EAC’s Second Strategic Plan 2016-19

EAC Partners Meeting

New York City

28 April 2018
Now what?
Big Question #1: What is going to happen to our current projects?

EAC will:
- Continue to provide support for the 10.4 million commitments to ensure:
  - Realization of project goals and targets and,
  - That the 10.4 million OOSC enroll in quality education programs and,
  - continue their education
Big Question #2: Will EAC support NEW projects to enroll more OOSC beyond the 10 million?

- EAC will increase by one million OOSC per year its multi-sectoral approach project engagements.
Big Question #3: Will EAC expand into NEW areas of focus beyond primary level OOSC?

Target two additional vulnerabilities children seeking education face:

- children who are in school but “at risk” of dropping out
- children who need support to transition to post-primary education
EAC will support a modest number of children in EAC projects who are in school but At High or At Most Risk* of dropping out

*In 2010, only around 75% who started primary school reached the last grade; in Sub-Saharan Africa, only 56% reached the last grade.
Identifying Children at Higher Risk of Dropping Out

<table>
<thead>
<tr>
<th>Demographic/Background Characteristics (Illustrative)</th>
<th>Academic Markers</th>
<th>Risk Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Living in poverty</td>
<td>Attending regularly and engaged in classwork</td>
<td>Low Risk</td>
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<tr>
<td>- Overage for peer group</td>
<td>Not attending regularly and disengaged in class</td>
<td>At Risk</td>
</tr>
<tr>
<td>- Affected by disability</td>
<td>Attending regularly and engaged in classwork</td>
<td>At High Risk</td>
</tr>
<tr>
<td>- Subject to discrimination due to gender, race, ethnicity or other social category of disadvantage</td>
<td>Not attending regularly and disengaged in class</td>
<td>Most At Risk</td>
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<tr>
<td>- Affected by crisis</td>
<td>Combin[es three or more categories of disadvantage]</td>
<td></td>
</tr>
<tr>
<td>- Previously out of school</td>
<td>Substantially more disadvantaged than peers at this school</td>
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</tbody>
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Determining initial vulnerability

Monitoring heightened vulnerability
• EAC will begin the analytical work to develop a framework to support a modest number of children in EAC projects to ensure that they transition* to post-primary education

*Approximately 21 per cent of children in low income countries are unable to transition to lower secondary education, compared with 3 per cent globally.
In summary EAC 2\textsuperscript{nd} Strategic Plan
\textit{(Within the SDG framework)}

- **Maintain** support for existing OOSC projects
- **Expand** to reach more OOSC
- Continue to require partner \textit{investment}
- Target two additional vulnerabilities children seeking education face:
  - ✓ children who are in school but \textit{“at risk”} of dropping out
  - ✓ children who need support to \textit{transition} to post-primary education
- Continue to focus on \textit{quality and retention}
- **Advocate** for education of the most marginalized on the global agenda
- Promote and link with education among the \textit{SDGs}
http://educateachild.org/