Save the Children Canada
Education and Child Protection
2014 - 2016

Save the Children

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INTRODUCTION

The purpose of this document is to contextualize and outline the approach and objectives of Save the Children Canada as related to Education and Child Protection programming and how they are interrelated. This document is both internal and external as it has been developed to provide Save the Children Canada staff (Program, Business Development, Advocacy, etc.) and other SCI members as well as external stakeholders (corporate and institutional donors, other NGOs, etc,) with a summary of our organizational methodology in our priority sectors as related to our development and humanitarian programming with boys, girls, and youth.

1. RATIONALE

Education and Child Protection are deeply interconnected see figure 1. Education is a pivotal right for the development of girls and boys and child protection is a condition to guarantee their well-being. Education requires an appropriate and inclusive environment to protect all children and youth regardless of race, sex, and/or ethnicity. The provision of quality and relevant education that promotes child protection means empowering children and youth to build their own holistic life plans – grounded in their culture, their interests, and their needs – as a way to concretely pursue their goals and reach their potential.

Save the Children Canada's vision of education is a process that is broad and dynamic, encompassing much more than the traditional understanding of schooling. Education is embedded into the different life cycle phases of every child (early childhood development, childhood, adolescence, adulthood) and involves reaching children and youth in the diverse environments in which they interact (households, schools, the workplace, on the streets, in community

FIGURE 1:
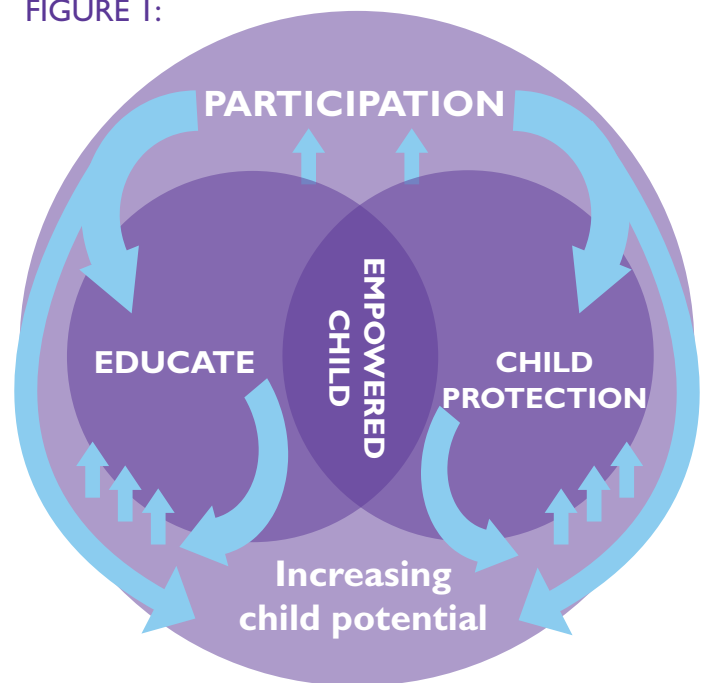
SCC's Education and Child Protection Strategy is grounded on a child-centred vision that sees Education and Child Protection as integral rights to fulfill but also as interlinking means that promote participation and the empowerment of girls, boys and youth. SCC's focus is on the intersection of these two sectors, supporting holistic programs that help children and youth reach their fullest potential.

centres or other non-formal education centres, in refugee camps, and in child-friendly spaces). Through access to good quality education, in each stage of the life cycle and in each space of interaction, children and youth are protected and grow up learning to build a healthy, productive, and creative life for themselves. The educational objectives of Save the Children Canada programs are not limited to ensuring both girls and boys attend school, but also in helping to maximize their potential by equipping them with the skills and opportunities to build their own life plans, including earning a livelihood and contributing to their families and communities.

Save the Children Canada's vision of protection is the fulfilment of every child's equal right to be safe from harm (violence, abuse, exploitation, and neglect) allowing them to survive and thrive, and to have opportunities to learn, participate, play, and develop into empowered citizens. In this vision child protection is situated on a continuum – moving from the minimum goal of protection from harm (addressing critical vulnerabilities) towards the full participation of children as engaged political, social and economic actors, and young leaders (maximizing a child's potentialities). Education plays an important role in this continuum in helping children develop, engage meaningfully, build resilience, and reach their potential. Participation is both a goal and means for protection; through

increased participation, children build their capacities for self protection and resilience.

Save the Children Canada's vision is holistic and child-centred, focusing on the intersection between education and child protection, emphasizing participation and building the potential of children, families, and communities to support meaningful transformation and the fulfilment of rights. For example by empowering children and parents to seek resources to ensure they are protected and can access education. Education and protection intersect closely in Save the Children Canada's understanding of learning. By providing safe learning spaces in diverse

For Save the Children, the term 'children' refers to all persons age 0-18, and we recognize that each life stage, from early childhood to adulthood, holds special and unique gender considerations. With this in mind, whenever we talk about 'children' we are talking about children of all gender identities, and give careful and ongoing consideration to the different experiences of girls and of boys.

While the categories of 'boys' and 'girls' support us in identifying and addressing the unique gender considerations experienced by children, SCC recognizes and celebrates the multitude of gender identities which exist around the world.

formal and non-formal settings and relevant learning that fulfils children's rights and helps empower them, education is a crucial pathway towards protection. Through education, children acquire skills to protect themselves

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FIGURE 2:

SCC's programs aim to strengthen "self protection" by increasing resilience in adversity

Resilience *is a dynamic process that enables people, communities and institutions to bounce back after crisis, transform in the face of adversity and mitigate exposure to risk. Resilience in education involves the identification and protection of local assets as well as meaningful engagement by teachers, parents, caregivers, community actors and institutions, which supports students' educational motivation, while helping them to manage and mitigate their exposure to risks and protect themselves.*

"Self protection" *is an important component of resilience. Increasing self-protection capacities is key to ensuring children are empowered with the knowledge and skills to protect themselves from harm, minimize exposure to risks and seek out the resources that will help to overcome vulnerability and build potential. One of the ways this is achieved is by supporting "life projects" or life planning among children: counselling that helps them to build a picture of their life goals and construct a practical pathway to achieving them.*

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and build their resilience[1] (see definition in Figure 2). Ensuring integral protective care and services in schools and other learning environments is key to protecting children from harm and abuse and building their resilience. In addition, schools can also be places where children and their wider communities learn and identify practices to better protect children and build opportunities so they can develop to their full potential and self-protection.

This strategy has its roots within the *Child Protection Initiative* of Save the Children's global initiatives – focused on strengthening children's right to be protected from abuse, neglect, exploitation and violence, It is also stems from Save the Children's *Education Global Initiative*, which includes five strategic objectives focusing on the provision of access to good quality basic education, education in emergencies, early childhood care and development, education for youth empowerment, and driving global and national policy change. Save the Children's education programs emphasize *quality learning environments* guided by four key principles, which intersect both education and child protection indicators including: meeting emotional and psychological needs; protecting the wellbeing of children; encouraging and supporting active engagement, child-centred

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1. The concept of resilience used here is rooted in the World Bank's definition (see Education Notes, May 2013 edition: http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2013/06/07/000442464_20130607141648/Rendered/PDF/776720Revised00ssets0and0Resilience.pdf)

teaching and improved learning outcomes; involving parents and local communities in planning; and decision-making and action to improve education. Guided by our Gender Equality Policy, Save the Children Canada strives to identify and address root causes of gender barriers girls and boys face in accessing quality education and protection.

