



People for development

AVSI: Education for Development

**"To educate is not a job, but
an attitude, a way of being."**

Pope Francis

March 2022

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WHAT EDUCATION IS IN AVSI

Education in AVSI is something that takes learners beyond memorizing content; it strives to introduce learners to **the knowledge of reality as a whole**, promoting the values of equality and equity and leading every child to the discovery of him/herself.

AVSI believes that the heart of education and personal development is the awareness of one's own intrinsic value as a person which is not dependent on circumstances, achievements, or material things. This self-awareness does not develop in isolation but through relationships first in the family, then later in school and in the community.

WHAT EDUCATION IS IN AVSI

“Educating is not a profession but an attitude, a way of being; in order to educate it is necessary to step out of ourselves and be among young people, to accompany them in the stages of their growth and to set ourselves beside them.”

Pope Francis

THE CHALLENGES AFFECTING EDUCATION IN DEVELOPING COUNTRIES

1. **socio-economic inequalities** adversely affect access to education for vulnerable populations;
2. widespread **crisis in formal schooling** which often fails to prepare children with basic skills and the life skills to face challenges;
3. **humanitarian emergencies**, often times complex and protracted due to factors such as conflict and climate change, threaten hundreds of millions of people each year. T

To effectively and equitably address these pressing challenges, AVSI has developed this framework to direct its work in the education sector through 2027.

VISION

We believe that education should foster mature, self-aware individuals who are capable of acquiring and using knowledge to navigate the challenges of life, to contribute to the good of society and to thrive as adults. We see education as the means whereby people can deepen their awareness of reality, discover the infinite value of life, unlock potential and pursue interests.

AVSI is a global NGO with 50 years of experience and a long-standing commitment to quality education for all. In 2020, AVSI implemented 64 projects in the education sector, reaching over 1.3 million direct beneficiaries across 38 countries



64 projects



1.3 million beneficiaries



38 countries



AVSI EDUCATION - STRATEGIC FRAMEWORK 2022-2027



Integrated Approach



CHILD

Relationships are at the heart of our way of educating because it is through relationships that a child gains his self-awareness and engages in reality, develops the confidence to learn, explore and take risks, and makes connections in order to maximize his potential. For this reason, AVSI involves all the actors that can promote a child's development.



SCHOOL



**FAMILY AND
COMMUNITY**

AVSI supports targeted interventions starting from the student, addressing also parents and communities, teachers, and government actors with the aim of creating a system of relationships that promote educational outcomes.



SYSTEMS

Integrated Approach



CHILD

Recognizing the infinite value of every child is our starting point. As a child gains awareness of his self, through relationships, a process of development and growth can begin. Self-awareness is the engine of all growth in society.



**FAMILY AND
COMMUNITY**

Parents are the first community in which the child is welcomed and are the first responsible for the children's well-being. Each family, working hand in hand with the school, can foster the growth of the child in the community to which he/she belongs, laying the foundations for the growth of adults who are aware of and committed to facing the challenges of our time.

Integrated Approach



SCHOOL

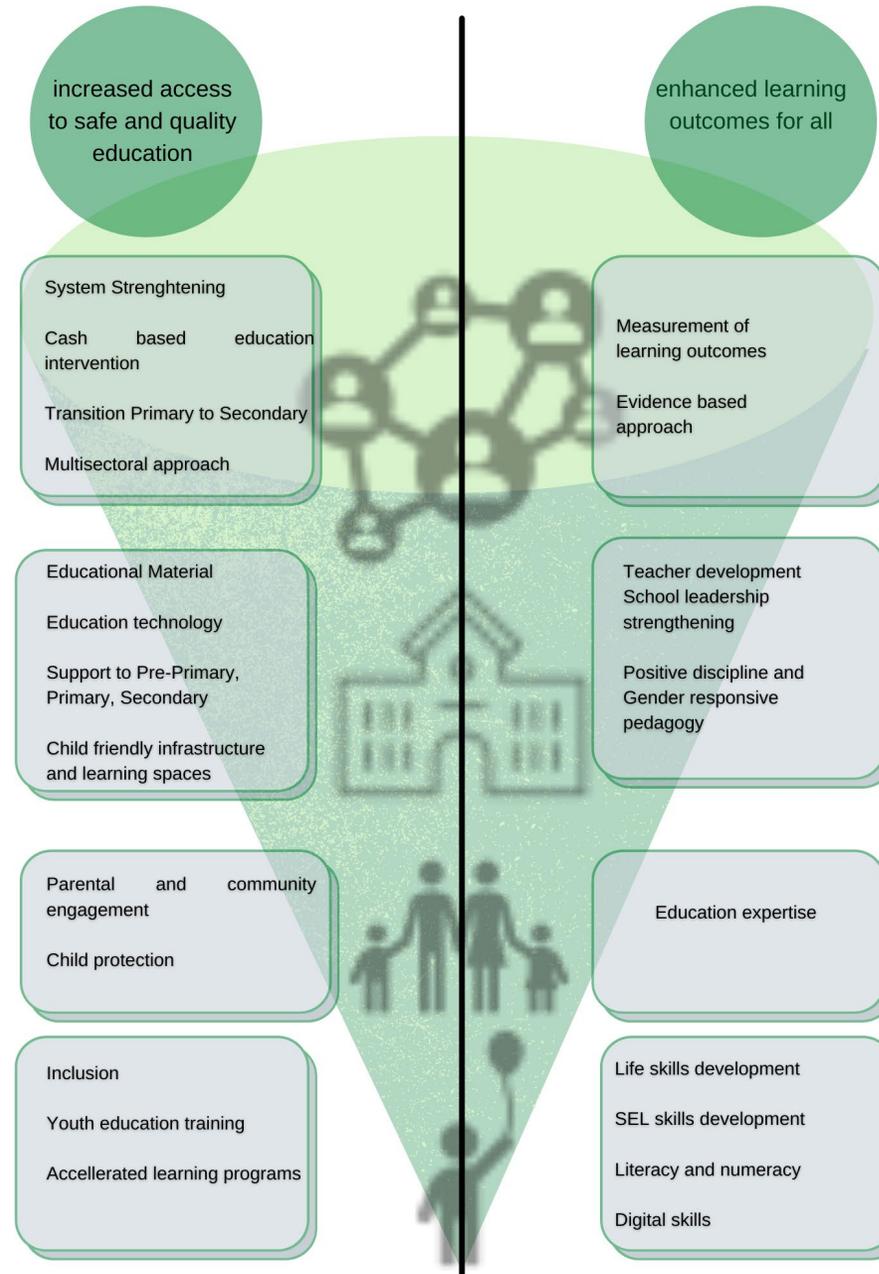
AVSI recognizes the key role of teachers and administrators and cares about their well-being. AVSI invests in the ongoing training of teachers and administrators so that they discover the centrality of their role in the development of each child and continue to build knowledge and skills.



