportunities. The UN Secretary General's Global Education First Initiative is mobilising public-private partnerships to increase aid to education by US\$24billion per year. Private sector influence has the potential for increased investment in innovative solutions, with higher tolerance for risk and higher demands for returns on their investment. Collaborative planning and systems of accountability can help mitigate against the risks of increased segregation of the poor within the system, less accountability of governments as service providers, and narrowing of curricular goals from the intrinsic value of education for life-long learning to workforce development.

Education, in its broader sense, is a process of life-long learning and personal development that lays the foundations for a fulfilling life. Education systems generally categorise levels of education into stages of learning aligned to a learner's age and pathways to employment. The International Standard Classification of Education (UNESCO, 2011) provides eight levels of education, from early childhood education, through primary, lower and upper secondary education, and then branching into alternative pathways such as post-secondary non-tertiary education, short cycle tertiary education, bachelors, masters and doctoral levels.

Indicators for extremely poor contexts, such as enrolment, attendance, retention and completion rates, together with scores from international and national learning assessments, demonstrate that most children are dropping out of school in primary school without basic literacy skills. For those children who do complete primary school, it is often their poor learning outcomes that prevent them from entering secondary school and succeeding in their education. To address the root causes of education failure and drop-out, it is necessary to focus on early grade education, providing extremely poor children with the foundations for learning success in early primary school so that they can succeed in accessing the full curriculum and progressing through the system.

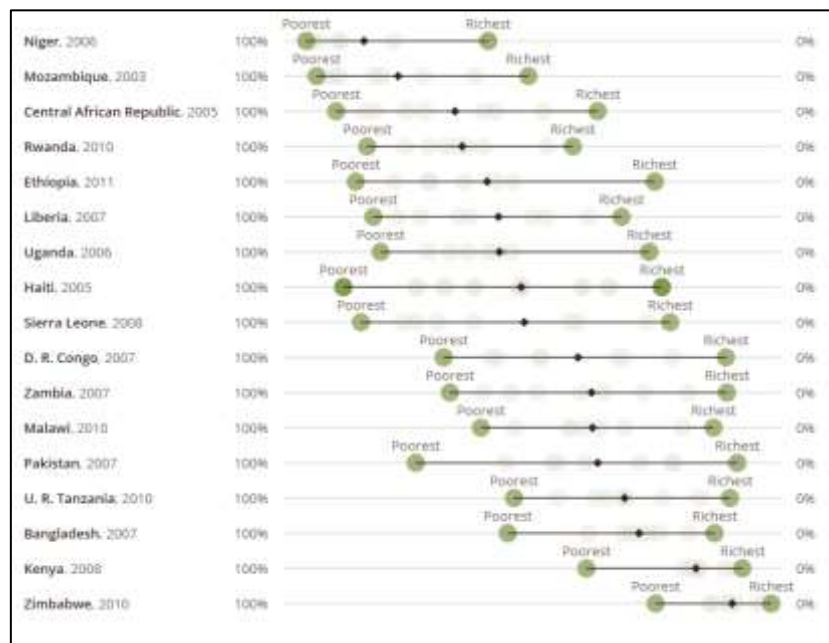
Children in poor countries and those affected by fragility and conflict are most likely to be out-of-school – Sub-Saharan Africa now accounts for half of the world's out-of-school children. Gender disparities remain, especially in poor and fragile states. Of the 164 countries committed to achieving Education for All goals, 68 have not achieved gender parity and girls are at a disadvantage in 60 of them. More boys enrol in primary school than girls in all but one (Timor-Leste) of the 29 low-income countries classified as "fragile situations" by the World Bank.<sup>viii</sup>

The Global Partnership for Education, UNESCO, and major donors such as USAID and DFID, have shifted their focus from trying to increase the number of children at school to improving the quality

of education. With this, governments and education partners are increasingly required to demonstrate improvements in children’s learning outcomes – the knowledge and skills they can demonstrate, such as reading levels and mathematics skills. Primary schools in Sub-Saharan Africa have a gross intake rate of 115 percent<sup>ix</sup>, yet only 62 percent of those who enter school manage to stay until the last grade. Drop-out rates are influenced by factors within the education system (such as overcrowded classrooms and inadequate facilities, unqualified teachers, abuse and corporal punishment) and by factors within the home, community and society (such as poverty, illness and social marginalisation).

Progress against MDG 1 is measured against enrolment data, masking a gap in those enrolled (registered during the first month of the academic year) and those *attending* school. Poverty is a major barrier to children attending school each day – one in four children in Sub-Saharan Africa are child labourers, so

attendance often varies around labour schedules.<sup>x</sup> Significant gaps appear as poor students progress through the education system as they are not retained for the primary school cycle. Data on children’s attendance or teacher’s attendance in school is not available at national levels for comparison, resulting in “missing children” (assumed to be at school but not physically attending lessons), in policy and decision making globally and nationally.



**Figure 1: Percentage of young people (15-24 years) with incomplete primary education disaggregated by socio-economic status (EFA WIDE 2012)**

While 61 million children are out-of-school, another 120 million children do not reach grade four, and 130 million children remain in school but do not learn basic literacy and numeracy skills. International learning assessments, such as SACMEQ, PISA and EGRA<sup>xi</sup>, have identified a crisis in education standards. Recent Early Grade Reading Assessments in Mali, Pakistan and Peru found that more than 70 percent of children in primary grades could not read at grade level, and in Mali that 94 percent of children at the end of grade 2 could not read a word in a simple sentence.<sup>xii,xiii</sup> Children in developing countries are often required to study in a language they do not speak or understand, which is not used or written in their community or home. This is a major barrier to children’s literacy acquisition, as well as impeding learning in all other curricular subjects.

A school’s culture, structures and processes educate children on gendered expectations and social behavioural norms, and can challenge or reinforce gender inequalities within any society. The physical, psychological and academic development of students is dependent on the provision of safe learning environments, where they have an opportunity to realise their full potential. By addressing

violence and inequality within the education system, the cycle of violence within wider society can be broken.

Globally, there is increased awareness of the prevalence of school-related gender-based violence and the profound damage this causes to children's learning ability, health and well-being, including the risk of HIV transmission. Sexual abuse and exploitation of children, both within and outside the formal school setting, is increasingly (yet insufficiently) documented. National education policies have started to include teachers' codes of conduct, child protection policies, and human resources to focus on girls' education. There are growing competencies among policy-makers, UN agencies and NGOs in mechanisms to protect children during emergencies and post-conflict settings, although this is an area that requires much more attention and investment.

The contribution of education – especially mother's education – to reducing malnutrition is proven to be significant and effective. Even when five other control variables are employed (occupation of mother, occupation of father, residence area of family, type of marriage and family planning practice) there is still a downward trend in child mortality so that children of mothers with secondary schooling average little more than *half the chance of dying* than children with mothers similar in terms of the other five characteristics but who have not had any schooling.<sup>xiv</sup>

### **3. Concern's Work in Education to Date**

#### ***History***

Concern's support to education began in urban Bangladesh in 1972. The initial focus was on the provision of education services through infrastructural development and material support for extremely poor children. Teacher training was provided to help address the shortage of skilled teachers. The limitations of this approach soon became apparent and issues surfaced relating to the long-term sustainability of direct service provision. Concern responded to some emergencies through school construction and the provision of teaching and learning materials until the late nineties.

Since 2003, and based on the recognition that formal education is the best place for children to learn the wide range of skills needed to participate meaningfully and successfully in society, Concern has focused on primary education. Primary education is generally understood to be formal accredited schooling, while basic education may encompass pre-school, junior secondary school and flexible alternatives to full-time formal school. Formal, in this case, means following an approved national curriculum through a structured delivery model – the hours of instruction may vary, but children have access to a core curriculum. Concern's decision to focus on primary school was aligned with the Education for All goals and the MDGs.

Concern's experience and learning has continually informed our programme design. We recognise the role of governments as duty-bearers. Education programmes work in partnership with Ministries of Education, collaboratively planning, implementing and monitoring interventions. Concern's education programmes are aligned to national education policies and strategic plans so as to support governments in achieving their goals. Programmes work at national-level to lead coordination between development partners and Ministries of Education, and influence policy change by sharing data from local-level interventions and advocating for improved policies.



We recognise that teachers are the most important resource for improving learning. At the local-level, we have supported teacher training in various ways. In some contexts, direct support has been provided to Teacher Training Institutes to enrol unqualified teachers in distance education programmes. In others, we have supported the roll-out of new subjects through direct in-service training in rural areas. Learning from experience, we prioritise teacher training that is aligned to Ministry of Education courses and reinforces the training through in-classroom coaching and support.

At district/county and local-levels, Concern has focused sustained support to local service providers (predominantly Ministries of Education), encouraging and facilitating innovative and creative local solutions to issues of access, quality and equity. In particular, Concern has supported community engagement in school management, empowering parents and community leaders to have a role in decision-making at the local school level. Community-based mechanisms to address factors that restrict access and lower demand for education, particularly among poor and vulnerable children and girls, have been supported. At national-level, Concern has supported civil-society groups to advocate for governments to respond to the Right to Education.

### ***Developing Niche Areas***

When considering Concern's unique contribution to the education sector globally, three strengths emerge: reaching the poorest and most vulnerable children; preventing and responding to school-related gender-based violence; and demonstrating measurable improvements in children's literacy. These are described below as emerging niche areas which we intend to grow over the next five years.

Concern's education programmes operate in contexts in which other education actors may not engage. This includes fragile and failed states, where government supports to education are non-existent or minimal and where conflict has broken down education systems. Communities in isolated areas, cut off by natural and man-made barriers, are sought out for education programmes, linking them to Ministry of Education services over time. Children excluded from the education system, due to poverty, ethnicity or sex, are targeted by Concern, such as those living in informal slum settlements or children with limited freedom due to harmful cultural practices.

School-Related Gender-Based Violence (SRGBV) has increasingly emerged as a barrier to education, so Concern has prioritised addressing this in all education programmes. SRGBV prevention and response mechanisms are embedded in all programme activities, such as introducing modules on child protection and gender-based violence into teacher training courses. We have invested in prevalence studies and resource development to contribute to national and international policy discussions on SRGBV. These prevalence studies have found that boys and girls are equally vulnerable to SRGBV, reporting different types of gendered violence.

