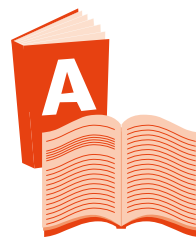
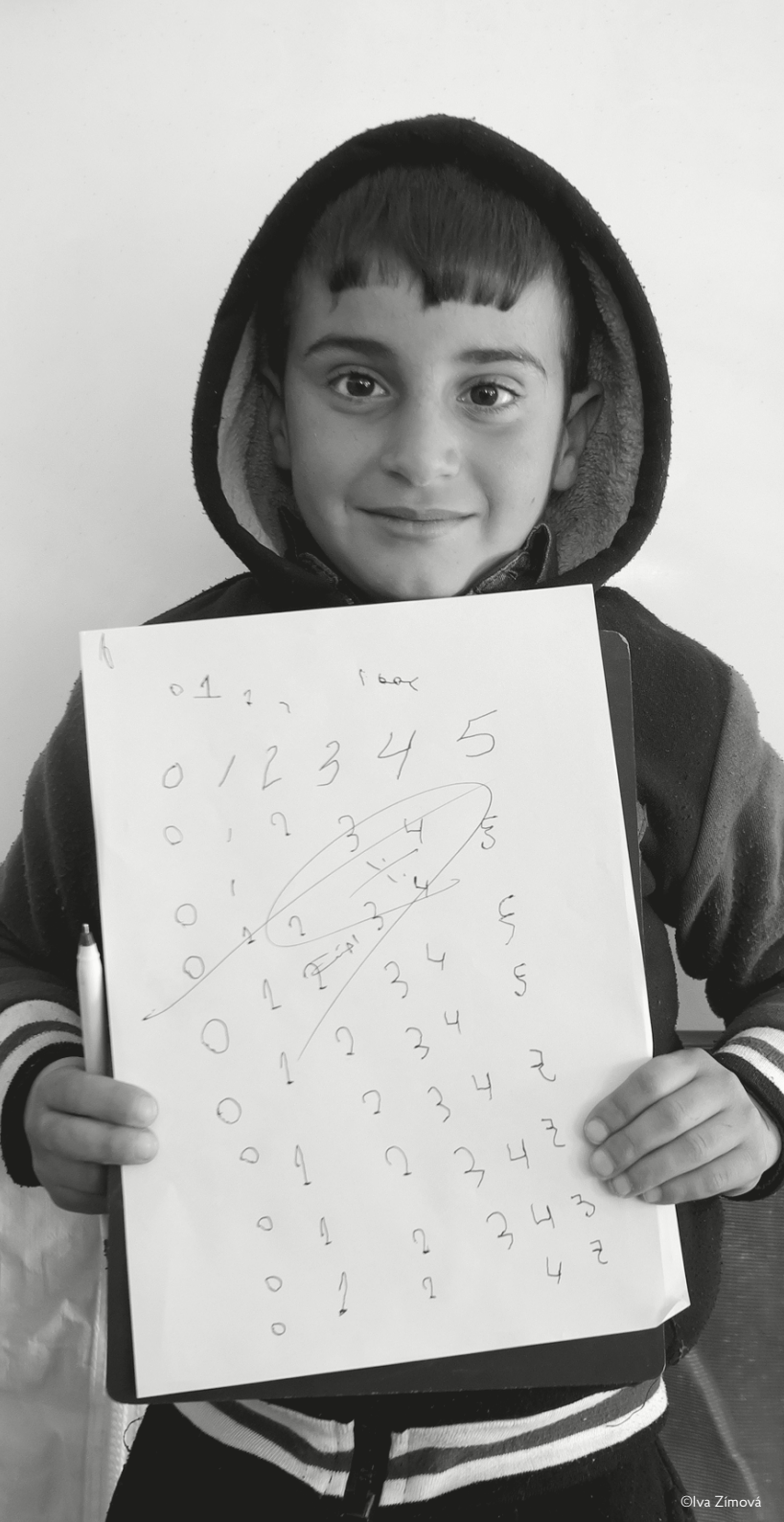


