





## IMPROVING THE QUALITY AND THE RELEVANCE OF EDUCATION

Education must meet the communities' and pupils' aspirations, in particular in the case of disadvantaged populations, while promoting a protective and inclusive environment. It aims at encouraging learners to understand the world around them and act upon it.

We improve **the quality of education** durably by transforming the heart of the educational action, thus contributing to maintaining children at school. We act in long-term partnerships with people involved in civil society and in close collaboration with the national education authorities.

### OUR GOALS:

- ▶ Improve the teaching-learning processes;
- ▶ Give sense to what is taught and learnt;
- ▶ Encourage the acquisition of the basic knowledge which is necessary to continue learning and improve the learners' living conditions;
- ▶ Develop critical thinking, a sense of ethics and the responsibility of learners, in a sustainable development logic.

In 2021, over

**660'000** pupils  
have benefited from our  
programmes, and we  
have trained more than  
**16'000**  
teachers and teacher  
trainers.

## OUR 5 PRINCIPLES FOR A QUALITY EDUCATION

- ▶ **Contextualisation:** the content of the lessons is rooted in the pupils' everyday life
- ▶ **Interculturality:** different cultures are highlighted in a positive way, which helps develop a critical and open outlook
- ▶ **Multilingualism:** the learners' native languages are used both as the subject of learning and as a medium of instruction
- ▶ **Interdisciplinarity:** the school subjects are no longer taught independently from one another, and the language and maths skills are used for scientific subjects
- ▶ **Active learning:** varied class projects and working methods favour the pupils' participation and their ability to learn how to learn

## RECOGNIZING EDUCATIONAL NEEDS

Field surveys allow us to:

- ▶ Identify **practices** and **social representations**, as well as **issues connected to the communities' daily life**, which can be dealt with in schools;
- ▶ Understand the learners' and learners' communities' **thought and action logic**, which can potentially represent an advantage or an obstacle for new learnings;
- ▶ Understand the **language practices** to promote respect towards the languages spoken locally and favour learning.

## DEVISING TEACHING MATERIALS

Enfants du Monde assists local trainers in devising teaching materials that are adapted to the populations' needs and situations, and that are **in line with the curriculum framework and the syllabuses** of the country where they are intervening:

- ▶ **Training sessions** for training and teaching staff;
- ▶ Bilingual **lesson sequencing** and teacher **manuals**;
- ▶ Bilingual **school textbooks** and storybooks for school children.





## MONITORING AND ASSESSING

Our interventions are permanently monitored:

- ▶ **Assessment of the pupils' levels;**
- ▶ **Observation** of teaching and learning practices in class;
- ▶ **Continuous improvement of the quality of the teaching materials** devised after an analysis of their use in class;
- ▶ **Impact assessment.**



## AREAS OF INTERVENTION

	<b>BENEFICIARIES</b>	<b>PRINCIPLES</b>
<b>Formal basic education</b>	▶ Children between the ages of 6 and 12	Contribute to improve the quality of primary education in the state education system.
<b>Non-formal basic education</b>	▶ Children between the ages of 9 and 15 ▶ Out-of-school or drop-out young adults ▶ Illiterate adults	Teach basic knowledge and establish a link towards the formal system, towards vocational training or towards integration into the workplace.
<b>Education in emergency situations</b>	▶ Displaced and vulnerable children between the ages of 3 and 17	Allow learning continuity, suggest adapted courses of study, offer a protective environment and a psycho-social support.



## EDUCATION FOR SUSTAINABLE DEVELOPMENT

In order to allow children to **take part in their community's and their country's sustainable development**, Enfants du Monde promotes a systematic education for sustainable development through its interventions:

- ▶ **Interdisciplinary and bilingual lesson sequencing**, through which the most urgent sustainability issues for each context are dealt with: «Water is life», «Living better with climate change»; «Eat well, live better»; «Living in peace»;
- ▶ Through **ethical reflections**, learners are faced with their own value system and representations, which can lead to an evolution of some practices (child marriage, child labour, girls out of school, excision, ...);
- ▶ **Class projects** bring concrete solutions to locally identified problems, thus favouring the **children's civic participation**.