In recent years, the increased global focus on measuring improvements in children's learning outcomes has been incorporated into Concern's programmes. In the past, Concern applied proxy-indicators such as the number of teachers trained, but we now monitor the actual improvements in children's learning by applying tools such as the Early Grade Reading Assessment. Using this new approach, we seek to assess children's reading levels and monitor their improvement throughout the course of each education programme. Concern's expertise in improving literacy standards is a growing strength for which we are increasingly recognised at national and global levels.

## **Funding Strategies**

Access to large-scale funding for education programmes has been a persistent challenge for Concern in the past. Education programmes in Mozambique, Angola, Uganda and Ethiopia were discontinued during the last decade, largely due to funding constraints as governments become more eligible for bilateral education funding directly to Ministries of Education. Calls for proposals for large scale funding have been rare and we have relied heavily on general donations and multi-annual funding from Irish Aid to maintain education programmes.

Between 2002 and 2010, aid to education increased by 77% to US\$13billion, with €5.8billion going directly to basic education. The greatest increase in aid to basic education happened in 2008-2009, largely due to World Bank and International Monetary Fund increases to support developing countries during the financial crisis. In real terms total aid to education decreased in 2011 (for the first time since 1997) by 3% and remains stagnant since then.

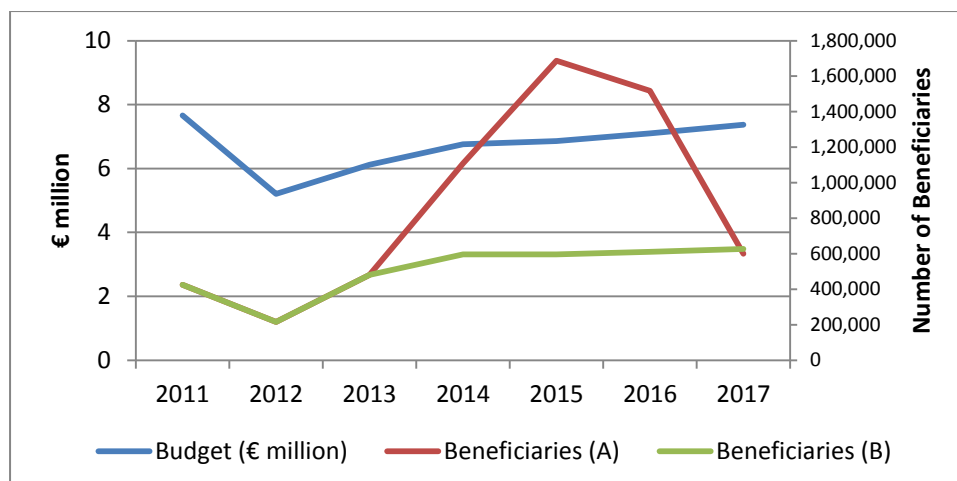
New opportunities for education funding have emerged in the past 2-3 years. The Fast Track Initiative was transformed into the Global Partnership for Education, launching an All Children Reading Grand Challenge for Development. USAID and DFID launched new Education Strategies, both of which prioritise literacy; education for girls; innovations; and conflict-affected states. Since then USAID has released several calls for large-scale funding and DFID launched the Girls Education Challenge.

In May 2013 the European Commission announced that at least 20% of the 2014-2020 aid budgets will be allocated to education. In September 2012, *Education First*, the UN Secretary General's Global Initiative on Education was launched. In partnership with a range of private sector actors, including Microsoft, IDB, Accenture and ING, the initiative pledges to increase funding to basic education by US\$24billion per year. Concern US has committed to prioritising education funding and has invested in increased capacity to engage with education actors in the US market.

This Global Education Strategy is aligned with the strategic plans of the major institutional donors and places Concern in a strong position to apply for funding. However, strategic partnerships and consortium-based applications are necessary, in which Concern offers a unique contribution. By building on the niche areas outlined in this strategy, and by building strategic alliances with other education actors, there is potential to access large-scale multi-annual funding. This has been successfully demonstrated by Concern in Liberia and Rwanda (USAID) and in Kenya and Sierra Leone (DFID) in 2012-2013.

After a number of years of declining expenditure on our Education Programmes, reaching a low of €5.21 million in 2012, we are targeting a steady increase in the funding available, rising to approximately €7.03 million by 2017. At the same time, we are targeting a steady increase in the number of direct beneficiaries rising to a figure of slightly over 600,000 by 2017 (giving an approximate spend per beneficiary of €11 per annum). Figure 2 provides these figures and projections. Beneficiary figures (A) include figures for Rwanda in which Concern is part of a consortium which operates at national-level scale with other organisations, so beneficiary figures (B) are provided to show beneficiary figures without this vast programme.

**Figure 2: Funding and beneficiary projections**



This funding will predominantly come from co-funding sources, which are distinguished between non-Irish Aid, accounting for approximately 70% of expenditure and funding from the Irish Aid programme accounting for about 25%. We have only budgeted for expenditure from General Donations to cover about 5% of our total outlay on education programmes.

Accessing funding for ‘traditional’ education programmes continues to be a challenge in a number of countries as bilateral donors increasingly provide support for interventions such as school construction, teacher training and the provision of learning materials through government systems, even though this varies from country to country. However, funding is still available through channels targeting specific areas, such as enhanced equality in education, innovative literacy initiatives, or addressing issues of gender based violence in schools. A review of potential funders at a country level as identified by our country teams reveal two specific sources:

- Traditional institutional donors – the European Commission (and ECHO), DFID, USAID, UNICEF, the World Bank, the Inter-American Development Bank, UN Trust Fund to End Violence Against Women, Scottish Government
- Private Foundations and non-traditional donors, such as Comic Relief, the Kellogg Foundation, David Barker, Accenture

#### **4. Education Policy Aim**

Concern Worldwide aims to improve the lives of extremely poor and vulnerable children in a sustainable way by increasing access to good quality primary education and supporting child well-being.

The minimum standard of education must be that it results in literacy, numeracy and life skills, which support people to lift themselves out of extreme poverty and maintain an enhanced and improved socio-economic status. In this policy, we consider “quality education” to be of a standard that supports individuals to succeed in reaching learning goals in literacy, numeracy and life skills, while supporting children’s healthy social and emotional development.

#### **5. Guiding Principles**

The core principles of Concern’s education programmes are as follows:

### ***In support of the right to education in developing countries***

- Education is a human right for all people regardless of age, sex, socio-economic status, ethnicity, religion, disability, geographic location or any other factor, and Concern's work will support the attainment of this right.
- Extremely poor children are targeted (with engagement of their families and wider communities), as all of Concern's work targets the extreme poor.
- Equality is a prerequisite to achieving education for all. More intensive action is needed to address root causes of educational disadvantage for extremely poor children, with specific emphasis on girls, vulnerable children, children affected by HIV and AIDS, and those at risk of dropping out of school.
- In the case that Concern does not have the expertise to address specific children's needs (such as learning or physical disabilities) we will follow the principles of *do no harm* and identify specialised service providers/NGOs for referrals or linked programming.
- Children need safe and supportive spaces to learn, free from violence and oppression. Preventing and responding to school-related gender based violence is fundamental to all education programmes.
- The state is the primary duty-bearer to fulfil the right to formal education.
- Parents have both rights and responsibilities for their children's education – responsibilities to support children's education in the home from birth and throughout a child's life, and the right to choose formal education options that are most appropriate for their child within an education system.
- Education systems are inherently political and centralised mechanisms which apply nationally-agreed standards and practices. Where policies or practices impede the right to quality education for all, organisations such as Concern have a responsibility to seek to influence governments to ensure this right is realised.
- Education should support the holistic development of each individual, strengthening respect for human rights and fundamental freedoms – civil society should hold the state accountable and actively participate in the provision of an education system that supports human rights and development.

### ***In support of the right to education in emergencies***

- Children in fragile and conflict-affected states have the right to education. In situations of emergency and fragility, where governments and civil societies do not have the capacity or will to respond to the right to education, international actors play a key role in securing the right to education.
- Education can mitigate the effects of fragility and conflict, improve child protection, reduce post-traumatic stress, and off-set the long-term consequences of gaps in education systems. As Concern focuses on the poorest and most vulnerable contexts, we will incorporate education into our humanitarian responses to emergencies.

### ***In support of the responsibilities of the international community towards the right to education***

- The international community, as signatories to the World Declaration for Education for All (1990), the Dakar Framework for Action (2000), and the adoption of the Millennium Development Goals by UN member states, has committed itself to providing basic education

for all children, youth and adults globally. Concern will engage policy makers, governments and international donors through global forums to advance the Education for All agenda and hold the international community accountable to their commitments.

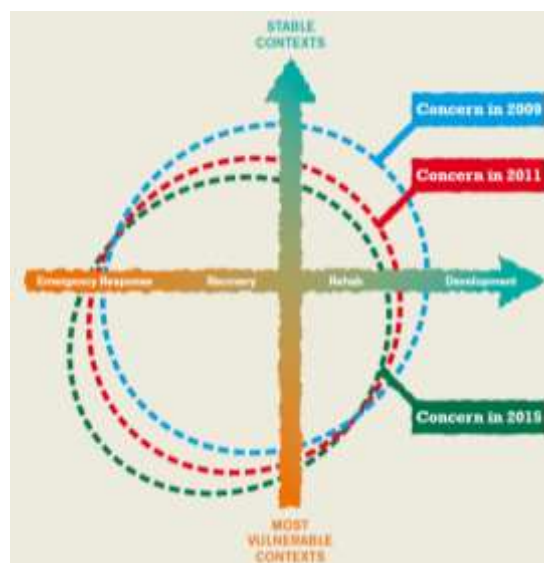
- The Paris Declaration on Aid Effectiveness (2005) outlines the development community's responsibilities in terms of ownership, alignment, harmonisation, results and mutual accountability. Concern will work in coordination and collaboration with development partners, especially Alliance2015 members, to meet these responsibilities.
- Concern is a certified member of the Humanitarian Accountability Partnership (HAP), and is committed to ensuring that we are more accountable to our intended beneficiaries and all other stakeholders for our agreed commitments and objectives for programme quality and results.