2017-2021 GLOBAL STRATEGY FOR EDUCATION AND SKILLS DEVELOPMENT

People in Need

Revised November 2017



PIN is aware of the unique transformative power of education to act as a catalyst for numerous wider development goals. Education and skills keep hunger and diseases away and enhance job opportunities, helping households to escape poverty. Education empowers women and men to overcome discrimination. It also motivates them to actively participate in public life and promote change. Education plays a crucial role in the lives of conflict and disaster-affected children in re-establishing routine and a sense of normalcy and it promotes stability, good governance and peace. That is why PIN considers education one of its priority sectors. This Education and Skills Development Strategy was developed to outline the directions that PIN's programming will take to effectively enhance educational access and quality within formal and non-formal education settings.

Zuzana Váchová, PIN's Advisor for Education

UNDERSTANDING EDUCATION AND SKILLS

Every child has a right to education, but not every child enjoys this right. Young people with low literacy, low employability and few life skills are more likely to be trapped in poverty and be vulnerable to exploitation. They have fewer opportunities to take part in decisions that affect their lives and their communities. These challenges are becoming more acute as the world is facing the largest generation of youth ever and jobs are not being created fast enough to meet this shift. Despite the recent increase in global enrolment (a record 91% in 2016ⁱ) and growing education budgets in low-income countries, several widely recognised challenges still persist.

THE CHALLENGE:

OUT-OF-SCHOOL CHILDREN:

58 million children worldwide are unable to attend school, moreover 120 million children drop out before Grade 4ⁱⁱ. In many countries, poverty, humanitarian emergencies, armed conflict, and an inadequate schooling system or discrimination mean that **children are not able to go to school and learn foundational skills.**

LEARNING DEFICITS

130 million children who reach Grade 4 do not learn to read. The total number of children who do not learn to read is 250 million, which is close to 40% of all primary-school-age children worldwide. Performance of children in low-income countries is around 4 to 6 grades behind children in developed countries, a situation caused by inadequate teaching methods and curriculum, high absenteeism and a poor learning environment. **School attendance alone does not ensure children's learning and improved skills.**

SHORTAGE OF TRAINED TEACHERS

At least 1 in 4 primary school teachers is not trained to national standards in one third of countries worldwideⁱⁱⁱ. In addition, 93 countries currently do not have the required number of qualified teachers due to recent increased enrolment and population growth. This results in large class sizes in early grades and in the poorest areas and in generally low education quality. If all countries were to achieve universal primary education, they would need to hire 10 million more trained teachers by 2020^{iv}. **Improving children's learning is impossible without adequate numbers of well-qualified teachers.**

MARGINALISATION/INEQUITY

Exclusion of children at each step of education – enrolment, completion and achievement – is another reason for low levels of learning in most developing countries. Not all children are similarly affected, failure at any step of the process hits the poorest, most marginalised and vulnerable children hardest. Poverty is generally the most determining factor of exclusion. The children from the poorest quintile of households, especially girls, are four times more likely to be out of school compared with those from the wealthiest households.^v When multiple exclusion factors exist, such as in the case of girls, rural populations, ethnic minorities or children with disabilities, the average numbers of years of education can decrease to virtually zero. **No country can achieve high levels of learning without bringing all groups to school and providing them with quality education.**

CRISIS

Currently, 50% of the world's out-of-school children live in conflict-affected countries and 75 million school age children are affected by crises worldwide.^{vi} Wars, natural disasters and other emergencies severely disrupt children's education due to displacement, family separation, non-existent education services and infrastructure, a poor economic situation, health issues, and overall adversity and distress.

