



EDUCATION STRATEGIC DIRECTION

2016-2018



Save the Children

CONTENTS

Introduction

Framing the education strategic direction internally and externally

- 5. A changing context
- 7. Save the Children's Global Strategy, *Ambition for Children 2030*
- 8. The importance of education
- 9. The global education picture

What we want to be known for

- 12. Who we will reach
- 13. Our distinctive contribution: learning, equity, safety and wellbeing
- 14. Achieving our contribution: our Theory of Change

What we want to achieve for children

- 16. Global results architecture
- 17. Our areas of work: early childhood care and development and basic education
- 18. Early childhood care and development
- 20. Basic education
- 22. The importance of education in emergencies
- 23. Advocacy and policy
- 24. Education in emergency advocacy
- 25. Campaigning
- 26. Child-centred programming – (cross-thematic programming)
- 27. Cross-cutting themes: gender, resilience and disability

How we will work

- 31. Ways of working [Internal]
- 32. Coherence, effectiveness and efficiency: our approaches [internal]
- 33. Potential approaches [internal]
- 34. Potential Signature Programs [internal]
- 35. Geographical presence
- 36. Ensuring our work contributes to achieving our breakthroughs: research, learning and development agenda
- 37. Resourcing our work



INTRODUCTION

This presentation outlines the overall 2016-2018 strategic direction for Save the Children's education work.

This is an articulation of the role education will play in delivering Save the Children's global strategy and achieving our breakthroughs.

The strategic direction is the product of the strategy development work that has taken place over the last 18 months and which many people across the organisation have fed into.

The strategic direction provides a framework to guide all Save the Children's education work and should be adapted to meet the specific needs of different countries and contexts.

The work of members, countries and regions is expected to be in line with the strategic direction. However, we do not expect everyone to do everything set out in this document.



FRAMING THE EDUCATION STRATEGIC DIRECTION INTERNALLY AND EXTERNALLY



A CHANGING CONTEXT

Save the Children operates in a rapidly changing world, and we need to adapt and work flexibly to reflect the contexts in which we work. Key drivers of change which influenced the content of *Ambition for Children 2030* and the *Education Strategic Direction* are:

- **Children facing poverty and vulnerability are increasingly living in middle-income countries** and domestic political choices are the main driver of children's rights; at the same time, inequalities are widening.
- **By 2030, an additional one billion people will be living in urban environments**, including many deprived and marginalised children. Our work must reach those children, in addition to those still living in rural hard-to-reach areas.
- **There are five times the number of natural disasters now than there were forty years ago**, and conflict is lasting the longest they have since the end of the Second World War, with civil wars lasting 10 years on average.
- **Progress towards our breakthroughs has been slowest in a small number of low-income fragile contexts**, many affected by conflict and climate-related disasters.
- **The costs of achieving progress are often higher in these countries than elsewhere.**
- There is also a **trend of increasing violence and exploitation of children, especially in conflicts**. This is compounded further by the increasing proportion of children globally who are affected by conflict.

- Our traditional donor funding base is declining rapidly in many parts of the world as official overseas development aid's role diminishes and competition increases. **Large international NGOs will need to work with local governments and civil society to affect change in a contextually relevant, cost effective way.**
- **New technology and social changes are changing fundraising and campaigning.** Authenticity, agility, and transparency are increasingly important in this emerging environment.
- **We are facing growing restrictions on our ability to operate, increasing threats to our security.** Our ability to navigate complex local political contexts and engage with people we disagree with is of growing importance.
- **Advances in science is changing our understanding of how children develop and learn** which has profound implications for how we support development and learning.



SAVE THE CHILDREN'S GLOBAL STRATEGY, AMBITION FOR CHILDREN 2030

We will do whatever it takes to ensure by 2030 all children survive, learn and are protected.