Save the Children Canada contributes actively to Save the Children's Global Initiatives on both Education and Child Protection and takes the strategic objectives and principles of each as a fundamental starting point (Annex 1 includes additional detail of the global initiatives). Yet Save the Children Canada's own strategy aims to reach beyond, using a holistic approach that recognize the importance of learning in diverse educational contexts (including beyond formal schools) as a key pathway to ensuring vulnerable children are protected, and framing child protection initiatives beyond a focus on vulnerabilities towards strengthening children's own potential. Promoting both access to quality and relevant education and

"Education is not only about making sure all children can attend school. It is about setting young people up for life, by giving them op-portunities to find decent work, earn a living, contribute to their communities and societies, and fulfil their potential."

Education for All Global Monitoring Report, Youth and Skills, Putting education to work, UNESCO, 2012

protecting vulnerable children against abuse and harm is important, yet Save the Children Canada feels it is also necessary to give them a voice and promote their participation and empowerment in the fulfilment of their own rights.
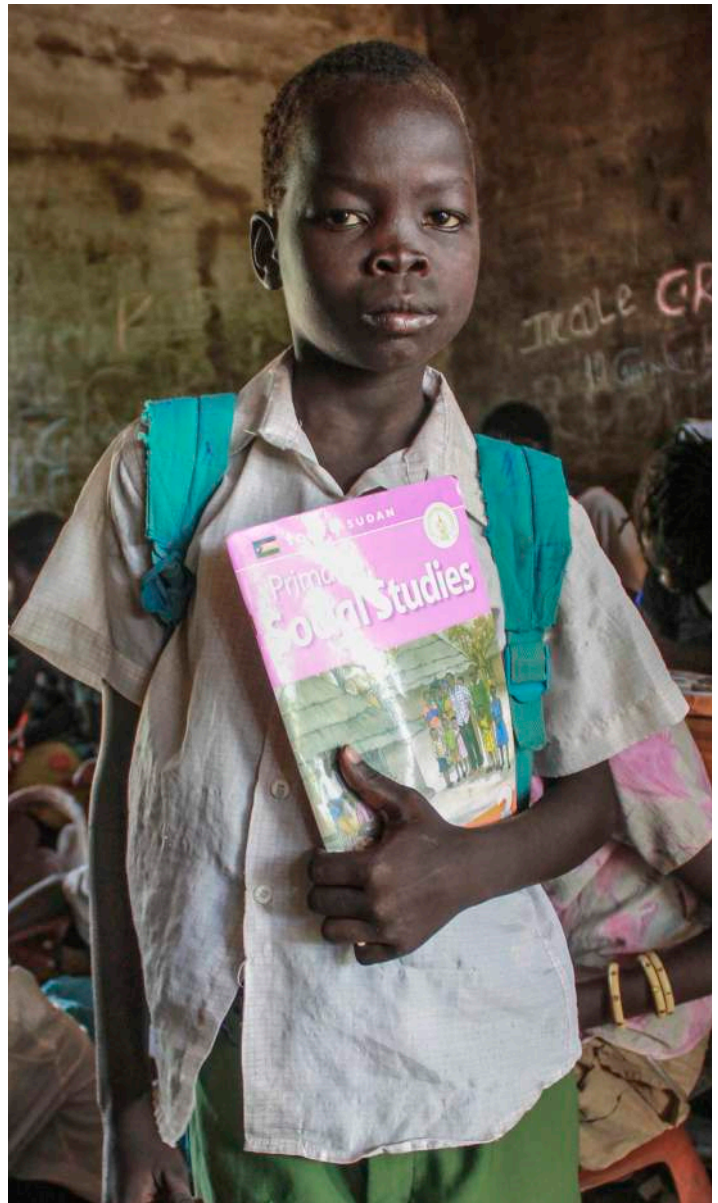
Helen Mould / Save the Children

"I like to go to school so that one day I can help my family so they have a better life." Thep at a Save the Children education project.

Young girl in Bolivia preparing wool to sell for wool production.

2. CONTEXT
Background and development of Save the Children Canada's niche focus

Save the Children is the world's leading independent organization for children. We are committed to ensuring boys and girls realize their rights to which they are entitled under the UN Convention on the Rights of the Child. Save the Children Canada is a member of Save the Children International, a network of 30 member organizations raising funds and operating programs domestically and internationally that focus on the issues of health and nutrition, education, HIV and AIDS, child protection, livelihoods and food security, emergency relief and child rights governance. In 2012, we reached more than 125 million children in about 120 countries, including Canada.

OUR VISION is a world where every child attains the right to survival, protection, development, and participation.

OUR MISSION is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

In 2012, within the context of developing an expertise and clear-added value to SCI, Save the Children Canada chose two themates areas as key niche areas:
1. Gender and
2. Children & Work.

Save the children Canada believes that a focus on gender is essential to fulfilling the rights of girls and boys and critical to overcoming poverty. To support this, our Gender niche area is guided by Save the Children Canada's Gender Equality Policy and Gender Equality Strategy, and cuts across all other thematic areas of focus. Save the Children Canada recognizes that socially constructed roles and responsibilities of boys and girls, women and men, are learned, changeable over time and variable within and between cultures. Through the Gender Equality Strategy, Save the Children Canada seeks to enable action to promote gender equality and end discrimination, in order to fulfill our mission to ensure all boys and girls, irrespective of their gender identities, attain their equal right to survival, protection, development, and participation. Here, Save the Children Canada strives to enable gender transformative approaches, whereby a gender sensitive approach is used to promote gender equality, while working with key stakeholders to identify, address, and positively transform the root causes of gender inequality for women and men, girls and boys.

Our Children & Work area straddles both Child Protection and Education and includes such themes as child work, livelihoods and adolescent non-formal education. Save the Children Canada defines children's participation in work as all economic activities children undertake to contribute to their own incomes and that of their family. To ensure protection of children from work that harms them, Save the Children

Canada promotes "dignified work" that respects the rights of children and does not negatively compromise children's health, education, and development. Dignified work allows children to improve various facets of their education, and to build social and life skills that create opportunities for the present and future. Existing in parallel with other rights, dignified work builds upon learning by imparting knowledge and technical skills, as well as social, cultural, political, and life skills (ie. resilience, self-esteem, confidence, gender equality) and instills a positive mindset of dignity and responsibility within society. In prioritizing the area of Children & Work, Save the Children Canada is building on the important intersection between child protection and education to maximize children's potential, participation, empowerment, and resilience. While child protection and education each represent distinct rights to be fulfilled, simultaneously they comprise a powerful means to promote children's participation and empowerment.

Key issues and global considerations

This section highlights key global political trends relevant in the period 2014-2016 that have significant impact on children and their communities and on the work that we do to support them in Education and Child Protection programs.

Whether relating to income, gender, caste, age, disability or geography, inequality is a key issue that affects children. Income inequalities are particularly extreme and can compromise children's health and development while increasing children's vulnerabilities. The richest 5 per cent of the world's population controls over 37 per cent of global income, while the poorest 5 per cent has less than 0.2 per cent[2]. Global trends indicate increasing extremes, for example a recent study looking at income inequality across more than 80 countries between 1993 and 2005 observed an upward trend in income inequality[3].

One main issue to highlight is environmental concerns and the acceleration of climate change. Global warming increases the desertification of large areas of settlement and pressure on water supplies. This can directly influence mass migrations of people, including children, with all the associated risks of such movements. There is also an increased number of natural catastrophes such as floods, hurricanes and tsunamis which thrust entire communities and segments of populations into humanitarian crises and expose them to additional shocks. Droughts and heavy precipitation also directly affect food security, destroying crops and livestock families rely on for their food consumption and livelihoods.