## 6. Target Groups

Concern's programmes target people living in extreme poverty. There are three dimensions to Concern's understanding of extreme poverty:

1. Lack of access to /and low return on basic assets
2. Inequality
3. Risk and vulnerability

Concern's Strategic Plan 2011-2015 commits us to increased focus on the **poorest and most vulnerable contexts**. Education programmes target children living in extremely vulnerable contexts, with weak government capacities, affected by frequent natural hazards, conflict and instability, and often living in isolated, under-resourced locations. Within these contexts, education programmes seek out and specifically target children within **extremely poor households** and those at risk of exclusion from education – girls and boys from ethnic minorities, children affected by HIV and AIDS, orphans and children with living with disabilities. Children living on the periphery of society, such as street children or child labourers living in non-supportive households, are also sought as beneficiaries.



Due to continued gender disparities in education and the increased risks and vulnerabilities faced by **girls**, they are specifically targeted. Interventions to remove gender inequalities and the increased risks and vulnerabilities faced by extremely poor girls are embedded in all of our education programmes. Interventions to prevent gender-based violence may specifically target men and boys as agents of change. It is also recognised that boys are vulnerable to and experience gender-based violence, and as such are in need of protection and response supports through our education programmes.

Concern focuses on **formal primary education** of children in full-time accredited schooling. We will target children not currently accessing their right to education – out-of-school children; and extremely poor children enrolled in schools but at risk of not completing their education with the

literacy, numeracy and life skills needed to live free from poverty. Countries vary on the number of years they classify as primary education, ranging from four to eight years. Concern will work within the parameters of primary education defined by each government.

## **7. Education Policy Focus**

To ensure that Concern works in the most effective ways to tackle extreme poverty, we are committed to building on existing strengths and developing new ones in our formal primary education programmes. We recognise that national education systems are complex and require specialist approaches. To ensure that we deliver high quality education programmes, we will maintain a focus on three specific areas in which we have already developed expertise, and which we regard as essential outcomes to achieve quality education. Minimum standards are defined below, to facilitate children realising their rights.



### ***Policy Focus 1: The Right of Access to Education***

Concern's education programmes target children living in extreme poverty, to support their right to full participation in formal primary education. Concern understands that to achieve access to education for all, we must look beyond the limits of school enrolment numbers and seek out a deeper understanding of the barriers to school participation. We understand that factors within the home, community and the wider society influence a child's attendance at school. The scope of our education programmes, therefore, extends beyond the school system, to engage parents and families, community members and wider society. Minimum standards:

- School management and educators at national, district and school levels, committed, competent and motivated to facilitate Education for All
- Entry to primary school at the appropriate age (as defined by ministries of education)
- Full Time-on-Task (teacher attendance, student attendance, hours of curricular instruction) throughout the academic calendar for at least six progressive grade levels
- Full participation of all children in the learning process regardless of age, sex, socio-economic status, ethnicity, religion, geographic location or any other factor
- Safe and protected passage to and from school, free from violence, intimidation, physical risks or any barriers

### ***Policy Focus 2: The Right to Quality Education***

For education gains to be realised by extremely poor children, high quality education is a prerequisite. Concern understands that quality education will achieve a wide range of skills and knowledge in many subjects. Concern will focus on academic learning outcomes specific to literacy and numeracy, as a pre-requisite to accessing the full curriculum. Literacy interventions will be prioritised as the first point of intervention. When the school system is meeting the literacy instruction needs of learners, mathematics will then be prioritised. Minimum standards:

- Education policies and plans reflect principles of inclusive and transformative education, with strong monitoring systems and results-based management strategies

- Educators equipped with skills, knowledge and resources to effectively teach and facilitate learning in early grade literacy and numeracy
- Curriculum content that values and applies mother-tongue based and bilingual education
- Curriculum content that follows internationally-approved best practice guidelines for literacy and numeracy instruction, linked to grade-appropriate competency indicators and monitoring tools
- Reading materials, spanning a range of genres and skill levels, that children can access and use regularly
- Mathematics curriculum content that incorporates contextually appropriate and relevant skill development
- National, district, community and school systems that promote child-centred learning and inclusive education for extremely poor and vulnerable children

### ***Policy Focus 3: The Right to Education that Supports Child Well-Being***

Concern understands that learning takes place through multiple overlapping experiences throughout a child's life. Explicit and implicit violence in the school, home, community and wider society violates children's rights to protection and impedes healthy development and learning. Age-appropriate life skills education, with a focus on HIV and AIDS prevention education, can encourage young people to adopt attitudes and behaviour that protect their health, such as empowering them to make informed decisions and negotiate safer sexual relations. Inter-personal skills such as assertive communication, self-esteem, decision-making and negotiation are empowering assets that extremely poor people, especially girls, need space and support to develop. Minimum standards:

- Educators equipped with skills, knowledge and resources to effectively teach and facilitate learning in age-appropriate life skills, including HIV and AIDS education
- A broad, relevant and inclusive curriculum that promotes child rights, equality and diversity
- A learning environment (within the home, community, school and wider society) that promotes the healthy social, emotional, cognitive and physical development of the child
- Age-appropriate safe spaces for peer interaction, such as play spaces and adolescent study circles, especially during times of crisis and fragility
- A safe and supportive learning environment, free from all forms of violence, bullying, discrimination and abuse
- Referral pathways to report cases of abuse against children, which are child-centred and provide appropriate responses to the child's health, psycho-social, education and protection needs
- Justice mechanisms that hold perpetrators of gender-based violence accountable for their actions and protect children from further abuse and retribution

### ***Approaches to ensure access, quality and well-being are achieved***

#### **School-Related Gender-Based Violence**

It is widely acknowledged that without ensuring the mutually reinforcing rights to protection, equality and quality in education, achieving the Millennium targets or Education for All goals will not be possible. Gendered violence within education settings has been identified as a major barrier to children accessing their right to education, and is often more prevalent and widespread in countries experiencing conflict or emerging from emergencies.

Implicit and explicit violence experienced by girls and boys in the school setting negatively impacts retention, attendance, academic performance and learning achievement<sup>xv</sup>. Gender disparity in student enrolment on entry to primary school is often targeted and addressed through community initiatives to raise awareness on the importance of education for all. However, while on the way to/from school and while at school students are often at risk of sexual violence, psychological abuse, corporal punishment and other forms of abuse.

Improved child well-being, including the development of healthy and positive relationships between girls and boys, can provide a foundation for empowerment and respect for future generations. However, education systems that institutionalise gendered violence serve to reinforce violence and the abuse of human rights and normalise the abuse of girls and women.

Concern is committed to the development of models of best practice and lessons learned from SRGBV programmes. This will support Concern's own programmatic efficacy and also contribute to the knowledge of practitioners and policy-makers internationally. While the problem of SRGBV is not a new phenomenon, SRGBV programming is relatively new to the development agenda. Studies into gendered violence in school settings are increasing in number, but there is a lack of research and rigorous monitoring and evaluation tools available on the effectiveness of SRGBV programme interventions. The *Safe Learning* model will be piloted in at least one country within the time-frame of this Education Strategy and is included under Strategic Objective 3.

Concern's expertise in preventing and effectively responding SRGBV is prioritised as our distinctive contribution to the global education agenda and we will continue to invest in this.

### Focus on the extreme poor

The focus on all of our work is on the extreme poor. Concern's understanding of extreme poverty is detailed in our paper *How Concern Understands Extreme Poverty*, available [here](#), which identifies the extreme poor as those with very few assets and a poor return from them and recognises the main causes and maintainers of extreme poverty of risk and vulnerability and inequality.

Education is a human asset – one which we can retain throughout our lives. In fragile contexts where people are vulnerable to displacement and loss of physical assets, an individual's education may be the only portable asset they carry with them. Extremely poor children, including girls and vulnerable children, have less access to education services and the quality of service provision is often too low for them to realise significant returns. Children from households where chronic poverty affects daily decisions are at increased risk of missing education opportunities. Labour demands, poor health status, disruption of education services due to disasters and social exclusion can impact attendance rates and learning outcomes.

The table in Annex 2 provides more detail on how we view education in respect of these three dimensions of poverty. Concern's understanding of extreme poverty underpins all stages of the programme management cycle. Our education programmes will address inequality and discrimination in the education system, recognising the power of education to challenge or re-enforce violence and inequality within wider society. Interventions to improve child well-being centre around the child as an individual with the power to live in, and contribute to, a more equal and violence-free society throughout their lives. In this way children are agents of change as well as beneficiaries of a more equitable system that upholds the universal right to education for all.



The figures contained in Annex 1 provide an overview of where the countries we work in perform against a series of key indicators (extracted from the EFA Global Monitoring Report for 2012). This shows, for example, that while the Net Enrolment Rate globally for children of primary school going age is 89%, amongst countries of low income this falls to 80%, but in some of the countries where Concern is operational this can be as low as 62% (in Niger). Similarly, while children can expect to spend 11.5 years at school in their lifetime, this drops to 9.2 years in countries of low income, and as low as 4.9 years in Niger, 7.3 in Pakistan and 8.1 in Afghanistan. There are further discrepancies between boys and girls in terms of enrolment, completion and school life expectancy. One interpretation of this is that in countries, like Kenya, that has high NER (of 83%), it is our target group (the Extreme Poor) that are being excluded from education.

### Technology for Education

Innovations through technology have the potential to transform education systems. In Kenya, the entire curriculum has been digitalised to off-set against publishing/printing costs. Initiatives such as “one laptop per child” and the Interactive Whiteboard Expansion Project are being adapted at national level by governments globally. While the potential of the internet and computer software to revolutionise classrooms is being realised in many parts of the world, we often work in unconnected environments where a functioning blackboard can have a big impact.

Concern is committed to driving forward technology solutions that enhance education outcomes for extremely poor children. Past and current successes include portable solar lighting, and large-scale classroom lighting using solar technology. We have invested in digital data gathering technology for Early Grade Reading Assessments, using Tangerine™ software. We are including Video-Feed-Forward technology in our teacher training programme in Kenya and hope to expand this from 2013. Through our participation in networks such as Nethope and Microsoft’s Literacy for Life collaboration, we will continue to identify, adapt and roll-out innovative solutions for education in the most challenging environments.