OUR THREE GLOBAL BREAKTHROUGHS FOR 2030:

SURVIVE

NO CHILD DIES FROM PREVENTABLE CAUSES BEFORE THEIR FIFTH BIRTHDAY

LEARN

ALL CHILDREN LEARN FROM A QUALITY BASIC **EDUCATION**

BE PROTECTED

VIOLENCE AGAINST CHILDREN IS **NO LONGER TOLERATED**

***BREAKTHROUGH:** a remarkable and sustainable shift from the current trend in the way the world treats children.*

We won't inspire breakthroughs for children on our own.

We will work hand-in-hand with children and their communities, our partners and our donors.

Only then will we transform the lives and children and make a real difference.

THE IMPORTANCE OF EDUCATION AND LEARNING

Every child has a right to education as enshrined in international law, and Save the Children will not rest until all children enjoy that right.

In addition to being a right, good quality education is the means by which we equip our children with the knowledge, attitudes and skills they need to thrive in the world.

Education saves lives, protects and builds peace and stability. It is at the heart of Save the Children's mission and is critical to achieving our breakthroughs.

For example, we know:

- **Children prioritise education.**
- Education contributes to ensuring that **young children survive, thrive and reach their full potential.**
- **Children who participate in early years education programs are more likely to** enrol in and complete school, plan their families and have higher household incomes.
- For very young children living in poverty or who lack good nutrition or the right care, early years interventions **can give them an equal chance in life.**
- **Education has an important role to play** in bringing about huge, positive change in relation to violence against children.
- **Education helps children of all ages caught up in humanitarian crises** to be healthy and well, to learn and it **can** keep them safe from violence.
- **Education can play a significant** role in reinforcing or challenging longstanding discrimination and stigma.

THE GLOBAL EDUCATION PICTURE

The world has made great strides over the last 15 years in terms of ensuring children enjoy their right to education.

However, progress has stalled and much work remains to be done in terms of ensuring good quality learning opportunities for all children:

- Worldwide, **more than 200 million children** aged under five do not reach their full developmental potential due to the absence of early childhood care programmes.
- **More than 1 in 4** primary aged children – **250 million children worldwide** – are not learning to read and write, despite being in school or other educational settings.
- **A further 59 million primary aged children – 1 in 11 children globally** – are out of school.
- The percentage of out of school children living in areas affected by conflict has risen from **42% to more than 50% since 2008**.
- **Girls represent more than half the out-of-school population** – if current trends continue, it won't be until 2086 that the last girl in sub-Saharan Africa is able to go to school.
- **An estimated 90 percent** of children with disabilities in the developing world do not go to school.
- **65 million children** are directly affected by emergencies and protracted crises, and **476 million** children live in countries affected by crises.



- Between 2009 and 2013, at **least 70 countries** experienced attacks against schools, and in 2014 more than five million children were forced out of school due to the Ebola crisis alone.
- The **new Sustainable Development Goals (SDGs)** will reinvigorate efforts to ensure all children learn from a quality basic education.
- **SDG 4 expands the focus from universal primary education to inclusive and equitable learning for all.** The inclusion of early childhood care and development and pre-primary education as a target provides for a specific focus on very young and pre-school children that did not exist under the Millennium Development Goals.
- Save the Children will seize this opportunity to support **countries to achieve the SDGs by 2030.**



**WHAT WE WANT
TO BE KNOWN FOR**



WHOM WE WILL REACH

Our vision is that all children realise their rights. We will work to achieve the rights of all children, but we will put the **most deprived and marginalised children** first. We will advocate for others to do the same.

Many factors – either alone or in combination – disadvantage children and result in a child’s deprivation and marginalisation.

In our education work globally, we will focus on those **boys and girls who are deprived of quality learning opportunities and have the poorest learning outcomes**. This means we will prioritise those children living in poverty, are suffering from exclusion or discrimination because of their gender, have a disability or are affected by humanitarian crises. At a regional or country-level, other causes of deprivation and marginalisation may be more relevant and so should guide our work there (for example, being part of a minority ethnic group).

Focusing on **equity** and **inclusivity** are concepts which will help us support the most deprived children to learn.

A focus on equity will lead us to target our work on those children who are most deprived, ensure our own interventions decrease and do not inadvertently increase inequities, and will lead us to advocate for legislation, policies and financing that support deprived children.