Numerous conflicts across the globe are also directly affecting children. These conflicts may

2. ODI & the Millennium Campaign (2010) Millennium Development Goals Report Card: Learning from progress, ODI: London
3. Save the Children and Overseas Development Institute (2012), Progress in Child Well-Being: Building on what works; Mehrotra, S. and Jolly, R. (1997) Development with a Human Face: Experiences in social achievement and economic growth, Oxford: OUP

Adama, a secondary school boy in Burkina Faso, in a classroom for the Children Lead the Way program

have various root causes including competition for scarce natural resources (and particularly water), historical conflict between factions of civil society, a struggle for independence, the trade of illicit drugs and arms, etc. Conflicts directly affect children, whether by involving them as participants engaged in conflict or compromising their safety and the structures that are meant to protect them and support their development towards their full potential.

Urbanization is another critical global trend, which has been steadily increasing since the 1950s[4]. In 2007, for the first time in human history, the number of people living in urban areas exceeded that of people living in rural areas. Children may migrate with or without their families, and during the move their vulnerabilities often increase, as traditional social structures that had previously offered

some protection (such as school or their community) disappear, and they must find new systems of protection.

Finally, demographic changes have led to the largest number of young people in history: the size of the population aged below 30 continues to increase and reached 3.5 billion in 2012, up from 2.7 billion in 1980[5]. This "youth bulge" means that one in six young people in the world are aged 15-25, and disproportionately concentrated in the poorest countries. This is especially true in sub-Saharan Africa, as well as large numbers of young people in the Arab States and in West Asia, where half are under the age of 25[6]. It is estimated that some 57 million additional jobs will need to be created to accommodate the growing youth population in the Arab States, South West Asia and sub-Saharan Africa, in order to prevent unemployment rates from rising above current levels[7]. In the developing world, employment prospects are extremely limited for young people. The ILO estimates that in 2013, 73 million young women and men between the ages of 15-24 are unemployed globally, accounting for 47 per cent of all unemployed persons[8].

FIGURE 3:

Percentage of World Population

Legend: Rural, Urban

Child development life cycle

The global issues described above are each affecting children's development potential.
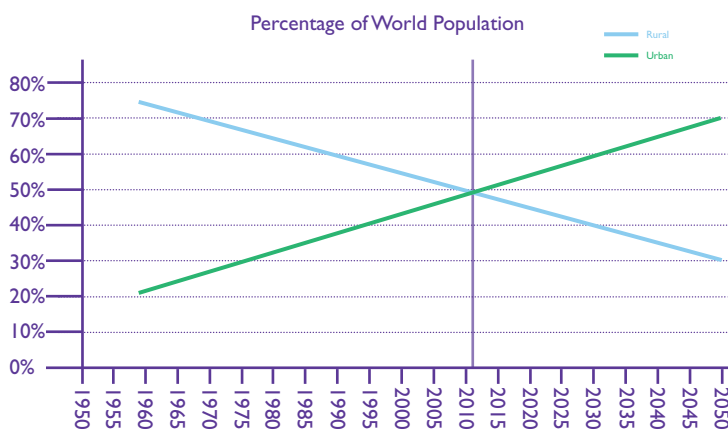
4. United Nations, http://esa.un.org/unup/p2k0data.asp
5. Special Report: The World's Youngest Populations 2012, Euromonitor International, http://blog.euromonitor.com/2012/02/special-report-the-worlds-youngest-populations-.html
6. Education for All Global Monitoring Report 2012, UNESCO, p.26. http://unesdoc.unesco.org/images/0021/002175/217509E.pdf
7. Ibid
8. Global Employment Trends for Youth 2013 Executive Summary, International Labour Organization, p.4 http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_212899.pdf

Children and youth in different stages of their life cycle are impacted in different ways and each benefit from tailored interventions to fulfil their rights to be educated, protected and to reach their full potential.

Early childhood development (0-6 years of age) is a crucial period in the human development cycle that requires special attention in order to guarantee a good start in life. Care, protection, stimulation and interactions in the early years shape children's development of cognitive, language and social and emotional skills and lay the foundation for a child's success in school and life. Effective Early Childhood Care and Development (ECCD) interventions targeting vulnerable and at-risk children are fundamental and should promote a holistic approach including a combination of education, child protection and the promotion of safe environments, including access to health and nutrition, clean water, and sanitation. Quality early childhood interventions can

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Young children learning shapes at a Save the Children early childhood program in Kenya

Gender is especially important to account for when working with children as gender identities are formed early in life, beginning from before one year of age. During this critical developmental stage of early childhood, girls and boys are learning about the world around them and as part of this are learning about behaviours, attitudes and actions their family and society feels are appropriate/inappropriate for a women or man, girl or boy. Here, girls and boys may begin learning gendered roles including (i.e.) violence as a means for resolving conflict or the right to express ideas and opinions, which can in turn influence communication skills.

Save the Children believes that engaging girls and boys around gender equality in the formative years of childhood has the potential to enable real and meaningful changes in power dynamics, now and in the future, supporting the fulfilment of rights to protection and education for all children.

provide a powerful means to promote equal opportunities and development for the most marginalized children: "Studies in developing countries show that early childhood development programmes lead to higher levels of primary school enrolment and educational performance, which in turn positively affect employment opportunities later in life. On the contrary, children who start school late and lack the necessary skills to be able to learn constructively are more likely to fall behind or drop out completely, often perpetuating a cycle of poverty."[9] Despite the importance of ECCD programmes, nearly half the world's children – especially girls from marginalized populations – are likely to miss out on such programmes that develop skills in early childhood[10], often falling behind their more advantaged peers before they even begin school. These gaps widen as children get older: they are likely to perform poorly in school, earn less as adults, and engage in risky social behaviors[11].

From the age of 7-12, access to quality and relevant education and child protection becomes key to promoting a child's development and potential, helping to end generational cycles of poverty and disease, while promoting children's participation in addressing the issues that affect them and the world around them. Girls and boys who receive a combination of quality education and protection and are empowered to participate in decision-making that affects their lives, are

Joel reading books from the Book Bank on Nicaraguan coffee farms in Children Lead the Way program

equipped with the knowledge and skills to make healthy choices, protect themselves from harm and risks, participate actively in their communities and make social, economic and political decisions that can improve their lives and those of their communities. Marginalized children have less access to education - especially girls - children affected by conflict, children living in extreme poverty and isolated areas or those belonging to socially disadvantaged groups. These children may not have schools close to their homes; their families may not have the resources to cover school-related costs, they may be unable to relate to the content being taught, or they may face discrimination or violence at school[12]. Girls often

9. Early Childhood Education and School Readiness, UNICEF (website), http://www.unicef.org/education/bege_61627.html
10. Ibid
11. Early Childhood Development – Key Issues, World Bank (website), http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS
    EXTEDUCATION/0,,contentMDK:23338526~pagePK:148956~piPK:216618~theSitePK:282386,00.html

face additional gender access barriers, due to being unable to safely walk long distances to schools, having responsibilities in the home which prevent them from attending school, and/or families not prioritizing investment in girls' education.

Substantial progress has been made in increasing enrolment and attendance of children in primary school, as well as increased gender parity in school completion rates. From 1999 to 2008, the number of children enrolled in primary school grew by 52 million children[13], with significant increases in enrolment in South and West Asia and sub-Saharan Africa. Yet globally some 67 million children remain out of school, and many children enrol but drop out before completing a full primary cycle[14]- an issue that needs to be address.

