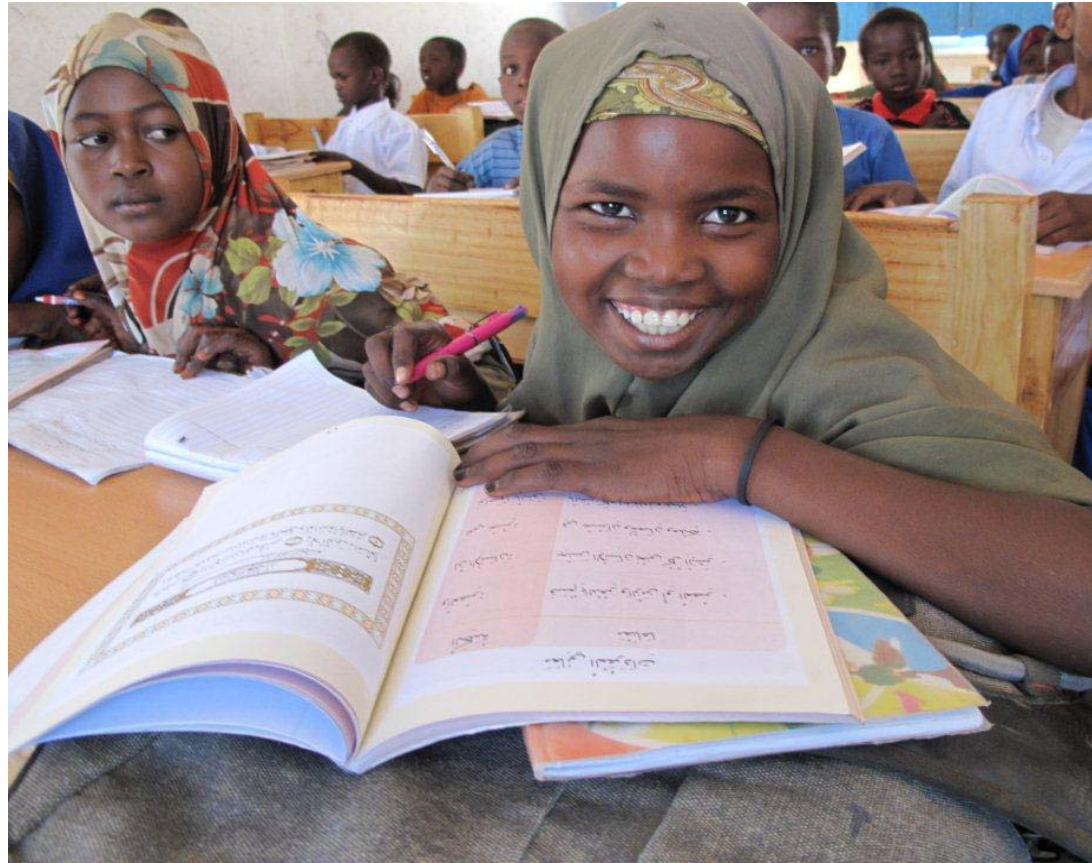


JUNE 2011

## EDUCATION IN EMERGENCIES AND POST-CRISIS TRANSITION



2010 CONSOLIDATED PROGRESS REPORT  
TO THE GOVERNMENT OF THE NETHERLANDS  
AND THE EUROPEAN COMMISSION



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Cover photo: School for internally displaced students in Somalia. © UNICEF Somalia

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## ACRONYMS

ALP	Accelerated Learning Programme
APSSC	Asia and Pacific Shared Services Centre
BDT	Bangladesh Taka
CEE/CIS	Central and Eastern Europe and the Commonwealth of Independent States
CEGE	Communication for Education and Gender Equality
CFS	child-friendly school
DRR	disaster risk reduction
ECD	early childhood development
EEPCT	Education in Emergency and Post-Crisis Transition
EFA	Education for All
EFA-FTI	Education for All-Fast Track Initiative
EIE	education in emergencies
EMIS	Education Management Information System
EMOPS	Office of Emergency Programmes (UNICEF)
EPF	Education Pooled Fund (Liberia)
ETF	Education Transition Fund (Zimbabwe)
ESARO	Eastern and Southern Africa Regional Office
FTI	Fast Track Initiative
IASC	Inter-Agency Standing Committee (United Nations)
IDP	internally displaced persons
IIEP	International Institute for Education Planning (UNESCO)
INEE	Inter-Agency Network for Education in Emergencies
LAB4LAB	Learning Along Borders for Living Across Boundaries
MENARO	Middle East and North Africa Regional Office
MOE	Ministry of Education
PRES	Programme Review and Evaluability Study
PREV	Progress Evaluation
ROSA	Regional Office for South Asia
TACRO	The Americas and the Caribbean Regional Office
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNISDR	United Nations International Strategy for Disaster Reduction
WASH	water, sanitation and hygiene
WCARO	West and Central Africa Regional Office

## **ACKNOWLEDGEMENTS**

This consolidated progress report has drawn on the support, advice and insights of many individuals, including UNICEF staff in country and regional offices and in headquarters divisions. The report incorporates input from UNICEF's partners in education in emergencies – including the United Nations Inter-Agency Standing Committee Education Cluster and the Inter-Agency Network for Education in Emergencies – and draws on insights from two evaluations of the Education in Emergencies and Post-Crisis Transition programme.

The report team thanks everyone who has contributed, directly or indirectly, to the information and analysis presented here.

Special thanks go to the Government of the Netherlands and the European Commission for their generous contributions to UNICEF, and most importantly, to the education of children living in contexts of emergency or post-crisis transition.

## **EXECUTIVE SUMMARY**

The Education in Emergencies and Post-Crisis Transition (EEPCT) programme began in 2007 as a four-year partnership between UNICEF and the Government of the Netherlands. The overall goal of the programme is to support countries facing emergencies and post-crisis transitions as they seek to establish a viable path of sustainable progress towards quality basic education for all. The Government of the Netherlands contributed US\$201 million and additional support of US\$5.76 million was provided by the European Commission. The programme was later extended for a fifth year and is scheduled to end in December 2011.

This report focuses on results achieved during the fourth year of the programme, although programming is cumulative and activities undertaken during previous years support results reported in 2010. The report is based on annual reporting from 27 country offices, six regional offices and four headquarters divisions. It also draws on findings from a Programme Review and Evaluability Study (PRES) and an independently commissioned Progress Evaluation (PREV) completed in 2010.

### **Strategic context**

Today, 67 million primary-school-aged children and 71 million adolescents remain out of school; 42 per cent of these children reside in conflict-affected countries. The global financial crisis, along with food and fuel crises in low-income countries, has impacted the ability of governments to support education for children. Marginalization of children due to poverty, ethnicity, location or disability has also been a significant barrier to achieving greater progress towards the Millennium Development Goals for education and gender (MDGs 2 and 3).

The 2010 MDG Summit renewed calls to accelerate progress in achieving the MDG targets for universal primary school completion and gender equality in education. Among several recommendations, the summit called for strengthened efforts to incorporate primary education as a fundamental element of the response to, and preparedness for, humanitarian emergencies – ensuring that affected countries are supported by the international community in their efforts to restore their education systems.

Education delivery during 2010 was severely impacted by natural disasters, including the massive earthquake in Haiti and floods in Pakistan; violence in Côte d'Ivoire and Kyrgyzstan; and chronic conflict in the Central African Republic, Chad, the Democratic Republic of the Congo and Somalia.

Despite these challenges, a number of positive developments in Education in Emergencies occurred during the past year. The United Nations General Assembly passed a first-of-its-kind resolution on the right to education in emergencies (EIE). The Education Cluster and the Inter-Agency Network for Education in Emergencies (INEE) improved coordination of the education in emergency response and established standards in the field. Also undertaken were a series of Education for All-Fast Track Initiative (EFA-FTI) reforms to revitalize the partnership and broaden its support to countries affected by conflict. These advances at the global level complement the multitude of achievements made in education for children affected by conflict as detailed throughout this report.

Overall, the EEPCT programme restored access to and improved quality of education for 6 million children and indirectly benefited 14 million more through national adoption of best practices and innovative financing mechanisms. In addition, 335,000 teachers and education support staff received training; 4,700 schools and classrooms were constructed or rehabilitated; and more than 1.8 million learning materials were distributed to children, teachers and communities.

## Results by goal

### Goal 1 – Improved quality of education response in emergencies and post-crisis transitions

In contribution to goal 1, the EEPCT programme restored access to education and improved the quality of education provision for 5.5 million children and youth living in disaster- and conflict-affected areas. Access to education was restored for marginalized children and youth, with a particular focus on internally displaced persons (IDPs), refugees, returnees, girls and ethnic minorities. Activities that supported increased access to education included the provision of temporary learning spaces, construction and rehabilitation of schools, back-to-school campaigns, education and recreation kits, and early childhood development (ECD). As part of these efforts, a total of 4,700 schools were constructed or rehabilitated.

The quality of education was improved through teacher training, child-friendly school (CFS) initiatives, life skills education, learning materials distribution, and strengthened parent and community inclusion. In total, 335,000 teachers and education support staff received training in active pedagogies, multi-grade classroom instruction and other areas contributing to improved quality. To sustain teaching and learning, more than 1.8 million learning materials were distributed to children and youth.

For a number of country offices, these efforts resulted in improved enrolment and retention rates in targeted locations. For example, 23 districts supported by the EEPCT programme in Acholi subregion, northern Uganda, showed improvements in net intake and primary completion rates since the beginning of the programme in 2007.

In most cases, however, national-level change in primary education statistics was difficult to assess for several reasons. Timely national-level education statistics were largely unavailable, in many cases because data systems are weak or non-existent in the fragile and conflict-affected contexts covered by the programme. Given the breadth of countries supported by Education in Emergencies and Post-Crisis Transition – and enormous scope and scale of the challenges they face – the funding level in some countries was insufficient to influence results beyond interventions in targeted areas. There is also a lag time between policy/plan formulation supported under EEPCT and the impact on education indicators.

In addition to direct improvements in access and quality of education for children the programmed intended to reach, successful project pilots have allowed for evidence-based advocacy, resulting in leveraged national policies and resources for replication of these practices, benefiting an additional 14 million children (*see the section on Goal 4, below, for detailed results*).

## **Goal 2 – Increased resilience of education service delivery in chronic crises, arrested development and deteriorating contexts**

In contribution to goal 2, the EEPCT programme increased second-chance and equitable education opportunities for an additional 500,000 children and youth affected by crises or emergencies, preventing further disruption of learning for these students. Education opportunities for youth were restored through the Accelerated Learning Programme (ALP) and through the establishment of Talent Academies that combine specialized skills training with literacy, numeracy and life skills support. More equitable redistribution of learning opportunities and a demonstration of the positive effects of quality education on stability and social cohesion in cross-border communities were supported through the Learning Along Borders for Living Across Boundaries (LAB4LAB) programme.

In addition to directly reaching out-of-school children and youth, the pilot initiatives were adopted and extended through government policies. The Government of Sri Lanka, for example, adapted ALP strategies for schools in conflict-affected areas to address poor learning results and high drop-out rates. The Government of Kenya adopted Talent Academies as a key strategy in the national annual education sector plan and allocated budget resources to extend the initiative. LAB4LAB school design elements were integrated in government-planned school construction in Liberia, funded by the Government of Japan.

The programme also contributed to increased education system stability, resilience and capacity through technical and financial support for macro-level processes such as policy development, planning, systems strengthening, and data collection and analysis. At the national level, this has resulted in improved capacities for education sector planning; a strengthened evidence base to inform planning; and integration of EIE standards and best practices in education sector policies and plans. At the sub-national level, results include improved education system supervision and inspection processes; strengthened data collection to inform service delivery and planning; sub-national education plans integrating disaster preparedness and response; and more effective provision and delivery of education services.

## **Goal 3 – Increased education-sector contribution to better Prediction, Prevention and Preparedness for emergencies caused by natural disaster and conflict**

Education in Emergencies and Post-Crisis Transition increased awareness, recognition and capacities at the global, national, sub-national and community level. Global-level advocacy by UNICEF and EEPCT-funded partners contributed to approval of the General Assembly resolution on education in emergencies and increased the EIE profile through contributions to the Education for All Global Monitoring Report 2011 on armed conflict and education.

Global support for the Education Cluster strengthened its work within the humanitarian aid architecture and improved national-level capacities to respond to emergency needs in the education sector – resulting in more timely response to emergencies and quick restoration of education services for affected communities. Education in Emergencies and Post-Crisis Transition supported active education clusters in 23 countries in 2010, an increase from 16 in 2009. To support the work of the national clusters, 1,958 front-line responders and cluster coordinators, including ministry of education (MOE) staff and



local non-governmental organizations, were trained in the application of standards and best practices in education in emergencies.

Disaster risk reduction (DRR) was mainstreamed in education sector plans and budgets in six countries – resulting in institutionalization of emergency preparedness and response in the education sector and ensuring long-term sustainability of the programme. At the school and community level, a focus on disaster risk reduction improved school and child safety. School-level awareness campaigns and safety drills as well as integration of DRR components in life skills education programmes helped students, school officials and communities know how to reduce risks to both lives and schools in event of an emergency.

Curriculum reform, school-based peacebuilding programmes and psychosocial support increased capacities for conflict reduction in conflict-affected and post-crisis transition countries. These efforts supported students and communities in resolving conflicts and living peacefully, and demonstrated the potential of education systems to act as a positive force for peace.

#### **Goal 4 – Evidence-based policies, efficient operational strategies and fit-for-purpose financing instruments for education in emergencies and post-crisis situations**

The EEPCT programme indirectly benefited an additional 14 million children through support for pooled financing mechanisms and national-level adoption of evidence-based policies and practices. Programme support for financing and for UNICEF's management of pooled funds in Liberia and Zimbabwe reached a total of 3.4 million children in 2010. In addition, these funds demonstrated the potential of coordinated and harmonized approaches to support comprehensive education system recovery in challenging contexts defined by limited capacity, a lack of education infrastructure and weak systems.

The adoption of proven practices improved the quality of government education provision during emergencies and extended the reach of Education in Emergencies and Post-Crisis Transition to more than 11 million children. EIE practices that have been brought to scale within the programme include life skills education, child-friendly school initiatives, the Accelerated Learning Programme and early childhood development.

Support for the development of national and sub-national Education Management Information Systems (EMIS), as well as targeted sectoral and geographical assessments, drew attention to education needs for specific target groups and underserved areas and resulted in improved education provision in several countries. In Kosovo, for example, EEPCT funding supported the Ministry of Education, Science and Technology in developing an Education Indicators Framework, collecting baseline data for core indicators and publishing the framework and baseline data in Albanian, English and Serbian. A 'Justice Denied' study on children with special needs contributed to the development of the ministry's inclusive education strategy.

The results across the four goals can be understood more fully when interpreted through an analytical framework of four focus areas: leverage, innovation, scaling and evidence. This framework arose out of the September 2010 Progress Review Seminar attended by the Government of the Netherlands, the European Commission and UNICEF.

Education in Emergencies and Post-Crisis Transition **leveraged** strategic partnerships with the Education Cluster and the Inter-Agency Network for Education in Emergencies to extend education in emergency preparedness and response, and the application of standards and best practices beyond the reach of the programme. Fourteen non-EEPCT funded countries with active education clusters benefited from EEPCT support for the Global Education Cluster. Likewise, EEPCT support for the updated INEE Minimum Standards and good practice guides were made available to more than 4,000 individual members of the network as well as bilateral and multilateral agency partners. The EEPCT programme also leveraged increased financing for education in emergencies, including more than US\$40 million from the FTI Catalytic Fund for Liberia and financial support for the continuation of the Talent Academy initiative in Kenya.

A focus on **innovation** advanced the field of education in emergencies by paying greater attention to documenting and sharing innovative programming models for education delivery from early recovery to post-crisis transition. In 2010, the programme documented, evaluated and shared practices in innovative financing mechanisms, the Accelerated Learning Programme, early childhood development, child-friendly schools, peacebuilding and disaster risk reduction.

A focus on **scale** resulted in mainstreaming promising practices in education in emergencies into national government plans and strategies. EEPCT funds were instrumental in scaling up proven approaches in 50 per cent of countries reporting in 2010 on child-friendly schools, the Accelerated Learning Programme and early childhood development. Outreach and communication activities, such as the programme's website and podcasts, extended the reach of evidence, case studies and lessons learned to broader communities of practice.