We define inclusive education as ‘education that enables all children to learn together with support for their individual needs.’ In seeking to increase the inclusivity of learning environments, we will ensure that our own work identifies and adapts to the differing needs of different children. We will advocate for others to do the same.

OUR DISTINCTIVE CONTRIBUTION

We will be known as the organisation that strives for equity, learning, safety and wellbeing and specifically the organisation that:

- is able to demonstrate how the world can ensure that the most deprived and marginalised children are able to attain the same levels of child development and learning as everyone else.
- focuses on ensuring that children are not just in school or other non-formal education environments, but are learning and achieving appropriate outcomes when they are there.
- consistently provides large-scale quality learning opportunities to children affected by humanitarian crises. This will contribute significantly to our credibility as a global advocate for education in emergencies.
- believes the safety and wellbeing of children in learning environments is as important as their learning outcomes and can demonstrate how to contribute to building the resilience of individuals and systems to withstand all types of shocks and stresses.

ACHIEVING OUR CONTRIBUTION: OUR THEORY OF CHANGE

We will change the world for children by combining the elements of our Theory of Change in all our programmes. We believe that this will help us achieve much more for children, using our resources in a more efficient and sustainable way, and inspiring the global breakthroughs we want to see for children.



Within education, this means:

- **Innovating cost-effective models of improving the child development and learning outcomes** of the most deprived children in the most deprived contexts.
- **Ensuring that our interventions are based on evidence** and are underpinned by a rigorous measurement of outcomes (qualitative and quantitative).
- **Working in partnerships with families, communities, governments and global entities** to ensure impact at scale and sustainable positive change for children.
- **Providing a platform from which children's views and voices on issues related to learning and education can be heard.**



WHAT WE WANT TO ACHIEVE FOR CHILDREN



GLOBAL RESULTS ARCHITECTURE

The broader results architecture for Save the Children addresses performance monitoring and reporting at 6 levels:

1. Breakthroughs – Tracking the world's progress
2. Breakthrough – Save the Children's contribution
3. Thematic and Cross Thematic Results
4. Save the Children Simple Global Metrics
5. Programme Monitoring, Evaluation, Accountability and Learning (MEAL)
6. Programme Quality and Strategy-related Key Performance Indicators

OUR AREAS OF WORK

Based on an assessment of our areas of expertise and experience as well as evidence of what has the greatest impact for children's learning, we will focus on two sub themes:

I. Early Childhood Care and Development

I. Basic Education*

**Basic education is defined as the compulsory years of education in a particular country. In addition to this, Save the Children focuses on alternative, accelerated and remedial education, which may not be defined as 'compulsory' but which are critical in providing learning opportunities to the most deprived and marginalised.*

Our work in early childhood care and development and basic education will take place across the full spectrum of contexts with a specific focus on humanitarian crises.

To increase significantly our thematic focus and impact for children, we have identified areas of **global strategic focus**:

- working with families and communities in the years leading up to school to help children develop the foundations for learning skills.
- working with families and communities to ensure that within the first three years of primary school children are able to read and write.
- working to ensure that children in these situations receive the same, uninterrupted opportunities to learn as any other child.

To ensure we are responding to the global trends and critical gaps in education provision and are remaining relevant within the sector, we have identified a number of **areas for development**, which are likely to increase in importance in the future.

Our high-quality current work that is not a global strategic focus or area of development will remain a core element of our work during this strategy period (2016-2018).

EARLY CHILDHOOD CARE AND DEVELOPMENT

By 2030, deprived children will access good quality inclusive early childhood care and development and demonstrate improved child development outcomes.

To achieve this we will expand our work in inclusive early learning for children from 3-6 years old, developing our understanding of the most effective ways of improving child development outcomes, particularly in respect of emergent literacy and maths.

