



# Education & Adolescent Empowerment Newsletter | January 2022 Edition

## Increasing Access to Education for Marginalized Children in Somalia

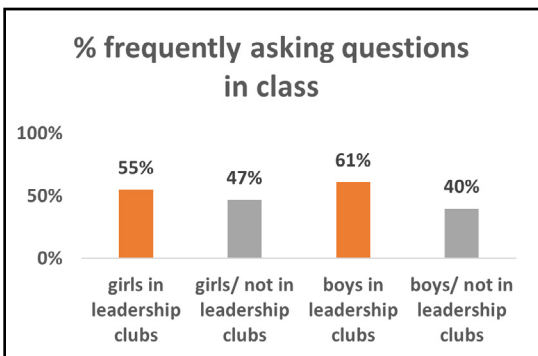
The Educate Your Children II project, funded by Qatar’s Educate a Child initiative, worked with Ministries of Education across Somalia to increase access to education as the country faces a national emergency due to drought, aggravating the crises triggered by COVID-19 and conflict.

**A total of 25,765 children (47% girls) were enrolled as of October 2021, out of whom 20,196 (46% girls) are attending regular primary classes and 5,569 (49% girls) started accelerated basic education (ABE).** Among the children enrolled, 18% are from internally displaced families; 10% from pastoralist households; and 11% from minority groups. 28% of the children speak a second language. It is estimated that the project’s activities have **increased the overall primary education enrollment in South-Central Somalia by 4%**. The project has also increased the overall enrollment in ABE in South-Central Somalia by 10%.



## Developing Girls’ Leadership Skills in Zimbabwe

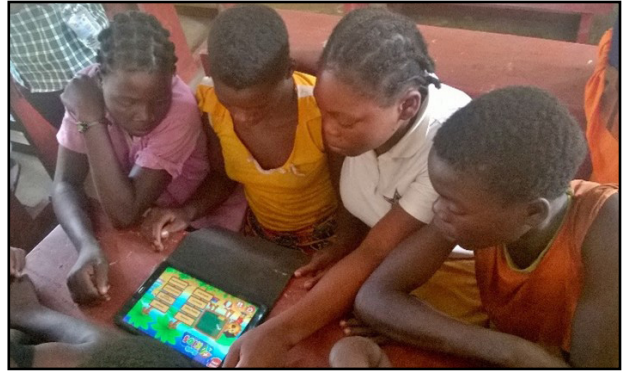
CARE Zimbabwe’s Improving Gender Attitudes, Transition, and Education Outcomes– Transition (IGATE-T) project, which closed its activities in 2021, was one of the largest initiatives funded by FCDO’s Girls’ Education Challenge. IGATE-T supported formal schools and community learning initiatives, creating multiple platforms for adolescent-led action. Peer leaders supported community learning initiatives, led peer-to-peer discussions on life skills topics, helped at-risk learners connect with support structures, and spoke out on issues affecting girls. The peer leader approach was particularly important during COVID-19 school closures and developed girls’ leadership competencies.



IGATE-T results indicated that **60% of girls in leadership clubs demonstrated leadership competencies in and out of school, compared to 49% of those who did not participate.** Leadership club members have also **shown greater participation in class.** The proportion of learners who lacked confidence on transitioning to the next education level has also decreased from 10% to 1% during the life of the project.

## Supporting Adolescents in Malawi and Zambia

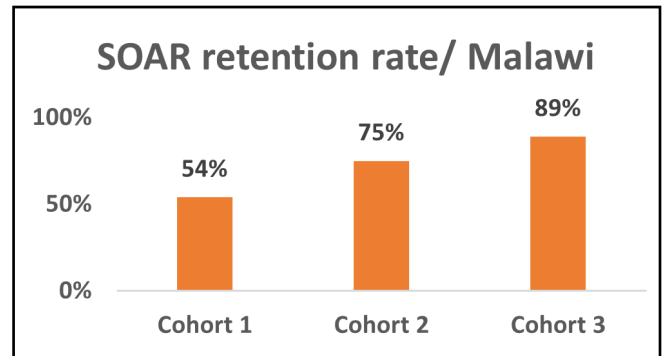
Two **Strengthening Opportunities for Adolescent Resilience (SOAR) projects** completed their first phases in Zambia and Malawi in 2021 (after 3 and 4 years, respectively). For 4,512 adolescents between ages 10 and 18 in these countries, SOAR provides an integrated accelerated education program, which delivers a fifth-grade education in 11 months. The curriculum also includes leadership skills development, sexual and reproductive health, and adolescent savings. In Zambia, 19,101 additional adolescents (52% girls) are also participating in 484 leadership clubs.



In Zambia, SOAR is also supporting early childhood development (ECD) for 10,209 children under age 3, and early childhood education (ECE) for 5,285 children ages 3-6. Early childhood support benefits not only the children who develop foundational skills, but also their adolescent parents, freeing time to attend SOAR classes and join Village Savings and Loans Associations (VSLAs).

