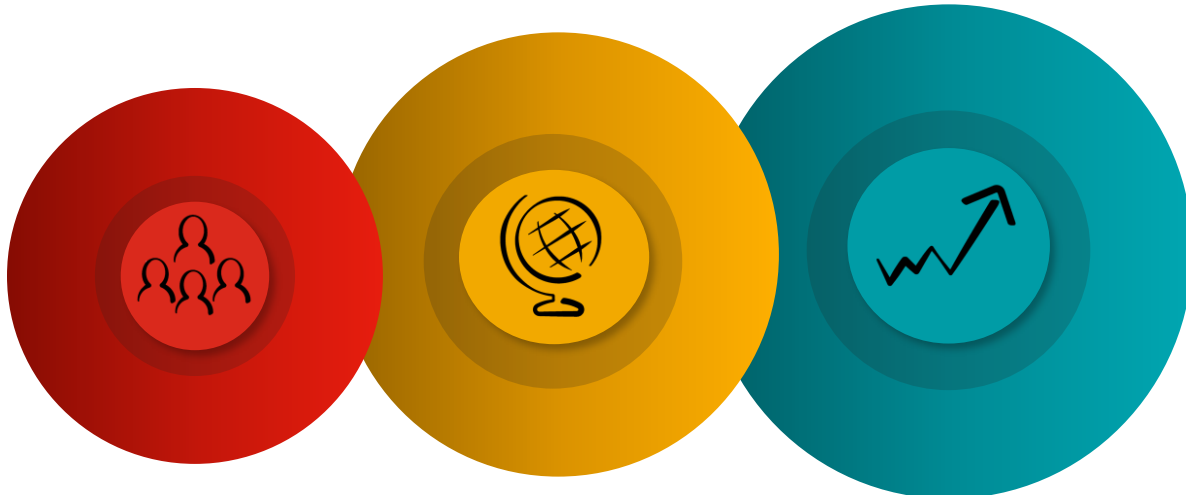


Save the Children's Global Numeracy Ripples:

*Impacts and influence beyond the
scope and scale of individual
projects*

As a global movement working to inspire breakthroughs in the way the world treats children, Save the Children's numeracy programs have grown in influence beyond their initial implementation sites. Around the world, Save the Children education teams are leveraging the experience they have gained through program implementation to engage public, private and civil society actors in the common cause to strengthen numeracy programs and the culture of mathematics in their countries. We call these "ripples."

In an effort to track education program ripples, Save the Children first conducted a survey of its literacy programs in 2016 (documented [here](#)); an updated survey was conducted on both literacy and numeracy programs in October 2018 to understand the areas of impact of our interventions. This brief document is just a sample of the ripples that our numeracy programs are making. In total, they have expanded the reach of our numeracy work to more than 5.58 million children.



13 Ripples

8 Countries

**> 5.58 million
Children**

Out of the 10 that are implementing elements of the Numeracy Boost program

The expanded reach of Save the Children's Numeracy Boost programs have benefitted more than five and a half million children and counting since 2015



