so they can
Strategic Plan
2020-2030
‘Everyone has the right to education’, stated the Universal Declaration of Human Rights in 1948, yet today more than 72 million children are out of primary school, with 50 percent living in Sub-Saharan Africa.
Our challenges.

UNICEF released a report in 2016 ‘State of the World’s Children’, showing that even children in school for at least four years are not learning the skills and knowledge that are vital for their intellectual and social development, school attendance and education are two very different things.

Because of inaccessibility to quality education about 130 million children of primary school age in Sub-Saharan Africa lack basic literacy and numeracy skills.

**Girls are most likely to be the ones majorly disadvantaged by non-schooling.**

Increases in out-of-school and dropout rates are directly linked to many poverty factors such as health issues, unemployment and parents who are illiterate.

Some children are forced to quit school for health problems or the need to provide support for their household. Another factor increasing risks of non-schooling (out of school or drop out) is the lack of financial resources needed for schooling materials, creating schools and recruiting and training teachers.

According to UNESCO, Sub-Saharan Africa will account for two thirds, or 6.2 million, of the new teachers needed globally by 2030. As the school-age population expands, the growing demand is exacerbated, countries in the region will have to fill almost four million existing teaching positions by 2030, as well as create 2.2 million new ones.
Who we are.

Education is our focus.

We believe it is the key to breaking the poverty cycle and sustainable development. Every child matters and has the right to an education.

Our Education Program applies our 3 staged: foundation, core and sustained, model over an 8 year cycle to support communities and their government to create, and then sustainably operate, these public education facilities, enabling us to move to more needy areas.

We take a holistic approach to ensure the success and sustainability of our Education Program. Our Community Development Program covers our 3 thematic areas; Community, Child Development and Health.

We are guided by the belief that every child matters, and we believe everyone should have equal access to our programs, regardless of their gender, ability, ethnicity, culture, sexuality, or religion. We apply an inclusive lens to our programming.
Our business is comprised of two vital and interconnected parts:

01 Operations + Fundraising

02 Our Programs

Our strategy will be implemented and monitored by our teams, guided by an Operations and Fundraising Business Plan, and on the Program side, by Country Plans, Program and Project Plans and ongoing Monitoring, Evaluation and Learning.

Our strategy informs our plans, all of which are approved by So They Can’s Board of Directors, who provide governance and guidance to our team.

Together we have a roadmap to achieve So They Can’s operational and program goals. Monitoring the progress of the strategic plan and reviewing the plans against implementation will be an ongoing process.
Our vision + mission.

Vision
To change the future of children and communities living in poverty through education.

Mission
To provide quality education to children living in poverty through improved learning conditions, teacher training, child development, and women’s empowerment through inclusive partnerships with the community and governments.
"In short, education powerfully advances the World Bank Group’s twin strategic goals: ending extreme poverty and boosting shared prosperity. Given that today’s students will be tomorrow’s citizens, leaders, workers, and parents, a good education is an investment with enduring benefits."

Our values that guide us.

Collaboration
Nurturing respectful relationships and working in partnership

Courage
The determination to take on hard projects and stand for what we believe in.

Commitment
Delivering the outcomes we promote in order to make a positive change in the lives of people living in poverty.

Connectedness:
Being true to the African philosophy of Ubuntu- I am because of you.
So They Can is committed to human rights, noting that human rights are for everyone, regardless of race, religion, ethnicity, indigeneity, disability, age, displacement, caste, gender, gender identity, sexuality, sexual orientation, poverty, class or socio-economic status.

So They Can is committed to the inclusion and representation of those who are vulnerable and those who are affected by the intersecting drivers of marginalisation and exclusion, including not restricted to race, religion, ethnicity, indigeneity, disability, age, displacement, caste, gender, gender identity, sexuality, sexual orientation, poverty, class and socio-economic status.
To achieve our 2030 long term objectives:

**Education:** Improved teaching and learning conditions in government primary schools means an increased number of students move through key transitional points of their education enabling them to break the poverty cycle and provide for their own needs.

**Child Development:** Children are safe, healthy and actively consulted on their aspirations; their needs; and their rights to education.

**Women’s Empowerment:** Women have the skills and opportunities to support the health, wellbeing, and education of their children.

**Community Development:** Communities are healthy, literate and able to take a proactive role in supporting education of their children.