Effective interventions to promote inclusive and quality education for primary school-aged children emphasize access to quality basic education (both formal and non-formal) – including literacy, numeracy, life skills, environmental issues and rights education; teacher training; and improvements to learning environments to ensure relevant and flexible education that is accessible to the poorest and most marginalized. Education based on human rights helps to root out some of society's persistent inequities. Ensuring equity in education builds a foundation for equal opportunity, economic growth, employment creation and productivity[15].

Adolescents and youth require equitable access to appropriate learning and life skills programmes in order to thrive and develop into their full potential. Formal secondary schooling is an effective way to develop the skills needed for work and life – yet equitable access remains a challenge. Despite a global increase in the number of children enrolling in secondary school (there are 25 per cent more children in secondary school today than in 1999), the gross enrolment ratio for lower secondary school remains falls short in low income countries, and worldwide some 71 million adolescents of lower secondary school age were out of school in 2010[16].

Education systems are also doing a insufficient efforts of equipping children and youth with the educational skills and know-how to lead productive and engaged work lives. School curriculums are not geared to be contextual and relevant, teachers are ill trained and equipped to address the diverse needs of children and youth. Hence quality of schooling remains a significant issue that needs to be addressed in order to ensure that children are able to achieve key learning outcomes, such as reading, writing, mathematics, as well as the technical and soft skills needed to engage in productive work. There is a huge gap or mismatch between the education being provided and the skills needed in the workplace.

12. Early Childhood Education and School Readiness, UNICEF (website), http://www.unicef.org/education/bege_61627.html
13. The Big Picture – Basic Education and Gender Equality, UNICEF (website), http://www.unicef.org/education/bege_59826.html
14. Ibid
15. Ibid
16. Education for All Global Monitoring Report 2012, UNESCO, p.26. http://unesdoc.unesco.org/images/0021/002175/217509E.pdf page 9-10

Alejandro Kirchuk / Save the Children

Norma Lucy, 14, assists her sheep-farmer parents in the afternoon after coming back from school. She lives in the region of Huancavelica, Ccasapata district in Peru. Rural areas throughout the region face challenges to accessing relevant education for children. Save the Children through the Children Lead the Way program is working to train teachers in both Spanish and Indigenous language education, so that children who work outside of school hours are equipped with local, relevant skills and knowledge upon graduation.

3. CURRENT SAVE THE CHILDREN CANADA PROGRAMMING

Strengthening the education environment and developing child protection systems are approaches used by Save the Children Canada in both development and humanitarian programming to promote safety and security, and to empower children themselves, as well as their communities, to protect those who are socially vulnerable and marginalized. Within its programs Save the Children Canada currently implements several initiatives in which education and child protection are integrated:

- The five-year *Children Lead the Way Program (CLW)* funded by PWCB-DFATD aims to empower working girls and boys to become engaged citizens and access dignified work in Peru, Kenya, Nicaragua, Burkina Faso and Bolivia. It works in three areas: provision of quality education (formal and non formal) and employment preparation; protection from exploitation by engaging government, employers and communities; and facilitating the participation of working children in public life and decisions that affect their lives. Over 30,000 people are reached through this program including over 6000 children directly between the ages of 12-18.

- The Youth in Action Program is a five-year partnership with The MasterCard

Foundation that aims to improve the socio-economic status of African youth by providing educational and employment opportunities, specifically in the agricultural sector. The program will reach 44,700 vulnerable young people ages 12-18 within Burkina Faso, Egypt, Ethiopia, Malawi, and Uganda. Youth in Action is designed to help young people better understand their interests, the resources that exist in their communities, and the pathway to harness their own potential. Youth in Action works with local partners to identify and select out-of-school youth participants within

the five countries to complete a 'learning stream' that combines literacy, numeracy, life skills, financial literacy, and business skills through Save the Children's award-winning Literacy Boost program, along with an 'action stream' that offers young people a pathway to formal or non-formal education including vocational training or employment and entrepreneurship opportunities in the agricultural sector. This program is creating a space for young people to embrace change and to be leaders in its process.

• The Protecting Children's Education in Southwest Colombia Project builds on innovative methodologies and lessons learned from the DFATD-funded Right to Education and Participation for Children and Youth in Nariño project (2008-2013)/ As We Learn, We Grow. The new 5-year project, implemented in partnership with the Norwegian Refugee Council, aims to provide education opportunities to children and youth who are out-of-school, through Flexible Education Models (FEM) and support the preparation of School Improvement Plans in public schools in order to improve their curricula, pedagogical approaches and conflict resolution environment. The project will directly reach an estimated 80,800 in-school girls, boys and youth and 38,800 out-of-school girls, boys and youth in 21 municipalities. Since the design of the project there has

Christian Melo / Save the Children

Children in a Save the Children supported classroom in Colombia

been close collaboration with government authorities in Colombia including the Ministry of Education, the local Secretariats of Education and Municipal Authorities. The government is committed to scaling-up project learnings, and the level of engagement of officials from the Secretariats of Education demonstrates genuine ownership of the project.

• The Improving Access to Quality Primary Education project in Mali is a 3 year DFATD-funded consortium initiative

(2014-2017), implemented by Save the Children, Plan, Aga Khan Foundation, and World Vision. The aim of the project is to increase the access and enrollment of children in quality education in the regions of Kayes, Koulikoro, Sikasso, Ségou, and Mopti. Approximately 42,000 primary school students and 9,000 children in preschool will be targeted throughout the project. Save the Children's intervention will be in Sikasso and will focus on support for Early Childhood Development Centers. This includes canteen construction for improving school health and nutrition and ensuring gender-appropriate WASH facilities are accessible. In addition, the initiative will contribute to the training and capacity building of teachers on early childhood development teaching methodologies; gender sensitive, inclusive education; and hygiene promotion/ good nutrition practices, amongst others. Members of the School Management Committees, Mothers' Associations, and other communal services will also receive training on decentralized school management and sustainable support for education in their communities.

- Within *Humanitarian and Emergencies programming,* education and child protection is closely linked:

  - In Kenya, Save the Children is supporting the provision of Alternative Basic Education (ABE) programming in both the Dadaab Refugee Camps and the surrounding Host Communities. The focus is on reaching out-of-school children and youth, and providing them with an avenue through which they can enrol in some form of education. Overall, this programming aims to work through 40 ABE centers to provide access to various forms of non-formal education, including Early Childhood Development and Education for children 3-5 years; Accelerated Learning Programs (catch-up classes for children 6-14 years old); Basic Literacy Skills classes for young adults; and Vocational Skills classes for vulnerable girls/young mothers.

  - In Jordan, Save the Children Canada is providing access to learning opportunities and psychosocial support to vulnerable Syrian refugees and Jordanian children living in stressed host communities, including rehabilitation and supplies to schools to provide safe and nurturing educational environments. Families of vulnerable students receive cash grants to reduce economic strain, and children's coping mechanisms and resiliency will be enhanced through Alternate Learning Spaces in all 30 schools and training education providers on psychosocial support to help children deal with the trauma and loss experienced

during the crisis.

- In Lebanon, Save the Children Canada is supporting the establishment of 4 Child-Friendly Spaces and the provision of psychosocial support to children of varying ages and their caregivers to help them deal with the trauma of crisis and displacement. Alternative learning programs and remedial education classes are established to enable children to quickly and successfully integrate into formal education, and teachers are trained on remedial and alternative education approaches. The most vulnerable families are being reached with cash grant support.

- Save the Children Canada is also committed to responding to meet the needs of children in domestic emergencies. Building off of a response to the Alberta Floods in June/July 2013, Save the Children will work alongside other partners to provide child protection programming as needed and appropriate.

