



Ilan Bijaoui

Education of Youth in Sub-Saharan Nations Challenges and Opportunities

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**Education of Youth in Sub-Saharan Nations
Challenges and Opportunities.**

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Glossary

AAI	Africa-America Institute
AAU	African Association of Universities
AEP	Accelerated Education
AERD	African Education Research Database
AFDB	African Development Bank
AIDS	Acquired Immune Deficiency Syndrome
ASM	Artisanal and Small scale Mining
CAADP	Comprehensive Africa Agriculture Development Program
CEFM	Child, Early and Forced Marriage
CEFRAM	Regional Center of Excellence against Malnutrition
CHANCE	Child-centered Alternative Non-formal Community Based Education
CNN	National Nutrition Council
CU	Cooperative Union
EC	End of Childhood
ECDE	Early Childhood Development and Education
ECE	Early Childhood Education
EYL	Enterprise Your Life
ECD	Early Childhood Development
ECCD	Early Child Care and Development
ECW	Education Cannot Wait
ESSA	Education Sub-Saharan Africa
FAL	Functional Adult Literacy
FAO	Food and Agriculture Organisation
FDI	Foreign Direct Investment
GIZ	German aid agency Deutsche Gesellschaft für Internationale Zusammenarbeit
HIV	Human Immunodeficiency Virus
ICT	Information and Communications Technology
IDA	International Development Association
ILO	International Labor Organisation
JA	Junior Achievement Programs
KAM	Kenya Association of Manufacturers
KEBS	Kenya Bureau of Standards
KEPSA	Kenya Private Sector Alliance
LSM	Large Scale Mining
MCD	Multi-dimensionally Child Deprived
MODA	Multiple Overlapping Deprivation Analysis
MPI	Multi-dimensional Poverty Index
NAMCOL	Namibian College of Open Learning

OOSY	Out of School Youth
OOSC	Out of School Children
PAA	Purchase from Africans for Africa
PC	Primary Cooperative
SHN	School Health and Nutrition
SSA	Sub Saharan Africa
TRY	Tap and Reposition Youth
UNHCR	United Nation High Commissioner for Refugees
USAID	United States Agency for International Development
STEM	Science, technology, engineering, and mathematics
SUN	United Nations Scaling Up Nutrition
SWA	Sanitation and Water for All
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VSAT	Very-Small-ApertureTerminal
WASH	Water, Sanitation, and Cleanliness
WFP	World Food Programme
WHO	World Health Organisation

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Summary

Elementary school completion rate is low in SSA nations at 69% contrasted with 91% in South Asia and at least 94% in other regions (Baah-Boateng 2016, UN, 2015).

Gross Enrolment ratio (GER) is 43% at the secondary level compared to South Asia with 66% and at least 80% in other regions.

Access to tertiary education is of 8.6% contrasted with 21.9% in South Asia and 33.1%-64.4% in developed countries. This situation is because Sub-Saharan Africa has the most elevated out-of-school rates for all age groups (UNESCO, 2018). Education is the key for economic development. Changing such a situation starts at the bottom, by improving children enrollment rate in school.

Outcomes policies that attack the root causes of poverty and inequality lead to transformative results for children (Hujo and Carter, 2019). Promoting the physical, social, emotional, and mental health of children by expanding equality of income, access to pre-school education, tolerable work, and health care are required to improve school enrolment.

We analyze the out of school circumstance and its reasons, the current programs, and their effect. We present proficient models ready to improve out of school education level. Given this analysis, we propose an out of school education and training policy based on the experience and outcomes of educational and support programs for out of school children in SAA nations.

Introduction

Education not rooted on disparity in culture and languages could leave outside the educational process a large part of the population. A minority is able to get education in a foreign language English, French or Portuguese not related to the local culture and environment.

In 2020, 63.5 percent of children in Sub Saharan Africa are multi-dimensionally poor. Children's malnutrition, child labor, children poverty, children's brutality, and children's illnesses forestall them to realize their maximum potential. Economic development relies upon the potential of youths.

Poverty, malnutrition, forced labor, illnesses and physical as well as emotional abuse are obstacles to children education and economic development.

We analyze in this book the conditions preventing from children in SSA to get education and propose a policy improve their chances to live their child and adolescent life in good conditions.

Chapter 1: Colonial education, children conditions and out of school situation in Sub-Saharan Nations

Education system disconnected from the local language and culture, inequality and poverty are key obstacles to sustainable children development. Out of school, the result of such situation, requires innovative programs generating a deep and long term process linking education to social and economic development.

1.1 Colonial versus multilingual education

The pre-colonial education system took place in the context of the family and the community and was based on sharing inherited practical skills (Getahun, 2020; Woolman, 2001). The socialization was gender based. Boys were trained by men and girls by women of their community.

Colonial education

The British used in the content of lessons given in schools a glorification of their royal family (Rodney, 1989). The French put their effort into imposing their language and cultural values to upcoming elites for these to forget their own culture and assimilate into the French. The Portuguese promoted a policy of separating the elite and the ordinary people. They emphasized that the assimilados are elites closer to the Portuguese culture compared to the ordinary natives.

The colonial expansion was followed by introduction of formal education by missionaries under the premises of preaching Christianity. In addition to teaching religion, education was used as a tool to undermine the local way of life.

A country can ever achieved high level of economic and cultural development where a large number of its citizens were compelled to communicate in their second and/or third languages (Nekhwevha, 1999).

This will have direct consequences for African education and economic development.

Multicultural curricula

There are basically three options for language-in-education policies: total endoglossic strategies, i.e. mother-tongue/national language medium of instruction, total exoglossic strategies, i.e. “straight for English/French/Portuguese” strategies, combined endo- and exoglossic strategies (Stroud, 2002).

The total endoglossic strategy has been applied only once in Africa, i.e. in Somali and partially in countries such as Tanzania (Kiswahili), Malawi (Chichewa), and imperial Ethiopia (Amharic).

The total exoglossic combined endo- and exoglossic strategies dominate educational systems on the African continent, but have failed to establish themselves as adequate and efficient (Stroud, 2002).

The results of pedolinguistic and psychological studies over the last 80 years strongly suggest that multilingual exposure should ideally take place from the earliest stages of the child’s development (Oksaar, 1988 and 1989).

Countries such as Burkina Faso, Mali, Namibia and Niger have experimented successfully with multicultural curricula promoting indigenous knowledge, how to live respectfully together in a multicultural society, practical activities in connection with the local economy and gender equity (Brock-Utne, 1995, 2000).

Bilingual programmes such as Tin Tua and the Écoles Bilingues in Burkina Faso had excellent results in national primary education examinations and moved on to secondary or vocational education (Eriksson, 2014).

In South Africa today, former black schools use mother tongue instruction for the first three years of primary school (Eriksson, 2014).

Eriksson proved that increasing exposure to mother tongue instruction from four to six years had positive effects on male wages of 1.5–4%. Literacy and education levels increase in response to the policy change and the wage increase. English speaking ability increased as a result of the policy but only in predominantly English

parts of the country. Eriksson found larger effects on wages and educational attainment, consistent with the idea that mother tongue education increased accessibility more for girls than boys.

Taylor and Coetzee (2013) showed in South Africa that students perform better on later grade English exams when taught in their mother tongue instead of English for the first three years. There is also some mixed evidence from Nigeria (Akinnaso 1993), Mozambique (Benson 2000), and Uganda (Piper & Miksic 2011).

Mother-tongue instruction increased literacy and educational attainment, and this was reflected in higher labour market outcomes.

Ouane A. and Glanz C. (2011) research found that the use of mother tongues as media of instruction throughout schooling improves the teaching and learning of the official/foreign language as a subject of learning and will ultimately make it a better medium of specialised learning wherever appropriate.

Brock-Utne's (1995) and Alidou and Maman (2003)'s comparative study of pupil performance in schools using familiar and unfamiliar languages of instruction confirms that pupils are more active and learn better in mother-tongue-medium schools.

Nekeman (2005) in his thesis has presented the multilingual education system in Ethiopia, Niger, Uganda, and Zambia and reach similar conclusions (Exhibit 1, 2, 3).

Exhibit 1: Multilingual primary education in Ethiopia

Ethiopia was, before the arrival of the Italian occupiers, using a well developed church education system which had been in place for more than two millenniums (Chepyator-Thomson, 2014). The education was given by church scholars through a locally developed alphabet and a numerical system. This education included reading, writing, church music, philosophy, interpretation and analysis of religious literature. The education followed successive stages starting with simple literacy and ending with advanced knowledge of music, poems and interpretation and analysis of texts (Milkias, 1976).

Ethiopia radically changed its language policy in 1994, instigating the advocacy of multilingualism to the extent that originally 17 African languages, now 21, were introduced as medium of instruction in primary education (years one to six) next to Amharic, the former official language of the imperial period, and English. Vis à vis the rather elitist system of the past, the intentions of the 1994 language policy reform were to decrease linguistic problems and to increase children's access to primary education, in addition to improvement in literacy results and general academic achievement. A further target was to enhance the appreciation of local languages and cultures.

Exhibit 2: Multilingual primary education in Niger

Systematic bilingual experimentation began in 1973 with five different mother tongues used in the first three years and transition to French in year four. The first language remained a subject through year six. French is introduced after the second year, first orally and then in its written form. The bilingual classrooms were more stimulating, interactive, and relaxed. The majority of parents surveyed were in favour of early schooling in the mother tongue and wished to see national languages also used in other public contexts.

In 2008, Niger's Ministry of Education began the process of curriculum reform, and two years ago piloted a new curriculum in 500 schools in three regions of the country, including Niamey, the capital (Global Partnership, 2017). The new curriculum uses local language almost exclusively in the early grades and gradually introduces more and more French over students' six years of primary school.

A US\$84.2 million grant from the Global Partnership for Education is making this possible, along with support from AFD and the Swiss Cooperation. Part of the program focuses on improving the quality of teaching and learning by providing new learning materials, reviewing the curriculum, and providing pre-service and in-service training for teachers.

As of August, the GPE grant has helped to expand the country's initiative and develop textbooks and teacher guides in three local languages (buduma, gulmancema and tubu) for grades 1, 2 and 3. The GPE grant also helped the development of guidelines in local languages for preschool teachers and about 2,950 teachers, inspectors, pedagogic advisors, trainers and school principals have received training in the new curriculum during the pilot phase. Because the program is moving swiftly, the Niger authorities decided to expand the pilot from 500 schools to 5,000 for the new school year (2017-2018) and to generalize the new curriculum for grade 1 to grade 3 in 2018.

Studies comparing student performance in traditional (Francophone) schools, Franco-Arabic schools and bilingual schools (where students learn in their mother tongue and French), found that bilingual schools ranked highest with French-speaking schools ranked last.

French is by no means excluded from the new curriculum. It is being introduced, but only gradually.

In the first grade, French is used only 30 minutes a day. In the second year, it is one hour a day; in the third grade it is 50-50 mother tongue and French; and by sixth grade, they will be using their mother tongue only about 10% of the time. Then, when students go on to seventh grade, they are ready for instruction entirely in French."

<https://www.france-education-international.fr/en/actualites/2019/07/23/niger-drive-change-in-favour-of-improving-the-quality-of-education>

Exhibit 3: Multilingual primary education in Uganda and Zambia

Uganda's language policy changed in 1991-1992, resulting in the introduction of six African languages into primary education (years one to seven), in addition to Kiswahili (which is not a Ugandan language properly speaking, but a crossborder inter-African language of the sub-region) and English. On the whole, more than 30 mother tongues are being used across the country in primary education, albeit most of them only in the very early years. The rationale behind the new policy was primarily to use local languages in

order to develop a sense of belonging to and pride in indigenous cultures, but also to improve literacy results and academic learning results in general, which had been rather poor under the English-only language policy of the past.

Zambia implemented in 2002-2003 a curriculum adjusted and local languages were introduced into primary education, fostered by the success of the so-called Primary Reading Program. Subsequently, seven African languages were introduced as medium of instruction (years one to seven) in addition to English. However, Uganda and Zambia still struggle with the domination of English in the educational system particularly with regard to textbook production and development of pedagogical materials. English also remains the main language of instruction at the level of Primary Teacher Colleges. The three countries researched by Nekeman (2005) have achieved considerable progress in the implementation of multilingual programmes, catering for trilingual models where the use of local languages, a dominant national language and the official language (English) require this. However, severe problems with regard to teacher training and provision of materials and textbooks in the African languages remain.

1.2 Children poverty and inequality

As an outcome of the 2008 economic emergency and environmental change in SSA, child poverty rates have been expanding (Chen et al. 2015). In sub-Saharan Africa, the number of individuals living with under US\$1.9 every day rose from 276.1 million out of 1990 to 388.7 million out of 2013 (UNICEF 2016).

Uneven success in poverty reduction goes inseparably with rising inequality (UNRISD 2010). Inequality is a key obstacle to sustainable development and poverty (UNRISD 2016).

The worldwide Multi-dimensional Poverty Index (MPI) scrutinizes a person's deprivations across 10 indicators in health, education, and way of life (UNDP and OPHI, 2020).

Across 107 developing countries, 1.3 billion people—22 percent—live in multidimensional poverty. Children show higher rates of multidimensional poverty: half of multidimensionally poor people (644 million) are children under age 18. One in three children is poor compared with one in six adults. About 84.3 percent of multidimensionally poor people live in Sub-Saharan Africa (558 million) and South Asia (530 million).

In 14 countries in Sub-Saharan Africa, the number of multidimensionally poor people increased, even though their MPI value decreased, because of population growth

63.5 percent of children in Sub-Saharan Africa are multi-dimensionally poor. In Burkina Faso, Chad, Ethiopia, Niger, and South Sudan 90 percent or a greater amount of children under age 10 are multi-dimensionally poor, however, 14.9 percent in Gabon and 6.3 percent in South Africa.

Education and poverty dimension

There is a strong positive correlation between inequality in the education dimension and the incidence of multi-dimensional poverty (UNDP, 2015). The correlation is most grounded in Europe and Central Asia, where the incidence of multi-dimensional poverty and education inequality is low, and in Sub-Saharan Africa, where both are high.

Barriers to education in developing nations (habitat for humanity site) are cost, traditional practices, health and nutrition, distance from class, poor quality environment, and absence of national budgetary allocation to education.

Barriers to education are especially for girls, children from minority ethnic groups, children with handicaps, and children living in strife territories.

Sub-Saharan African countries have the highest percentage of people who are multi dimensionally poor and deprived in years of schooling (Niger, Burkina Faso, South Sudan, Chad and Ethiopia) and school attendance (South Sudan, Burkina Faso, Niger, Chad and Mali).

Education poverty is more awful in East Africa. Secondary education enrolment rates is under 20% for Uganda, Tanzania, Rwanda, and Burundi, In comparison, Kenya seems to exceed expectations with secondary education enrolment pace of 33%.

Geographic dimension

Madagascar has the largest poverty rate for children, followed by DRC, Malawi, Guinea-Bissau, and Zambia (Odusola et al, 2016).

Odusola et al (2016) paper present new proof on child poverty and its sensitivity to alternative adult-equivalence scales. The analysis is based on a data set of 89 countries taken from the Global Micro Database.

The poverty rate among children aged 0 to 17 is assessed to be 19.5 percent, which is over double the 9.2 percent rate for adults 18 or more. The estimated global poverty rate for 0 to 4 and 5 to 9 year olds is 21 and 21.5 percent, respectively, and declines for each successively for older age group.

The number of individuals living in extreme poverty, characterized as living on under \$1.90 per day, keeps on ascending in sub-Saharan Africa, comprising more than half of the extreme poor globally (UN, 2019). Nigeria, DRC, and Ethiopia are among the five nations with the

biggest populaces living in extreme poverty and are home to around 23 percent of the world's poor. In Nigeria, the populace in extreme poverty is around 85 million individuals, while in DRC and Ethiopia around 61 million and 22 million live in extreme poverty, respectively. In Mozambique (Exhibit 4) and Uganda (Exhibit 5) inequality between region is extreme and in Tanzania poverty is multidimensional (Exhibit 6).

Exhibit 4: Child poverty in Mozambique

During the most recent 25 years, Mozambique has encountered times of quick and consistent development, joined by a huge decrease in both multi-dimensional and consumption poverty, particularly between 1996/97 and 2002/03 and between 2008/09 and 2014/15 (Mahrt et al, 2018 Bruckauf, 2019). In 2014/15, it emerged that some welfare indicators particularly relevant to children aged 0–17, such as child marriage and stunting, appear to have been more resistant to advancement than other indicators. 46.3 per cent of all children can be considered multi-dimensionally poor. Rural poverty incidence for children aged 0–17 is more than three times that of urban areas, and the four least fortunate regions, Niassa, Cabo Delgado, Nampula, and Zambezia, are about 50 times poorer than the richest, Maputo City. A much higher percentage of children in rural areas and northern provinces are simultaneously poor from the consumption and the multi-dimensional points of view, about 33 and 38 per cent, compared with 9 and 15 per cent in urban areas and the south.

Exhibit 5: Child poverty in Uganda

56% of Uganda's children are poor (Gordon et al, 2019). The incidence of multi-dimensional poverty in Uganda's regions ranges from 6.0 percent to 96.3 percent, a range like that of national multidimensional poverty rates in Sub-Saharan Africa, 6.3–91.9 percent. 74% of children in Uganda do not have their own bed.

Children in urban areas have less than half (10%) the rate of financial poverty than their rural peers (27%) and less than half the national average (23%). The lowest rates of finance child poverty are found in Kampala (3%) and seven sub-regions have financial poverty rates above the national average: Karamoja (60%), Bukedi (46%), Busoga (40%), West Nile (39%), Bugishu (37%), Acholi (35%) and Teso (27%).

The most elevated paces of poverty are found in rural territories: Karamoja (84%), Bukedi (83%), West Nile (81%), Bugishu (80%), Acholi (76%) and Busoga (75%).

At the national level, around 1 in 8 children (12%) are education deprived, 1 in 17 (6%) are severely education deprived and 4 in 10 (43%) are unable to read or write (illiterate).

There are big contrasts among urban and rural children: 7% versus 13% for education hardship; 3% versus 7% for severe education deprivation and 28% versus 47% for the absence of illiteracy.

Children in the north, Karamoja stands apart as a noteworthy exception, where 53% of all children are severely education deprived, they are not/have never been to a class or have never finished grade school. This explains in part the 84% prevalence rate of illiteracy, which is the highest in Uganda, and nearly twice the national rate which is 43%.

Exhibit 6: Child poverty in Tanzania

A child in Tanzania is defined as living in multi-dimensional poverty in the event that he/she

endures hardship in at least three key dimensions of poverty
88 percent Tanzanian children are deprived in at least three dimensions of well-being. More than half of all Tanzanian children of all ages are deprived in five or more dimensions of health.
94.5 per cent and 93.8 per cent, respectively, are deprived in three or more dimensions of well-being. The proportion of children suffering from three or more deprivations is almost 25 percentage points higher in rural than in urban areas.
The highest levels of deprivation are found in the dimensions of housing and sanitation, in which nearly 90 per cent of children are deprived, compared to 30 per cent in nutrition. In some dimensions, the high levels of deprivation are driven by one or two indicators. In the area of sanitation, for instance, 86 per cent of children do not have access to improved sanitation. 87.4 percent of all children aged 0–23 months are deprived in at least three dimensions while 12.6 percent are deprived in every one of the six indicators of well being that relate to this age group. Children in this age group are more than twice as likely as children aged 14–17 years to be deprived in the dimensions of nutrition (45 percent).

86.9 percent of all children aged 24–59 months are deprived in at least three indicators, with 12.9 percent deprived in all the dimensions of health. 88.4 percent of all children aged 5–13 years are deprived in at least three dimensions with 4.7 percent deprived in all dimensions of well-being measured for this age group. Children in this age group have a much lower deprivation rate in the education dimension than children in the older age group (14–17 years).

Impact of COVID 19

The effective out-of-school rate for primary education is highest in low human development countries (86 percent, an increase of 59 percentage points), followed by medium human development countries (74 percent, an increase of 67 percentage points, which is the largest reversal) and high human development countries (47 percent, an increase of 41 percentage points (Conceição et al, 2020).

Countries with high poverty rates and weak governance and institutions are especially vulnerable to negative short- and long-term socio-economic impacts from Covid-19. The INFORM risk model and database of 191 nations distinguish those in danger of humanitarian crises and disasters, including pandemics (Diwakar, 2020; data.humdata.org site).

Some of the indicators used to develop these risk profiles are related to countries' coping capacities – as measured in the strength of institutions (disaster risk reduction and governance) and infrastructure (access to improved water and sanitation; communications, electricity and mobile phone and internet access; and access to healthcare). Together, these decide national-level coping capacities.

There is a strong correlation coefficient (0.73) between the \$1.90 poverty rate and lack of coping capacities in developing countries. The five countries with the weakest coping capacities are all in sub-Saharan Africa, the Central African Republic, Chad, the Democratic Republic of Congo, Somalia and South Sudan. With limited access to healthcare and weak governance, the pace of transmission of Covid-19 will easily exceed the ability of these high-risk countries to cope, contributing to high death rates, impoverishment and destitution.

Internationally, an additional 42-66 million children are relied upon to be driven into extreme poverty in 2020 (United Nations, 16 April 2020) and the number of individuals experiencing acute food weakness could likewise twofold to 265 million globally.

In sub-Saharan Africa, Save the Children's analysis evaluates that somewhere in the range of 22 and 33 million extra children will be driven into extreme poverty by the economic consequences of COVID-19 (Save the Children Federation, 2020b). With the poorest countries lacking the financial space to respond to the growing crisis, public budgets for safety nets and public services for children and their families will come under pressure.

Children already left behind will probably endure the worst part of the pandemic's effect, regardless of whether through missing out on life-saving vaccinations, expanded danger of brutality, or interfered with education interrupted education (data.unicef COVID-19 site).

Numerous children, particularly those in the least fortunate households and the most unfortunate parts of the world, risk losing their lives to pneumonia, diarrhoeal illnesses, intestinal illness, HIV, and other preventable infections except if pressing move is made to moderate the spread of COVID-19. Any further disruptions to immunization services will result in more children dying from pneumonia. Kenya confronts this situation in two ways, using closed schools land for necessity agricultural production and promotion of education by online and distance learning (Exhibit 7).

Exhibit 7: Schools and COVID-19 in Kenya

On March 15, 2020, Kenya's Ministry of Education announced closure of the country's 30,000 primary and secondary schools indefinitely to mitigate the impact of COVID-19 (Waita, 2020, globalpartnership site).

The tertiary level education institutions were also closed. In Kenya, this decision means about 14 million learners have their studies interrupted. More than 310,000 teachers are adapting to this new reality. Additionally, most MoE staff are working remotely, with only critical staff executing their duties from within the Ministry premises.

Private schools suffer for loss of income means and some private schools will shut permanently.

Kenya's 11,400 private primary and secondary schools serve about 2.6 million students.

While some schools have been able to oversee distance learning, in others the pupils - and the teachers - have no way to connect to the internet. They have to look for creative ways to make money.

Schools are expected to stay closed at least until January. Kenya's education ministry says they can only reopen when the number of COVID-19 cases drops substantially.

Rows of spinach sprout in the sports field where the students of Roka Preparatory school once played football, and clucking chickens fluff their feathers in sawdust-covered classrooms where children once sweated over their exams.

"I had to think of how to use the classrooms because they were haunting," James Kung'u, the school's director, told Reuters as he tended vegetables in the fields around 100 kilometres (62 miles) northeast of the Kenyan capital Nairobi.

Peter Ndoro, the association's chairman, said around 150 schools have already gone bust. Most of the 158,000 teachers working in private schools are on unpaid leave, he said.

But Kung'u said turning to farming means Roka, which had 530 pupils in March, will not close. He said to date, the school had lost at least 20 million shillings (\$184,500) in school fees but was still paying partial salaries to teachers.

World Bank support Project Development Objective is to enhance access to online and distance learning for all students in primary and secondary schools and facilitate a smooth transition in the return to school for targeted vulnerable students.

Component 1: Expanding existing remote learning opportunities for learning continuity for all students in basic education (US\$7.75 million).

Component 2: Facilitate smooth transition back to school for vulnerable students and girls, when schools reopen (US\$5.5 million).

The Project directly benefits to 70 percent of primary and secondary school students accessing online and distance learning and 2.5 million learners from the school meals program. An estimated 250,000 head teachers, teachers and curriculum support officers will benefit from teacher training in online and distance learning.

Most of SAA countries with exception of South Africa have opened primary and secondary schools (Exhibit 8)(World Bank, July 2020).

Exhibit 8: Schools reopening in SSA countries

Benin, as of mid-May, schools except for nurseries are open. Classrooms have social distancing rules. Launched mass testing for teachers as a way to reassure parents

Burkina Faso, students of examinations classes returned by June 1st, no date has been confirmed for rest of the year. The World Food Program is gradually restarting school feeding activities to benefit them.

Cameroon, schools and universities reopened by June 1st. having no more than 24 students per classroom, and only one student seated per bench instead of the usual four.

Cote d'Ivoire. May 25th onwards – primary, secondary, and universities.

Ghana is undergoing a phased, selective reopening: June 15, 2020 - June 21, 2020 - Final year senior secondary reopen; June 21, 2020 - Final year junior high school reopen; all other students will be home till further notice.

Niger, public schools reopened by June 1st

South Africa delayed planned reopening of schools after a spike in infections, but then reopened June 8th using a phased reopening. By July 6, grades 6 and 11 returned to classes as part of the second stage of reopening.

Tanzania reopened schools on June 22, 2020, with kindergartens, primary, and secondary schools resuming activities.

Togo, by June 15 final year pupils of primary and junior high schools; second and third-year students of senior high schools returned to classes.

Zambia. Students of examination classes returned to school by June 1st.

1.2 Out of school situation

Age distribution

54.6 million African children of primary and lower secondary school age stayed out of school in 2015, representing 45 percent of the worldwide out-of-school populace, and a significant number of these children may never go to class (Bashir et al, 2018).

138 million upper secondary school-age youth were not in school in 2018,

The biggest extent, 64 million, live in Southern Asia, a further 37 million in sub-Saharan Africa, and 18 million in Eastern and South-Eastern Asia. 58% of all adolescents are out of school in sub-Saharan Africa and 46% of all young in Southern Asia.

The three most crowded Sub-Saharan African nations represent around 40 percent of children who are out of school: 10.5 million in Nigeria, 7.5 million in Ethiopia, and 3.2 million in the Democratic Republic of Congo.

The educational pyramid for Sub-Saharan Africa has a wide base but narrows dramatically after grade one (Majgaard, 2012).

The gross intake rate (GIR) in grade one averages 96 percent. A big number of children leave the system leading to completion rates that average only 67 percent at the end of the primary cycle, 37 percent at the end of the lower secondary cycle, and 19 percent at the end of the upper secondary cycle.

Gender distribution

There are 16.7 million girls out of school in sub-Saharan Africa, 9.3 million of which will never enter a classroom (UNESCO, 2015). In 2012, in any event, 19 nations around the globe had less than 90 girls for every 100 boys in school, 15 of which were in sub-Saharan Africa.

In the Central African Republic and Chad, half as many girls as boys were in secondary school. In Angola, the situation has actually worsened, from 76 girls per 100 boys in 1999 to 65 in 2012

A comparison of male and female out-of-school rates shows that in low-income nations, girls are bound to be out of school than boys, while the inverse can be seen in high-income nations (Ngware et al, 2018). This is particularly valid for the youth of upper secondary school age, where female out-of-school rates are higher in low-income and lower middle-income countries, while male out-of-school rates are higher in upper-middle-income and high income countries.

Girls represent a higher proportion of OOSY than boys, except for Lesotho. Some countries that have differences as high as above 20% include Nigeria and Sierra Leone at 22%, Liberia (25%), DRC (28%) and Guinea at 29%.

Across sub-Saharan Africa, 4 million girls will never go to class contrasted with 2 million boys (UIS, 2019). Altogether, 32 million children between the ages of 6 and 11 are out of

school over the area. 46% of these children will begin at a later age; however, one-fifth will remain entirely excluded.

Geographic distribution

Four groups of countries can be distinguished (Bashir et al, 2018):

“Established” countries (Group 1): high primary GERs in the baseline year (2000) and 2013, low shares of children out of school who are of primary school-going age, and primary-school retention rates of close to 100 percent. Countries such as Kenya, Ghana, Gabon belong to this group.

“Emerged” countries (Group 2): high primary GERS in 2000 and 2013 and low rates of out-of-school children, but primary-school retention rates are below 80 percent. Countries such as Uganda, Rwanda, Malawi belong to this group.

“Emerging” countries (Group 3): low primary GERs in 2000 that expanded to more than 90 percent by 2013. Still have high rates of out-of-school children and low primary-school retention rates. Countries such as Nigeria, Angola, Zambia belong to this group.

“Delayed” countries (Group 4): low primary GERs in 2000 and 2013, and still still have high rates of out-of-school children and low primary-school retention rates. Countries such as Burkina Faso, Senegal, Mali belong to this group.

Primary school completion rates range widely across Sub-Saharan African countries—from 33 percent in Chad to more than 95 percent in Botswana, the Seychelles, and Tanzania.

Countries with high OOSY rate

The nations with the most noteworthy out-of-school rates incorporate South Sudan (68%), Liberia (62%), Eritrea (57%), Equatorial Guinea (56%), Sudan (44%), and Djibouti (41%). The World Bank relegates nations to four gatherings as indicated by their gross national income (GNI) per capita (World Bank, 2018b). In low-income nations, out-of-school rates are deliberately higher than in the lower middle-, upper-middle- and high-income countries. The primary out-of-school rate is 20% in low-income nations and 3% in high-income nations.

The share of the sub-Saharan Africa in the global out-of-school population of primary school age grew from 41% in 2000 to 54% in 2017.

Six nations have more than 50 % of the 15-17 year olds as OOSY, Burkina Faso (66%); Cote d'Ivoire (55%); Mali (60%); Niger (76%); Senegal (51%); Tanzania (53%) (dhsprogram.com/information site).

The extent of OOSY in country territories rural areas stagnated at about 40% in the last 10 years prior to 2014.

Countries with low OOSY rates

Nations with the low OOSY rates for ages 15-17 are Cameroon 27%, Lesotho 25%, Namibia 23% and Congo, Malawi, and Zambia each at 22%, while Kenya was 12% and Liberia 19%.

Ethiopia made the best accomplishment in diminishing the extent of youth aged 15 to 17 years with no education from 80% to 40%. Those with incomplete primary education expanded from 17% to 54% during a similar period.

Rwanda's out-of-school rate has dropped by 61 percent from an expected 59 percent of children out of school in 2000 to 23 percent in 2018. In Niger school enrollment rates have dramatically increased in the same period, from 19 to 48 percent. This is the best result in enlistment on the planet (a 2.5-overlap increment), trailed by Burkina Faso (2.4-overlay increment) and Ethiopia and Djibouti (each with a 1.9-crease increment).

Countries in Francophone Africa

Low-income nations in Francophone Africa have a higher extent of youth who have never joined in, or who have dropped out of school than nations in lower- and upper-middle income brackets, in Anglophone and Lusophone Africa (Inoue et al., 2015). Niger, Burkina Faso, and Mali have over 60% of OOSY, while Uganda, Liberia, and Nigeria have the most minimal extent, with under 40% (UIS and GEMR, 2016).

A high extent of OOSY is living in strife zones, for example, South Sudan and the Democratic Republic of Congo; in camps for internally-displaced people; and as refugees, for example, the Somalis living in Kenya (Watkins, 2013). In West and Central Africa, 34% of children old enough to be in lower secondary education are missing (UNICEF, 2014).

Chapter 2: Bottlenecks to children education

A child who does not get the minimum required nutritive content and health services cannot develop appropriately. Child labor denies children latent potential and limit their physical and mental evolution.

End of Childhood (EC) Save the Children Index, measures the degree to which children in every nation experience youth enders, for example, death, extreme malnutrition, being out of school and bearing the weights of adult roles in work, marriage, and parenthood.

The EC Index shows that the most elevated rates of child mortality are found in sub-Saharan Africa, where fundamental clinical care is frequently inaccessible, excessively far away, or excessively costly (Save the Children Federation, 2020a).

The 2020 EC Index is ranked at the last 10 African nations: 171 Burkina Faso (572), 172 Guinea (564), 173 Madagascar (562), 174 Nigeria (546), 175 Somalia (472), 176 South Sudan (466), 177 Mali (464), 178 Chad (441), 179 Central African Republic (380), 180 Niger (375).

In Angola, Central African Republic, Chad, Mali, Nigeria, Sierra Leone, and Somalia, more than 10 percent of children do not live to see their fifth birthday (Save the Children Federation, 2018). That is 40 times the rate found in Finland, Japan, Norway, and Singapore, where under 0.3 percent of children die before age 5.

2.1 Children malnutrition

A child who does not get the minimum required nutritive content cannot develop appropriately. This situation is called "stunting" and it keeps children from developing their potential, both intellectually and physically (Save the Children Federation, 2018).

The African Regional Nutrition Policy (ARNS) adopted by member states of the African Union, and in accordance with the World Health Assembly, targets to decrease the number of stunted children younger than five years old by 40%, in 2025 (Lokosang, Osei and Covic, 2016). Herewith the three malnutrition indexes proposed by WHO (De Onis, 2006):

Stunting (Height-for-age) is an indicator of linear growth retardation and cumulative growth deficits in children (Chronic malnutrition).

Wasting (Weight-for-Height) measures body mass in relation to height and describes current nutritional status (acute malnutrition).