YOUTHS WITH NO PRODUCTIVE SKILLS

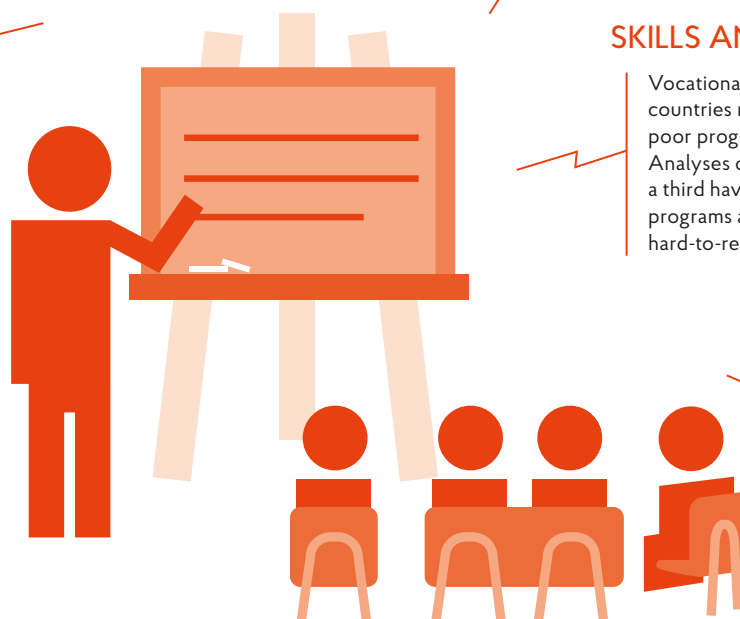
Young people globally equal 25% of the working age population. Over 600 million young women and men aged 15 to 24 years are neither in school nor receiving training, working or looking for work.^{vii} In sub-Saharan Africa, three in five young workers (61.4 %) do not have the level of education expected to make them productive on the job.^{viii} Under-education can have a severe impact not only on labour productivity but also on the wages of young workers.

SKILLS AND LABOUR MARKET MISMATCH

Vocational Education and Training (VET) programs in many developing countries remain an unattractive alternative for young people, with often poor programme quality or limited relevance to the labour market needs. Analyses of VET programmes from around the world find that less than a third have positive, significant impacts on employment and earnings.^{ix} Many programs are poorly designed and implemented, and are not attractive for the hard-to-reach young people who are most in need of upgrading their skills.^x

LOW PARTICIPATION OF CHILDREN AND YOUTH

Low participation in education and generally in public life is often caused by a mix of reasons including cultural barriers, adult resistance and lack of adult capacities to promote their participation, and general fear of the negative outcomes of children's and youth participation, such as required redistribution of power. In addition, there is often a lack of legislation to establish the right to participate.



PROBLEM ANALYSIS

ROOT CAUSES: poverty, insecurity, gender inequality, exclusion, weak governmental structures, child labour

ACCESS:

- lack of schools and learning materials
- shortage of teachers
- inadequate learning environment
- low parental engagement
- low value of education

QUALITY:

- low teacher qualification
- under-paid teachers
- large / crowded classes
- limited teacher professional development
- ineffective teaching techniques
- lacking opportunities for students participation
- inadequate discipline practice

EDUCATION SYSTEM

- inadequate curriculum and teacher training
- weak school leadership
- low capacity of education authorities
- insufficient policies
- weak data for effective decision making
- weak quality standards for learning achievement
- inadequate student assessment



STRATEGIES, DONORS AND ACTIONS

In recent years, several global educational initiatives focusing on equitable access to education and improved learning have been (re)established. **The Global Partnership for Education (GPE)**, the only multilateral partnership and fund dedicated exclusively to education in developing countries, brings together developing countries, donors, international organisations, civil society, teacher organisations, the private sector and foundations to work on achieving its 3 key objectives: improved and more equitable learning outcomes; increased equity, gender equality and inclusion; and effective and efficient education systems. This partnership aims to deliver better learning and equity outcomes for 870 million children and youth in 89 countries.^{x1}

Education Cannot Wait (ECW) is a new global fund established in 2016 to transform the delivery of education in emergencies and to help reposition education as a priority on the humanitarian agenda. It recognises the life-saving nature of education in emergencies, promotes a more collaborative approach among actors on the ground, and fosters additional funding to ensure that every crisis-affected child and young person is in school and learning. The fund aims to reach all crisis-affected children and youth with safe, free and quality education by 2030.^{xii}

PEOPLE IN NEED'S ROLE

In a development context, PIN's role lies in **strengthening the capacity of governmental systems** responsible for providing education services including education authorities, school management, teacher training institutions and educational personnel. Furthermore, in its VET and youth empowerment interventions, PIN also supports the capacity development of local civil society organisations, businesses and other actors, including their linkages with governmental systems. In order not to undermine capacities and the role of traditional stakeholders, PIN does not directly engage in service delivery to learners, but rather creates opportunities and to enable an environment for them to better perform their responsibilities.