### ISSUES DEALT WITH

- ▶ **Children's rights:** child marriage, child labour, excision, low level of children's civic participation
- ▶ **Environmental conservation:** population's vulnerability to the effects of climate change, excessive wood chopping, water management
- ▶ **Health and wellness:** girls out of school once their periods have started, pregnancies at a young age, high levels of malaria infection, malnutrition, consumption of non-drinking water
- ▶ **Culture of peace:** interethnic and interreligious conflicts

## FIELD TESTIMONIES

### Guatemala



*«The training sessions have helped me be more open to new learning and teaching methods, realize the importance of bilingualism and promote the learning of two or three languages simultaneously in my school.»*  
Aby Natali, teacher in Guatemala

### Switzerland



*«Enfants du Monde's pedagogic innovation radically and boldly gives the pupils' learning more sense, whilst also meticulously organizing the teachers' work, so that they are confident enough to take this approach.»*  
Bernard Schneuwly, professor emeritus at the University of Geneva

### Chad



*«Thanks to Enfants du Monde's quality approach, the student feels confident with his textbook, because the objects shown and the images come from his own background and country.»* Mrs Belengar, from the Directorate of Literacy and Promotion of National Languages at the Ministry of National Education and Civic Promotion in Chad.

### Burkina Faso



*«The programme answers a fundamental concern of bilingual schools: their lack of adequate teaching materials. 19 lesson sequences and 8 textbooks have been produced and supplied to teachers and pupils. These materials cover the 5 levels of bilingual schools, and use and link up two languages: the national language, Mooré, and French.»*  
Alassane Dango, specialist in education, Enfants du Monde

### Niger



*«The alternative education community centres for young people are helping us to go towards a reduction of poverty and sending millions of children back to school by offering them an insight into different job paths. This is an experiment that Niger would like to extend on a national level.»* Aminou Yacouba, General Head of Literacy and non-formal Education.

## ABOUT ENFANTS DU MONDE

Enfants du Monde is a Swiss humanitarian NGO aiming at helping children, in particular in the fields of **basic education, health of mothers and children and education for sustainable development**.

We have been supporting mothers, babies and children in some of the poorest countries in the world for over 50 years, and we contribute to more relevant health and education policies. Globally, our workforce is made up of around 70 staff working at the headquarters in Geneva and in our offices in Bangladesh, Guatemala, Chad and Burkina Faso.

Our **financial supporters** are, amongst others:

- ▶ **Cooperation agencies:** Swiss Agency for Development and Cooperation (SDC), French Agency for Development (AFD), Geneva Federation of Cooperation (FGC);
- ▶ The global fund for education in emergency situations, the “Education Cannot Wait” Fund (ECW) and the **United Nations’** Office for the Coordination of Humanitarian Affairs (OCHA)
- ▶ Many **foundations**, such as the Chaîne du Bonheur
- ▶ Swiss **cantons and communes**, as well as **private donors**.

Our **highly specialized education team** is composed of educators, anthropologists and education specialists in the didactics of languages, mathematics and social sciences.

## OUR NETWORK AND OUR PARTNERS

- ▶ **Civil society organizations** that are committed to education, both in Switzerland and in the countries in which we operate.
- ▶ **Research institutes and academic institutions**, such as the University of Geneva in Switzerland and the University San Carlos in Guatemala.
- ▶ **Ministries of Education.**
- ▶ **Specialized networks:** RECI (Swiss Education and International Cooperation Network), ELAN (School and National Languages in Africa), OIF (Francophonie International Organization), éducation21.

## CONTACT

**Are you interested in collaborating with us? Do not hesitate to contact:**

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