Save the Children

The Quality Learning Framework | Save the Children's Resource Centre There is a global learning crisis. More children are going to school, but millions of children are not learning essential foundational skills. Save the Children is committed to addressing this crisis, with particular attention to the most marginalised and deprived children. All children have the right to learn from a quality basic education.

The Quality Learning Framework describes Save the Children's best understanding of what makes a quality basic education. The Framework outlines sixteen components across five foundations that support the well-being and learning of all children. Together they describe a learning environment in which all children are safe and protected, engaged by active and effective teachers and supported by their parents, community and school leadership. The foundations are underpinned by policies and systems that promote learning and tackle exclusion.

Inclusive Education Resources and Toolkit | Save the Children's Resource Centre The Inclusive Education Resources and Toolkit is a resource and reference for all staff working in education programming to mainstream inclusion in their work. The Toolkit provides recommendations and resources to strengthen inclusive education programming to enable Save the Children to achieve greater successes in the provision of high-quality ECCD and basic education as promoted by the Quality Learning Framework, also in emergency and humanitarian context. The toolkit is based on a comprehensive analysis of key gaps in existing guidance shared by practitioners globally as well as a review of international standards and resources in the field and innovative and adaptive models of inclusive education programming already in use by Save the Children and other organizations (INEE, Plan International, UNESCO, USAID, and others).

Teaching at the Right Level Teaching at the Right Level (TaRL) is an evidence-backed educational approach that helps children develop basic reading and mathematics skills, opening doors to a brighter future. TaRL, an approach pioneered by Indian NGO Pratham, targets the root of the learning crisis by transforming the structures that lead to it. The approach works by dividing children (generally in Grades 3 to 5) into groups based on learning needs rather than age or grade; dedicating time to basic skills rather than focusing solely on the curriculum; and regularly assessing student performance, rather than relying only on end-of-year examinations.
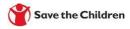
In Ghana. https://www.teachingattherightlevel.org/tarl-in-action/
In Ivory Coast TaRL Case Study: Côte d'Ivoire - Teaching at the Right Level

Enabling Teachers Foundations Course: Teacher professional development: Module 19: Psychosocial support and social emotional learning | Save the Children's Resource Centre
Enabling Teachers seeks to develop teachers' competencies and ensure they have the enabling environment required for their motivation and success so that children learn from a quality education. This module provides teachers with an introduction to psychosocial support and social-emotional learning – showing them how to recognise psychosocial needs and social-emotional wellbeing and respond using strategies to support students' wellbeing.

Enabling Teachers Foundations Course: Teacher professional development: Module 20: Teacher wellbeing
Enabling Teachers seeks to develop teachers' competencies and ensure they have the enabling environment required for their motivation and success so that children learn from a quality

education. This module provides teachers with an introduction to teacher wellbeing, demonstrating its importance, identifying signs of stress, and applying techniques to support their own wellbeing.

Kaya - Literacy Boost Bronze Course

Literacy Boost is Save the Children's program to support the development of literacy skills of children in the early primary grades, both inside and outside the classroom. Literacy is an integral component of foundational learning and research has shown that children have a greater chance of success in school and later life if they develop foundational literacy skills.

The purpose of this course is to gain a basic understanding of Literacy Boost in order to be able to promote its use.

Literacy Boost Toolkit Teacher Training

As part of the Literacy Boost Common Approach this is a series of modules to train teachers in strategies for literacy.

Literacy Boost Toolkit Community Action

Literacy Boost is Save the Children's innovative program to support the development of literacy and reading skills in young children. Teachers, students, parents and community members are engaged to help enhance the skills required for independent reading, while fostering growth in children's vocabulary, building their confidence in expression and expanding the background knowledge that they bring to every reading task, inside the classroom as well as outside. This briefer addresses the community side of education. By supporting the development of reading materials as well as promoting literacy and language activities in children's villages and homes, Literacy Boost gives children more opportunities to practice reading skills outside school walls.
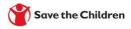
Numeracy Boost Bronze Course (Kaya)

Numeracy Boost, based on the Literacy Boost model, is an approach to improving numeracy through assessing student knowledge and understanding, strengthening teachers' skills and involving the community in math-based activities.