The EEPCT programme contributed to **evidence building** through completion of the Programme Review and Evaluability Study, and the Progress Evaluation, highlighting successes, challenges and areas of further learning in education in emergencies, as well as through a number of country-level monitoring and evaluation exercises.

*Challenges and lessons learned:* Of the 27 countries supported by the EEPCT programme in 2010, 56 per cent are affected by conflict, resulting in periodic insecurity, challenges in accessing programme areas and population displacements that create recurring emergencies. Even in post-crisis transition contexts the impact of extended conflicts on education infrastructure, systems and teachers is profound. Chronic conflict and disaster place additional demands on education systems for psychosocial support for children, the needs of demobilized or out-of-school youth, and language of instruction for refugees or returnees. Funding for education as part of front-line humanitarian response has not kept pace with growing awareness of the importance of education in emergencies.

In addition to the contextual challenges, programmatic challenges included lack of clarity and awareness of EEPCT as a distinct programme; weak monitoring and reporting systems; lack of a more systematic approach to innovation and consolidation of best practices and learning in school construction; and inconsistent application of child-friendly schooling and disaster risk reduction. UNICEF developed a series of actions to address each of these recommendations in 2011. Further efforts to document, learn from and share innovative practices in education in emergencies and post-crisis transition are being implemented in 2011.

By confronting the recognized challenges, a number of important lessons emerged from the EEPCT programme in 2010. Programming innovations work best when integrated within existing education systems. Absorption of alternative education service delivery at the government level is crucial. Capacity development in education in emergencies needs to go beyond one-time training. A focus on downstream service delivery in contexts of education and fragility is necessary for evidence-based advocacy. Flexible funding that can be used to fill critical gaps in the education sector is highly valued in conflict and fragile contexts.

In conclusion, challenges overcome and lessons learned during the EEPCT programme's four years of implementation form an essential knowledge base upon which future education programming for children living in contexts of fragility or conflict can build. As the Programme Review and Evaluability Study, the Progress Evaluation and the EFA Global Monitoring Report conclude, the EEPCT programme had made a significant contribution to the field of education in emergencies and post-crisis transition contexts.

"In 2007 the Netherlands contributed US\$201 million to the creation of the Education in Emergencies and Post-Crisis Transition programme implemented by UNICEF. The programme has made a significant contribution to the Education for All agenda."

*Source: UNESCO, EFA Global Monitoring Report 2011: The Hidden Crisis – Armed conflict and education, Paris, 2011, p. 236.*

## 1. CONTRIBUTION SUMMARY

Name of programme	Education in Emergencies and Post-Crisis Transition
Donor	Government of the Netherlands
Total contribution	US\$201,000,000
Total contribution received as of 31 December 2010	US\$201,000,000
Funds utilized as of 31 December 2010	US\$157,259,799.04 (78%)
Balance of funds available	US\$43,740,200.96
Duration of contribution	2007–2011
Report type	Annual Consolidated Donor Report
Period covered by report	1 January–31 December 2010
Report due date	30 June 2011
Report submitted on	30 June 2011
UNICEF Contact	Ms. Susan Durston Associate Director, Education Education Section UNICEF 3 United Nations Plaza New York, NY 10017

## 2. OVERVIEW OF THE PROGRAMME

The Education in Emergencies and Post-Crisis Transition programme began in 2007 as a four-year partnership between UNICEF and the Government of the Netherlands, which contributed US\$201 million. Additional support of US\$5.76 million was provided by the European Commission. The programme was later extended another year and is scheduled to end in December 2011. This report focuses on results achieved in the fourth year of the five-year programme, although it is understood that education programming is cumulative and activities undertaken during previous years support results reported in 2010.

The EEPCT programme is unique in both focus and scale. It was developed to rapidly restore quality education while 'building back better' in emergencies due to conflict or natural disaster. It is intended to build national capacity to address education needs during emergencies and to ameliorate their future impact while moving countries more quickly from crisis and early recovery to post-crisis transition. The EEPCT programme is also unique in scope, covering a broad range of countries across seven regions and providing predictable, multi-year funding for education in countries where short term relief aid usually predominates. While it is the centrepiece of UNICEF's education programme activities in emergencies and post-crisis transition contexts, with its focus on innovation and learning the programme is also of considerable interest to broader communities of practice. The following are the goals of the EEPCT programme:

- Overall:** To put education in emergency and post-crisis transition countries on a viable path of sustainable progress towards quality basic education for all.
- Goal 1:** Improved quality of education response in emergencies and post-crisis transition countries and territories.
- Goal 2:** Increased resilience of education sector delivery in chronic crises, arrested development and deteriorating contexts.
- Goal 3:** Increased education sector contribution to better Prediction, Prevention and Preparedness for emergencies due to natural disaster and conflict.
- Goal 4:** Evidence-based policies, efficient operational strategies and fit-for-purpose financing instruments for education in emergencies and post-crisis situations.

EEPCT funds have supported programming in 40 countries and territories since inception. Twenty-eight countries received funding in 2010, along with six regional offices, four headquarters divisions and strategic partners. Table 1, on the following page, shows a summary of funding allocations since the inception of the programme.

**Table 1. EEPCT funding allocations 2007–2011**

Education in Emergencies and Post-Crisis Transition (EEPCT) Allocation Summary 2007-2011							
#	Regions, Countries, HQ, Partners	2007	2008	2009	2010	2011	Total per
<b>6</b>	<b>Central and Eastern Europe &amp; CEE/CIS Regional Office</b>	<b>650,000</b>	<b>0</b>	<b>1,335,000</b>	<b>1,800,000</b>	<b>1,810,000</b>	<b>5,595,000</b>
1	Bosnia-Herzegovina	50,000		250,000	500,000	450,000	1,250,000
2	FYR of Macedonia			335,000			335,000
3	Kosovo	500,000		500,000	500,000	320,000	1,820,000
4	Kyrgyzstan				500,000	800,000	1,300,000
5	Tajikistan				300,000	240,000	540,000
6	Turkey	100,000					100,000
<b>4</b>	<b>East Asia and the Pacific</b>	<b>3,150,000</b>	<b>2,750,000</b>	<b>2,250,000</b>	<b>3,250,000</b>	<b>1,590,000</b>	<b>12,990,000</b>
	Asia Pacific Regional Office	150,000	750,000	250,000	1,500,000	600,000	3,250,000
7	China			1,000,000			1,000,000
8	Myanmar	1,000,000	1,000,000	1,000,000	500,000	400,000	3,900,000
9	Philippines	1,000,000	1,000,000		750,000	240,000	2,990,000
10	Timor-Leste	1,000,000			500,000	350,000	1,850,000
<b>8</b>	<b>Eastern and Southern Africa</b>	<b>2,150,000</b>	<b>10,250,000</b>	<b>3,860,000</b>	<b>7,450,000</b>	<b>7,140,000</b>	<b>30,850,000</b>
	Eastern and Southern Africa Regional Office	150,000	750,000	250,000	1,350,000	300,000	2,800,000
11	Angola		1,500,000		500,000	450,000	2,450,000
12	Kenya		2,000,000	1,749,000	1,200,000	1,000,000	5,949,000
13	Somalia		1,000,000	1,861,000	1,500,000	1,350,000	5,711,000
14	Swaziland		2,500,000				2,500,000
15	Uganda	2,000,000			900,000	990,000	3,890,000
16	Zimbabwe		2,500,000		2,000,000	1,400,000	5,900,000
17	Ethiopia					950,000	950,000
18	Eritrea					700,000	700,000
<b>6</b>	<b>Middle East and North Africa</b>	<b>4,660,000</b>	<b>9,500,000</b>	<b>4,250,000</b>	<b>11,000,000</b>	<b>6,848,000</b>	<b>36,258,000</b>
	Middle East and North Africa Regional Office	150,000	500,000	250,000	800,000	280,000	1,980,000
19	Iraq	1,000,000	2,000,000		1,000,000	800,000	4,800,000
20	Jordan	510,000	1,000,000		600,000	540,000	2,650,000
21	oPt	500,000	1,000,000		1,000,000	800,000	3,300,000
22	Syria	500,000					500,000
23	Sudan (Northern area programme)		2,500,000	2,000,000	4,600,000	2,214,000	11,314,000
24	Sudan (Southern area programme)	2,000,000	2,500,000	2,000,000	3,000,000	2,214,000	11,714,000
<b>5</b>	<b>South Asia</b>	<b>2,050,000</b>	<b>5,000,000</b>	<b>2,970,000</b>	<b>3,100,000</b>	<b>3,880,000</b>	<b>17,000,000</b>
	Regional Office of South Asia	50,000	500,000	250,000		200,000	1,000,000
25	Afghanistan		2,500,000				2,500,000
26	Bangladesh		2,000,000		1,000,000	855,000	3,855,000
27	Pakistan					1,600,000	1,600,000
28	Nepal	1,000,000		720,000	500,000	475,000	2,695,000
29	Sri Lanka	1,000,000		2,000,000	1,600,000	750,000	5,350,000
<b>4</b>	<b>Latin America and the Caribbean</b>	<b>300,000</b>	<b>5,750,000</b>	<b>750,000</b>	<b>3,000,000</b>	<b>1,190,000</b>	<b>10,990,000</b>
	The Americas Regional Office	100,000	750,000	250,000	1,000,000	550,000	2,650,000
30	Bolivia	100,000					100,000
31	Colombia	100,000	1,000,000	500,000	1,000,000	640,000	3,240,000
32	Ecuador		1,000,000				1,000,000
33	Haiti		3,000,000		1,000,000		4,000,000
<b>9</b>	<b>West and Central Africa</b>	<b>7,050,000</b>	<b>18,500,000</b>	<b>6,335,000</b>	<b>12,430,000</b>	<b>5,456,615</b>	<b>49,771,615</b>
	Western and Central Africa Regional Office	550,000	500,000	250,000	1,250,000	600,000	3,150,000
34	CAR			1,000,000	1,000,000	950,000	2,950,000
35	Chad	500,000					500,000
36	Cote d'Ivoire	1,000,000	1,500,000	2,500,000			5,000,000
37	DRC	2,000,000			1,000,000	900,000	3,900,000
38	Guinea	500,000	1,500,000		1,000,000	1,000,000	4,000,000
39	Guinea Bissau			550,000			550,000
40	Liberia	2,000,000	13,500,000	1,535,000	6,180,000	1,026,615	24,241,615
41	Sierra Leone	500,000	1,500,000		1,500,000	742,500	4,242,500
42	Togo			500,000	500,000	237,500	1,237,500
<b>42</b>	<b>Country Offices Total</b>	<b>20,010,000</b>	<b>51,750,000</b>	<b>21,750,000</b>	<b>42,030,000</b>	<b>27,914,615</b>	<b>163,454,615</b>
	HQ Divisions + Partnerships	5,990,000	13,250,000	8,250,000	6,470,000	3,585,385	37,545,385
	<b>PROJECT TOTAL</b>	<b>26,000,000</b>	<b>65,000,000</b>	<b>30,000,000</b>	<b>48,500,000</b>	<b>31,500,000</b>	<b>201,000,000</b>

### 3. CHANGES IN THE GLOBAL AND STRATEGIC CONTEXTS

Today, 67 million primary-school-aged children and 71 million adolescents remain out of school – and 28 million primary-school-aged children, or 42 per cent, reside in conflict-affected countries.<sup>1</sup> Despite the significant numbers of children still out of school, donor financing for basic education has stagnated since 2008, and, disconcertingly, many donors have frozen or reduced their aid budgets as a result of the global financial crisis.<sup>2</sup> In low-income countries, the ‘3-F’ crisis – food, fuel and finance – has further impacted the education sector. Families faced with unemployment and higher food prices have had less money available to pay for their children’s education. National governments have faced increased pressure on domestic budgets for education. The increasing number of disasters, due in part to climate change, has impacted the ability of countries to address children’s right to education.

Marginalization and achieving the Millennium Development Goals with equity were key themes for the global education community in 2010. The Education for All Global Monitoring Report, *Reaching the Marginalized*, identified marginalization in education due to poverty, ethnicity, location, disability, and HIV and AIDS as key factors holding back progress in achieving the MDGs. The report called for a number of interventions, including bringing schools closer to marginalized communities, developing second-chance programmes, and the use of disaggregated data to track and ensure more equitable education. The report also highlighted disparities between the proportion of out-of-school children in conflict-affected countries and the proportion of education funding those countries receive. Donors were called on to scale up aid to education in countries affected by conflict and to find innovative ways to provide long-term, coordinated support in these contexts.<sup>3</sup>

Achieving the MDGs with equity was also a key theme for UNICEF, leading up to the High-Level Plenary Meeting of the United Nations on the MDG Summit in September 2010. Rooted in the principles of universality, non-discrimination, indivisibility and participation that underpin the Convention on the Rights of the Child, UNICEF called for a focus on reaching marginalized and excluded children in order to advance progress in education. UNICEF’s 2010 *Progress for Children* report highlighted concerns that the global financial crisis, urbanization, climate change and escalating humanitarian crises were further widening the gap in equitable progress towards the MDGs. The report called for a refocus on education for the poorest and most marginalized children and families and deepened investment in development.<sup>4</sup>

The 2010 MDG Summit renewed calls to accelerate progress in achieving the goals for universal primary completion and gender equality in education. Among several recommendations, the summit outcome document called for strengthened efforts to ensure primary education as a fundamental element of the response to, and preparedness for, humanitarian emergencies, ensuring that affected countries are

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<sup>1</sup> UNESCO, *EFA Global Monitoring Report 2011: The Hidden Crisis – Armed conflict and education*, Paris, 2011.

<sup>2</sup> Ibid.

<sup>3</sup> UNESCO, *EFA Global Monitoring Report 2010: Reaching the Marginalized*, Paris, 2010.

<sup>4</sup> UNICEF, *Progress for Children: Achieving the MDGs with equity*, New York, September 2010.

supported by the international community in their efforts to restore their education systems.<sup>5</sup>

A number of disasters in 2010 significantly impacted education delivery and tested the capacities of global and national EEPCT-supported systems to respond to sustaining education during emergencies. In January, a massive earthquake in Haiti damaged or destroyed 3,789 schools, decimated the Ministry of Education offices, killed senior government officials, teachers and school support staff, and displaced more than 1.5 million children. Floods in Pakistan, in late July and early August, resulted in the destruction of schools and massive displacement – impacting education for 1.6 million children and increasing pressure on education facilities in communities that were hosting internally displaced people. The outbreak of violent conflict in Kyrgyzstan displaced 400,000 people, destroyed schools and increased ethnic tension in the country. In Côte d'Ivoire, the contested election resulted in increased violence against children, teachers and schools.

In addition to these high-profile emergencies, a number of chronic conflicts continued to impact education system recovery. Simmering tensions in the Central African Republic, Chad, the Democratic Republic of the Congo and Somalia resulted in the destruction of education facilities and increased internal displacement – creating pressures on host communities and increasing the need for temporary education spaces. Neighbouring countries such as Liberia also had to respond to the needs of refugees in cross-border communities.

On the positive side, the UN General Assembly passed the first-of-its-kind resolution on the right to education in emergency situations (A/64/L.58) in July 2010. The resolution urged Member States to ensure access to education in emergencies; criminalize attacks on education buildings; ensure equal access to safe, quality and relevant education; and increase funding support to education through diverse humanitarian channels.

Improved coordination of education in emergencies response, and the development of standards and best practices, continued through the work of the IASC Education Cluster and the Inter-Agency Network for Education in Emergencies. The INEE Minimum Standards for Education in Emergencies were updated in 2010 and 'coordination' was made a foundational standard. A number of additional tools were developed to strengthen needs assessment, cluster coordination and good practices. A coordinated strategic planning process was carried out between these two leading bodies in education in emergencies to ensure their continued relevance and viability. The strategic planning process built on two reviews conducted in 2010 – the Education Cluster Co-Leadership Review and the IASC Cluster Evaluation II – as well as lessons-learned exercises conducted in Asia and Haiti.

Reforms were initiated by the Education for All-Fast Track Initiative to revitalize support for education and to broaden its focus and regulations to include countries affected by conflict. A new EFA fund was designed over the course of 2010 to replace the Catalytic Fund and Education Program Development Fund, and will be available to conflict-

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<sup>5</sup> United Nations General Assembly, 'Keeping the Promise: United to achieve the Millennium Development Goals' (A/65/L.1), New York, 17 September 2010. See <http://www.labforculture.org/en/resources-for-research/contents/publications/keeping-the-promise-united-to-achieve-the-millennium-development-goals>; or <http://www.labforculture.org/en/content/download/143565/1050209/file/20101014-mdg-outcome-document.pdf>.

affected and fragile states in 2011. It is hoped that the new fund will attract increased donor and private sector resources for education.

