



WORLDWIDE ANNUAL REVIEW 2022

PRIORITY AREA OF WORK: INCLUSIVE, QUALITY EDUCATION



€121M SPENT
(+11% from 2021)



5,922,249 GIRLS
with better access
to education



42
**EDUCATION
IN EMERGENCIES**
programmes
in 23 countries

RESULTS OF ADVOCACY ON GIRLS' EDUCATION

17 changes or developments in laws, policies, regulations and guidelines



12 increases or commitments to spending and services by governments and partners

49,524 SIGNATURES

from 149 countries on the Girls Get Equal-supported petition demanding education to combat false information online



**OUR GOAL:
CHILDREN, PARTICULARLY GIRLS,
HAVE THE EDUCATION THEY NEED
TO SUCCEED IN LIFE.**

Challenges in the world today

- ➔ There is a global learning crisis driven by the COVID-19 pandemic, conflict and climate change.
- ➔ Education systems are often not delivering the knowledge and skills needed in a changing world.
- ➔ There is urgent need for greater local, national and global efforts to support inclusive quality education.

Global priorities for our work

- ➔ The delivery of gender transformative education – which has gender equality as a central goal.
- ➔ Defending and increasing access to quality education in emergencies and protracted crises.
- ➔ Supporting wider access to continuous education through innovative and adaptable methods, including digital.
- ➔ Amplifying the voices of young people in education advocacy.

**READ ABOUT ALL OUR PRIORITY AREAS OF WORK IN
2022 AT [PLAN-INTERNATIONAL.ORG/ANNUAL-REVIEW](https://plan-international.org/annual-review)**

HOW WE SUPPORT INCLUSIVE QUALITY EDUCATION

GLOBAL

→ **The Education Shifts Power initiative**, in partnership with youth activists, sought commitments to gender-transformative education at the Global Partnership for Education Replenishment Summit and COP26. Results included specific commitments from Cameroon, Chad, Guinea, Malawi, Niger, Pakistan and Tanzania.

AMERICAS

→ **El Salvador:** Community care centres hosting 3,685 children were set up to support pre-primary education helping children achieve better learning outcomes in primary.

EUROPE

→ **Romania:** The safe and inclusive education programme addressed the immediate needs of Ukrainian refugee children, providing tablets and temporary learning spaces, and aims to support integration in local schools.

AFRICA

→ Teachers from **Mali, Burkina Faso** and the **Cameroon/Nigeria** borders received training in gender transformative and learner-centred approaches that enhance learning in reading, writing and maths, and build social and emotional skills.

→ **Zimbabwe:** 13,460 adolescent girls joined literacy and numeracy programmes in 88 community-based learning hubs. To adapt to COVID-19 restrictions, additional blended learning included door-to-door visits and phone-based study groups.

→ **Plan International's school meals** supported education for 450,735 children in Mali, Sierra Leone, Kenya, Ethiopia and Cambodia.

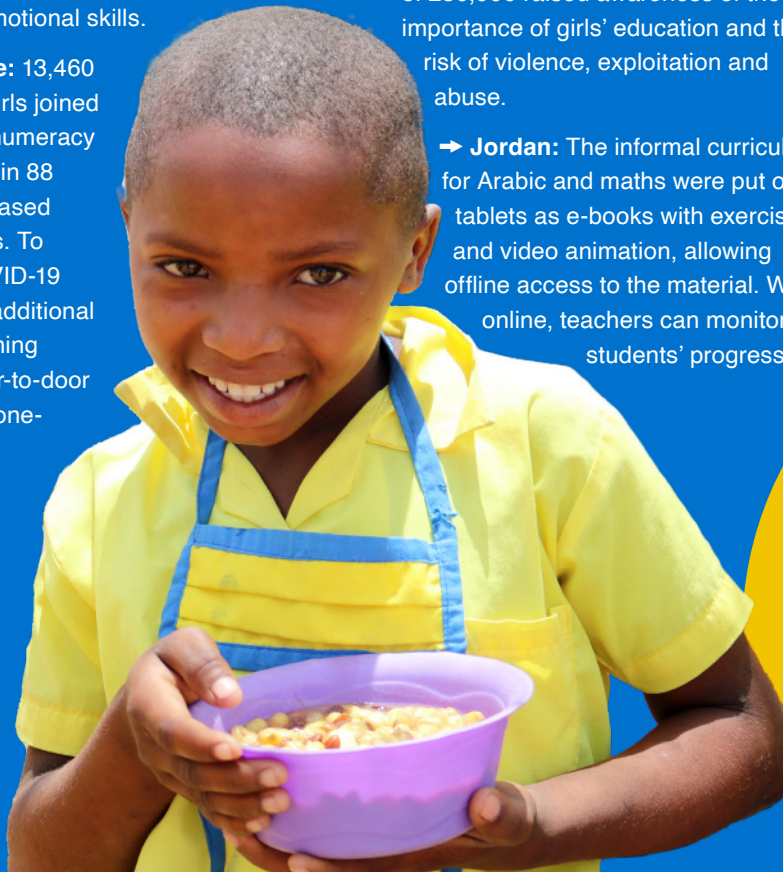
→ **Somalia:** Radio messages and discussions with an estimated audience of 250,000 raised awareness of the importance of girls' education and their risk of violence, exploitation and abuse.

→ **Jordan:** The informal curricula for Arabic and maths were put on tablets as e-books with exercises and video animation, allowing offline access to the material. When online, teachers can monitor students' progress.

→ **Ethiopia:** 74 out-of-school girls gained access to basic education through the community conversation approach. This helps participants share information about girls at risk of missing education because they might be working or have a disability.

ASIA

→ **China:** 130 teachers were trained to deliver STEM lessons with a gender-transformative approach. Almost 1,000 girls attended STEM classes including robotic coding, while 5,050 girls were involved in STEM initiatives.



TRANSFORMING TEACHING AND LEARNING • SUPPORT FOR OUT-OF-SCHOOL CHILDREN • IMPROVING CURRICULUM AND LEARNING MATERIALS • PROVIDING EDUCATION IN EMERGENCIES AND PROTRACTED CRISES • INFLUENCING GOVERNMENT SPENDING AND POLICIES • IMPROVING GOVERNANCE, SCHOOL ENVIRONMENT AND SAFETY

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