This will involve modelling low-cost interventions that achieve measurable improvements in child development outcomes for the most deprived children, including those affected by humanitarian crises. **We will work in partnership with communities, governments and others to take these to scale and secure sustainable change.**

IN ORDER TO MAKE PROGRESS TOWARDS THIS AMBITION, BY 2018 WE HOPE TO ACHIEVE:

1. Children in Save the Children supported programmes demonstrate an improvement in child development outcomes.
2. An increase in the quality of Save the Children supported early childhood care and development spaces to facilitate holistic child development.
3. More children affected by humanitarian crises are able to access safe ECCD opportunities and demonstrate and improvement in child development outcomes
4. Improved policy and practice to recognise the value of starting early and investing in cost-effective, inclusive quality approaches to ECCD.



The areas of work we will prioritise for 2016-2018 are:

Global Strategic Focus

Our global strategic focus will be to work with families and communities in the years leading up to school to help children develop the foundations for learning skills.

To do this we will expand our work in inclusive early learning for children from 3-6 years old, building our understanding of the most effective ways of improving child development outcomes and particularly in respect of emergent literacy and maths.

Areas for Development

1. Develop a child-centred cross-thematic approach for 0-3 year olds, providing the early education and stimulation they need for their social, emotional and cognitive development.
2. Develop ECCD interventions to mitigate the effects of extreme adversity on children, including children affected by humanitarian crisis.
3. Ensure that children are able to access quality, inclusive and safe ECCD provision during humanitarian crises.
4. Improve ECCD environments to ensure they child development

BASIC EDUCATION

By 2030, deprived children attend good quality inclusive basic education and demonstrate relevant learning outcomes.

To achieve this we will support more deprived children to learn to read with a focus on the first 3 years of primary, generating new evidence on cost-effective ways of improving children's literacy. We will innovate approaches to other important learning outcomes, with an emphasis on numeracy and social and emotional learning. We will ensure that learning environments are inclusive and address the safety and wellbeing of the children in them.

We will significantly improve the scale, quality and continuity of learning opportunities for children affected by humanitarian crises. At the same time we will strengthen the resilience of education systems and individual children to mitigate the negative impact of shocks, stresses and uncertainty on learning.

We will hold governments as duty bearers to account and we will partner with them along with communities and others to adopt cost-effective interventions and support national basic education systems to become more equitable, inclusive and adequately resourced.

IN ORDER TO MAKE PROGRESS TOWARDS THIS AMBITION, BY 2018 WE HOPE TO ACHIEVE:

1. Children in Save the Children programmes demonstrate better learning outcomes.
2. An increase in Save the Children supported spaces that are physically safe, support children's wellbeing, promote active learning and engage parents and communities.
3. More children affected by humanitarian crises are able to access safe learning opportunities and achieve better learning outcomes.
4. Improved policy and practice to explicitly address barriers to learning, and factors driving exclusion from and within basic education.



The areas of work we will prioritise for 2016-2018 are:

Global Strategic Focus

Our global strategic focus is to work with families and communities to ensure that, within the first three years of primary school, children are able to read and write and, that schools are places where children are safe and happy. We will ensure that children caught up in crisis situations do not have their learning interrupted.

To do this we will:

1. Support more deprived children to learn to read by building our understanding of the most effective ways of improving inclusive early grade literacy
2. Ensure that more Save the Children supported learning environments are physically safe, support children's wellbeing, promote active learning and engage parents and communities
3. Increase the quality and scale of our Education in Emergencies programming and generate the evidence of what works to ensure the continuity of learning opportunities for children affected by humanitarian crises

Areas for Development

1. Developing ways of improving numeracy and social and emotional learning
2. Improving teacher professional development for qualified and non-qualified teachers
3. Improving inclusive education for children excluded from learning
4. Improving ways of ensuring that more learning environments are safe
5. Supporting adolescent girls to complete primary education and make the transition to secondary education.

THE IMPORTANCE OF EDUCATION IN EMERGENCIES



99% of children in crisis situations see education as a priority. We will listen to children's priorities and hold ourselves accountable to responding accordingly and ask partners and donors to do the same.

Education in Emergencies is the provision of uninterrupted, high-quality learning opportunities for children affected by humanitarian crises. **It is about making sure children can learn regardless of who they are, where they live or what is happening around them.**

Education in emergencies is a global strategic focus for Save the Children. We want the same learning outcomes for children caught up in humanitarian crises as for those who are not and, therefore, our we will develop our programme approaches to function across a full spectrum of contexts. We believe that the context of a humanitarian crisis requires specific and deliberate focus and we will increase the scope, scale and quality of our education in emergencies.