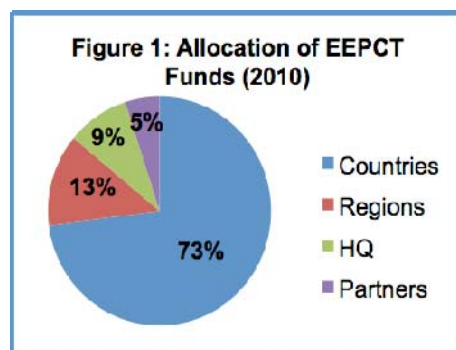
## 4. OVERVIEW OF 2010 RESULTS

### 4.1 Funding allocations

The EEPCT programme allocated US\$49 million in 2010.<sup>6</sup> Funding was provided for education in emergencies and post-crisis transitions in 27 countries. The majority of EEPCT funding was provided to the West and Central Africa region (US\$12.4 million), followed by the Middle East and North Africa (US\$11 million). The largest allocations were to Liberia (US\$6.18 million), the Sudan Northern area programme (US\$4.6 million), the Sudan Southern area programme (US\$3 million) and Zimbabwe (US\$2 million).

The EEPCT programme also supported the work of all regions through five UNICEF regional offices and the Asia and Pacific Shared Services Centre<sup>7</sup> and five headquarters divisions, including the Office of Emergency Programmes (EMOPS), the Supply Division Education Unit, the Evaluation Office, the Division of Communication Education and Gender Equality Unit, and the Education and Early Childhood Development Sections of the Programme Division.

The majority of EEPCT 2010 funds were used to support countries affected by conflict, including the Central African Republic, the Democratic Republic of the Congo and Somalia. EEPCT funds provided crucial support for countries recovering from chronic



conflict and moving towards long-term education system recovery, including Angola, Liberia and Sierra Leone.<sup>8</sup> These funds also supported countries responding to or recovering from acute and recurring natural disasters, including Bangladesh, Haiti and Pakistan.<sup>9</sup>

### 4.2 Results, by goal

Overall, the EEPCT programme reached almost 6 million children in disaster, conflict-affected and post-crisis transition countries. The capacities of children, communities and governments

<sup>6</sup> Figures noted in the following paragraphs are based on EEPCT allocations to offices for 2010, not expenditures. Expenditure data for 2010 will be available in June 2011, based on UNICEF's financial reporting schedule.

<sup>7</sup> The education in emergencies function in UNICEF's Regional Office for South Asia and the East Asia and the Pacific Regional Office were supported from the Asia and Pacific Shared Services Centre, which received EEPCT funding.

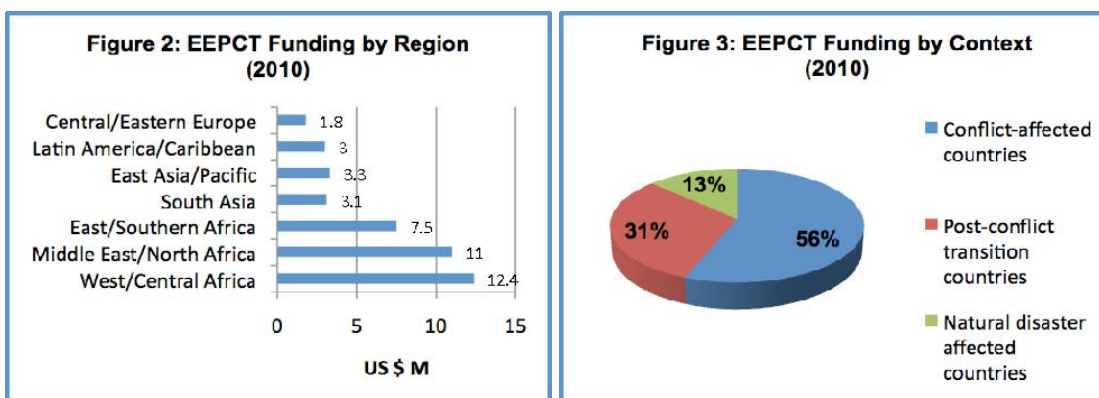
<sup>8</sup> Countries affected by conflict and post-crisis transition countries are based on the 2011 Global Monitoring Report, which notes that any classification involves grey areas, uncertainties and selection difficulties. Jordan (Iraqi refugees) and Kyrgyzstan have been included in the list of conflict-affected countries. Kenya and Kosovo have been included in post-conflict transition countries, given the nature of the programming undertaken in 2010.

<sup>9</sup> Pakistan received an allocation in the fourth quarter of 2009 from European Commission (EC) funds but did not receive a 2010 allocation from the Government of Netherlands funds or from EC funds. In 2011, Pakistan received US\$1.6 million from the Netherlands funds.



to prepare for, respond to and prevent the impact of disaster and conflict in the education sector have been substantially strengthened. An additional 14 million children were reached indirectly through national-level scaling up of EEPCT-supported interventions, such as life skills education, early childhood development, the Accelerated Learning Programme and child-friendly schools, as well as support for pooled funding mechanisms.

EEPCT support for the Education Cluster – at both the global and country level – enhanced the coordination and coherence of education service delivery in emergency and post-crisis-transition contexts. Perhaps most importantly, through predictable, long-term support for education in contexts where humanitarian aid predominates, the EEPCT programme has helped fill the resource gap between humanitarian and development funding in the education sector and has demonstrated the potential of coordinated, harmonized education aid to make a substantial contribution to education system recovery. As the Progress Evaluation, the Programme Review and Evaluability Study, and the EFA Global Monitoring Report conclude, the EEPCT programme had made a significant contribution to the field of education in emergencies and post-crisis transition.



The EEPCT programme:

- *Restored access and quality of education for 6 million children.*
- *Indirectly benefited 14 million children and youth through national-level adoption of best practices in education in emergencies and support for pooled funding mechanisms.*
- *Trained 335,000 teachers and education support staff.*
- *Constructed or rehabilitated 4,700 schools and classrooms.*
- *Distributed 1.8 million education kits, textbooks and other learning materials.*
- *Trained 1,958 front-line responders and cluster coordinators in the application of standards and best practices in education in emergencies.*
- *Supported 23 Education Clusters in EEPCT-funded countries.*<sup>10</sup>

Results achieved, by goal, are shown in Table 2.

<sup>10</sup> These results are approximate and are derived from UNICEF country office reports for 2010. The results framework for the programme does not include these beneficiary counts. Furthermore, EEPCT funds are integrated within broader UNICEF education programming at the country level, making attribution difficult.

**Table 2. Results achieved, by goal**

	<b>Goal</b>	<b>Results achieved</b>
<b>1</b>	Improved quality of education response in emergency and fragile, transition countries	<ul style="list-style-type: none"> <li>• Increased access to quality education for 5.5 million children living in emergency-affected or vulnerable areas</li> <li>• Improved quality of education for children and youth affected by conflict and disaster</li> </ul>
<b>2</b>	Increased resilience of education service delivery in chronic crises, arrested development and deteriorating contexts	<ul style="list-style-type: none"> <li>• Increased second-chance and equitable education opportunities for 500,000 children and youth excluded by crisis or emergency</li> <li>• Strengthened capacities of the education system to withstand renewed crisis or conflict</li> </ul>
<b>3</b>	Increased education sector contribution to better Prediction, Prevention and Preparedness for emergencies caused by natural disasters and conflict	<ul style="list-style-type: none"> <li>• Improved capacities to respond to needs in the education sector in the event of a disaster</li> <li>• Disaster risk reduction mainstreamed in education sector planning and budgets in six countries</li> <li>• Improved school and child safety through increased awareness of disaster preparedness and prevention at the community level</li> <li>• Increased capacity for conflict reduction and peace in conflict affected and post-crisis transition countries</li> </ul>

4	Evidence-based policies, efficient operational strategies and fit-for-purpose financing instruments for education in emergencies and post-crisis situations	<ul style="list-style-type: none"> <li>• Strengthened government capacity at the national and sub-national level for evidence-based planning</li> <li>• Demonstrated aid-effective financing mechanisms in two post-conflict, transition countries</li> <li>• Indirectly benefited 14 million children and youth through national-level adoption of best practices in education in emergencies and support for pooled funding mechanisms</li> <li>• Improved evidence-based policies and operational strategies in the education sector</li> </ul>
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### 4.3 Results, cross cutting

Interpreting the results through an analytical framework increases understanding of EEPCT impact. In the following section, programme results are assessed through two frameworks: (1) the four focus areas – leverage, innovation, scaling and evidence – which arose out of the September 2010 Progress Review Seminar attended by the Government of the Netherlands, the European Commission and UNICEF; and (2) the crisis-to-development continuum.

**Leverage** – Due to the scope and scale of the Education in Emergencies and Post-Crisis Transition programme, there is great potential to leverage other education stakeholders to increase their investment. This year, the programme successfully leveraged investment in several ways, including strategic partnerships, policy change and scale-up at the national level.

- *Education Cluster* – During 2010, UNICEF country offices advocated for national and sub-national education clusters and increased coordination of the EIE response. Membership expanded to include government representatives and local non-governmental organizations as co-leads and active cluster members. Education cluster advocacy and knowledge-sharing activities with government officials increased the integration of education in emergencies in national education sector plans and budgets in Bangladesh, Colombia, Haiti, Nepal and Northern Sudan.

Awareness of minimum standards for education in emergencies was increased through training for front-line responders and cluster coordinators. A harmonized EIE training package was developed jointly with the Inter-Agency Network for Education in Emergencies. Support for the Education Cluster and key actors involved in advocating for education in emergencies kept the initiative in the spotlight, resulting in adoption of the General Assembly resolution on education in emergencies and contributions to the 2011 Global Monitoring Report. Strategic planning for continued impact and growth for the Global Education Cluster was finalized in 2010.

- *Inter-Agency Network for Education in Emergencies (INEE)* – With EEPCT support, the network launched the updated ‘INEE Minimum Standards for Education: Preparedness, response and recovery’, designed to give governments and humanitarian workers the tools to address the EFA goals and MDGs. The minimum standards also provide guidance to ensure that education initiatives in emergencies provide a solid basis for post-conflict and disaster reconstruction. The subsequent development of a harmonized training package on EiE and the roll-out of cascade training significantly extended application of the minimum standards beyond the investment of EEPCT funds.

Likewise, a series of best practice guides in teaching and learning, gender, and supporting children with disabilities was developed to strengthen standards and the application of best practices in education in emergencies. In addition, the EEPCT programme supported the INEE Working Group on Education and Fragility, and contributed to a consultative workshop on education and fragility held in Addis Ababa, in October 2010. The Inter-Agency Network convened a round table on ‘Education for Youth Affected by Crisis’ and created an annotated bibliography on early childhood development in emergencies. A coordinated strategic planning process with the Education Cluster was undertaken in 2010 to ensure impact and relevance for the next three-year period.

- *Increased financing for education* – The EEPCT programme leveraged increased financing for education in emergencies and post-crisis contexts in 2010. In Liberia, the Education Pooled Fund provided the foundation for development of a comprehensive education sector plan, which was able to secure US\$40 million in funding from the Fast Track Initiative Catalytic Fund. Also in Liberia, the LAB4LAB pilot supported by EEPCT leveraged an additional US\$8.5 million for school construction and rehabilitation from the Government of Japan.

In Zimbabwe, the EEPCT programme helped to leverage government co-financing of the Basic Education Assistance Module, a fund that pays school fees for orphans and other vulnerable children. In Kenya, the Government allocated a budget line for continuation of the Talent Academies initiative.

Several EEPCT countries reported an increased percentage of funding for education within national budgets. Nepal reported that education expenditure as a percentage of the national budget increased to 17.2 per cent, up from 16.3 per cent the previous year. In Côte d’Ivoire, an increase in education expenditure from 20 per cent to 24 per cent of the national budget was noted in the report.

**Innovation** – Innovation is essential to effective and efficient programming in the complex environments affected by emergencies and disasters, and is a common theme in the results of 2010. EEPCT innovation highlights include pooled funding mechanisms, Accelerated Learning Programmes, early childhood development, child-friendly schools, peacebuilding and disaster risk reduction.

- *Pooled Funding Mechanisms* – Documentation of the Zimbabwe Education Transition Fund (ETF) was initiated with an external consulting firm in 2010 to identify a comprehensive set of lessons learned in supporting education systems in fragile states. Initial findings confirm the fund was successful in meeting its objectives and providing a mechanism through which donors could successfully scale up their aid. Weaknesses in ETF governance and in procurement and

distribution of textbooks were noted as well as the need for greater technical assistance to the Government of Zimbabwe.

Similarly, an audit of the Liberia Education Pooled Fund (EPF) was completed in 2010, noting good progress in the purchase and distribution of textbooks and instructional materials, school construction and teacher development. Improvements needed in financial management and internal controls were noted, and actions to address these challenges were a key focus for UNICEF and the Government of Liberia in 2010.

- *Accelerated Learning Programme (ALP)* – The programme has been identified as a well-established practice in Angola, Iraq, Liberia, Sri Lanka and other countries, with promising results that can make a significant contribution to building resilience. An evaluation of two ALP pilots was completed in Angola and Iraq. The Angola evaluation resulted in the Ministry of Education agreeing to review its management of Accelerated Learning Programmes and revise strategies for nationwide expansion.
- *Early childhood development (ECD)* – In Côte d'Ivoire, a situation analysis conducted in 2008 led to establishment of a national technical working group on early childhood development in emergencies and development of a national integrated ECD policy. The Inter-Agency Network for Education in Emergencies completed an annotated bibliography to serve as a resource for best practices in early childhood development during emergencies.
- *Child-friendly schools (CFS)* – An evaluation of 190 child-friendly schools was conducted in the Occupied Palestinian Territory in 2009/10, showing that the CFS concept is effective in improving five key dimensions of a child-friendly environment: quality; effectiveness for learning; ability to protect children; gender sensitivity; and participatory approaches involving children, families and communities. As a result, the Ministry of Education and Higher Education recognized the appropriateness of child-friendly schools for the local context. UNICEF's Guinea Country Office supported the Association of Active Pedagogies, which published a regular bulletin sharing interactive, child-friendly teaching and learning methodologies that reached 376 members.
- *Disaster risk reduction (DRR)* – Documentation of best practices in disaster risk reduction and education in emergencies was conducted in Angola and in the Democratic Republic of the Congo, where mobile teams, remedial classes and rapid response mechanisms for population movements were identified as successful practices that could be replicated in similar contexts around the world.

UNICEF's Asia and Pacific Shared Services Centre finalized a lessons-learned study of EIE responses across four countries. The study identified the value of the cluster approach and the importance of capacity building and strengthening of host governments, leading organizations and partners across the central, provincial and lower level. The study also noted the need to go beyond training to address a more holistic capacity-development approach, focusing on institutions as well as individuals. The Americas and the Caribbean Regional Office (TACRO) made interactive tools and documents on disaster risk reduction available through a web portal for the region. The Education Cluster and the Inter-Agency Network for Education in Emergencies jointly developed a toolkit on

disaster risk reduction, and UNICEF headquarters staff completed an impact study on disaster risk reduction.

In addition to the initiatives noted above, regional education advisers and education in emergency advisors played a key role in supporting emergency education programming. The advisers have been instrumental in sharing lessons learned across their regions, impacting both emergency and development programmes, and have worked closely to support national-level education advisers. In the Progress Evaluation, a greater focus on documentation and knowledge sharing of innovative practices in education in emergencies was recommended. This is an area of focus for UNICEF's Education Section, and a series of case studies on innovations is planned for 2011.

**Scale** – The flexibility and multi-year scope of EEPCT funding allowed for mainstreaming programme activities into national government plans and maximized information transfer and community outreach regarding evidence, case studies and lessons learned.

- *Mainstreaming programme activities* – EEPCT funds were instrumental in scaling up proven approaches to education in emergencies and post-crisis transitions in 50 per cent of the 27 countries reporting during 2010. The majority of policies adopted have been in areas of UNICEF strength, such as CFS standards, the Accelerated Learning Programme and life skills education. In addition, peace education programmes were integrated in government policies through curriculum development and revision.

