



SABS DAYSRING COMMUNITY SCHOOL, IN AHODWO, GHANA

Sabrina Matina Brempong is the proud owner of Sabs Dayspring Community School, located in the town of Ahodwo, Kumasi, Ghana. She opened the school in 2015 with two children enrolled. In 2017, thanks to the Financial Inclusion for Enterprise Development project, Sabrina took out her first loan of 50,000 Ghanaian cedis (Can\$14,000). In 2018, 117 children are enrolled in Sabrina's school. As a result, not only do 117 children have access to quality, affordable education, but valuable jobs have also been created for the school's teachers and other employees. By helping to provide online and at home services, Canada is playing a leadership role. It is increasing the access of Ghanaian women entrepreneurs such as Sabrina to financial products tailored to their needs.

The Global Partnership for Education is a multi-stakeholder partnership that aims to ensure inclusive and equitable quality education for all. Between 2014 and 2018, Canada provided \$120 million to the Global Partnership for Education. This helped 18.5 million children (of whom 8.8 million were girls) to attend school. As well, 76% of children in partner countries completed primary school and 50% completed lower secondary school. In January 2018, the Government of Canada announced that it would double its annual investment in the Global Partnership for Education by providing a further \$180 million between 2018 and 2020.

In 2017-2018, Global Affairs Canada concluded a two-and-a-half-year, \$18-million project with Right To Play International, entitled Play for the Advancement of Quality Education. The project used a play-based learning and teaching approach. It helped to improve the quality of education for girls and boys in eight countries: Benin, Ghana, Liberia, Mali, Mozambique, Pakistan, Rwanda and Tanzania. Canada's support has contributed to the improvement of educational attainment in terms of retention, completion and improved grades. Canada's support also improved participation. Roughly half of the 478,428 children in formal

school environments were girls; the students (girls and boys alike) ranged from two to 15 years of age. As well, there were 92,069 children and youth in community environments.

In Burkina Faso, through its Basic Education Strategic Development Program, the Government of Canada is expanding access to quality basic education, particularly for girls. In 2017, girls' access to quality basic education improved markedly. In addition, girls had a higher gross primary enrolment ratio and a higher completion rate than boys. Also in 2017, the number of girls who were enrolled in and completed post-primary school increased 20% to the same level as boys.

In Afghanistan, the Community-Based Education Enrichment Program is delivered via two implementing partners. The program gives children greater access to education and learning opportunities, especially girls in remote and rural communities. Canada advanced innovation through a community-based education that complements formal schools. Children, particularly girls who otherwise would have no access to education, benefitted from this innovative education program. Classes are held in homes and other repurposed structures. Through the work of Catholic Relief Services, a total of 132 community-based schools were established in Afghanistan's western and central provinces of Herat, Ghor, Daykundi and Bamyán. CARE Canada also supported a total of 110 community-based schools in the northern provinces of Parwan and Kapisa. In 2017-2018 exclusively, Catholic Relief Services set up 94 community-based classes in 75 communities. This provided 1,017 students (of whom 52% were female) with access to education. CARE Canada established 37 classes and provided 1,076 students (of whom 63% were female) with access to safe quality basic education.

In 2017-2018, the Government of Canada continued its partnership with non-profit organization CODE through the Reading Kenya project to improve literacy in 70 schools in Kajiado County, Kenya. The project has significantly improved literacy score—on average, by more than 20% per year compared to schools not supported by this program. This project directly benefited 8,022 boys and 7,830 girls with improved literacy skills. It also strengthened professional development for 128 male teachers and 226 female teachers. In addition, the project distributed 17,185 books, including books in the local language Maa, to school libraries in Kenya to support literacy and education for girls and boys. The use of mother tongue languages is a new and innovative approach in Kenya that has helped to boost literacy.



INNOVATION

In Latin America, 48% of school graduates cannot understand a basic text and 62% are unable to do simple calculations. With support from Canada's IDRC, a project was launched in 2016 by EAFIT University in Medellín, Colombia, to tackle these challenges. The project identified good practices that integrate information and communication technologies (ICTs) into classrooms. With support from the Colombian Ministry of Education and Secretariat of Education in Bogotá, the project's findings