ADVOCACY AND POLICY

By 2030, we will secure effective political action – legislation, policy, financing and implementation – to ensure that the most deprived children are able to learn in safe, quality environments that promote their wellbeing.

In line with the Sustainable Development Goal to ensure ‘inclusive and equitable education and promote lifelong learning opportunities for all’, we aim to be the leading champion for children realising their right to a quality education. We will work to ensure duty-bearers make the transformational and lasting changes needed to ensure all children learn from a quality basic education by:

- Providing a powerful platform for children’s voices and needs to be heard to influence political leaders.
- Utilising our strong programmatic evidence of what works and partnerships with other organisations.

To ensure our advocacy is grounded in our programmatic expertise, we have incorporated our 2018 advocacy results for basic education, early childhood care and development and education in emergencies into those sections of the strategy. In addition, we will have a focus on the following 2018 result on education financing:

2018 RESULTS

Global and national plans for SDG implementation have strong focus on learning and equity and a reduced financing gap in education (donor and domestic) with education budgets being spent effectively and equitably

EDUCATION IN EMERGENCIES ADVOCACY 2018 RESULTS

Increased financing and prioritisation of EIE, and improved coordination, policies, and plans supporting protective, safe, and quality learning environments in emergencies.

Working in conflict affected and fragile states, we will need to prioritise Conflict Sensitive Education to ensure that, at a minimum, our work does no harm and, at its best, contributes to conflict prevention and long-term peace building. We will continue to provide support and leadership to the Global Coalition to Protect Education from Attack and to advocate for the adoption and implementation of the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.

To maintain our position as the leading INGO in education in emergencies we will continue to co-lead the **Global Education Cluster** and remain actively involved in the Inter-Agency Network on Education in Emergencies.

CAMPAIGNING

Save the Children's next priority campaign aims to remove financial and discriminatory barriers preventing children from surviving and thriving.

Campaign objectives:

- 1.increased and improved public investment in quality essential services;
- 2.removing financial barriers to services;
- 3.stop violence in schools and end child marriage;
- 4.removing legal and policy barriers to services.

We will:

- Support the development of the campaign to ensure there is a strong learning and equity focus at national level.
- Influence the global campaign by consolidating our evidence on the barriers to learning and identifying and communicating solutions to reducing those barriers.
- Harness the campaigns to deliver on education financing and education in emergencies – both globally and nationally – and potentially inclusive education nationally.

CHILD-CENTERED PROGRAMMES (CROSS-THEMATIC)

Save the Children will do whatever it takes for the right of every child to achieve three breakthroughs: to survive, to learn, and to be protected from all forms of violence.

Education has the power to be transformative and through our education work, we will seek to make a substantial contribution to achieving all three Breakthroughs.

We know that a child whose mother is educated is more likely to survive. We also know that a child will not learn if they're hungry or don't feel safe, which means they are more likely to grow up in poverty. By taking the child-centred approach to our humanitarian and development work we are able to integrate our thematic areas of expertise and ensure a sustainable future for children and their families.

We will put the child at the centre of what we do and base our work on a holistic understanding of his or her reality. We see this as a moral imperative, and also as the most effective and efficient way of achieving change.





In the next strategy period we will:

1. Work with the Child Protection, Child Poverty, Child Rights Governance and Health and Nutrition to develop a child-centred, cross-thematic approach for very young children (0-3 years old) supporting their health and physical development, and also for cognitive and social-emotional development.
2. Collaborate with the Child Protection theme to develop an initiative to reduce violence in schools.
3. Continue to implement and grow our School Health and Nutrition work – healthy to learn and learn to be healthy – to respond to the health issues preventing school-age children from attending school and learning while in school.

Further areas of cross-thematic collaboration will be identified in 2016 and developed from 2017 onwards.