The Nepal programme succeeded in integrating peace and human rights in the curriculum for primary and lower secondary education across the country. Instructional materials and teachers' guides were prepared for several grades, and a 10-day training module for teachers was developed and piloted in two regions of the country. Nepal's initiatives are intended to impart values of respect for human rights and a culture of peace from an early age. A number of other countries reported success in adoption of education sector policies through piloting, evaluations or advocacy – including school fee abolition policies in the Democratic Republic of the Congo, language enrichment policies in Myanmar and changes to school improvement grant policies in Bangladesh.

- *Outreach* – UNICEF's Back on Track website, [www.educationandtransition.org](http://www.educationandtransition.org), provided feature stories, podcasts, blogs, videos and other resources to share innovative education in emergencies practices and successes achieved in the EEPCT programme, expanding its reach to broader communities of practice. Password-protected pages hosted internal documents and other materials pertaining to the programme, including country progress reports, allowing for greater sharing of lessons learned between countries. There was a 45 per cent increase in the number of visits to the site from June–December 2010, compared to November 2009–May 2010.

**Evidence and institutional learning** – A focus on evidence resulted in improved monitoring and evaluation to track progress towards programme goals, and in better sharing of these outputs globally to encourage knowledge transfer and institutional strengthening. The key focus for 2010 was finalization of the Programme Review and Evaluability Study (PRES) and the mid-term Progress Evaluation (PREV) of the UNICEF Education in Emergencies and Post-Crisis Transition programme.

The Programme Review and Evaluability Study was instrumental in guiding the evolution of the EEPCT programme. The findings illustrated both successes and challenges, and informed the 2011 work plan as well as the design of the Progress Evaluation. Weaknesses identified in the PRES included monitoring and evaluation, human resources at headquarters, the quantity of DRR programming and limited awareness of staff regarding EEPCT programme theory. Actions taken to improve progress included improvements to the monitoring and evaluation process, more strategic allocation of resources during the final year of the programme and the initiation of in-depth research to advance knowledge on education in emergencies and post-crisis.

The Progress Evaluation identified strengths and weaknesses of the programme and made a number of recommendations that are being taken forward in 2011. In addition, country case studies were conducted as part of the Progress Evaluation (Angola, Colombia, Côte d'Ivoire, Liberia, the Philippines, Sri Lanka) and as part of the Programme Review and Evaluability Study (Kenya, Nepal, Southern Sudan). These studies provided valuable information to UNICEF's country offices and contextualized broader recommendations from the two reviews.

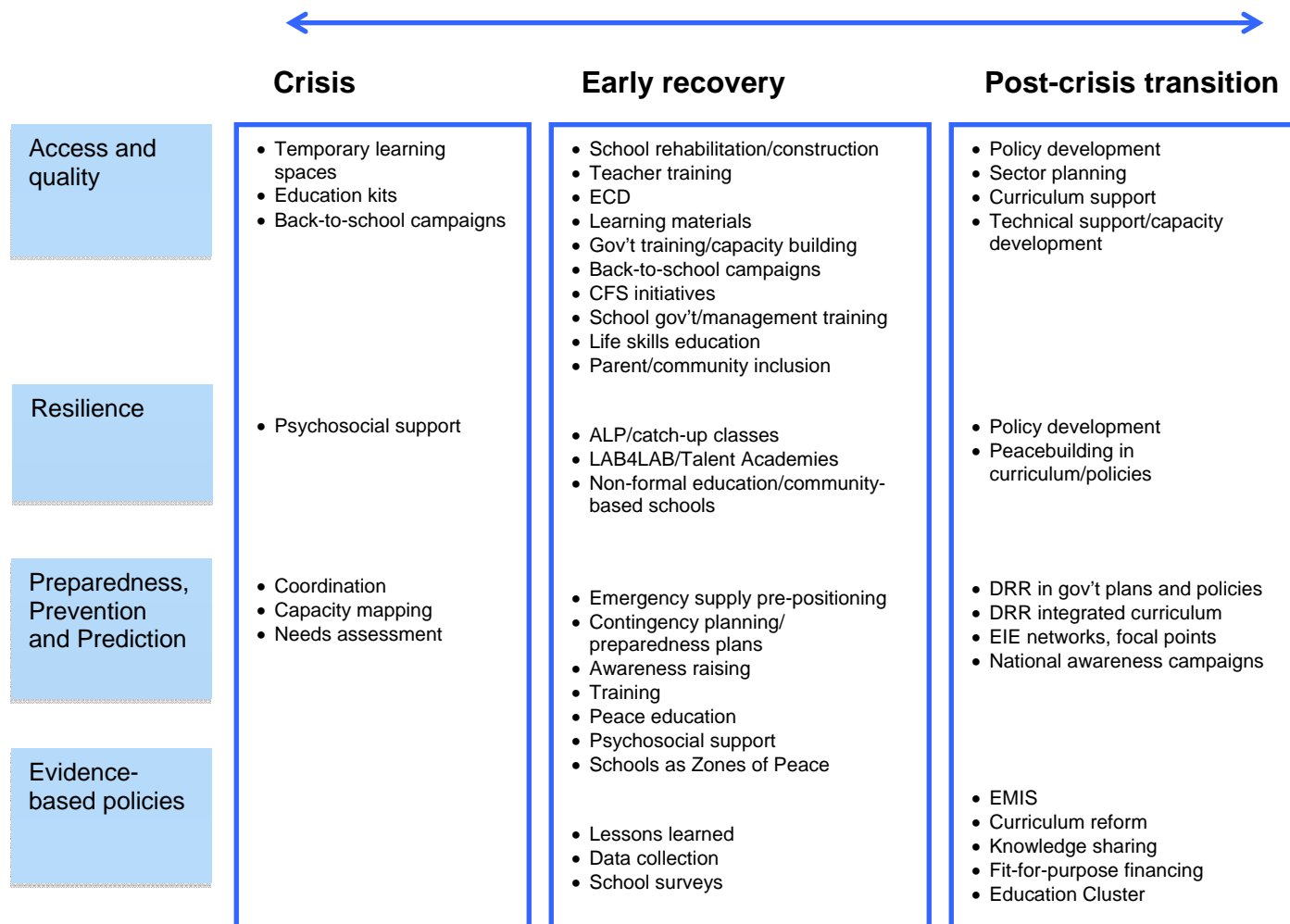
The PRES and PREV are posted on the Back on Track website, and findings will be shared at a global education network meeting in 2011. In addition to these studies, a number of monitoring and evaluation exercises were conducted at the country level in 2010 (*for further details on these exercise as well as PRES and PREV findings, see section 6, Monitoring and evaluation, in this report*).

The **crisis-to-development continuum** provides another useful lens for analysis of the 2010 data (*see Figure 4, below*). Through a comparison of the frequency and type of activity across three phases – crisis, early recovery and post-crisis transition – several interesting trends emerge:

- Countries in the crisis phase prioritize information gathering activities such as needs assessment and capacity mapping, whereas countries in early recovery focus on direct service programmes such as the ALP and teacher training.
- Interestingly, EEPCT-supported country offices are programming a greater variety of interventions during the early recovery phase, which may reflect that EEPCT funding is used most often for early recovery because other resources for that phase are minimal or absent.
- Not surprisingly, activities implemented in post-crisis contexts are generally geared towards system strengthening, such as Education Management Information Systems, curriculum reform and fit-for-purpose financing.
- Another trend indicated is that monitoring and evidence-building activities increase as a country moves beyond the period of crisis and towards development. No monitoring is mentioned in the crisis phase, for example, but case studies, lessons learned and school surveys are listed in the early recovery phase.

Analysis according to phases of conflict is, of course, limited by the fact that countries are always evolving and cannot be labelled according to one phase. The real-time analysis of EEPCT programming activities across the crisis continuum nonetheless presents interesting perspectives from which to view the results more analytically.

**Figure 4. EEPCT programming strategies, by context**





## 5. 2010 RESULTS, BY GOAL

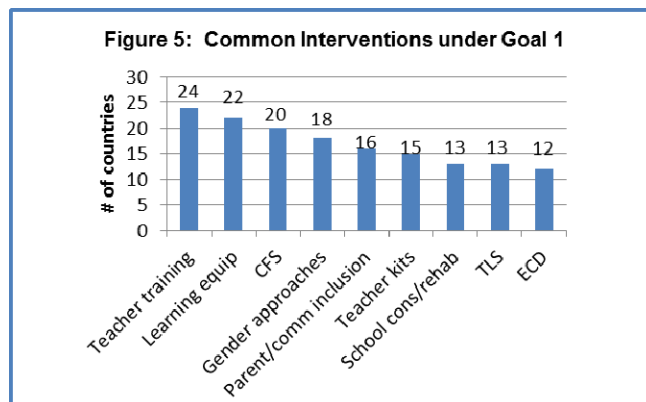
### Results achieved:

- Increased access to education for 5.5 million children.
- Improved quality of education for targeted children and youth.

### 5.1 Goal 1 – Improved quality of education response in emergencies and post-crisis transitions

Goal 1 addresses the need to restore schooling among conflict- or disaster-affected populations by working with partners and governments to promote a more coordinated, higher-quality education response in emergencies and post-crisis transitions. More than 35 activities have been supported under this goal; the most common interventions are illustrated in Figure 5.

The EEPCT programme restored access and improved the quality of education provision for 5.5 million children and youth. These efforts prevented further disruption and loss of learning, which can lead to poor learning outcomes and high drop-out rates in conflict-affected and post-crisis transition countries. UNICEF's efforts reached out to marginalized children and youth, including those who are internally displaced, refugees, returnees, girls and members of ethnic minorities.



For several countries these activities resulted in improvements in enrolment and completion rates in targeted areas. In Somalia, despite enormous challenges in access and quality of education, enrolment has almost doubled since 2006. In 2010 alone, UNICEF supported new enrolments for more than 200,000 children and youth.

In the Central African Republic, enrolment and completion rates have increased by approximately 10–20 per cent each year since 2008 among the seven EEPCT-funded prefectures. In Guinea improvements in enrolment and retention were reported in targeted prefectures despite overall declines in education indicators in the country.

Construction and rehabilitation of 4,700 schools and classrooms and the distribution of 1.8 million learning materials also improved access to education. In addition, 335,000 teachers and education support staff were given opportunities for training, resulting in reduced teacher absenteeism and staff turnover and giving students a better chance at learning. Community involvement and support for education also increased.

**Figure 6. Restoring education in IDP camps in Pakistan**



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UNICEF supported schools in a camp for internally displaced people, in Pakhtunkhwa Province – making it possible for those children enrolled in school to continue their education and for those who never received formal education to attend school for the first time. This was especially the case for girls from conservative areas who had been denied access to basic education.

Eight schools, benefiting 4,493 children (2,374 boys and 2,119 girls) were supported, and 46 teachers received training in interactive, activity-based learning, teaching in challenging situations and psychosocial support – resulting in child-friendly learning environments in classrooms.

In addition, eight school management committees were formed to support school operations. The committees now meet regularly and have become instrumental in promoting the importance of education within the IDP camp community.

Specific results achieved in 2010, under **Goal 1**, include:

***Result 1 – Increased access to education for 5.5 million children***

The EEPCT programme used a variety of strategies to increase access to education for children affected by conflict and disaster. In contexts of immediate crisis or displacement, UNICEF established temporary learning spaces for children and strengthened the capacity of host community schools to absorb displaced children by adding new classrooms and distributing teacher, child and recreation kits.

In the context of chronic crises or early recovery, UNICEF constructed new schools in underserved areas or rehabilitated and expanded existing schools to accommodate increased enrolment – and to integrate child-friendly elements such as adequate facilities for water, sanitation and hygiene (WASH). Reducing barriers to children's access to school was also a focus, applied by mobilizing community support for education through 'Back to School' campaigns and implementing early childhood programmes to ensure children enter school at the right age, ready to learn.

In addition to improving access to quality education for 5.5 million children, UNICEF's efforts achieved the following:

*Temporary learning spaces* increased access to education for children immediately affected by conflict. In addition to preventing further disruption and loss of learning, these spaces provided emotional support, normalcy and protection for children while providing space for parents to address their own needs and support their families. The approach was supported in 13 countries, including Haiti, Pakistan and Northern Sudan. The use of

temporary learning spaces is a proven, effective practice in education in emergencies, and is an area of programming strength for UNICEF.

*A total of 4,700 schools and classrooms were constructed or rehabilitated to increase access to education for children and youth. Classroom construction was used to address needs in host communities or to alleviate overcrowding; school construction was also undertaken in underserved areas with limited education infrastructure. UNICEF used school rehabilitation and construction as an opportunity to ‘build back better’ through integration of child-friendly features, such as WASH facilities.*

*Back to school, recreation and teachers’ kits provided an important stimulus to education access. Eleven countries used procurement, pre-positioning and distribution of education kits and supplies to restore learning for children affected by emergencies. In Timor-Leste, culturally relevant learning, sports and arts kits were distributed to schools and equivalency classes. The Occupied Palestinian Territory developed and piloted math and science kits and accompanying resources for teachers. These kits have been made available through UNICEF’s Education Unit and Supply Division to enrich the portfolio of education kits available for use in emergencies.*

*Early childhood development programmes improved the health, nutrition and development of preschool children affected by emergencies. They also supported the entry of children in school at the right age, potentially alleviating long-term overcrowding created by significant numbers of overage children in primary school classrooms. The EEPCT programme increased access to early childhood development in 12 countries through training for caregivers, by providing ECD in emergencies kits and play materials, and constructing ECD centres. In Angola, Guinea, Iraq, Northern Sudan and Uganda, more than 12,000 ECD caregivers participated in training. In the Democratic Republic of the Congo, Guinea and the Philippines, 37 day-care centres were constructed, increasing access to education for 2,777 children.*

UNICEF also implemented initiatives to reduce barriers and increase equitable access and retention in education for marginalized children and families. Examination support was provided, including payment of fees and negotiating separate examination sessions for displaced children who missed out on exams. To offset the cost of education, school uniforms were distributed to disadvantaged families and learning materials were provided for children with disabilities.

## ***Result 2 – Improved quality of education for targeted children and youth***

The EEPCT programme supported a number of activities to improve the quality of education for children in countries facing emergencies or transitioning from conflict or natural disaster. These activities addressed conditions often found during protracted or chronic crises – untrained teachers, lack of basic learning materials, poor or non-existent infrastructure, and out-dated curricula.

*Teacher training reduced absenteeism and staff turnover and gave students a better chance at learning. More than 335,000 teachers and education support staff were trained in active pedagogies, multi-grade classroom instruction, stress and trauma management, life skills, student assessment, peace and human rights. Twenty-four countries provided teacher training, making it one of the most common strategies undertaken by UNICEF in emergency and post-crisis contexts. Teacher training programmes ranged from one-time training sessions focused on specialized topics to*

comprehensive training programmes, leading to certification and inclusion in MOE payrolls (see *Figure 7 on the example of Sierra Leone*). While acknowledging successes in teacher training, the Progress Evaluation recommended a more comprehensive and coherent approach to increase the effectiveness and long-term impact of the training.

### **Figure 7. Distance education in Sierra Leone empowers teachers**

Between 2002 and 2010, the number of primary school students more than doubled in Sierra Leone. With a severe shortage of qualified teachers and teaching colleges unable to meet classroom demand, unqualified teachers have filled the gap. With EEPCT funding, UNICEF supports an innovative distance teacher training programme in collaboration with the Ministry of Education as an essential strategy to enhance primary school retention and completion. The course prepares teachers to use child- and girl-friendly approaches in the classroom and focuses on emerging issues such as HIV and AIDS, and a code of conduct for teachers. Graduates will be kept on the Ministry of Education payroll and enjoy more job security.



More than 40 per cent of Sierra Leone's teachers have had no opportunities to participate in training.  
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*Child-friendly school initiatives* demonstrated that school and community efforts to develop inclusive and child-friendly environments lead to positive changes. In Sri Lanka, positive changes within project schools included improved infrastructure, increased attendance, reintegration and retention of out-of-school children, and increased community involvement and support. In the Occupied Palestinian Territory, CFS initiatives resulted in an improved learning environment, the use of active teaching methodologies in the classroom, child-centred and democratic learning, and the engagement of families and communities.

The child-friendly approach to schooling provides an important overarching framework for UNICEF's programming in education. Twenty countries implemented CFS initiatives, ranging from training in active pedagogies, to improved school governance, to integration of child-friendly standards in school construction.