In a relief context, PIN strives to **fill the gaps of failed or disrupted education systems by direct provision of education and psychosocial services** to crisis-affected children and youth while ensuring participation of local communities and partnership with local stakeholders, especially with education authorities. PIN will build on its existing experience with enhancing education quality and education system strengthening especially in Ethiopia, Angola, Syria, Iraq, Afghanistan, Georgia, Western Balkans and the Czech Republic.

PIN's education work will **support the achievement of the Sustainable Development Goals**, especially:



PROGRAMMING STRATEGY

The main objective of People in Need's 2017-2021 Education and Skills Development Strategy is to:



ENSURE INCLUSIVE AND EQUITABLE ACCESS TO QUALITY PRIMARY EDUCATION FOR ALL CHILDREN

through ensuring a suitable and safe learning environment, relevant teaching and learning resources adjusted to learners' needs, continuous professional development of education personnel and promotion of education governance;



INCREASE GAINFUL SELF-EMPLOYMENT AND WAGE-EMPLOYMENT OF YOUTH AND ADULTS

through ensuring access to high-quality professional education and training which integrates key vocational, business and life skills;



EMPOWER YOUTH TO ACT AS AGENTS OF CHANGE TOWARDS A MORE TRANSPARENT AND ACCOUNTABLE DEMOCRATIC SOCIETY through capacity development and support of youth actions within formal and non-formal education settings.



PRIORITIES

- 1. EDUCATION SYSTEM STRENGTHENING: supporting systemic change and improved education governance at local, regional and national levels to achieve immediate and lasting change** through, for example:
 - Capacity development of local authorities
 - Increasing availability of up-to-date accurate educational data
 - Promotion of data-informed decision making
 - Setting up mechanisms for instructional supervision
 - Joint development and introduction of education quality standards
- 2. QUALITY EDUCATION: enhancing the quality of education and training delivery that enables learners to maximise the benefits of their learning** through, for example:
 - Teacher professional development, including teacher training, mentoring and peer-coaching efforts
 - Child-centred learning and learner engagement
 - Protecting children's wellbeing (promoting inclusive principles, equity, positive discipline practices, Teachers' Code of Conduct, zero tolerance to child abuse, children's participation, psychosocial support)
 - Parent and community engagement
 - Effective education leadership and management
- 3. INCLUSION AND ACCESS: providing opportunities for equal participation and learning for all children and youth irrespective of sex, ethnicity, disability, political affiliation, religion and displacement, especially for those affected by extreme poverty, armed conflict and natural disasters** through, for instance:
 - Creating safe and inclusive learning environments
 - Construction and upgrading of school facilities, incl. single sex WASH facilities
 - Back-to-school community outreach campaigns, parental awareness
 - Inclusive measures for children with special educational needs
 - Alternative education programmes
 - In crisis contexts, also establishing child friendly spaces and their transition to temporary learning spaces, provision of learning materials
- 4. PARTICIPATION AND ENGAGEMENT: strengthening learners' participation and active promotion of change at school, in the community and in society at large** through, for example:
 - Extra-curricular children-led or youth-led activities
 - Promoting linkages between youth groups and communities and local stakeholders
 - Using documentary movies to initiate youth discussion about societal topics
 - Supporting youth-led community projects and initiatives
- 5. MARKETABLE SKILLS: promoting demand-oriented hands-on skills development / training** through, for example:
 - Market and labour market analysis
 - Tracer studies of VET graduates
 - Increasing quality and relevance of vocational training modules
 - Promoting linkages between vocational training providers and businesses
 - Introducing work-based learning modalities
 - Career counselling

GLOBAL INDICATORS

The following core indicators were defined to enable PIN to measure and report on the global results of its work. Their values will be measured by assessing the difference in the situation before and after PIN's interventions. Guidance on the use of the indicators is provided at www.indikit.net.