Prioritizing Numeracy: Influencing Governments

Ripples in: Bangladesh, Cote d'Ivoire, Ethiopia, Malawi, and Vietnam

- **Bangladesh:** After piloting in 81 sponsorship schools, the education ministry in-service training authority scaled up key elements of NB to the remaining 254 schools in their sub-district of Meherpur, with elements of the training repeated in 2016, 2017, and 2018, reaching over 51,000 children. SC is now working to develop a NB online training course that will be available for teachers in 2019.
- **Cote d'Ivoire:** After training Math professors in two teacher training colleges (TTCs), Ministry of Education (MENET-FP) officials plan to upload the adapted NB teacher training materials onto its national MENET-FP website in 2019, which will be accessible by any teachers and educational officials throughout the country who have internet access.
- **Ethiopia:** NB was taken up by 31 teacher training colleges located in Oromia, Amhara, Afar, SNNPR, Tigray regions, with 62 college professors being trained in 2017. The professors have continued training newly recruited teachers every year, so that from the beginning of their careers, these student teachers will learn to integrate engaging math games and activities into their daily instruction.
- **Malawi:** In 2018, the Ministry of Education, Science and Technology (MOEST) asked Save the Children Malawi to host a national math conference based on the success of and interest in Numeracy Boost. Save the Children, along with other INGOs, are working closely with Ministry advisors to draft a National Numeracy Strategy based on the key principles of the Numeracy Boost program.
- **Vietnam:** The Lao Cai Provincial Department of Education and Training has expanded NB teacher training to 36 teachers from 33 non-sponsorship schools reaching approximately 9,000 children.



Leading By Example: Influencing Donors, International Organizations, and other local partners

Ripples in: Bangladesh, Malawi, Myanmar and Pakistan

- **Bangladesh:** SC staff trained local implementing partner, Palashipara Somaj Kollyan Samity, who leveraged their own separate funding (through their micro-credit project fund) to scale after school reading-math club sessions in an additional 47 schools, reaching about 2,500 early graders (pre-primary to 2nd grade).
- **Malawi:** MOEST has partly used the outcome of the Save the Children-led numeracy conference to commence dialogue on national program on numeracy with DFID and a parallel one (smaller in scope) with JICA.
- **Myanmar:** The Karen Teacher Work Group (KTWG), an indigenous provider of education, decided to scale up NB teacher training from the two districts of the SC-supported QUEST project (~300 schools) into all KTWG supported schools (over 1,500). Additionally, KTWG successfully advocated with EU/ECHO funders to include NB in the project design and to ensure that indigenous education providers receive direct funding support; now all indigenous providers of education in Myanmar will be

scaling up the NB teacher training to their schools, reaching over 300,000 students. It is likely that the NB assessment will be also used by multiple local indigenous education providers in the upcoming year(s) through this EU funding.

- **Pakistan:** Starting in 2014/2015, local partner TeleTaleem adapted our NB (and LB) content to be used via distance learning, and they used this model in proposals for other funding. They won funding and implemented their adapted model in 100 schools in Haripur district of Khyber Pakhtunkhwa province and in 200 schools in Mandi Bahaudine and Vehari districts in Punjab province, and the government has been very happy with their initiative.



Partnering with the Private Sector

Ripples in: Bangladesh, and Pakistan

- **Bangladesh:** After reviewing a Save the Children research fellow's report on the impact of the first year of sponsorship's mBoost pilot on children's learning, mobile phone operators waved annual fees (~\$580) in subsequent years for broadcasting of mBoost messages to 3,000 families.
- **Pakistan:** In the IKEA-funded Improving the Lives of Children in the Cotton Growing Districts of Pakistan project, teachers were trained in NB concepts in 350 project schools. Some of these schools are sublet by government authorities to private individuals who manage these schools, and in many cases the school owner utilized teachers trained in the project to further train other teachers, including those at non-project schools.



Creating a Culture of Mathematics, Sustainability, and Looking Ahead

Ripples in: Bangladesh, Pakistan

- **Bangladesh:** Parents and community leaders who have been receiving mBoost messages, actively promoted mathematics in their community by sharing numeracy strategies with their relatives and neighbors, as testified in a quarterly reflection meeting, for an estimated reach of 9,000 additional adults. Staff also report that parents and officials have replicated Reading-Math festivals and activities on their own in areas outside of the project.
- **Pakistan:** Community Based Organizations (CBOs) were formed and registered as organizations under the IKEA-funded Improving the Lives of Children in the Cotton Growing Districts of Pakistan project. These CBOs have continued regularly conducting math camps and parental sessions even after project close-out, with approximately 21,000 children benefitting per year.

For more information about NB programs going to scale, please contact:

Program location	Contact	Relevant links
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