**Donors:** Informed and engaged.

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**Our strategy.**

Focus on 6 goals:

1. Impactful Programs
2. Fit for purpose governance
3. A sustainable operating model
4. Communications that engage and inspire
5. Effective fundraising
6. Financial Growth and Sustainability

**In 3 communities:**

1. Kenya – Nakuru
2. Tanzania – Manyara
3. Kenya – Baringo

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To achieve our 2030 long term objectives:

**Education:** Improved teaching and learning conditions in government primary schools means an increased number of students move through key transitional points of their education enabling them to break the poverty cycle and provide for their own needs.

**Child Development:** Children are safe, healthy and actively consulted on their aspirations; their needs; and their rights to education.

**Women’s Empowerment:** Women have the skills and opportunities to support the health, wellbeing, and education of their children.

**Community Development:** Communities are healthy, literate and able to take a proactive role in supporting education of their children.

**Donors:** Informed and engaged.
Goal 1:

Children gaining access to learning institutions which develop their literacy, emotional intelligence and life skills. Children are safe, healthy and actively consulted on their aspirations; their needs; and their rights to education. Women have the skills and opportunities they need to support the health, wellbeing, and education of their children. Communities are healthy, literate and able to take a proactive role in supporting education of their children.

The future of children and communities living in poverty is changed through education.

This means: Young people in East Africa develop the skills and competencies they need to manage their livelihoods; make choices about their own lives; and become responsible community leaders for the future.

- Children gaining access to learning institutions which develop their literacy, emotional intelligence and life skills.
- Children are safe, healthy and actively consulted on their aspirations; their needs; and their rights to education.
- Women have the skills and opportunities they need to support the health, wellbeing, and education of their children.
- Communities are healthy, literate and able to take a proactive role in supporting education of their children.

And eventually...

- The future of children and communities living in poverty is changed through education.

Where we want to be: Impactful Programs
1 vision

Educate to empower

For 2 countries

1. Kenya
2. Tanzania

In 3 communities

1. Nakuru, Kenya
2. Baringo County, Kenya
3. Babati, Tanzania

Programs and projects to meet community needs across 4 thematic areas

1. Education Program
2. Community Development Program
Effective Programs.

So They Can is committed to delivering programs that have high potential for creating intended change, to evaluating its work to improve effectiveness over time, and to disseminating and using the lessons learnt for strategic decision making.

One of So They Can’s four core values is ‘commitment to delivering the outcomes it promises in order to make a positive change in the lives of people living in poverty’.

So They Can is guided by an Effectiveness Framework which aligns with international commitments including the Sustainable Development Goals and national commitments including ACFID’s quality principle 4 – Quality and Effectiveness.