CROSS-CUTTING THEMES

To ensure progress towards the breakthroughs – especially for the most deprived and marginalised children – we need to address underlying causes of poverty and exclusion, especially gender inequality, disability and vulnerability to shocks and stresses. We will therefore work to ensure that our programmes are consistently informed by, and respond to, these factors.

Gender

Ensure our programme design takes into account the different barriers to learning faced by girls as opposed to boys and vice versa.

- We will develop programmes that actively seek to remove the barriers to learning that girls and boys face.

Resilience

- We recognise resilience as the ability of women, men, and children to realise their rights and improve their well-being despite shocks, stresses, and uncertainty.
- Our goal is to strengthen the resilience of education systems and children. To do this, we will ensure that our existing – as well as new – approaches and tools will be mutually reinforcing, flexible and contextualized to promote:
 - School safety / education systems resilience by supporting safe learning facilities, school disaster management planning, and context appropriate risk reduction and resilience education;
 - Individual resilience by supporting social and emotional wellbeing so that children, staff and teachers their families can effectively mitigate, navigate, negotiate, cope with, and recover from shocks, stresses, and crisis of all types.



Disability

- We will increase our direct programming seeking to remove the barriers to learning that children with disabilities face, generating evidence on what works and partnering with specialised organisations.
- We will lay the foundations for mainstreaming disabilities by ensuring that Save the Children supported learning environments are inclusive, our programmes disaggregate reach data by disability and by developing a tool to strengthen the extent to which children with disabilities are considered in programme design.



HOW WE WILL WORK



WAYS OF WORKING

During this strategy period we will strive to transform how we work together thematically across Save the Children and across all contexts. We will find practical ways to live the values of collaboration and accountability, specifically:

- Where more than one Education Steering Group member works in a country they will work collaboratively and with the country office to simplify complexity and harmonise programmes. We will encourage other Save the Children members to collaborate in a similar way.
- We will ensure the structures we have in place are the right ones for effectively delivering our strategic plans.
- We must acknowledge the volatile state of the world and the difference in education deprivation between different countries and regions. We encourage strategic flexibility and support regional initiatives to develop in order to respond to this complexity. Of particular importance are:
 - Education Safe From Disaster – Asia
 - The Forgotten Education Crisis – West And Central Africa
 - Knowledge Impact Centre on Inclusive Education and ECCD – Eurasia
 - Violence-free learning environments for a quality education – Latin American and Caribbean
- We will work collaboratively across all of our functions (programming, advocacy, research etc.) so that we can apply the full Theory of Change.

COHERENCE, EFFECTIVENESS, EFFICIENCY: OUR APPROACHES

To ensure we are accountable to children, their communities and those who support our work, we will develop a consistent set of education approaches that ensure we are working in the most efficient way possible and that our programmes are based on evidence of what brings about equitable learning.

Approaches are a meaningful way of putting our values into practice to achieve greater impact for children:

Collaboration	<ul style="list-style-type: none"> • Unified Save the Children proposition and solution to problem • Common language on our education interventions • Consensus across movement on effective interventions • Coherent and common advocacy positions for policy change • Common branding
Accountability	<ul style="list-style-type: none"> • Time and cost-effective • Shared programme delivery framework and MEAL methodology • Networked, collaborative provision of technical assistance
Creativity	<ul style="list-style-type: none"> • Generate and test out new ideas in robust manner • Test across contexts • Adapt and learn from them
Ambition	<ul style="list-style-type: none"> • Practical and meaningful way of “completing the transition” to a global movement • Clear and consistent ‘ask’ to funders across the globe
Integrity	<ul style="list-style-type: none"> • We aspire to live to the highest standards of personal honesty and behaviour; we never compromise our reputation and always act in the best interests of children