The purpose of this course is to gain a basic understanding of Literacy Boost in order to be able to promote its use.

Numeracy Boost Toolkit General Overview

Numeracy Boost, based on the Literacy Boost model, is an approach to improving numeracy through assessing student knowledge and understanding, strengthening teachers' skills and involving the community in math-based activities. The toolkit contains an overview of Numeracy Boost's Background and Goals, Frequently Asked Questions, Recommendations for Implementation, tips for adaptation, links with Literacy Boost programming, suggestions for monitoring and evaluation as well as tools and resources to support the roll-out of the Community Action component and an additional list of references. Education Specialists and Program Managers are the main audience for the Toolkit to support in rolling out a Numeracy Boost project. Community animators and parents could use some of the resources and activities included in the Community Action component. The Toolkit can be used in conjunction with other Numeracy Boost resources including the Teacher Training guide, TOT, Toolkit for Assessing Learning Outcomes and additional Community Action materials.

Fundamentals of SEL - CASEL What is the CASEL SEL framework? For many, the framework is known as the "CASEL wheel." At the center are the five core social and emotional competencies—broad, interrelated areas that support learning and development. Circling them are four key settings where students live and grow. School-family-community partnerships coordinate SEL practices and establish equitable learning environments across all of these contexts.

Social Emotional Learning Distance Learning Activity Pack | Save the Children's Resource Centre This pack of activities is intended to support distance learning opportunities for children who are currently out of school and have no, or limited, access to quality education. These materials can also be used as a compliment to formal or non-formal education where social emotional learning (SEL) is not adequately covered by the curriculum.

The materials contained are adapted from existing, vetted, Save the Children technical packages, and the adaption has focused on ensuring their suitability for distance learning modalities such as radio, and audio broadcasts – i.e. scripting for distance learning – rather than technical content. As such, most of the activities contained in the IAI/IRI scripts maybe familiar in Country Offices and already in use in learning spaces.
The information in this pack is to be used in conjunction with the: Covid-19: Interactive Radio & Audio Instruction (IRI) – Implementation Guidance. This guidance has been updated to include greater emphasis on the importance of including SEL activities in radio education programming.

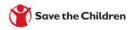**Enrollment and Absence Monitoring Systems Toolkit**
This toolkit and options paper is intended to support teams looking to use technology-based systems to track attendance through the steps of assessing needs, identifying stakeholders, evaluating (or developing) systems against international standards, budgeting for and procuring a system, and deploying an attendance and enrollment tracking system (school management information systems). The toolkit has been iteratively developed with several country-based teams, across a range of contexts, with the explicit aim of localizing the decision-making process with those who know the context they are working in best.
The options paper gives a brief overview and evaluation of a number of 'key' technology systems suitable for use in lower resource contexts. It is a brief guide, all systems within the paper will continue to be developed and is accurate based on the system in Q1 2021.

Inclusive Education e-learning: An online e-learning course provided by Save the Children that provides a basic understanding of Inclusive Education in order to be able to promote it. It is especially relevant for education technical experts.

School Code of Conduct Teacher Training Manual: How to create a positive learning environment: The School Code of Conduct (SCOC) training programme is designed to be used by Save the Children education staff to enable teachers and education personnel to implement governmental Teachers' Codes of Conduct (TCOC) in schools. The training content relates to development and emergency contexts, to immediate and post conflict settings, and in response to natural disasters.
The modules in the SCOC manual are related to the four guiding principles of Save the Children's Quality Learning Environment (QLE) framework. The SCOC training contributes to an improved

learning environment, as evidenced by a comparison between baseline, formative and summative QLE assessments.

The overall aim of the training is to empower education staff to gain skills and knowledge to understand and implement the governmental Teachers' Code of Conduct and the Quality Learning Environment principles within classrooms and schools. The vision is to promote a protective learning environment conducive to learning.