Underweight (Weight-for-age) is a composite index of height-for-age and weight-for-height. It considers both acute malnutrition

Underweight (Weight-for-age) is a composite index of height-for-age and weight-for-height. It takes into account both acute malnutrition (wasting) and chronic malnutrition (stunting), but it does not distinguish between the two.

Chronic malnutrition is frequently alluded to as a concealed appetite since it does not gather headlines similarly that intensive acute malnutrition does in a food emergency. Children with deficient diets are denied of the basic interactions that lead to incitement and learning.

Undernourished mothers are bound to have undernourished children. Stunted children regularly perform inadequately in school and have fewer professional opportunities sometime down the road, so they earn less and perpetuate poverty in their families.

Malnutrition among countries

In 2015, 156 million children under the age of 5 in the world were stunted. 50 million were deprived and 42 million were overweight. 75% are living in Southern Asia or SSA degradation (UNICEF, WHO, and World Bank Group 2017). They are stunted because of malnutrition coming about because of poverty, yet which is frequently likewise aggravated by vulnerability connected to environmental.

More than 800 000 children's lives could be spared each year among children under 5 years if all children 0–23 months were ideally breastfed.

Regardless of decreases in worldwide stunting in 2017, still 150.8 million children (22.2%) under five years of age are stunted, 50.5 million children under five years of age are wasted and 20 million infants are evaluated to be of low birth weight, while 38.3 million children under five years old are overweight (Development Initiatives, 2018). In Africa, the number of stunted children has consistently expanded from 50.6 million in 2000 to 58.7 million in 2017. This implies that a wide extent of African children will have undermined physical and cognitive development, which further subverts their health, education, productivity, and future income (Dewey and Begum, 2011; Cuill, and Georgieff, 2016)

The pooled prevalence of malnutrition in SSA nations is 33.2% for stunting, 7.1% for squandering, and 16.3% for underweight (Akombi et al, 2017).

Stunting is most noteworthy in Burundi (57.7%) and Malawi (47.1%) in East Africa; Niger (43.9%), Mali (38.3%), Sierra Leone (37.9%) and Nigeria (36.8%) in West Africa; Democratic Republic of Congo (42.7%) and Chad (39.9%) in Central Africa.

Wasting is most noteworthy in Niger (18.0%), Burkina Faso (15.50%) and Mali (12.7%) in West Africa; Comoros (11.1%) and Ethiopia (8.70%) in East Africa; Namibia (6.2%) in Southern Africa; Chad (13.0%) and Sao Tome and Principle (10.5%) in Central Africa.

Underweight was most elevated in Burundi (28.8%) and Ethiopia (25.2%) in East Africa; Niger (36.4%), Nigeria (28.7%), Burkina Faso (25.7%), Mali (25.0%) in West Africa; and Chad (28.8%) in Central Africa

2.2 Child labor

Not all work performed by children is viewed as child labor or modern slavery (Walk Free Foundation, 2018).

Activities of a productive nature that are adjusted to children's age and aptitudes and do not meddle with their education and health can decidedly add to their development (European Parliament, 2019).

ILO characterizes child labor as work that denies the children of their youth, their latent potential, and their respect, and that is unsafe to their physical and mental evolution (ILO, 2019).

Child labor is typically connected with the work of children under conditions that are not proper for their age. It is esteemed to likewise incorporate activities not legitimately identified with economic production, such as illicit activities performed by children or hazardous household chores.

Unsafe work presents prompt dangers to health and security and can make educational, physical, mental, and social retardations that impede a young person from transiting successfully to adulthood and working life (Guarcello et al, 2016).

Geographic breakdown

The prevalence of child labor is most elevated in the low-income nations, at 19 percent contrasted with 9 percent in low income nations, 7 percent in medium income nations, and 1 percent in upper-salary nations (ILO, 2017).

Africa has the biggest number of child workers, 72.1 million and 31.5 million in unsafe work. Agribusiness represents 85 percent of all child labour, 61.4 million children. Child labour means, business cultivating, and livestock herding. Most children work in farms producing cocoa, coffee, cotton, rubber and other harvests (Gutheil, 2019).

Of the rest of the children in child labor in Africa, 8.1 million (11 percent) are found in the rural area and 2.7 million (4 percent) are found in mining and industry.

59 percent of child labor are in the 5–11 years age section, 26 percent are aged 12–14 years and 15 percent fall into the 15–17 years age (ILO, 2017).

Over 50 percent children ages 7-14 work in Cameroon, Guinea Bissau, Burkina Faso, and Chad (Exhibit 9) and between 30 to 50 percent in DRC (Exhibit 10), Cote d'Ivoire, Kenya, Nigeria, Niger, Sudan, Tanzania and Togo (data.worldbank markers site).

In Cameroon in 2007, children's employment was 43.4 percent and in 2011 62 percent. In Burkina Faso in 2006, 42.1 percent and 2010 50.3 percent. In Nigeria in 2010 21.2 percent and 2011 35.1 percent. The highest prevalence of modern slavery in SSA is in Burundi, the Central African Republic and Gambia where children are internally trafficked and exposed to business sexual abuse, constrained work, and household work (Exhibit 11).

The situation is improved in Benin 74.4 percent in 2001 and 24.1 percent in 2012; in Tanzania in 2001 40.4 percent and 2014 34.7 percent; in Kenya in 2000 37.7 percent and 2009 34.4 percent in Côte d'Ivoire in 2001 40.7 percent and 2012 36.5 percent and in Chad were in 2004, 60.4 percent and 2015 55.9 percent.

Exhibit 9: Child labor in Chad

Children in Chad take part in the most exceedingly terrible types of child work, such as constrained work for dairy cattle grouping and household work (dol.gov site). As per the UNESCO (2019) statistics on Children's Work and Education, Children of 5-14 years of age are 48.8 percent of the working population 5 to 14. Just 49.5 are going to class and 28.9 percent are consolidating work and school (7-14 years of age). The primary completion rate is 41.8 percent

Children work in the following sectors.

Agriculture: Developing and reaping crops, including rice and corn, Collecting and cleaving wood, production of charcoal, Herding steers, Fishing, including getting, smoking, and selling fish

Industry and Mining: block making, and building dividers, Carpentry, Gold mining, Auto fix shops

Services: Domestic works, Restaurants, Street works, Begging, Commercial sexual exploitation

Exhibit 10: Child labor in DRC

Children in DRC are occupied with the most exceedingly terrible types of child labor, including in the mining of gold, cassiterite (tin metal), coltan (tantalum metal), and wolframite (tungsten metal) (refworld site).

16.9 percent (3,327,806) of 5-14 years old work and 67.1 percent go to class. 16.2 percent of 7-14 years of age children work and go to school (UNESCO, 2015).

Herewith children's work by area:

Agribusiness: Planting seeds, watering crops, conveying overwhelming burdens, and utilization of chemical products and machetes in the production of coffee, tea, quinine, eggplant, manioc, yams, verdant greens, corn, beans, rice, and cassava leaves, fishing, herding and animal husbandry, including chickens, goats, and pigs

Industry and Mining: working underground, transporting, carrying heavy loads, use of mercury and explosives, and digging in the production of diamonds, copper, cobalt, gold, cassiterite, coltan, and tungsten ore.

Others: Auto mechanics, Construction, Carpentry, Road Construction, Quarries breaking stone into gravel, Driving motorcycle taxis, Street work, including vending, garbage scavenging, carrying packages, unloading or parking vehicles, and washing cars, Commercial sexual abuse

Exhibit 11: Child labor in Gambia

Children of 5-14 years of age are 36.4 percent of the working population. Just 65.7 are going to class and 29.6 percent are joining work and school (7-14 years of age). The primary completion rate is 70.5 percent (UNESCO, 2015).

Children from West African nations, including Benin, Ghana, Guinea, Guinea-Bissau, Liberia, Nigeria, Senegal, and Sierra Leone are dealt for business sexual exploitation in The Gambia (US division of State, 2016). European vacationers likewise subject children to business sexual exploitation in massage inns in visitor regions (US Department of State, 2015).

It is a typical practice to send young men to get education from Koranic instructors, marabouts who drive them to ask in the boulevards for cash and food.

A few marabouts likewise power students to sell things in the city and in-country regions or to work in farming for extended periods.

Children labor in the following sectors: :

Agriculture: Farming including protecting crops by chasing animals

Industry: Carpentry, Masonry, Sewing, Plumbing, Metal welding

Services: Domestic works, Auto mechanics, taxi driver, Street works, Begging, Commercial sexual exploitation.

Children soldiers

The acts of enlisting children soldiers fall under the concept of modern slavery as a form of exploitation associated with the crime of trafficking in persons.

“240 million children around the globe have been exploited by military in at least 18 nations since 2016 (Children soldiers International, 2018), such as the Democratic Republic of Congo, Mali, Nigeria, Sudan, and South Sudan and Somalia (Stohl, 2020).

Boko Haram's assaults proceed over the Lake Chad Basin area, where the group has utilized children as "suicide bombers". At least 19,000 under-18s are participating in the conflict in South Sudan.

Since the Central African Republic's present clash began in 2012, the UN says over 14,000 children have been enlisted by Séléka and Anti-Balaka state armies. 60% are younger than 16, 40% are girls (Miller, 2020).

Children are not mature emotionally and the brain is more malleable to suggestion and trauma, making extraction and recovery efforts far more difficult. A child soldier coming

back to the community can be confronted with difficulties due to negative mentalities towards previous soldiers, absence of education or potential work abilities. Physical wounds are frequently the first retardation in the long street to recuperation. Mental injury and rape are common. Numerous previous children soldiers secondly experience the ill effects of chronic drug use. Tindoka in South Sudan is one of the rehabilitation center which confront such a situation using adapted education programs (Exhibit 12).

Exhibit 12: Tindoka, professional educational hub for children soldiers

Close to the town of Yambio, capital of the state of Western Equatoria in the south of South Sudan, as of late grounded adolescents are attempting to rebuild their lives (Gauriat, 2020).

"Many", 19-year-old Christian, was persuasively enlisted. Caught by an armed group at 13 years old, he suffered over two years.

"We were sleeping under the trees, "To get food, it was troublesome, except if you proceeded to assault individuals"." They would order you to do awful things, as to proceed to kill somebody. On the off chance that you didn't do it, they would slaughter you. My brother, I was with him was executed".

Anna was 13 when she was caught en route to class suffered longer than a year.

"We were advised to shoot individuals, we needed to do it. On the off chance that you said no, they would torment you, or execute you. It was especially hard for girls because young men utilized us as spouses." Anna is presently figuring out how to sew alongside the other young girls in the centre.

Household chores

Household chores allude to activities that are performed at home for the family.

800 million children aged 5-17 years invest some energy every week performing chores for their families (ILO, 2017).

There are 54 million children aged 5-14 years who perform family chores for in any event 21 hours of the week. Girls represent 34 million of this group.

There are 29 million children aged 5-14 years, 11 million young men, and 18 million girls, performing chores past a higher edge of 28 hours of the week.

About 7 million of those performing family chores in this age run do as such for many extended periods, at least 43 every week, 66% of these are adolescent girls.

Around the globe, girls between the ages of 5 and 14 go through 550 million hours on household chores, 160 million hours more than young men in a similar age group (UNICEF Oct 2016). Girls aged 5 to 9 spend an average of four hours every week that ascent to nine

hours of the week for girls aged 10 to 14. In Ethiopia, Somalia, and Rwanda, young ladies aged 5 to 14 go through two hours every day on work around and at home.

66% of girls 5–14 give assistance with cooking or cleaning the house. The second most generally performed task among girls at this age is shopping for the household (50 percent), trailed by getting water or kindling (46 percent), washing garments (45 percent), thinking about other children (43 percent) and other Household errands (31 percent).

Mining

Mining presents specific dangers for working children. Children risk passing of crumbling pits presentation to harmful chemical products.

ASM gold (ASGM) sector

15 million individuals work in the ASGM area all around, including 4.5 million women and more than 600,000 children (UNDP, February 2019)

In Ghana, most children working in ASGM are aged 15 to 17, however, younger children labor in mining, as well, with the most youthful child met only 9 years of age (Human Rights Watch, 2015). A significant number of the children who work in mining go also to class, as they might be required to work variable calendars, at times as long as 14 hours every day. A few children drop out of school by and large, while others work in ASGM explicitly to take care of school-related expenses. Children are associated with mineral extraction, help with penetrating tunnels, push trucks, clean galleries, and expel water from the mines. In-stream mines, they burrow and plunge for silt. Children squash stones, pull minerals, pick gemstones, and wash gold in mineral concentration processing.

ASGMs represent 15–20 percent of yearly worldwide gold production. The workforce in ASGM huge numbers of whom are transients attracted to gold mining zones by the possibility of bringing in quick cash (O'Brien and Tiongson, 2020).

Gold is produced with child labour in Burkina Faso, the Democratic Republic of the Congo, Ethiopia, Ghana, Guinea, Mali, Niger, Nigeria, Senegal, Sudan, Tanzania, and Uganda (US Department of Labor, 2018).

Coltan mines

Coltan, short for Columbite-Tantalite, is made out of two rare earth metals: Niobium (Nb) and Tantalum (Ta) (Joseph-Gabriel, 2015). These metals have specific electric conductivity, increase magnetic capacity, resist heat, produce vivid colors (screens), and enhance electrical battery performance, making them very attractive in the digital and high-tech industries.

Niobium and Tantalum have an expansive scope of uses, for example, Surface Acoustic Wave, filters in mobile phones, lenses for spectacles, ink jet printers, layers in semiconductor circuits, compact capacitors used in smaller electronic devices such as hearing aids, pacemakers, GPS, and automotive electronics such as controllers for airbags.

Tantalum can hold the highest electrical charge in any metal, which makes it a perfect part for capacitors which store and discharge an electric charge. A cell phone just contains about 40mg of tantalum.

The biggest estimated world reserves are situated in Australia, South America (Bolivia, for instance), China, and not in the African continent. But it is less expensive for MNCs to work in the Congo territory where the environmental norms, mining conditions, security issues and labor laws are weak. Coltan in the Congo and DRC is frequently portrayed as artisanal “salvage” (Exhibit 13). Nations such as China and Australia are enthused about protecting their reserves for now.

In eastern DRC, major recognized mines are as of now controlled by armed groups. The name of the Democratic Forces for the Liberation of Rwanda, a Rwandan volunteer army driven by coordinators of the 1994 decimation in Rwanda often comes up in discussions of these mines. Armed groups and military units are said to power more than 50 percent of the 200 all-out mines in eastern DRC.

The mines are loaded up with child workers as young as 10 years of age. Whose little bodies can fit into the smallest and most risky passage openings. The greater part of the excavators originates from helpless families and has little education. They have barely any different alternatives for acquiring a living.

Exhibit 13: Children exploitation in coltan mines

Solange began work in the mines when she was 11 (Tsongo, 2020). When her husband Dieudonné passed on in an auto crash not long after her first child was conceived, there was nobody to pay special mind to her. Defenseless, alone and with a youthful infant to think about, Solange was only 15 when she says her boss started requesting sex. From the outset, she cannot. Be that as it may, consequently, Solange's manager made her activity increasingly troublesome. The weight turned out to be excessive. Solange consented to lay down with her manager as a byproduct of being moved to a more lucrative and less-physically requesting work. "It was hard. My life in the mines was acceptable yet I was explicitly mishandled by my supervisor consistently," she says. "I was unable to surrender the activity since I required the cash to help my children and my folks."

"The boy in the shelter said that his family had been kidnapped from their house by militiamen, who took them to the forest and told them they must choose between death and mining coltan 13 hours a day" (Catholic News Agency, 2019).

The family chose the mines. They worked 650 feet beneath the surface taking out 15 sacks of coltan daily, for which they got two dollars toward the month's end. When riots broke out against the militias, they raped and killed the boy's mother and two teenage sisters. They also killed his father. He managed to escape. But he told me amid tears: 'I'm not afraid of death, I'm a corpse and a corpse does not fear death.'

Cobalt mines in DRC

Cobalt is a transition metal found among copper and nickel (De Brier, 2020). Cobalt is wear-resistant, oxidation resistant, ferromagnetic, and conducts power. Cobalt is likewise a bio-fundamental component in nutrient B12 (cobaltinstitute.org site). DRC produces around 65 percent of the world's cobalt exported using child work (Exhibit 14).

Large scale mining companies (LSM) extricate 75% of Congolese cobalt along the copper belt, in Katanga and Lualaba regions, and artisanal miners (ASM) the other 25%.

The significance of cobalt to rechargeable batteries, electronics, catalysts, alloys and healthcare has brought about the metal being alluded to as an innovation empowering component.

Exhibit 14: Lukasa child in cobalt mine

15-year-old, Lukasa rises at 5 a.m. to begin his 12-hour workday (Walt and Meyer, 2018). He leaves his family's mud-block home in a minuscule town in the southern area of the DRC, and he walks two hours to a government-owned mining site. He spends the next eight hours hacking away at rock in a cobalt mine.

He regularly lifts a sack of as much as 22 pounds of cobalt up and out of the pit, at that point conveys it on his back for an hour to an exchanging warehouse where he sells it to one of the Chinese exchanging organizations who command the market in the territory". There are around 10,000 of them. At best, he can gain as much as \$9 before making the long walk home.

"

Mica in Madagascar

Of the almost 46,000 tons of mica, Madagascar sent out in 2018, over 91 percent was delivered to China. Madagascar has five significant exporters and Tri-H is the biggest (Cavazuti et al, 2019).

Mica mines are concentrated in the southern Madagascar region of Taranta-Bas. The closest hospital is unreachable by foot and the fees for the lone school are beyond what most people can afford.

The mica put away in CMA holders traversed the Indian Ocean to Shanghai and afterward by truck to one of two big Chinese import companies, Pamica, and Pingjiang VPI Mica Insulating Materials.

These companies transform the mineral in components for hairdryers, sound speakers, and batteries. CRRC, a Chinese government-owned rail equipment company, utilizes mica for components in trains sold to Los Angeles, Chicago, Philadelphia, and Boston.

Children as youthful as 4 years of age, performing long hours of labor-intensive work in often dangerous conditions to collect a mineral whose price will be inflated nearly 500 times by the time it leaves Madagascar's shores. 10,000 children labor in the mica area. A large number of them eat just around evening time and suffer from grown-up afflictions because of the heat and the lack of water or oxygen inside the mines

Fishing

Countries involved

The top exporters of fish and mollusks from sub-Saharan Africa by the esteem in 2018 are Mauritania, Namibia, South Africa, Senegal, and Seychelles (International Trade Center, 2018; Verité, 2019). The top importers of fish from sub-Saharan Africa are Spain, Italy, Japan, Portugal, the Netherlands, and France (Resource Trade Earth, 2015). Exports of fish from sub-Saharan Africa have been steady since 2012 (International Trade Center, 2018).

Artisanal and industrial marine fishing

Workers at sea are among the world most vulnerable according as indicated by the U.S. Branch of Labor (2018). Factors such as working in international water, produce gaps in applicable laws leaving laborers without sufficient work protections in developing nations.

Artisanal and industrial marine fishing, as well as inland fishing and aquaculture, are present in sub-Saharan-Africa (Degraaf et al, 2004). In West Africa alone, the marine fisheries area contributes 10-30 percent of GDP for nations including Mauritania, Senegal, Guinea-Bissau, and Sierra Leone. More than 3,000,000 individuals work in this sector. There are also significant tuna fisheries in East African off-shore waters. Nile perch is the primary fish traded from inland fishing on Lake Victoria.

Child labor

Constrained child work is accounted for in the fishing/fish area in Burundi, Cameroon, Comoros, Republic of the Congo, Gabon, Ghana, Kenya, Madagascar, Mauritius, Namibia, Seychelles, Sierra Leone, South Africa, Tanzania, and Uganda (U.S. Division of State, 2016). In informal fishing, children are involved in diving for fish, because they are believed to have stronger lungs. These children may plunge with no defensive apparatus, putting them at high risk for injury or passing.

Lake Volta region in Ghana

The lake was just made in 1965, when Ghana developed a hydro-electric dam, utilizing assets from the World Bank, the United States, and the United Kingdom (Coorlim, 2019). The dam supplies the entirety of Ghana's power, with the overflow offered to neighboring nations.

Lake Volta is viewed as the biggest man-made lake by surface region on the planet. A great part of the land that was overwhelmed was woodland, trees despite everything stand just underneath the surface.

The trafficking mechanism is between the children's parents and a recruiter, often for a multi-year period, with the parents given an advance payment or promised payment at the end of the contract. Much of the time, both the parents and children lack awareness of the actual conditions, which are often abusive (International Justice Mission, 2015).

The vast majority of the children go to the lake from many miles away. They are sold by their desperately poor parents to human traffickers, in some cases for as meager as \$250, which here is the thing that it would cost to buy dairy animals (Exhibit 15).

Exhibit 15: Children and slave masters fishing in Lake Victoria

Children chipping away at Lake Victoria announced broad maltreatment and provocation, just as retaining of wages (Odero, 2009).

"Each morning we wake up and we go to the lake, we paddle, evacuate the nets," says Adam. "At that point, we return, expel the fish, set up the nets for the following throwing, and around 4pm, we return to cast the net." Adam does not know his age. He seems around 12-years old. He works for Samuel, the man he calls "master," for around three years (Coorlim, 2019). "I would prefer not to be here," says Adam. "I need to go to class, yet I'm compelled to be here." Adam is only one of 20,000 children on Lake Volta who the International Labor Organization reports are working for slave masters.

In 2003, Village of Life started sparing children from the Lake Volta area. They found that every one of them was enduring genuinely, intellectually, or both (Stewart, 2020). Typhoid fever, jungle fever, and schistosome (brought about by a parasitic worm) are regular among children who have taken a shot at the lake, alongside issues like a vulnerability to confide in others and to rest soundly. Most rescued girls have encountered rape and exploitation, sometimes having been forced to serve as young brides for an older master.

Millicent Fiakedzu, 18 years old: "I was sent to the forest to search for kindling to smoke the fish, and I was thinking, 'Gracious God, when will I be protected from this chaos?' "she said of her first errands, at age 8. Millicent described a year in length difficulty that included losing a parent, being moved to an auntie's home in another town, at that point being seen not as a relative yet as an item.

While her cousins went to class, she had to work for an ace for quite a long while, smoking fish to where her eyes consumed. Inevitably she was protected by Village of Life and has gone through years recouping at its middle.

Tobacco

Tobacco production and harvesting is labor intensive and difficult to mechanize. It also requires a significant level of inputs, for example, seeds, manures, and pesticides.

Seedlings are hand planted into beds and afterward transplanted. Composts are applied by hand. Within a year, plants are topped and the bloom is expelled.

Collecting is ordinarily done by hand with sharp tools, A few kinds (Flue-cured, Oriental, and cigar wrapper) are gathered as the individual leaves age. Different sorts are cut close to ground level when most leaves are ready.

At production lines, leaves are cleaned, de-stemmed, and aged, after which flavor might be included. Tobacco is then folded into cigarettes, which may have channels included.

Countries involved

The top sub-Saharan producers of tobacco are Malawi, Zambia, Mozambique, Zimbabwe, Tanzania, Uganda, Senegal, Kenya, and South Africa (fao.org/faostat site; Verité, 2018a). The top importers of tobacco from sub-Saharan African nations are South Africa, Belgium, Germany, Russia, and China.

Two big companies dominate the worldwide value chain: Universal Leaf and Alliance One International. Both are dynamic in Africa. Alliance One has a presence in Malawi and Tanzania; Universal Leaf has a presence in Malawi, Mozambique, Tanzania, Zimbabwe, and South Africa.

While African nations have expanded the production and value of tobacco leaf over the previous decade, they do not take part in the manufacturing segment of the value chain, which is concentrated primarily in European countries such as the Netherlands and Germany. Malawi and Tanzania are both in the main 5 nations that send out natural tobacco to Germany, while Mozambique is a top exporter to the Netherlands. Zimbabwe is a critical exporter to the two nations.

The state Chinese National Tobacco Corporation, the biggest tobacco organization on the planet, supports the tobacco division in Africa and particularly in Zimbabwe, Malawi, and Zambia (Smith et al, 2020).

Child labor in tobacco production has been noted in Malawi, Kenya, Mozambique, Tanzania, Uganda, and Zambia (U.S. Branch of Labor, 2016a) (Exhibit 16).

Exhibit 16: Child labor in tobacco plantations

In Malawi, child labor is attached to the tenant system of farming. Tenant farmers employ their families and even though children are not officially employed, their work is a significant factor in the family's general productivity. 78 percent of children between the ages of ten to fourteen, and 55 percent of children somewhere in the range of seven and nine years of age, work in tobacco production (Center for Social Concern, 2015).

ILO found that children as youthful as five were occupied with child labor in the tobacco segment in Tanzania (ILO, 2016).

In Kenya the rate of child labor among tobacco plantation workers is 60 percent in some regions (Eldring et al, 2000).

Children into contact with leaves of the developed tobacco plant are highly exposed to nicotine absorption through their skin that can lead to green tobacco sickness.

In tobacco regions 84% of the children at school are overage. Numerous children going to primary school are outside of the official age extended. Just 14% of primary school children are in the appropriate grade for their age.

Cotton

Cotton is gathered by hand, which is time and work-intensive. It is evaluated that cotton cultivating in West Africa requires around 150 men/workdays per hectare (Ergon Associate, 2008).

Because of the smallholder nature of cotton cultivating in Africa in nations, for example, Benin, Burkina Faso, and Mali, children frequently work with their family on the plot (U.S. Branch of Labor, 2016b).

Countries involved

The top exporters of cotton from sub-Saharan Africa in 2016 were Burkina Faso, Benin, Cameroon, Mali, and Côte d'Ivoire (trademap.org. site). As per the FAO, the top makers of cotton build up in 2016 were Burkina Faso, Mali, Côte d'Ivoire, Nigeria, and Benin (FAO, May 2017).

In sub-Saharan Africa, cotton is developed only in a little holder setting. The average size of cotton farms in West Africa is below three hectares (Abott, 2013).

Employment in cotton is significant for top-producing countries. In Benin, the cotton sector employs 30 percent of total employment. Cotton provides seven percent of total employment in Burkina Faso and 17 percent of employment in Mali (Poonyth et al, 2004). Children are working in extreme conditions (Exhibit 17).

Exhibit 17: Child labor in cotton plantations

Children are associated with most noticeably terrible types of child labor presenting riskous conditions linked to warmth, and pesticides, and forego their education. Benin reportedly has low rates of school attendance in cotton growing regions (Afrol News, 2015).

Child workers in cotton fields and manufacturing plants may work for as long as 12 hours every day, seven days per week during the gather time frame for under \$1.50 per day (New Lanark Learning Zone, 2019; Verité, 2018b).

Cocoa

Lack of birth registration and a legal identity has long haul impacts on the lives of children. This is a significant worry all through the nation, as more than 28 percent of births are not registered as indicated by MICS (2016). This number is higher in cocoa-developing districts of the west and focus west Cote d'Ivoire, where an expected 40 percent and 50 percent of births are not enlisted (Institut National de Statistics, 2016).

Without records, children are increasingly helpless against child labour, human dealing, and different types of exploitation.

Countries involved

Côte d'Ivoire is the world biggest producer of cocoa, with more than 40 percent of the worldwide production (International Cocoa Foundation, 2016).

As indicated by the Cocoa Barometer 2018, child labor stays at significant levels in the cocoa sector, with an expected 2.1 million children laboring in cocoa fields in the Ivory Coast and Ghana alone. In those two nations, more than 85 % of children laboring in cocoa fields face unsafe conditions. Numerous children work in excess of the maximum allowable working hours (26 % in Côte d'Ivoire and 46 % in Ghana).

Small-scale and informal sector

Cocoa sector is based on small-scale and informal units facing to multiple difficulties, for example, such as weak negotiating power at the farmer level, low crop yields from small-sized plots, aging trees and escalating deforestation.

Smallholder farmers structure the foundation of cocoa production in Côte d'Ivoire, where somewhere in 800,000 and 1.3 million small-scale cocoa producers work plots that average 2–5 hectares in size (Hütz-Adams et al, 2016), Children are carrying heavy loads (85.7 per cent), and selling, transporting or handling of agro-chemical products (16.3 per cent) (Exhibit 18).

Exhibit 18: Child labor in cocoa plantations

One-fifth of children aged 5–17 were engaged with some kind of unsafe work. Children are exposed to chemical fertilizers and pesticides via direct contact or through contaminated water (World Cocoa Foundation, 2017). Children are particularly powerless against poisons because of their physiology, conduct, and plausibility of pre-birth mothers exposure to pesticides.

The Child Labor Monitoring and Remediation System (CLMRS) had been in place for five years, from 2012 to 2017. During this development phase, were reached 40,728 children in Côte d'Ivoire, of whom 7,002 were identified as undertaking hazardous work over the five-year period. 51% of these children were no longer participating in dangerous activities. Now present in over 1,750 communities in Côte d'Ivoire, CLMRS database encompasses over 24,000 more farmers than in 2017 and almost double the number of children. CLMRS is also implemented in Ghana. As of August 2019, 82 Community Liaison People (CLPs) cover 2,859 farmers and 2,430 children.

Children labor in Ghana

Constrained work of children in cocoa farming in Ghana was evaluated by 708,000 children between August 2016 and August 2017. For every 1,000 children laboring in cocoa regions of medium and high cocoa production, roughly 1.5 were casualties of child constrained work on account of somebody outside the family somewhere in the range of 2013 and 2017 (FAO, January 2017).

14,000 children laboring in cocoa farming were victims of child constrained work in these zones somewhere in the range of 2013 and 2017. Around 668,000 children, experienced child labour, of those, an expected 632,000 children performed perilous work, comparing to somewhat over 89 percent (Walk Free Foundation (2018; Worl Bank, 2017)

Child labor in Côte d'Ivoire

891,000 children aged 10 to 17 years worked in a cocoa farm in medium and high cocoa production territories of Côte d'Ivoire between October 2016 and November 2017. Following the ILO meaning of child constrained work, an expected 1.7 children had to work by somebody other than a parent for every 1,000 children laboring in cocoa agribusiness in these zones somewhere in the range of 2013 and 2017(World Bank, 2017).

2.3 Child maltreatment

Child abuse incorporates a wide range of physical as well as emotional ill-treatment, sexual maltreatment, neglect, negligence and commercial or other exploitation.

Violence against children (VAC)

VAC disintegrates family structures, imperils children's education, and makes social weakness (ACPF, 2014a,b; ACPF, 2018a,b). The latest national study on savagery against children and youth in Rwanda shows that 37 percent of women, and 60 percent of men, aged 18-24 had encountered physical viciousness earlier their eighteenth birthday celebration, the vast majority of them more than once.

60 percent of children in Zambia and Uganda, and around half of the children in Mali and Ethiopia have encountered physical punishment.

Physical brutality against children happens mainly in schools. 92 percent of students met in Togo and 86 percent in Sierra Leone experienced physical viciousness educators or schoolmates. Intensive types of sexual savagery were more pervasive in schools than in the community.

School-related occurrences represented 30 percent of all instances of assault in Sierra Leone, and in Rwanda. One in every four females and 10 percent of guys aged 18-24 had encountered sexual viciousness preceding age 18.

Findings from the VAC surveys in Kenya, Tanzania, Swaziland, Zimbabwe, and Nigeria show that around one of every three women experienced sexual brutality during their adolescence (ILO, 2017). 16 percent of children just get social security in SSA nations in contrast with 28 percent in Asia, and 70 percent in Latin America.

Child sexual abuse

The definition for child sexual maltreatment is compelling or alluring a child or child to partake in sexual activities, including prostitution, regardless of whether the child knows about what's going on (Badoe, 2017).

These activities may include physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of sexual online images, watching sexual activities or encouraging children to behave in sexually inappropriate ways (Borg et al, 2014).

Women and girls represent 99 percent of casualties of constrained work in the business sex industry (Walk Free Foundation, 2018).

A developing number of studies sub-Saharan Africa, propose that numerous young women s' first sexual experience is constrained (Yahaya et al, 2012). Three-quarters of children living in the city in Uganda are survivors of sexual brutality (Machal, 2019).

In South Africa, one of every three children is in danger of sexual maltreatment before arriving at the age of 17. Almost 40 percent of young men and women in Ghana state they have been attacked. In Kenya, Malawi, Tanzania, Eswatini (formerlySwaziland), and Zimbabwe, 22-38% of women and 9–17% of men have encountered sexual savagery.

Children with incapacities are among those generally helpless against sexual abuse. Sexual exploitation among children with incapacities goes unreported on account of the mixed up conviction that children with handicaps are abiogenetic and cannot comprehend their bodies. In Cameroon and Senegal, the greater part of the children with handicaps who announced sexual exploitation had been raped.

Africa is quick turning into the new outskirts for online child sexual maltreatment, particularly in those nations with higher web inclusion. However, not many nations have laws explicitly condemning the web sex violations and those that do habitually neglect to implement them enough.

In 2016, the South African Center for Justice and Crime Prevention piloted the Global Kids Online research tools with 913 children aged from nine to 17 years and 532 parents in an investigation of the effect of the Internet on the lives of South African children. 51.2% of child members revealed having seen sexual pictures and 30.5% detailed having gotten sexual messages through the Internet (Basson et al, 2019; Center for Justice and Crime Prevention, 2016).

The study indicated that a larger number of young men than women experienced undesirable sexual contact, for example, shared links to pornographic content, but more girls had been asked unwanted sexual questions about themselves.

The study likewise analyzed parental intervention and found that 57% of parents had never proposed any direction for safe utilization of the Internet to their children. Almost half of the child participants had never addressed their folks about their Internet use and 86.7% of the parents didn't consider that their child could encounter any unsafe circumstances on the web. This limited awareness of risk by parents certainly exacerbates children's vulnerabilities to sexual exploitation online (ECPAT International, 2018). The travel and tourism sector is facilitating sexual services (ACPf, 2018a,b).