POTENTIAL APPROACHES

SUB-THEME	WHAT QUESTION ARE WE ANSWERING?	APPROACHES
ECCD	How can cognitive development in the first three years of a child's life be supported?	Support for children aged 0-3 (combining First Read and the 0-3 Toolkit)
ECCD	How can communities develop effective and inclusive early childhood care and development where there is no, little or inadequate government provision?	Community-based Early Childhood Care and Development
ECCD	How do children develop school readiness skills in all contexts, including humanitarian?	Emergent Literacy and Maths
BE	How can children best learn to read in the first three years of primary school in all contexts, including humanitarian?	Literacy Programming
BE	How can learning environments meet quality standards across all contexts, including humanitarian?	QLE Programming
BE	How can children in crisis and post-crisis settings access education which is safe and supports learning and well-being?	School Safety (likely to encompass a different initiatives to ensure safety)
BE	How can we improve learning outcomes in important domains other than literacy?	Numeracy Boost Social and Emotional Learning
BE	How can sustainable improvements in classroom teaching quality be achieved in all contexts, including humanitarian?	Teacher Professional Development
BE	How can teachers and communities work together to ensure that excluded children are able to learn in all contexts, including humanitarian?	Inclusive Education
BE	How can adolescent girls be supported to complete primary education and transition to secondary education?	Adolescent girls education
BE	How can older out-of-school children gain from low-cost alternative accelerated pathways in basic education?	Accelerated Learning Programmes
BE	How can we respond to the health issues preventing school-age children from attending school and learning while in school	School Health and Nutrition

This list represents a menu from which we will prioritise 2-3 global approaches to focus on collaboratively.

POTENTIAL SIGNATURE PROGRAMS

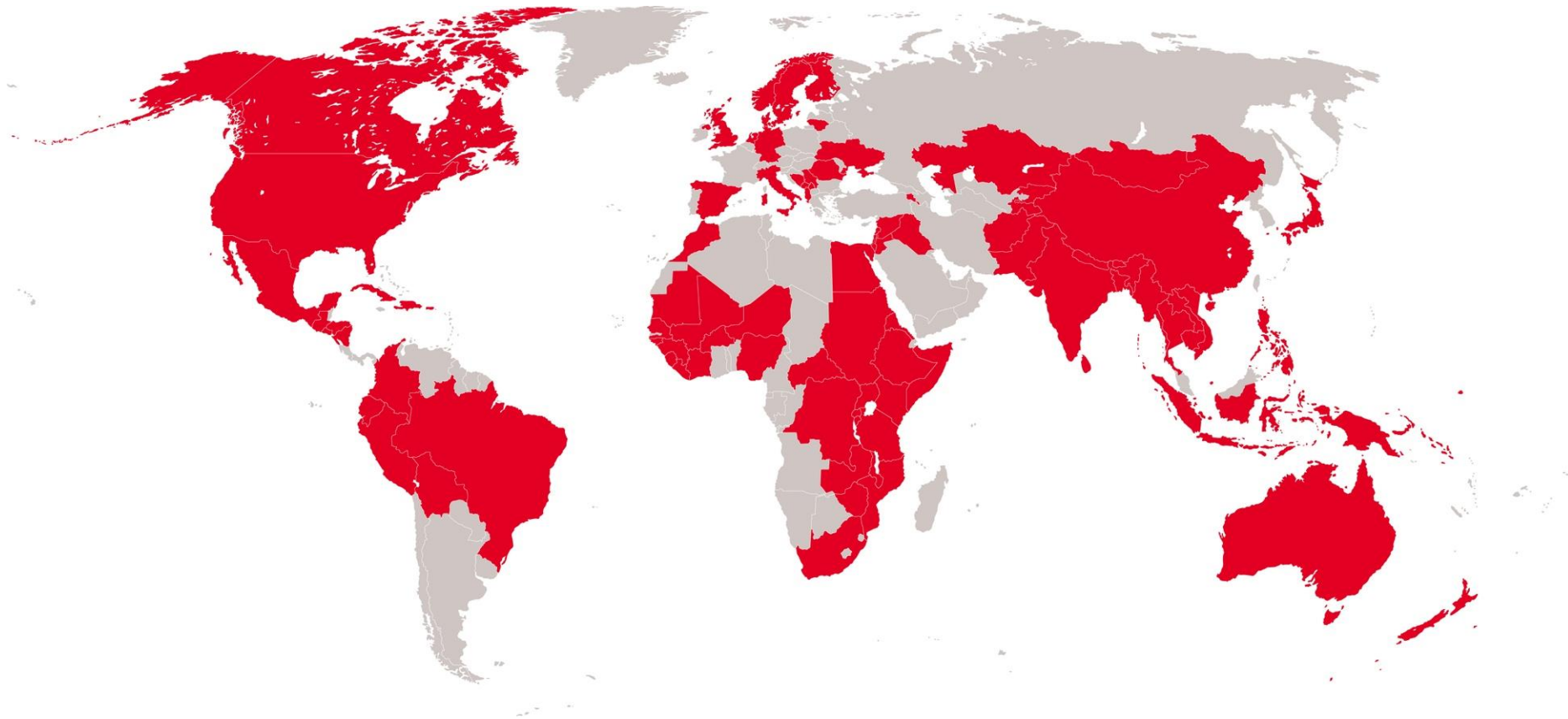
We will develop and enhance our Signature Programs in order to achieve national-level breakthroughs.