ACCESS

ENROLMENT:

of learners who have gained access to education/training

REHABILITATED SCHOOLS:

of schools/ learning spaces with rehabilitated infrastructure

QUALITY

TRAINED TEACHERS:

of teachers/trainers who successfully completed a training program

LEARNER-CENTRED TEACHING METHODOLOGIES:

of teachers/trainers using learner-centred and inclusive teaching methods

CHILD PROTECTION IN SCHOOL:

of supported schools whose teachers and students are aware of Teacher's Code of Conduct and/or school child protection policy

EMPLOYMENT OF VET COMPLETERS:

of VET completers working in relevant occupations (employed or self-employed) 6 months after finishing the vocational training

LEARNING OUTCOMES

LEARNING OUTCOMES:

of learners who have gained the required knowledge and skills in the given field and period



TARGETING

Ultimate beneficiaries of PIN's education interventions are **school aged girls and boys, aged 6-17 years old**, at risk of low learning achievements, dropout or any form of discrimination in accessing and participating in education. The ultimate beneficiaries of PIN's skills development programs will be **youth and adults** with lacking marketable skills and with limited access to productive resources. Lastly, PIN's youth empowerment projects will benefit **youth, aged 15-24**, with special attention given to marginalised groups, such as girls.

PIN has learned in its past interventions that the learning outcomes of children and youth can only be sustainably improved when multiple stakeholders are involved in a **"whole school approach"**. By engaging everyone, starting with **parents** and the **community, teachers, school leadership, education authorities** at multiple levels as well as other stakeholders such as businesses or universities, PIN will increase programmatic synergies, boost individuals' motivation and enhance the sustainability of its interventions.

Geographically, PIN's education and skills work will focus primarily on countries affected by extreme poverty (such as Ethiopia, Angola, Nepal) or conflict (e.g. Afghanistan, Syria, Iraq). In the transitional countries in Eastern Europe (e.g. Moldova, Western Balkans) and Caucasus (Georgia), PIN will utilise its transformation experience gained in the Czech Republic after the fall of the communist regime.

GUIDING PRINCIPLES

PIN's education and skills interventions will follow **core guiding principles** defined to maximise the impact. The principles will also be used for **reviewing the quality of newly designed and implemented projects**.



RIGHTS-BASED APPROACH: Every child has a right to education, but not every child enjoys this right. PIN therefore promotes provision of **adequate and inclusive education services as an integrated component** of the first-line emergency and early recovery response. In a developmental context, PIN strives to ensure equitable access to education and skills development through ensuring that all children and youth, including the marginalised, can **access** adequate education opportunities, **participate** in learning and **achieve** desired learning outcomes.



STRENGTHEN FORMAL SYSTEMS: The core focus of PIN's work is on **increasing the capacities and commitment of the local stakeholders** responsible for the provision of educational services. Motivating and enabling the local, regional and national level education authorities, educational and skills training providers, education supervisors, teacher training institutions, private sector actors and individual teachers and community members to increase their contribution to improving children's and youths' learning and skills are among PIN's top priorities.

FOCUS ON LEARNING OUTCOMES: When enhancing education quality through teacher professional development, education leadership, curriculum development, provision of learning materials, increasing market-relevance of VET and improving school infrastructure, PIN will always **monitor and measure how the intervention translates into changes in the students' learning outcomes**.



DO NO HARM: If poorly implemented, education programmes can harm children, for example by employing inadequate teaching strategies, using discriminatory practices, corporal punishment, or creating an environment where children can be bullied or abused. In all relevant interventions, PIN staff will therefore **analyse, mitigate and monitor child protection and other potential risks**.

BE CONFLICT SENSITIVE: PIN will strive to deliver its education programme in a way that considers the conflict context and aims to **minimise negative impacts and maximise positive impacts** through, for example, conflict-sensitive teacher recruitment, student enrolment, curriculum and teaching materials, language of instruction, etc.