Laws controlling travel and tourism sector in Africa are frail or non-existent, giving free rein to criminal expectation on venturing out to the landmass with the sole purpose of explicitly misusing children. Sex tourists, 90 percent of the men, originate from the USA, UK, Italy, Germany, Canada, Korea, and China. They target nations with feeble or ineffectively implemented laws including South Africa, Nigeria, Ethiopia, Somalia, Uganda, Tanzania, Kenya, Rwanda, and Sudan.

Children in Kenya are involved in commercial sex trade with both tourists and Kenyan nationals who travel from other parts of the country (Otieno, 2015).

This perception is supported by the study findings indicating that 81.2% and 94.8% of children and adults respectively reported to have heard of children being involved in sex with tourists and travelers. According to the study, 25% and 51% of children and adults respectively interviewed believed that the offenders come from other countries as well.

Orphans are seen to be the most defenseless children to business sexual exploitation, concurring 67.0% of the adults met. Other children viewed as defenseless incorporate girls, children heading households, and children from single parents.

In the course of the most recent three decades, Foreign Direct Investment (FDI) has expanded massively in Kenya (Abala, 2014). Therefore, Kenya keeps on getting an expanded number of outsiders working and living among the Kenyan people group who are associated with these distinctive remote speculations. Meetings with children and adults showed that outside speculation has added to the business sexual abuse of children in travel and tourism.

The practice is reportedly manifested in ways such as soliciting sexual favors in exchange for money. Identified cases include young girls' sexual relationships with Chinese contractors during the construction of the Thika superhighway.

Exploitation of young girls is thus widespread in construction project sites and towns neighboring the project areas. Young girls are lured with promises of money and other rewards. Foreigners use money and promises of job offers to lure young children into commercial sexual exploitation.

School-Related Gender-Based Violence (SRGBV)

Young women are more vulnerable to sexual harassment, assault, pressure, exploitation, and discrimination (Miyagawa, 2019; Exhibit 19).

SRGBV culprits are currently the children's educators, peers, or other school workforce (Exhibit 19). 40 percent of school principals declared that sexual harassment of students by educators had happened in their schools, and provocation by peers occurring 'in some cases' or 'frequently'.

Exhibit 19: School-related gender-based violence (SRGBV) Programs

The Journey program in Uganda for the pupils presents a lot of extracurricular activities to be driven by teachers (Beadle and Bordoloi, 2019). This incorporates activities investigating the numerous types of brutality that students witness or by and by experience when they are at school or going to and from school. The program for community members is proposed to empower community 'change agents' to encourage activities that extend community comprehension of the nature and degree of SRGBV. In the program for teachers, school change specialists encourage the activities uniting all school staff consistently to take them through the Journeys activities and support them in their endeavors to understand their vision for a protected and caring school. 14 Journeys were created and observed in association with the Uganda Ministry of Education and Sports/Gender Unit by RTI International, with help from USAID.

The Gender Action Learning process (GAL) is a methodology created by Gender at Work to address women s' privileges and gender equality within organizations. This model was utilized in nine teachers' associations in sub-Saharan Africa (Ethiopia, Gambia, Kenya, Sierra Leone, South Africa, Uganda, and Zambia) to advance basic reflection and sparkle change activities to address gender inequality and savagery. 'Change groups', including four or five individuals from various degrees of the association structure, built up an exploratory intercession to address SRGBV centre their association and took an interest in a companion learning process for more than two years. Several individual stories of transformation showed how teachers shifted from corporal punishment to use empathy and positive discipline in their classroom practices. Since 2016, 396 association staff and individuals have been engaged in actions to address SRGBV, reaching over 30,000 people.

Connect with Respect program is intended for conveyance in schools with students aged 11 to 14 years in Tanzania, Zambia, and Zimbabwe. It has themes such as gender, gender-based violence, and rights, as well as promote social and emotional learning and communication skills for respectful gender relationships. Connect with Respect empowers teachers guide discussions about violence-prevention with students. The program was acquainted with a participatory procedure to adjust it to the neighborhood setting. Delegates from education and

health services, school staff, civil society organizations, and teacher education organizations met up to review the resource and help ensure the content was responsive to the cultural context and reflective of the different forms of SRGBV that play out in schools. Teachers were prepared to adjust the asset to be receptive to the necessities of students in their particular setting.

Youth Living Peace in DRC was planned as an educational program for adolescent young women and men to address the main causes of brutality and forestall sexual and sex-based savagery against girls (aged 13-19). The methodology urges them to challenge and move mentalities and practices about sex equity, utilization of brutality, and self-viability. An external evaluation of the program after three years of implementation DRC generated 28% decrease in female participants who detailed having been offended or mortified over the most recent three months and 37% decrease in experiences of verbal and psychological violence among male participants. Young women revealed more self-confidence and had more chances to play dynamic roles at school after participating in the program.

Education Management Information System (EMIS) works together with the central government to create evidence-based approaches to allocating education funds to the states (fhi360 site).. To help decentralized dynamic, the task built up Education Planning and Budgeting units in each of the 10 states. The units have PCs, reference booklets, and asset guides. Training in data analysis, data interpretation and policy briefs are conducted regularly.

VSAT satellite Internet abilities introduced cell phones that access regional cell networks to move information from district and state sites and is introducing low-cost tablets to speed school-level data entry and review. Utilizing a tweaked "K-Mobile" cellphone-based framework, 360 specialists gathered photographic, geo-positioning, and check information for over 2,000 schools and made the data accessible in Google Earth position utilizing the Internet.

Child, Early and Forced Marriage (CEFM)

CEFM is a human rights infringement and an unsafe practice that lopsidedly influences young women and girls internationally, keeping them from carrying on with their carries on with liberated from all types of viciousness (data.unicef child marriage site).

Around the world, over 650 million women alive today were married as children; around 17 percent are from Africa. Consistently, at any rate, 12 million young women are married before they arrive at the age of 18. In the least developed countries, that number doubles – 40 per cent of girls are married before age 18, and 12 per cent of girls are married before age 15.

Levels of child marriage are most noteworthy in sub-Saharan Africa, where 35 percent of girls were hitched before age 18, trailed by South Asia, where about 30 percent were hitched before age 18. Lower levels of child marriage are found in Latin America and the Caribbean (24 percent), the Middle East and North Africa (17 percent), and Eastern Europe and Central Asia (12 percent).

In certain nations the rate is a lot higher: 41 to 48 percent in Eritrea, Madagascar, Malawi, Nigeria, and Mozambique; 51 to 52 percent in Guinea, Mali, South Sudan, and Burkina Faso; and 67 to 76 percent in Chad, Central African Republic, and Niger. Niger has the most noteworthy pace of child marriage in the district with 76 percent of ladies being hitched before the age of 18.

The base marriage age for girls at beneath is 17 in Burkina Faso; 16 in Guinea-Bissau, Mali, Senegal and Zambia; and 15 in Cameroon, DRC, Gabon, Niger, Seychelles, and Tanzania. The base eligible age for girls in Sudan, is only 10.

The Global Estimates of Modern Slavery estimates that internationally 13 million women were living in a constrained marriage in 2016, speaking to 84 percent of the absolute 15.4 million survivors of constrained marriage (Walk Free Foundation, 2018).

Of those, an expected 37 percent were children at the time the constrained marriage occurred, with 44 percent being compelled to wed before the age of 15 years. Girls were considerably more liable to be offered without wanting to: of all child casualties of constrained marriage, 96 percent were female, and 4 percent were male.

Anita, 15, constrained into child marriage in Kenya (Walk Free Foundation, 2018). "I was out eating the dairy animals when my dad said the time had come to get hitched. I woke up right on time and circumcised. The seniors said the man was to be my lone spouse. He was 55. I was befuddled. I was just 10. After nine months, since I had not given him an infant, he started entrusting me with the troublesome occupations. "I chose I needed to get away – he beat me so hard my leg wouldn't quit dying. I was taken in by the Catholic Sisters and began school in 2013. I want to be a doctor."

2.4 Children Illnesses

Over 1.8 billion people drink contaminated water (UNICEF and WHO 2015), which can transmit diseases like diarrhea, cholera and polio. Environmental degradation likewise has health impacts beyond food and water security. Air contamination is connected with illnesses and diseases that kill around 600,000 children under 5 every year.

Pneumonia

The disease claimed 920,000 young lives in 2015 (Watkins et al, 2017). That represents two fatalities every minute of every day, more than diarrhoea, malaria and measles combined. Most of the deaths happen in South Asia and sub-Saharan Africa. Over 80% occur among children aged less than two years old, many of them in the first weeks of life.

The disease is prominently preventable and treatable. Successful antibodies are accessible for vaccination against the most widely recognized bacterial strains, including *Streptococcus pneumoniae* – the deadliest wellspring of pneumonia. Analyzed precisely and early, pneumonia can be treated with a 3–multi-day course of antimicrobials costing just \$0.40.

Backing from Gavi, the Vaccine Alliance, has extended the inclusion of the pneumococcal conjugate immunization (PCV), saving many lives. However, 170 million children aged 0–2 years in low-and center income nations are not vaccinated against the world's deadliest illness. In sub-Saharan Africa, less than 50% of children with indications are taken to a health care supplier.

Less than 60% of facilities in Tanzania, Kenya, the Democratic Republic of Congo and Mauritania have Amoxicillin DT accessible, the best cutting edge treatment, tumbling to short of what one-quarter in Nepal and Uganda.

Mortality because of youth pneumonia is emphatically connected to poverty-related factors, for example, under-nutrition, absence of safe drinking water and sanitation, indoor air contamination, and lacking access to medicinal services.

Around half of youth pneumonia deaths are related to air contamination. The impacts of indoor air contamination, for example, cooking with charcoal, murder a greater number of children comprehensively than open-air contamination. Simultaneously, around two billion children 0-17 years old live in regions where outside air contamination surpasses worldwide rule limits.

Diarrhoeal disease

Diarrhoea is a leading killer of children, accounting for approximately 8 per cent of all deaths among children under age 5 worldwide in 2017 (data unicef diarrhoea site).. This means more than 1,300 small children passing on every day, or around 480,000 children per year, despite the accessibility of basic successful treatment.

Most deaths from diarrhoea happen among children under 2 years old. From 2000 to 2017, the all-out yearly number of deaths from diarrhoea among children under 5 diminished by 60 percent. A critical extent of diarrhoeal illness can be forestalled through safe drinking-water and satisfactory sanitation and cleanliness.

HIV

2.8 million Children and youths were living with HIV in 2018, about 9 out of 10 in sub-Saharan Africa (information UNICEF 2019 site). 790,000 children aged 0-14 living with HIV were not receiving treatment which is half of the children aged 0-14 living with HIV. 190,000 new HIV contaminations happened among youths aged 10-19; 3 of every 4 were girls in 2018. 6 out of 10 HIV-exposed babies are tested for HIV within their initial two months of life.

Mortality in children and youth with HIV is very high, with 120,000 children and 55,000 adolescents dying of AIDS-related causes in 2016 on 1 million young people aged 15–19 are infected with HIV (UNICEF 2017a). Absence of access to education and the failure to remain in school consequence of sex standards that put girls confronting, expanding the danger of HIV diseases (UNICEF and UNAIDS 2017).

Newborn children living with HIV have been found to endure noteworthy subjective, memory, language, and engine delays during the initial two years of life, when contrasted with their non-HIV influenced peers. Neurological and developmental delays and/or loss of development can be indications of HIV infection in infants before any other signs. Health conditions improved in some SSA countries and in mining regions (Exhibit 20 and Exhibit 21).

Exhibit 20: Health improvement in some SSA countries

In 2018, in sub-Saharan Africa, 25 of 49 nations improved their EC Index. Uganda accomplished a 20-point score increment, from 681 to 701, for the most part, because of better child nutrition (Bagley, 2018).

Somalia expanded its score by 13, from 470 to 483, Mali is up 6 centres (from 414 to 420) and Sierra Leone is up 7 centres (from 546 to 553).

Nigeria had the best decrease in the area, dropping 65 centres, from 578 to 513, because malnutrition and child labour rates have been changed upward. Liberia's score dropped 50 centres, from 681 to 631, because more children are out of school.

Rwanda has enhanced most indicators. Under-5 mortality is down 79 percent (Save the Children Federation, 2019). A lot more children are in school and numerous fewer children are hitched before age 18. The out-of-school rate and child marriage rate are both somewhere near 60 percent. Rwanda has secondly cut child work, youthful births, and child crimes down the middle since 2000.

Ethiopia expanded its EC score by 237, ascending from 414 to 651. Enhancements in child survival and education have been the drivers of progress. Child mortality, children out of school, and child marriage have all been cut by about half or more. The juvenile birth rate is down 41 percent, stunting is down 33 percent, and child murder is down 30 percent.

Niger has dramatically increased its score since 2000, from 167 to 402. Niger's under-5 death rate is down 62 percent since 2000 – that is 44,000 fewer child deaths every year. School enlistment rates have dramatically increased (from 19 to 48 percent) and child homicide is down 36 percent. Liberia cut by 60 percent less death under age 5.

Exhibit 21: Health improvement in mining regions

Utilizing data from nine African nations and over 60 gold mines, Tolonen, (2015) shows that newborn child mortality diminishes in gold mining communities with the onset of large-scale mining.

Some mining companies contribute to a common interest, for example, intestinal illness control program in Ghana run by AngloGold Ashanti (ccmghana.net site).

In 2005, the Obuasi Mine Hospital (Edwin Cade) recorded on normal 6,800 malaria cases every month. Of these, 2,500 were mine workers. With an average of three days off per patient, an estimated 7,500 man-shifts were lost per month.

After distinguishing the illness as the most noteworthy general health danger to its activities in the country, the company supported an integrated malaria prevention program that included indoor residual spraying, distribution of insecticide-treated mosquito nets, and community communication and education initiatives, among others.

By 2012, the program had diminished malaria cases in the mining territory by around 75 percent, with huge decreases in child and newborn child mortality, and enhancements in school participation rates and school execution. Numerous non-mine communities also benefited (African Natural Resources Center and African Development Bank, 2019).

In Mali, there is a beneficial outcome from a mine opening on access to health care and health outcomes (Chuhan-Poleet al, 2017). Pregnant Mothers got a lot more pre-birth health visits, newborn child mortality diminishes by 5.3 rate centres, and stunting diminished by 27 rate centres, which is identical to a 45 percent decline in the predominance from the pre-mine normal pace of stunting.

In contrast to Mali, the consequences for child health are questionable in Ghana and Tanzania. The probability that a child is stunted increases by 12.3 percent in Tanzania and being underweight increments in mining communities in Ghana and Tanzania.

2.5 "Save the Children" model

Save the Children (Save the Children Federation, 2019) works in the United States and around the globe to support children who are missing out most on learning.

Save the Children assisted with decreasing by 33% the number of children stunted from malnutrition since 2000. In 2019, there are 49 million less stunted children. Save the Children has conveyed quality education to more than 273 million children in the most recent decade (savethechildrenprograms site).

The Global Education team works across the five following major areas, finding the best solutions to help children learn and thrive:

School Health and Nutrition

School Health and Nutrition programs helps school age children be healthy to learn and learn to be healthy.

Education Research

Education research builds the capacity to better understand what works for supporting all children's learning and development.

Early Child Care and Development (ECCD)

ECCD is centered on children aged 0-6, a time of big evolution in every aspect of a child's development. Interventions range from work with 0-6 year olds as well as efforts to enable parents or caregivers to promote brain development, health and well-being as children prepare for school.

Education in Emergencies

Education in crisis programs guarantees children moving or dislodged to return learning as fast as could reasonably be expected.

Out of School programs

Out of school education and training programs help young children create aptitudes to ensure their success both in school and out. Children procure central proficiency, math, and socio-enthusiastic aptitudes, which will set them up for a lifetime of learning.

We uses the Global Education model in order to analyze the out of school children situation in SSA countries and propose an efficient education and training out of school policy.

Chapter 3: School Health and Nutrition Policy (SHN)

The school presents a significant framework to encourage different health-promoting practices. By buying food locally, Purchase from Africans for Africa (PAA) offers rural help and stable market access to farmers by connecting them to existing school-meal.

Herewith we present the school health and nutrition policy in selected SSA countries.

3.1 Education Sector Plans (ESP)

Sarr et al (2017) study presents findings of ESPs from 25 SSA nations that were developed since 2000, after the World Education Forum meeting in Dakar until 2016. These nations are Benin, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Eritrea, Ethiopia, Gambia, Ghana, Guinea Bissau, Guinea, Kenya, Liberia, Madagascar, Mali, Mauritania, Mozambique, Republic of Congo, Rwanda, Senegal, Togo, Uganda, Zambia, and Zimbabwe.

The ESP analysis was supplemented by an analysis of reviews from 16 SSA nations utilizing the SABER data collection tool. SABER is a policy gap analysis tool launched by the World Bank in 2011.

SABER survey was used to look after the effectiveness and implementation of SHN policies. The survey was actualized in 16 African nations somewhere in 2011 and 2013. These nations were Benin, Cape Verde, Cote d'Ivoire, Ethiopia, Ghana, Kenya, Madagascar, Malawi, Mali, Niger, Nigeria, Rwanda, Senegal, Tanzania, Uganda, and Zanzibar.

The period was divided into two stages to examine changes after some time, 2001 to 2007, and 2008-2016.

Herewith the situation of SSA nations about Health-related school policies, Safe learning environment, Skill-based health education and health and nutrition services (shn site).

Pillar 1: Health-related school policies

Health policies in schools, including aptitudes based health education and the provision of some health services, can help advance the general health, cleanliness, and nutrition of children. Good health policies need to guarantee a secure physical and positive psycho-social conditions. By ensuring the further education of pregnant students and youthful mothers,

school health policies help advance care and value in the school. A large portion of the policies that nations created in the early period were centered on HIV.

Pillar 2: Provision of safe water and sanitation

The school condition may harm the health and dietary status of schoolchildren, especially on the off chance that it expands their introduction to perils, for example, infectious disease conveyed by water. Cleanliness education is pointless without clean water and satisfactory sanitation facilities. It is a practical objective in many nations to guarantee that all schools approach clean water and sanitation. By giving these facilities, schools can reinforce the health and cleanliness messages, and act as an example to both students and the wider community. Separate facilities for girls, are a significant contributing component to diminishing dropout at menses and even previously.

Pillar 3: Skill-based health education

This way to deal with health, cleanliness, and nutrition education centers upon the improvement of information, perspectives, qualities, and fundamental abilities expected to make and follow up on the most fitting and positive health-related choices. Health in this setting reaches out to past physical health to incorporate psycho-social and environmental health issues.

Changes in social and conduct factors have given more noteworthy noticeable quality to such health-related issues as HIV/AIDS, early pregnancy, wounds, viciousness, and tobacco and substance use.

Undesirable social and conduct factors impact ways of life, health, and nutrition, yet in addition, but also hinder education opportunities for a growing number of school-age children and adolescents.

The development of attitudes related to gender equity and respect between girls and boys, and the development of specific skills, such as dealing with peer pressure, are central to effective skills based health education and positive psycho-social environments.

In numerous nations, the need was on evolved HIV education while abilities based health education all the more for the most part was less referred to as a priority. Ghana built up an educational program, while Rwanda organized financing for teacher training. More than 90% reported that participatory approaches were part of the curriculum and were used to teach key age-appropriate and gender-sensitive life skills for health themes.

Pillar 4: Health and nutrition component

Schools can viably convey some health and nutrition services given that the services are safe and familiar, and address problems that are prevalent and recognized as important within the community. Micronutrient insufficiencies and worm contaminations might be adequately managed six-monthly or annual, changing the planning of meals, the timing of meals, or providing a snack to address short term hunger during school. Providing spectacles will allow some children to fully participate in class for the first time.

Health and nutrition services incorporate low-cost, effective interventions such as the provision of deworming tablets, micronutrient supplements, or school meals.

In the first stage (2001 to 2007), 76% of nations gave or kept on conveying health and nutrition services, for example, school lunch and deworming. By the later stage (2008 to 2016), all nations were conveying those services.

School feeding was the most widely recognized intercession followed by deworming, while health screening was a lower priority. Vision screening specifically has been distinguished as a cost-effective intervention, but is largely absent from the ESPs.

3.2 School as a system to improve nutrition

The school condition presents a significant chance to encourage different health-promoting practices that can affect nutrition, by guaranteeing that perfect drinking water, hand-washing facilities, fitting sanitation framework, clean lavatories, and zones for physical movement are effectively available to school children all through the school day and regularly maintained (UNSCN, 2017).

Growth monitoring facilitates distinguishing children with different types of malnutrition and and/or health problems. Screening could encourage access for children to protect and therapeutic health services through referrals to health centres (FRESH, 2014).

Purchase from Africans for Africa (PAA) program and schools

PAA supporting schools is an activity of FAO, the World Food Program the Brazilian government and the United Kingdom's Department for International Development implemented in Ethiopia, Malawi, Mozambique, Niger, and Senegal in the range of 2012 and 2017, planned for promoting cooperative energies between agrarian interventions and school feeding as a major social protection initiative (fao.org/family-cultivating site).

By buying food locally, PAA offers rural help and stable market access to farmers by connecting them to existing school-meal initiatives (FAO and WFP, 2014; Gyoeri et al. 2016).

Malawi

In 2012, PAA activities were propelled in two southern zones of Malawi, Mangochi, and Phalombe. These regions were chosen on account of their solid potential for agricultural production and high frequency of poverty and food insecurity (FAO, WFP, and IPC-IG, 2016).

Production support policy have been given to the farmers associations responsible for supplying schools, access to seeds, technical assistance for sustainable production, nutritional diversification, management and business skills, and the construction of warehouses.

The production-support component also includes the introduction of school gardens, with a view to giving communities knowledge of and skills in nutrition and sustainable agricultural production. The production support likewise incorporates the presentation of school gardens, with the end goal of giving communities knowledge of and skills in nutrition and sustainable agricultural production (FAO and WFP, 2014; FAO, WFP, and IPC-IG, 2016).

The program has produced different advantages and given bits of knowledge into the advancement of practical and nutrition sensitive school feeding initiatives tied to local and smallholder agriculture. Schools taking an interest in the program bought 361 million tons of food from PAA-supported rancher associations in 2014-2016, profiting 10,065 students.

Through the program's production support, smallholder yield has gotten increasingly expanded and producers have had the option to fulfill schools' need for a wide scope of wares, including oats, beats, vegetables, tubers, natural products, and meat.

PAA Africa production support activities were also furnished in association with the "We Effect" NGO and executed in close participation with Malawi's Agriculture and Extension Development Officers and District Agriculture Development Office.

Ethiopia

Begun in 2008, Purchase for Transition (P4P) has contracted to purchase 190,000 metric tons of food straightforwardly from farmers' associations and small and medium brokers, or through innovative marketing platforms.

P4P utilizes three acquisition models in Ethiopia, specifically: low and medium capacity, soft tendering from cooperatives and small and medium traders; and forward contracting.

From 2010 up to 2013, P4P outstanding contracts with 16 cooperative unions (CUs). These unions assemble more than 600 primary cooperatives (PCs) with an enrollment of right around 600 000 farmers, one-6th develops maize. Besides, P4P has made buys from 20 pre-qualified small and medium brokers and the Ethiopia Commodity Exchange.

P4P's implementing partners include the Government of Ethiopia, ACIDI/VOCA, TechnoServe, Sasakawa Global 2000 (SG2000), the Commercial Bank of Ethiopia and FAO through the program Purchase from Africans for Africa (PAA). Ethiopia is one of the five nations where PAA is being financed by the Government of Brazil and actualized by FAO and WFP (Gálvez-Nogales and Fonseca, 2017).

Niger

Arranging, dynamic, and focusing on techniques for buying food locally from little scope family farmers for food help are pivotal for program viability and positive results (Pereira de Miranda et al, 2017). Maradi region has been chosen.

PAA Niger has drawn in 611 smallholder farmers (54 percent of whom are women). 75% (77.5 percent) of recipient families can be viewed as poor or poor regarding their day to day environments; they generally rely upon farming over an average area of 1.5–2 hectares for their livelihood.

Several tools were deployed by the WFP within PAA Niger to improve farmers' abilities to respond to the needs of local food procurement. Productive support provided by FAO consisted of the distribution of inputs (seeds, fertilizers, agricultural defensives and storage bags) and training on substitute millet–cowpea crop systems. Contract arrangements included an extensive awareness-raising effort among Farmers Organizations (FOs) to support their marketing capacities, including negotiating advantageous prices.

With this help farmers doubled their productivity of millet and green beans. The WFP bought 137.2 tons of millet and 100.9 tons of beans from seven FO associations—about 5 percent of all WFP acquirement in Niger in 2013. Because of the agreements with farmers' associations, producers got an extra USD 34,000 (21 percent more) compared to market prices, which positively affected revenues at the individual level.

PAA Niger results show the capability of institutional acquisition programs to support poor, resource-constrained farmers, if this help is accessible and adjusted to their necessities. Building up stable institutional interest could emphatically affect the deficient access of Maradi farmers to markets, particularly regarding price fluctuations and the role of local traders. This is especially valid for women' farmers, who for Niger's situation face more prominent obstructions to sell their produce, due to a lack of productive support and unequal access to market opportunities. In Niger, women' associations had the best outcomes as far as consistency with obtainment contracts. This recommends, when gainful resources are accessible or given, IPPs that target asset compelled women can positively affect gender disparities for agricultural production and marketing.

Senegal

PAA Africa Senegal (September 2013 – July 2016) upheld producers and school-feeding activities in the Kédougou locale, which registered the most elevated poverty rate in Senegal – 71.3 percent in 2011 contrasted with 46.7 percent of the national average (ANSD, 2011) – and a prevalence rate of food insecurity of 33 percent (SE-CNSA, 2013).

PAA Africa Senegal's inclusion expanded the agricultural capacity and fundamentally expanded the production trimming zones and agrarian productivity of the beneficiary producers (Diagne et al, 2017). The average yield was evaluated at 2.5 mt/ha in 2012/2013 and 3.2 mt/ha in 2015/2016 against 0.8 mt/ha in 2011/2012, a particular increment of 1.7 mt/ha. By and large, the amount of paddy rice produced by the recipient producers has nearly doubled from 422 kg to 808 kg, with more grounded development among women producers. The increase in production has not lowered the price for producers of paddy rice. Due to the free access to agrarian sources of info and gear, paddy rice costs paid to recipient producers were higher than those recorded in different areas of the nation, as in the Senegal River Valley.

Mozambique

The FAO participated officially in the implementation of helpful activities for the Angónia, Changara and Cahora Bassa production systems, which profited more than 600 producers and training in grain and agricultural production techniques, post-harvest handling and production planning offered to 20 producer associations in the district of Angónia; technical help to those responsible for school gardens in Changara and Cahora Bassa; sponsored credit offered for inputs and agricultural equipment, accompanied by training about their use and maintenance; promotion of the Farmer Field School extension methodology; training in the post-harvest handling of cereals and vegetables; and support for the organisational development of the associations (Milhorance de Castro, 2018).

The WFP supported school feeding in 175 primary schools in Changara and Cahora Bassa. The activity has reinforced the limited services of nearby governments, particularly in terms of storage infrastructure and food preparation.

The National School Feeding Program (Projecto de Alimentação Escolar—PRONAE) pilot activity offered help to one primary school in each region (Changara-Sede and Chinchanda) to detail various and nutritious menus (Milhorance de Castro, 2018)

PAA Africa has guaranteed nearer and more straightforward mix among schools, agrarian services, and producer relationship, by the agricultural component of institutional purchasing and encouraging coordination between agriculture and education at the district level. Nearby acquisition of vegetables was extended in 2015 to 26 schools in the Transition Program supported by the WFP (14 in Cahora Bassa and 12 in Changara).

Ghana

The program was done under the leadership of the Ghana School Feeding Program (GSFP) in a joint effort with international and local partners. The study included 116 schools in 58 regions over the 10 regions of the nation. Of these schools, 58 got no health intervention (control), 29 got school meals just (standard) and 29 got school meals procured by nearby smallholder farmers alongside micronutrient powders (MNPs), deworming and health education (improved) (Gelli et al. 2016).

The sample included over 5,500 school children and 4,500 farmers from 360 farmers based associations. Qualitative and quantitative data were collected for key educational, health, nutritional, and agricultural indicators.

The Home Grown School Feeding (HGSF) test case program concentrated on Agricultural and Nutrition intervention targeting improving the education, health, and nutrition of school children by the conveyance of nutritious meals improved by the utilization of the School Meals Planner tools the development of Handy Measures utensils and the introduction of micronutrient powders (MNPs).

Education enrolment levels in kindergarten expanded 12% in standard schools contrasted to the control schools. Just a slight increment of 2% was noted on account of primary schools, which was to be expected, due to the near universal attendance rate in Ghana's primary schools.

School non-attendance diminished 7% in schools receiving the standard program, while no such decrease was seen in the control schools. Moreover, the analysis suggested that Home Grown School Feeding improved grades in math and literacy for girls, in particular, compared with the GSFP (to the order of about 10%).

There was also an impact on cognition among girls of about 8%. Children receiving school feeding were more likely to consume nutritious foods like green leafy vegetables and other types of vegetables, roots, and, and, in the case of 5- to 10-year-olds, meat and fish.

The prevalence of worms was minimal in the study sample, thanks to the annual deworming program conducted in the project district and its surroundings by the Ghana Health Service. 70 percent of children in the analysis were determined to have asymptomatic malaria.

Agriculture Farming activity increased 15% in communities receiving school feeding in the Northern Region relative to communities without school feeding. They encountered higher produce sales and a 33% rise in the value of agricultural produce sold. Farmers in Home Grown communities saw an expansion of 5% in family pay contrasted and conventional GSFP. Farmers that owned a business benefited particularly, with 10% growth in household income.

Benin and Burkina Faso

WHO propelled the Nutrition-Friendly Schools Initiative (NFSI) in 2006 to combat the dual challenges of under- and over-nutrition, the first experimental run program in West African primary schools (Delisle et al, 2013). It was presented in urban communities because, in low-income nations, the wholesome change is bound to prompt the twofold weight of malnutrition in urban settings. 12 schools were chosen for intervention by the countries' ministries of education.

Helen Keller International (HKI) was engaged with the execution of the activity in Burkina Faso, while the Regional Institute of Public Health (IRSP) assumed the management in Benin.

4,000 students were associated with the task in Cotonou, Benin, and another 2,500 in Ouagadougou, Burkina Faso. In the last mentioned, a further six schools filled in as control units to evaluate the task's effect. Health and nutrition advisory groups were made in the chosen schools to attempt the root appraisal, choose the important activities, and execute them.

Management included educators, parents, and students, nearby executives, health staff, and other network individuals. Yearly planning workshops were held for school committees.

In the two nations, street vendors got the training to improve cleanliness and the health benefit of the food offered to schoolchildren. Notwithstanding incorporating nutrition into the school educational plan, activities included special school based nutrition events and sanitation measures, gardening and the raising of poultry. The outcomes in the two urban areas, the NFSI indicated promising outcomes following 4-5 years as far as school and community mobilization towards better nutrition and health, as per a process evaluation (Delisle et al. 2013).

In Burkina Faso, the study conducted among nearly 700 fifth-grade pupils revealed high rates of vitamin A deficiency and anaemia (40% and 38%, respectively). The introduction of the outcomes to the governments and different partners resulted in a government policy to include urban schools, in addition to rural schools, in the school-lunch program (Daboné et al. 2011).

Few students were overweight (4%) comparative with stunting (8%) and slimness (9%), however eating practices recommended the potential for unreasonable weight and related diseases over the long term, because of the utilization of undesirable things, for example,

sweet beverages, instead of sound organic product, vegetables and vegetables (Daboné et al. 2012). Vitamin A deficiency and anaemia had declined more significantly in intervention than control schools, although rates remained high (>25%).

Kenya

In 2016, a pilot project supported by Bill and Melinda Gates Foundation (BMGF) was executed through the Partnership for Child Development (PCD, 2019) in Kilifi district supporting Small Holder Farmers (SHFs) in order to increase their production and access better the school feeding market.

PCD's goal is to reinforce the farmer's ability on production and post-harvest handling and to link farmers with schools through a mobile phone platform.

During the task planning activity, an aggregate of 127 Farmer Based Organizations (FBOs); Kitui 48, Tharaka Nithi 43, and Kilifi 36 with a consolidated enrollment of 4,228 women and 1988 men were identified.

The task benefits 200 Farmer Based Organizations (FBOs) involving roughly 6000 farmers. The project targets 100-grade schools with around 50,000 children.

3.3 Health-promoting school (HPS)

A health-promoting school is one that continually reinforces its ability as a solid setting for living, learning, and working (who.int site).

The program encourages health and learning, connects with health and education authorities, educators, instructors' associations, students, parents, health suppliers and community leaders in efforts to make the school a healthy place.

South Africa

HPS provides common ground to the cooperation between government divisions (especially health and education) and between different disciplines, professionals, and sectors (WHO/AFRO, 2013).

Health and education help to forestall the spread of HIV, especially in particularly in girl children where it is contended to advance sexual self-governance and decrease their danger of contracting HIV (Jukes et al 2008). Improved sex equality in education is related to aggregate improvements and diminished differentials in different indicators of health and health care take-up (Kirby et al 2006).

Teachers are prepared to manage a wide scope of issues experienced by students.

Health-promoting schools had created over nine regions.

Parents' and pupils' motivation was raised when they saw the connection among pupils and staff and learning results improving.

The school health nurse assumed a crucial job in inspiring and keeping up the task. She liaised with the significant job players and group facilitators for the arrangement of required services to the school.