SIGNATURE PROGRAM	COUNTRY	COMPONENT APPROACHES	DATE
To be confirmed: We will develop a Signature Program for early childhood care and development	To be confirmed	To be confirmed	By 2018
Literacy Boost in Bangladesh or Ethiopia	Bangladesh or Ethiopia	Literacy Boost	2016
Advancing the Right to Read	Rwanda	Literacy Boost, Early Literacy and Maths, Children's Book Initiative and First Read	2016
I'm Learning	Cambodia or Uganda or Zimbabwe	QLE Programming, Literacy Boost	2017

GEOGRAPHICAL PRESENCE

We will seek to increase our programming in areas where there are the highest levels of educational deprivation.

Trends around urbanisation mean that to continue to be relevant, we will develop a strand of work to increase our understanding of the issues faced by boys and girls in relation to learning in urban contexts.



ENSURING OUR WORK CONTRIBUTES TO ACHIEVING OUR BREAKTHROUGHS

We will focus our research agenda to:

- generate knowledge that contributes to achieving our breakthroughs
- consolidate and communicate learning from our programmes on how to reduce the barriers to learning for the most deprived children and to make practical recommendations to decision-makers on more equitable education financing
- maintain oversight of all research and development activities related to education that take place across the organisation
- we will work with partners and donors to find creative ways of collecting the evidence we need to achieve impact for children affected by humanitarian crises.



RESOURCING OUR WORK

Financial: Table I shows total education expenditure annually for 2012-2014 and projects *likely* annual education expenditure for 2015-2018 calculated using the compound annual growth rate of 9% which has been applied to global income targets. It has been agreed that we will track annual education expenditure, but not set a target.

Table I

	Total education expenditure (USD millions)	Education expenditure as a % of total thematic expenditure
2012	\$250m	21%
2013	\$236m	20%
2014	\$288m	25%
2015	\$314m	n/a
2016	\$342m	n/a
2017	\$373m	n/a
2018	\$407m	n/a

The education theme has agreed not to establish *focus* or *high* priority countries and to retain a level of flexibility to maintain a balanced portfolio of country programmes and the ability to be responsive to donors. We will however track the correlation between our own funding levels and levels of educational deprivation and will strive to direct resources to those countries and areas of highest deprivation.

Please see annex for details of countries with the largest numbers of out-of-school children and Save the Children country offices and members with the largest education portfolios.

Capabilities: There is a significant need to increase our thematic capacity in order to deliver our ambitions for children. We will develop a capacity development strategy to underpin the 2016-2018 Education Strategic Delivery Plan. This is likely to focus on increasing our thematic capacity for:

- literacy programming
 - ECCD with a focus on emergent literacy and maths
 - Education in Emergencies
- The Education Theme will also develop SKILL Set – Strengthening knowledge and impact for life-wide learning: SKILL Set will apply and expand expertise held in one member to systematically devolve capacity into COs and colleague Members to create a global network of MEAL teams working to support both CO and global evidence generation. The CO-focused activities will fuel continuous improvement while the global activities will shape advocacy and enhance investment in what works for children.

