



The Child-Centered Education Framework

Save the Children Canada has developed its ***Child-Centred Education Framework*** over many years of programming and policy work in education in diverse countries across the globe. Since 2000, Save the Children Canada has delivered over \$25 million dollars of educational programming, directly reaching more than 500,000 children in 8 countries.

For Save the Children Canada, education is a human right, first enshrined in the 1948 Universal Declaration of Human Rights. Since then, the right to education has been affirmed in numerous Declarations and Covenants, including the 1990 Universal Convention on the Rights of the Child. The world remains focused on the achievement of universal primary education for all children by 2015 as a key part of the Millenium Development Goals. Education is also a ***catalytic right***. The benefits of a good quality education – increased economic growth, improved health outcomes, and the spread of democratic principles - ripple throughout societies.

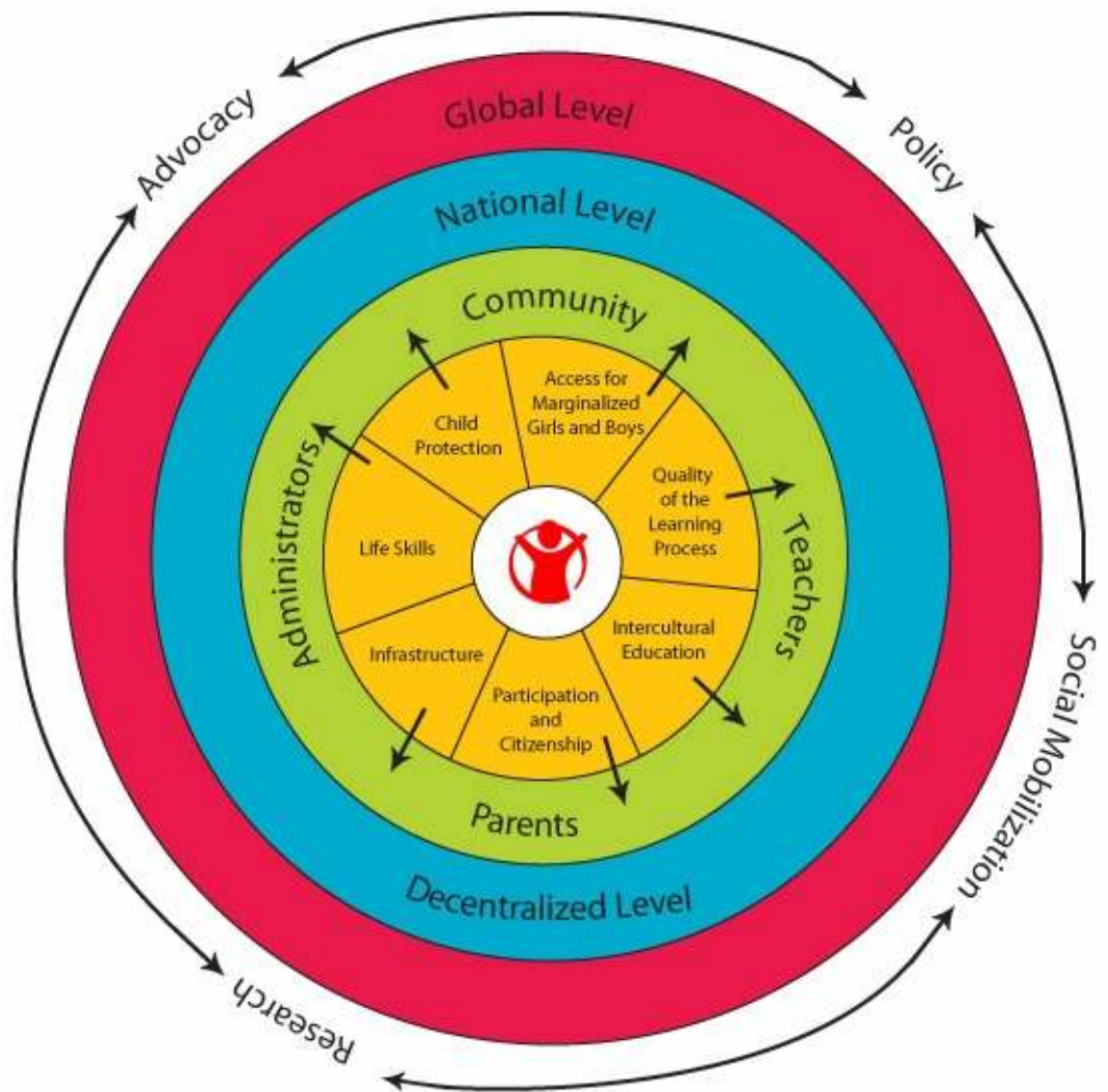
Save the Children Canada recognizes that not all children have access to education globally, and ***not all education is consistent with children's rights***. Access to education is meaningless if the quality of learning is so poor that children leave school unable to read or write. School curriculum that reinforces a student's cultural identity and self-esteem is less effective if the school environment doesn't protect children from corporal punishment or peer to peer violence. The introduction of reproductive health for youth in schools can be undermined by a school infrastructure that doesn't recognize the need for separate facilities for girls.