The issues tended to in South Africa were many, including road safety, individual cleanliness, sexual abuse, HIV and nutrition, with activities such as adolescent clubs, aftercare programs for cultural activities, outdoor educational activities such as camps, and teacher support groups to support teachers own health promotion (Johnson and Lazarus 2003).

Nigeria

The National School Health Policy (NSHP) in Nigeria was adopted in 2006.

Idehen and Oshodin (2008) study uncover the absence of health education teachers, the absence of pertinent health education reading material, flyers, and banners were factors vital to the helpless condition of health guidance in Edo State optional schools. Based on the findings, the authors made several recommendations including the need for school authorities in Edo State to provide the relevant related instructional materials

It was likewise suggested that the State's Ministry of Education should help in upgrading the principles of health education by posting at any rate one encountered health education staff in the Inspectorate Division of the Ministry had been relegated the duty of visiting the schools regularly to guarantee that the schools, students and teachers are sufficiently executing the health education educational plan.

The usage of SHP is still problematic in Nigeria. Numerous teachers do not have the fundamental knowledge on the SHP and their roles in it. There is a need to investigate the variables liable for helpless usage.

Ghana

The motivation behind School Health Program (SHEP) is to guarantee the totality of all health services that improves the physical, social, and psychological wellness and advancement of the students in their school condition (Boateng, 2008). About 59% of the implementers concentrate on illnesses that happen in students, particularly on transmittable infections.

Around 15 out of the 27 schools that practiced the program, speaking to had no help from any health services workforce concerning the execution of the program.

About 73.3% of the schools that had the help of the health laborers conceded that the last visited their schools once a term for assessment/screening works out.

63.3% of the nurses conceded that they got the co-activity of teachers. All the nurses addressed that the program was positively affecting the students.

86.7% of the schools were situated in territories with little noise from activities of the communities but about 86.7% schools had dusty compounds.

Among the schools that were visited, about 46.7% housed between 45-50 students in a class with two students utilizing the same seat and table. Consequently, about half of the schools had students not very much dispersed in the classroom. About 86.7% had insufficient lighting in the classrooms.

About 93.3% of schools had sellers providing to students food. The research exposed that about 70% neglected to restore their health certificates yearly.

SHEP challenges are: Lack of wiped out straight in schools; Unavailability of versatile water for school children; No record cards; Lack of medications; No emergency treatment box; Lack of hand washing equipment; No trained personnel.

Liberia

Even though much has improved in child endurance and advancement in Liberia throughout the years, numerous children are still not getting the help they need in early life (UNICEF 2018b).

A high maternal death pace of 1,072 deaths for every 100,000 live births implies that many children die with their mothers or are conceived without a mother to fare thee well and feed them.

In a near portion of all child deaths, malnutrition is a significant offender. Liberia has elevated levels of youth malnutrition, with 33% of children under 5 stunted and 6 percent acutely malnourished.

Diarrhea and pneumonia, which are driving reasons for child death in Liberia, are firmly connected to polluted drinking water and helpless cleanliness propensities. Cholera outbreaks are regular and the ongoing Ebola flare-up showed how risky the absence of access to safe water, sanitation, and cleanliness services can be. One of every six individuals does not utilize latrines or restrooms.

Liberia was to make the school condition being perfect, clean, savagery free and adequately helpful for all students, particularly girls. Three activities were characterized: give a correspondence methodology, to inform on the children's right, develop and implement strategies that deal with sexual exploitation and address safety and security of learners with disability in school issues (Republic of Liberia, 2010).

Chapter 4: Research in education

Major research focuses within the main broader thematic areas include teaching methods, ICT in education, teacher education, training policy, and teacher capacity. UNICEF ebb and flow explores are centered on child labour, child education, child rights in the computerized age, children and migration.

Education Sub-Saharan Africa (ESSA) made the primary online African Education Research Database in participation with the Research for Equitable Access and Learning Center at the University of Cambridge which was propelled in June 2017. The database (essa-africa site) is publicly accessible by researchers situated in sub-Saharan Africa.

The most generally investigated thematic areas presented in this chapter are teachers and teaching; equitable and inclusive education; policy and financing; institutional leadership, culture, and facilities; access to education; students, learning and assessment; and information and communications technology (ICT).

4.1 African education research

Education Sub-Saharan Africa (ESSA) was established as a UK NGO in 2016 to improve the tertiary education framework: equipping millions of young people in sub-Saharan Africa with the skills for work (Mitchell and Rose, 2018).

The largest thematic area, language and educational plan (58.2%), trailed by teacher and teaching (42.8%), policy and financing (28%), institutional leadership culture and facilities (26%), Equitable, inclusive education (25.3%) and students, access and learning (24.6%). Major research focuses within the main broader thematic areas include teaching methods (16%), ICT in education (15%), teacher education (15%), education policy (9%) and teacher capacity (9%).

Herewith the main African research institutions and networks.

The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM)

set up by ten Vice Chancellors in 2004, is a consortium of 121 African colleges operating within 38 African nations (ruforum site).

RUFORUM is coordinated by a Secretariat facilitated by Makerere University in Kampala, Uganda. The consortium is a key partner for ESSA.

Four lead programs are at first being proposed for diffusion to drive results for transforming agriculture in Africa.

Lead 1: TAGDev – Transforming African Agricultural Universities to meaningfully contribute to Africa's Growth and Development. The program is centered on building up another model of agricultural and reinforcing agribusiness and entrepreneurship.

Lead 2: RANCH – Regional Anchor Universities for Agricultural Higher Education RUFORUM. The RUFORUM CGS is intended to intently interface colleges and post-graduate students to rural communities and to advance inclusive and sustainable development.

Lead 3: CREATE – Cultivating Research and Teaching Excellence. Make supports the execution of the implementation of regional training programs that are receptive to the market requests and openings and gives useful changes in education programs.

Lead 4: K-Hub – Knowledge Hub for Networking, Partnerships, and Advocacy The Knowledge Hub energizes and empowers staff and students to create knowledge assets to be shared across all network entities and improve the general execution and cooperation between associations, facilities, and people, increasing both information ‘findability’ and accessibility.

The Africa-America Institute (AAI)

AAI's strategy to strengthen human capacity concerning Africa's advancement through education, abilities education, discourse, convening activities, program improvement, and management (aaionline website). AAI as of now is cooperating to build up an activity on the State of Educational information and insights in Africa.

Established in 1953, AAI is a chief U.S. based worldwide association committed to strengthen human capacity of Africans and promoting the mainland's development through higher education and skills training (aaionline webpage). AAI identifies capacity-building projects and coordinate the programmatic, financial services and evaluation necessary to deliver high-impact results. AAI raises assets to give grants and creates programs that attention on expanding the abilities of the up and coming age of African youth.

The African Association of Universities (AAU)

AAU is one of the key players in advanced education in Africa, with right around 400 members. Its mission is to enhance the quality and relevance of higher education in Africa and to strengthen its contribution to Africa's development.

From its central command in Ghana, the AAU serves as a platform for African Universities to co-operate on research.

Ashesi

Established in 2002 by Ghanaian Patrick Awauh, Ashesi offers a four-year bachelors program grounded in a liberal arts core curriculum, including studies Computer Science, Business Administration, Management Information Systems, and Mechanical, Computer and Electronic and Electrical Engineering (ashesi site).

Ashesi is encouraging ethic leadership, critical thinking, an entrepreneurial mindset, and the ability to solve complex problems.

Research on pre-primary education

Early childhood education is representing only 4% of studies in Africa (Rose et al, 2019) and by far most of these are in urban zones and among the more wealthy populaces (The World Bank, 2011).

Early learning often refers to preschool-related education for children 3 to 6 years old, Learning starts through play at a center or child-friendly space, in the community, or in the home, even before children reach preschool age (Bouchane et al, 2018)..

Weak learning foundations for children could compromise their integration in school, employment, community and the long-term development of nations.

Researchers situated in sub-Saharan Africa are concentrating their work on education policy, specifically on pre-primary policy and identify an implementation gap between intention and practice, an inequality between policy expectations for youth education and real practices in pre-primary settings.

Analyzing pre-primary education policy and practice in Nigeria, Odinko (2012) reports a discrepancy between policy guidelines and pre-school practices.

In Zimbabwe, school heads require better acceptance and teachers require all the more training if primary schools should implement early childhood education (Mangwaya et al., 2016).

The impact of language of instruction policies in a pre-primary provision is another exploration center. Auleear (2012) argues that in Mauritius, an etymologically differing country where most of the populace are native speakers of Mauritian Creole, the intermittence between the home language and the school language (for example English or French) dangers obstructing youth advancement.

Ige (2011) comparatively requires the utilization of native language as the language of guidance in youth education in Nigeria.

Initial education in the mother tongue facilitates second- or foreign-language learning (Obemeata, 1985). The more accurate a child's knowledge is of his own language, the more efficient and adequate his translation to English will be.

The Ife Six-Year Primary Project showed positive results for teaching in the mother tongue with a later effective transition to English (Afolayan A., 1984) One problem associated with teaching in the mother tongue is that there are not sufficient books for children at this level to interact with.

The few home-based books that are available are of low quality, making them unappealing and unattractive to read. There are virtually no reading materials for this age range in the children's indigenous languages (Ajayi, 2007).

There is a sharp increment in research concentrating on primary education, secondary education and higher education somewhere in the range of 2010 and 2011 (Rose et al, 2019). This is in line with an overall increase in social science research included in Scopus database over that period. Since 2015, relative thoughtfulness regarding primary education has all the earmarks of being on the decrease, while publications on higher education are expanding.

4.2 Countries and institutions involved in research

From SSA countries

Nigeria (40%), Ghana (10%) Uganda (8%), Ethiopia (8%), and Tanzania (4%) represent 70% of the overall research output in this analysis

Nigeria has a several institutions that position among the best 20 by yield, including the University of Ibadan, the University of Ilorin, the University of Nigeria, and the University of Lagos. Ghana is home to four of the best 20 institutions publishing research included in the database.

On account of Ethiopia, just a single establishment, Addis Ababa University, is positioned among the best 20. The University of Botswana is the most prolific research institution, producing about 90% of education studies associated with the country.

30 sub-Saharan African nations published less than 20 papers from 1650 papers in the databases in the range of 2010 and 2018. Of these, 26 nations published less than 10 papers, including Mali, Togo, Benin, and Angola. The Democratic Republic of Congo, Côte D'Ivoire, Gabon, Chad, and the Central African Republic published less than 5. Some of these nations publishes in French or Portuguese, which is discarded from the database.

Nigeria and Ghana produced the biggest number of articles on higher education (95 and 88 articles, respectively) compared with 36 articles for Tanzania, the third biggest for research on this phase of education. Nations with a generally solid spotlight on early childhood education are Kenya, Tanzania, Nigeria, and Uganda. In any case, no nation has over 13 articles. Adult education likewise seems, by all accounts, to be ignored, with Ghana having 21 articles on this, with Kenya and Botswana being the following biggest, however with just 7 articles each.

Twaweza (we can make it happen in Swahili), works on enabling children to learn, citizens to exercise agency and governments to be more open and responsive in Tanzania, Kenya and Uganda (twaweza site).

Uwezo (2019) is one of the leader projects of Twaweza. It directs Africa's biggest resident based appraisals of children's learning results in three nations in East Africa: Kenya, Tanzania, and Uganda. The point of the Uwezo learning appraisal is to screen and set up the status of genuine learning results in literacy and numeracy among children aged 6-16 years in East Africa.

Tanzania is among the African nations resolved to accomplish quality education for all as specified in the Education for All objectives with an accentuation on improving the nature of education and guaranteeing excellence in literacy, numeracy, and essential skills (UNESCO 2000, UNESCO 2009).

The main eight sub-Saharan African institutions that teamed up with northern partners on published articles are the University of Dar es Salaam (Tanzania), Makerere University (Uganda), the University of Cape Coast (Ghana), APHRC (Kenya), RTI International, the University of (Ghana), the University of (Malawi) and the University of (Botswana).

From Developed countries

The top western institutions taking part in the common research with African institutions are University of Groningen (The Netherlands); Institute of Education at University College, London (UK); Harvard University (USA); University of Oxford (UK); London School of Hygiene and Tropical Medicine (UK); the University of Cambridge (UK); University of Sussex (UK) and University of Amsterdam (The Netherlands). Herewith more informations about three of those institutions.

University of Oxford (UK)

The University attracts a large number of doctoral students working on topics relating to Africa across the disciplines. Many of the current doctoral students embark upon DPhil research having completed the MSc in African Studies.

There are a large number of doctoral students working on African themes across various disciplines including: Anthropology, Archaeology, International Development, Geography & the Environment, Politics and Social Policy and Social Work

The London School of Hygiene & Tropical Medicine (LSHTM)

LSHTM is a world-leading centre for research and postgraduate education in public and global health (lshtm site). Its mission is to improve health and health equity in the UK and worldwide. Founded in 1899, the School has expanded in recent years at its two main sites on Keppel Street and Tavistock Place. Staff, students and alumni work in more than 150 countries in government, academia, international agencies and health services.

MRC Unit The Gambia at LSHTM

The MRC Unit The Gambia at LSHTM delivers innovative research on disease control and elimination, nutrition, and vaccines and immunity to save lives and improve health across the world. The relationship between the Unit and LSHTM goes back nearly 70 years and includes collaboration on numerous trials and projects. These include the evaluation of insecticide-treated bed nets for malaria control and a number of vaccines, including the pneumococcal conjugate vaccine, the hepatitis B vaccine, and the *Haemophilus influenzae* type b vaccine.

MRC/UVRI and LSHTM Uganda Research Unit

The MRC/UVRI and LSHTM Uganda Research Unit is an internationally recognised centre of excellence for research on HIV/AIDS, NCDs, and endemic, neglected, emerging and re-emerging infections. The relationship between the Unit and LSHTM dates back to the Uganda programme's initiation in the 1980s at the height of the HIV epidemic. Collaborations include the Tropical Epidemiology Group and the ALPHA network, and LSHTM is instrumental in the Unit's capacity building programme with various staff undertaking post-graduate training at LSHTM.

LSHTM has extensive research, teaching and capacity strengthening connections with institutions across Africa, including three which we helped to establish: Malawi Epidemiology and Intervention Research Unit (MEIRU), Mwanza Intervention Trials Unit (MITU) and Zambart. We also have nearly 100 researchers based in Africa outside the MRC Units, most embedded within local institutions, with significant clusters in Tanzania, Sierra Leone and Ethiopia. We are actively seeking to support regional linkages and, through the.

LSHTM key partners includes:

Africa Health Research Institute (AHRI), South Africa

Biomedical Research and Training Institute (BRTI), Zimbabwe

Malawi Epidemiology and Intervention Research Unit (MEIRU), Malawi

Mwanza Intervention Trials Unit (MITU), Tanzania

Zambart, Zambia

The Harvard University Center for African Studies (CAS)

CAS serves as an intellectual hub, connecting students, faculty, and members of the wider Africanist community ([africa.harvard site](http://africa.harvard.edu)). Since 1969 CAS has evolved from a small faculty group into a National Resource Center from the U.S. Department of Education.

CAS works with students and faculty from across the University to sponsor an array of high-impact and high-profile programs. These include study abroad and internship opportunities, inter-faculty research and publication initiatives, collaborative teaching and learning, institutional partnerships on the continent.

More than 100 Harvard faculty members conduct research and teach on topics related to Africa; more than 150 courses are taught on Africa-related themes and topics. Harvard also boasts the world's foremost African Language Program, with more than 40 African languages offered.

CAS works closely with Harvard's two other key Africanist institutions: the Harvard University Faculty of Arts and Sciences Department of African and African American Studies (AAAS) and the Hutchins Center for African and African American Research (HC).

4.3 UNICEF children education research

The 2019 edition of the Knowledge for Children in Africa Publications UNICEF Catalog highlights 107 reports and studies on the situation of children, young people and women in Africa (UNICEF, 2019d). Key themes include:

Child poverty, Protection, Education and early childhood development, Public Finance for Children, HIV and AIDS, Humanitarian Action, Resilience and Peacebuilding, Maternal, Newborn and Child Health, Nutrition, Water, Sanitation, and Hygiene.

Education Think Pieces UNICEF has commissioned a series of 38 think pieces by leading researchers and practitioners to stimulate debate around significant educational challenges facing countries in eastern and southern Africa. These briefs spread the scope of themes, including Girls' education, Pre-primary education, Parents and caregivers, Teacher performance, Curriculum reform, Accountability and the Delivery Approach, Inclusive education, School improvement, Learner-centered education and Delivering education in emergencies.

Current researches are focused on the following themes:

Immature health, Child labour, Child education, Child rights in the computerized age, Children and relocation, Humanitarian exploration, Multidimensional child poverty, Social assurance and cash transfer, Violence influencing children.

Most of the researches on education in SSA countries do not consider the early and pre-primary education as an important issue for the development of their country. Several researches cited above prove the positive impact of early education on child development. The following chapter analyse in dept this important issue.

Chapter 5: Early Child Care and Development (ECCD)

The longer a society waits to intervene in the life cycle of a deprived child, the more costly it is to remediate. Poverty and earliest years of life health and wellbeing and nutrition are the different aspect of ECCD developed in this chapter.

Investment in early childhood development can upgrade health and development results later in adolescence and into adulthood, improve school performance, develop human capital and catalyze economic growth.

In this chapter we analyze the impact of poverty conditions, health and well being and nutrition situation in the children earliest years of life.

5.1 ECCD situation

Analysts at the University of Pennsylvania considered the home situations of children at age 4 and again at age 8, and afterward watched their mind structure in late adolescence (savethechildren programs site). They found that the measure of intellectual incitement accessible at age 4 influenced cortical thickness, which has been connected with knowledge when these children' cerebrums were checked numerous years after the fact. Cognitive stimulation at age 8 didn't show similar impacts. Children who are not presented to early learning chances before age 5 are left at a distinct disadvantage.

Research from the Center for the Developing Child at Harvard University shows that differences in the size of children's vocabularies first appear at 18 months of age. By and large, children living in poverty have heard 30 million fewer words than their more affluent peers when they turn age 3. By age 5, half of all children living in poverty are not academically or socially prepared to begin school. Not only do these children start school at a disadvantage, many never catch up.

The longer a society waits to intervene in the life cycle of a disadvantaged child, the more costly it is to remediate the disadvantage (Heckman, 2008a).

ECCD have a higher rate of return for each dollar invested than interventions directed at older children and adults (Heckman, 2008b; Heckman, Stixrud and Urzua, 2006).

A potential rate of 7-16 percent every year from high quality ECD program are targeting vulnerable groups (Heckman et al, 2009; Rolnick and Grunewald, 2007). A dollar put

resources into a quality ECD program will yield more noteworthy outcomes for a powerless child than a similar dollar contributed later on, for instance in primary education.

Grantham-McGregor et al. (2007) estimate that 217 million children younger than 5 are disadvantaged. While this number speaks to 39 percent of all children under 5 in the developing world, 61 percent, in Sub-Saharan Africa.

5.2 Poverty impact

Numerous children in developing nations cannot build up their maximum potential on account of deficiencies in health, nutrition, and appropriate subjective and non-intellectual incitement (Martinez et al, 2012).

Early experience, especially in the initial 1,000 days, is critical to long term health, behavior and learning. Positive adult-child connections are critical for the formation of brain architecture (Putchá et al, 2016). The experiences of extreme poverty can be detrimental to developing brain architecture, with lifelong consequences.

The Multiple Overlapping Deprivation Analysis (MODA)

MODA system, created by the UNICEF Office of Research - Innocenti, gives an exhaustive way to deal with the multiple aspects of child poverty and deprivation (UNICEF, 2019a).

The difference between MODA and MPI is the choice of whether to aggregate all indicators within a dimension into a sub-index or to enter each indicator individually. MPI does not aggregate because its primary objective is to provide policy guidance (Vaz et al , 2019)

MODA embraces a holistic definition of child well-being, estimating individual access to various goods and services that are crucial for a child's survival and development.

The methodology takes three age groups (0 to 4, 5 to 11, and 12 to 17 years old) to upgrade the comprehension of the situation of children. A child is considered Multi-dimensionally Child Deprived (MCD) when intensively deprived in at least 2 child wellbeing dimensions of the 8 considered for the study: access to water, access to sanitation, access to information, housing conditions, health, nutrition, education, and security.

Angola

74.4 percent of children in Angola are considered multi-dimensionally deprived in at least three dimensions (De Neubourg et al, 2018).

These children experience between four and five deprivations on average. Deprivation and poverty among children are high in Angola, comparable to large African countries. While most children living in urban regions experience two or three deprivations simultaneously, in rural areas most children are deprived in five or six dimensions concurrently.

61.7 percent of children living in urban territories are deprived at least three dimensions at the same time.

Luanda and Cabinda regions have the most minimal level of children deprived in at least three dimensions, with a deprivation rate of 53.5 per cent and 55.8 per cent respectively. These values contrast in a noteworthy manner with other provinces wherein 13 out of 18 provinces in Angola, more than 80 percent of the children are simultaneously deprived in three or more dimensions. Among these provinces, the highest deprivation rates are found in Cunene and Cuanza Sul provinces where more than 90 per cent of the children are deprived in at least three dimensions.

88 percent or 36.2 million children are multi-dimensionally poor, characterized as a headcount of children deprived in at least three or more dimensions in the fulfillment of their rights or needs for basic food or services.

Ethiopia

In 2016, 88 percent of children younger than 18, a total of 36.2 million children, were deprived in 3 to 6 basic needs, services, and rights.

There are enormous topographical disparities in the satisfaction of children's primary needs and rights.

Across regions the MCD incidence ranges from 18 per cent in Addis Ababa to 91 per cent in Afar, Amhara, and Southern Nations, Nationalities and Peoples' Region (SNNPR).

The MCD incidence is also very high in Oromia and Somali (90 per cent each) and Benishangul-Gumuz (89 per cent) (Central Statistical Agency, 2019).

The level of multi-dimensionally deprived children in rural regions (94 percent) is more than twofold that of children living in urban zones (42 percent).

The multi-dimensionally deprived children living in rural regions experienced 4.5 deprivations on average, whereas their peers in urban areas 3.2.

In 2016, deprivation in lodging and sanitation were the largest contributors to multi-dimensional child deprivation in Ethiopia for all children under the age of 18. Multi-dimensional child deprivation rate among children under 5 years was also highly driven by deprivation in nutrition, whereas among 5-17 year-olds by deprivation in health-related knowledge.

Rwanda

A child in Rwanda is viewed as multi-dimensionally poor if he/she is simultaneously deprived in at least three of the dimensions (UNICEF, 2018a).

Almost all children aged 0–4 years are deprived in at least one dimension, and more than half of children 0–4 years (55%) are multi-dimensionally poor deprived in at least three dimensions. These multi-dimensionally poor children are simultaneously deprived on average in 3.8 out of 6 deprivations. For children aged 5–14 years, nine out of 10 children experience at least one deprivation and 29% are multi-dimensionally poor – and are on average deprived in 3.2 out of 5 dimensions. 44% of children aged 15–17 years are multi-dimensionally poor, and face on average 3.5 out of 5 deprivations.

Most children aged 0–23 months are deprived in nutrition (66%) and sanitation (63%). 20% of the children aged 24–59 months are at the same time deprived health, sanitation, and water. Lodging, water, and health dimensions contribute the most to deprivation overlap (20%) for children aged 5–14 years. 68% of the children are deprived in lodging and around half-face deprived in water and secondly health. For the most established age gathering (15–17 years), 22% are deprived in education, water, and lodging.

5.3 Health and well being impact

UNICEF Multiple Indicator Cluster Surveys (MICS)

UNICEF helps nations in gathering and investigating information to fill data gaps for monitoring the situation of children and women through its international household survey initiative, MICS (mics.unicef.org).

More than two decades, more than 300 MICS have been done over 100 nations, producing information on key indicators on the well-being of children and women, and helping shape policies for the improvement of their lives.

As indicated by the MICS, yearly statistics on the situation of children changed a bit. The death rate of children under 5 years of age diminished from 125 for every 1000 live births in 2012 to 96 of every 2016 and the fertility rate diminished in a similar period from 5 to 4.6 children for each woman. This has been accomplished in a setting of the poverty rate falling from 48.9% in 2008 to 46.3% in 2015. Concerning, the level of children influenced by stunting tumbled from 29.8% in 2012 to 21.6% in 2016. Breastfeeding rates are increasing from 31% in 2012 to 36.6% in 2016.

The number of women who had at any rate one antenatal consultation expanded from 91% in 2012 to 93.2% in 2016 and the number who had recommended four consultations increased from 44.2% to 51.3%.

The proportion of pregnant women who were attended by a qualified person during delivery improved significantly from 59% in 2012 to 72% in 2016. This improvement was also seen among the most unfortunate households. Concerning, the extent of children younger than 5 years whose birth was enrolled expanded from 65% in 2012 to 71.7% in 2016. During this period, the extent of enrolled children with no birth endorsement diminished from 19.5% to 12.2%.

ActionAid

In 2003, was built up the ActionAid International alliance (Action Aid, 2019). The administrative center is in Johannesburg, South Africa. Its technique is to gather worldwide speed for social, financial, and natural equity, driven by individuals living in poverty and exclusion.

Its work falls into four wide zones: women, legislative issues and financial aspects, land, and atmosphere, and crises.

The intervention prioritized women and girls since they were recognized as the most defenseless individuals during brutal clashes.

When distinguished, these influencers were urged to form cooperative groups, and were supported with tools such as cassava processing equipment and grants.

Project members were prepared, instructed, and enabled to connect with political leaders about community needs, and this brought about improved vocations. Over 8,300 women were lifted over the poverty line.

The project arrived at right around 13,000 young people (4,230 females and 8,705 guys) and almost 9,000 women, granting the aptitudes important to build nine cottage industries, including cassava processing, rice milling and maize grinding that have lifted over 5,000 youths and women out of poverty.

ActionAid Senegal

ActionAid Senegal gave 40% of its yearly financial plan to educational activities including community awareness and education on ActionAid's Promoting Rights in Schools (PRS) activity, which battles the negative sex standards that forestall girls enlisting and remaining in school. ActionAid Senegal also trained school management councils and children's clubs to improve comprehension of their educational rights.

The association is working with the women lawyers' association and SCOFI, just as the Girl Not Bride National Coalition, to advocate for review of Senegalese law that currently limits girls' aspirations for a future other than marriage and caring for the family.

ActionAid Sierra Leone

ActionAid Sierra Leone has for a long time been building the capacity of communities to demand their social and communal rights.

In Bendu Wharf, children were daily late and wet when they showed up at school since they needed to cross a waterway. Women likewise battled to arrive at health facilities and markets in communities past the stream. The community came together, bringing their demand for a new bridge to the attention of the local Ward Development Committee, members of parliament, and ActionAid Sierra Leone.

They prepared themselves, offered neighborhood materials and work, and solicited ActionAid for the construction of the bridge.

ActionAid provided financing and through an open procurement process hired an engineer, and provided the construction materials necessary for the project.

ActionAid JUVIEKA, Tanzania

ActionAid prepared children to form their association, JUVIEKA, which advocates for human rights and public accountability, particularly in education. ActionAid underpins JUVIEKA in organising training monitoring publicly financed work. Inspired by these grassroots

accomplishments, the members organised meetings with district government officials and village authorities to demand greater government funding for youth programmes. Therefore, the government allotted US\$4,3Million for youth gatherings to activate youth and to advocate for youth issues, laws, arrangements, and projects identified with youth.

ActionAid, Rwanda

Numerous women in Rwanda are survivors of unpaid care work. They mainly remain at home to deal with house chores, for example, dealing with the children, collecting firewood, fetching water, cooking among other home chores. This ends them from taking part in other profitable/paid work which prompts poverty, need, and reliance on men which likewise now and again result in exploitation.

ActionAid underpins women to have a sheltered spot to leave their children while they go going to take part in more gainful work (Kaitesi, 2019). The NGO financed the development of more than 12 Early Childhood Development centres (ECD's) so far across 5 regions for children between the ages of 3 to 6 years.

Busasamana ECD centre in Marie Chantal Mutegarugori neighborhood (Kaitesim 2019) was the chance of having a protected space to take her child to remain the entire day while she maintains her business. Numerous other women who have taken their children to the ECD's are presently occupied with paid and profitable salary producing exercises.

5.4 Nutrition impact

Nutrition specific interventions address the immediate determinants of child nutrition and development such as adequate food and nutrient intake, feeding, caregiving and parenting practices (Skoufias et al, 2019).

Direct activities result from this policy. For instance maternal dietary, efficient breastfeeding, or treatment of intensive acute undernutrition.

Nutrition-sensitive interventions

Nutrition-sensitive interventions address an extensive scope of determinants in various spaces identified with child nutrition and improvement, for example, food security, satisfactory providing care assets, and access to health services.

Multi sectorial activities incorporate farming and food security, social health nets, maternal emotional well-being, women s' strengthening, child protection, tutoring, water, sanitation, and health and family planning services.

Nutrition-sensitive interventions are essential for accomplishing sufficient access to the underlying determinants of nutrition by diverting, improving, or including changes in a few segments to enhance the coverage and effectiveness of nutrition-specific interventions.

An acceleration of the progress to reduce stunting in Sub Saharan Africa requires enrolling more segments notwithstanding the health segment, for example, agribusiness; education; social insurance; and water, sanitation, and cleanliness (WASH) to improve nutrition.

Nutrition sensitivity can be actualized just if a sector carries out normal operations in the targeted areas (Ruel and Alderman, 2013; World Bank, 2013). Herewith a few projects actualizing nutrition sensitive interventions.

The United Nations Scaling Up Nutrition (SUN)

SUN Movement works in a multi-sectoral and multi-partner space to successfully cooperating to end malnutrition, in the entirety of its structures.

SUN Movement has collaborated with Sanitation and Water for All (SWA) to test and improve the soundness of water, sanitation, and cleanliness (WASH) and nutrition linkages.

SWA Nutrition Working Group was established in 2017 to deal with the cross-sectoral topical issues of WASH and Nutrition.

The Scaling up Nutrition (SUN) development's 61 nations share a responsibility: cooperating to improve nutrition during the basic initial 1000 days from a mother's pregnancy to her child's subsequent birthday. They are upheld by more than 3000 common society associations, 600 organizations, 5 UN facilities, and a wide gathering of universal benefactors and establishments (SUN, 2019).

Zambia

Zambia has one of the world's most elevated exclusive breastfeeding rates, at 72.5% between an infant's birth to the world, and when she or he is 5 months old.(SUN, 2019b)

A lot of this achievement is a direct result of legislation and policies that endeavor to guarantee an empowering situation for women to all the more likely join work and family. For

example, Zambian enactment accommodates 120 days' maternity leave for workers considered vulnerable.

SUN business network Zambia strategy (2018 – 2020) supports ongoing dialogue for strengthened policies and regulations that impact nutrition (sunbusinessnetwork zambia site)

The goal is to increase the supply of nutritious foods by giving direction, education, and apparatuses to expand business commitment in nutrition, by leading targeted research dependent on part needs including market data and by providing support to innovative initiatives.

Herewith examples of multistakeholder/multisectoral partnerships: SBN Zambia is co-convened by World Food Programme and the National Food & Nutrition Commission. Zambia Bureau of Standards is working with SBN to administer the Good Food Logo. DSM provide technical support to SBN by periodically attaching volunteer consultant to strengthen network initiatives.

Kenya

Kenya joined the SUN Movement in August 2012 and propelled the primary National Nutrition Action Plan (NNAP 2012 – 2017). In 2019, Kenya is on track for all 3 child growth targets, stunting, wasting and overweight (scalingupnutrition Kenya site).

SUN Business Network Secretariat incorporates Ministries of Health (MoH), of Agriculture (MoA), and Trade (MoT), Kenya Bureau of Standards (KEBS), Kenya Association of Manufacturers (KAM), Kenya Private Sector Alliance (KEPSA), UNICEF Kenya, FAO, UN, GAIN and WFP.

Côte d'Ivoire

Figures for under nutrition in Côte d'Ivoire are among the most exceedingly awful in sub-Saharan Africa. The under-five death rate is high (93 for every 1,000) (powernutrition site). Besides, the stunting level is 30%, while stunting in two less fortunate rural regions in the north and northeast reaches nearly 40%.

The Ivorian Government has sketched out its solid duty to organizing the battle against malnutrition. The nation joined SUN development in 2013 and built up the National Nutrition Council (CNN) in 2014.

The 2012–2015, 2016–2020 and 2019–2023 National Development Plans set out the vision of building human capital by putting resources into nutrition, health, social assurance, education, and training, but also by building on the collective experience of the people of Côte d'Ivoire (Moreno, 2019).

CNN built up the National Multi-Sector Nutrition Plan for 2019–2023, which would cost USD 83 million. It targets 'improving the health of the populace overall by ensuring an optimal standard of nutrition.

This program means to help Antenatal Care, Infant and Young Child Feeding, Community Management of Acute Malnutrition, administration, and Parenting and Early Childhood Development for 265,000 pregnant women and 1,100,000 children under 5. The programme aims to prevent 5,600 deaths, 32,000 cases of anaemia among pregnant women and 36,000 stunting cases.

The plan also engages, for example, health education and literacy, agribusiness, farming and fisheries, social protection, the environment and water and sanitation. It thinks about the defenselessness and the strengthening of women and spotlights on nutrition during the pivotal fateful opening that is a child's initial 1000 days, from origination to age 2.

The World Bank endorsed in 2018 an aggregate sum of \$60.4 million as a credit from the International Development Association (IDA \$50 million), and an award from the Power of Nutrition Trust Fund (\$10.4 million), to help the government of Cote d'Ivoire in its endeavors to improve nutrition, intellectual turn of events and education fulfillment for vulnerable children (World Bank, 2018a).