- In Canada, Save the Children Canada's domestic programs through community partners intersect both education and child protection:

- The C-I-LEARN (Children's Indigenous Language, Education, Activity Resources and Nurturing) Project is a community-based early childhood development project that focuses on empowering language leaders and community members to teach Indigenous children (0-6 years) through learning their traditional mother-tongue, which reinforces identity, a sense of belonging, and helps Indigenous children reach their potential.

- The Baby Love – Supporting Infant Security program educates parents and caregivers in the James Bay Area on how to respond to their infant's attachment needs to strengthen the experience of bonding, attachment and security. It provides training and ongoing support to community-based health care workers to develop skills to lead community-based support groups reaching parents and infants.

- The Working to Change the World curriculum is an interactive rights-based resource, designed for educators to deliver workshops on the topic of children and work. The curriculum's purpose is to raise awareness and educate Canadian middle school and university students on the topic of children and work that intersect themes of both education and child protection.

Working to Change the World

A RESOURCE GUIDE FOR EDUCATORS ON
THE ISSUE OF CHILDREN AND WORK
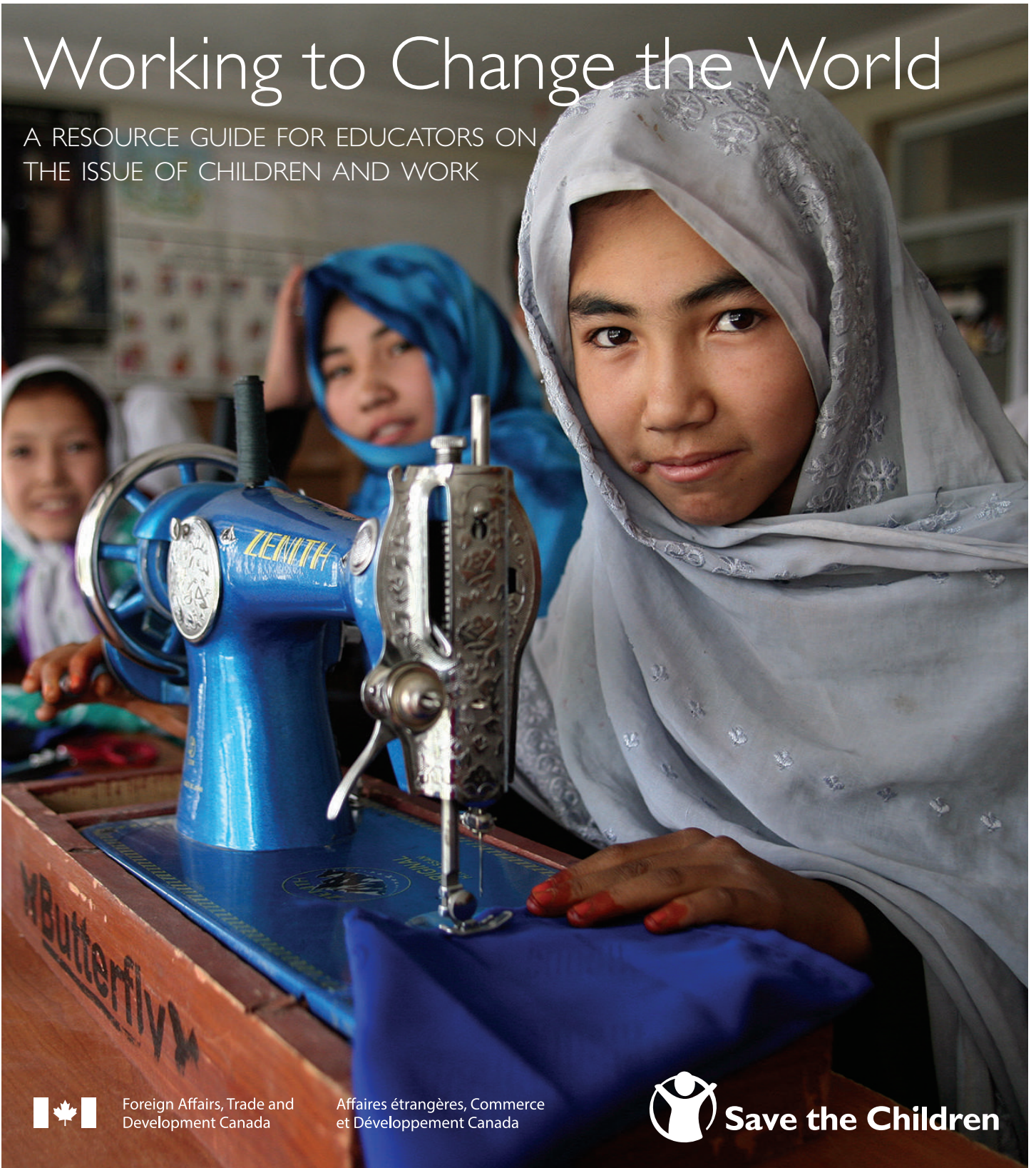
Foreign Affairs, Trade and
Development Canada

Affaires étrangères, Commerce
et Développement Canada

Save the Children

Secondary-level curriculum, Working to Change the World, designed for teachers to teach about the issue of children and work in Canadian classrooms.

4. GUIDING PRINCIPLES

A rights-based approach is the foundation for Save the Children's work across sectors. In addition, our education and child protection programs are guided by the principles of child participation, systems-strengthening, child-centeredness gender equality, and community-based approaches. Everything we do aims to build or improve child protection and education systems.

Save the Children's Global Theory of Change – our general approach - is founded on working in partnership to develop innovative programmes, provide a voice for children and use evidence to persuade governments and other agencies to adopt the right policies and implement them at scale. Save the Children Canada's education and child protection programs are grounded in this approach:

1. **WE WILL BE THE VOICE:** advocate and campaign for better practices and policies to fulfil children's equal rights, especially their rights to participation, and ensure that voices of girls and of boys are heard, particularly those of children most marginalised (including indigenous children, children from ethnic minorities, working children, and children affected by conflict). We will support children's participation through individual empowerment, including through participatory pedagogical approaches in the educational setting, as well as through collective child-led movements, including working children's organizations, child rights networks and children's clubs. For example, in schools, we support children's participation in the school governments as a key strategy to promote children's voices in school decision making processes. Also, through teacher training on active methodologies in classrooms we encourage the development of the best interests of children to learn, to be heard and to build their knowledge. Finally, we incorporate the participation of children in the project cycle, to ensure that their views are taken into consideration while undertaking the situation analysis and impact assessment.

2. **WE WILL BE THE INNOVATOR:** develop and prove evidence-based, replicable breakthrough solutions to problems facing girls and boys by building on expertise in protection and education and investing in the intersection between education and protection to overcome working in silos and maximize results for children and youth. For example, in the area of children and work, our nuanced understanding of both harmful and beneficial effects of work on the child allows us to pursue innovative approaches that build on a child's own potential as well as community capacities. We also acknowledge that to enable children to fully develop, we need to take into consideration

their spiritual and artistic needs, through art-based methodologies, and peer-to-peer programming that fosters their creativity.

3. WE WILL ACHIVE RESULTS AT SCALE:

    support effective implementation of best practices, programs and policies for children, leveraging our knowledge to ensure sustainable impact at scale, For example, promotion of inclusive and quality education through the As We Learn, We Grow in Colombia project resulted in plans and programs with both the Departmental and Municipal Secretariats of education to bring project results to scale, including articulation with the Departmental Secretariat of Education in the implementation of the Diverse Languages in the Classroom strategy and a Cooperation Agreement with the Departmental Government to train teachers from five municipalities of Nariño in the incorporation of pedagogical practices that use a gender equality perspective. Because of the success of this project, the Ministry of Education in Colombia is committed to scaling-up results and has been working in close collaboration with SC and NRC in key stages of the new 5-year DFATD project.