### HIV and AIDS

Learning about HIV transmission and prevention at a young age is critical in supporting a reduction in HIV infection rates for future generations. Such knowledge is also important for educators, parents, community members, and Concern staff to ensure that the communities in which we work are empowered to minimise the negative impact of HIV and AIDS, and to protect the rights of children infected or affected by HIV and AIDS within the school system. Consequently, HIV and AIDS education is included as a specific component of all education programmes. Further, Concern is committed to mainstreaming a response to and integrating activities that take into account HIV transmission, vulnerability and the impact of HIV and AIDS within our education programmes.

### Family Literacy

As we focus on formal primary school education, it is clear that adult education activities do not fall within the scope of our education programmes. However, we recognise the role of family members in supporting children’s learning. Parents, siblings and extended family members can play an important role in ensuring children attend school daily, have time for homework and, most importantly, are encouraged in their literacy learning. Family literacy interventions can provide parents and family members with the knowledge, attitudes and practices that will support their children’s learning.

Where appropriate, Concern will provide family literacy interventions as part of our education programmes. The purpose of a family literacy intervention is to improve students' success in literacy through a more supportive home/family environment. Interventions will be designed to improve the knowledge, attitudes and practices of parents and community members to support their children's education. All other adult education activities (such as improved market skills, literacy skills to access loans and savings etc.) are considered outside of the scope of an education programme and should be situated within other sectors.

It is likely that adult literacy classes will be conducted within our Food, Income and Markets (FIM) or Health programmes. When this is the case, Concern's education programmes are committed to providing *technical assistance* and support to adult literacy classes within other sector programmes.

### Integrated Programming

Concern's impact pathway in 2015, outlined in the Strategic Plan 2011-2015, emphasises a multi-sectoral approach to reaching the goal of major and lasting improvements in the lives of the extreme poor. Education is recognised as a contributor to achieving Concern's objectives in hunger and health, and in its own right as a foundation stone for long term development.

Where appropriate, education programmes will link with FIM and Health programmes, contributing to country-level objectives related to assets, inequalities and risk and vulnerability. Following a contextual analysis, children from extremely poor households are identified as part of the participatory process in the communities where we work. Multi-sectoral interventions can provide opportunities for holistic and sustainable development programmes, providing a synergy that results in greater impact than that of stand-alone education programmes. For example, FIM programmes may include income-generating activities that benefit the parents of extremely poor children, addressing poverty barriers to children's attendance at school.

### Humanitarian Response through Education

Concern's humanitarian identity mandates us to prioritise and maintain the capacity to respond quickly and effectively to emergencies. The key objectives in any such interventions are saving lives and alleviating suffering; maintaining dignity during and in the aftermath of disasters; and strengthening community preparedness for future disasters. Education is directly linked to improved health outcomes and a significant reduction in child mortality. Education for All will not come to fruition until children affected by emergencies have access to quality learning opportunities that can help them withstand and quickly recover from the upheavals that affect their societies.

A gap in access to education due to emergencies will cost future generations the health, income, equality and well-being benefits associated with education – trapping them in a vicious poverty cycle. In our humanitarian action, we will respond to the right to protection and the right to education through contextually relevant interventions. These may include the establishment of Temporary Learning Spaces (TLS), supporting community-led schools and contributing to the re-establishment and re-building of national education systems in a post-conflict setting.

We will advocate at a global level with donors and UN agencies to prioritise humanitarian responses to education in emergencies. In particular we will advocate with the EC to grow their new Children in Peace initiative. We will actively build our relationship with UNHCR to become a partner in implementing education programmes in emergencies.

### Disaster Risk Reduction

As we work in contexts of extreme poverty, fragility and vulnerability, Concern will take action to reduce the impacts of disasters on the education sector. Events such as natural disasters, outbreaks of disease, violence and slow-onset food insecurity impact attendance in school and the learning potential of children. In response, Concern's education programmes will incorporate Disaster Risk Reduction interventions.

We will work with government structures, communities and other actors to support risk and vulnerability analysis and planning. For example, life skills education should include age-appropriate life-saving information for children – how to respond to an earthquake, how to treat water during cholera outbreaks, how to prevent an unplanned pregnancy and sexually transmitted infections etc. Early warning systems should be linked to schools to alert children to return home from school prior to emergencies. If a school is identified as an evacuation point during emergencies (e.g. flooding), planning should include recovery of the school following the emergency so that there is not a gap in services.

### Limitations

Concern recognises that programme goals cannot be achieved in isolation from other actors, such as governments and donors. Our theory of change involves coordination and collaboration with other actors, with Concern's activities focused around our niche areas. Our programmes will focus on activities that directly improve children's *learning outcomes*, moving away from activities that indirectly support education, such as school buildings and uniforms.

- While we recognise the importance of safe and secure school buildings, Concern's experience and current funding trends<sup>xvi</sup> demonstrate that major donors and governments are best placed to respond to school construction and infrastructure supports. Where possible, Concern will advocate for other actors (including governments, development actors and private sector actors) to construct and resource new schools in areas where primary schools are not accessible. Only where this proves to be impossible (and within a holistic education programme), should Concern directly support infrastructure development. For example, there may be immediate infrastructure needs in an emergency response situation or in countries with failed governance structures.
- The provision and management of school feeding programmes is not within Concern's focus. However, in situations where school feeding programmes are required, Concern will coordinate with other actors to ensure that school feeding programmes are conducted in ways that promote learning in efficient and equitable ways. Where an emergency response or a nutrition programme identifies the need for a school health initiative involving school feeding, this should be directly supported as a Health Programme.

## 8. Core Outcomes, Indicators and Activities

As guidance for education programme planning, the following tables provide the core indicators against which Concern measures progress for each outcome – access, quality and well-being. Engagement at community/home (local), district/county and national levels is necessary for each education programme. Our work at district/county and national levels will be informed by our understanding of local-level change in schools, communities and homes. Programme data relating to access, quality and well-being will be used to influence change within the wider education system.

**A Concern education programme in practice:  
Concern Haiti<sup>xvii</sup>**



In rural Saut d’Eau, Concern implements the *Multi-Sectoral Rural Development Programme* in 30 school communities. The approach is integrated – extremely poor households benefit from the Food, Income and Markets programme, while children within these households benefit from the education programme. The education programme has three objectives:

- Ensuring equal access to education
- Improving early grade literacy
- Tackling risks and vulnerabilities to ensure child well-being

In 2012, together with the Ministry of Education, Concern conducted an Early Grade Reading Assessment (EGRA) and a baseline assessment. Key findings were that schools often start late; absenteeism is high, especially for girls; almost half (56%) of children interviewed said they were beaten in school in the past two weeks; reading levels were extremely low – 70% of grade 2 students; **50% of grade 3 students and 35% of grade 4 students could not read a single word in a simple Creole text.**

Concern’s team of Teacher Trainers are now working directly with the staff and communities of 30 schools, some of which accessible only by trekking on foot. The teachers participate in training during holidays and weekends, focusing on how to teach literacy in grades 1-3. Teaching manuals, children’s books and writing materials are provided in each classroom. **Concern Teacher Trainers and District Education Inspectors provide follow-up coaching in the classrooms to support teachers** in applying their training.

We are working closely with parents and the community, to improve student attendance and to hold schools accountable for the services they provide. **Parent-Teacher Associations** have been formed, and they are participating in training on how to monitor school opening hours and attendance, and how to improve learning conditions. More challenging, we are using the *Designing for Behaviour Change* approach to tackle the endemic use of corporal punishment and violence in schools.

To improve child well-being we introduce **life-saving messages in the school curriculum** – children learn what they should do in the event of an earthquake or during a cholera outbreak. At an age-appropriate level, boys and girls are taught sex education and how to protect themselves from HIV, pregnancy and STIs.

At national-level, Concern is part of the Literacy Working Group within the Ministry of Education, contributing to curriculum development, planning and policy development. Evidence and lessons learnt in Saut d’Eau are shared in Port-au-Prince to **influence national decision-making on education** issues. Through a network of education-focused NGOs, we are leading efforts to introduce a national Teachers Code of Conduct, providing a framework of professional conduct and child protection for schools.

## Outcome 1: Improved Access to Education

### CORE INDICATORS:

#### National level (and programme level where available)

- Net Enrolment Rate
- Gross Enrolment Rate

#### Programme level (and national level where available)

- Attendance rate of students
- Attendance rate of teachers
- Average hours of curricular instruction
- Grade retention rate

### NATIONAL

- Use programme data and learning on *Time-on-Task* to advocate for national-level systems to monitor and improve student attendance, teacher attendance and hours of curricular instruction
- Provide technical assistance to Ministry of Education in planning, policy development and implementation for improved access to education for all
- Lead advocacy efforts for, and support partners and community groups to advocate for, reforms to the education system to respond to the right to education for all children
- Support Ministries of Education to conduct risk analysis, develop Disaster Risk Reduction plans and implement these plans
- Coordinate emergency responses with Ministries of Education, where appropriate, and support the re-building process of the education system following an emergency

### DISTRICT

- Support mechanisms for district-level education offices to collect, analyse and respond to *Time-on-Task* data
- Support complaints-response mechanisms for district education offices to effectively respond to poor teacher attendance or harmful practices affecting children's participation in school
- Support mechanisms for improved communication between district education offices, schools and communities, through Parent-Teacher Associations or other structures
- Support district education offices to develop appropriate management responses to school needs, such as equitable resource distribution
- Support district level school management in conducting risk analysis, developing Disaster Risk Reduction plans and implementing these plans
- Incorporate district level education offices in emergency responses, where appropriate, and support the re-building process of the education system following an emergency

### LOCAL

- Develop and roll-out systems for monitoring *Time-on-Task* (student attendance, teacher attendance, hours of curricular instruction)
- Support complaints-response mechanisms for communities/schools to report poor teacher attendance or harmful practices affecting children's participation in school
- Engage parents and communities in school management with specific objectives to improve children's participation in school
- Facilitate improved knowledge, attitudes, and practices (KAP) on the right to education for all among community and school-level stakeholders through participatory approaches, such as Community Conversations
- Facilitate the identification of barriers to children's participation in school and the implementation of community-based solutions
- Support school/community interventions that target girls and extremely poor children to increase their participation
- Support school management in conducting risk analysis, developing Disaster Risk Reduction plans and implementing these plans
- Respond to emergencies with the establishment of contextually appropriate interventions – Temporary Learning Spaces, community-led schools etc.