The approved Multi-sectoral Nutrition and Child Development Project (MNCDP) helps increase the coverage of early childhood nutrition and development interventions in fourteen regions in the northern and focal parts of Cote d'Ivoire where chronic malnutrition among children under 5 years old is generally common.

MNCDP underpins nutrition service delivery by ensuring adequate supply of quality primary-level services related to maternal and child health and nutrition, supporting agricultural extension on household food production to promote dietary diversification.

Regional Center of Excellence against Malnutrition (CERFAM)

Côte d'Ivoire formally opened the Regional Center of Excellence against Malnutrition (CERFAM) in Abidjan in 2019 (scanningupnutrition site). This organization offers the West

and Central Africa regions an opportunity to share knowledge and experience in the fight against hunger and malnutrition and to promote and share the region's good practice.

The centre gives a base to specialists and professionals from a scope of nations to offer specialized help and assembles the assets required for the adoption of innovative regional solutions.

CERFAM goes about as a a knowledge hub for good practices and lessons learned, by facilitating the identification, documentation, exchange, dissemination, adoption and implementation/scale up of locally owned and durable solutions with effective impact on hunger and malnutrition

The centre mobilizes strategic partnerships and alliances to support efforts and lasting solutions against hunger and malnutrition.

The African Development Bank

The African Development Bank has unveiled another Multi-Sectoral Nutrition Action Plan that targets raising ventures towards diminishing stunting by 40 percent in African children aged under 5 by 2025 (AFDB, 2018).

Through the Multi-Sectoral Nutrition Action Plan, the Bank commits to scale up the proportion of investments that are 'nutrition-smart' in agriculture, water, sanitation and hygiene, social and health sectors.

The Plan centers on coordinating nutrition smart interventions into projects in the Bank's broad agribusiness pipeline. The Bank's Feed Africa Policy executes the Comprehensive Africa Agriculture Development Program (CAADP) objectives of contributing to elimination of extreme hunger, malnutrition, and poverty. In addition to improved productivity, the Action Plan looks into the potential to nourish Africa, by including commodity value chains that offer broad-based nutrition value, instead of just calories.

This includes leveraging flagship initiatives including Technologies for African Agricultural Transformation (TAAT), the Staple Crop Processing Zones Programme, and Integrated Agro-Industrial Parks.

In the selected countries most children living in rural area experience a higher multidimensional deprivation than in urban regions. Children aged 0–23 months are deprived in nutrition and sanitation and+ children aged 24–59 months are at the same time deprived in health, sanitation, and water.

Chapter 6: Education in Emergencies

Children in crisis circumstances require accelerated education programs. They cannot hold up incorporation or return. Displaced people education programs upheld by universal associations and MNCs are presented and discussed in this chapter.

UNICEF is the main organization which attempts to give continuous education for every refugee or displaced person. Herewith we present different education programs for populations in emergencies implemented in selected SAA countries (UNICEF emergencies site).

6.1 Migrant and Refugee

A migrant is an individual who has moved across an international border a nation of origin whether or not the move is deliberate or automatic and paying little mind to the length of remain (UNICEF, 2017c). A refugee is an individual who lives outside the nation of nationality and cannot return for many security reasons.

Internally displaced persons are people who fled their homes but not their country because of armed conflict, violence, disaster or a violation of human rights.

In 2017, more than 19 million Africans lived outside their nation of birth but still within the continent (UNICEF, February 2019).

From 2005 to 2015, the number of child refugees under the protection of UNHCR multiplied from 4 million to 8 million.

Africa has the biggest portion of children among refugees or displaced populace. The share is especially large in Western and Eastern Africa, wherein nations like Nigeria, Ethiopia, and Kenya children represent more than 40 percent of the refugee or displaced populace. Over 14 million people are internally displaced in Africa due to conflict and violence, half of them, children.

More than 1.9 million children are constrained out of school across west and central Africa because of rising brutality and frailty, putting them at higher danger of enrollment by armed groups, the UN's children office has warned (The Guardian, 2020).

Between April 2017 and December 2019, Burkina Faso, Mali, and Niger saw a six-overlap increment in school closures because of brutality (UNICEF, Jan 2020).

Cameroon, where instability is especially overflowing in its north-west and south-west areas, represents almost 50% of all school closures in East and central Africa— over 4,400 schools were coercively shut in the nation, influencing more than 600,000 children.

Over 8 million school-aged children in Burkina Faso, Mali, and Niger have been constrained from school. About 1 million are presently displaced, with the greater part of those originating from Burkina Faso. (McKenzie and Swails, 2020).

Herewith we present result of a study prepared by the African Committee of Experts on the Rights and Welfare of the Child (ACERWC, 2019) on Children on the Move within the African continent.

6.2 Children refugees in SAA countries

Democratic Republic of the Congo (DRC)

In DRC two wars and more recent outbreaks of violence had constrained more than 500,000 Congolese, including 300,000 children, outside the country as refugees by the end of 2015. Some 1.5 million Congolese were internally displaced in the end of 2015; in the first half of 2016, this number rose by another 300,000 (UNICEF, May 2018).

In the Ituri in Northern DRC alone 90 000 children moved, 66 000 moved within the Congolese neighboring towns and about 25 000 to Uganda (UNICEF, May 2018)

Approximately 2 million children are acutely malnourished, and the absence of access to basic goods and services, including education, health care, food and safe houses for the internally, have exacerbated the impacts of brutality and instability. The DRC alone hold 4.5 million of internally displaced people in 2017.

Burundi

In Burundi, between 2015 and October 2017 around 427,784 Burundian displaced people were hosted in DRC, Rwanda, Uganda, and Tanzania. Of this, around 230,000 were children, 54 percent of the refugees (RelifWeb, 2018).

Burundian children are trafficked into neighboring states, for example, Rwanda, Kenya, Tanzania, Zambia, DRC and Southern Africa Countries (UNODC, 2016)

Sudan

Sudan count 900.000 refugees and 1.87 million internally displaced people (IDPs) mostly in Darfur, South Kordofan and Blue Nile and (OHA, 2020).

The Gross Enrolment Rate in education of this population had stabilized around 72 per cent, but has been declining since 2018. Enrolment for pre-school is even lower, with 55 per cent of children at pre-school age out of school because of lack of educational spaces, teachers, and learning and play materials. Only 40 per cent of children at the age of secondary education are enrolled in school. Literacy is particularly low among young women. The variance in enrolment rates across the country is large, with the lowest pre-school enrolment rates in East Darfur (19 per cent) and West Darfur (24 per cent).

South Sudan

While the South Sudanese refugee population declined in 2018 from 2.4 million to 2.3 million people, it remained the third most common country of origin (UNHCR, 2019a). Following the reduction in the number of refugees hosted in Uganda to 788,800 at the end of 2018, Sudan became the country hosting the largest population of South Sudanese with 852,100 people. This was followed by Ethiopia (422,100), Kenya (115,200) and DRC (95,700).

Somalia

Many years of interior clash in Somalia have constrained 1.1 million Somalis out of the nation, half of them children. Adding to the cost, another 1.2 million individuals are internally displaced (UNICEF, September 2016). Extreme acute malnutrition has escalated food security worries in the nation while flare-ups of polio, measles, and cholera are an extra danger to children's lives. El Niño, compounding floods in the southern focal districts and dry seasons in Somaliland, has strengthened both worldwide and inner relocation

Kenya

Kenya is a key transit hub for adult and child from the East and Horn of Africa principally in transit to South Africa. The length of stay in Kenya depends on the resources that the migrants have to pay smugglers to assist their onward journey (UNODC, 2016). According to some researchers approximately 20,000 children are trafficked in Kenya every year (IOM, 2015).

Guinea- Bissau

In Guinea-Bissau, the Special Rapporteur on extreme types of poverty and human rights expressed that child trafficking victims were being compelled to beg in the street during the day for their masters at religious schools and afterward learn around evening time (Sepulveda Carmona, 2015). Other children from Guinea Bissau were likewise answered to be working in cotton fields in Senegal.

Mozambique

In Mozambique both domestic and cross-border child trafficking is taking place, particularly of Mozambican citizens to neighboring states, especially South Africa. Traffickers in Mozambique are locals and foreigners. Trafficking takes place for forced labour in mines and quarries as well as for sexual exploitation (IOM, 2017).

South Africa

One out of four migrant children (0-17 years of age) is a South African resident (23,8%) (Dasappa-Venketsamy and Iturralde, 2020). The low proportion has an impact on the services that these children will be able to access in South Africa. For instance, a birth certificate, identity document or valid visa is required to enter education organizations or be eligible for formal employment.

The highest proportion of migrant children were born in Zimbabwe (40,2%), Mozambique (21,2%) and Lesotho (9,2%).

20 percent of migrant children were not going to class contrasted with 95 percent of the local born citizen in South Africa. 13 percent of migrant children answered to be working when contrasted with almost two per cent of South African children (census 11, statssa site)

Lake Chad Basin

More than 10.8 million are in need of philanthropic support across North-East Nigeria, Cameroon's Far North, Western Chad, and southeast Niger (Plan International, 2018). As indicated by the regional Humanitarian Needs and Requirements Overview (UNOCHA, 2018a), around 4.5 million individuals are currently food insecure, with 5.8 million projected to face severe food insecurity throughout the 2018 lean season.

Almost 180,000 people are severely food insecure, with more than 240,000 Cameroonians displaced throughout the region. In addition, the region currently hosts almost 90,000

Nigerian refugees fleeing the conflict and insecurity in their homeland. The far northern region of Cameroon is arid and regularly affected by both seasonal floods and droughts.

In 2018, 2.3 million individuals needed help, 1.4 million of whom need food help, and 1.7 million need pressing nutrition support in north Niger (UNOCHA, 2018b).

North-East Nigeria has been the most fundamentally influenced, with practically 7.7 million individuals needing help and 1.7 million uprooted (UNOCHA, 2018c).

The humanitarian crisis in the Lake Chad Basin has uprooted 5.7M children in 2019 and 1.5M Children internally displaced or refugees (UNICEF, November 2019) . 1,014 schools are not operational due to insecurity and 441,290 Children are affected by schools closure.

UNICEF has worked with the Government of Chad to provide learning opportunities for every child.

They incorporate the development of primary schools, temporary learning spaces, latrines and multipurpose sports grounds, projects built with the support of the community. Chad's Economic emergencies constrained the Government to postpone payment or cut teachers' salaries and subsidies. UNICEF, the Government of Chad and a nearby cell phone company cooperated to enlist 327 community teachers into a program that gave education and pay paid through a financial framework got to by cell phone. The program was started with crisis support from the Global Partnership for Education.

6.3 Migrants Accelerated Education Programs (AEPs)

The reason for AEPs for migrants is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity (inee.org site).

AEPs diminish the number of years in a learning cycle and permit students to finish a certified, equivalent level of education in a shortened time frame.

Most AEPs are multiple exit and multiple entry meaning that once a student has completed the appropriate levels of an AEP and are the right age for the right grade they can transition into formal education; or that a student who has dropped out in Grade 3 does not have to begin an AEP in level one.

A small number of education partners, including civil society, academics and multi-laterals, supporting AEPs formed the Accelerated Education Working Group (AEWG).

The AEWG is driven by UNHCR with a portrayal from UNICEF, UNESCO, USAID, Norwegian Refugee Council, Plan, International Rescue Committee, Save the Children, Education and Conflict Crisis Network and War Child Holland. All AEWG devices and directions are accessible on the INEE site (inee.org webpage).

Herewith the evaluation of Oxfam's Ministry of Education (MoGEI) - ALP in Greater Ganyiel, South Sudan 2014-2018 (Nicholson, 2018).

MoGEI ALP targets children and youth aged 12-18 who have tried out lower primary classes, dropped out, or couldn't get to education. It utilizes a total primary cycle in four years rather than eight. Students can join their age fitting evaluation or complete up to level 4 and take the South Sudan Primary Leavers Certificate assessment and go on to secondary school.

ALP centres are set up toward the afternoon shift of primary schools for three hours/day with one teacher per level. The MoGEI ALP is upheld with ALP reading material for levels 1-4 out of six subjects (primary language, English, maths, science, social examinations, and strict education - Christian).

Oxfam has set up upgraded first language (Nuer) education for level 1 give books, diagrams and showing help and education to instructors to improve showing technique and results.

ALP contributed to a 28% improvement in Nuer literacy. 38 learner enrolment is high at the start of the academic year particularly for level 1 but much lower for the other levels indicating high levels of dropout (75%). Actual attendance is significantly lower between 30-50% of enrolment levels. Females are well represented on the PTA (63%) but the percentage of female learners has dropped over the project period from 45% to 38%.

6.4 Education Cannot Wait (ECW)

Education Cannot Wait is hosted by UNICEF. The Fund is administered under UNICEF's financial, human resources and administrative rules and regulations, while operations are run by the Fund's own independent governance structure ([educationcannotwait site](http://educationcannotwait.org)).

ECW is the first global fund dedicated to education in emergencies and protracted crises. ECW mobilizes the funding required to deploy immediate and sustainable programmes tailor-made to the educational needs of these children.

The organization seeks for political commitment generates additional funding, respond collaboratively and improves accountability. Its priority is to ensure that crisis-affected children are provided with continuous quality learning.

ECW impact

Close to half of all children and youth reached are girls; 46 per cent are refugees and internally displaced children; nearly 13,700 children and youth with disabilities attend formal schooling; and, nearly half of the 20,000 teachers trained are women (ECW, 2018).

1,154,380 children and young people (47 percent girls) were supported to go to formal school through ECW programs in 2018.

All nations were supported to give formal schooling. 56 percent of ECW-upheld nations gives each of the 3 levels: pre-primary, primary, and secondary education.

14,228 children and youths with disabilities (45 percent girls) were upheld to go to formal or non-formal education. 44 percent of the 20,047 teachers through ECW programs are women. 259,556 children (50 percent girls) were supported to get to some type of non-formal education. 16 out of 18 ECW-upheld nations trained teachers through ECW programs

Health and nutrition of children and young people, for example, school feeding, was upheld in 17 percent of ECW-supported nations, and access to clean water in 22 percent of nations.

ECW projects supported the psychological well-being and health of children and young people through teacher training in psychosocial support in 50 percent of nations and the provision of psychosocial services in 33 percent of nations.

83 per cent of ECW supported countries built and/or rehabilitated classrooms, schools/education facilities, resulting in a total of 2,798 classrooms constructed in 2018.

All nations were upheld to give formal tutoring; DRC, Ethiopia, Indonesia, Madagascar, Nigeria, Somalia, and Uganda gave each of the 3 levels – pre-primary, primary, and secondary schools.

In 2018, the Fund created and endorsed MultiYear Resilience Programs (MYRP) in four nations and supported 18 nations with First Emergency Responses (FER), Initial Investments, and MYRPs.

In the Central African Republic, ECW worked with the Education Cluster to build the capacity of the Emergency Unit of the Ministry of Education by supporting the improvement of a Multi-Year Resilience Program. The subsequent multi-year plan included financing from ECW to help the fortifying of this basic Education In Emergency (EiE unit). Funding for the plan included core costs for coordination activities, field visits, establishment of sub-clusters and pre-positioning of contingency kits. 103,691 children reached and 1,629 Teachers trained (27% female)

In Uganda, ECW supported the implementation of the Education Response Plan for Refugees, by uniting the host government and every partner to jointly plan and program their responses. In Ethiopia, the education cluster was reinforced by short- to medium-term interventions linked to development efforts. After the ECW financed Overseas Development Institute concentrate on the Education Cluster was finished, a full-time group facilitator and data Management official were appointed. 40,053 children came to and 308 Teachers enrolled/Financially upheld (41% female)

In Chad, the ensuing work with the Ministry of Education, and specialized working gatherings, upheld thorough investigation to create efficient EiE techniques as a component of the Cluster Policy. 186,645 children came to and 1,342 Teachers prepared (20% female).

6.5 Rapid Education Action (REACT)

Founded in 2002 by Sarah Brown, Theirworld has grown into a successful non-profit organisation that works to ensure children are given the best opportunities in life (theirworld site).

The Global Business Coalition for Education is an initiative of Theirworld to bring together the expertise and resource of the business community with the campaign for global education

REACT, the brainchild of the Global Business Coalition for Education, brings together the business community to accelerate progress in delivering education for every child and youth in the world.

Uganda

Uganda has 1.3 million refugees, half of them children. REACT assisted with facilitating a partnership with Avanti Communications and HP in cooperation with Education Cannot Wait, Learning Equality, and the UN facilities UNHCR and UNICEF (gbc-education site).

Avanti Communications

REACT collaborated with Avanti Communications and Uganda's Social Innovation Academy (SINA) to convey free fast web availability for displaced students. It permits SINA to convey online self-learning educational program to students who visit SINA's Mpigi campus. SINA expects to extend this advanced availability and educational program to Bidi, one of the world's biggest displaced person settlements.

HP

Through REACT, HP is partnering together with Education Cannot Wait to direct its School Cloud activity (theirworld site). It is a half breed cloud apparatus that permits schools without web access to give students access to a great many e-course books and a huge number of exercises on perusing, science, arithmetic, and the sky is the limit from there.

HP School Cloud utilizes Kolibri, an application empowered for offline use made by Learning Equality to to create a local hub of high-quality education resources, including videos, readings, activities, and more (Global Citizen, 2020). The stage, which is appropriate for schools that do not have an Internet connection, empowers teachers to make advanced educational programs that students can access through connected PCs or tablets.

HP and its partners are attempting to guide the HP School Cloud in select schools that serve both refugee and host communities.

After gathering feedback from this pilot program, HP and its partners will insight to inform broader implementation of HP School Cloud so it best addresses the needs of children in schools. HP intends to expand the project to several schools across the country throughout the year.

Practically speaking, just 60% of displaced children approach primary school education in Uganda, because of an absence of assets. Classes are regularly pressed full, with a proportion of one teacher to 100 students.

12 secondary schools from 3 displaced facilitating areas have gotten access to the HP School Cloud and each got 30-40 PCs along with storage carts, power backups, and projectors. Three Community Technology Access centres situated in displaced person settlements have gotten the HP School Cloud and are being upheld by UNHCR and NGO partners. It is assessed that 15,000 people will approach Kolibri through HP School Cloud.

Nigeria

In 2016 Oando Foundation and Sumitomo Chemical, a Japanese Chemical Company, have partnered together to help ICT education through the foundation of three solar-powered ICT centres in public primary schools (Dike, 2019).

In 2019, the foundation has to date successfully settled 46 ICT/inventive centres in its adopted schools, serving the learning needs of over 20,000 pupils. Oando Foundation has adopted 88 schools across 23 States.

Achievements to include renovation of 40 schools, award of 1,153 scholarships, upgrade of five early childhood care and development classes, established 34 solar powered digital literacy centres, capacity building for 2, 714 teachers in modern pedagogy and core subject content.

6.6 Little Ripples by iACT in refugees camps

iACT is an NGO from California pioneering processes, projects, and education campaigns to improve the humanitarian refugee response around the globe (iact site).

Little Ripples curriculum

The Little Ripples educational program by iACT, was co-made with refugee communities and created in a joint effort with specialists in youth development, trauma, pre-primary education, and mindfulness. The educational plan is grounded in play-based education, trauma-recovery approaches.

Little Ripples builds up a strong foundation of learning, interpersonal skills, empathy, and peace for children and teachers to recover from severe trauma.

The Little Ripples educational program is deliberately intended for use in challenging and resource-poor contexts with children, aged 3 to 5, affected by trauma and displacement as refugees do. It guides early childhood teachers and caregivers to convey play-based learning activities that encourage social-emotional turn of events. It is intended to be incorporated with any current scholastic or pre-primary educational plans and adjusted to any circumstance. Teachers are urged to convey the educational program utilizing activities, stories, music, and games that apply to their way of life, language, and setting.

The educational program fuses reflection, slow breathing, intentional movement or body scans to help youthful refugees to find stability to build executive functioning and self-regulation skills.

Refugees and community members find out about the Little Ripples educational plan and approach through a top to bottom, participatory teacher education, and adjust the educational program and program activities to their way of life and setting. Program activities can be adjusted to happen in schools, child-friendly spaces, community centers, and home compounds. Furthermore, whenever the situation allows, the Little Ripples program incorporates an accompanying meal program to ensure participating children receive much-needed nutrition support.

Little Ripples is dynamic in Cameroon, Tanzania and Chad (iact.ngo/sway/little-swells site).

Cameroon

In 2013, a huge number of individuals had to escape the Central African Republic (CAR) because of brutality, and continuous clash. Right now, there are more than 250,000 exiles from CAR living in Eastern Cameroon. In 2019, with the Jesuit Refugee Service, iACT propelled the Little Ripples program in 16 community-based preschool centers, reaching more than 1,200 boys and girls. Little Ripples not only delivers preschool in home-based settings in the community, but also employs refugee women to manage in-home preschools and improve the social-emotional, cognitive, and physical development of refugee children.

Tanzania

In April 2015, political savagery and uncertainty constrained more than 400,000 Burundians to escape to neighboring nations. As of now, 204,000 Burundian outcasts are dwelling in three displaced person camps in the Kigoma locale of Tanzania. Numerous Burundian displaced children are out of school and needing quality youth care and advancement support. In association with Plan International Tanzania, iACT propelled the Little Ripples program in the Nduta and Mtendeli displaced person camps in western Tanzania to help these children and guarantee they could practice their entitlement to education and healthy development.

In late 2018, iACT's led an effect assessment including singular understudy learning evaluations, overviews, and center gathering conversations with students, parents, and teachers. After taking an interest in four months, around 90% of Little Ripples students passed their scholarly evaluation. Parents and teachers announced positive changes in understudy conduct, perspectives, and intellectual aptitudes, centre and outside the class.

Chad – Darfur

The Darfur massacre occurred in 2003, slaughtering an expected 370,000 people and uprooting over 3 million. Today, about 340,000 Darfuri displaced people are living in 12 camps in eastern Chad with constrained access to basic services. Expanding on the requirement for programs in Chad that addresses injury and advance education, health, peace building and social reconciliation, iACT propelled Little Ripples in Chad in 2013. iACT worked straightforwardly with Darfuri evacuee networks there to build up the Little Ripples program and keeps on working with these same communities to implement the program. iACT works in a joint effort with its partner the Jesuit Refugee Service in Chad.

6.7 UNHCR refugees' education programs

Tanzania

Child Irahoze Diello is one of around 200 displaced person children who go to Furaha (Joy) Primary School, where an absence of financing implies classes are held in the outside (UNCHR, 2019; Bond, 2018). For every three young men who join in, there is only one young women and with little food to eat at home, many pupils struggle to concentrate

Furaha School is one of nine primary schools in Nduta camp, where a fourth of children aged somewhere in the range of 6 and 14 do not go to class. 55 percent of the camp populace are younger than 17 and there is only one secondary school with an enrolment pace of only eight percent.

In Nyarugusu camp, 19-year-old Claude Nahilma has been studying at Hope Secondary School since he arrived from Burundi two years ago. Enrolment is a lot higher in Nyarugusu, beating 80 percent at the primary level, albeit several schools there still need lasting structures and learning materials.

Moutaka Bahininwa is a displaced person from the Democratic Republic of the Congo (DRC) and the head instructor of Sifa Primary School, where over 2,300 children from the DRC come to learn.

While globally, 91 percent of children go to primary school, for displaced people, that figure is far lower at just 61 percent. As refugee children get older, the obstacles increase. Just 23 percent of refugee adolescents are enrolled in secondary school, compared to 84 per cent globally.

More than 70 percent of students in the Nduta, Nyarugusu, and Mtendeli exile camps have to study outdoors , with only 193 classroom for around 9,600 children.

Save the Children built nine classrooms, a staff room, ahead teacher's office, and restrooms at Furaha Primary School in Nduta camp.

DRC

The 2020-2021 Regional Refugee Response Plan (RRRP) for the DRC situation is covering the inter-agency response in the countries of asylum for Congolese refugees neighboring the DRC: Angola, Burundi, Republic of the Congo, Rwanda, Tanzania, Uganda and Zambia (UNHCR, 2019b). Before the end of 2020, RRRP partners aim to provide life-saving humanitarian assistance and protection to 912,069 Congolese refugees.

The situation has gotten considerably increasingly complex in recent years with the ongoing displacement in parts of the DRC, while the government pursues efforts to promote returns for refugees, asylum-seekers and those who have been internally displaced (UNHCR, 2020).

DR Congo has over than five million internally displaced people in the country. They have been newly displaced in North and South Kivu, as well as Ituri provinces in the last 18 months. A separated Humanitarian Response Plan for DRC itself was launched recently targeting some 8.1 million people in need inside the country. As of the end of 2019 each neighboring country decided differently about the education as presented herewith.

Uganda has 397,638 Congolese refugees. 50, 835 children have access to primary and secondary education.

Burundi hosts 84,469 Congolese refugees. Children have access to early childhood education, primary and secondary school. Rwanda hosts 76,266 Congolese refugees. They approach local primary and secondary education. Tanzania has 75,842 Congolese refugees. Zambia hosts 50,661 Congolese refugees. Angola hosts 23,419 Congolese refugees. 2-5 years of age to be in pre-school by 2021; 6-12 years of age to be in primary education by 2021; At least 50 percent of 12-18 years of age to be coordinated into the Angolan educational system.

The Republic of the Congo hosts 20,658 Congolese refugees. 16,000 refugee girls and boys aged 3 to 17 access formal or non-formal basic education.

Somaliland refugees' education

Continuous outfitted clash, instability, absence of state security, and repeating humanitarian emergencies exposed Somali civilians to serious abuse. 2.6 million are internally displaced people (IDPs). The greater part of children in emergency hit Somaliland does not go to class. The government of the autonomous region of Somalia - together with Education Cannot Wait (ECW) and UNICEF Somaliland - has launched a project to increase access to quality education.

18,000 children every year to get to quality education services. Melkadida Bokolmany, Melkadida, Kobe, Hilaweyn, and Buramino camps cover 159,342 Somali displaced people. The greatest influx into Ethiopia's Somali region was recorded during 2011 (UNHCR, 2019c).

The average gross school enrolment rate in 2019 was 98%. For early childhood education, the enrolment rate is 84%. For the primary level, the average school enrolment rate was 89%, while that for secondary education remained at 39%.

Djibouti houses a large number of displaced people, principally from Eritrea, Ethiopia, Somalia, and Yemen. In mid-2019, there were more than 29,000 refugees; very nearly 40 percent of the displaced people are of school-going age without access to quality education.

In 2018 the enlistment rate remained at 14 percent for pre-primary, 93 percent for primary, and 66 percent for secondary school. Moreover, more than 40 percent of 6 to 16-year-old refugees are not enrolled in school.

Chapter 7: Pre-primary education

Pre-primary education refers to education programs for children ages 3 to 6 that set them up to enter their long stretches of primary education. We allude to the projects of chosen created and SSA nations. Attending an early childhood education programme is probably the most grounded indicator for child's readiness for school.

Half of the world's children (175 million) in the range of 3 and 6 years of age are not joined up with pre-primary education programs (Ethics Daily, 2019; Borisova et al, 2019). The rate hops to 78 percent of pre-primary age children not enrolled in lower-income countries. Pre-primary education alludes to education programs for children ages 3 to 6 that set them up to enter their long stretches of primary education (Asma and Rose, 2017).

Each dollar put resources into quality Pre-primary education and related services for impeded children could bring an extra return of up to 10 cents consistently all through that child's lifetime (World Bank, 2015). In this chapter we present the pre primary education policy in selected developed and SSA countries.

7.1 Impact of pre-primary education

In high-income countries, 83 per cent of children are enrolled in pre-primary education, compared to only 22 per cent in low-income countries (UNICEF, 2018)

In nearly half of low- and lower-middle-income countries with available data, less than 25 per cent of pre-primaryage children are enrolled in pre-primary education (UNICEF, 2018)

Enrollment increases with a country's economic status, moving from 22 percent (low-income countries) to 36 percent (lower-middle income) to 75 percent (upper-middle income) to 83 percent (high-income).

47 percent of children who go to early childhood education programs show suitable formative advancement in the early literacy and numeracy domain, contrasted with just 20 percent among children not going to a early childhood education program (UIS global database, 2019). Going to a early childhood education program is perhaps the most grounded indicator for supporting a child's status for school, paying little mind to household or national income level.

Children who went to preschool are 24% more likely to be enrolled in primary school compared to the control group. Beneficiary children spend an average of 7.2 additional hours

per week on schooling and homework related activities and reduce time spent working on the family farm and attending community meetings.

Pre-primary education helps children to become productive young people by spurring the development of skills demanded in the modern job market, including critical thinking, collaboration, communication, negotiation, self-management, resilience and creativity (Henderson and Berla, 1994). Outcomes of early childhood education participants and non-participants were compared.

The study shows a positive relationship between participation in early childhood education and long-term cognitive skills, socio-emotional skills and labor market outcomes. Moreover, within countries, the examination discovered proof of advantages on transparency, principles, coarseness, persistence, and working environment aptitude use.

Other researches have likewise demonstrated that children who take an interest in pre-primary education contribute more to work power productivity as adults, and their future income potential is multiplied (World Bank, 2017).

Japan, Norway, Danmark and Canada have the most developed Early Childhood Education and Care and Primary School programs which could be implemented in SSA countries (Shuey et al, 2019).

7.2 Pre-primary programs in Japan

The "Free Early Childhood Education and Care" program became effective in 2019 (Living in Japan, 2019). This is one of the measures in the "New Economic Policy Package" introduced in 2017. The motivation behind this program is to diminish the expense of education which is supposed to be a purpose behind the diminishing number of children in Japan and to advance a higher quality of the early childhood education and nursing.

The eligible children are children in 3-5 years of age classes, and 0-2 years of age classes, just the families with exemptions from municipal residence tax. The government subsidies charges for kindergartens, daycare centres, places for youth education and care, and childcare services at unlicensed nurseries. The followings are eligible with certain conditions in regards to the child age and the family condition.

Kindergarten

Kindergarten is the educational office under the control of the Ministry of Education, Culture, Sports, Science, and Technology. It gives the educational foundation for the elementary school and thereafter. The infants from 3 years old to before entering elementary school attend.

Day care centers

Daycare centres are the child government assistance facilities under the control of the Ministry of Health, Labor, and Welfare. They nurture newborn children of the parents who cannot deal with them since they need to work or different causes. The newborn children from 0 years of age before entering primary school join in.

Centers for early childhood education and care (CECEC)

CECEC is the facility certified by the prefectural governments. They are equipped with the functions and characteristics of both kindergartens and daycare centers to support child-rearing in the area. The infants from 0 years old before entering primary school attend.

Municipal-level childcare services

They have smaller class than daycare centres. The charges are specified by each metropolitan Office. The newborn children from 0 years of age to 2 years of age join in.

Corporate childcare institutions

Childcare foundation for the employees by the corporate. They accept also a limited number of children of nearby community.

Childcare services at unlicensed nurseries

Facilities like childcare services at unlicensed nurseries including those initially certified by local governments, general unlicensed childcare institutions, baby-sitters, unlicensed childcare facilities within workplace, temporary childcare services, childcare services for sick children, family support center services.

7.3 Pre-primary programs in Norway

New national scheme in kindergartens

As of August first, 2015 a new national scheme for free core time in kindergartens was introduced (EACEA 2019). The plan presently gives each of the 3-, 4-5 year-olds from low-income families the option to go to kindergarten 20 hours of the week for nothing out of

pocket. The option to free center time is extended to include two year old children in low-income families from August 2019.

The reform is expected to permit more children with immigrant background to take part in kindergarten from an early age. As a team with parents, this gives chances for supporting children's well-being and all-round development including language and social skills.

For children in refugee reception centers the government to allow for free core time for three- and two-year olds in 2018. From 2019 allocation will allow also for one-year old children in refugee reception centers to have 20 hours free core time in kindergartens.

In addition to reducing the economic barriers for participation in kindergarten the government support municipalities in developing recruitment measures to have more children with migrant background participating in kindergarten from an early age.

Familiebarnehager

Familiebarnehager is help for family daycare, where the provider of the service is caring for a maximum of five children below school age, supervised and mentored by a qualified kindergarten teacher.

Åpne barnehager

Åpne barnehager: are open kindergartens, which are part-time drop-in centres led by a qualified kindergarten teacher.

7.4 Pre-primary programs in Denmark

The Danish Parliament has agreed on a new educational curriculum for all Danish early childhood education and care institutions (ECEC). The agreement became effective in July 2018. The ECEC educational plan targets 0-6-year-olds. It contains a pedagogical foundation describing core values and approaches of Danish ECEC based on six themes: Personal development; Social skills; Communication and language; Body, senses and motion; Culture, aesthetics and society; Nature, outdoor life and science.

The new educational plan underlines the significance of children's play, interest, and social relations. Play is a major for children's health and learning. It advances social abilities and a feeling of self-esteem, just as an intellectual turn of events.

The ECEC institutions design their own local curricula based on the new national framework. The local curricula should account for local characteristics such as the specific group of children.

In Denmark kindergarten classes (ages 3-5) and primary settings are genuinely incorporated and set under the oversight under the supervision of a single local authority.

As a follow up to the political agreement on parallel societies from 2018 between the majority of the political parties in Folketinget a change of the Day-care Act was proposed (EACEA, 2020). The revision came into power on 1 July 2019. The motivation behind the proposed change is to make it mandatory for children between the 1-2 years, who live in marginalised residential areas, to go to a free and coordinated learning offer comprising of 25 hours per week if they do not attend an ECEC setting or a regulated home-based provision.