Global Education Monitoring Report 2020: Inclusion and education: all means all The Global Education Monitoring Report for 2020 explores the full meaning of "inclusive education" and the international community's commitment to ensure realization of the fourth Sustainable Development Goal: 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

Key findings from this report include:

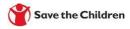The distribution of education resources and opportunities is unequal

International commitments to non-discrimination and inclusion have been made for decades

Discrimination denies students the right to an education with their peers or of the same quality

Deepening the debate on those still left behind - 2021/2 GEM Report (unesco.org) The 2022 Gender Report presents fresh insights on progress towards gender parity in education with respect to access, attainment and learning. It showcases the results of a new model that provide coherent estimates, combining multiple sources of information, on completion rates. It also reviews the results of learning assessments released over the past 18 months, which present an almost global picture of the gender gap in reading, mathematics and science achievement in lower and upper primary and lower secondary grades. They provide a baseline against which to assess the impact of COVID-19 on inequality when post-pandemic data start being released next year. A companion to the 2021/2 GEM Report, it emphasizes the role of non-state actors in influencing gender inequality in and through education. Non-state actors have filled in provision gaps left by the public education system. The 2022 Gender Report presents evidence on gender gaps in the share of students enrolled in private institutions by sex and what drives these gaps in the various regions. It also provides case studies on the privatization of childcare in high-income countries, the impact of non-state faith-based schools in Asia on gender norms and the role of women's universities around the world.

Measuring Learning Outcomes in Developing Countries: Educational quality can no longer be measured solely with inputs or simple outputs (UNESCO 1990, 2000). While it is important to know how much is being spent on education, the number of qualified teachers, or the percentage of an age cohort that reaches a certain level of education, it is just as important to know what students have learned and can do. Ensuring that educational systems are producing students with the knowledge, skills, and attitudes they need for personal development, productive lives, and citizenship is imperative. This is particularly true in developing countries that want to join the global marketplace and improve the quality of life of their people.

USAID: Generating Evidence in Education, impact evaluations: Strong evidence is of central importance in informing policy and programming decisions across all agencies and organisations working with education systems in developing countries. Robust research and

evaluation generates the evidence required to form judgments, deliberate options and make intelligent decisions about how to spend scarce financial resources. It is therefore vital that the evidence generated is based on the best available research derived from both observation and experimentation. Investments in what works in education are urgently needed. Programs taken to scale should be based on rigorous evidence. This guide is the first in a series of publications on evaluations in education prepared for the Building Evidence in Education (BE2) working group. It provides an introduction to: the importance of sound research to inform education policy, the ways in which to design impact evaluations and issues to consider when generating them.

World development report 2018: Learning to Realise Education's Promise: (English)
The World Development Report 2018 (WDR 2018)—LEARNING to Realize Education's Promise—is the first ever devoted entirely to education. And the timing is excellent: education has long been critical to human welfare, but it is even more so in a time of rapid economic and social change. The best way to equip children and youth for the future is to place their learning at the center. The 2018 WDR explores four main themes: 1) education's promise; 2) the need to shine a light on learning; 3) how to make schools work for learners; and 4) how to make systems work for learning.

UNESCO/IIEP Strengthening of Education Systems: Sustainable educational development cannot be achieved by concentrating efforts on a single goal, it requires a systems approach. Certain development partners, in particular the German Federal Ministry for Economic Cooperation and Development (BMZ) and the World Bank, have recently placed high on their current agendas the strengthening of education in a holistic manner. Based on a review of relevant data, research results, and IIEP-UNESCO field experience, this paper, which applies the perspective of system analysis, discusses recent strategies of major development agencies and governments in the area of education. It concludes that major education development goals - access/enrolment, quality, equity - have been pursued neither in an integrated manner (taking into account that they are interlinked and cut across different levels and sub-sectors), nor in close interaction with the environment of the education system. The paper recommends in particular the strengthening of certain regulatory mechanisms such as education sector planning, comprehensive quality management, social consultations, and policy research, which appear to play a highly relevant role in establishing interlinkages between quantitative, qualitative, and equity-related goals of education, and in maintaining effective exchanges between the education system and the surrounding society.