*Life skills education* supported children to protect themselves from disaster and injury through integration of disaster preparedness and landmine awareness programmes into life skills education curricula. Life skills education also contributed to developing a culture of peace and respect for human rights among students.

Life skills programmes have been implemented in 11 countries. In Timor-Leste, 15 life skills modules were developed by UNICEF and have been integrated into the national life skills programme. In Kosovo, UNICEF supported development of a teachers' manual and a student handbook, and supported teacher training through the Life Skills Based Education Programme accredited by the Ministry of Education, Science and Technology. In Myanmar, the UNICEF-supported life skills education programme was rolled out to 5 million primary school children.

*More than 1.8 million learning materials* were distributed in 22 countries, providing an important stimulus for improved education quality. Learner-support modules were

developed in Iraq and Sri Lanka to sustain learning during short-term emergencies and as supplemental materials to support learning in remote areas. Textbook and reader distribution reached children in the Central African Republic, Liberia, Somalia, Togo and Zimbabwe. Large-scale textbook distribution was supported in Liberia and Zimbabwe.

In Liberia, the Progress Evaluation found that EEPCT-financed textbooks were highly effective in supporting Liberian children's access to quality education – reducing the student-to-textbook ratio from 27:1 to 2:1. Similar results are expected in Zimbabwe. Textbook distribution was also noted as a promising practice in the Progress Evaluation, which determined that this has the most impact when accompanied by effective distribution strategies accompanied by procedures to ensure textbooks remain in schools for successive years.

*Parent and community participation* in education was supported by Education in Emergency and Post-Crisis Transition in 16 countries. Increased parent and community participation contributed to improved education quality through resource mobilization for schools, improved teacher and student attendance, and increased child protection.

In Somalia and Zimbabwe, for example, 25,572 members of school management committees and parent-teacher associations received training in school governance and resource mobilization. A number of countries also supported the participation of children and youth in decision-making through establishment of school councils in Kenya and children's governments in such countries as Guinea, where 2,817 child governments were established.

## **Progress towards Goal 1**

Significant achievements have been made and were recognized in the Progress Evaluation, which states that UNICEF has made a substantial contribution to improving education access and quality. Similarly, UNICEF initiatives under Education in Emergency and Post-Crisis Transition were recognized in the 2011 EFA Global Monitoring Report as making a significant contribution to the EFA goals.

Several factors have contributed to progress towards achieving Goal 1. EEPCT-supported activities addressed key needs in emergency and post-crisis contexts, which are characterized by lack of education infrastructure, learning materials and qualified teachers. The flexibility of EEPCT funding allowed UNICEF to respond to needs at the country level as they arose and to fill critical gaps created by short-term and unpredictable aid. Goal 1 activities also drew on areas of UNICEF expertise and strength – including teacher training, establishment of temporary learning spaces for displaced children, and procurement and distribution of back-to-school kits.

By reaching out to displaced and marginalized children, UNICEF contributed to greater equity in education. Evidence and knowledge gained from working in these areas also supported UNICEF in its advocacy to address the needs of marginalized groups in education planning and policy reforms.

## Figure 8. Building back better in Haiti

On 12 January 2010, an earthquake of massive scale struck Haiti, causing the collapse of the country's education system: 3,798 schools were destroyed or damaged, the Ministry of Education building collapsed, senior government staff and teachers were killed, and massive numbers of children were displaced.



Semi-permanent school constructed in Haiti.  
© UNICEF

EEPCT funds supported UNICEF's efforts to quickly restore education while leveraging those interventions to strengthen education system resilience and achieve long-term improvements in equitable access to quality

education. Support from the Government of the Netherlands, along with other donors, provided temporary learning spaces for 325,000 children; 120 semi-permanent schools for 26,000; essential education supplies for 720,000; and soap and water purification tablets for 1 million children. Teaching materials were provided for 14,000 teachers. These efforts were combined with targeted advocacy with the Ministry of Education and development of an adapted curriculum to prevent the loss of the school year.

The semi-permanent schools constructed by UNICEF were child-friendly, designed to be earthquake and hurricane resistant, and provided an entry point to improve construction standards and regulations throughout the education sector. School mapping through an infrastructure database laid the groundwork for improved information management and provided a crucial asset for emergency preparedness and response.

The Education Cluster in Haiti, led by UNICEF, coordinated the emergency education response of more than 100 agencies and promoted dialogue and interaction between public and private service providers. Training for disaster risk reduction was extended to teachers, principals and MOE officials. The cluster also provided capacity-building and technical support for development of emergency response plans at the sub-national level and was instrumental in setting up crisis coordination cells within departmental directorates of education.

EEPCT funding enabled UNICEF to mobilize senior-level technical assistance for the post-disaster needs assessment – ensuring that education became a key part in the Government of Haiti's National Action Plan for Reconstruction and Development. This funding also supported UNICEF's role in developing the five-year Education Operational Plan, placing education at the centre of the country's priorities as it moves forward.

## 5.2 Goal 2 – Increased resilience of education service delivery in chronic crises, arrested development and deteriorating contexts

### Results achieved:

- Increased second-chance and equitable education opportunities for 500,000 children and youth excluded by crisis or emergency.
- Strengthened capacity of the education system to withstand renewed crisis or conflict.

The EEPCT programme defines resilience as the process of bouncing back and fully recovering in the face of change and stressful situations. Goal 2 was designed to prevent interruptions or negative changes in the quality of education in conflict-affected states, while at the same time using education interventions to help reduce socio-political and/or economic fragility. It was also designed to facilitate development of innovative models to address threats to peace and stability, and to enhance delivery of basic education services in a range of countries affected by fragility.

Activities supported under Goal 2 include Accelerated Learning Programmes, Talent Academies and LAB4LAB, as well as rebuilding and strengthening education systems at the school, district and national level.

The EEPCT programme increased second-chance and equitable education opportunities for 500,000 children and youth excluded by crisis or emergency. Accelerated Learning Programmes restored education opportunities and supported increased retention and completion of primary school for out-of-school youth in six countries: Angola, the Democratic Republic of the Congo, Iraq, Liberia, Northern Sudan and Sri Lanka. The replication, adaptation and scaling up of accelerated learning in government strategies and plans indirectly benefited thousands more.

Talent Academies provided alternative education for 1,390 out-of-school youth, strengthening their literacy, numeracy and life skills while supporting them to explore livelihood options based on their talents. LAB4LAB schools and related initiatives reached 5,260 children and youth. The core elements of their design will be replicated in construction of 90 additional schools in Liberia and will influence the design of 991 schools in Guinea to be funded by the Fast Track Initiative.

The EEPCT programme has also increased education system stability, resilience and capacities through technical and financial support for macro-level processes such as policy development, planning, systems strengthening, and data collection and analysis. At the national level, this has resulted in improved capacities for education sector planning, a strengthened evidence base to inform planning, the integration of best practices and EIE standards in education sector policies and plans, and a greater focus on equity. At the sub-national level, these efforts have resulted in improved education system supervision and inspection processes, strengthened data collection to inform priorities for service delivery and planning, and sub-national education plans.

Specific results achieved in 2010, under **Goal 2**, include:

***Result 1 – Increased second-chance and equitable education opportunities for 500,000 children and youth excluded by crisis or emergency***

Crisis and emergencies disrupt children's education. Violence and disaster destroy school buildings, and internal and cross-border displacements prevent attendance, often for extended periods of time. For youth, disrupted education can become permanent as they are unable to integrate back into school at an age-appropriate level. In chronic conflict or post-crisis transition, equitable opportunities for quality education are critical to relieving grievances and building social cohesion.

Education in Emergencies and Post-Crisis Transition enabled children who have missed out on school to re-enter or finish primary school through Accelerated Learning

Programmes. EEPCT also piloted two other innovative initiatives – LAB4LAB and Talent Academies – to explore their potential for reducing conflict and fragility among cross-border communities and for out-of-school youth.

*Accelerated Learning Programmes* were used in 6 countries to restore education opportunities and support increased attendance and completion for out-of-school youth; replication, adaptation and scaling up of ALP interventions in government strategies and plans indirectly benefited additional thousands of youth. ‘Accelerated Learning’ refers to a wide range of alternatives to the mainstream education system that enable faster progression through schooling. These programmes are frequently established as an ‘emergency’ intervention to enable over-age children to re-enter or finish primary school, for example, through condensing the school curriculum from six years to three. They are more common, however, in situations of chronic crises and post-crisis transition.<sup>11</sup>

In Angola, the Democratic Republic of the Congo, Iraq and Northern Sudan, Accelerated Learning Programmes provided children and youth with opportunities to catch up on lost learning and to re-enter primary school. In these countries, EEPCT provided direct support to ALP centres by providing learning materials, education kits and furniture, and by rehabilitating infrastructure.

**Figure 9. Accelerated learning centres in the Democratic Republic of the Congo**



Remedial Teaching Centre Chigukiro, South Kivu  
© UNICEF DR Congo

Accelerated learning centres in the Democratic Republic of the Congo enable students to complete six years of primary school in three years. The centres reach out to children whose education has been severely disrupted or who have never gone to school. A participatory approach to management and decision-making in the centres has improved access and quality of teaching and learning for 2,549 children. Because a programme assessment revealed that this system was not appropriate for children with only a short interruption in their schooling, catch-up classes were established. These classes run for two hours after the normal school day and allow students to address their knowledge gaps without having to redo a school year or change education systems.

<sup>11</sup> UNICEF Evaluation Office, ‘Progress Evaluation of the UNICEF Education in Emergencies and Post-Crisis Transition Programme (EEPCT)’, New York, December 2010.



In the Democratic Republic of the Congo and Sri Lanka, modified ALP strategies were used to minimize learning disruption caused by short-term emergencies. Catch-up classes were provided to students in the Democratic Republic of the Congo, and in Sri Lanka, 60,000 Learner Support Modules on math and language were developed and distributed.

In Angola, Liberia and Sri Lanka, ALP activities focused on systems-level integration of ALP strategies. In Liberia, the replenished Education Pooled Fund supported teacher incentive payments for the Accelerated Learning Programme for the first time, paving the way for institutionalized support of the programme. In Angola, an evaluation of the ALP pilot in Kwanza Sul Province was completed and, in 2011, will inform development of a national ALP strategy. In Sri Lanka, 18 teachers' handbooks for Grades 1–9 were developed to provide guidance on teaching the condensed syllabus. The Government of Sri Lanka also endorsed the Accelerated Learning Programme as a strategy to enhance learning achievement and reduce dropouts through a combination of pull-out, nested and clustered ALP programmes within existing schools.

Table 3 illustrates the Government of Sri Lanka's innovative approach to integrating ALP strategies within the existing school system.

**Table 3. ALP streaming in Sri Lankan schools**

Context	Accelerated Learning Programme strategy
For schools where more than 50% of learners fall into the bottom quartile of the reference group	Single-stream ALP school programme, in which all children follow the ALP in 2011
For schools where 25%–50% of students fall into the bottom quartile of the reference group	Dual-stream ALP school programme, in which children performing at or above their competency level follow mainstream classes, and children testing significantly below their competency level follow the ALP
For schools where less than 25% of students fall into the bottom quartile of the reference group	Pull-out ALP school programme, in which students testing significantly below their competency level are pulled out of classes to learn in small groups
	Nested ALP school programme, in which students testing significantly below their competency level are taught within their regular class by a second teacher
	Cluster ALP school programme, in which students testing significantly below their competency level from several nearby schools attend an ALP 'cluster' school for part of each day

The Progress Evaluation identified the Accelerated Learning Programme as a well-established practice, with promising results that can make a significant contribution to building resilience by offering second-chance opportunities to youth excluded from the system by crisis or emergency. Among the evaluation's recommendations was the need for increased attention to planning and evaluation for scaled-up implementation in emergency and post-crisis transition contexts as well as for refocusing programmes

when countries' education sectors transition from emergency contexts into longer-term recovery.<sup>12</sup>

*Learning Along Borders for Living Across Boundaries (LAB4LAB)* increased access to quality education for 5,260 children in Côte d'Ivoire, Guinea, Liberia and Sierra Leone. The programme was also intended to contribute to peace and stability in border areas through cross-border dialogue and quality education demonstration. While cross-border dialogue has been initiated in LAB4LAB programme areas, it is too soon to assess the impact of these initiatives on peace and stability.

The LAB4LAB programme was initially conceived as contributing to resilience by helping to stabilize communities in border areas through creating links between communities in the Mano River Region (Côte d'Ivoire, Guinea, Liberia and Sierra Leone). LAB4LAB schools were meant to serve as model facilities that incorporate UNICEF's standards for child-friendly schools, use environmentally sensitive technology such as water catchment systems and solar power, and give students access to computer technology and the Internet.

Sierra Leone chose not to participate as country-level strategic plans had been aligned with government strategies and the LAB4LAB initiative did not readily fit these priorities. The concept of delivering quality education services and promoting cross-border dialogue in potentially volatile areas was taken up in the country under the banner of 'Cross Border Schools'. Community mechanisms for child protection and health were additional elements introduced in the project. An evaluation of the cross-border project in Sierra Leone found increased participation of girls in school, reduced drop-out rates, improved government monitoring and links with communities, and increased access of communities to health and child protection services.

In Guinea, core elements of the LAB4LAB schools were extended to 12 associated schools. Children in these schools benefited from LAB4LAB-developed teacher guides and training to support integration of active pedagogies in classrooms. LAB4LAB construction has influenced the standard school design utilized by Guinea's Ministry of Education; these designs will be used for construction of 991 classrooms planned with funds from the Fast Track Initiative.

Table 4, on the following page, summarizes progress in the LAB4LAB initiative as of 2010.

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<sup>12</sup> UNICEF Evaluation Office, 'Progress Evaluation of the UNICEF Education in Emergencies and Post-Crisis Transition Programme (EEPCT)', New York, December 2010.

**Table 4. Summary of the LAB4LAB initiative**

Country	LAB4LAB schools		LAB4LAB-influenced schools		Notes
	Completed*	Partially completed*	Supported*	Planned*	
Liberia	1	0	0	90	Secured funding from the Government of Japan to construct 6 LAB4LAB schools and rehabilitate 84
Guinea	5	3	12	4	An additional 4 schools will be rehabilitated in 2011
Côte d'Ivoire	0	5	0	0	Construction completion ranges from 42%–72%; conflict in February and the rainy season delayed construction; resurgent violence in November halted construction completely in Danane
Sierra Leone*	0	0	10*	0	Cross-border schools project initiated in border areas targeted quality education and child protection; no rehabilitation or construction undertaken
<b>Total</b>	<b>6</b>	<b>8</b>	<b>22</b>	<b>94</b>	

\* **Definitions:** *Partially completed* – Onsite construction has begun, but no structure has been fully realized and no students have been enrolled. *Completed* – Construction has concluded, and students have been enrolled and are attending. *LAB4LAB-influenced schools* – Schools in which elements of the LAB4LAB school design, pedagogic approach and/or community outreach are being replicated within existing schools or new school construction.

A number of factors continue to affect implementation of the LAB4LAB initiative. School construction has progressed but is still affected by lack of experienced contractors, insecurity in border areas, and difficulties in procurement and transportation of materials. The outbreak of violence in Côte d'Ivoire in 2010 resulted in suspension of work on two of the 4 LAB4LAB schools being constructed. Beyond construction, the schools have proved to be expensive to replicate in resource-poor contexts, and cross-border communication as a means of building peace and stability has not yet been realized.

The greatest potential of the LAB4LAB model is adapting the concept to existing schools and incorporating key elements into government/donor designs, which is being actively supported by UNICEF country offices. A detailed case study of the initiative will be completed in 2011.

*Talent Academies* increased literacy and numeracy skills, self-esteem and livelihood opportunities for 1,390 youth. These academies were designed to help marginalized and out-of-school youth harness their talents, enhance their livelihood opportunities and

improve their learning, while reducing the potential for conflict and fragility created by large numbers of disengaged youth. Curricula combine instruction in a talent area with basic literacy, numeracy and life skills as well as access to psychosocial support, medical care and meals where appropriate. Talent Academies have been launched in partnership with relevant government ministries and private sector sponsors.

Table 5 shows progress reported by UNICEF country offices in 2010.