SYSTEMS

Collaborating at the national level with the Ministry of Education, curriculum development centres, teacher training departments, examination centres formulate and implement policies that can foster or hinder learning in the classroom. AVSI works with local and national governments to promote reforms that improve access to formal or non-formal education for every child and foster better learning outcomes for all.

Integrated Approach



Strategic Response Actions



CHILD

Access

- Inclusion
- Accelerated learning
- School nutrition

Learning Outcomes

- SEL skills
- Literacy and numeracy
- Digital skills

Strategic Response Actions



FAMILY AND COMMUNITY

Access

- Parental and community engagement
- Safe home environment
- Gender sensitization
- Cash based intervention

Learning Outcomes

- Parenting skills
- Child protection

Strategic Response Actions



SCHOOL

Access

- ECE
- Pre-primary, primary, secondary education
- Child friendly spaces and TLS

Learning Outcomes

- School leadership training
- Teacher education and CPD
- Gender responsive pedagogy
- Education technology

Strategic Response Actions



SYSTEMS

Access

- Multisectoral approach

Learning Outcomes

- Assessment learning outcomes
- Curriculum development

WE BELIEVE IN – our principles

The infinite value of every child

There is no development if each person does not reach this level of self-awareness. Recognizing the infinite value of each and every child is the foundation of every AVSI project or intervention. Self-awareness is the fundamental building block of any growth in society and the starting and ending point of any educational intervention.

The integral development of the child

Integral Human Development is the holistic development of the human person, covering all aspects of life: social, economic, political, cultural, personal and spiritual. It promotes the dignity of the human person, equality between every person and the common good of all people in the community.

WE BELIEVE IN – our principles

The respect and value of the context

Best practices should be adapted with sensitivity to local contexts asking ourselves who should decide what quality education is and why in any specific context we work. If an education system adopts a definition that does not consider the diversity of cultural perspectives, there is a danger that important differences about what it means to educate could be missed. Asking children, parents, teachers, and government officials what they desire for their own children is a crucial learning point for us, and doing so promotes inclusion, but also access, retention and sustainability.

Learning and sharing at every step

Monitoring and evaluation systems should generate learning. At every step of the implementation process, stop and think to learn from your success but, more especially from your mistakes. Only in this way, we believe that our learning can be a source of enrichment for the whole system.

HOW WE DO IT – our approaches

Integration of child protection and education

Integrate child protection and education, always: the wellbeing of teachers and children is essential for an educative relationship to be established. Every human being is united; the psychosocial needs are not separated from the physical needs and for education to happen we require that teachers and children feel safe and protected, especially when at school.

Development of social, emotional, and learning skills

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop their identities, manage their emotions and achieve their goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

HOW WE DO IT – our approaches

Working together

AVSI always works in collaboration with the actors already present in the context, hand in hand with the beneficiaries and all stakeholders. AVSI is collaborating with teachers and school leaders to adapt or create training programmes to best meet the teachers' professional needs. In our experience, working together means to build partnerships with local actors who have been working in the area respecting the culture and the people involved without imposing models and methods but meeting people and building long term relationships.

Research to innovate and communicate

Living in a rapidly growing and evolving world, it is essential to be informed and have the tools to move with the times. AVSI is committed to research in the educational field in order to be always prepared to face the challenges of reality and to be prepared for emergencies. In addition, AVSI is committed to disseminating the successes achieved in the various countries where projects are carried out, as well as sharing mistakes to avoid repeating them.



50
years

People for development

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