## Outcome 2: Improved Quality of Education

### CORE INDICATORS:

Programme level (and national level where available)

- Percentage of students scoring minimum standard of literacy skills (including measures of reading fluency)
- Percentage of students scoring minimum standard of numeracy skills
- Grade retention rate
- Grade repetition rate

### NATIONAL

- Use programme data and learning on children's learning outcomes in literacy and numeracy to advocate for national-level systems to monitor and improve the quality of teaching and learning
- Influence national teacher training curricula to incorporate learning from literacy interventions to improve formal pre-service teacher training
- Provide technical assistance to Ministry of Education in planning, policy development and implementation for improved quality of literacy (and numeracy) instruction
- Lead advocacy efforts for, and support partners and community groups to advocate for, reforms to the education system to improve children's learning outcomes in literacy (and numeracy)

### DISTRICT

- Support mechanisms for district-level education offices to collect, analyse and respond to data on children's learning outcomes
- Support district education offices to develop appropriate management responses to improve the quality of teaching and learning
- Provide technical assistance and training for district education staff on literacy interventions, monitoring results and supporting school staff

### LOCAL

- Develop and roll-out systems for monitoring children's learning outcomes in literacy and numeracy
- Implement literacy (or numeracy) interventions (teacher training, provision of teaching and learning materials and in-classroom coaching and monitoring)
- Where appropriate, design and implement literacy interventions that promote mother-tongue and bilingual education
- Use existing materials/courses/colleges as a starting point for all interventions and prioritise sustainable resource solutions (effective use of textbooks, blackboards etc.)
- Engage parents and communities in school management with specific objectives to improve children's learning outcomes in literacy or numeracy
- Integrate effective teaching methodologies into literacy/numeracy interventions so that learner-centred techniques are modelled and embedded in course materials
- Support teacher professional development (prioritising female teachers) and link teacher training to accreditation by Ministries of Education where possible
- Support family literacy initiatives designed to improve knowledge, attitudes, practices and behaviours that impact children's education

### Outcome 3: Improved Well-Being of Children

**CORE INDICATORS:**

**Programme level** (and national level where available)

- Gender parity ratio
- All indicator values for outcome 1 and 2 disaggregated by sex
- Child well-being index
- Percentage of girls and boys aged 10-14 who correctly identify ways of preventing sexual transmission of HIV and who reject major misconceptions about HIV transmission

**NATIONAL**

- Use programme data and learning on SRGBV to advocate for national-level systems to prevent and effectively respond to SRGBV
- Provide technical assistance to Ministry of Education in planning, policy development and implementation for improved prevention and effective response to SRGBV
- Lead advocacy efforts for, and support partners and community groups to advocate for, reforms to the education system to improve children's well-being and life skills education

**DISTRICT**

- Support mechanisms for district-level service providers to effectively respond to cases of SRGBV (education, health, police, social services etc.)
- Support district education offices to develop appropriate management responses to improve child well-being and life skills education
- Provide technical assistance and training for district education staff interventions to prevent and effectively respond to SRGBV

**LOCAL**

- Support the establishment of safe spaces for age-appropriate peer interaction (play spaces, girls' clubs, adolescent study circles, debate clubs etc.)
- Support life skills education within the school or community (sex education, HIV and AIDS education, health and hygiene promotion etc.)
- Provide teacher training and in-classroom support on mechanisms to promote children's receptive and expressive language skills for improved communication, self-expression, negotiation, questioning etc.
- Facilitate community analysis of SRGBV and support community-based action plans to prevent and effectively respond to SRGBV
- Facilitate improved knowledge, attitudes, and practices (KAP) on SRGBV among community and school-level stakeholders through participatory approaches, such as Community Conversations
- Engage men and boys in the promotion of gender equality through participatory approaches to challenge negative perceptions of masculinity, and identify mechanisms for men and boys to lead change within their communities

Note: Each of the indicators provided in the above tables should be disaggregated by sex. A complete list of Concern standard indicators and definitions is available [here](#).

## 9. Global Strategic Goal and Objectives

### Strategic Goal

To improve the lives of extremely poor children in a sustainable way, by increasing access to quality primary education, contributing to the achievement of education-related Millennium Development Goals 2 and 3 and Education for All Goals 1-6.

### Strategic Objectives

Six strategic objectives are provided below, with outcomes for each. Annex 3 provides a detailed Results Framework for Education, with a detailed framework of objectives, outcomes, indicators and global targets. Annex 4 provides a break-down of milestones in working towards each objective over a five year period (2013-2017).

1.	To achieve significant and sustainable improvement in children's access to education, and contribute to the achievement of MDG2 and EFA Goal 2, in at least five Concern country contexts by 2017
1.1.	Strengthened education systems that monitor and improve <i>Time-on-Task</i> (student attendance, teacher attendance and hours of curricular instruction)
1.2.	Improved knowledge, practice and coverage of selected community-school management mechanism to improve access to education for girls and extremely poor children
2.	To achieve significant improvements in children's learning outcomes, and contribute to MDG 2 and EFA Goal 6, in at least five Concern country contexts by 2017
2.1.	Strengthened education systems that support children in effectively learning basic literacy skills in grades 1-3
3.	To achieve significant improvements in children's well-being for healthy development and effective learning, and contribute to MDG 3 and EFA goals 3 and 5, in at least 4 Concern country contexts by 2017
3.1.	Strengthened education systems that prevent and effectively respond to SRGBV
3.2.	Improved knowledge, practice and coverage of selected SRGBV behaviour change interventions in the community
4.	To achieve significant improvements in access to quality education for children living in poor-vulnerable contexts during humanitarian emergencies, contributing to MDG2 and EFA Goal 2, in at least 3 Concern country contexts by 2017
4.1.	Prevention of gaps in education service provision during and following emergencies
4.2.	Education service provision which is designed to meet the specific needs of the most vulnerable children living in an emergency context
5.	To advocate for an improved policy environment for the advancement of education via strategic influencing at local, national and international levels based on programme learning
5.1.	Increased documentation of lessons learned from education programmes, particularly those applying innovative approaches
5.2.	Key policy issues related to Concern's education programmes identified and included in policy dialogue internationally, nationally and locally
6.	To improve the capacity of Concern and partner education technical staff throughout the organisation to achieve the above



- 6.1. Concern and partner staff have increased ability to manage research and write learning papers
- 6.2. Concern and partner staff have increased ability to monitor and evaluate programmes, improving programme quality
- 6.3. Concern and partner staff (headquarters and field) are adequately supported to develop their technical capacity

## 10. Putting the Strategy into Practice

This strategy will be achieved according to the strategic goal and objectives provided above. Strategic management, implementation and monitoring of the Education Strategy will be conducted by the Education Programme Planning and Monitoring Group (PPMG).

Our education programme for the period 2013 – 2017 focuses on three specific areas, Access, Quality and Well-Being, however, when not all country programmes will implement the same activities, context, ability to engage at national or district level and capacity will influence what we do where. The following table provides an indication of what our activities at country level will look like. This contains some important distinctions, for instance while every country programme will be expected to embed School Related Gender Based Violence in their programmes, only four will be targeted to implement the safe schools model over the next five years (and only one will be subject to the full research model).

**Figure 3: Areas of programme focus, by country**

	Early Grade Reading (focus on effectively learning basic literacy skills)	Focus on Time on Task	Support to Community School Management Structures	Safe Schools Model	Embedded SRGBV Activities	Education in Emergencies	DRR Assessment in Education Programme
Bangladesh	B	B	B	B	C	-	C
Liberia	B	A	B	C	B	-	-
Afghanistan	A	-	A	-	A	A	A
Haiti	C	C	A	A	A	-	-
Rwanda	-	-	A	-	-	-	-
Burundi	-	-	B	-	C	-	-
Sierra Leone	C	B	A	-	C	-	-
Niger	A	A	A	-	-	-	-
Malawi	C	A	A	C	C	-	-
Kenya	C	C	A	-	B	-	-
Somalia	C	-	B	C	B	C	C
Lebanon*	-	-	-	-	A	B	A
Chad	Assessment for new Programme						
Pakistan	Assessment for new Programme						

**Note:** Most programmes engage at all more than one level – this table indicates their primary engagement level. - = Included in programme, but not a particular focus; A = Direct implementation with beneficiaries; B = Engaging with local level service providers to strengthen their systems; C = National level engagement with a focus on bringing systemic change. \*Projected from existing planning documents

## **11. Monitoring and Review Process**

Aligned with Concern's organisational commitments to results-based management, Annex 3 provides a Results Based Framework for Education with indicators, global targets and means of verification. Annex 4 details annual milestones to measure progress in achieving each of the strategic objectives for education. Monitoring and review will take place through the following:

- Education PPMG to develop annual work plans to achieve targets and review these in the first quarter of each year
- Education technical staff within the Strategy, Advocacy and Learning Unit (SAL) conduct an internal meta-evaluation every three years for submission to Concern Senior Management Team and Council
- Each country-level education programme will follow Concern's Programme Management Cycle, including base-line and end-line assessments and final evaluations of each programme. These reports, along with annual progress reports, will be the primary source of evidence for progress in achieving targets at programme-level

Concern recognises that both internal and external environments change. Such change may have a bearing on the scope and content of this policy. Consequently, it will be reviewed periodically. The review process will be consultative and participatory in nature. The responsibility for initiating the review process rests with Concern's Senior Management Team and Council.