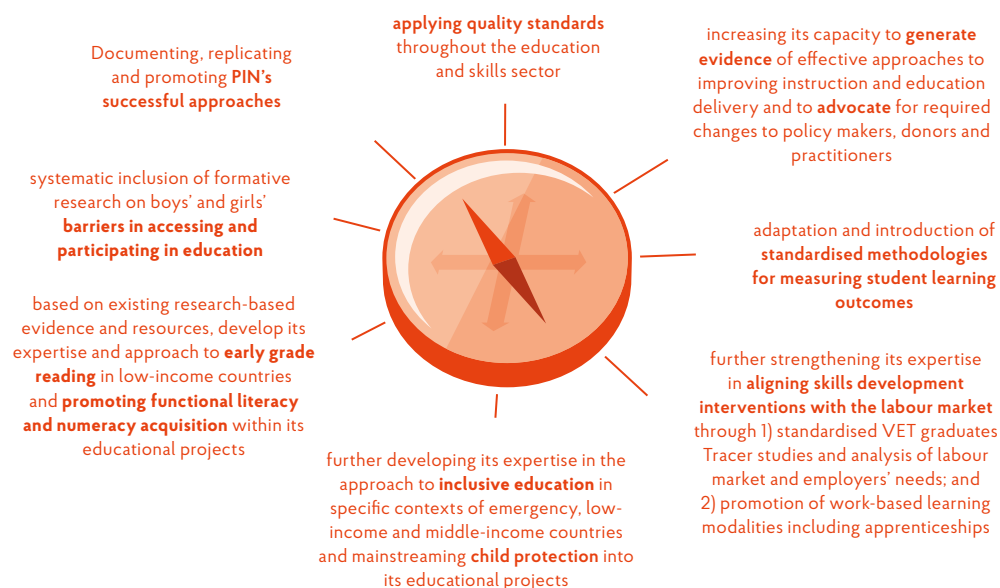


ASSESS AND BE ACCOUNTABLE FOR RESULTS: PIN's projects will allocate sufficient time, funds and expertise to **measure their outcomes and openly share the results and lessons** with its peer agencies, donors and authorities.



INVESTMENT PRIORITIES

To achieve its goals and priorities, PIN will strategically invest in:



INVESTMENTS – INDICATORS

PIN will use the following indicators to annually review the changes in the **quality of its education and skills programming**:

- PIN's educational projects longer than 2 years budget for and implement rigorous impact evaluation (*100%, by 2018*)
- PIN's Quality Standard Checklists (QSC) for education in emergencies, inclusive education, and VET are
 - developed and introduced to PIN's missions (*at least 10, by 2019*)
 - systematically used in PIN's education interventions (*60%, by 2020*)
- Psychosocial support component is an integral part of PIN Education in Emergencies projects (*90%, by 2018*)
- PIN's educational projects take specific measures to apply inclusive education and child protection principles (*75%, by 2019*)
- Training and capacity development efforts within PIN's education and skills development projects use:
 - learner-centred approach
 - competency-based minimum performance standards
 - structured post-training follow up
 - pre- and post-training exams (*90%, by 2018*)

ADVOCACY

PIN's advocacy is based on evidence gathered at the grassroots level and our direct programmatic experience. PIN will prioritise the continuous sharing of this evidence with relevant stakeholders and decision-makers to stimulate the scale-up of best practices and proven approaches. PIN will engage in advocacy at both the country level and internationally, focusing on the following priorities:

PIN WILL ADVOCATE FOR NATIONAL AND LOCAL GOVERNMENTS AS THE PRIMARY RESPONSIBLE ACTORS FOR EDUCATION:

- to focus on education quality and tackle learning deficits through a **systematic approach to measuring learning outcomes** in both formal and non-formal settings. Such learning metrics must facilitate action and inform decision-making, be adapted to local needs, and consist of a range of tools to meet the needs of the system, including at the classroom level.
- to establish and meet **commitments on creating equitable access** to education for all groups of children and young people, especially for girls and other marginalised groups.