4. WE WILL BUILD PARTNERSHIPS:

    collaborate with children, civil society organisations, communities, governments and the private sector to share knowledge, influence others and build capacity to ensure children's rights are met. Bringing

together diverse actors from the education environment and protection systems will support holistic and integrated programming for children. For example, as part of the CLW program in Nicaragua, project partners actively participated in child commissions in three municipalities in order to facilitate the positioning of the issue of holistic protection for working children and the implementation of the 'Harvest Plan' in two municipalities. This involved the close collaboration of government and NGO partners during the coffee harvest season to ensure children working on coffee plantations have continued access to education, are healthy and protected from harm, and enjoy their right to recreation. This is an excellent example of inter-institutional programming supported by Save the Children Canada delivered by a number of diverse stakeholders who were mobilized to work in tandem to deliver interventions that aim to support and protect working children.
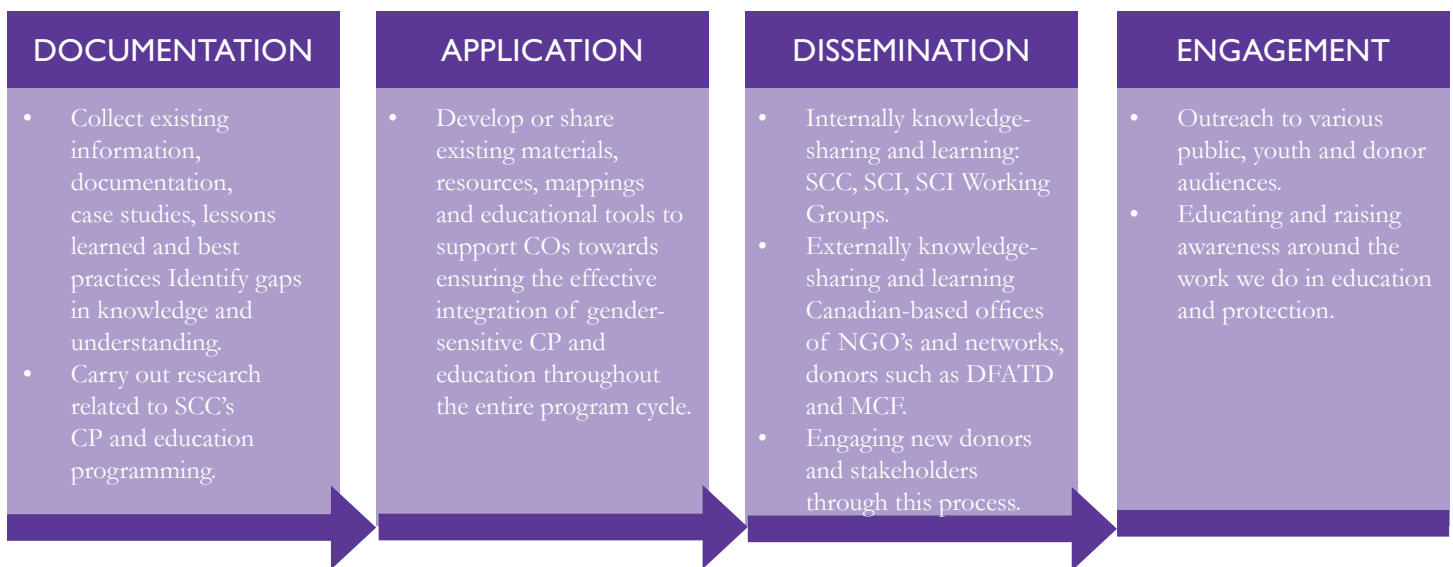
5. GOAL AND OBJECTIVES

Goal: Improved quality of Save the Children Canada programming to ensure that girls and boys are empowered and able to fulfill their rights to learn and grow in protective environments.

To achieve this goal for children Save the Children Canada will work to strengthen its capacity through the Education and Protection Working Group, who will be responsible for following up on the Education and Child Protection Strategy. This work will be guided by four key objectives as detailed below.

Objectives of the Education and Protection Working Group

1. Strengthen documentation, research and knowledge management related to Save the Children Canada's education and child protection programming.

2. Effective application of tools and materials to support Country Offices in integrating gender-sensitive education and child protection throughout the program cycle.

3. Improved dissemination of learnings both internally within the Save the Children family and with key external partners including Canadian-based offices of NGOs, networks, donors, and new stakeholders.

4. Increased engagement with stakeholders including outreach with various audiences (public, children and donors) to educate and raise awareness of Save the Children Canada's work in education and child protection.

FIGURE 6: Education and Child Protection Working Group: Key objectives and areas of work

DOCUMENTATION	APPLICATION	DISSEMINATION	ENGAGEMENT
• Collect existing information, documentation, case studies, lessons learned and best practices Identify gaps in knowledge and understanding. • Carry out research related to SCC's CP and education programming.	• Develop or share existing materials, resources, mappings and educational tools to support COs towards ensuring the effective integration of gender-sensitive CP and education throughout the entire program cycle.	• Internally knowledge-sharing and learning: SCC, SCI, SCI Working Groups. • Externally knowledge-sharing and learning Canadian-based offices of NGO's and networks, donors such as DFATD and MCF. • Engaging new donors and stakeholders through this process.	• Outreach to various public, youth and donor audiences. • Educating and raising awareness around the work we do in education and protection.

6. STRATEGIC APPROACH

Save the Children Canada's strategic approach in education and protection is child-centred and rights-based, aiming to reduce vulnerabilities while helping children and youth reach their full potential and fulfil their rights to be educated and protected against harm. Save the Children Canada's key focus areas for programmes include access to education and child protection, quality of learning, quality learning environments, transition to dignified work, community empowerment, strategic partnership with government, child and youth participation, child-friendly spaces and youth engagement. Save the Children Canada will maintain a community-based approach, rooting all of our work by engaging in direct partnership with communities, children, and families. Gender considerations are integrated into all initiatives including recognition of the different needs of girls and boys, a focus on gender equality, and efforts to identify and address root causes of gender inequalities such that all children can fulfill their rights to education and protection. Save the Children Canada remains involved in various networks to learn and share experiences and strengthen its work around education and child protection, as well as engagement with diverse partners, including private sector alliances.

Key Beneficiary Groups

Our strategic framework is structured around three broad groups that follow the life cycle of a child's development (please see Annex II). This includes 1) children 0 - 6 years of age; 2) children 7 - 12 years of age; and 3) adolescents and youth (13 - 18).

We target vulnerable girls and boys affected by poverty and inequality with an emphasis on:

- Working girls and boys including those engaged in the worst forms of child labour.
- Indigenous girls and boys, as well as ethnic minority children.
- Girls and boys affected by conflict.
- Girls and boys affected by humanitarian crisis, including child refugees in camp settings.

Save the Children

A girl in Burkina Faso carrying mangos to the market to sell.

A Bolivian girl selling bananas after school to support her family income.