In **Malawi**, we have seen

- 89% retention in 2021, progressively increasing since the project started.
- 87% pass rate in transition exams to formal school.
- 55% of graduates transitioning into primary school, and 24% into a work opportunity.



In **Zambia**,

- 78% of adolescents from the first cohort who wanted to were able to transition into formal school.
- 85% of the ECE learners transitioned into grade 1.
- At-home ECD curriculum for children under 3 developed and validated by the government for national rollout.

### Scaling up SOAR:

**Malawi:** We're expanding the SOAR model to eight government-run Complementary Basic Education (CBE) centers. Positive performance in this pilot may lead to wider government uptake and application of CARE's model across the country.

**Zambia:** We're expanding ECE and accelerated learning centers to two new districts and adding literacy classes for young parents.

## Research on Gender in Education in Somalia

The GAC-funded **Girls' Empowerment and Education Project in Somalia (GEEPS) project** aims to improve access to education and learning outcomes for 25,047 girls and young women in Somalia and Somaliland. The project's baseline study showed that household chores, poverty, social norms around gender, and safety on the way to school were key barriers to accessing education. **62% of girls reported that their workload had increased during the COVID-19 pandemic.** During risk mapping exercises, girls frequently indicated that they feared harassment by men on the way to school. Learning outcomes were influenced by the time spent on reading, perceptions about the importance of schooling, teacher absenteeism, the availability of teaching and learning materials in schools, and perceptions of the teachers' treatment of marginalized students. Having a disability other than mental health issues is also associated with lower learning outcomes. The project will use these results to adapt programming and inform capacity building of MOE staff.

## Lafaek Magazine in Timor-Leste Turns 20!

Lafaek Learning Media, CARE International in Timor-Leste's longest running initiative, celebrated its **20th anniversary** with an event on December 17, 2021. The event included Nobel Peace Prize recipient, Dr. José Ramos-Horta, the Director-General of the President's Office, Domingos Amaral, and the Chief of Staff of the Ministry of Education, Raimundo Neto.

Working with the Government of Timor-Leste since the country's independence, Lafaek publishes **educational magazines reaching all students from pre-school to grade 6 and their teachers**. Lafaek's community magazine reaches about 50% of the country's households. As of 2021, Lafaek magazines were the only reading material available to children in 86% of the rural households and were the **main learning material used for remote education during COVID-19 school closures**.



Over the past seven years, part of Lafaek's activities have transitioned into a social enterprise, while the educational magazines continue to receive donor support from New Zealand's Ministry of Foreign Affairs and Trade. The Lafaek Facebook page currently has over 144,000 followers and is one of the top 5 most followed pages in the country. The revenue generated by its social media presence contributes to sustainability. To learn more about the Lafaek magazines, please visit their [website](#) | [Facebook](#) | [YouTube](#).

## Engaging Men and Boys

CARE launched its **Engaging Men and Boys (EMB) Guidance Note** on December 13, 2021. Many of CARE's education projects are successfully engaging boys and men with amazing results. Examples include Boys' Empowerment Forums in Somalia; working with men on menstrual hygiene management in Zimbabwe; working with religious leaders to support girls' education, among others. In this issue, we are highlighting the work in Zimbabwe's START4Girls project, funded by GAC:

### SAA dialogues in support of girls' education in Zimbabwe

Using Social Analysis and Action (SAA), START4Girls has started dialogues on harmful social norms and practices that hinder girls' education. Community members, including religious and traditional leaders, have collectively developed action plans to address the identified harmful norms and practices. Out of the 83 community-based SAA facilitators, 48% are male. For the male facilitators, the platform presented an opportunity for self-reflections around gender and instilled positive behaviors in support of women and girls' education and development outcomes.



*The SAA Community Facilitators Training in Zimbabwe coincided with the 16 Days of Activism against GBV. SAA dialogues triggered conversations on ending child marriage and other issues identified by communities.*

## CARE Ecuador Combats Gender-Based Violence in Schools

The U. S. Department of State-funded Education Free from Violence (Educación Libre de Violencia) pilot **developed a set of tools for preventing and addressing gender-based violence (GBV) within the public school system and built the capacity of education and health care professionals to respond to GBV issues**. The toolkit includes a case management model, response mechanisms and supporting protocols. To complement these tools, CARE Ecuador adapted the Auntie Stella

(AS): Teenagers Talk about Sex, Life and Relationships package, developed by the Training and Resource Support Centre (TARSC) in Zimbabwe. CARE Ecuador consulted with CARE Malawi on their own adaptations of the Auntie Stella materials to explore a wide range of taboo and sensitive issues related to sexuality, wellness, safety, and identity. The adaptation included a participatory process to engage children and adolescents in the selection of topics, activities, and reflection questions. Children from ultra-marginalized communities, including refugees and internally displaced persons, indigenous people, and those of Afro-Ecuadorian descent, participated in the process. The toolkit can be found here: [educacionlibredeviolencia.org](http://educacionlibredeviolencia.org).