**Table 5. Summary of the Talent Academies initiative**

Country	# of academies	# of youth	Date initiated	Talent focus
Guinea	1	90	March 2010	Percussion Academy – dance and percussion
Côte d'Ivoire	1	100	March 2010	Fashion and aesthetics
Kenya	11	1,200	March 2010	Soccer, volleyball, film, theatre and dance
<b>Total</b>	<b>13</b>	<b>1,390</b>		

In Kenya, where the greatest progress has been realized, the first National Youth Talent Academy was launched in March 2010 – providing training in soccer, volleyball, film, theatre, music and dance, and enrolling 100 youth from across the country, including areas affected by post-election violence. By the end of the year, an additional seven regional Talent Academies were established within existing secondary schools to ensure sustainability of the initiative and to increase the relevance of secondary schools for attending youth. Another three Talent Academies were opened by the Ministry of Youth Affairs and Sports and funded by the Government of Kenya.

The Government of Kenya provided a specific budget line for Talent Academies, and the approach has been integrated in the Kenya Education Sector Support Plan II budget and the Ministry of Youth Affairs and Sports five-year plan. Stakeholders in the recent education sector review have proposed that Kenya adopt three types of secondary schools: academic, vocational and talent academies. Along with government backing, the process of finding talented youth to attend the academies was supported by Safaricom, a mobile telephone and Internet service provider, through its involvement with national talent fairs.

In Guinea, the Percussion Academy enrolled 90 children (8–13 years old) in seven associated temporary centres, managed by the local non-governmental organization Terre de Rythmes (Earth Rhythms). The curriculum combined dance and percussion with basic literacy, numeracy and life skills. Children were also provided with one meal per day as well as access to medical care and psychosocial support. The Government of Guinea provided land for the Percussion Academy, and construction will begin in 2011.

In Côte d'Ivoire, the Talent Academy approach was initiated in cooperation with the Ministry of Technical Education and Vocational Training, the International Rescue Committee and the Amigo Foundation. One hundred adolescents, both girls and boys, have started training in fashion and aesthetics.

## ***Result 2 – Strengthened capacity of the education system to withstand renewed crisis or conflict***

Stronger government capacities at the national and sub-national level are a key factor in restoring quality education in emergencies and post-conflict countries and in sustaining gains achieved. UNICEF strengthened the capacity of district-level officials to monitor schools and collect data to inform operational strategies. District-level education offices were also supported to develop education in emergency contingency plans and to form better links with communities.

At the national level, UNICEF supported governments in establishing capacity development plans, provided technical support to ministry staff in analysis and planning, and advocated for equitable access and quality of education for children marginalized from the education system due to conflict or disaster as well as ethnicity, gender, geographical location and poverty.

*Government capacity building and training* – Eighteen countries reported increased government capacity to support education needs in emergency and post-conflict contexts. At the sub-national level, UNICEF supported improved capacity of district education offices in monitoring schools through training, development of standardized assessment tools and support for data collection. At the national level, UNICEF provided technical support to ministry officials in the areas of planning, data analysis and policy development.

In Somalia, the Education in Emergencies and Post-Crisis Transition supported MOE capacity in northern areas to set quality standards and strengthen regional education offices – resulting in 300 teachers added to the payroll, increased salaries and the abolishment of school fees. The Central African Republic provided 25 motorcycles to district education officers to strengthen their capacities for school-level monitoring.

In Sierra Leone, the EEPCT programme developed a manual for teacher training and school administration; provided training for district education officers, teachers' colleges and head teachers; and developed school inspection protocols and a capacity-building strategy with the Ministry of Education that will feed into the 2011 sector plan. In Haiti, UNICEF provided technical support to a post-disaster needs assessment that supported the development of the education recovery plan.

*Support for education sector planning* – With support from Education in Emergencies and Post-Crisis Transition, UNICEF had an instrumental role in supporting the development of national-level education sector plans in a number of countries. Through its role in country-level Development Partners Groups, UNICEF helped define education sector priorities with a focus on equity, disaster preparedness and integration of best practices in education in emergencies. These sector plans formed the basis for leveraging bilateral donor and EFA-FTI support for the education sector.

In Liberia, UNICEF supported development of the Primary Education Sector Plan, which resulted in EFA-FTI funding of US\$40 million in 2010. In Haiti, UNICEF provided technical support to develop a subsidy-based system for the Education Operational Plan. In Côte d'Ivoire, UNICEF supported development of a Girls' National Education Plan and three-year education plans for 10 municipalities and 10 regional authorities.

Strengthening Education Management Information Systems was another important area of EEPCT support for stronger education systems; these results are detailed under evidence-based planning, Goal 4.

## **Progress towards Goal 2**

The EEPCT programme has made good progress in strengthening the capacities of government systems, particularly at the decentralized level. Accelerated Learning Programmes have succeeded in re-engaging youth in primary education. ALP strategies are being increasingly institutionalized in government programmes and have emerged as a strength of the EEPCT programme.

Talent Academies and LAB4LAB programmes, which were initially slow to take off, have begun to reach children. Core elements of these programmes are being scaled up in Kenya and Liberia, and elements of the concepts have been extended to other communities in Guinea and Sierra Leone. Flexible funding in post-crisis contexts has greatly contributed to the contextual adaptation of these models and contributed significantly to their results.

Varied interpretations of resilience at the country and regional office level constrained reporting of progress on Goal 2. UNICEF country and regional offices identified a range of activities across multiple goals as contributing to resilience – from parent and community inclusion under Goal 1, to disaster preparedness and response under Goal 3. Consequently, results achieved under Goal 2 were inconsistently reported and made aggregation of results challenging.

An exercise to clarify understanding of resilience as part of the Progress Evaluation resulted in a similarly wide range of responses. This led to the evaluation’s observation that broader systems-building efforts, with specific programmes to reach children in remote or endangered locations, are needed – along with better design and operationalize of the resilient education concept in future programming.

### **5.3 Goal 3 – Increased education sector contribution to better Prediction, Prevention and Preparedness for emergencies caused by natural disaster and conflict**

#### **Results achieved:**

- Improved capacity to respond to needs in the education sector in event of an emergency.
- Disaster risk reduction mainstreamed in education sector planning and budgets in six countries.
- Improved school and child safety through increased awareness of disaster preparedness and prevention at the community level.
- Increased capacity for conflict reduction and peacebuilding in conflict-affected and post-crisis-transition countries.

Goal 3 was designed to reduce the negative effects of conflict and disaster on education provision and systems by reducing vulnerabilities to disaster, increasing resilience to mitigate the impact of future disasters and contributing to enhanced preparedness for education in emergency response. The EEPCT programme is unique in extending the

concept of risk reduction and preparedness to conflict-affected and post-crisis transition contexts. Activities supported under Goal 3 include support for the Education Cluster at the global, regional and national level; training and preparedness planning; surge capacity development; pre-positioned emergency education supplies; integration of disaster risk reduction in education sector plans; school-level preparedness and prevention activities; and peacebuilding activities.

The EEPCT programme increased awareness, recognition and capacities for education in emergencies at the global, national, sub-national and community level. Global-level advocacy by UNICEF and EEPCT-funded partners resulted in approval of the General Assembly resolution on education in emergencies, and informed the analysis and recommendations of the 2011 UNESCO EFA Global Monitoring Report: *The Hidden Crisis – Armed conflict and education*. Global support for the IASC Education Cluster strengthened the cluster within the humanitarian aid architecture and improved national-level capacity to respond to emergency needs in the education sector – resulting in more timely response to emergencies and quick restoration of education services for affected communities.

In Northern Sudan, emergency preparedness and response is an integral part of the Education Annual Work Plan at the national and state level. In 2010, preparedness plans were updated and supplies pre-positioned. Also, UNICEF led the education sector in developing the Inter-Agency Referendum Contingency Plan intended to reach 340,000 school-aged children. More than 14,540 children affected by emergencies received learning and recreation materials, and at least 113 temporary classrooms were erected in the Darfur states, North Kordofan, Sennar and South Kordofan.

The EEPCT programme supported active Education Clusters in 23 countries during 2010, an increase from 16 in 2009. To support the work of the clusters and to strengthen surge capacity 1,958 front-line responders and cluster coordinators, including MOE staff and local non-governmental organizations, received training in the application of standards and best practices in education in emergencies.

Disaster risk reduction was mainstreamed in education sector plans and budgets in six countries – resulting in the institutionalization of emergency preparedness and response in the education sector and ensuring the long-term sustainability of the programme. At the school and community level, a focus on disaster risk reduction improved school and child safety. School-level awareness campaigns and safety drills, and integration of disaster risk reduction in life skills education programmes, helped students, school officials and communities know how to reduce risks to both lives and school facilities during an emergency.

Curriculum reform, school-based peacebuilding programmes and psychosocial support increased capacities for conflict reduction in conflict-affected and post-crisis transition countries. These efforts supported students and communities in resolving conflicts and living peacefully, and demonstrated the potential of education systems to act as a positive force for peace.

Specific results achieved in 2010, under **Goal 3**, include:

***Result 1 – Improved capacity to respond to needs in the education sector in the event of an emergency***

Strengthening the capacity to respond quickly and in a coordinated way to education in emergencies has been a key focus of the EEPCT programme. Activities to support this goal have focused on strengthening of the Education Cluster at the global, regional, national and sub-national level; training and capacity-building support for EIE stakeholders; preparedness planning at the local, regional and national level; and strengthening surge capacity. The following are key results achieved in improved capacity in emergency education response during 2010.

Active Education Cluster networks were supported in 23 countries, an increase from 16 countries in 2009.<sup>13</sup> *National-level clusters* conducted needs assessments, developed contingency plans to respond to anticipated disasters, mapped capacity of education responders and pre-positioned emergency education supplies.

**Table 6. Regional-level training summary**

*Regional-level cluster networks* and EIE working groups were consolidated and strengthened in six regions, including the West and Central Africa EIE Working Group, which was formally recognized by the Inter-Agency Standing Committee in 2010. These networks supported training, adapted training materials for the regional context, developed rosters of trained EIE specialists, and shared knowledge and experience in education in emergencies across countries.

	<b>Training for front-line responders</b>	<b>Training for MOE officials</b>	<b>Cluster coordinator training</b>
Region	Participants	Participants	Participants
CEE/CIS	42	–	–
WCARO	261	161	31
ESARO	1,226	147	28
MENARO	30	–	65
APSSC	399	27	59
TACRO	–	25	–
Global	–	–	77
<b>Total</b>	<b>1,958</b>	<b>360</b>	<b>250</b>

The expansion of Education Cluster networks and activities at the sub-national level was instrumental in improving emergency preparedness and response capacities at the school and community level. Sub-national education clusters and networks also strengthened links between local government and civil society, and demonstrated that effective education in emergency response requires real partnership between civil society and government.

In Bangladesh, 10 district Education Clusters were formed to take a lead role in emergency education preparedness and response. In Nepal, cluster membership expanded to involve local actors, including teachers' unions.

*National-level Education Clusters* reported increased buy-in and institutionalization of education in emergencies coordination and response with the adoption of leadership roles by MOE staff in Kenya, the Philippines, Nepal and Uganda, and increased government participation in sub-national clusters.

<sup>13</sup> EEPCT-supported countries and territories that have active Education Clusters include Afghanistan, Bangladesh, Central African Republic, Chad, Colombia, Côte d'Ivoire, Democratic Republic of the Congo, Guinea, Haiti, Iraq, Kenya, Myanmar, Nepal, Northern Sudan, the Occupied Palestinian Territory, Pakistan, the Philippines, Somalia, Southern Sudan, Sri Lanka, Timor-Leste, Uganda and Zimbabwe.



In Somalia, for example, regional education officers were supported to participate in cluster meetings, resulting in critical information flows during emergencies and strengthened capacities at the sub-national level. In Uganda, cluster leadership has been transferred to local-level district education officials. In Côte d'Ivoire, an education in emergencies focal point was established in the Ministry of Education.

Education Clusters also streamlined education in emergency response through the coordination of large numbers of education stakeholders and responders, resulting in reduced duplication of services and addressing critical gaps in service delivery. The Education Cluster in Haiti coordinated the education response of more than 100 actors after the earthquake. In Southern Sudan, the Education Cluster coordinated close to 100 agencies, leading up to the referendum. In an innovative example of coordination, the EEPCT programme supported capacity building for the Forum for Education NGOs in Uganda to assume co-leadership of the Education Cluster.

*The Global Education Cluster*, in partnership with INEE and UNICEF regional offices, provided training for 1,958 front-line responders and cluster coordinators in EIE concepts, INEE Minimum Standards, disaster risk reduction, preparedness planning, capacity mapping, coordination mechanisms and good practice tools, leading to expanded technical expertise and surge capacity for education in emergencies response.

The Global Education Cluster, together with the Inter-Agency Network for Education in Emergencies, developed a harmonized training package and guidance notes on teaching and learning, safer school construction, teachers' compensation and gender. Coordination was included as a foundational category in the updated INEE Minimum Standards.

UNICEF's regional offices also served a valuable role in the adaptation, translation and development of EIE materials for use in training at the regional and country level. Examples of these materials include establishment of a good-practices manual in the Democratic Republic of the Congo and development of a DRR web portal – including tools, documents and case studies – in the Americas and the Caribbean region.

#### **Figure 10. Providing essential teaching and learning materials in Southern Sudan**

In October 2010, UNICEF prepared a contingency plan for the referendum period to respond to the education needs of children in event of a worst-case scenario. Emergency education supplies were pre-positioned to reach 1.6 million children and 7,000 teachers through hubs in Juba, Malakal, Rumbek and Wau. Partnerships were developed with five non-governmental organizations to support education provision in six of Southern Sudan's most-affected states.

*To further strengthen surge capacity* UNICEF, Save the Children and regional offices developed global rosters of trained EIE specialists. Regional offices provided critical technical support in needs assessment, resource mobilization, contingency planning, supply procurement and pre-positioning of emergency education supplies in Haiti, Pakistan and Uganda.

The Global Education Cluster provided surge capacity support in Colombia, the Democratic Republic of the Congo, Haiti, Kyrgyzstan, Pakistan, Southern Sudan and

Zimbabwe. In addition, pre-positioned EIE supplies were used in 11 of 27 countries to ensure a faster response to emergency education needs as they arise. Supplies included education kits, recreation kits, ECD kits, sheets of iron and tents.

In several countries, national, regional and local-level preparedness plans were developed to prepare for and mitigate the impact of disasters in the education sector. At the regional level, DRR plans were developed in the Americas and the Caribbean, the Middle East and North Africa, and the Asia and the Pacific Shared Services Centre. National-level Education Clusters in Côte d'Ivoire and Nepal developed contingency plans in the event of emergencies. In Kenya, an Emergency Preparedness and Response Plan was developed in cooperation with the Government.

The development of sub-national preparedness planning was also a focus for many countries in 2010. Uganda reported that 83 per cent of targeted districts had developed DRR plans. In Colombia, four conflict-affected and disaster-prone departments developed contingency plans for education in emergencies.

### **Figure 11. Global Education Cluster highlights in 2010**

The EEPCT programme has played a leading role in expanding the Global Education Cluster from its initial formation in 2007–2008 to a vibrant network for coordination of emergency response at the global, regional and country level. The following describes highlights of accomplishments in 2010.

*Country implementation:* There were 41 countries with established Education Clusters, of which 37 were active and 4 were dormant. UNICEF is the lead or co-lead in all countries except one. Save the Children is co-lead in 24 Education Clusters, and the Ministry of Education has taken on a formal co-lead role in 7 countries. The Global Education Cluster provided surge capacity support in Colombia, the Democratic Republic of the Congo, Haiti, Kyrgyzstan, Pakistan, Southern Sudan, Yemen and Zimbabwe.

*Capacity development:* Training for education cluster coordinators and front-line responders was rolled out in Africa, Asia and the Middle East. A cluster coordinator handbook was developed and published, and EIE training materials were harmonized between the Global Education Cluster and the Inter-Agency Network for Education in Emergencies. The development of good practice guides in safe school construction, teachers' compensation, teaching and learning, and gender were supported. A capacity development strategy and tracking system was developed with initial efforts to provide greater mentoring and follow-up support to trainees.

*Knowledge management:* A 'Joint Education Needs Assessment Toolkit' was piloted in Haiti, Yemen and Zimbabwe, with rapid and long versions published in 2010. Lessons learned exercises were completed in Asia and Haiti. An information management scoping study was completed, outlining options for the creation of a global information management system for education in emergencies.

*Thematic issues:* The Global Education Cluster supported the INEE policy round table on humanitarian response and the rights and needs of youth. A toolkit for disaster risk reduction was developed, as well as principles for child-friendly spaces in cooperation with the Child Protection Cluster.