We monitor and evaluate our work continuously and report on it annually. Through monitoring and evaluation we measure our impact and learn how to improve our work.
<table>
<thead>
<tr>
<th>Measure</th>
<th>2021</th>
<th>2024</th>
<th>2027</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Schools</td>
<td>17</td>
<td>25</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td># of program foundation schools</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Schools</td>
<td>17</td>
<td>13</td>
<td>13</td>
<td>13</td>
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<tr>
<td># of program core schools</td>
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<tr>
<td>Sustained Schools</td>
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<td>5</td>
<td>10</td>
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<tr>
<td># of program sustained schools</td>
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<tr>
<td>Schools exited from Education Program due to being fully sustained</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td># of schools exited from program due to being fully sustained</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total Primary Schools (Actual/Projection)</td>
<td>34</td>
<td>46</td>
<td>53</td>
<td>60</td>
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<tr>
<td># of program primary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Secondary Partner Schools</td>
<td>8</td>
<td>11</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td># of program secondary schools</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Total Schools (Actual/Projection)</td>
<td>42</td>
<td>57</td>
<td>66</td>
<td>74</td>
</tr>
<tr>
<td># of program schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Strategy Schools</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>50</td>
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<tr>
<td># of primary school students enrolled in program primary schools</td>
<td>20,400</td>
<td>27,600</td>
<td>27,600</td>
<td>28,200</td>
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<td>Secondary</td>
<td>7,400</td>
<td>9,800</td>
<td>11,800</td>
<td>12,600</td>
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<tr>
<td># of secondary school students enrolled in program secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Students (Actual/Projection)</td>
<td>27,800</td>
<td>37,400</td>
<td>39,400</td>
<td>40,800</td>
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<tr>
<td># of students receiving a quality education in So They Can program schools</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Students</td>
<td>0</td>
<td>0</td>
<td>4,800</td>
<td>7,800</td>
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<tr>
<td># of primary school students enrolled in primary schools exited from the program due to being fully sustained</td>
<td>0</td>
<td>0</td>
<td>4,800</td>
<td>7,800</td>
</tr>
<tr>
<td>Total Students (Actual/Projection)</td>
<td>27,800</td>
<td>37,400</td>
<td>44,200</td>
<td>48,600</td>
</tr>
<tr>
<td># of students receiving or having received quality education in So They Can program schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Students (Actual/Projection)</td>
<td>24,000</td>
<td>27,000</td>
<td>30,000</td>
<td>36,000</td>
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<tr>
<td>Students in schools being educated and empowered with knowledge, skill and confidence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Capacity Building</td>
<td>500</td>
<td>680</td>
<td>790</td>
<td>840</td>
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<tr>
<td># of teachers whose capacity is built through program initiatives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>New teachers</td>
<td>421</td>
<td>935</td>
<td>1085</td>
<td>1235</td>
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<tr>
<td># of new teachers trained and graduated from a So They Can project or partnership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Current Strategy Teacher Capacity Building</td>
<td>400</td>
<td>450</td>
<td>500</td>
<td>600</td>
</tr>
<tr>
<td>Capacity Building of teachers trough coaching and mentoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Msooni Scholars and Scholarship students</td>
<td>300</td>
<td>233</td>
<td>116</td>
<td>142</td>
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<tr>
<td># of students supported under Msooni and Scholarship programs</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Strategy Scholarships</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Education Participants (Actual/Projection)</td>
<td>29,021</td>
<td>39,248</td>
<td>41,191</td>
<td>43,017</td>
</tr>
<tr>
<td># of students supported under Education programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Strategy Participants Total Schools (Current Strategy)</td>
<td>24,400</td>
<td>27,450</td>
<td>30,500</td>
<td>36,600</td>
</tr>
<tr>
<td>Community Development</td>
<td>Project/Initiative</td>
<td>Measure</td>
<td>2021</td>
<td>2024</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Child Development (Current Strategy)</td>
<td></td>
<td>Children and their families empowered through home food and education support (cumulative number)</td>
<td>600</td>
<td>1,985</td>
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<tr>
<td>Women’s Empowerment (Current Strategy)</td>
<td></td>
<td>Women are economically empowered to ensure they are able to provide for the children’s education and family’s basic needs</td>
<td>1,480</td>
<td>2,090</td>
</tr>
<tr>
<td>Community Health (Current Strategy)</td>
<td></td>
<td>People medically assessed and treated annually.</td>
<td>24,000</td>
<td>48,000</td>
</tr>
<tr>
<td>Community Health (Current Strategy)</td>
<td></td>
<td>Number of clinics supported</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Community Health (Actual/Projection)</td>
<td>Clinic - Kenya</td>
<td>Number of clinics supported</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Community Health (Actual/Projection)</td>
<td>Clinic - Kenya</td>
<td>People medically assessed annually</td>
<td>31,000</td>
<td>21,000</td>
</tr>
<tr>
<td>Community Health (Actual/Projection)</td>
<td>Clinic - Tanzania</td>
<td>Number of clinics supported</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Community Health (Actual/Projection)</td>
<td>Clinic - Tanzania</td>
<td>People medically assessed annually</td>
<td>3,500</td>
<td>3,500</td>
</tr>
<tr>
<td>Community Health</td>
<td>Sustained Clinics</td>
<td>People assessed in clinics in sustained stage</td>
<td>22,000</td>
<td>22,000</td>
</tr>
</tbody>
</table>
Goal 2: Highly effective and engaged Boards across all entities
• Board directors have general governance skills and input into specialised focus areas
• Active implementation of policies
• Robust internal and external monitoring and evaluating

This means:

• Govern in accordance with our Strategic Plan
• Our strategy will be implemented and monitored by our teams, guided by an Operations and Fundraising Business Plan,
• and Country Plans, Program and Project Plans and Monitoring, Evaluation and Learning Plans
• Board tenure
• Invest and cement comprehensive monitoring, evaluation and monitoring
• Strong management team

How do we get there?

Where we want to be:
Fit for purpose governance

Students have access to quality education
Teachers are quality education providers
Communities are economically uplifted
Donors feel connected and engaged as an integral partner
Students have access to quality education.

Teachers are quality education providers.

Communities are economically uplifted.

Donors feel connected and engaged as an integral partner.