PIN WILL ADVOCATE FOR CZECH AND INTERNATIONAL DEVELOPMENT DONORS:

- to **include education and skills development among their long-term priorities**, i.e. increasing the number, quality and total financial volume of their projects focusing on addressing barriers to education access and learning deficits in development and emergency contexts.
- to **effectively measure the outcomes of these projects**.

PARTNERSHIPS

PIN believes in building equitable multi-stakeholder partnerships where existing resources are shared and actions are well coordinated. In 2017-2021, PIN's partnership priorities are:

- to work closely with **governments and local authorities** in order to strengthen sustainability of implemented programs;
- to work with or through **local partners** to increase their capacity to co-implement projects and activities and to transfer know-how and expertise in education and skills development;
- to develop in-country partnerships with **experienced implementation agencies** enabling PIN to increase its expertise and scale of work;
- to establish partnership with **academic and research institutions** to increase PIN's know-how, evidence base and expertise in the sector;
- to increase the technical know-how sharing and advocacy-related cooperation with **Alliance2015 members** working on education and skills and other like-minded actors;
- to further strengthen strategic partnerships and PIN's active engagement in **international platforms** such as International Network for Education in Emergencies (INEE), Global Education Cluster, Teachers in Crises Contexts Working Group etc.



KEY RESOURCES

For increasing the quality of PIN's education and skills programming it is essential to be able to retain and use the expertise generated by PIN and other agencies' teams. PIN will therefore use the **following sources of this expertise**:

- PIN's Advisors for Education, Education in Emergencies and M&E
- PIN's Quality Standard Checklists for the most common activities and approaches
- PIN's Education in Emergencies Toolkit
- PIN's database of SMART indicators www.indikit.net
- PIN's Behavioural Change Toolkit
- in-country team members experienced in education and skills development
- regularly updated database of the best available strategy related manuals, tools, examples, reports and other resources located in PIN's Directory of resources
- PIN's best education / skills resources posted at www.peopleinneed.cz/resources

In addition, in emergency contexts PIN complies with the following international standards: INEE Minimum Standards for Education in Emergencies, Minimum Standards for Child Protection in Humanitarian Action and IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.



REFERENCES

- I. UIS (2017), UIS Estimation, <http://databank.worldbank.org/>
- II. UNESCO (2014): The EFA Global Monitoring Report 2013/4, <http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>
- III. ibid
- IV. UIS (2016): UIS Fact sheet: The world needs almost 69 million new teachers to reach the 2030 education goals, <http://unesdoc.unesco.org/images/0024/002461/246124e.pdf>
- V. UNICEF (2015): The Investment Case for Education and Equity, https://www.unicef.org/publications/files/Investment_Case_for_Education_and_Equity_FINAL.pdf
- VI. Nicolai, S., et. al. (2016): Education Cannot Wait: proposing a fund for education in emergencies. London: ODI, <https://www.odi.org/sites/odi.org.uk/files/resource-documents/10497.pdf>
- VII. United Nations Industrial Development Organisation (2016) <https://www.unido.org/youth.html>
- VIII. ibid
- IX. Kluge and others (2016): Do Youth Employment Programs Improve Labor Market Outcomes? A Systematic Review. IZA Discussion Paper 10263, Institute for the Study of Labor, Bonn, Germany.
- X. World Bank (2018): World Development Report 2018: Learning to Realize Education's Promise. Washington, DC; <https://openknowledge.worldbank.org/handle/10986/28340>
- XI. Global Partnership for Education (2016): GPE 2020 - Improving learning and equity through stronger education systems, GPE Strategic Plan 2016-2020, <http://www.globalpartnership.org/download/file/fid/55241>
- XII. Education Cannot Wait (2016): Case for Investment, <http://www.educationcannotwait.org/learn-more/>

Published in: November 2017

Prepared by: This strategy was developed by a working group headed by Zuzana Váchová and incorporating valuable inputs of Petr Schmied, Petra Vránová, Clare Sadd, Pavla Štefanová, Dion Battersby, Eleanor McClelland, Serena Borsani and Jan Mrkvička.