## **Result 2 – Disaster risk reduction mainstreamed in education sector planning and budgets in six countries**

The integration of disaster risk reduction in education sector policies and planning is crucial to improving the abilities of the education sector to recover from natural disasters and conflict and to ensuring the long-term sustainability of these efforts. Key features of these efforts have been the extension of education in emergencies training to MOE staff and the integration of Ministries of Education within Education Cluster leadership.

Six countries mainstreamed disaster risk reduction within education sector planning and budgets. In Bangladesh, EEPCT support led to inclusion of education in emergency preparedness and response in the country's third education sector plan and an increase in allocated resources. In Nepal, education preparedness and response was included in the School Sector Reform Plan, with accompanying resources allocated to 23 districts for preparedness planning.

In Kenya, the Ministry of Education developed a National Emergency Preparedness and Response Plan with UNICEF support. The purpose of the plan was to ensure a coordinated effort by education sector actors in the management of emergencies and disasters; to promote adequate capacities for preparedness and response; and to promote an effective division of labour in emergency management tasks to Education Cluster members, Government of Kenya line ministries and other humanitarian agencies.

UNICEF supported the inclusion of education sector response in the Government of Haiti's National Action Plan for Reconstruction and Development, and ensured the integration of DRR principles in the five-year Education Operational Plan. In the Democratic Republic of the Congo, DRR and contingency planning was integrated into the Intermediary Education Plan, which forms the foundation of the country's submission to the Fast Track Initiative. In Colombia, a policy framework was developed for education in emergencies, stemming from Ministerial Directive No. 12, which requires the provision of flexible education services and allocation of resources to ensure continuity of education services in emergencies.

### **Figure 12. UNICEF and UNESCO-IIEP initiative to mainstream emergency education**

UNESCO's International Institute for Education Planning (IIEP) collaborated with UNICEF's West and Central Africa Regional Office and national ministries of education on the elaboration of a guidance note for integration of DRR and peacebuilding measures into national education sector planning. In November 2010, a consultation seminar was held in Paris with national MOE officials and UNICEF staff from six West and Central African countries. A peer review of the draft guidance note is currently under way, with input from ministries of education, UNICEF, IIEP and members of the Education Cluster Working Group. The final version of the guidance note is expected in early 2011. In a parallel process, IIEP, in cooperation with UNICEF, has provided technical assistance on implementing emergency education guidance to the Ministries of Education in Chad and Côte d'Ivoire.

EEPCT funding was also used to support an innovative initiative with UNESCO-IIEP and national governments to develop guidance notes for inclusion of EIE and DRR measures in education sector planning and budgets in West Africa and Central Africa. The

Governments of Chad and of Côte d'Ivoire received support on implementing the guidance (see *Figure 12, above, for further details*).

To facilitate implementation of policies for disaster risk reduction in the education sector, the EEPCT programme supported the identification of EIE focal points at the national and sub-national level. In Haiti for example, the programme supported establishment of crisis coordination cells within departmental directorates of education. UNICEF's Nepal Country Office supported capacity building for regional education directors to take the lead in preparing district education offices for emergency response. In the Philippines, the Department of Education in Mindanao assigned a bureau director for EIE concerns. These initiatives are strengthening the resilience of the education sector to mitigate and prevent the negative impact of disasters on education provision and systems.

### ***Result 3 – Improved school and child safety through increased awareness of disaster preparedness and prevention at community levels***

Information and education campaigns were conducted at the school and community level to increase awareness of disaster preparedness and prevention measures in the education sector for thousands of children, parents and teachers. Campaigns reached out to school management committees, teachers and students. Common activities involved preparation of posters and pamphlets, accompanied by community- or school-focused events and workshops to increase awareness of key messages.

The integration of disaster risk reduction into life skills education programmes institutionalized key messages in disaster preparedness and prevention awareness and contributed to improved child safety. Disaster risk reduction was integrated into Myanmar's national life skills education curriculum, which was rolled out to 5 million primary-school-aged children in 2010. Other innovative initiatives included broadcasting 30-second disaster preparedness messages on television in Bangladesh, developing 'risk games' for schoolchildren in the Americas and the Caribbean, and producing child-friendly DRR teaching and learning materials in Eastern and Southern Africa.

School-level preparedness for disasters was strengthened through the development of emergency response and evacuation plans, mock drills and improved school infrastructure. School-level evacuation plans and safety drills reached 20,000 students in Myanmar and 5,500 students in Nepal.

### ***Result 4 – Increased capacity for conflict reduction and peacebuilding in conflict-affected and post-crisis transition countries***

As the 2011 EFA Global Monitoring Report notes, an important starting point for conflict prevention and post-conflict reconstruction is to recognize that education matters: "What people are taught, how they are taught and how education systems are organized can make countries more or less prone to violence. Policies in areas ranging from language of instruction to curriculum and the devolution of planning all have a bearing on conflict prevention and prospects for a lasting peace."<sup>14</sup>

The EEPCT programme has pursued multiple strategies for peacebuilding in education. Interventions have focused on curriculum reform, teachers' training in peace education,

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<sup>14</sup> UNESCO, *EFA Global Monitoring Report 2011: The Hidden Crisis – Armed conflict and education*, Paris, 2011, p. 257.

school-based peacebuilding activities and psychosocial support. Collectively, these interventions have contributed to increased capacities of school systems, as well as teachers, parents and children, to resolve conflict, live peacefully and feel protected. With the support of the Evaluation Office and the Education Section, an Education and Peacebuilding Research Project was initiated in 2010 and will be followed by field research in Lebanon, Nepal and Sierra Leone, in 2011.

### **Figure 13. Bangladesh participatory vulnerability assessment**

The North Adampur Government Primary School, in Pathuakhali District, was severely affected by Cyclone Sidr in 2007, when the school's roof was torn off and the windows were smashed by the cyclone, and Cyclone Aila in 2009. Class five student Jharna Islam (aged 11) remembers when Cyclone Aila hit: "My school and home were flooded, and school was closed for about a week. I stayed at home and helped my mother collect enough food for our family." The area also floods two or three times a year, washing away roads, destroying crops and inundating the school's playground and classrooms.

Through the EEPCT programme, UNICEF supported the North Adampur school community in taking control of disaster preparedness and recover. About 35 parents, teachers, community members and students participated in participatory vulnerability assessment training, with UNICEF support. Through this process, the community identified the school's specific needs and developed a local-level, budgeted action plan to strengthen resilience to future disasters. UNICEF is empowering communities to take a more active role in school disaster response and preparedness so that children can return to school more quickly.

The school's plan was ambitious. Key improvements identified by the local community included raising the playground and repairing the access road so they did not flood so easily. Other work included installing a tube well, plastering walls, and repairing windows, doors, toilets and the roof to make the school stronger. Because the school was identified as one of the most vulnerable in the EEPCT programme, a grant of 75,000 BDT (US\$1,100) was provided to implement its contingency plan.

Due to their involvement in the planning process, the school community felt empowered to take ownership of the school's problems and attempt to solve them. First, teachers and the school management committee contributed 5,000 BDT (US\$70) towards the action plan. Then they began to raise funds, mainly with local government, using some of the negotiation and communication skills they learned during the vulnerability assessment training. "We learned that it's important to approach government several times if they initially refuse," said assistant teacher Master Mohiuddin.

The tactics proved to be extraordinary successful: The school community raised almost 200,000 BDT (US\$2,870), mostly from civil and elected officials from the sub-district. Most of the local community members and parents were too poor to donate money, but they were able to volunteer their labor.

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In Kenya, Southern Sudan and Sri Lanka, peace education was integrated as a curriculum component, frequently integrated as part of the life skills education programme. In Sri Lanka, a Peace, Human Rights and Civic Education module was integrated into the formal and non-formal education curriculum, and the development of a teacher training module was piloted in two areas, with plans for national expansion. In Kenya, a peace education curriculum was developed by the Ministry of Education, with support from UNICEF and Save the Children, and was integrated into the life skills curriculum.

In addition to curriculum reform, training on peace education and conflict resolution was provided for teaching staff, principals and education support staff in Bosnia and Herzegovina, the Democratic Republic of the Congo, Kenya and Nepal. These efforts strengthened the culture of peace and respect for human rights, and supported students in developing conflict resolution skills to better cope with conflict in their daily lives.

*School-based peacebuilding initiatives* – In 2010, codes of conduct for teachers were developed and implemented in the Democratic Republic of the Congo and Sierra Leone. An evaluation of the Democratic Republic of the Congo initiative found that 92 per cent of children reported their teacher did not use corporal punishment.

To address post-election violence and strikes in school, Kenya initiated peace clubs in secondary schools and supported the Ministry of Education in developing a National School Council programme. To date, 18 per cent of schools have adopted school councils and report a reduction in strikes and violence.

In Northern Sudan, training for school-based management committees in peacebuilding, child protection and democratic principles of school governance reached 950 members of parent-teacher associations. In Guinea, 2,817 children's governments were supported, cultivating democratic participation, responsibility and citizenship for children. Sri Lanka's comprehensive School as Zones of Peace initiative, which engages communities in protecting schools and ensuring a culture of non-violence in schools, reached 233,247 children in 614 schools.

*Psychosocial support* – In a number of countries conflict-affected countries, including Colombia, the Democratic Republic of the Congo, Myanmar, Sri Lanka and Timor-Leste, children benefited from psychosocial support. The majority of efforts focused on teachers' training to support traumatized children in their classrooms; this training was also extended to school management committees and parent-teacher associations. In the Democratic Republic of the Congo, direct psychosocial support was provided to children through a mobile team, reaching 679 children, and community child protection committees were established, protecting 14,065 children. Guidance and counselling teachers in Sri Lanka participated in training on how to identify and refer children for psychosocial services.

### **Progress towards Goal 3**

Substantial progress towards Goal 3 has been achieved in the EEPCT programme. The IASC Education Cluster has grown in both capacity and profile. In addition to making a substantial contribution to more effective and efficient response to education needs in emergencies, significant progress in preparedness and prevention at the national level has also been achieved. Even in the relatively new area of conflict risk reduction, the

EEPCT programme has advanced innovative pilot programmes at both the local and national level.

Disaster risk reduction has been institutionalized in a number of education sector plans, budgets and curricula. Critical elements for institutionalizing of DRR concepts include the presence of national and sub-national Education Cluster networks with strong government and civil society participation; advocacy for education in emergency inclusion through civil society networks; UNICEF engagement in policy dialogue and planning; and the provision of technical and capacity-building support.

Where progress has been challenging, this was due to post-conflict sensitivities at the government level to focusing on crises, even if these are related to natural disasters and pre-existing education sector plans and priorities that do not reflect education in emergency. While these accomplishments have pointed the direction forward, considerable scope exists for the extension and deepening of DRR at all levels of the education system. In addition, developing stronger surge response mechanisms are a key priority. Towards this end UNICEF is conducting pilot projects in surge response mechanisms, including global rosters, internal staff deployments, centres of excellence and retainers to determine the most effective way to improve the quality and timeliness of education in emergency response.

The Education Cluster strategic plan for 2011–2013 prioritizes strengthening of operational support to country-level clusters, strengthening partnerships, further developing an evidence base, and establishing clearer links between early recovery and development processes.

#### **5.4 Goal 4 – Evidence-based policies, efficient operational strategies and fit-for-purpose financing instruments for education in emergencies and post-crisis situations**

**Results achieved:**

- Strengthened government capacities at the national and sub-national level for evidence-based planning.
- Demonstrated aid-effective financing mechanisms in two post-conflict, transition countries.
- Improved evidence-based policies and operational strategies in the education sector.

Goal 4 of the EEPCT programme was intended to strengthen the capacity of governments for evidence-based planning, to operationalize proven best practices in education in emergencies and to bridge the humanitarian-to-development aid divide in education financing. Realization of Goal 4 can help countries move forward from emergency or post-crisis transition phases and start on a path of long-term development through evidence-based policies and planning, fit-for-purpose financing modalities, and research and analysis.

During 2010, a number of strategies were used to advance Goal 4. These approaches, particularly support for pooled funding mechanisms and adoption of evidence-based practices, indirectly benefited 14 million children. EEPCT support for financing and for UNICEF management of pooled funds in Liberia and Zimbabwe directly reached a total of 3.4 million children. In addition, these funds demonstrated the potential of coordinated

and harmonized approaches to support comprehensive education system recovery in challenging contexts defined by limited capacity, a lack of education infrastructure and weak systems.

The adoption of proven EIE practices improved the quality of government education provision and extended the reach of the EEPCT programme to more than 11 million children. Practices brought to scale within the EEPCT programme include life skills education, CFS initiatives, the Accelerated Learning Programme and early childhood development. Scaling up of these initiatives has been supported through country, regional and headquarters-based assessments, studies, evaluations and surveys.

Support for development of national and sub-national Education Information Management Systems, as well as targeted sectoral and geographical assessments, drew attention to education needs for specific target groups and underserved areas, and resulted in improved education provision in several countries. In Kosovo, for example, the EEPCT programme supported the Ministry of Education, Science and Technology in developing an Education Indicators Framework; collecting baseline data for core indicators; and publishing the framework and baseline data in Albanian, English and Serbian. A 'Justice Denied' study on children with special needs contributed to development of the ministry's inclusive education strategy.

Specific results achieved in 2010, under **Goal 4**, include:

***Result 1 – Strengthened government capacity at national and sub-national levels for evidence-based planning***

The development of national and sub-national information management systems and assessments had been an important component of efforts to strengthen government capacity for planning and policy development under Goal 4. Education Management Information Systems are crucial in identifying and addressing disparities in education provision and learning. EEPCT funding has been used to support efforts to build and refine these systems at the national and sub-national level and to undertake a variety of thematic or sector-specific assessments to enhance findings or where the information systems are currently weak.

*Education Management Information Systems (EMIS)* – Improved education sector planning at the national and sub-national level was achieved due to strengthened systems and related data collection exercises. UNICEF provided technical support and guidance to ministries of education in EMIS development; training for data collectors and training for MOE personnel in EMIS software; and support for human resources.

As EMIS data were consolidated and published, UNICEF supported ministries of education in analysing and integrating data into education sector policies and planning. In Iraq, for example, EMIS data for 2007/08 were finalized and published, and 12 MOE staff participated in training on EMIS software. In Southern Sudan and Zimbabwe, UNICEF supported Global Positioning System mapping of schools. In Liberia, it supported a national school census that provided input for development of the Liberia Primary Education Recovery Plan and sub-national education sector plans.

Sub-national data collection exercises were used as a stepping stone to national-level Education Management Information Systems or as a means of providing disaggregated data to identify inequities in education provision and learning.



In Bangladesh, for example, an Education in Emergencies Management Information System was developed to provide information on schools in disaster-prone areas and linked it to the national-level Education Management Information System. In Myanmar, EEPCT supported the revision of a Township EMIS to simplify data collection needs and processes, and to establish links with the state and central Education Management Information System. In Somalia, EEPCT provided training and tools to regional education offices to undertake a school-level needs assessment and data collection exercise.

*Assessments* – The use of assessments in the EEPCT programme informed government policies on key issues, highlighted gaps in equitable service delivery and provided timely information on the impact of various contextual factors on the education system. Sub-national geographical, contextual and thematic assessments were utilized in national and sub-national education sector and EIE planning.

In Haiti, UNICEF's support to the Post Disaster Needs Assessment informed the Operational Plan and ensured education became a key pillar of post-disaster response. The Democratic Republic of the Congo conducted a rapid assessment of the Government's free primary education policy for Grades 1–3 and used resulting data to inform national policy and plans. Nepal conducted an impact assessment of the food, fuel and finance crises on 22 schools, with results contributing to national operational planning.

In conflict-affected areas, a key finding from these assessments was the low level of learning outcomes. In the Occupied Palestinian Territory, education success and academic achievement have plummeted due to persistent insecurity and deprivation caused by the protracted conflict. The Occupied Palestinian Territory ranked 43 out of 49 countries that took part in the 2007 Trends in International Mathematics and Science Study (TIMSS). Math score averages decreased by 23 points between 2003 and 2007, and science scores dropped by 31 points.<sup>15</sup> Additionally, national exams, a critical indicator of the quality of education, have shown a decline in overall standards.

Inequities in learning outcomes for children in conflict-affected areas were also highlighted in Sri Lanka, as described in Figure 14, resulting in the implementation of a government-supported Accelerated Learning Programme to help children and youth catch up on learning and to reduce drop-out rates.