Governance:

International Structure

Global Alliance Agreements

So They Can International Board Sub-Committees:
- Audit + Risk

So They Can Kenya
So They Can Tanzania
So They Can USA
So They Can NZ
Goal 3: Sustainable operating model

This means:

- A sustainable organisation structure capable of delivering our strategic plan
- Employer of choice in the NGO sector
- Market based remuneration
- Maintain a quality team of management and leaders

How do we get there?

- Responsive and collaborative leadership
- Clear and achievable fundraising and marketing plans
- Strong fundraising, marketing and finance teams
- Confident, supported and empowered staff

Where we want to be:

- Students have access to quality education
- Teachers are quality education providers
- Communities are economically uplifted
- Donors feel connected and engaged as an integral partner
Goal 4:

Where we want to be: Communication that engages, inspires and achieves our objectives

This means:

- Our funders have the opportunity to be partners not just donors through an active, informative and inspiring communications strategy
- Communications help to grow income streams and ensure donor retention
- Multiple communication channels utilised to connect to all stakeholders and staff
- Consistent and clear internal communications

How do we get there?

- Grow database and adopt current technology and innovative communications strategies
- Regular, targeted and engaged donor communication
- Utilise multiple communication channels to connect with audience
- Utilise video and audio conferencing or face to face meetings for internal communication
Goal 5:

This means:

- Increased variety of income streams
- Maintain and grow existing income streams
- Reduced dependency and risk for existing streams
- More sustainable income model
- Government partnerships

How do we get there?

- Grow child sponsorship and event income streams
- Active US and European fundraising
- Strong digital marketing
- 1humanrace

Where we want to be:

Diverse, growing and sustainable income streams

Students have access to quality education
Teachers are quality education providers
Communities are economically uplifted
Donors feel connected and engaged as an integral partner
How do we get there?

- Strong 1humanrace program
- Grow High Impact Investors, child sponsorship, digital and event income streams
- DFAT accreditation and funding through participation in the Australian NGO Cooperation Program

<table>
<thead>
<tr>
<th>Financial Year</th>
<th>2019</th>
<th>2021</th>
<th>2024</th>
<th>2027</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Income</td>
<td>$2,500,000</td>
<td>$3,000,000</td>
<td>$3,750,000</td>
<td>$4,000,000</td>
<td>$4,880,000</td>
</tr>
</tbody>
</table>

Students have access to quality education
Teachers are quality education providers
Communities are economically uplifted
Donors feel connected and engaged as an integral partner

Where we want to be: $5m income by 2030
By 2024 So They Can will:

- Be providing access to quality education and supporting the whole child through our Education Program and Community Development Program.
- Working in 3 communities across Kenya and Tanzania.
- Working together with our implementing offices in Kenya and Tanzania.
- Be in productive partnerships with:
  - Government at local, national and international levels.
  - Education specialists
  - Donors
- Have 6 months of running costs in capital reserves
By 2030

So They Can will:

- Be an employer of choice in the Development Sector with capable, supported and empowered staff.
- Be internationally recognised as delivering programs and projects with significant impact and reach in regions where education is at the forefront of the minds of the leaders and where other NGO partners want to join and learn.
- Be highly sought-after for our leadership and advocacy, our sharing of valuable knowledge and demonstrating private-public partnerships for education excellence. Our well-evidenced model will be replicated by others to help many more communities.
- Have a reputation for taking an innovative approach, led by intuition and passion, backed up by experience, intelligence, tangible and insightful planning and evaluation.
- Have a philosophy, stories and brand that is well known and trusted.
- Have alumni who are university graduates giving back to their communities, with families supported and thriving.
so they can
Theory of Change
<table>
<thead>
<tr>
<th>Vision</th>
<th>To change the future of children and communities living in poverty through education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>To provide quality education to children living in poverty through improved learning conditions, teacher training and development, child welfare and health, and women’s empowerment through inclusive partnerships with the community and governments.</td>
</tr>
<tr>
<td>Impact</td>
<td>Young people in East Africa develop the skills and competencies they need to manage their livelihoods; make choices about their own lives; and become responsible community leaders for the future.</td>
</tr>
<tr>
<td>Primary SDG Target</td>
<td>4 - Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.</td>
</tr>
<tr>
<td>SDG Sub Targets</td>
<td>4.1 - by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>4.2 - by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.</td>
</tr>
<tr>
<td></td>
<td>4.5 - by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.</td>
</tr>
<tr>
<td>Contributing SDG Targets</td>
<td>4.6 - by 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.</td>
</tr>
<tr>
<td>4.a - Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.</td>
<td>5.1 - End all forms of discrimination against all women and girls everywhere.</td>
</tr>
<tr>
<td>4.b - By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.</td>
<td>4.4 - By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.</td>
</tr>
<tr>
<td>16.6 - Develop effective, accountable and transparent institutions at all levels.</td>
<td>16.2 - end abuse, exploitation, trafficking and all forms of violence against and torture of children.</td>
</tr>
<tr>
<td>16.7 - ensure responsive, inclusive, participatory and representative decision-making at all levels.</td>
<td>5.5 - ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life.</td>
</tr>
</tbody>
</table>
4.c - by 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS.