The learning offer happens in an ECEC setting or a regulated home-based provision. The reason for the learning offer is to guarantee that children's Danish-language skills are reinforced and that they are acquainted with Danish customs, just standards, and qualities since the beginning.

7.5 Pre-primary programs in Nova Scotia, Canada

In 2017-18, was presented play-based pre-primary programming in various schools across Nova Scotia (Novo Scotia, 2019). This program is accessible to 4 year olds in the prior year they enter school. Stage 1 of the program saw 54 classes, with more than 800 four-year-olds getting to the pre-primary program in the area. Stage 2 of the program started in September 2018 and added 97 more schools for a total of 143 school communities and 185 preprimary classes.

An experimental run program was propelled in January 2019 in partnership with Communities, Culture and Heritage to give pre-primary children and their family access to high quality before and after care programming. Eight areas over the territory were recognized as pilot locales. The pilot ran from January 2019 to June 2019.

The Nova Scotia Department of Education and Early Childhood Development (McIsaac et al, 2019) proposes: Room for play and learning;

Meals/snacks; Health practices; Music and movement; Dramatic play;

Math; Understanding written numbers

Families across Nova Scotia can get to free, pre-primary education for their children, the prior year they start school. Centres for Education were the pre-primary program is implemented

are Annapolis Valley, Cape Breton-Victoria, Chignecto, Conseil scolaire acadien commun, Halifax, South Shore, Strait, and Tri-County. The pre-primary program incorporates Well Being, Discovery and Invention, Language and Communication, and Personal and Social Responsibility.

7.6. Pre-primary programs in Mozambique

Save the Children started in 2008 a centre-based community-driven preschool model in rural areas of the Gaza region of Mozambique (World Bank, 2011; Martinez et al, 2013). The project financed construction, equipment and training for 67 classrooms in 30 communities. The program incorporated an experimental impact evaluation whereby the 30 intervention communities were selected at random from a pool of 76 eligible sites.

ECCD services are demand-driven, with communities assuming a crucial job in developing and sustaining their ECCD centers— “escolinhas”. Communities contribute through the construction of classrooms and provision of services, for example, cleaning and minor repairs, or goods, such as firing wood or food. (Heinzel-Nelson, 2019).

The Community Coordination Committee connects the ECD center with the community playing both an advocacy and coordinating role. There are usually two facilitators in each classroom, with up to 35 children in a classroom.

Classrooms consist of an open structure with cement floor, straw walls and an aluminum roof, as well as an outdoor latrine and a safe water source.

All the activities associated with setting up and working an escolinha are based protocols that build upon international best practices and are adapted to local contexts. There are standard correspondences with parents. The program monitor and the facilitators hold a parent meeting.

The escolinhas are situated in the nearness of a primary school to make positive cooperative energies between the two. The primary school executive backings the ECCD center by providing education as well as providing informal oversight of ECCD teachers.

In 2010, after two years of the ECCD intervention, the World Bank found significant positive effects not only for the child, but among family members as well. Children who participated in the community-based ECD intervention between age 3 and 5 were 24 percent more likely to enroll in primary school and to do so at the right age of six. Parents demonstrated better

child-rearing practices, including investing more energy playing with their children and accepting less in physical discipline.

Impacts of ECCD program on the children: 24% more likely to be in primary school, 11% more likely to be in the right grade for his/her age and positive outcomes across cognitive, socio-emotional, and fine motor domains.

Impacts of ECCD program on relatives: 26% the caregivers are bound to work, 6% of the older siblings are more likely to be enrolled in school and positive changes in parental are self-reported.

7.7 Pre-primary school in Uganda

A pilot study in Uganda found that children who did not attend pre-primary schooling were more than twice as likely to repeat Grade 1 at the primary-school level (UIS, pre-primary 2019). The study focused on two of Uganda's districts (Mbale and Kumi), with 80 schools and 1,909 students sampled. But 52 per cent of the children who did not attend pre-primary repeated first grade, compared to only 23 per cent of children who had pre-primary experience.

7.8 Pre-primary education in Ethiopia

The early childhood education in Ethiopia has changed significantly since Young Lives children were qualified for pre-primary education (Woodhead et al, 2017). In 2010 with an inter-ministerial National Policy Framework for Early Childhood Education and Care (ECCE) was launched (Ministry of Education 2010).

The new structure was worked around parental education and a program of early child health to age 3 and fall. Pre-schools are attached to primary schools.

One inventive non-formal ECCE program is 'Child-to-Child' which was guided by the Government of Ethiopia with help from UNICEF in 2008/09.

The program has proceeded as a non-formal school availability alternative in some of Ethiopia's regions and as of now enrolls 520,000 children.

Enrolment levels over all types of preschool rose from a little more than 340,000 in the 2009/10 scholarly year to more than 3 million out of 2014/15 (Rossiter, 2015).

In 2015, the Ministry of Education set out on its Fifth Education Sector Development Program (ESDP V) including a O-Class enrolment . A larger number of young men than young women were going to O-Class in 2015. With a gender parity index of 0.95 across pre-primary, the opportunities to improve gender equality in the sector is missed. O-Class has been as a single year for 6 year olds before entering Grade 1, at age 7. Only 42 per cent of students enrolled in O-Class are 6 years old. The staying 58 percent of O-Class participants are at least two years from school passage age .

Access to preschool has been limited in Ethiopia, and nearly non-existent in rural regions. Although church schools played a role in preschool participation was shown to have positive effects on psychological performance estimated in terms of vocabulary and mathematics tests, with the distinctions saw at age 5 proceeding as critical at 8 years of age (Woldehanna 2016).

The majority of children remains excluded from pre-primary education in Ethiopia, despite noteworthy additions made in expanding enlistment (Young Lives, 2020).

Ethiopia was able to substantially expand its pre-primary education subsector from 1.6 percent in 2000 to 45.9 percent in 2017.

Urban preschool children were more than 25 percent bound to finish secondary school, with the returns higher for those who attended two and especially three years (Woldehanna and Araya 2017).

School feeding is especially significant for preschool-age children to urge them to go to classes and empower them to remain for rest the day.

A large number of teachers and school heads were qualified to teach in the ECCEs as per the national qualification standards (Dinka, 2017).

7.9 Pre-primary education in Nigeria

In Nigeria, according to the most recent MICS data (2016), northern states such as Bauchi and Kebbi report less than 10 per cent attendance in early childhood education and only 4.4 per cent and 4.6 per cent of children attend early childhood education programmes in Yobe and Sokoto, respectively (UNICEF, 2016-2017).. Participation among children who live in the

southern-most states, however, was on average never less than 70 per cent, and reached a high of 91 per cent in Imo.

In 2013, one year of pre-primary education was formally added across the country to facilitate young children's smooth transition to Grade 1. (Federal Ministry of Education , 2015). **6.10**

7.10 Pre-primary education in Ghana

Ghana is one of only a handful hardly any nations with two-year education policy for kindergarten as a component of its responsibility to Free and Compulsory Basic Education, which places it ahead of the curve contrasted with different nations in sub-Saharan Africa (Boateng, 2020).

Perceiving the advantages of youth education (ECE) and putting resources into this territory in the course of recent decades, the Ministry of Education (MoE)/Ghana Education Service (GES) has expanded national endeavors and fairly extended kindergarten services, particularly for the most defenseless and stunted regions.

Since 2000, MoE/GES has effectively transitioned in the direction of accomplishing general access to pre-primary education and gloats of gross enlistment over 100% (1.7 million children in kindergarten, paying little mind to their age) with an accomplishment of gender equality (Ghana EMIS 2018-2019).

The UNICEF Better Early Learning and Development at Scale (BELDS) activity (globalpartnership site) in Ghana re-empowered the ECE plan by finding solutions for powerless coordination instruments among key ECE partners that are fundamental for aggregate effect; lacking family and network commitment; and restricted information from the sub-national level to more readily educate policy choices.

7.11 Pre-primary education in Tanzania

Pre-primary policy

The North Ireland Children in Crossfire's Fursa kwa Watoto (FkW) Program (Swahili for 'opportunities for Children') expands on worldwide proof of the best learning approaches for small children and applies them to the Tanzanian setting (childrenincrossfire site).

The FkW learning includes Aga Khan University (AKU), Children in Crossfire (CiC), Corporate Social Responsibility Group Africa (CSR), Dubai Cares, Maarifa, Mathematica

Policy Research, Tanzania Home Economics Association (TAHEA), and UNICEF Tanzania. The Hewlett Foundation provided support from 2014 to 2015.

This incorporates new ways to deal with teaching, new layouts of the classrooms – away with work areas in rows and in come 'learning corners' the utilization of taking in materials produced using locally accessible assets, for example, bottle tops, bamboo and sticks and utilizing neighborhood games to create tallying and social abilities.

The FkW components

FkW includes several interventions that take place at the school level (Component 1); at the local level (Component 2); at the national level (Component 3) and monitoring (Component 4).

Component 1: Design and implementation of two quality pre-primary models:

Model 1, Quality-enhanced Pre-primary Classes in Primary Schools focuses on enhancing the quality of existing pre-primary classes in primary schools and Model 2, Quality-enhanced Pre-primary Classes in Satellites, targets pre-primary classes in satellite centres to be established in villages too far from the local primary.

Component 2: Elective local-level planning and management of Pre-Primary Education

Component 3: National policy and programme development, planning and budgeting processes
Component 4: Monitoring, Evaluation and Learning (MEL)

The FkW results

The FkW approach advances learning through play as this is how small children build up the abilities they need as they move into more organized learning in primary classes. Since 2014 the program has worked in 180 schools in 2 regions of Tanzania. It has prepared over 200 teachers and improved the nature of pre-primary education for more than 15,000 children. The program officially ended in 2017 after supporting 27,000 children.

7.12 Pre-primary school in Rwanda

In 2019, the Government of Rwanda and the World Bank marked a \$200 million financing consent to improve teacher competency, student retention and learning in basic education (pre-primary through secondary school) in Rwanda (World Bank, 2019).

Through the Ministry of Education (MINEDUC), this financing upgrades teacher viability by improving teachers' English capability and computerized proficiency abilities, supporting the professional development of math and science teachers and strengthening the readiness of new teachers in Teacher Education Colleges.

In Rwandan schools, 11,000 furnished classrooms and 14,500 gender-separated latrines are built across the country through this project, starting with the most overcrowded schools and including new schools in regions where primary schools do not at present exist. This action will positively impact learning for around 2 million students in more than 1400 targeted schools.

Acorne International School (AIS) educational plan in preschool incorporates the Jolly Phonics program centre educational plan concentrated on building up children's abilities and experience (academy.curiousthoughts.sg site).

Jolly Phonics is a fun and child-targeted way to deal with showing proficiency through synthetic phonics. With activities for every one of the 42 letter sounds, the multi-tangible policy is exceptionally spurring for children and teachers, who can see their students accomplish.

Utilizing a synthetic phonics approach, Jolly Phonics shows children the five key aptitudes for reading and writing: Learning the letter sounds; Learning letter formation; Blending; Identifying the sounds in words and Tricky words. Pupils learn through child-initiated play and by engaging in well-planned structured activities (aisrwanda site).

7.13 The Tayari programme, Kenya

'Tayari', a Swahili word meaning 'ready', aims to increase the proportion of pre-primary children transiting to primary school with requisite school readiness competencies (Tayari, 2018).

Tayari is an early childhood development and education (ECDE) intervention funded by the Children's Investment Fund Foundation (CIFF).

The program impacts approximately 130,000 children in 2,200 early childhood centers in Kenya within four selected counties, namely: Uasin Gishu, Laikipia, Nairobi and Siaya. Tayari implemented the pilot program over four years.

The programme aims to design new pre-primary school models that the public education system in Kenya can deliver sustainably (Ngware et al, 2019).

The Tayari programme targets preschools in both public and low-cost private centres (LCPCs), also known as Alternative Provision of Basic Education and Training (APBET) centres.

The Tayari intervention includes the following four key parts:

- District Center for Early Childhood Education (DICECE) trains on the utilization of tablet-based innovation to supervise teachers
- Teacher support: the preparation and backing of educators' centers around expanding dynamic learning and educational time, improvement of educational materials, and usage of books and instructors' aides.
- Books and teachers' guides: this part includes furnishing every student with low-cost instructional materials.
- Health support: network Health Assistants/Volunteers (CHA/Vs) give health support to ECDE centres to improve key health and nutrition angles, for example, hand washing, lavatory use, and good dieting.

The Tayari ECCD programme, school readiness in the control group was 20.1%, while it was 18.8% for the Tayari treatment group (Kwayumba et al, 2017). The control group expanded its index outcomes from 20.1 to 33.6, while the treatment group increased from 18.8 to 37.2.

The biggest impacts are 8.1% distinguished in Laikipia, 6.0% experienced in Siaya and 5.3% in Nairobi APBET, with statistically insignificant gains of 3.6% for Nairobi and 2.9% for Uasin Gishu.

Children expanded their empathy scores by 8.7 percentage points more in treatment schools than in control schools. Primarily, the feelings scores expanded by 7.5 percentage points more on treatment than control schools.

7.14 Pre-primary school, Liberia

Under 33% of 3-to-5 year-olds profit by early childhood education (ECE).

Of the 740,000 primary young children, 16 percent were physically out of school. Four of every 10 women are married while they are still children (younger than 18) and a noteworthy number of women have experienced the fierce policy of female genital mutilation/cutting, numerous at a youthful age.

Most children in early childhood education in Liberia are overage (ELP, 2019).

Overage children represent a challenge for ECE teachers to encourage age-fitting learning activities, and the late enrolment of children in primary school is probably going to raise difficulties. 52% of children joined up with ECE are 7-years or more established, notwithstanding government endorsing ECE between the ages of 3 and 5.

52% of principals and 24% of teachers reported offering extra help to overage children, because of an absence of assets.

While 67% of children from families in the most reduced income quintile were overage, just this was just valid for 42% of families in the most elevated salary quintile.

Chapter 8: Out of school programs

This chapter presents programs executed in selected SSA countries to improve fair access to education to out-of-school youth. It contains opportunities offered to the affected children for transition to formal secondary education systems and, where possible, to the world of work.

8.1 YWCA, South Sudan

Around 2.2 million children and youth are not in school (out of 3.7 million primary and secondary school-aged children). The gender parity index (GPI) in South Sudan is the lowest in Sub-Saharan Africa at 0.69 (Commins and De Andrade Falcao, 2019).

Young Women Christian Association (YWCA) of South Sudan established in 1997 as a womens' group in the nearby Anglican Church in Yambio town has set up a current structure of nine branches across various states.

The programs are on improved protection and security for girls and women and strengthening their economic situation and their leadership capacity.

YWCA is implementing a project called Developing Stronger Civil Society Linkages in the greater Western Equatoria state. The project is actualized to reinforce the current youth center at the YWCA and set up a Civic Engagement Center (CEC).

The objective is to contact more civil society groups in the greater Western Equatoria State in an effort to bridge information gaps and provide meeting spaces and information resources to the local organizations and community members.

The Girls' Education program supports incentives to expand access to primary education for girls (Windle, 2015). These incentives are partly designed to encourage a culture of sending girls to school and partly designed to ensure that the quality of the education provided is improved.

8.2 The Consortium for Research on Educational Access, Transitions and Equity (CREATE)

CREATE was set up in 2005 by a grant from the UK Department for International Development (DFID) (make rpc site). This activity means to increase knowledge and

understanding the reasons why such a large number of children fail to access basic education and achieve critical learning outcomes.

This program has characterized six out of school zones (Lewin, 2015): Zone 0 alludes to those children who have no entrance to pre-school, Zone 1 who will never enlist, Zone 2 children who fail to finish the educational cycle, Zone 3 children who are in school however in danger of dropping out, Zone 4 children excluded from lower secondary school, those who drop out of secondary grades, Zone 6 those at risk of drop-out before completion.

CREATE has defined three phases:

Phase one: Mapping access issues, identifying research gaps and developing research teams capacity within the consortium (make rpc site).

Phase two: Data collection, analysis and production of the following outputs: Fieldwork on Community and School Studies (ComSS), Development of studies on Changing Patterns of Access, Political Economy of Education for All and Thematic Studies using both primary and secondary data.

Phase three emphasizes research into action for example, National and International Conferences, Policy Briefs, Refereed Journal Publications, Country centered books, and Media projection.

Ghana CREATE research

The Community and Schools Study (ComSS) occurred in Savelugu-Nanton in the Northern Region and the Mfantseman locale in the Central Region for more than four years (Lewin, 2011).

CREATE led in those two regions a longitudinal study of 36 schools and 1,049 households in two deprived regions in Ghana to analyze issues of access and exclusion. More than 2,500 children were followed and their participation and accomplishment checked.

Drop-out is related to poor attendance and performance, parental figure lack of education, low income and high tutoring costs, household composition, and children's work. It is related to complex patterns of temporary periodic absence as well as permanent cessation of schooling (Ananga, 2011a and b). Over 40% of children in Grade 1 are eight years of age. The research accentuates the significance of early interventions to obviate stunting (Rolleston et al., 2010;

Buxton, 2011). None of the schools had frameworks that perceived these patterns and intervened to resolve the various issues that were likely to lead to drop out.

South Africa CREATE research

In South Africa, CREATE research was undertaken in two sites, Ekurhuleni District in Gauteng and Amathole region in the Eastern Cape. Eight research sites (schools) were selected in Gauteng and six in the Eastern Cape. The focus of CREATE research in South Africa is on significant and evenhanded access including charge-free schools.

CREATE research found very little actual teaching and learning taking place in case study schools. Lessons often began late, much time is spent maintaining order, teachers do the greater part of the talking and students are inactive and contribute pretty much nothing. The absence of writing and written work in classrooms was striking, rote learning and chorusing of lessons was common and coverage of the curriculum was very uneven (Letatsi, 2011). The conclusions were enroll in the year in which they become six years old, to learn in classes of no more than 40 in schools and to have equitable access to affordable schools located within 30 minutes travel of households at primary level and 60 minutes at secondary level.

8.3 PLAN International

PLAN International was set up by British writer John Langdon-Davies and refugee worker Eric Muggerridge in 1937, with the first, expect to give food, convenience, and education to children whose lives had been disturbed by the Spanish Civil War (Plan International, 2019)..

PLAN International is associated with interfacing child mothers with ALP, TVET, and ECD (Plan International, 2019). This association underpins gender-sensitive teacher training in Cameroon, Malawi, Burkina Faso, and Sudan. In Niger, the program built up the National Policy for Girls' Education and Education. In a district of Malawi, Plan International utilized the media and communities to urge parents to send all children, incorporating those with handicaps, to class, leading to 8,371 more children enrolling.

In Zimbabwe, Plan International trained 120 teachers and education authorities in counseling, who then trained colleagues.

In Sierra Leone, Plan International assists with building up a teacher's implicit rules to improve girl's security in the school.

Over 400 groups from across Ghana aged in the range of 14 and 24 years applied to participate in the current year's Young Challenge (Exhibit 22)

Exhibit 22: Young Challenge in Ghana

. Fifty-two candidates organized in 15 groups, were at the end chosen for the Youth Challenge 2019-2020 which was co-facilitated by UNICEF, UNDP, and Plan International Ghana, upheld by the Ministry of Education, Ghana Education Service and Ecobank (UNICEF, 2019c).

Each group was resolved to locate the most imaginative, and functional answers for subjects which spread over from access to education for people from rural areas and living with a disability, to how to energize young ladies in Science, Engineering, Technology and Mathematics (STEM).

Groups went through two days of hacking solutions in a boot camp. They at that point introduced their 'pitch' to a board of judges.

Group Nexa utilizes inventive abilities to instruct children and create awareness about mental illness. Make a portable application to help persons affected by mental illness

SheaMe begins an agro-handling strengthening activity utilizing shea plant to create oil, cream, balm and its residues to produce shoes, sandals and insulators.

EmployDeaf builds up a business incubation program to prepare students with hearing disabilities on how to start a business, how to get to financing, and how to arrive at clients.

Kideaf Girls Ambassadors teaches girls on how to deliver carefully assembled handmade pads and create awareness on menstrual cleanliness management.

ETATI (Empowered to achieve the impossible) trains people cured of leprosy skills to design bags, beads and local sandals to earn extra income to earn extra income and diminish reliance on funding from people and associations.

Each group gets money related commitment and a tailored incubation programme, which incorporates virtual and face-to-face mentorship that would support testing and finessing of solutions for 16 weeks, from December 2019 to May 2020.

8.4 Stellenbosch USIKO Youth Project in South Africa

USIKO youth venture started working in 2001, as residents from Jamestown close Stellenbosch were profoundly worried about the various psycho-social issues of children in the zone (givengame site). Usiko is a Zulu concept with a sweeping significance, including 'first ritual' and 'new beginning'

The work centers around youth aged 12 – 18 years old, focusing on children of impoverished farm workers and adolescents and teenagers from townships and remote rural settlements just as young offenders referred by the court system.

Wilderness therapy shapes a focal component of the program, as an intention to explore personal issues and develop skills in leadership.

The program's emphasis is on confidence, fundamental abilities improvement, teenage sexuality, and pregnancy (usiko site). The students get week by week workshops, 3 – 4 day wilderness camp experiences, and educational and fun excursions.

The program means to improve the secondary school participation and increment youth employability. Grants cover the payment of school fees, uniforms and services towards gaining access to work. Participants who may have just dropped out of school are helped with elective educational prospects.

Enterprise is supported through classes and education just as small amounts of seed funding to help set up businesses.

Pohl (2019) investigated the Programme-related Experiences of Graduates of a Pilot Preventative Intervention for Adolescent Girls at Risk to Gang Activity in a Peri-Urban Community.

Participants figured out how to process encounters and make time for reflection, which allowed them a chance to manage their sentiments profoundly and completely.

As they understood their inner strength, and as they overcame the challenges presented by the program, participants' trust in themselves developed.

Numerous girls revealed that they set up a clearer sense of identity through the program. Some revealed changes in their interpersonal orientation and social skills, which regularly converted into social changes.

USIKO started a community farm project to begin developing food to support the feeding plan and help to nourish the communities in the present and the future (givengain site).The

genuine effect has not been only the food dissemination but generating a community of solidarity as we push through difficult times.

8.5 Complimentary Basic Education, Uganda

Basic Education for Urban Poverty Areas (BEUPA)

In the late 1990s, the Ministry of Education and Sports and the German aid agency (GIZ) financed the BEUPA program (Ouane and Glanz 2010). The task targeted youths with a basic education curriculum in the local language and vocational skills training.

This project has built up 72 learning centres in 70 of the 97 parishes of Kampala, prepared more than 170 teachers, associated with more than 1 500 community members and reached over 5 800 children.

In 2002, out of 3,440 participants in BEUPA, 26.4% moved to UPE schools. 54.8% of the members were girls and the dropout rate was 10.3%. A preliminary evaluation noted its successes in collaborating with artisans from the community, the endeavors to sort out apprenticeships for students looking for useful experience, and the generally favorable position of this kind of program over ordinary proficiency classes (Inoue et al., 2015).

Complimentary Chance for Primary Education (COPE)

The COPE program has shown that a noteworthy interest in adaptable primary education options exists (Deweese, 2000). Interviews in the communities indicated that the methods and materials were attractive to both participants and parents.

A significant factor in program failure and participant departure was the underinvestment in building local capacity.

Alternative Basic Education for Karamoja (ABEK)

ABEK program was propelled by the Ministry of Education and Sports and Save the Children in 1998 after three years of preparation culminating in a Needs Assessment in 1996 (Owiny et al., 1997, Krätli, 2009).

The 1996 study found that conventional school education was closing, instead of opening employment alternatives for Karimojong children. The result of the community consultation featured a solid enthusiasm for education on a basic level in principles, but highlighted the

explicit request for a mobile educational alternative capable of reaching the children directly involved in rural regions.

By the summer of 2009, ABEK was running 209 learning communities (418 facilitators) in what are currently the four regions of Karamoja (Kaabong²², Kotido, Moroto, and Nakapiripirit). 265,977 children have been taken on ABEK from 1998 to 2009, 19,261 traveled to formal schools (SCiUG, 2009).

Mobile ABEK in May 2009, SCiUG opened 15 learning communities. Facilitators were prepared for about fourteen days on the utilization of the ABEK manuals and course readings however even at the preparation there were insufficient manuals for all the students.

The learning program incorporates Livestock Education; Crop Production Education; Environment Management; Rural Technology; Home Management; Uganda our Country: Rights and commitments; Peace and Security; Human Health; Sex Education; and HIV/AIDS and Other Sexually Transmitted Diseases (MSK, 1997).

Child-centered Alternative Non-formal Community Based Education (CHANCE)

CHANCE is a program upheld by SCF-USA and is operational in four areas in the Central Region. The program began in 1998 in a joint effort with MoES, following reports on noteworthy rates of children not getting to UPE schools (13-18 percent in Nakasongola). The objective is to improve enrolment, hence focusing on children's needs, the learning condition, delivery mechanisms, and community conditions. It has targeted on children with no access and those who had access but were not enrolling. CHANCE was created and executed with communities and supported by USAID.

Functional Adult Literacy (FAL) programme

The target group for the program is anybody beyond fifteen years old, who had missed the chance of formal education during adolescence (UIL, 2013). A huge scope of people are targeted, men and women, older people and youths, and specific groups of marginalised people such as prison inmates, those who are disabled and ethnic minorities.

By 2008, FAL had connected with more than 2 million individuals across Uganda. FAL can in this manner be considered to have been exceptionally powerful across the country enhancements in adult education rates, from 56 percent in 1994 to 75 percent in 2008.

Altogether, the proficiency pace of adult females in this timeframe has expanded at a more prominent rate than that of men. This may likewise be ascribed to the FAL program since around 75 percent of those prepared through the program so far were women.

Most of the students affirmed that the classes had expanded their self-esteem and their participation in political and economic activities. 69 percent of FAL graduates announced having membership of a social group or association, compared to 14 per cent of illiterates. Numerous people announced being considerably more involved in local governance and decision making, including acceding to influential and important roles within these governance structures. Learners also declared informed improvements in hygiene, agricultural practices and dietary habits. The FAL programme covers the whole country.

8.6 Complimentary Basic Education (COBET) in Tanzania, Planet of Alphas

COBET gives a complementary basic education curriculum and basic competencies. In 2004 the program prevailing to improve the enrolment rates girls and boys, with GER of 106.3% and NER of 90.5%, from the 2002 benchmarks of a 98.6% GER and 80.7% NER.

The Mara Region in Tanzania has perhaps the most elevated pace of child marriages and school drop-out rates in the nation, which has brought about around 60,000 children being out of school (gracamacheltrust site). The greater part of all young girl in the Mara district is married before 18 years old which intensively restrains their entrance to education.

In 2016, the Graça Machel Trust in association with Educate A Child, the Ministry of Education, the Ministry of Regional Administration and Local Government and the Mara Alliance met up to build up the Mara Out-of-School Children Program. The Mara area is divided into 9 Local Government Authorities (LGAs) and contains 824- primary schools.

COBET centres have been built up and put under the supervision of an existing primary school 400 teachers and 24,877 participants (Exhibit23).

The Mara out of School Program has set up 421 centres in 9 LGAs and prepared 786 teachers, paraprofessionals, and government coaches on the Care and Support for Teaching and Learning (CSTL) and COBET models.

It effectively enlisted of 23, 487 out of school children, of whom 28% are female (6,541) and 72% are male (16,946) and students are transitioning to the standard education. The project bought and conveyed 12,195 COBET books, 60,000 students' books, 7,200 facilitators' books, and 8,300 teachers and students' packs to COBET centres.

Exhibit 23: Pili Nyairaa in COBET

18 year old Pili Nyairaa is one of the numerous examples of overcoming adversity coming out from the Mara Out of School program. Pili lives with her grandma who makes due on dairy cattle cultivating and had to leave school to help on the farm and with other household chores until 2017 whenever she got a chance to join COBET. Pili is now attending secondary school. She keeps on propelling especially girls in her town to go to COBET. Three girls from her town have since joined COBET in 2019 because of her endeavors.

8.7 Complimentary Basic Education (CBE) Programme, Ghana

The United Kingdom Department for International Development (DFID) in collaboration with US Agency for International Development (USAID) is providing support to the government of Ghana to address the Out of School Children challenge (OOSC) under the CBE Programme ([British High Commission Accra](#) and [DFID Ghana](#), 2018).

CBE has supported almost 250,000 children, unable to go to school. This has given them a second chance at an education and the opportunity to transform their lives.

The government of Ghana takes on the leadership and funding of the programme to ensure that the programme will go on to benefit the 450,000 children between the ages of 6 and 14 who remain out of school in Ghana.

The success of the programme is attributed largely to community engagement which has proven very successful with over 90% of CBE graduate being fully integrated in the formal primary school system.

8.8 Action Scolaire d'Appoint pour les Malgaches Adolescents (ASAMA)

In 2001, the UNDP and the Malagasy Ministry of Education and Scientific Research made the joint program, supporting the Promotion of Education for All, the ASAMA program (UNESCO, 2015). Foundation of Associations (PACA) is in Charge of ASAMA and Post-ASAMA.

Its goal has been to improve the accessibility of basic education, as well as the contexts and conditions in which learning takes place.

In 2003, the ASAMA policy was checked on and enhanced with the goal that it could be executed outside Fianarantsoa, and be targeted at children more than eleven. The diffusion of

the programme's progress was supported through the Education for All (EFA) improvement program and through a pilot project implemented by UNESCO.

In 2009, the joint program came to an end because of Madagascar's established emergency. However, different NGOs decided to restore the Plate-forme des associations chargées des classes ASAMA (PACA) to support the government and the education ministry in raising literacy levels and the primary enrolment rate. PACA proceeded with the execution of the ASAMA program at its various levels: pre-ASAMA (counting Ambohitsoratra and primary numeracy), ASAMA, and post-ASAMA.

Following 10 months of ASAMA education, 52.6 percent of participants passed the primary equivalency examination.. Of those going to the Planet of Alphas program, 66.7 percent of children finished the last assessment, 37.5 percent passed at the advanced level. 18.2 percent of those leaving the program enrolled in a formal primary school and 5.3 percent registered for the ASAMA program.

8.9 Strengthening Evidence for Programming on Unintended Pregnancy (STEP UP) Research Programme, Kenya

Before 1994, girls in Kenya who dropped out of school because of adolescent pregnancy were unjustifiably avoided from the education framework (Undie et al, 2015). This pattern began changing with the institution of the school reemergence policy in 1994. Data from Homa Bay County in Kenya with a high pace of young pregnancy shows that primary school completion rate for girls is just 54%. What's more, an expected 48% of girls in the area are out of school and 40% of girls aged 15-19 have started childbearing. In Kenya, 98% of girls who have ever been pregnant are out-of-school. 59% of pregnancies among girls aged 15-19 years are unintended. 45% of extreme fetus removal difficulties are among pre-adult girls.

As a team with STEP UP Research Program Consortium, the Population Council has actualized a task since 2014 to expand the interest for secondary school education in Homa Bay County, Kenya (Undie et al, 2014). The principle procedure utilized for accomplishing this objective includes drawing on different correspondence directs for upgrading awareness in schools and communities of school re-entry policy for out of-school teenage mothers.

This policy was acquainted in 1994 to encourage pregnant students' reemergence into the educational system after labor. It is undergirded by the nation's National School Health Policy, which licenses pregnant students to stay in school for as far as might be feasible.

The project incorporated an intuitive media crusade that targeted schools and communities; evidence-based advocacy to promote policy, and two approaches discourses held with an expected 200 Homa Bay County school directors and other education leaders. Baseline data was accumulated utilizing household overviews in 2 sub-provinces (with both out-of-school girls and their heads of the family), and secondary school reviews which included 1,413 students and 167 school administrators.

These activities were developed in partnership with the Homa Bay County Department of Education (Walgwe et al., 2016).

Among out-of-school girls aged 13-19; pregnancy was the fundamental explanation (66%) for dropping out of school.

There was a critical increment in the extent of out-of-school girls who returned school – from 10% at baseline to 16% at end line (Walgwe et al., 2016).

The proposed rules for executing the School Re-passage Policy are as follows.

Girls who become pregnant ought to be conceded back to class unequivocally. Intensive direction and advice ought to be given to affected girls, parents, teachers, and other girls in school who will to be guided on outcomes of irresponsible conduct. Those who make girls pregnant should be exposed.

8.10 Free quality education, Sierra Leone

Practical Tools Initiative (PTI) is a foundation set up by the Sierra Leonean human rights lobbyist James Fallah-Williams, and different professionals in the UK, supporting the free, quality education program in Sierra Leone (Fallah-Williams, 2019). PTI combines the provision of educational support services with the delivery of mobility aids to disabled school children (practicaltoolinitiative site).

PTI works with more than 50 schools and education foundations the nation over, outfitting over 60,000 books. In only three years, PTI changed a significant number of these schools and establishments to become leading learning centres in the country.

8.11 USAID Promoting Youth Project (AYP), Liberia

AYP started in 2012 and ended in 2017. The principal objective of the project was to give expanded access to quality Alternative Basic Education (ABE) services, social and leadership

development, and livelihoods for Liberian aged 13–35 who were unschooled or out of school, and with none or negligible literacy and numeracy aptitudes.

ABE included science, social studies, literacy, numeracy, fundamental abilities, work availability, and agro-venture aptitudes, appropriate information and communication technologies, training in skills, entrepreneurship and leadership. Were also provided interactive audio instruction and mobile learning using mobile phones (mLearning) and basic training in skills like soap making, food preservation, snail raising, and bin weaving.

Education Development Center (EDC), a worldwide charitable association established in 1958 structures, conveys and assesses the AYP program.

EDC's main office is situated in Newton MA, USA. EDC actualizes ventures in more than 35 nations.