Key SCC focus areas in education and protection programs

FOCUS AREA	DESCRIPTION
Access to education and child protection	**Access to formal and non-formal education and protection.** Includes basic primary and secondary education; flexible education models for out-of-school children; productive education; and education in emergencies including child friendly spaces.
Quality of learning	**Relevant education that is child-friendly, gender-sensitive and culturally appropriate.** Includes child-friendly pedagogy; culturally relevant education; peace building methodologies; life skills training; education for work (vocational and professional training); teacher training to ensure quality teaching and active pedagogy; reproductive health.
Quality learning environments (QLE)	**Improving learning environments to ensure safe schools and quality education.** Includes training for teachers and parents in child protection and life skills; alternative approaches to quality basic education for the poorest and most marginalized; capacity building with government officials; advocacy to change government policies to improve the quality of learning environments; child-friendly spaces in emergencies.
Transition to dignified work	**Empowering youth to access dignified working conditions.** Includes livelihood opportunities, entrepreneurship; income-generating activities for children and youth; education for youth empowerment (vocational training, soft and hard skills); increasing employability and life skills; life planning and job counselling based on children's life projects; job placement and apprenticeship.
Community empowerment and community-based approaches	**Communities understand how to create protective environments and are empowered to do so.** Includes parental education including child rights and life skills; non-violence; peacebuilding; citizenship; empowerment of mothers; livelihood support to households.
Strategic partnership with government	**Strategic partnership with national and local authorities to deliver programming and improve the quality of interventions.** Includes alliances with Ministries of Education, Labour and Social Protection; increasing government capacities; scale-up of programming and methodologies; ensure program sustainability; strengthening child protection systems.

Children at the child and youth friendly space that Save the Children run in Domiz refugee camp for Syrian Refugees. Here children can learn, play and recover. Activities include singing and drawing and there is also emotional support.

Key SCC focus areas in education and protection programs

FOCUS AREA	DESCRIPTION
Child and youth participation	**Ensure children's voices are heard and taken into account.** Includes support to children organizations (child rights clubs, working children's movements, child councils, school governments including student councils); support and participation in different child protection and education networks to learn, share experiences, advocate and strengthen their capacities and interventions; advocacy around education and protection systems including systems strengthening at local and national levels, including referral systems for child protection services; teacher training on participatory pedagogical approaches; integration of mainstream child protection methodologies in curricula and in workplaces.
Child-friendly spaces	**Provide safe environments and restore a sense of normalcy for children dealing with trauma.** The Child Friendly Space model is a common component in most post-disaster initiatives implemented by SCC. The space, in addition to providing a safe environment in post-humanitarian emergency contexts, often includes educational activities which together, help to restore a sense of normalcy and well-being for children.
Youth engagement in Canada	**Engage young people by educating and raising awareness on global issues and children's rights,** using participatory, rights-based, and action-oriented methodologies and activities. Empower young people to think critically, get involved and take action on children's rights issues in order to become engaged global citizens. SCC will be developing a youth engagement strategy for Indigenous communities and is currently in dialogue with Indigenous communities across Canada regarding ethical and effective engagement with Indigenous young people.
Emerging topics	• Environmental education • Innovative technology to improve education and protection • Early Childhood Care and Development • Creative arts-based education and protection initiatives • Engaging meaningfully with the private and public sectors

Amal flies her kite made in the Jordan Refugee Camp child protection program.

ANNEXES

Annex 1: Global Initiatives
Child Protection Initiative

KEY FOCUS AREA	STRATEGIC OBJECTIVE
Children Without Appropriate Care Children without appropriate care benefit from good quality care services either in their own families or, when necessary, in family and community-based alternatives.	By 2015, 4.6 million children without appropriate care, and their families, including children affected by HIV and AIDS and those on the move, will benefit from good-quality preventive and/or remedial interventions within an improved child protection system.
Child Protection in Emergencies Save the Children and the wider international community have increased capacity to implement large-scale, effective child protection programmes before, during and after emergencies.	By 2015, 3.7 million children affected by armed conflict and disaster will be protected from abuse, neglect, exploitation and violence through preventive and remedial interventions based on the Minimum Standards for Child Protection in Humanitarian Response.
Physical and Humiliating Punishment Physical and humiliating punishment is an issue to be addressed at the government level (through bans), community level (behaviour change promotion) and at the parental/caregiver and teacher level (practising positive discipline).	By 2015, 9.2 million children will be protected from physical and humiliating punishment in all settings.
Children and Work Save the Children recognizes that while some forms of work are harmful and violate the rights of children, other forms of work do not, such as light work that can be combined with schooling. SC programs are guided by the CRC, the best interests of the child principle and the involvement and participation of children themselves, and address the complexity of broad issue of children and work through an integral approach that combines expertise in child protection, economic strengthening, health and education to create opportunities for children to become healthy, educated and empowered citizens.	By 2015, 3.5 million children children will benefit from services that will enable them to fulfil their rights.

KEY FOCUS AREA

Child Protection Breakthrough:

All children thrive in a safe family environment and no child is placed in harmful institutions. Includes the following 3 objectives:

1. Keep children safe: Children grow up in a safe family environment free from harm caused by violence, exploitation, abuse or neglect.

2. Strengthen families and prevent unnecessary separation: Children without appropriate care benefit from quality care either in their own families or, when necessary, in family and community-based alternatives.

3. Securing family reunification in humanitarian crises: Separated and unaccompanied children are provided with adequate family tracing and reunification services in the best interest of the child, and children at risk of separation receive preventive support services.

Annex 1: Global Initiatives
Education Global Initiative

KEY FOCUS AREA	STRATEGIC OBJECTIVE
Basic Education Focused on building literacy, numeracy, life-skills and understanding of rights through formal education in schools, as well ensuring quality learning environments that promote safe and healthy learning spaces including the participation of parents and communities.	All children have access to a good quality basic education – especially those who are excluded and marginalized or living in conflict-affected areas.
Education in Emergencies Ensuring humanitarian responses include access to a quality education for children and youth at risk of or affected by emergencies.	Children and youth at risk of, or affected by, emergencies have access to quality education as a fundamental part of all humanitarian responses.
Early Childhood Care and Development Increasing access to quality holistic early childhood care and development programmes that ensure a child's right to survival, health, education and protection.	An increased number of young children have access to quality early childhood care and development programmes that ensure their rights to survival, health and education.
Education for Youth Empowerment Empowering vulnerable youth to become active economic, social and political citizens through non-formal basic education, vocational training and life-skills.	To empower vulnerable youth in rural and urban areas through education and training to become active economic, social and political citizens.
Driving Global and National Policy Change Shaping future education goals in post-2015 global frameworks and influencing discussions on the financing of education to ensure all children benefit from their right to a good quality education, especially those hardest to reach and in emergency situations.	To secure global and national policy change so that all children benefit from their right to a good quality education.

KEY FOCUS AREA

Education Breakthrough 1:

Education in Emergencies – ensuring humanitarian aid provides an educational lifeline to children. By 2015 we will have:

- Increased the number of children we reach to 25% of all children affected by emergencies

- Ensured greater provision of timely, appropriate, quality education programmes based on best practices and strong evidence and research.

- Provided ECCD support to children through our humanitarian response programmes and ensured closer linkages between ECCD and basic education in emergency situations.

- Strengthened our education response capacity across the sector, ensuring technical assistance through trained education in emergency response staff in every country where we work and a pool of regional and global experts available for rapid deployment to emergencies.

- Successfully led the Education Cluster in 20 countries.

Education Breakthrough 2:

Improving literacy for all children and young people – continue to scale up Literacy Boost and ensure children acquire basic literacy skills. During 2012-2015:

- Design and test literacy programmes that measurably improve children's learning outcomes and implement them in at least 20 countries, reaching 600,000 children with literacy programming.

- Assess the reading skills of 100,000 children.