8.5 - By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.

3.8 - Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.

<table>
<thead>
<tr>
<th>Cross-thematic contributing SDG targets</th>
<th>Thematic area</th>
<th>Education</th>
<th>Child Development</th>
<th>Women’s Empowerment</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Zero Poverty: End poverty in all its forms everywhere.</td>
<td></td>
<td></td>
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<tr>
<td>2-Zero Hunger: End hunger, achieve food security and improved nutrition and promote sustainable agriculture.</td>
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<tr>
<td>6-Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all.</td>
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<tr>
<td>17-Partnerships for the Goals: Strengthen the means of implementation and revitalise the global partnership for sustainable development.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Long Term Outcomes**
- Children gaining access to learning institutions which develop their literacy, emotional intelligence and life skills.
- Children are safe, healthy and actively consulted on their aspirations; their needs; and their rights to education.
- Women have the skills and opportunities they need to support the health, wellbeing, and education of their children.
- Communities are healthy, literate and able to take a proactive role in supporting education of their children.

**Short Term Outcomes**
- Schools staffed by capable, qualified and confident teachers capable of delivering curriculum and providing pastoral support.
- Children are protected, healthy and have a high standard of physical and mental wellbeing.
- Women and members of the community have the skills to undertake entrepreneurial activities.
- Communities are comprised of strong family units able to support and nurture education of children.

- Schools with the resources, facilities and infrastructure to support inclusive access to education for all children.
- Children’s rights are respected and given importance within the home, at school and in the wider community.
- Women and members of the community have access to capital to grow and sustain their enterprises.
- Communities are healthy and able to support their wellbeing.

**Approach to the problem**
Access to quality education for all students will require collaboration and long-term effort. Change will ultimately take place within communities, but has to supported by collaborative efforts at local, national and international levels. Recognising there are many factors contributing to inaccessibility to quality education, efforts to educate children should not be done in isolation from broader development efforts and the whole child must be considered and that requires a supporting focus on the child as one part of the wider community.
<table>
<thead>
<tr>
<th>The Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>• &quot;Everyone has the right to education,&quot; stated the Universal Declaration of Human Rights in 1948, yet today more than 72 million children are out of primary school, with 50 percent living in Sub-Saharan Africa.</td>
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<td>• UNICEF released a report in 2016 State of the World's Children, showing that even children in school for at least four years are not learning the skills and knowledge that are vital for their intellectual and social development, school attendance and education are two very different things.</td>
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<tr>
<td>• Because of inaccessibility to quality education about 130 million children of primary school age in Sub-Saharan Africa lack basic literacy and numeracy skills.</td>
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<td>• Girls are more likely than boys to be the ones majorly disadvantaged by non-schooling.</td>
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<td>• It is a fundamental right for all children to be given access to quality education to ensure they reach their full potential as individuals; the progress of inclusive education globally however in the past 25 years, including in Africa, has been slow (UNESCO, 2015).</td>
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<tr>
<td>• Increases in out-of-school and dropout rates are directly linked to many poverty factors such as health issues, unemployment, child abandonment and parents who are illiterate. Some children are forced to quit school for health problems or the need to provide support for their household. Another factor increasing risks of non-schooling (out of school or drop out) is the lack of financial resources needed for schooling materials, creating schools and recruiting and training teachers.</td>
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<tr>
<td>• According to UNESCO, Sub-Saharan Africa will account for two thirds, or 6.2 million, of the new teachers needed globally by 2030. As the school-age population expands, the growing demand is exacerbated, countries in the region will have to fill almost four million existing teaching positions by 2030, as well as create 2.2 million new ones.</td>
</tr>
</tbody>
</table>
so they can

Educate to Empower