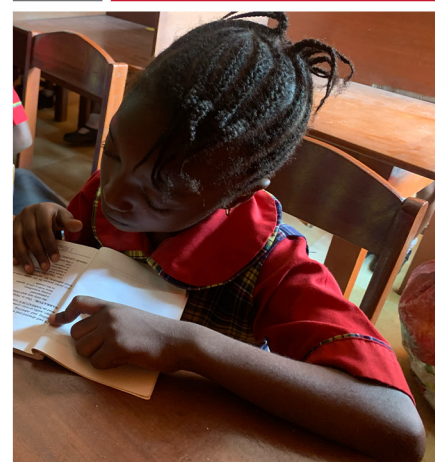


4 QUALITY
EDUCATION



Salvation Army Schools



Adapted from content presented by Howard Dalziel,
Director of Salvation Army Schools International
at Commission on the Status of Women

March 2023

INTERNATIONAL
SOCIAL JUSTICE
COMMISSION



Internationally, The Salvation Army provides schooling to more than half a million students in over 50 countries, through 3,000 schools. Salvation Army education seeks to develop compassionate people of integrity and character with the relevant skills, knowledge and understanding to achieve their full God-given potential in the community.



Salvation Army schools and education programmes aim to holistically equip students; intellectually, socially, emotionally, and spiritually, and nurture development of foundational academic and life skills that enable them to adapt successfully in the 21st century and to be resilient contributors to the life of their communities. These schools endeavour to provide an environment that is safe, protects the physical, emotional, psycho-social, and spiritual well-being of children and youth, is inclusive and equitable, and is relevant to the learners' needs.

The mission of The Salvation Army is strengthened through its academic institutions by exposing children throughout their learning life to Kingdom values, and by providing holistic, age-appropriate, social, emotional and cognitive physical and spiritual development to children, with the goal of developing compassionate people of integrity as skilled contributors to society, and by providing education for the most vulnerable and marginalised.

The Salvation Army has set six key goals for its schools. The first goal is to **ensure that educational environments are safe and protect the physical, emotional, psycho-social and spiritual well-being of all children, and youth.** Goal two is to **ensure that marginalised and vulnerable children and youth are provided with access to quality education and that educational environments are inclusive and equitable.** The third goal is that **educational environments are relevant to student needs and support student-centred active learning.** Goal four aims to **ensure that school management and supervision support high-quality educational practices.** The fifth goal is to **encourage communities to participate in the education of children and youth.** And the final goal is to **ensure that non-formal educational activities support the learning of children and youth.**

- ☒ **SAFETY**
- ☒ **ACCESS**
- ☒ **SUPPORT**
- ☒ **QUALITY EDUCATION**
- ☒ **COMMUNITY PARTICIPATION**

When considering where Salvation Army schools are located, the organisation endeavours to go where others cannot or will not go and where significant value can be added to a community. Schools are located where community or church presence enables barriers for the vulnerable and marginalised to be removed, and are often in Christian-minority areas.



All Salvation Army education facilities aim to be sustainable, adding value spiritually, socially and academically and by providing long-term resources to a community. A community-focused school with well-trained teachers and children who enjoy learning is most likely to be financially sustainable, but also requires financial investment in infrastructure, equipment, and teacher training, alongside school management capacity development, effective leadership and Salvation Army corps support.



The Salvation Army is committed to breaking down barriers to girls' access to quality education. Some of the ways Salvation Army schools aim to do this include providing access to clean water and sanitation, facilitating a safe journey to school, and ensuring school staff treat students with respect. Family involvement through community parenting classes, economic empowerment offered by the presence of the school, and community engagement also contribute to breaking down traditional barriers to girls' access to quality education.

The schools' impact is not only measured by students' exam results but also by attendance and drop out rates, teacher turnover, event participation, community engagement, and evidence of personal and community transformation.

Adapted from content presented by Howard Dalziel, Director of Salvation Army Schools International at Commission on the Status of Women, March 2023



Students from Catherine Booth School in Lagos, Nigeria. Photo from Bramwell Mgbabuike, Head of Schools