## 12. Annexes

**Annex 1: Assorted Education Indicators, by Country**

HDI Rank (2013)	Country	Net Enrolment Rate (NER) in Primary Education (%) (2010)				Primary Education Completion - Survival Rate to Last Grade (2009)			School Life Expectancy (expected number of years of formal schooling from Primary to Tertiary Level) (2010)			Adult Literacy (15 and over) (%) (2005 - 2010)			Total Public Expenditure on Educations as % GNP
		Total	Male	Female	GPI	Total	Male	Female	Total	Male	Female	Total	Male	Female	2010
72	Lebanon	92	92	91	0.99	92	90	93	13.9	13.5	14.3	90	93	86	1.8
116	Syria	93	94	92	0.98	95	94	95	...	...	...	83	90	77	5.0
136	India	92	93	92	0.99	...	...	...	10.7	...	...	63	75	51	4.5
145	Kenya	83	82	83	1.01	...	...	...	11.1	11.4	10.7	87	91	84	6.7
146	Bangladesh	...	...	...	...	66	62	71	...	...	...	57	61	52	2.1
146	Pakistan	74	81	67	0.82	62	64	59	7.3	8.0	6.5	55	69	40	2.3
152	Tanzania	98	98	98	0.99	81	76	87	...	...	...	73	79	67	6.2
161	Haiti	...	...	...	...	...	...	...	...	...	...	49	53	45	...
161	Uganda	91	90	92	1.03	32	32	32	11.1	11.3	10.8	73	83	65	3.2
163	Zambia	91	90	92	1.02	53	55	52	...	...	...	71	81	62	1.5
167	Rwanda	99	...	...	...	37	35	39	10.9	10.9	11.0	71	75	68	4.7
170	Malawi	97	94	99	1.05	53	52	54	10.4	10.4	10.4	75	81	68	5.9
171	Rep. Sudan	...	...	...	...	91	86	98	...	...	...	71	80	62	...
172	Zimbabwe	...	...	...	...	...	...	...	...	...	...	92	95	90	...
173	Ethiopia	81	84	79	0.94	47	47	48	8.7	9.3	8.0	39	49	29	4.7
174	Liberia	...	...	...	...	46	49	43	...	...	...	61	65	57	3.5
175	Afghanistan	...	...	...	...	...	...	...	8.1	10.1	6.1	...	...	...	...
177	Sierra Leone	...	...	...	...	...	...	...	...	...	...	42	54	31	4.3
178	Burundi	...	...	...	...	56	52	61	11.3	11.8	10.9	67	73	62	9.4
184	Chad	...	...	...	...	28	28	27	7.4	9.0	5.7	34	45	24	3.1

185	Mozambique	90	92	87	0.95	27	28	26	...	...	...	56	71	43	...
186	DR Congo	...	...	...	...	55	58	51	8.5	9.8	7.2	67	77	57	2.7
186	Niger	62	68	57	0.83	69	71	67	4.9	5.5	4.3	29	43	15	3.9
N/A	DPR Korea	...	...	...	...	...	...	...	...	...	...	100	100	100	...
N/A	Rep. South Sudan	...	...	...	...	...	...	...	...	...	...	...	...	...	...
N/A	Somalia	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	World	89	90	88	0.98	91	86	98	11.5	11.6	11.3	84	89	80	4.8
	Developing Countries	88	89	87	0.98	81	76	87	10.9	11.1	10.7	80	86	74	4.7
	Countries with Low Income	80	82	78	0.95	59	58	59	9.2	9.7	8.6	63	70	56	4.3

Source: Education For All (EFA) Global Monitoring Report 2012 (next edition covering 2013/14 due January 2014)

Empty data cells (...) indicate that the data is not available.

## Annex 2: Concern's Understanding of Extreme Poverty and Education

Assets	Inequality	Risks and Vulnerability
<ul style="list-style-type: none"> <li>• Human assets, such as <b>the knowledge, abilities and skills</b> an individual acquires through education and training, are essential for enhancing income earning and increasing returns on natural, financial and physical assets. Improving education outcomes for the extreme poor is the overall goal of a programme.</li> <li>• Significant <b>non-monetary returns</b> are linked to education, such as access to social networks, better health, reduced poverty and improved well-being, confidence and communication skills. These are considered to be valuable assets and also mechanisms to benefit from greater return on assets.</li> <li>• Education is a long-term investment, for which returns may not be realised until beneficiaries become adults. It is the <b>returns from education to the household over the life cycle</b> that must be considered, breaking the inter-generational cycle of poverty.</li> <li>• The <b>availability of education</b> and related services is an important asset. Where quality services (trained teachers, appropriate curriculum etc.) are not provided, returns on investment will not be realised.</li> <li>• Learning outcomes from education are <b>dependent on the availability of other assets</b>. A lack of assets, such as health status, at household level may limit a child's learning cognitive development, opportunities to attend school and learning potential.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inequitable provision of education services</b> is a barrier to children's right to education. Children living in under-served areas, such as those in remote communities, will be targeted for support.</li> <li>• Even where services exist, marginalised and vulnerable children may be excluded through discrimination, poverty etc. <b>Inclusive education</b> for all children, regardless of sex, disability status, religion, ethnicity etc. is a priority.</li> <li>• In addressing equality of access to education, Concern strives for <b>"equality of outcome."</b> Beyond opening opportunities for children to participate in school, we must address the obstacles to their full participation and learning success.</li> <li>• <b>Gender discrimination</b> continues to be a major barrier to education access and learning success. Girls are identified as a specific group at risk of exclusion from the learning process and measures must be taken to address their needs.</li> <li>• A school's culture, structures and processes educate children on gendered expectations and social behavioural norms, and can <b>challenge or reinforce gender inequalities within any society</b>. Education systems must promote values of non-discrimination, tolerance and equality.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gender-based violence</b>, within the home, community, school or wider society, is a major barrier to children's education success. Explicit and implicit GBV limits children's attendance, learning outcomes and well-being and is a gross violation of children's rights.</li> <li>• Children from households where <b>chronic poverty</b> affects daily decisions are at increased risk of missing education opportunities, due to labour demands, poor health status and social exclusion. When <b>shocks and stresses</b> occur, such as the hunger season, affected households may de-prioritise education and focus on immediate needs.</li> <li>• Education can be disrupted by <b>natural hazards, conflict and instability</b>. Children living in extremely vulnerable contexts face increased risk of education disruptions, often for long periods of time. Support to education in emergencies is vital to ensure that children's learning cycles continue, and to provide safe spaces for children to recover from shocks and access psycho-social support.</li> <li>• Students and teachers affected or infected by the <b>HIV virus</b> are impeded by both stigma and poor health in their ability to participate in the education system. HIV and AIDS education can be rolled out through an education system.</li> <li>• The formal education system offers opportunities for <b>Disaster Risk Reduction</b> education, planning and implementation. Life-saving messages can be passed to children in advance of, during and after a disaster or crisis.</li> </ul>

**Annex 3: Results Framework for the Education Strategy (see next page)**

**EDUCATION STRATEGY RESULTS FRAMEWORK**

**Strategic Goal:**

To improve the lives of extremely poor children in a sustainable way, by increasing access to quality primary education, contributing to the achievement of education-related Millennium Development Goals 2 and 3 and Education for All Goals 1-6

**Intermediate outcomes:**

- Improved access to education
- Improved quality of education
- Improved child well-being

<b>Strategic objective 1</b>	<b>Outcome 1.1</b>	<b>Indicator(s)</b>	<b>Concern Global Target</b>	<b>Means of verification</b>
<p>To achieve significant and sustainable improvement in children’s access to education and contribute to the achievement of MDG 2 and EFA Goal 2.</p> <p>LIBERIA, SIERRA LEONE, HAITI, NIGER, MALAWI</p> <p>RWANDA (outcome 1.2)</p>	<p>Strengthened education systems that monitor and improve <i>Time-on-Task</i> (student attendance, teacher attendance, hours of curricular instruction)</p>	<p>1) Number of Concern’s education programmes with evidence of increased Time-on-Task</p>	<p>5 Concern programmes showing improvements of &gt;50% in Time-on-Task data (in Concern-supported schools)</p>	<p>Annual progress towards programme results frameworks, final or midterm evaluations/surveys</p>
		<p>2) # of countries where Concern’s advocacy efforts have contributed to Ministries of Education including Time on Task data in Education Management Information System (EMIS)</p>	<p>5 education programmes with Time-on-Task data included in national and/or district EMIS</p>	<p>Annual progress towards programme results frameworks, final or midterm evaluations/surveys</p>
		<p>3) Number of Concern’s education programmes evidencing increased capacity of district education teams to improve Time-on-Task</p>	<p>District-level Time-on-Task data in 5 programme countries shows improvements of &gt; 25% (in all schools including those not supported by Concern)</p>	<p>Annual progress towards programme results frameworks, final or midterm evaluations/surveys</p>
	<b>Outcome 1.2</b>	<b>Indicator(s)</b>	<b>Concern Global Target</b>	
	<p>Improved knowledge, practice and coverage of selected community-school management mechanisms to improve access to education for girls and extremely</p>	<p>1) Number of Concern’s education programmes with evidence of community-school management structures meeting targets for</p>	<p>5 education programmes where programme data demonstrates that community-school management structures met or exceeded targets for increased</p>	<p>Annual progress towards programme results frameworks, final or midterm evaluations/surveys</p>

	poor children	increased retention of girls and extremely poor children	attendance of girls and extremely poor children	
<p><b>Strategic objective 2:</b> To achieve significant improvements in children’s learning outcomes and contribute to MDG 2 and EFA goal 6.</p> <p>LIBERIA, HAITI, SOMALIA, AFGHANISTAN, SIERRA LEONE</p>	<b>Outcome 2.1</b>	<b>Indicator(s)</b>	<b>Concern Global Target</b>	<b>Means of verification</b>
	Strengthened education systems that support children in effectively learning basic literacy skills in grades 1-3	1) Number of Concern’s education programmes with evidence of improved early grade literacy skills	5 Concern programmes demonstrating improvements >40% of students reaching minimum standards for literacy	Annual progress towards programme results frameworks, final or midterm evaluations/surveys (EGRA)
		2) Number of Concern’s education programmes with evidence of improved Ministry of Education teacher training curricula for literacy instruction	3 Concern programmes (Liberia, Haiti and Sierra Leone) documenting positive changes in teacher training curricula for literacy instruction	Annual progress towards programme results frameworks, final or midterm evaluations/surveys
		3) Number of Concern’s education programmes that generate evidence of improved early grade literacy through mother-tongue bilingual literacy education	2 Concern programmes (Haiti, Liberia) demonstrating improvements >50% of students reaching minimum standards for literacy in mother-tongue (L1) and >50% of students reaching minimum standards for literacy in second language(L2)	Annual progress towards programme results frameworks, final or midterm evaluations/surveys (EGRA)
		4) Number of Concern’s education programmes with evidence of policy change at national level to prioritise mother-tongue and bilingual education	2 Concern programmes (Haiti, Liberia) with documented evidence of increased resource allocation to and strengthened policy/strategy prioritisation of mother-tongue and bilingual education	Annual progress towards programme results frameworks, final or midterm evaluations/surveys
<b>Strategic objective 3:</b> To achieve significant improvements in children’s well-being for healthy development and effective learning, and contribute to	<b>Outcome 3.1</b>	<b>Indicator(s)</b>	<b>Concern Global Target</b>	<b>Means of verification</b>
Strengthened education systems that prevent and effectively respond to SRGBV and HIV	Number of Concern’s education programmes with evidence of improved gender parity in attendance and learning outcomes	4 Concern programmes achieving gender parity in attendance and learning outcomes	Annual progress towards programme results frameworks, final or midterm evaluations/surveys with EGRA	