Advocacy briefs and guidance from the INEE on education in emergencies: In the light of events associated with the COVID-19 pandemic in 2020 it is even more essential that we do not forget the additional barriers faced by children and youth affected by crises. If we are to meet SDG4 and the wider 2030 agenda, more must be done to increase funding, remove policy barriers and improve education programmes for crisis-affected children. Governments, donors and their partners need to take targeted collective action to respect, protect and fulfil the right to quality education for children and youth affected by conflict and crisis. To see meaningful change in the lives and learning of crisis-affected children and youth, we must see a catalytic shift in approach and ambition.
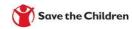
Rapport Mondial de suivi sur l'Education 2020 2020 GEM Report – Inclusion and education – All means all (unesco.org) (French) Conformément à son mandat, le Rapport GEM 2020 évalue les progrès accomplis dans la réalisation de l'objectif de développement durable 4 (ODD 4) sur l'éducation et ses dix cibles, ainsi que d'autres cibles éducatives connexes dans le programme des ODD. Le Rapport traite également de l'inclusion dans l'éducation, en portant une attention particulière à tous ceux et celles qui sont exclus de l'éducation, en raison de leurs antécédents ou de leurs capacités. Le Rapport est motivé par la référence explicite faite à l'inclusion dans la Déclaration d'Incheon de 2015 et par l'appel à assurer une éducation de qualité, inclusive et équitable qui figure dans la formulation de l'ODD 4, l'objectif global de l'éducation. Le Rapport nous rappelle que, quel que soit l'argument contraire évoqué, nous avons l'obligation morale de veiller à ce que chaque enfant ait droit à une éducation appropriée et de haute qualité.

World development report 2018: Learning to Realise Education's Promise: (French): Le Rapport sur le développement dans le monde 2018 (WDR 2018)—APPRENDRE pour réaliser la promesse de l'éducation—est le premier jamais entièrement consacré à l'éducation. Et le timing est excellent : l'éducation a longtemps été essentielle au bien-être humain, mais elle l'est encore plus à une époque de changements économiques et sociaux rapides. La meilleure façon d'équiper les enfants et les jeunes pour l'avenir est de placer leur apprentissage au centre. Le RDM 2018 explore quatre thèmes principaux : 1) la promesse de l'éducation ; 2) la nécessité de mettre en lumière l'apprentissage ; 3) comment faire en sorte que les écoles fonctionnent pour les apprenants ; et 4) comment faire fonctionner les systèmes pour l'apprentissage.

ARC - Module contenant un sujet critique 2: Education | Resource Centre (savethechildren.net) L'éducation est la clé de la prospérité et du développement. C'est également une référence précieuse qui permet de mesurer le niveau de développement des communautés; d'ailleurs, ces dernières choisissent souvent de développer l'éducation pour améliorer leur avenir. C'est un droit octroyé à tous les êtres humains et, dans les situations d'urgence, elle permet à la fois de maintenir et de préserver la vie en accordant une protection physique, psychosociale et cognitive aux enfants et aux adolescents affectés. Les services pédagogiques constituent également l'un des moyens les plus importants de rétablir chez les enfants, les adolescents et leurs communautés la routine de la période de pré-urgence. Dans les situations d'urgence, l'éducation joue un rôle primordial dans le traitement psychologique des enfants et des adolescents en offrant un espace d'interaction avec leurs pairs et en rétablissant le sentiment de normalité en période post-urgence. Dans ce module, le terme « éducation » est utilisé pour définir un processus d'apprentissage tout au long de la vie au cours duquel les individus apprennent à faire face à leur environnement immédiat, à surmonter les difficultés de la vie, à s'équiper pour comprendre le monde environnant et à acquérir plus de connaissances, de compétences et d'informations pouvant leur permettre d'améliorer leurs chances d'épanouissement et de réussite. Ce module insiste également sur le besoin fondamental de rétablir l'éducation durant et après une urgence de façon à minimiser l'impact psychologique de l'évènement et à maximiser les chances de renforcer les structures éducationnelles pré-existantes.

TaRL REFERENCES
1) Programme d'analyse des systèmes éducatifs de la confemen (PASEC) 2019. Retrieved from https://www.confemen.org/rapport-international-pasec2019/#

2) Programme d'analyse des systèmes éducatifs de la confemen (PASEC). 2014. "PASEC2014 Education System Performance in Francophone Sub-Saharan Africa – competencies and learning factors in primary education." Accessed January 11, 2019. http://www.pasec.confemen.org/wp-content/uploads/2015/12/Rapport_Pasec2014_GB_webv2.pdf