Save the Children Canada recognizes both the inherent benefits, and challenges, of children's right to education. The Child-Centered Education Framework is our response. It is an ***integrated*** framework. An education that does not address all components of a child-centred education delivers less than a child is entitled to. It is a ***collaborative*** framework. Save the Children Canada cannot deliver a child-centred education alone. We must work in collaboration with stakeholders in education, both in country and globally.

The Child-Centered Education Framework

The Child-Centered Education Framework puts the child at the centre of all of Save the Children Canada's education work. Save the Children Canada strives to ensure that education for children:

- Realizes their dreams
- Respects their rights
- Recognizes their realities



The Seven Components of Child-Centered Education

Save the Children Canada focuses its education programming on the inclusion of children marginalized from schooling. We work with a number of children who face particular barriers to education including indigenous children, working children, rural children, girl children, children with disabilities, displaced children, and children affected by violence and conflict. The following are key strategies Save the Children Canada uses, in each of the seven components of its Child-Centered Education Framework.

Access for Marginalized Girls and Boys

- Creating new educational spots through school construction and/or expansion.
- Bursary/scholarship programs for primary, secondary, post-secondary students.
- Non-formal education and vocational training for youth.
- Boarding schools/residential bridge schools or satellite schools for hard to reach children
- Provision of accelerated learning programs for over-age, working and street-involved children
- School incentive programs such as mid-day meal programs and school kits
- After school support and mentoring programs.
- Early childhood development to promote transition to primary school.
- Community enrolment campaigns.
- Second-shift schooling to increase access to education.

Quality of the Learning Process

- Provision of teaching and learning materials to schools (books, posters, maps, teacher's guides and other curriculum supporting materials).
- Providing learning materials to children (school bags/kits for socially excluded children and basic text books).
- Teacher training in child-centred learning including interactive learning, child rights, alternative discipline, and gender friendly teaching methodologies.
- Training to teachers, principals and school staff in core competencies, classroom governance, PTA management
- Child-centred modifications to curriculum.
- Support to Ministries of Education at central and decentralised levels to better integrate and mainstream quality, child-centered curriculum

Intercultural Education

- Local language instruction

- Curriculum development incorporating methodologies/materials that reflect intercultural wisdom.
- Development and provision of locally relevant intercultural learning materials.
- Capacity building of teachers to work with created methodologies and materials.
- Support to teachers in language of instruction and translation of teaching materials into native language.
- Strengthening linkages between communities and schools.

Participation and Citizenship

- Formation of student groups, student councils and child rights clubs.
- Developing leadership skills among children.
- Mobilizing children in groups or committees around key issues such as child labour/trafficking or HIV/AIDS.
- Sensitizing children on rights and responsibilities.
- Linking children's groups with community based organizations and networks.
- Participation in the design of school program and activities.

Infrastructure

- Rehabilitate, expand and strengthen existing schools by,
 - Adding classrooms
 - Providing water and sanitation facilities
 - Improving lighting
 - Providing classroom furniture and materials
 - Murals and paintings which are more child-friendly
- Build new schools both formal and non-formal.
- Forestation and school vegetable gardens.
- Providing recreation facilities and equipment.
- Providing school libraries and computers.

Life Skills

- Integration of lifeskills training in non-formal and formal education focusing on:
 - Vocational training
 - Agro-ecological schools in rural areas
 - Reproductive health and HIV/AIDS
 - Tolerance, leadership and conflict resolution
 - Environmental awareness
 - Civic education and child rights
 - Gender
 - Health education
- Peer to peer dissemination of life skill messages.

Child Protection

- Developing codes of conduct and certifying schools as safe.
- Training of teachers and students in conflict resolution skills.
- Engaging boys and girls in producing non-violent communications tools for use in schools and communities.
- Training of parents in managing violence in the home
- Documenting and reporting on abuses in schools
- Creation of safe spaces early on in humanitarian crises as a method of protection, psycho social recovery, and safety as well as transition back to school

Collaborating with Education Stakeholders

Save the Children Canada's educational programming directly benefits many children. At the same time, we recognize that we cannot provide a child-centered education alone. Educational needs are vast and Save the Children Canada leverages its experiences with a variety of education stakeholders at all levels – the school, community, district, state, country and internationally.

The following are some of the ways Save the Children Canada works with education stakeholders at all levels:

Community, Parent, Teacher and Administrator Levels	<ul style="list-style-type: none">• Strengthening community based education groups such as Parent-Teacher Associations.• Community awareness and mobilization campaigns.• Community involvement in management and monitoring of schools.• Linking community groups with civil society networks• Teacher support networks• Training for teachers and administrators
National and Decentralized Levels	<ul style="list-style-type: none">• Participation in education planning• Advocacy for inclusion of child-centred education components in government education plans/reforms• Monitoring of education budgets and expenditure• Demonstrating innovations for scale up• Capacity building of education departments/officials• Research/demonstration of impact of education policies/reforms• Involving children themselves in meaningful

	advocacy for better access to education
Global Level	<ul style="list-style-type: none"> • Engaging with civil society networks in education and social justice issues. • Advocacy with donor governments/multilateral agencies on <i>Rewrite the Future</i> to increase global financing for education for children affected by conflict. • Research/demonstration of impact of global education reforms • Analysis of Education for All policies and advocating for increased pressure by Governments and donors to realise the MDGs for all children, especially those most marginalised