MDG3 and EFA goals 3 and 5  SIERRA LEONE, LIBERIA, MALAWI, KENYA		Number of Concern's education programmes with SRGBV interventions that show evidence of reduction in children's experience of school-related gender based violence	1 Concern programme with qualitative data documenting reduction in children's experience of SRGBV over the course of the programme	Longitudinal qualitative study
		Number of Concern's education programmes with SRGBV interventions that show evidence of improved student well-being (including age-appropriate life skills)	1 Concern programme with child well-being interventions that show improvements of >50% in a child well-being index	Annual progress towards programme results frameworks, final or midterm evaluations/surveys (well-being index tool)
	<b>Outcome 3.2</b>	<b>Indicator(s)</b>	<b>Concern Global Target</b>	<b>Means of verification</b>
	Improved knowledge, practice and coverage of selected SRGBV and HIV behaviour change interventions in the community	Number of Concern's education programmes demonstrating effective KAPB change on SRGBV (including HIV and AIDS)	4 Concern programmes with behaviour change strategies and that show improvements in > 50% of key indicators related to SRGBV knowledge, attitudes, practices and behaviours (including HIV and AIDS)	Behaviour change strategy with evidence of implementation  Final or midterm evaluations/surveys
<b>Strategic objective 4:</b> To achieve significant improvements in access to quality education for children living in poor-vulnerable contexts during humanitarian emergencies, contributing to MDG2 and EFA Goal 2, in at least 3 Concern country contexts  AFGHANISTAN, HAITI (Outcome 4.1)	<b>Outcome 4.1</b>	<b>Indicator(s)</b>	<b>Concern Global Target</b>	<b>Means of verification</b>
	Prevention of gaps in education service provision during and following emergencies	Number of Concern's education programmes with evidence DRR plans reducing spikes in absenteeism during and following emergencies	2 Concern programmes with DRR evidence of DRR planning and improved attendance during and following emergencies	Annual progress towards programme results frameworks, final or midterm evaluations/surveys
	<b>Outcome 4.2</b>	<b>Indicator(s)</b>	<b>Concern Global Target</b>	<b>Means of verification</b>
	Education service provision to poor-vulnerable children during emergencies	Number of education programmes implemented as part of Concern's humanitarian response to	3 Concern programmes implemented during a humanitarian crisis which show evidence that extremely poor	Annual progress towards programme results frameworks, final or midterm evaluations/surveys

CHAD, 2 OTHER (Outcome 4.2)		emergencies	and vulnerable children have access to formal education throughout the crisis	
<b>Strategic objective 5:</b> To advocate for an improved policy environment for the advancement of education via strategic influencing at local, national and international levels based on programme learning	<b>Outcome 5.1</b>	<b>Indicator(s)</b>	<b>Concern Global Target</b>	<b>Means of verification</b>
	Increased documentation of lessons learned from education programmes particularly those with innovative approaches	Learning papers published	At least one learning paper aimed at peers published per year	List of publications
	<b>Outcome 5.2</b>	<b>Indicator(s)</b>	<b>Concern Global Target</b>	<b>Means of verification</b>
	Key policy issues related to Concern’s education programmes identified and included in policy dialogue internationally, nationally and locally	Number of Concern’s education programmes pro-actively engaged in primary education policy discourse at local and national level with particular emphasis on literacy and SRGBV	11 education programmes	Documentation (e.g. meeting minutes, workshop reports) of participation in workshops, meetings, etc. at the local national level.
Number of international meeting, workshops etc. in which Concern staff participated where the focus was on education policy		At least: 2 per year	Presentations, meeting minutes, workshop reports etc.	
<b>Strategic objective 6:</b> To improve the capacity of Concern and partner	<b>Outcome 6.1</b>	<b>Indicator(s)</b>	<b>Concern Global Target</b>	<b>Means of verification</b>
	Concern and partner staff have increased ability to manage	Research programmes on track or successfully	SRGBV model researched and disseminated through 2 national	Final research reports or interim reports

<p>education technical staff throughout the organisation to achieve the above objectives</p> <p>CROSS-CUTTING</p>	research and write learning papers	completed	learning events (in programme countries)	EGRA reports
		Learning papers published	Literacy assessment results analysed and findings disseminated globally (eddata website) and nationally	
			At least one learning paper for peers published each year	List of publications
	<b>Outcome 6.2</b>	<b>Indicator(s)</b>	<b>Concern Global Target</b>	<b>Means of verification</b>
	Concern and partner staff have increased capacity to monitor and evaluate programmes, improving programme quality	Baseline and endline surveys conducted	For all Concern education programmes	Survey reports
		Literacy assessment conducted	For all Concern education programmes	Literacy assessment reports
		SRGBV monitoring toolkit developed	Develop and pilot tools in 2 Concern education programmes (SRGBV model countries) and roll out to all Concern education programmes	M &E toolkit
	<b>Outcome 6.3</b>	<b>Indicator(s)</b>	<b>Concern Global Target</b>	<b>Means of verification</b>
	Concern and partner staff (headquarters and field) are adequately supported to develop their technical capacity	Number of Concern and partner education staff receiving some form of technical capacity building in addition to that provided as a routine part of their work.	At least 11 Concern and partner education staff receive some form of technical capacity building in addition to that provided as a routine part of their work every 2 years	Records of number of Concern and partner education staff attending relevant trainings/workshops/meetings, participating in cross country learning visits, benefiting from adviser visits etc.

**Annex 4: Annual Milestones Per Strategic Objective (see next page)**

**EDUCATION STRATEGY ANNUAL MILESTONES PER OBJECTIVE**

**Strategic Goal:**

To improve the lives of extremely poor children in a sustainable way, by increasing access to quality primary education, contributing to the achievement of education-related Millennium Development Goals 2 and 3 and Education for All Goals 1-6

**Intermediate outcomes:**

- **Improved access to education**
- **Improved quality of education**
- **Improved child well-being**

<b>Strategic objective 1</b>		<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<p>To achieve significant and sustainable improvement in children’s access to education, and contribute to the achievement of MDG2 and EFA Goal 2, in at least five Concern country contexts by 2017</p>	<p><b>Outcome 1.1:</b> Strengthened education systems that monitor and improve <i>Time-on-Task</i> (student attendance, teacher attendance, hours of curricular instruction)</p>	<p>At least 3 education programmes establish Time-on-Task monitoring system and report data in annual reports</p>	<p>At least 2 (additional) education programmes establish Time-on-Task monitoring system and report data in annual reports</p> <p>At least 2 education programmes document learning on strategies implemented to improve Time-on-Task with supporting data</p>	<p>At least 3 education programmes present Time-on-Task data at national learning event and advocate for EMIS expansion to include Time-on-Task</p> <p>At least one global workshop incorporating learning from Time-on-Task programming</p>	<p>At least 2 additional education programmes present Time-on-Task data at national learning event and advocate for EMIS expansion to include Time-on-Task</p> <p>At least 4 education programmes document learning on strategies implemented to improve Time-on-Task with supporting data</p>	<p>At least 5 education programmes have evidence of improved Time-on-Task in target schools in in the wider district</p> <p>At least 5 education programmes document learning on strategies implemented to improve Time-on-Task with supporting data</p>
	<p><b>Outcome 1.2:</b> Improved knowledge, practice and coverage of selected community-school management</p>	<p>At least 1 education programme with community-school action plans with targets for retention of girls and extremely</p>	<p>At least 2 (additional) education programmes with community-school action plans with targets for retention</p>	<p>At least 3 education programmes reporting progress against action plans and documenting evidence-based</p>	<p>At least 5 education programmes reporting progress against action plans and documenting evidence-based</p>	<p>Total of 5 education programmes implementing evidence-based community-school management</p>

	mechanisms to improve access to education for girls and extremely poor children	poor children	of girls and extremely poor children	learning on effective mechanisms	learning on effective mechanisms	mechanisms to improve retention of girls and extremely poor children
				At least 2 (additional) education programmes with community-school action plans with targets for retention of girls and extremely poor children	At least 1 global analysis of evidence-based effective strategies within Concern with findings shared among all country programmes	
<b>Strategic objective 2</b>		<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
To achieve significant improvements in children's learning outcomes, and contribute to MDG 2 and EFA Goal 6, in at least five Concern country contexts by 2017	<b>Outcome 2.1:</b> Strengthened education systems that support children in effectively learning basic literacy skills in grades 1-3	At least 3 education programmes conduct early grade literacy assessment	At least 2 (additional) education programmes conduct early grade literacy assessment  At least 5 education programmes implementing literacy intervention in grade 1-3  At least one global learning event on literacy interventions	At least 3 education programmes conduct mid-term early grade literacy assessment and document learning from interventions  At least 2 education programmes using programme data to influence improvements in national teacher training curriculum  Research conducted on effectiveness of mother-tongue or	At least education programmes conduct mid-term early grade literacy assessment and document learning from interventions  At least 1 education programmes using programme data to influence improvements in national teacher training curriculum  Research conducted on effectiveness of mother-tongue or	Total of 5 education programmes reporting on early grade literacy levels and intervention efficacy/learning  Total of 3 education programmes documenting changes in teacher training curriculum aligned with improved literacy instruction  Total of 2 education programmes documenting changes