Annex 2: Save the Children Canada Framework for Education and Child Protection Programming – Examples of Activities and Interventions

Working Children

0 - 6 years of age

- Identify and protect children through ECD centers
- Train caregivers on early childhood care and development
- Parental education
- Games and play
- Build ECD centers / programmes/ activities in workplaces of parents
- Promote life-skills (hygiene)
- Promote environmental education
- Promote good nutrition

6 - 12 years of age

- Access to formal education with flexible hours that accommodate work schedules and school locations close to home/workplace
- Quality education:
  - Flexible education model
  - Tailored curriculum
  - Literacy and numeracy skills
  - Life-skills
  - Child rights awareness
  - Environment: agriculture skills, organic practices.
- Parental education: risk assessment related to work
- Education for children moving with seasonal work
- Teacher training: active pedagogical methodologies
- Promoting children's participation through the school

Adolescent and youth

- Access to basic learning - literacy and numeracy
- Access to formal education and non-formal education (including centers and community-based spaces)
- Quality:
  - Productive education
  - Hard and soft skills training
- Life-skills
- Vocational & professional training including job placement
- Market assessment
- Participation and leadership
- Rights awareness
- Cultivating creativity through education (artistic, social, spiritual dimensions)
- Environment: agriculture skills, organic practices.

GENDER CONSIDERATIONS AND STRATEGIES

→ Boys and girls are involved in different areas of work: girls primarily involved in work around the home while boys are more likely to be engaged in work outside the home.

→ Gender risk analysis of work conditions and alternatives.

→ Create equal work opportunities for boys and girls.

Children engaged in the worst forms of child labour

0 - 6 years of age

- Identify and protect through ECD centers
- Train caregivers on ECCD issues
- Parental education
- Games and play
- Build ECD centers at workplace

6 - 12 years of age

- Rescue and recovery
- Skills assessment
- Life planning/creation of 'life projects'
- Addressing stigmatization
- Family strengthening or/and reunification

Adolescent and youth

- Rescue and recovery
- Skill assessment
- Life planning/creation of 'life projects'
- Addressing Stigmatization
- Work placement

GENDER CONSIDERATIONS AND STRATEGIES

➡ Boys and girls are involved in different areas of work: girls primarily involved in domestic work and boys in more hazardous forms of work.

➡ Gender risk analysis of work conditions and alternatives, including an assessment of how some harmful work can be seen as a means of protection for girls.

➡ Create equal work opportunities for boys and girls.

Indigenous children and ethnic minorities

0 - 6 years of age

- Culturally relevant education including language revitalization

6 - 12 years of age

- Culturally relevant education including language revitalization
- Bilingual curriculum review
- Teacher training for indigenous and Afro Colombian teachers

Adolescent and youth

- Productive education
- Child and youth participation
- Vocational training culturally adapted to diverse ethnic groups
- Curriculum review

GENDER CONSIDERATIONS AND STRATEGIES

➡ Gender strategy developed to Indigenous population, taking into account their cultural values.

➡ Gender equality training with teachers from indigenous territories.

➡ Co-development of gender-sensitive teaching material with teachers from indigenous territories to design rights-based classroom strategies that align with indigenous cosmovisions.

➡ Forums to promote alternative masculinities with males from indigenous communities.

cont: Save the Children Canada Framework for Education and Child Protection Programming – Examples of Activities and Interventions

Children affected by conflict

0 - 6 years of age	6 - 12 years of age	Adolescent and youth
	• Child rights awareness • Peacebuilding and citizenship initiatives • Access to school • Life planning/creation of 'life projects' • Teacher training • Parental involvement in decision-making regarding children's education • Psycho-social support	• Child rights awareness • Peacebuilding and citizenship initiatives • Access to educational opportunities for out-of-school children & youth • Life planning/creation of 'life projects' • Teacher training • Parental involvement in decision-making regarding children's education • Life skills training & productive education • Psycho social support

GENDER CONSIDERATIONS AND STRATEGIES

→ Gender strategy developed taking into account the impact of conflict in boys and girls.

→ Teacher training with education institutions in conflict-affected areas and communications campaigns that promote the adoption of inclusive teaching approaches that promote gender equality.

→ Training workshops with government education authorities in conflict-affected areas on gender equality and sexual diversity to identify and address discrimination, homophobia, exclusion and gender-based violence.

→ Training for students in conflict-affected (gender equality, peacebuilding, sexual and reproductive health).

Children affected by humanitarian crisis – both emergency response and early recovery

0 - 6 years of age

- Identify and train ECD caregivers in cognitive development, appropriate support for young children, psycho-social support
- Parental education - how to support children affected by crisis
- Psychosocial support to parents
- Family reunification in ECD centers
- Birth registration
- Games and play
- Nutrition and health initiatives

6 - 12 years of age

- Temporary learning spaces
- Opportunity to resume education (formal & non-formal)
- Psychosocial support
- Teacher training
- Teaching and learning materials
- Life skills
- School government
- Child participation
- Birth registration
- Nutrition and health initiatives; school feeding programmes
- Flexible school schedules
- Mobile schools
- Sport for development
- Parental education and support including messaging to support caregivers
- Use of technologies to educate and provide life-saving messages

Adolescent and youth

- Age group most vulnerable to traditional harmful activities and recruitment by gangs; ensuring schools offer a protective and inclusive environment.
- Access to basic learning: literacy and numeracy
- Vocational training, including ECD caregivers
- Involvement in response and reconstruction initiatives: including cash for work activities
- Child participation
- Family reunification
- Support for young parents: support groups, parental education, cooperative day care among young mothers
- Prevention of harmful traditional practices (including early marriage)
- Nutrition and health initiatives

GENDER CONSIDERATIONS AND STRATEGIES

➡ Girls are the first removed from school and most subjected to harmful traditional practices (early marriage) or coping strategies (trafficking, sex trade), while boys are most vulnerable to recruitment (gangs, armed forces)

➡ Initiatives targeting young mothers

➡ Gender-sensitive WASH specificities in schools

➡ Ensure safety travelling to and from school

➡ Awareness-raising and prevention of gender-based violence

➡ Girls education campaigns

➡ Dignity kits in schools providing displaced girls with basic necessities to maintain hygiene

➡ Flexible hours to accommodate schedules

cont: Save the Children Canada Framework for Education and Child Protection Programming – Examples of Activities and Interventions

Child refugees in the camp setting

0 - 6 years of age

- Ensure literacy classes include lessons in a child's mother tongue
- ECD centres staffed by members of refugee community

6 - 12 years of age

- Provide quality formal and non-formal education opportunities
- Accelerated learning classes and transition to formal schools
- Ensure equal provision of programming to camp and host community children
- Work with the host government to ensure the delivery of the most relevant curriculum
- Technical and vocational education training linked to market opportunities

Adolescent and youth

- Provide quality formal and non-formal education opportunities
- Programming for out-of-school youth (those currently out-of-school and those who have never attended)
- Work with the host government to ensure the delivery of relevant curriculum
- Ensure indigenous cultural identity is integrated into curriculum
- Technical and vocational education training linked to market opportunities
- Ensure equal provision of programming to camp and host community children

GENDER CONSIDERATIONS AND STRATEGIES

➡ Community mobilization around the importance of girls education

➡ Ensure the safety of the school environment and travel to and from school

➡ Opportunities to use technology/radio schooling to ensure girls are able to attend school without the security concerns of travel to and from

➡ Recruitment and training of more female teachers

➡ Literacy, vocational and/or formal education opportunities for young mothers

Children in the Pathy Foundation-funded Refugee Camp program in Jordan

OUR MISSION is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

OUR VISION is a world where every child attains the right to survival, protection, development and participation.

Save the Children