*Ecuador's Ministry of Education (MINEDUC) reported 13,000 complaints of sexual violence between January 2014 and June 2021 in the national education system. 58% of these had been perpetrated by teachers and educational authorities.*

## PCTFI Microgrants Launched

New microgrants funded by the Patsy Collins Trust Fund Initiative (PCTFI) will be implemented in **India, Zimbabwe, Ecuador, and Guatemala**. The projects will focus on supporting local governments/ NGOs to scale up models previously piloted by CARE. Microgrants will support the development of adolescent girls' leadership skills and youth village and savings loan associations (YSLAs) to increase financial capability, use school-based mechanisms to facilitate shifts in harmful gender norms, and increase adolescent girls' access to appropriate sexual and reproductive health education and services.

## Education and Adolescent Empowerment Strategy Updated

The CARE USA EAE team has an updated [FY22-25 Strategy](#) to help reach our CARE 2030 goals. Key models and approaches include:

- Ensuring quality, gender-equitable and inclusive education, including creating safe schools, promoting gender-responsive teacher & learning, and integrating technology-enabled learning where appropriate;
- Strengthening the capacity and resiliency of the education system;
- Providing second-chance education through an integrated accelerated learning program;
- Building leadership and life skills;
- Facilitating skills needed for work; and
- Challenging and changing embedded social and gender norms.



To learn more, **check out our [strategy summary brief](#) and [our updated portfolio paper](#).**

A presentation on the strategy will be given in the February 8 Global Townhall, and we welcome individual conversations with COs, CMPs, and other teams. Our SOAR scaling strategy and Leadership Development Model are also being updated in tandem. Please contact [rachel.hartgen@care.org](mailto:rachel.hartgen@care.org) for more details.

## Education for Gender Equality Advisory Committee Launched

CARE's education and adolescent empowerment programs are expected to reach 7.04 million people by 2030. To help us achieve this goal, an **Education for Gender Equality Advisory Committee has been convened across the confederation with CMPs and COs working in EAE**. This Committee will work with other education and adolescent & youth groups within CARE including individual teams, the Education Community of Practice, the Adolescent & Youth Working Group, the West Africa Youth Network, etc. It will engage focal points to enhance local positioning and capacity building with governments and donors. The committee will meet on a quarterly basis, starting in January 2022.

## New Publications

**Safeguarding:** CARE Somalia's education projects are prominently featured in a new **FCDO/ Girls' Education Challenge report, "Protection Is Possible"**. The report outlines how innovative approaches to child protection and safeguarding were developed in conservative, conflict-affected contexts using a 'research, reflection and adaptation' process. CARE's AGES and SOMGEP-T projects developed child protection mechanisms associated with social norm change processes, working with Ministries of Education's Gender Focal Points, Girls' Empowerment Forums and Community Education Committees. These initiatives have contributed to a broader impact on gender and social inclusion. Read it [here](#).

**Gender:** UNESCO released a new report on **Gendered Impact of COVID-19 School Closures**. The report provides an overview of how gender-related barriers have been exacerbated during the pandemic, and also of successful approaches to mitigate their impact. The report includes references to remote learning initiatives from two CARE projects, SOMGEP-T and STAGES. Read it [here](#).

**Humanitarian Response:** CARE collaborated with SPHERE India to develop a **Handbook on Education Sector Coordination for Emergency Response in India**, which will be used to guide humanitarian responses and inform policy initiatives throughout the country. This Handbook builds upon the original global SPHERE standards to guide humanitarian practices in education interventions. The Handbook is now being piloted by government and state disaster management authorities. The formal launch of the Handbook by SPHERE India took place on October 13, 2021. Coverage of the Handbook launch event can be viewed [here](#). For more information on SPHERE and SPHERE standards, please see [What are humanitarian standards? | Sphere Standards](#).

## Recent Presentations

On December 9, CARE hosted a **community session on girl-led action at UNICEF's Children and Youth Forum**. The recording of this session, Putting Their Voices First, can be watched [here](#).

On December 2, the CARE EAE team presented on **gendered barriers to remote learning at an EU Council meeting** focusing on gender and digitalization, hosted by the [Working Party on Development Cooperation and International Partnerships](#).

On December 7, CARE Afghanistan **participated in a panel at the World Innovation Summit for Education (WISE), organized by the Qatar Foundation**. The panel focused on the education response to support Afghan refugees.

## CARE's Education & Adolescent Empowerment Work at CIES 2022

CARE's EAE work will be featured in seven panels at the 2022 CIES Conference (April 18-22). The panels will include presentations from project teams, Ministry of Education officials, donors, and peer organizations. You can access the program [here](#). If you are interested in attending CIES 2022, you'll need to register [here](#). This is a great professional development opportunity for those who want to learn more about innovative strategies and connect with other practitioners and donors, as part of the sessions will be virtual. The fee for virtual participants from low and middle-income countries is \$158 (\$78 registration plus \$80 for an annual CIES membership). The CIES membership also gives access to the [Comparative Education Review Journal](#).

**For more information, contact Rachel Hartgen, Director of EAE at [rachel.hartgen@care.org](mailto:rachel.hartgen@care.org)** | Check out our CARE Shares site [here!](#)