		intervention	education programme piloting mother-tongue or bilingual literacy intervention	bilingual literacy intervention in at least 1 country with advocacy plan for policy influence	bilingual literacy intervention in at least 1 (additional) country with advocacy plan for policy influence	in national policies and resource allocation to mother-tongue or bilingual education
<b>Strategic objective 3</b> To achieve significant improvements in children's well-being for healthy development and effective learning, and contribute to MDG 3 and EFA goals 3 and 5, in at least 4 Concern country contexts by 2017		<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
	<b>Outcome 3.1:</b> Strengthened education systems that prevent and effectively respond to SRGBV	At least 4 education programmes implementing strategies to "embed" SRGBV in all programme activities  Well-being index and survey tool developed in 2 education programmes	At least 1 education programme pilot full SRGBV model  Well-being index and survey toolkit piloted in 2 education programmes	At least 1 education programme pilot full SRGBV model  At least 2 education programmes conduct mid-term review and document learning on efficacy of SRGBV strategies in improving gender parity in access and learning outcomes	At least 1 education programme pilot full SRGBV model  At least 2 (additional) education programmes conduct mid-term review and document learning on efficacy of SRGBV strategies in improving gender parity in access and learning outcomes  Well-being index and survey tool shared among all education programmes for adaptation (1 global workshop)	Total 1 education programmes document preliminary findings of SRGBV model disseminate at one international learning event  Total of 4 education programmes have documented learning on impact of SRGBV interventions on gender parity in attendance and learning outcomes
	<b>Outcome 3.2:</b> Improved knowledge, practice and coverage of selected SRGBV behaviour change	Development of SRGBV behaviour change strategy in 1 countries (SRGBV model)	1 education programmes pilot SRGBV behaviour change strategy	Learning from SRGBV behaviour change strategy within SRGBV model shared among all education	1 (additional) education programmes develop SRGBV behaviour change strategy and	Total 2 education programmes document preliminary findings of SRGBV model on

	interventions in the community			programmes	implement	behaviour change strategies and disseminate at one international learning event
<b>Strategic objective 4</b> To achieve significant improvements in access to quality education for children living in poor-vulnerable contexts during humanitarian emergencies, contributing to MDG2 and EFA Goal 2, in at least 3 Concern country contexts by 2017		<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
	<b>Outcome 4.1:</b> Prevention of gaps in education service provision during and following emergencies	At least 1 education programme conducts DRR assessment and planning with technical support visit	At least 1 (additional) education programme conducts DRR assessment and planning with technical support visit  At least 1 education programme implements DRR strategies	At least 1 (additional) education programme implements DRR strategies	At least 1 education programme conduct assessment of effectiveness of DRR in improving attendance during and after emergencies	Total of 2 education programmes develop learning papers on effective DRR strategies in improving attendance during/following emergencies
	<b>Outcome 4.2:</b> Education service provision to poor-vulnerable children during emergencies	At least one technical support visit conducted to a Concern country with identified education in emergencies needs	Response to at least one humanitarian crisis with the provision of appropriate education services	Assessment conducted of education in emergencies response and share learning internally  Respond to at least one humanitarian crisis with the provision of education services	Response to at least one humanitarian crisis with the provision of education services	Total of 3 Education in Emergency responses with documented learning and application of learning in humanitarian response plans
<b>Strategic objective 5</b> To advocate for an improved policy environment for the advancement of		<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
	<b>Outcome 5.1</b> Increased documentation of lessons learned from	At least one learning paper aimed at peers published	At least one learning paper aimed at peers published	At least one learning paper aimed at peers published	At least one learning paper aimed at peers published	At least one learning paper aimed at peers published



education via strategic influencing at local, national and international levels based on programme learning	education programmes, particularly those with innovative approaches					
	<p><b>Outcome 5.2:</b> Key policy issues related to Concern's education programmes identified and included in policy dialogue internationally, nationally and locally</p>	<p>At least 4 education programmes pro-actively engaged in education policy discourse at local and national level</p> <p>International workshops/meetings/conferences attended by Concern education staff: At least 2 external education conferences and/or internal education workshop</p>	<p>3 (additional) education programmes actively engaged in education policy discourse at local and national level</p> <p>International workshops/meetings/conferences attended by Concern education staff: At least 2 external education conferences and/or internal education workshop</p>	<p>At least 2 (additional) education programmes actively engaged in education policy discourse at local and national level</p> <p>International workshops/meetings/conferences attended by Concern education staff: At least 2 external education conferences and/or internal education workshop</p>	<p>At least 2 (additional) education programmes actively engaged in education policy discourse at local and national level</p> <p>International workshops/meetings/conferences attended by Concern education staff: At least 2 external education conferences and/or internal education workshop</p>	<p>Total of 11 education programmes actively engaged in education policy discourse at local and national level</p> <p>International workshops/meetings/conferences attended by Concern education staff: At least 2 external education conferences and/or internal education workshop</p>
<b>Strategic objective 6</b> To improve the capacity of Concern and partner education technical staff throughout the organisation to achieve the above		<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
	<p><b>Outcome 6.1:</b> Concern and partner staff have increased ability to manage research and write learning papers</p>	<p>At least 1 new research project started on SRGBV with external research institutes providing technical support</p>	<p>At least 1 (additional) new research project started on literacy with external research institutes providing technical support</p>	<p>At least 1 (additional) new research project started on literacy with external research institutes providing technical support</p>	<p>At least 1 new (additional) research project started</p>	<p>Total of 4 research projects with documented learning suitable for external dissemination</p>
	<p><b>Outcome 6.2:</b> Concern and partner</p>	<p>At least 3 education programmes conduct</p>	<p>At least 2 (additional) education</p>	<p>At least 3 education programmes conduct</p>	<p>At least 2 (additional) education</p>	<p>Tools and lessons learned in conducting</p>

	<p>staff have increased ability to monitor and evaluate programmes , improving programme quality</p>	<p>early grade literacy baseline assessment</p> <p>At least 3 education programmes conduct baseline assessments with data for Time-on-Task</p> <p>M&amp;E plan for SRGBV model developed for 2 education programmes</p>	<p>programmes conduct early grade literacy baseline assessment</p> <p>At least 2 (additional) education programmes conduct baseline assessments with data for Time-on-Task</p> <p>Tools for SRGBV M&amp;E piloted in 2 education programmes</p>	<p>early grade literacy mid-term assessment</p> <p>Tools for monitoring Time on Task digitalised and shared with all education programmes</p> <p>Tools for SRGBV M&amp;E refined and continued use in 2 education programmes</p>	<p>programmes conduct early grade literacy mid-term assessment</p> <p>SRGBV M&amp;E toolkit (including well-being index) digitalised and shared among all education programmes</p>	<p>early grade reading assessment shared with all education programmes</p>
	<p><b>Outcome 6.3:</b> Concern and partner staff (headquarters and field offices) are adequately supported to develop their technical capacity</p>	<p>One internal learning paper disseminated per year</p> <p>Internal global education workshop</p> <p>At least 2 field education technical staff participate in global (external) education conference per year</p>	<p>One internal learning paper disseminated per year</p> <p>At least 2 field education technical staff participate in global (external) education conference per year</p>	<p>One internal learning paper disseminated per year</p> <p>Internal global education workshop</p> <p>At least 2 field education technical staff participate in global (external) education conference per year</p>	<p>One internal learning paper disseminated per year</p> <p>At least 2 field education technical staff participate in global (external) education conference per year</p>	<p>One internal learning paper disseminated per year</p> <p>Internal global education workshop</p> <p>At least 2 field education technical staff participate in global (external) education conference per year</p>

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<sup>i</sup> UNESCO (2011) Education for All Global Monitoring Report

<sup>ii</sup> Evidence on returns to education available in: Wolfe and Zuvekas (2011) *Non-market outcomes of schooling*; Patrinos and Psacharopoulos (2011) *The relationship between years of schooling and income inequality*; Concern Worldwide (2011) *Synopsis of evidence linking education and nutrition*

<sup>iii</sup> Gakidou, Cowling, Lozano and Murray (2010): Increased educational attainment and its effect on child mortality in 175 countries between 1970 and 2009. *Lancet* 376

<sup>iv</sup> Mukudi, E. (2003) Education and nutrition linkages in Africa: evidence from national level analysis

<sup>v</sup> UNESCO (2012) Education for All Global Monitoring Report, p143

<sup>vi</sup> Education for All Goals are: 1. Early childhood care and education; 2. Universal primary education; 3. Youth and adult learning needs; 4. Improving levels of adult literacy; 5. Assessing gender parity and equality in education; 6. The quality of education [<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals/>]

<sup>vii</sup> UNESCO (2012) Education for All Global Monitoring Report, p.147

<sup>viii</sup> World Bank (2013) Harmonized list of fragile situations [available at: <http://siteresources.worldbank.org/EXTLICUS/Resources/511777-1269623894864/FCSHarmonizedListFY13.pdf>]

<sup>ix</sup> Gross Intake Rate: Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age. A gross intake rate of 115 percent implies that at least 15 percent of new entrants are above or below the official primary school-entrance age.

<sup>x</sup> International Labour Organisation (2010) Facts on Child Labour, p.1

<sup>xi</sup> Southern and Eastern Africa Consortium for Monitoring Educational Quality [<http://www.sacmeq.org/>]; Programme for International student Assessments [<http://www.oecd.org/pisa/Early Grade Reading Assessment>] [<https://www.eddataglobal.org/reading/index.cfm>]

<sup>xii</sup> EQUIP 2 (2008). Opportunity to Learn: A high impact for improving educational outcomes in developing countries. USAID, Washington, DC.

<sup>xiii</sup> Das, J., P. Pandey, and T. Zajonc. (2006). Learning Levels and Gaps in Pakistan. World Bank Policy Research Working Paper 4067. The World Bank, Washington, DC

<sup>xiv</sup> Caldwell, J.C. (1979) Education as a factor in Mortality Decline: An examination of Nigerian Data

<sup>xv</sup> Dunne, M., Humphries, S., and Leach, F (2003) Gender and violence in schools Background paper prepared for the Education for All Global Monitoring Report 2003/4: Gender and Education for All: The Leap to Equality, 12-13

<sup>xvi</sup> Multi-lateral funding mechanisms such as the Global Partnership for Education fund are frequently allocated for school construction by Ministries of Education – for example, it is projected that 75% of the €60million granted to Niger in 2013 will be allocated to school construction.

<sup>xvii</sup> Figure 2: Grade 1 students in Bon Samaritaine de Duverger School, Saut d'Eau (2012)