A tracer study, (EDC and YMCA, 2015), revealed that of the 179 youth who took an interest in the investigation, 26% were effective in accomplishing their objectives.

The most well-known interest for effective students was to start a new business for themselves; practically half (49%) of these students picked this way. Almost a fourth of effective youth had the option to proceed with formal education in either day school (19%) or night school (4%). This statistic reinforces the finding that although continuing formal education was a goal for learners, it was not attainable for many successful ABE graduates. Nonetheless, among successful ABE graduates, 49% of students revealed that they might want to seek after further education later on.

AYP was able to enroll over 22,902 students, 70% of whom were girls, in 153 communities somewhere in the range of 2012 and 2017.

Chapter 9: Models slowing out of school

The second chance model gives an alternative to youths that dropped out of school to learn and gain aptitudes. Through accelerated learning approaches youth could be re-integration into the formal system. Catch up and selected focus models improve the impact of the second chance and accelerated models.

The Second Chance model run in parallel to and go along with formal secondary education system.

The accelerated model plans adolescents for the last grade primary school assessments with the end goal for them to enter into formal secondary school education.

The catch-up model engages the communities to change mentalities and practices towards supporting out-of-school children.

The targeted content model is illustrated by Literacy Boost program which trains teachers to teach reading more effectively and the JA Africa SySTEM, which the goal expand owledge on STEM

9.1 Second Chance models

Bantwana Eswatini Early Child Development (ECD)

The challenge is compounded by traditional values that people in these areas hold on to, for instance, early marriages (Bantwana report, 2017).

Second chance models offer a chance to the OOSY to accomplish some work and pay for school expenses as there is an adaptable time plan for learning (World Bank, 2018). In the second chance model, the program is intended to run as an option in comparison to the formal secondary education. This model gives a structure to the conveyance of fundamental education, yet for a scope of handy aptitudes to improve vocations (World Bank, 2018).

By 2005, Bantwana's organizer, Gill Garb, had gone through over 10 years working in sub-Saharan Africa with communities battling to adapt to the staggering impacts of HIV (bantwana site).

Gill considered the Bantwana ("Our Children" in Zulu) activity as an approach to support existing grassroots efforts through management and technical training, with a focus on holistic and comprehensive care.

Bantwana works in east and southern Africa: Eswatini (once formerlySwaziland), Malawi, Mozambique, Uganda, Tanzania, and Zimbabwe.

Propelled in January 2013, the program was intended to help the Government of Zimbabwe's endeavors to improve the lives of Orphan and Vulnerable Children (OVC) and those influenced by HIV and AIDS. Executed in each of the 65 regions, Vana Bantwana had a broad effect across Zimbabwe through inventive programming in the zones of health,

education, child protection, economic reinforcing, gender-based savagery, and youth and livelihoods.

The program brought together government and nongovernmental partners. Over 500,000 children got basic health services, including 11,000 children who were started on HIV care and treatment. The program gave educational grants to more than 50,000 children, incorporating 2,300 children with disabilities. Over 30,000 families took part in income saving and lending (ISAL) (ISAL) group educations to improve their economic resilience. The program likewise enabled 300,000 children to distinguish and forestall gender based brutality and provided gender-based violence response services, including medical, legal, and psychosocial support.

Working in Zimbabwe for more than 10 years, first through the Children First project (2008-2012) and afterward through the Vana Bantwana venture (2013-2018), the Bantwana Initiative has been teaming up intimately with the Government of Zimbabwe to build up a national case management system and reinforce bi-directional linkages and referrals to pediatric HIV testing and treatment and gender-based violence prevention and response programming. To ensure that communities continue effective interventions beyond the life of the program, Vana Bantwana constructed the capacity of more than 30 local NGOs and Community based organizations (CBOs) to implement and manage the various models of care. .

The Namibian College of Open Learning (NAMCOL)

NAMCOL is a major government outlet and institution for the promotion of non formal educational provisions in Namibia (Indabawa, 2000).

This program was established to contribute towards the social and economic improvement of Namibia by upgrading the educational level of adults and out-of-school young people.

NAMCOL runs the accompanying projects:

- Junior Secondary Certificate (JSC) for the upgrading of holders of Grade 10 qualification.
- International General Certificate of Secondary Education (IGCSE): Grade 12 who have deficiencies in the grades obtained.

- Certificate in Education for Development (CED); which is a middle level qualification for para-professionals in government, the private sector as well as NGOs

NAMCOL is centered on six key issues to be specific: Equitable Access to Quality Education, Strengthening Human Capital Management and Development, Promoting Good Corporate Governance, Improving Financial Management, Effective Advocacy Strategies, and Promoting Corporate Social Responsibility.

NAMCOL (2016) revealed that only 48% of students contacted tutors through telephone, 11% utilized radio tutorials, 6% utilized sound recorded data, 4% utilized video-recorded data, and 2% utilized email and toll-free lines under the NAMCOL program.

The program has propelled in 2019 its first educational radio frequency in the northern districts of the nation (signis.net site). The principal goal of the educational radio program is to develop local capacity to write record and produce educational radio programmes.

In addition to tutorials in nine JCE curricula, ICT abilities are given to OOSY and assist them with adapting to changing economic and social situations (Petersen and Mamvuto, 2016).

NAMCOL multimedia resources, for example, video, sound, activities, and online substances are created as complementary resources to the print-based materials (Karipi, 2018). The College chooses coaches to offer help to students through different approaches including up close and personal and online help.

The Open Day Secondary School (ODSS), Malawi

The ODSS in Malawi is self-supported through fees gathered from adolescents enlisted into the program at each learning community. Fee is roughly 50 dollars for every year which is hard to rise for the vast majority who live on not exactly a dollar daily. The ODSS uses government structures, the government employed teachers, instructing, and learning assets accessible at learning centres (which are generally government optional schools). The fees are utilized to pay teachers for a considerable length of time occupied with encouraging the young people just as adding to certain expenses caused by the facilitating school for the utilization of accessible instructing and learning assets just as utility bills (Chimombo et al, 2014).

There-admission policy program, the students either pay school expenses all alone or some are granted grants by the government, NGOs, development partners, and individual donors

The teachers from government-run secondary schools instruct OOSY after conventional education class hours and ends of the week. These teachers get honoraria regulated from the expenses paid by enlisted OOSYs

The ODSS centres in Malawi set up their organization framework that is independent of the conventional schools (Chimombo et al, 2014). These centres are run on a private premise by a group of teachers with the school receiving a portion of the income generated as cost contribution for teaching and learning resources used and payment for utility bills. The number of ODSS in Malawi was 64 in the mid-90s, which rose to 323 by 2016. This is ascribed to the endeavors being made by the Ministry of Education, Science, and Technology (MoEST) to increase access to secondary education (MoEST, 2016).

Education Recovery Support Activity (ERSA), Mali

Second chance opportunities USAID's Education Recovery Support Activity (ERSA) helps the Malian government's "Plan for the Sustainable Recovery of Mali" to reestablish fundamental, quality education services in the North and the 2015 Peace Agreement.

It expects to support equitable access to quality education and business opportunities for children and youth in struggle influenced territories.

ERSA gives second chance opportunities to get to education and vocation openings while all the while building the capacities of the Ministry of Education and nearby partners to adjust the educational system.

In Gao and Menaka Regions, ERSA re-enlists out of school children, 9-14 years, and gives accelerated learning chances to compensate for lost years. The project supports the Ministry of Education to build up the tools and the executives frameworks required to quick track children over into formal schools through accelerated education program (AEP).

For youth 15-24 years, ERSA gives chances to professional education, fundamental literacy and numeracy, work availability planning, and internships. ERSA activates communities to build backing and security of education for children and youth just as furnishing students and teachers with the means to improve their potential to forestall struggle and get ready in case of future agitation.

9.2 Accelerated model

The accelerated model targets youth in order to catch up with their peers through accelerated learning approaches for re-joining into the formal system (Bantwana, 2015).

Accelerating Education in Liberia

In cooperation with the Ministry of Education, EDC is actualizing a program that consolidates six years of primary education into just three years. The Accelerated Quality Education for Liberian Children, supported by the USAID, is giving students the education they need to reenter formal schooling, while also enhancing connections among parents, communities, and schools.

The program looks to work carefully with the parent-educator affiliations, which normally do exclude parents of out-of-school children (Exhibit 24, 25).

The principal objective of the program was to give expanded access to quality Alternative Basic Education (ABE) services, social and leadership development, and vocations for Liberian youth and youthful adults, aged 13–35 who were unschooled or out of school, and with none or marginal literacy and numeracy skills. It is worked around an association between USAID, the Ministry of Education (MoE), and community-based organizations (CBOs).

Exhibit 24: Participants reactions to the Accelerated Quality Education for Liberian Children program (edc site).

Helenah Farway could not read or write. In any case, when a neighbor informed her regarding the ABE classes being offered by Promoting Youth, she seized the chance to take an interest. By going to night classes, she figured out how to peruse and compose. She likewise learned carpentry through an apprenticeship program, where she manufactured seats, beds, and little decorations for Liberian homes.

Jenneh Toukao, before enrolling in Advancing Youth, felt like no one important in the public arena since she had quit going to class before the end of third grade. She learned how to read and write. She also learned how to make soap and do basic auto repair, marketable skills that she has leveraged into financial independence.

Exhibit 25: Village Savings and Loan Association (VSLA) system

Fofee Ndorbor, a 25-year old from Lofa County, spent most of the post-war years finding odd jobs until he learned about the new ABE classes. As a component of his preparation, he set up a small-scale VSLA a basic need in his locale, which was far away from any sort out banks.

The VSLA system consists of a small lockbox and three keys distributed throughout homes in the community. Trainers from Advancing Youth's local partners helped Ndorbor learn how to save and manage funds, track deposits, and develop club policies that promoted transparency.

Accelerated Learning Programme (ALP)

ALP in the formal primary framework and the equivalent MOE institutional and governance structures was very efficient academically and economically as it ensured trust from both parents and learners of the quality of teaching and learning (Manda, 2011). ALP learners performed the same at times better than the conventional primary learners. The ALP was powerful in giving fast and safety education and learning spaces for children and teenagers influenced by the war who were over the official young - of somewhere in the range of 8 and 25 years and past.

The pathway classrooms model, Cote d'Ivoire

As a post-conflict nation, Cote d'Ivoire is as yet modifying its education system and attempting to bring a massive population of out-of-school children and youth again into formal tutoring. The dominant part of these children and teenagers were joined up with the warring groups as child troopers or were casualties of child dealing. As a component of its education change plan, Côte d'Ivoire passed a law in September 2015 making education compulsory for all boys and girls aged 6 to 16 years. This was in this way incorporated into constitutional law in October 2016.

Non-formal pathway/passage study classes offer 6 and 14-year-olds who are outside the system a chance to do in three years the equivalent of preparatory, elementary and middle or the last two sections of primary school (5th and 6th grades).

This cuts down the duration of primary education from six to three years. The goal is to give a pathway to the children and teenagers to join the formal system and pursue their education. This methodology was first structured and executed with the help of NGOs and turned out as a pilot from 2006 to 2007. It consisted of identifying villages or communities with an adequate number of out-of-school youth to create pathway classrooms with 30 to 35 students. Students were then tested to determine their levels of formal schooling and then were divided

by ability/level and age. Children aged 9 to 10 years who had never been at school or had dropped out of school early went to the preparatory level. Children aged 11 to 12 years of age who had just had the first encounter of school went to the elementary level and youths aged 13 to 14 years of age, who previously had a elementary level experience and those reached the primary school age limit joined the middle and last sections, depending on their abilities. This latter group also proceeded to secondary education if they passed the examination for secondary education entrance.

By combining classroom literacy work with SMS/text exercises, 80% of learners pass the post-training test, via mobile, based on syntax and vocabulary, and will move to the next level. The model empowers the improvement of access to knowledge and the portability of lessons in time and space, prompting improved quality.

One of the most significant elements in the achievement and manageability of the pathway classroom experiment is the community ownership of the project and the vision that underpins it. Involving community leaders and parents in the task right off the bat in the planning stage, and making various partnerships all around, allows for greater ownership of the experience.

Speed School model, the Strømme Foundation

The Strømme Foundation, a Norwegian development organization, made a Speed School program to react to the high level of out-of-school children in Mali, Niger, and Burkina Faso. The program was created by specialists and intends to give out-of-school children ages 8-12 with an accelerated nine months educational program and to move them into the government primary school system. 89% of out-of-school children finished the nine-month program. 65,748 out-of-school children entered primary education through Speed Schools in Burkina Faso, Mali, and Niger in 2014-2018.

66% of the Speed School graduates were integrated in the regular educational system after the program finished. (Innovations for Poverty Action, 2014).

Propelled in West Africa by the Legatum Foundation, the Strømme Foundation, and Geneva Global in 2007, what was then brought Speed School came to more than 100,000 out of school children in West Africa and Ethiopia by 2015 (internationaednews site).

Speed School Luminos Fund

Expanding on the above starting achievement, Legatum made the Luminos Fund to extend the program in Ethiopia and to different parts of Africa.

Luminos Fund is a private fund committed to guaranteeing children denied the chance to learn by struggle, poverty, or discrimination gain admittance to quality education (Genova Global, 2017).

The Speed School accelerated learning model conveys the initial three years of a national educational plan in only 10 months to out-of-school children aged 9 to 14. With classes restricted to 25 students, children learn through child-targeted, activities-based educational methods. The learning and aptitudes cultivated through Speed School get ready children to join government schools at the fourth-grade level. The program also works with mothers to address the main causes that keep children from finishing their tutoring, for example, poverty.

In Ethiopia, over 120,000 children have been tried out more than 5,000 Speed School study classes since 2011. More than 95 percent of those children transitioned into government schools of which 83 percent are still pursuing their formal studies.

The University of Sussex which has been freely assessing the program since 2011 found that after only one year of concentrated study, Speed School graduates for the most part score over their companions who have read for a long time in their neighborhood government-funded schools.

PASS+ project, Plan International and The Strømme Foundation

The PASS+ project of Plan International Canadian cooperation with The Strømme Foundation, and Educate A Child (EAC) targets more than 180,000 children (strommestiftelsen.no site). The program intends to increase the quality and supply of formal primary education and non-formal accelerated-learning programmes (Speed Schools) by focusing on community mobilisation, capacity development of partners and improved education governance (educateachild site).

PASS+ acts in two different ways. The first being Speed School Interventions, which are community-supported and overseen accelerated learning programs that cover primary school curriculum for classes 1 through 3 utilizing a concentrated nine-month courses. The subsequent pathway, Primary School Interventions, explicitly targets OOSC between the ages of 6 and 14 who may enroll, have enrolled late a year, and or have dropped out for not exactly a year and are and are seeking re-entry.

To achieve sustainability, the project continues with the thought that the great works on rising out of the usage of PASS+ will be mainstreamed into the official education frameworks of Burkina Faso, Mali, and Niger.

The PASS+ sustainability model has involved five key pillars: alignment with national and sub-regional OOSC strategies; training of Speed School teachers; community participation and ownership; building the capacity of key institutions; coordination and coherence between funding partners and government actions.

EAC has collaborated with Plan to guarantee that a huge number of primary school age young children get to quality education in Ghana and Uganda. EAC and Plan have teamed up to extend access to Speed Schools in Burkina Faso, Mali, and Niger. Through isolated activities, EAC and Plan expect to arrive at 331,000 out of school children (OOSC) in Ghana, Uganda, and Burkina Faso, Mali, and Niger.

Speed School Programme in Ethiopia

Methodology

The program is supported by the Legatum Foundation and oversight by Geneva Global (sussex site). Students work autonomously and in group on learning activities that involve handling and using objects and materials from the local environment (Exhibit 26).

Into a speed school classroom in Ethiopia, around 25 children are sitting in group of 5. A 50/50 sex split among boys and girls.

As indicated by Akyeampong et al (2018) about 75% of alumni in speed school programs were still in school contrasted with 66% of a comparative gathering of students who had gone to government schools (Center for International Education, 2018; Akyeampong et al, 2018). Those students had higher desires to advance beyond primary education and were over 30% less inclined to drop out than practically identical students in government schools.

They perform reliably better than Government School students for math, Sidama, and English. Speed School students scored 10.4% (Math), 13.5% (Sidama), and 7.4% (English) more points than government school students.

Exhibit 26: Key achievements of the Speed School Programme in Ethiopia

46,000—Number of children taught through Speed Schools.

13,483—Number of pre-schoolers prepared for timely enrolment into first grade. 5,000—Teachers in formal grade schools prepared to improve educating strategies.

95%—Percentage of Speed School graduates who successfully transferred to formal primary schools.

From 2011 to 2017, Household resources of Speed School students improved by about 45%, and the average livestock increased by about 53%. For government school households' assets and average livestock stayed almost the same for the same period.

Accelerated School Readiness (ASR)

In 2015/16 the government of Ethiopia and UNICEF trialed 150 hours ASR bundles for 6-or 7-year-old children: a July-August program during the yearly school break and a September-October program as a trade for the initial two months of Grade 1 (Woodhead et al, 2017).

The ASR program is driven by a prepared facilitator and is intended to help children's cognitive, motor, social and emotional development, through storytelling, play and conversation. Preliminary findings from the 162 school ASR pilots in Benishangul-Gumuz local state were blended, with 'Jul/Aug' ASR attendees outperforming their O-Class peers in pre-maths and pre-literacy assessments yet 'Sep/Oct' ASR participants failing to meet expectations contrasted with their Grade 1 friend (American Institute of Research 2016).

Speed School model in Mali

In southern Mali, researchers assessed the effect of the Speed School program on the students' educational accomplishment, home life, and continuation with schooling. Analysts did a randomized assessment throughout the 2012-2014 school a long time in the Koulikoro and Sikasso areas of southern Mali (UNESCO, 2011). 77 randomly-selected villages took an interest in the investigation, with 46 accepting the program and 31 serving as the comparison group. IPA gathered data on children and households in villages taking an interest in the program and comparison villages for a long time, between mid-2012 and mid-2014.

The Speed School program began with the making of neighborhood Speed Schools Management Committees, comprising of women and men.

The committee's role was to advocate for the importance of education, encourage children to attend Speed School regularly, and closely collaborate with parents and teachers, forming a locally-owned education network. Children were instructed to read and write in their local language during the initial two months and afterward preceded with an accelerated educational program in French. The educational methodology was intended to urge children to effectively take an interest. Educators offered intensified learning support. Toward the end of the program, students could enter grades 3, 4, or 5 in the government primary educational system, contingent upon their grades. 89 percent of out-of-school children finished the nine-month program. By and large, the Speed School graduates saw huge improvement in math and language abilities.

In French language learning, children in the Speed School program improved by 42 percent comparative with the comparison group, allowing them to almost catch up with their peers. In math, they improved by 25 percent, which enabled them to completely catch up with their peers.

Girls' test scores in math were lower than young men's before the program started, and young men saw bigger increments in math capacities during the program. 66% of the Speed School graduates re-entered the educational system after the program finished. Among them, three out of four effectively finished their first year back in school. Among children who effectively complete the program, the study shows a drop-out pace of the first year in the school of around one out of four students.

Accelerated School Readiness, Mozambique

Despite a doubling in primary school enrolment in Mozambique over the past 15 years, educational outcomes remain largely disappointing (Bonilla, 2019).

UNICEF Mozambique and Save the Children are supporting the Ministry of Education and Human Resources (MINEDH) to actualize an accelerated school status (ASR) test case program from 2016 to 2020 in Zambezia area with 11,040 children aged 5 to 6.

The evaluation used a cluster randomized controlled trial (c-RCT), which chose 30 villages from Morrumbala and 30 villages from Derre (Bonilla et al, 2018). Sixty communities from Zambézia participated in the research. Of those 60 communities, were randomly assigned to get the ASR programme and 30 randomly assigned to a no-treatment control group. Within

the treatment group communities, all children who were required to begin Grade 1 toward the start of 2018 were offered the ASR program.

On the child level effect, the discoveries of the mid-line assessment of the ASR pilot showed positive effects on school readiness outcomes and school enrolment. The program caused a 14 rate point increment on the first-grade enrolment, whereas the control group has an average enrolment rate of 70%, the rate for the treatment group was 84%. On the parent-to-parent, the assessment indicated increment in parent's educational goals for their children and it likewise exposed that there is critical improve in the probability that parents told stories to their children sang melodies to or with their child, took children outside the home; shown or showed their children new things and demonstrated affection to the child.

9.3 The catch-up model

The catch-up model engages the communities to change mentalities and practices towards supporting out-of-school children so they can be reintegrated into the formal education framework (World Education, 2016). This model usually includes basic vocational skills in its curriculum which equip youths with livelihood capabilities in case they do not fully integrate into formal secondary education (Jere, 2012).

Zimbabwe Accelerated Learning Program (ZALP)

In Zimbabwe 832,000 young people aged 3-18 years were out-of-school in 2012 and 10-15% of school-going age children had never gone to class (World Education, 2016).

Between 2013 and 2015, World Education's Bantwana Initiative (WEI/B), with UNICEF support, in association with the Ministry of Primary and Secondary Education (MoPSE), directed a two-year ZALP program.

ZALP aimed to identify out-of-school learners and prepare them to 'catch-up' to their peers through accelerated learning approaches, in order to re-integrate them into the formal school system.

In 2015, Zimbabwe government connected with an advisor to embrace a national appraisal of out of school children (Sunday Mail, 2018). The survey showed that 1 234 642 children were out of school. 4 340 centres were offering non-formal education with an enrolment of 145 044 students disaggregated into 61 510 boys and 83 534 girls.

The ZALP sites were established in existing primary schools. This empowered the ZALP students to take an interest in 'get up to speed' classes at formal school while using accessible course readings, incumbent teachers, classrooms/learning spaces and other learning materials within the country's formal education system (ZALP, 2016).

ZALP is implemented by World Education through a strategic partnership with a consortium of partners that covers the entire country (World Education, 2016).

Evaluation of OOSY programs in Zimbabwe indicated that 15.49% and 22.31% double orphans and single orphans, respectively. 63.2% of the ZALP recipients had the two parents alive, yet were viewed as vulnerable (World Education Learning, 2016).

The catch-up programs manage to compress the curriculum and deliver it to youths in a short time period (Mogha, 2017). This makes the model a cost-effective alternative in contrast to primary education in transitioning adolescents into formal secondary education. The model is conveyed in a fitting, the adaptable and pertinent path for children who have confronted challenges in attending formal schools even as it ensures equivalency with the formal system (World Education, 2016). ZALP has figured out to enlist 32,301 out-of-school children who thought about defenseless and unfit to go to customary classes (World Education, 2016).

The catch-up programs in Zambia

The catch up model for the most part targets young people in the last grade of primary school to easily transition into secondary education.

In 2014, a national appraisal of proficiency and numeracy of primary school students in Zambia exposed some perplexing figures: about 1 of every 2 students in 7 grade couldn't read a single word in their local language, and 30 per cent of grade 5 learners were illiterate with poor math skills (vovob a site).

One of the hidden purposes of this learning challenge is the size of classes. Students that fall behind never get the chance to make up for a lost time in big heterogeneous groups. These students are generally powerless against demotivation and possible dropout, adversely affecting their future.

Zambia's Ministry of General Education (MoGE), Flemish Association for Development Cooperation and Technical Assistance (VVOB), UNICEF and J-PAL Africa completed the

pilot project ‘Catch Up’ in four districts in 2017. The Catch-Up program scales up this fruitful way to deal with roughly 1,800 schools from 2017 to 2020. VVOB offers help for the scale-up for at any rate the initial two years.

In the pilot stage, VVOB had an executing job at the degree of teachers and schools. In the scale-up, VVOB works as a as a capacity developer of government staff at zonal, district and provincial level to ensure the Teaching at the Right Level (TaRL) approach is infused in the regular activities of both schools and the Ministry of General Education.

VVOB Zambia utilizes capacity development trajectories that give partners maximal responsibility in the execution and management of their own change processes.

With Catch Up, the Zambian Ministry of General Education, VVOB, and partners plan to improve students' fundamental literacy and numeracy aptitudes in the nation (vvoB site b).

Two distinct models of TaRL were tried in the Catch-Up pilot. After fruitful culmination, the Ministry recognized its favored model: for one hour during the school day for two terms, teachers pulled together children in grades 3, 4, and 5 based on performance instead of age or grade and focused on basic literacy and numeracy skills. The successful completion of the pilot moved the Ministry to scale up Catch Up to approximately 1,800 schools over the next three years.

9.4 Targeted content model

Literacy Boost

Save the Children built up the Literacy Boost toolbox and started introductory pilots of the program with its position in communities and schools around the world (Save the Children US, 2012c).

Literacy Boost is a case of a program grasping life-wide learning through its spectrum of activities (Goldenberg, 2019). The program trains teachers to teach reading more effectively and enables family and communities to provide support for children’s nascent literacy skills. Crucial to these endeavors is the development of local language reading materials to assist children to practice their skills.

Literacy Boost was first executed in Malawi in 2009. Communities and schools over thirty nations around the globe have taken part in Literacy Boost activities. Half million children

have taken an interest in Literacy Boost worldwide since the beginning of the program (Dowd et al., 2016)

The program involves three segments: Teacher Education, Community Action, and Assessment.

Teacher Education

The teacher education part means improving educators' understanding of teaching methods. This part gives in-service teacher training to all early primary teachers through the span of a scholastic year (Save the Children Federation US, 2012d).

Teacher Training incorporates the accompanying subjects: Introduction to Reading Development and Education for Young Children Session, Formative Assessment, and Addressing Language Issues in the Literacy Classroom, Letter Knowledge/Alphabetic Principle, Phonemic Awareness, Reading Fluency, Vocabulary and Reading Comprehension

In Rwanda was given to all lower primary teachers paying little mind to the subject they educated, including sport educators, who educated in schools situated in sectors assigned to either the Teacher Education Condition or the Literacy Boost treatment. This implied the teachers of 73 schools across 14 of Gicumbi's 21 sectors were trained in Literacy Boost pedagogical techniques. Education was driven by eight full-time SCI-staff members who were explicitly employed to train and monitor teachers.

All subjects were delivered over the course of 2014. In 2015, the sessions were offered again for teachers who did not attend them during 2014, and for teachers who were new to the treatment schools in 2015.

Community Action

The Community Action component gives implementers a rundown of expected activities to improve children's chances to take part in quality reading activities outside of school hours (Save the Children Federation US, 2012b). The Literacy Boost Community Action segment is divided into three areas: Enhancing the Literacy Environment, Community Reading Activities Section, and Reading Awareness Workshops.

Assessment

Summative evaluations track how students' reading aptitudes develop after some time.

In addition to creating tests of students reading skills, the Assessment Toolkit outlines what sort of questions to ask and outlines methods to collect baseline data.

The toolkit calls for teams of assessors to visit schools at baseline and endline to collect data on student reading skills and other relevant information.

Junior Achievement (JA) Africa SySTEM

Just 4-12% of students graduate in Africa are with STEM-related degrees (ja-africa stem website). JA Africa invests in children to switch the low interest and participation in careers in the STEM fields.

The goals are to expand knowledge on STEM teaches and improve students' potential to apply inventive learning techniques, for example, creative problem solving.

JA Africa has made an educational plan called SySTEM of 12-weeks program resulting from the interest for STEM-related vocation improvement planned for bringing issues to light and enthusiasm of STEM profession openings.

Through workshops, hands-on activities, and field trips, students are tested to think like STEM professionals and conceptualize brainstorm how STEM can have any kind of effect in individuals' lives

The program is included six phases (System for transition, Mathematics, Science, Engineering, Technology, and The Career System), separated into 11 meetings, and one field trip. The educational program incorporates a Participant's Manual and Facilitator's Manual. It likewise incorporates a resource repository with supplementary case studies and additional science activities to tailor content based on region.

Every one of the 6 Stages utilizes the following general structure, tied together by case studies and an overarching narrative with relatable characters learning STEM:

Guidance: Session presentation, theme review, and introductory observations

Activity: Hands-on action intended to encourage creative problem solving and innovation

Discussion: A review of lessons learned, transferrable skills, and career opportunities

SySTEM also includes a field trip to demonstrate a real local example of STEM solutions, help students identify additional job opportunities, and learn the value of networking.

The intended interest group is youth between the ages of 10-15. Pre-program and post-program assessments for participants are included in the curriculum.

Chapter 10: Youth Empowerment programs

Access to education and dynamic life for youth requires customized programs adjusted to local environment economic situation and demographic parameters such as age and gender. Herewith are presented empowerment programs developed in selected SSA countries.

The programs propose to overcome the gap between formal and informal education in young people who are out of school, to increase beneficiaries' knowledge of life skills by providing

a support platform, leadership training, and building confidence. The programs include education in business. In some countries, members are awarded micro-loans based on business plans,

10.1 Tap and Reposition Youth (TRY) program, Kenya

Nairobi, Kenya is home to the largest slum populations in sub-Saharan Africa. Of the city's 2 million inhabitants, the greater part lives in ghettos, which involve just 5 percent of the private land region of the city (APHRC 2002; Sebstad, 2006).

Among 15–17-year-old young women, 78 percent are not in school and 58 percent are not living with either parent. Relating figures for young men are 60 percent and 41 percent. Joblessness is a significant worry for adolescent girls. 21 percent aged 15–19 report trading sex for cash or blessings (Zulu et al. 2000).

World Education Incorporated with funding from USAID), has offered financial services to low-income youth population in Kenya through the TRY program, which targeted urban out-of-school adolescent girls and young women aged 16–22.

During the primary period of the program (1998-2000), the implementing NGO, the K-Rep Development Agency, basically repeated the Asian microcredit model for the urban teen girls it was focusing on: groups of 25 got training, contributed to group savings, and applied for microloans for small business undertakings (Katz, 2013). As reimbursement rates dropped and groups started to break up, changes were made in the subsequent stage (2001-2004).

TRY developed its social help perspective by adding adult guides to work with in parallel with credit officers. But high dropout rates continued due to the demands of the savings and lending program. In 2004, the program advanced to incorporate a "Youthful Savers Club," which allows for voluntary individual savings and maintains group activities (Erulkar et al. 2006).

Girls who participated in TRY showed more liberal mentalities than nonparticipants toward gender roles. TRY girls had more prominent potential to reject undesirable sex and demand condom use, compared with controls.

The experience of TRY over 10 years offers a chance to learn lessons about how to adjust program models to the particular needs and constraints of adolescent girls and young women. In urban Kenya, for most young women, business enterprise and repeated borrowing were not

primary concerns. Their basic needs were identified with acquiring social capital, keeping up physical security, and having the chance to set aside their cash in a safe, accessible place.

10.2 Siyakha Nentsha, South Africa

Siyakha Nentsha (in Zulu for “building with young people”), works with adolescent girls and boys in KwaZulu-Natal region South Africa to advance their wealth, health, and social abilities. More than 1,400 children have taken an interest in Siyakha Nentsha in the 2008-2011 periods (Hallman and Roca, 2011).

Girls were a primary objective because of their vulnerability to HIV and early pregnancy; young men were incorporated to build their insight and abilities, and to permit girls and boys to cooperate, connect socially, figure out how to regard each other, and in this way move beyond objectification of the opposite sex.

Each participant was interviewed before the program began and 18 months thereafter.

Focus group discussions were held with a sub-sample of participants, their caregivers, and the young adult facilitators who conducted the program.

Compared with participants who got the halfway Siyakha Nentsha package (health and social capacities), girls with the full Siyakha Nentsha bundle (financial capacities included) felt greater levels of social inclusion in their communities and were bound to have gotten a national birth certificate.

Among Siyakha Nentsha young men, the individuals who got financial education, contrasted with the individuals who got the health and social education just, were more likely to have reported undertaking an income-generating activity between survey rounds.

The program covers financial literacy topics including budgeting, saving money, accessing financial institutions, basic principles of starting a business, and identifying safe and appropriate income generating activities (Hallman and Roca, 2011; Amin, 2011).

An evaluation of the program demonstrated that contrasted with the benchmark group, program participants have improved planning and arranging aptitudes and have attempted to open a bank account. Girls in the study group indicated expanded confidence; trust in their potential to get a condom and greater levels of social inclusion.

10.3 Campaign for Female Education (CAMFED) program

Established in 1993 as the Campaign for Female Education, CAMPED works in Ghana, Malawi, Tanzania, Zambia, and Zimbabwe to instruct girls and help them to beat poverty (CAMPED, 2013).

CAMPED model

CAMPED works with girls in poor rural communities and gives school expenses, supplies, and regalia to help them complete primary and secondary school, assists adolescent girls with making the change from school to work through a network of women, called Cama, and a financial strengthening program called the Seed Money Scheme.

CAMPED model catalyzes community resources to help defenseless children, and young educated women become leaders and activists (camfed site).

Program participants receive business and entrepreneurial training, financial support, and mentorship to start small businesses (Mak, 2010).

CAMFED Ghana

CAMFED Ghana propelled in 1998, working in the Northern Region, and now works in four regions and 31 districts. In the networks where the association works, chronic poverty prohibits numerous girls from education, with just 25% of the least fortunate country girls finishing lower secondary school, and just 11% finishing upper secondary school.

To help themselves and their family's primary needs, numerous girls head to work as street porters, referred to as kayayo, at city markets, making them vulnerable to abuse and exploitation.

What CAMFED Ghana is doing is building networks and relationships around the poorest, most marginalized girls, they are succeeding because they have all these people around them.

CAMFED Malawi

CAMFED Malawi propelled in 2009, presently works in 17 districts. 62% lives on under \$1.25 every day. The larger part are subsistence farmers. Over 10% of the adult populace is HIV positive, and over 1.2 million children are orphans. Child marriage and pregnancy are

specific issues. Malawi experiences an acute lack of secondary schools, meaning children - especially in rural areas - often have to travel long distances to school.

Fanny lives in a remote town in Malawi. She ached to have adolescence of going to class and playing with her companions - however, when she was only 10 years of age, her mom, a single parent, turned out to be too ill to even consider supporting the family (camped fanny site). Fanny heard she had been chosen to receive support from CAMFED. With her right to education secured, and her hopes reignited, Fanny is now thriving in secondary school. With her entitlement to education made sure about, and her expectations reignited, Fanny is currently flourishing in secondary school.

CAMFED Tanzania

CAMFED Tanzania propelled in 2005, began to work in the town of Iringa, where numerous girls who couldn't manage the cost of secondary school expenses were venturing out from the home to become house girls in cities. Often, they were manhandled and exploited and many got back with HIV or pregnancy.

By paying their school-going expenses, CAMPED can support is able to support thousands of girls through high school every year. In any case, numerous difficulties remain: schools are understaffed and need indispensable assets, for example, reading material and hardware.

CAMFED has given all-encompassing and targeted help to 50,0000 girls to go to primary school, covering needs that may incorporate school or exams expenses, uniforms, sanitary wear, books, pens, bikes, boarding fees or disability aids Exhibit 27).

Exhibit 27: CAMPED Sharifa story

Sharifa lost her dad and with his passing, and with her mom lost their only source of financial support (camped Sharifa site). Together, they battled on until Sharifa was seven, and she moved in with her auntie and uncle. Sharifa's mom just didn't have the way to help her, thus made a trip toward north looking for work. Sharifa's uncle unfortunately died, and, with his misfortune, it got unthinkable for her auntie to take care of her.

Sharifa had no real option except to move back to her home town and remain with her grandma. During this time, Sharifa's mom had conceived a child rashly to an impaired child. With her infant, she followed Sharifa back to their town. A little while later, she turned out to be gravely ill and died.

Regardless of all that she suffered through her youth, Sharifa finished her primary school

exams. However, without money related help, she could go no further. Sharifa's excursion proceeded, and her life was changed, when CAMFED stepped in. Just as basic educational materials, the system of Teacher Trainers, Parent Support Groups, and CAMFED Association (CAMA) individuals give her the direction and support she needs to remain in school and succeed.

CAMFED, Zambia

CAMFED was launched in Zambia in 2001. Girls experience high rates of exclusion from education because of extreme poverty, most prevalent in the rural areas of the Western, Luapula, Muchinga and Northern provinces (CAMFED, 2018).

By 2017 the association was working in 44 districts and 1,165 partner schools.

Somewhere in the range of 2013 and 2017 CAMFED upheld 3,922 marginalised girls in rural Zambia to make the change from school to more secure and productive livelihoods.

CAMFED's Shaping My Future Program combines business and life skills training with a seed grant, peer support, mentoring and business advice to enable young women to generate a sustainable income from enterprise

More than 3,000 new women-led businesses established in rural Zambia. About 1,000 new jobs – above and beyond self-employment for the entrepreneurs. More than 10,000 children are supported in education by Shaping My Future members.

CAMFED women graduates are instructing in schools, functioning as medical attendants in the centers, and filling in as police officers.

CAMPED Zimbabwe

In 2010, the effect of CAMFED's Seed Money Scheme in Zimbabwe was evaluated using a quantitative cross-sectional survey and qualitative in-depth interviews (Mak, 2010). Study participants aged 17-44 years, with an average of 26 years. Many women in the study reported being all the more financially free, ready to assist their household with fundamental costs, and having gained greater respect in their community (Mak, 2010).

When Talent was eight years of age, her dad died (camped Talent site). When she was 10, her mom, with an end goal to deal with the entirety of the family's needs, needed to leave their provincial town to search for work. Talent and her two siblings went to live with their aunt, who worked as a shopkeeper and struggled to earn money for the children to attend primary school.

When Talent finished primary school with high evaluations and a longing to proceed with her education, her auntie disclosed to her she was unable to bear to send her to secondary school. It was at this phase Talent was distinguished by her locale as among the most powerless children. CAMFED stepped in to give Talent a full grant to an secondary school.

When she had budgetary help, she got one of the top students in her group. She was accepted into the medical program at the best university in the country, the University of Zimbabwe.

10.4 USAID Mali funds education activities

Restoring quality education services

USAID Mali funds education activities across nine regions of Mali. With \$18.5 million in subsidizing in 2018, the education portfolio incorporates activities to help the legislature of Mali to guarantee children and youth have impartial access to quality, significant education (USAID, 2019, [usaidsmalieducation site](#)). Priority goals include improved early grade reading outcomes for primary grades; increased community engagement; increased equitable access to relevant education services.

USAID helps the Malian government in reestablishing quality education services by actualizing three projects in Northern districts of Mopti, Timbuktu, Childal, Gao, Menaka, and Segou.

Trained teachers from 2,500 schools are making the transition to a new, mother-tongue curriculum, developed in partnership between USAID and the Government of Mali.

600 parent-teacher affiliations and nine nearby NGOs, guarantee that books, work areas, and learning supplies arrive at their proposed teachers and students.

3,993 out-of-school jobless youth were reached by the program (male: 1,766; female: 2,227), giving scholastic and professional education. The proportion of illiterate youth tested participating in USAID's Youth Project dropped from 79% (male: 85%; female: 71%) at baseline to 48% (male: 59%; female: 36%) at midline.

Girls Leadership and Empowerment through Education (GLEE)

The three-year, \$15 million GLEE program tries to remove bottlenecks to quality education for girls to improve safety of adolescent girls in schools and their communities; and increased knowledge and adoption of positive health behaviors among adolescent girl.

GLEE project focuses on providing training to teachers to improve children's learning, to school managers to improve transparency and accountability, and to parents and community members to support girls' access to learning and hold local schools accountable. Mali GLEE includes (winrock site):

Community mobilization: school management committees, parents' associations mothers' associations, religious and traditional authorities, school teachers, school administrators, and local healthcare providers.

Participatory capacity building: training-of trainer (TOT) models that empower trainers to encourage learning.

Directed Social Behavior Change Communication (SBCC): incorporates discussions to prepare delegates.

Scholarships: mobile money transfers paid directly to schools.

Materials: visual aids, maps, blackboards and quick references for teachers

Improving Water, Sanitation, and Hygiene (WASH): hand washing stations (HWS) and restore restrooms to help Menstrual Hygiene Management.

Education Recovery Support Activity (ERSA)

ERSA is a five-year activity running from July 2015 to June 2020 planned by USAID to be a short term, transitional response to the conflict in Northern Mali to address the needs of children and youth whose education had been disrupted by hostilities (Bell et al, 2018; edc mali site). A primary point of the project is to reintegrate more than 10,000 out-of-school children into the conventional education framework through a two-year Accelerated Education Program (AEP) in AEP Centers appended to formal schools.

ERSA gives second chance educational chances to 10,500 out-of-school children aged 9 – 14 and youth aged 15 – 24 in Gao and Menaka districts.

The ERSA program builds up almost 300 accelerated learning centres, develop 150 homerooms and toilets, and sets up 70 professional educational hubs for out of school youth. Therefore, children and youth who have missed long periods of education can come back to formal schools or creative abilities that will permit them to gain earnings. 290 safe Accelerated Learning places were set up centre host formal schools for out-of-school children. 110 classrooms fabricated and equipped and 15 youth centers were restored. This program gives basic education, life skills, and livelihood training for 2,800 out-of-school youth.

The Equitable Access to Education

The Equitable Access to Education venture intends to guarantee comprehensive access to quality education in safe, secure environments for 100,000 girls and boys in conflict-affected areas.

The project supports promotion for the re-opening of schools; awareness-raising on rights to quality education; psychosocial education of teachers, accelerated learning centres, and establishment of school emergency action plans.

The Education Emergency Support Activity (EESA)

EESA plans to increment fair access to primary education for 80,000 children through making safe and functional learning spaces. EESA mobilizes communities to revive schools, restore 250 schools, and build an extra 60 classrooms. The project also provides remedial instruction in 30 schools to make up for years of schooling lost due to conflict.

10.5 Enterprise Your Life (EYL)

EYL is an innovative, youth-focused curriculum built upon coaching and applied learning methodologies (makingcents.com site). The educational program was created in cooperation

with Plan International and is intended to improve youth commitment in a wide scope of income generating activities through the use of short, targeted sessions.

EYL education is centered on six fundamental abilities themes: Thinking Ahead; Knowing your Market; Decision making; Negotiation; Wise Investments; and Being Different.

Following the educations in Ghana, Tanzania, and Zambia, pre-and post-tests found that EYL indicated an uplift of 43% of knowledge after training, and youth set up income generating activities (Ngware et al, 2018).

The educational program's 'instructing' design, as per Hand in Hand International's Approach included intuitive learning methods where trainers offered proceeded with help and investigating help after the course. Herewith the phases of this methodology.

Self-improvement Groups – provide a support platform to connect members, build confidence and begin group savings and leadership training.

Skills and Capacity Building – includes education in business improvement and Economic education aptitudes, for example, accounting.

Enterprise Start-Up Capital Provision. In some countries, members are awarded micro-loans based on business plans, co-signed by their group, and linkage to reliable micro-credit providers.

Market Linkages – assist members with optimising and growing their enterprises through co-operatives, markets and value chains

10.6 Hand in Hand International

In 2003, when Percy Barnevik and Dr. Kalpana Sankar propelled Hand in Hand, the objective was to get nearby children out of factories and into school lives (handinhandinternational site).

Yet, it before long turned out to be evident that to fix the issue, the organisation needs to help to self-improvement, place individuals' predeterminations in their own hands. In 2013, Hand in Hand propelled activities by cooperating with governments and NGOs.

Hand in Hand has created or grown more than 4 million jobs, 90 percent for women. The organization fights poverty with grassroots entrepreneurship, that means raising enough funds in 2018, to transform 120,000 lives.

In 10 developing nations Hand in Hand has helped right around 2 million individuals start their independent ventures, making more than 2.8 million employments. Hundreds of thousands of those jobs have been created and filled by young people.

Entrepreneurship Clubs, Kenya

In Kenya, Hand in Hand runs Entrepreneurship Clubs which foster school children to sustain their inclination to nurture their aptitude for enterprise. These after-school clubs center on enterprise skills, leadership and the environment preparing young people to thrive and become pioneers of climate change adaptation. 11,800 students across Kenya enrolled at the clubs and eligible for the annual Hand in Hand Youth Awards. This project lines up with the Government of Kenya's desire to put business enterprise education on the school's national educational plan.

Hand in Hand International has received a grant of US \$3.6 million from the IKEA Foundation to help women and children in rural Kenya work towards a brighter, more environmentally friendly future.

The task enables 43,200 impoverished mothers and children in Kenya to flourish as business entrepreneurs, even while motivating 4,800 future business pioneers at Entrepreneurship Clubs in primary and secondary schools. The task is been executed in 12 regions: Homabay, Migori, Nyamira, Kisii, Busia, Siaya, Bungoma, Bomet, Kericho, Narok, Embu, and Kirinyaga.

The project supports women potters from South Kanyaluo Wipap Obolo pottery. They make cook stoves which reduce carbon emission and uses less firewood thus reduced tree cutting.

The grant goes towards supporting the making of thousands of self-continuing green organizations in regions like water purification, charcoal briquette production. It likewise implies educating thousands more agro business people to cultivate organically, and to use techniques including crop diversification, irrigation, planting trees to reduce soil erosion and more.

Clowns Without Borders (CWB), Kenya

Hand in Hand Africa (HiHEA) in partnership with CWB is implementing the 2.5 years human rights project to young and vulnerable teenage mothers in Kenya known as the young mothers project (handinhand-ea site).

The project endeavor to release the business capability of women through increasing gender equality and women empowerment hence creations of enterprises and jobs. The program intends to liberate mental power within the vulnerable young mothers 13-30 years old with children, to make them hope to change their lives freeing their minds.

Hand in Hand, Southern Africa

Hand in Hand Southern Africa worked from 2008 to 2015 to create jobs in four nations: South Africa, Lesotho, Zimbabwe, and Swaziland (handinhand global southern Africa site). All share high levels of poverty, low employment and cultural barriers to women's empowerment.

Each Hand in Hand entrepreneur begins as a Self-Help Group member. Organized by Hand in Hand Southern Africa staff, Self-Help Groups learn together, save together and even dispatch ventures together. Groups mainly are of women of around 20 individuals. A total of 154,467 individuals. 53,089 organizations were supported by Hand in Hand and 35,299 jobs were created. The entrepreneurs in Southern Africa farmed crops, manufactured bricks and wove carpets. Others beaded jewellery, owned shops and ran catering businesses.

The jobs for Zimbabwe project was actualized in the wake of understanding that women in Chirumanzu who assume a critical job in battling for the families have low educational levels, need sufficient pioneering aptitudes and specialized abilities, have no money related help. To improve a reasonable economy for the people through this task Hand in Hand Zimbabwe, takes up a 4-step model consisting of social mobilisation into self-help groups (SHGs), training in entrepreneurship and economic development, encouraging access to inner and outside microloan plans, market linkage and value addition and technical, gender and environmental trainings in collaboration with various government line ministries and local authorities.

To guarantee that the general target and the fundamental results are accomplished, trying SHG individuals are assembled into SHGs that run from 6 to 20 individuals and experience an intensive six measured education coming full circle in graduation and issuance of a certificate.

The SHG concept is important for fostering SHG cohesion and sharing ideas among the members.

Hand in Hand Zimbabwe (HIHZim) has broadened its locale upliftment venture, which was just being executed in Bulilima and Chikomba, to cover Chirumanzu, Lupane and Nkayi regions as part of strategies to fight poverty at a large scale among rural households in the country (Nyoni, 2019).

The project, which was already making a direct impact on 400 households in Bulilima and Chikomba is now set to benefit more than 1 000 households inclusive of the new districts.

10.7 Junior Achievement (JA) Programs

In 2018, 17,460 secondary school students and out of school youth had finished the Company Program and ITS TYME under the Pathways to Progress initiative (JA Africa and Citi Foundation, 2019). Those programs develop young people's understanding of business and entrepreneurship and build their skills to establish and manage a business. Across the two programs, there is a key spotlight on mentorship and coaching by corporate professionals, with job shadows with and mentorship by Citi Staff at the forefront of this investment in the youth. In particular, 344 Citi staff over the district have offered help in program conveyance somewhere in the range of 2014 and 2018, by filling in as tutors during program meetings and occupation shadows, offering warning types of assistance and filling in as board individuals.

Company Program

Company Program provides introductory economic education to secondary school students by permitting them to sort out and work a real business. Students figure out how organizations work, and learn soft skills, for example, brainstorming, consensus building, critical reading, gathering and organizing information, group and self-assessment, Interpreting production inventory, oral and written communication.

Volunteers from the neighborhood business network use a variety of hands-on activities and technological supplements to challenge students to use innovative thinking. Students work in groups within their schools and classrooms to develop business ideas, test them in business sectors, start and run businesses all through the school year, at the same time being trainers by professionals who volunteer in the program.

Immersion Training policy (ITS) TYME

ITS TYME removes business education from the classroom into the African marketplace, motor parks, slums, sports areas and other centers of youth activity.

This program gives to out of school youth primary business education and introduces concepts like accounting, benefit, client relations, quality control, and human resource management.

The program tries to overcome the gap between formal and informal education in young people who are out of school, to increase beneficiaries' knowledge of life skills and improve access to microfinance.

The ITS TYE experience improves the potential of youthful semi-educated children and girls in Africa to secure business abilities and utilize innovative thinking to grow and upgrade their vocation choices and employments (ja-africa enterprise site).

The program has prepared more than 6000 out-of-school youth, assembled several volunteer facilitators and business officials to guide African youth and encourage their entrance to this present reality of business. More than 700 businesses have likewise been built up under this program.

ITS TYME Nigeria

Junior Achievement Nigeria (JAN) is a part of Junior Achievement Worldwide (JAWW), the world's biggest and fastest-growing NGO with a 120- country network. JAWW's three pillars are work readiness, entrepreneurship, and financial literacy. Since 1999, JAN has reached more than 970,000 students in more than 20,000 classrooms in all the 36 states the nation over.

JAN has collaborated with Sasol Energy to empower out-of-school youths through its ITS TYME' program (BellaNaija.com, 2019). Through JAN's Company Program, students build up a superior comprehension of the connection between what they realize at school and their effective investment in an overall economy.

Sasol support in recent years has gone far in getting ready more than 600 youthful Nigerians to become young conscientious business leaders and active players in the socio-economic space.

ITS TYME Gabon

Bechtel (2013) is growing its global association with JA to incorporate a new entrepreneurship skills education program in Gabon. The preparation program show business education aptitudes to nearly 300 youthful Gabonese in its first year and give chances to Bechtel staff to fill in as volunteers and guides close by their JA partners.

ITS TYME' course gives genuine business education, down to earth fundamental abilities, coaching, and comprehension of access to back to individuals in the program between the ages of 15 and 35. A second course, the 'JA Company Program', promotes entrepreneurship to high school students.

ITS TYME Tanzania

In 2013, ITS TYME encouraged more than 500 new businesses and 300 tutoring connections, with outstanding improvement in wages over every one of the four task networks (weforum site).

JA's partners provide technical and vocational training, as well as seed capital, to people trying to start businesses. Through a partnership with Asylum Access and UNHCR/Tanzania, a group of youthful urban displaced people effectively rose funding to begin a poultry business.

ChaChing program

In 2015, JA Africa and Prudential Plc, an insurance agency, propelled a partnership to build the financial literacy skills of youth in Africa through a program called ChaChing (JAA, 2018).

The program gives to primary schools a strong focus on finance, mathematics, planning and analytical skills. The educational plan embraces a measured structure that permits local Prudential offices and schools the flexibility to engage in the program. There are 6 lessons plans, every one hour long. The structure of every lesson is as per the following: 10-minute animation, 20-minute talk, and conversation, 20-minute gathering action, 10-minute exercise recap, and worksheet survey

Following a fruitful pilot cycle in Ghana among May and July 2016 that arrived at 215 students, Prudential extended its interest in Africa in 2017 by subsidizing Ghana for a subsequent year and propelling the program in three new nations - Kenya, Uganda, and Zambia. More than 2400 students have been reached to date.

Opportunities for Youth (OFY)

OFY is a useful online application, made for yearning children who want to make an impact in their local communities or the world at large (opportunities website). The OFY portal hosts study possibilities, scholarships, grants, training & conferences and jobs & internships all in one place.

The OFY portal intends to assist young people, to find opportunities to study at international universities, as well as to train and participate in various conferences.

10.8 GO-GA (Go-Labs goes Africa), EU

The project, right now transitioning in Benin, Kenya, and Nigeria, provide teachers with a repository of over 500 digital laboratory (Golabz.eu) just as tools to make a digital version of their courses (go-ga site). Go-Lab goes Africa's primary target is to adjust and execute the Go-Lab Learning Ecosystem in Africa, first directing in the referred to above nations and afterward scaling up to more clients and more nations (go-ga.org site).

The GO-GA community of trained teachers in the three countries is growing to 321 Master Teachers in November 2018.

These new teachers (NTs) have begun their journey with Go-Lab and Inquiry-Based Learning (IBL) through the GO-GA Large-Scale Onboarding (LSO) program, a phase of recruitment using a train-the-teachers or train-your-peers approach (go-ga lso site). Crucial to the LSO are the chosen Master Teachers (MTs) recognized as being willing and ready to convey comparable education to the one they got, who has coached and prepared partners in their schools or different areas in utilizing the Go-Lab environment and the IBL philosophy. They have normally likewise been supported widely by our neighborhood groups in the three nations.

The LSO program follows a strategy structured around two main axes: the association of onboarding workshops and an in-school train-the-peers program, whereby NTs are coached and prepared by MTs. Both have been contributing to the consolidation of the communities of teachers built in GO-GA.

During the LSO, the most encouraging and willing NTs were selected to proceed with their Go-Lab and IBL education, through the escalated GO-GA education camps, to be completed before the year's over 2019.

10.9 Supporting Secondary School STEM, Rwanda

The government of Rwanda has required IT instruction in secondary schools since 2007 (Tikly et al, 2018). Its latest approach cycle calls for smart classrooms in all primary and secondary schools. One Laptop Per Child arrive at just 10% of students and country schools. Even when PCs accessible, absence of Internet network hamper IT class guidance.

The education framework had roughly 5,042 schools in 2013/2015, however at the start of 2017; the county-level assessment found only 3,215 schools open. Besides, learning results are frail for both literacy and numeracy and regional disparities within the country in terms of learning are wide (Commins, 2019). Around 2.2 million children and youth are not in school (out of 3.7 million primary and optional school-aged children).

Established in 1982 as a NGO, VVOB's objective is to improve the quality, proficiency, and viability of education and training in developing nations. The training is co-organized and certified by the College of Education of the University of Rwanda (UR-CE) and the Rwanda Education Board (REB), key partners of VVOB.

Across 612 primary and 800 secondary schools in 17 regions of Rwanda, VVOB is training school-based mentors (SBMs) and STEM subject leaders to coach and mentor their colleagues to enhance their teaching competences and skills (learning gateway site).

VVOB likewise supports SBMs and STEM subject pioneers to set up Communities of Practice (CoPs). In a CoP, teachers help each other understand the educational program's substance and develop appropriate teaching resources and lesson plans.

VVOB is committed to the creation of learner-friendly school environments, in which adolescent boys and girls have a sense of security and upheld.

10.10 The Kenyan Youth Empowerment Project (KYEP)

KYEP was propelled by the Kenya Government in 2010 with subsidizing support from the World Bank (kyep site; yptoolbox site). The KYEP was executed as a pilot in Nairobi, Mombasa, and Kisumu somewhere in the range of 2011 and 2016. It was executed through an open private association including the government and the Kenya Private Sector Alliance (KEPSA). It was planned for improving youth employability and combination into the workplace through training and internships. The objective was to avail training and internship opportunities for at least 11,000 youth with at least 50 per cent of the interns securing

employment, starting their own businesses or furthering their education within six months after the internship. It targeted the adolescent aged 15-29 years with at least eight years of tutoring and has been out of school or school for at any rate one year.

The young were taken through about fourteen days of fundamental abilities education, 3-5 weeks of center business education, 5 weeks of sector specific, and workplace internships for 12 weeks. The internship component was divided into eight internship cycles of six months each during which time three months are spent at the workplace while the other three months are spent in training with an identified technical training provider.

The interns were placed in different sectors, for example, energy, finance, tourism, information and communication technology, manufacturing and the micro and small enterprises (MSEs). Formal technical training courses are as follows (tuko website): ICT, Catering, Fashion design, Beekeeping, Hairdressing Solar PV technology, Welding, Beauty therapy, Dressmaking, Masonry, Plumbing, Fire Fighting, Mechanical Operations, Baking, Carpentry, Oil pipeline operations, Painting and decoration, Motor vehicle mechanics, Electrical installing, Plant operations and Electrical Hospitality.

Master craftsmen areas of education are as follows:

Agribusiness, Agro-processing, Chemical production, Cobbler, Welding and metal fabrication, Motor vehicle mechanics, Panel beating and spraying, Fashion and design, Event planning, Plumbing, Masonry, Catering, Bead making, Hairdressing, Dressmaking, Carpentry, Weaving, Cleaning services, Landscaping, Painting, Handcrafts, Leatherwork, Cycle repair, Photography, Woodwork, Bio-sand production, ICT, Bakery.

The adolescent that are put in the formal sector go through life skills training, core business skills training and sector specific training while those in the MSEs go through entrepreneurship skills training. Youth aged somewhere in the range of 15 and 17 years were qualified for internships in the MSEs sector. Every young on internship was given a month to month payment of about US\$ 60 Employers were also provided with incentives to accept interns and teach the youth job relevant skills, encourage them to create jobs and retain those who successfully completed the programme.

An aggregate of 20,384 (47% female) youth got an education while 13,289 (49% female) youth were successfully placed in internships. This was against the objective of 15,000 and

10,000 young people earmarked for training and internships, respectively by 2016. The project was also effective in putting youth in paid occupations, increasing the probability of gaining wage employment to about 0.78 and 0.70 per cent in Nairobi and Mombasa, respectively. An average of 75 per cent of the interns who participated in the project ended up securing employment while approximately 10 per cent went for further skills development.

80 percent of the young who benefitted from the intervention reported that they were in paid work 14 months after completion of internship compared with 69 per cent in the control group, representing an 11 per cent point gain.

The gain increased to 14.2 per cent for those completing the full training program. Among girls, in employment for those who were offered internships and an 8.7 per cent increase for those who completed the programme. The project contributed to an increase of 15 per cent in employment of male participants.

10.11 Kenya Youth Employment and Opportunities Project (KYEOP)

KYEOP plans to engage and elevate the health of the adolescent in Kenya by outfitting them with fundamental training, internship, and business award openings (msea.go site).

The principal recipients of the project are youth between 18-29 years who are jobless and have encountered broadened spells of joblessness or who are as of now working in vulnerable jobs. The project arrives at the youth within selected counties in urban and rural areas.

This project targets helping youth in Kenya to gain the aptitudes and capital required to help them in generating an income as an entrepreneur "Mfanyabiashara".

It incorporates two subcomponents:

Backing for independently employed Provides Grants and Business Development Services (BDS) to the adolescent who is in or needs to start a business.

Synergist intercessions for work creation support innovative interventions to create jobs for targeted adolescents by financing business plans.

The KYEOP project is financed by World Bank over 4 years focusing on youth 18-29 years of structure 4 levels and beneath.

Over 70000 young people are set to be trained in specialized aptitudes through The National Industrial Education Authority (NITA) and another over 280000 adolescents to be trained on business enterprise abilities.

The successful applicants are prepared for 5 months on fundamental abilities and entrepreneurship while winning allowance.

10.12 HP BeOnline programme

BeOnline from HP is designed for distance learning across the African continent (Leigh Chetty, 2020).

To bring BeOnline to fulfilment, HP has collaborated with Classera and Mirai, to help schools and universities in setting up a fully fledged virtual learning environment, by providing expertise and tools at no cost.

The BeOnline program gives schools access to the full ecosystem required for a thorough remote learning condition, with academic consultancy for online education gave by Mirai, a learning management solution from Classera, and HP's IT consultancy on the required infrastructure.

Classera and Mirai help education suppliers by curating web-based learning pathways including the production of a total virtual school set-up that incorporates digital lesson plans, virtual assignments, e-attendance, e-assessment among other support functions.

HP gives schools the HP LIFE program, a set of 32 modules on business and technical skills for youngsters. The modules are accessible on the web and students can self-pace the courses and receive certificates on completion.

Conclusion - Education and training policy for OOSY

In light of the programs and projects introduced above, we proposed our education and training model.

Bottlenecks to children development

Colonial versus multicultural education

Bilingual programmes has better results in national primary, secondary or vocational education than foreign language or local language alone. The foreign language is being introduced, but only gradually.

Nutrition, water, sanitation, and hygiene (WASH).

Stunting undermines the healthy development of children brains as well as their bodies. Sustainable agriculture intensification and nutrition-sensitive agricultural diversification, health and nutrition of school children by Purchase from Africans for Africa (PAA), aims at improving both development and education.

WASH and social protection complete the conditions required for improved education.

Research on Education

The online African Education Research Database is a significant observing instrument which can be utilized to assess and reinforce the OOYS education and training policy.

The main domains covered are language and curriculum, teacher and teaching, policy and financing, institutional leadership culture and facilities, equitable and inclusive education. Major research focuses within the main broader thematic areas include teaching methods, ICT in education, teacher education, education policy and teacher capacity.

Education in Emergencies

Starting in 2017, more than 19 million Africans lived outside their nation of birth but still within the continent. More than 14 million persons are internally displaced in Africa due to conflict and violence, half of them, children

HP School Cloud activity permits schools without web access to furnish students with access to millions of e-textbooks and thousands of lessons on reading, science, mathematics and more.

HP School Cloud utilizes Kolibri , an application empowered for offline use created by Learning Equality. The stage empowers educators to make advanced educational plans that students can access through associated PCs or tablets.

The educational plan joins meditation, slow breathing, intentional movement or body scans to support young refugees to find stability to build executive functioning and self-regulation skills.

Pre-primary education

Children who are not exposed to early learning opportunities before age 5 are left at a distinct disadvantage. The longer a society waits to intervene in the life cycle of a disadvantaged child, the more costly it is to remediate the disadvantage.

Children who participate in pre-primary education contribute more to work power productivity as adults, and their future income potential is multiplied.

Pre-primary in early childhood education is focused on Well Being; Discovery and Invention; Language and Communication; Personal and Social Responsibility; Long-term cognitive skills; Socio-emotional skills and Labor market outcomes.

The Fursa kwa Watoto (FkW) (Opportunities for Children) approach advances learning through play as this is how small children build up the abilities they need. As the children ace games, melodies, and handle the intensity of their creative mind through drawing, composing, or perusing great books.

Pre-primary programs in Japan and Norway include

Kindergarten. The infants from 3 years old to before entering elementary school attend.

Familiebarnehager and Day care centers nurture newborn children of the parents who cannot deal with them since they need to work or different causes.

Corporate childcare institutions - Childcare foundation for the employees by the corporate.

Out of school programs

The targeted youth is who will never enroll and who enter school but fail.

Thematic programs require focus on improved protection and security for girls and women, enhanced women's and girls, economic empowerment, leadership capacity.

Pragmatic programs improve self-esteem, life skills development, teenage sexuality and pregnancy, HIV/Aids awareness, girl-to-women and boy-to-man development.

Is required collaboration with artisans from the community and organize apprenticeships for learners seeking practical experience.

Complimentary Basic Education

Life skills, work readiness, agro-enterprise skills, appropriate information and communication technologies, entrepreneurship, leadership and basic training in skills like soap making, food preservation, snail rearing, and basket weaving.

Second chance model

Programs under this model run parallel to and go along with formal education system.

The key areas of a second chance model are namely: Strengthening Human Capital Management and Development, Promoting Good Corporate Governance, Improving Financial Management, and Promoting Corporate Social Responsibility.

Accelerated model

The accelerated model is comprised of five key pillars: Alignment with national OOSC strategies, training of teachers, community participation, building the capacity of key institutions and coordination between funding partners and government actions.

Catch up Model

Learners that fall behind never have the chance to catch up in big heterogeneous groups. These pupils are most vulnerable to demotivation and eventual dropout, negatively impacting their future.

The catch up model mostly targets youths at the final grade of primary school to smoothly transition into secondary education.

The model is delivered in an appropriate, flexible and relevant way for children and young people who have faced difficulties in accessing formal schools even as it ensures equivalency with the formal system.

Selected Focus Model

Program embracing life-wide learning comprising teacher training, community action, and assessment on alphabetic principle, phonemic Awareness, reading Fluency, Vocabulary and Reading Comprehension.

Through workshops, hands-on activities, and field trips, students are challenged to think like STEM professionals and brainstorm how STEM can make a difference in people's lives.

Youth Empowerment Programs

Training programs

Training is focused on six core enterprising life skills topics: Thinking Ahead; Knowing your Market; Decision making; Negotiation; Wise Investments; and Being Different. Monthly stipend. Employers are also provided with incentives.

Formal technical training courses:

ICT, Catering, Fashion design, Beekeeping, Hairdressing Solar PV technology, Welding, Beauty therapy, Dressmaking, Masonry, Plumbing, Fire Fighting, Mechanical Operations, Baking, Carpentry, Oil pipeline operations, Painting and decoration, Motor vehicle mechanics, Electrical installing, Plant operations and Electrical Hospitality.

Master craftsmen areas of training:

Agribusiness, Agro-processing, Chemical production, Cobbler, Welding and metal fabrication, Motor vehicle mechanics, Panel beating and spraying, Fashion and design, Event planning, Plumbing, Masonry, Catering, Bead making, Hairdressing, Dressmaking, Carpentry, Weaving, Cleaning services, Landscaping, Painting, Handcrafts, Leatherwork, Cycle repair, Photography, Woodwork, Bio-sand production, ICT, Bakery.

Entrepreneurship Clubs

After-school clubs focus on enterprise skills, leadership and the environment, preparing young people to thrive and become pioneers of climate change adaptation.

Support to students in developing capabilities in order to implement the entrepreneurial process: creativity and curiosity, motivation to success and definition of success, readiness to take risk, to cooperate and to be able to identify opportunities.

BeOnline from HP

BeOnline from HP is designed for distance learning across the African continent. HP has partnered with Classera and Mirai to support schools and universities by providing expertise and tools at no cost.

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Elementary school completion rate is low in SSA nations at 69% contrasted with 91% in South Asia and at least 94% in other regions (Baah-Boateng 2016, UN, 2015).

Gross Enrolment ratio (GER) is 43% at the secondary level compared to South Asia with 66% and at least 80% in other regions.

Access to tertiary education is of 8.6% contrasted with 21.9% in South Asia and 33.1%-64.4% in developed countries. This situation is because Sub-Saharan Africa has the most elevated out-of-school rates for all age groups (UNESCO, 2018). Education is the key for economic development. Changing such a situation starts at the bottom, by improving children enrollment rate in school.

Outcomes policies that attack the root causes of poverty and inequality lead to transformative results for children (Hujo and Carter, 2019). Promoting the physical, social, emotional, and mental health of children by expanding equality of income, access to pre-school education, tolerable work, and health care are required to improve school enrolment.

We analyze the out of school circumstance and its reasons, the current programs, and their effect. We present proficient models ready to improve out of school education level. Given this analysis, we propose an out of school education and training policy based on the experience and outcomes of educational and support programs for out of school children in SAA nations.

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