## ***Result 2 – Demonstrated aid-effective financing mechanisms in two post-conflict, transition countries***

The EEPCT programme bridged the humanitarian-to-development aid divide in two countries recovering from crisis but lacking the capacity and credibility of governance systems necessary to access EFA-FTI funds or benefit from existing donor pooled funding mechanisms. The pooled funding mechanisms benefited directly 3.4 million children by providing learning materials, training for teachers, school construction, and engagement of parents and communities – and demonstrated the potential benefits of coordinated efforts for education system recovery in fragile contexts.

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<sup>15</sup> National Center for Education Statistics, *Trends in International Mathematics and Science Study* (2003 and 2007 International Testing Results), United States Department of Education Institute of Education Sciences, Washington, D.C. See <http://nces.ed.gov/timss/>.

The *Zimbabwe Education Transition Fund (ETF)* improved the quality of primary education for 2.8 million children. Established in September 2009, this multi-donor pooled fund is managed by UNICEF. In 2010, the fund procured 13.3 million textbooks, stationery and storage units for distribution to all primary schools in the country, and reduced the pupil-to-textbook ratio to 1:1. ETF funds were also used to provide training for 21,879 members of school development committees and technical assistance to the Ministry of Education, Sport, Arts and Culture.

A review of the ETF programme, in September 2010, concluded that textbook and stationery distribution in Zimbabwe “provided an important stimulus to the primary school sector. A cost effective textbook procurement exercise has delivered far in excess of initial expectations and is a major success; the training of school development committee members has been effective, however activities related to the provision of Technical Assistance to the MoESAC [Ministry of Education, Sport, Arts and Culture] need to be strengthened.” The review also recommended that project governance should be enhanced and that the remaining textbook budget should be used for phase two of the Education Transition Fund.<sup>16</sup>

#### **Figure 14. Assessment of student learning in Sri Lanka**

In early 2010, EEPCT funds supported technical assistance to guide the development and administration of a criterion-referenced competency assessment – covering a total of 120,000 students from Northern Province and the resettled areas of Eastern Province. The subsequent assessment report documented a sharp disparity in achievement between reference group schools of the Eastern Province and resettlement area schools of both Eastern Province and Northern Province. In line with recommendations of the assessment, the Ministry of Education requested that UNICEF provide technical and financial support to develop an Accelerated Learning Programme to help learners who were displaced reach an acceptable standard of achievement.

This intervention would provide students who were up to four years behind their age-appropriate competency with the opportunity to catch up and mainstream into formal schooling. Students are expected to receive instruction in core subjects promoting literacy and numeracy, and to cover two years of the standard curriculum in one year. This intervention is predicted to greatly reduce the likelihood of dropout and its attendant problems, while also providing teachers with key skills and resources to promote inclusive education.

The *Liberia Education Pooled Fund (EPF)* contributed to education system recovery and provided a foundation for subsequent application to the Education for All-Fast Track Initiative. EEPCT funds in the amount of US\$15.2 million were used to support the Liberian Primary Education Recovery Programme through the establishment of the Education Pooled Fund in 2007–2008.

As noted by the Government of Liberia’s Ministry of Education, “since the launch of the EPF [Education Pooled Fund] between the Ministry of Education and the education partners in 2008, the EPF can be credited with three major accomplishments: the construction and equipping of new primary schools; the rehabilitation and refurbishment of the three Rural Teacher Training Institutes (RTTI); and the provision of 1.2 million

<sup>16</sup> *Education Transition Fund – Securing Educational Tools to Children in Zimbabwe. 3<sup>rd</sup> Progress Report*, January 2011

primary school textbooks that significantly reduced the student to textbook ratio from 27:1 to 2:1. In addition, a significant contribution has been made to strengthening capacity for planning through the Department of Planning, Research & Development, and the divisions of financial management and procurement.”<sup>17</sup>

In addition, the replenished fund was able to disburse funding for the Accelerated Learning Programme for the first time in 2010, transferring the responsibility for teacher incentive payments to the Ministry of Education and paving the way for government support of the revamped programme.

Although Liberia’s Education Pooled Fund faced capacity challenges and delays in school construction and textbook distribution, it was instrumental in laying the foundation for development of the Education Sector Plan and subsequent application to the EFA-FTI – resulting in a grant of US\$40 million in 2010. The Project Financial Management Unit established within the Ministry of Finance under the Education Pooled Fund will become the structure for future EFA-FTI funding. The EPF was also able to leverage private sector funding through the Open Society Institute, providing a model of public-private support for national education programmes.

An audit of the EPF, conducted in 2010, noted that the fund had achieved some significant successes.<sup>18</sup> Challenges and recommendations identified in the audit included the need for strengthened oversight and governance, improved internal controls, a stronger connection between the Project Financial Unit and the Ministry of Education’s Financial Division and improved record keeping. The Ministry of Education and UNICEF responded to the audit and developed a series of corrective actions during 2010, including regular monthly meetings, strengthening monitoring and evaluation capacities at the ministry, and establishing a construction unit within the Liberia Country Office.

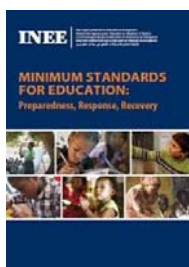
In addition to the benefits to children and education systems in Liberia and Zimbabwe, the EEPCT programme initiated efforts to learn from innovative financing mechanisms piloted under the programme. Comprehensive documentation and learning from the Zimbabwe Education Transition Fund was undertaken in 2010 by an external consulting firm and will be finalized in 2011. With the support of EEPCT and other partners, INEE published a ‘Reference Guide on External Education Financing’, which raised awareness of the types of external financing assistance being used to support education in low-income and fragile states.

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<sup>17</sup> *Response of the Ministry of Education to the Education Pooled Fund Audit*, September 22, 2010.

<sup>18</sup> *Audit Report on the Project Financial Statements of the Education Pooled Fund of the Ministry of Education Liberia Primary Education Recovery Programme*, 2010.

**Figure 15. INEE reference guide on external education financing**



To increase awareness of funding mechanisms for education in low-income and fragile states, EEPCT supported the development and dissemination of a reference guide for education policymakers and national-level decision makers. The reference guide was published in June 2010, by the INEE Working Group on Education and Fragility, and provided useful information on the types of external assistance that can be used to fill gaps in domestic education funding at the field level.

### ***Result 3 – Improved evidence-based policies and operational strategies in the education sector***

To improve future interventions within the field and to inform policy development, the EEPCT programme was designed to build an evidence base of what works for education in emergencies and transition contexts. The following results were achieved in scaling up effective education in emergencies practices at the policy level.

*Policies and operational strategies for early childhood development* were reported in four countries, as a result of the EEPCT programme. In Côte d'Ivoire, UNICEF supported the development of a draft policy for early childhood development. In Uganda, EEPCT funds were used to establish National Early Learning Development Standards. In Angola, an ECD diagnostic on quality and access to services was completed as the first step in development of a national policy. In Haiti, as a result of concerted UNICEF advocacy, early childhood development was integrated in the five-year operational plan for the education sector.

*Standards and frameworks for child-friendly schools* were adopted in five countries as a result of piloting and extension of CFS initiatives through EEPCT support. Uganda succeeded in integrating basic requirements and minimum standards, based on child-friendly principles, in the revised Education Sector Plan (2010–2014) and as one of six key priorities in the country's Fast Track Initiative application. In Nepal, the Ministry of Education adopted a national 'Child Friendly Education Framework for Quality Education'. In Myanmar, CFS approaches are included as a core strategy in the country's Education for All National Action Plan.

In the Occupied Palestinian Territory, evaluation of CFS programming resulted in strengthened national commitment for adopting child-friendly schooling at the national level. In Kosovo, UNICEF provided technical and financial support to design and implementation of a CFS initiative, which was subsequently adopted within the Ministry of Education, Science and Technology's Inclusive Education Strategy for 2010–2015.

Five EEPCT countries reported scaling up of the *Accelerated Learning Programme*. Piloting and evaluation of ALP programmes in Iraq and Liberia have confirmed the importance of this approach in reintegrating out-of-school youth in post-conflict countries and strengthening education system resilience. In Angola, EEPCT funds supported the revision of the national ALP strategy. In Sri Lanka, the Government requested UNICEF's support in development of a national ALP strategy for conflict-affected zones.

As a strategy to encourage re-enrolment in school, Colombia's 'School Going to the Child' programme and flexible education options have been included in national public policy on education. Kosovo, Myanmar and Timor-Leste have supported integration of life skills education modules within MOE sector plans and curriculum. Peace and human rights education were integrated in the curriculum in Nepal, Sierra Leone and Southern Sudan.

A number of other countries have reported successful adoption of education sector policies through piloting, evaluations or advocacy supported with EEPCT funds. Bangladesh integrated disaster risk reduction into MOE guidelines and training in the use of school-level improvement funds. Haiti reported the provision of technical support to the Government in development of a subsidy-based approach to ensuring both public and private schools meet minimum quality standards.

In Liberia, technical support was provided to the Government in development of a policy to abolish school fees. The Democratic Republic of the Congo's advocacy for school fee abolition led to a government policy on free primary education for Grades 1–3. In Myanmar, pilot programmes in language enrichment were implemented and subsequently adopted by the national government.

#### **Progress towards Goal 4**

Progress has been achieved in a number of areas under Goal 4, particularly in terms of government adoption of evidence-based policies and efficient operational strategies. UNICEF has seen gains in 2010, particularly in the adoption of CFS standards. This can be attributed to pilot project implementation and knowledge sharing among programme participants, and continued advocacy for their adoption through UNICEF's technical support, capacity development and participation in policy dialogue with ministries of education.

Progress has taken longer, however, in three areas: strengthening evidence-based planning through Education Management Information Systems; piloting fit-for-purpose financing mechanisms; and developing an evidence base of innovative practices for education in emergencies. Most country offices have supported, and continued to make strides in, EMIS capacity development. But enhancing the abilities of countries to produce national-level data and to use that data to inform programming has been challenging – due in part to limited institutional capacities among ministries of education and the time it takes for an EMIS to mature.

UNICEF is committed to supporting and strengthening government-level Education Management Information Systems, rather than creating parallel data collection and management systems that can drain capacity and divert national efforts. It has also been innovative in piloting sub-national data collection and analyses to complement the national EMIS. These analyses have been useful in disaggregating data by gender and other forms of exclusion – such as region, income or ethnic minority group – which is essential to analysing and addressing inequities. The Progress Evaluation has further recommended development of guidelines to help countries invest in timely and relevant data for policy and planning as an important next step.

More could also be done regarding the development of an evidence base of innovative practices in education in emergencies, as mentioned in the Progress Evaluation. Some country-level evaluations and studies have been undertaken, as detailed in Annex 1, and

the Progress Evaluation includes country case studies. Given the diversity, scope and innovative mandate of the programme, a comprehensive approach to documentation, knowledge generation and dissemination of innovations in education in emergencies piloted under EEPCT is planned for 2011.

## **6. MONITORING AND EVALUATION**

### **6.1 Programme Review and Evaluability Study (PRES)**

The Programme Review and Evaluability Study, initiated in 2009 and completed in 2010, was instrumental in guiding the evolution of Education in Emergencies and Post-Crisis Transition. PRES content included field reviews in Kenya, Nepal and Southern Sudan, and findings illustrated both successes and challenges and recommended adjustments in implementation, monitoring and evaluation for the duration of the programme. The study was also instrumental in providing direction and focus areas for the subsequent Progress Evaluation.

The Programme Review and Evaluability Study highlighted contributions of the EEPCT programme to important results, and in some cases, innovative interventions that improved the quality and continuity of education service delivery during and after crises. In particular, the study noted success in capacity building for education systems and in strengthening country-level Education Clusters. The flexibility of EEPCT programme design and funding was also acknowledged for enabling the adaptation of programme interventions to local contexts and for strengthening the programme's partnership approach.

A number of key challenges were identified in such areas as: funding allocations; monitoring and evaluation; human resource capacity at headquarters to manage the programme; the development of an evidence base; and consistent awareness among staff of EEPCT programme theory. The Education Section and the Evaluation Office have used these findings to ensure the final year of the programme will strategically catalyse leverage, documentation and scaling up of promising practices. A dedicated UNICEF headquarters EEPCT support team was formalized, and an EEPCT project manager was hired to support programme implementation, monitoring and evaluation. In addition, PRES findings were used to revise the terms of reference for the Progress Evaluation that followed the study.

The Education Office also revised the annual reporting format for partners, and country and regional offices, and initiated an annual programme activity mapping exercise. A plan for producing case studies of innovative practices in education in emergencies was initiated, and a commitment was made to conduct further in-depth research on peacebuilding. In addition, a communications strategy was implemented to maximize information transfer and outreach of evidence, case studies and lessons learned.

### **6.2 Progress Evaluation (PREV)**

UNICEF's Evaluation Office commissioned an independent midterm global evaluation of the EEPCT programme in June 2010. The Progress Evaluation was conducted by the Colombia Group for Children in Adversity and was overseen by a reference group led by internal and external technical experts in evaluation, education and emergencies. The evaluation involved an extensive review of documentation, interviews, online surveys

and six in-depth country case studies: Angola, Colombia, Côte d'Ivoire, Liberia, the Philippines and Sri Lanka. Focus areas identified in the Programme Review and Evaluability Study helped guide the process.

The Progress Evaluation concluded that EEPCT funding has significantly contributed to UNICEF's work in emergency education. These funds have supported significant country-level developments in both well-established and emerging promising practices – including Accelerated Learning Programmes, temporary learning spaces, flexible and responsive education kits, back-to-school campaigns, child-friendly school initiatives and disaster risk reduction, as well as support for the Education Cluster.

The evaluation also noted that a lack of clarity regarding the identity, purpose and goals of the EEPCT programme impacted its effectiveness. Its recommendations related to programme design and implementation included: review of the monitoring and evaluation system; capacity building in global standards; better guidelines on education in emergencies for education sector personnel; and improvements to communications. Recommendations were also made regarding school construction, disaster risk reduction, child-friendly schools and partnerships (*for further details and actions taken, see Section 9: Challenges and lessons learned*).

The Education Section agreed with the findings presented in the Progress Evaluation overall, but the utility of the findings for EEPCT globally was constrained by the limited sample of country studies (6 of 42 ) and the timing of the final evaluation report at end of the EEPCT project cycle. The evaluation nonetheless ensured that UNICEF was more strategic with remaining funds, and it will inform future Education Section equity strategies and operations – with a focus on 'hallmark' programmes that encompass UNICEF's experienced success, such as Accelerated Learning Programmes, temporary learning spaces, peace education, back-to-school campaigns, disaster risk reduction and the Education Cluster.

A summary of the Progress Evaluation and the detailed country case studies were shared in an open 'brown-bag' event at UNICEF headquarters and posted on the public website, and will be shared with the extended education team at the annual meeting in September 2011.

### **6.3 Monitoring and reporting framework**

At the September 2010 review meeting, a summary of the frequency of data reported for each indicator was presented to the Government of the Netherlands to illustrate gaps in the data. Although agreement was reached with the donor to retain the EEPCT results framework, several changes were made to the process of data collection in order to address the low response rate and quality of previous years' data.

The monitoring reporting format for the results framework was migrated from a Microsoft Word document to an Excel spread sheet to increase the clarity, precision and standardization of data reported, e.g. specific guidance on the numerator and denominator of indicators, and thus the comparability of data across countries. The reporting format was also expanded to include all years of the project, so countries could report on all years of EEPCT funding and thus view trends over time.

Reporting guidance for specific indicators was included in the monitoring reporting format, and a question on trend analysis was included in the narrative reporting format.

Additionally, the request for monitoring data was coordinated with and included in the annual reporting cycle, unlike the previous year, when the monitoring request went out separately in August.

Although these modifications improved the monitoring and reporting framework process to a degree, underlying factors that limited the capability of country offices to report against the framework had not substantially changed. The changes listed above were made one year prior to the end of the programme and in the final quarter of the reporting year. Lack of baseline data from the beginning of the programme inhibited reporting on indicators that required measuring the percentage of change over time.

In total, 19 of 27 countries reported on portions of the revised Monitoring and Reporting Framework as part of their 2010 report. For Goals 1 and 2, the majority of country offices were unable to report against indicators provided. Most indicators required a combination of national-level statistics and baseline data, which were not available for the reasons described above. This is evident in Liberia, where substantial financing over time could be expected to impact national-level statistics, but data are available for 2007 only, the year the EEPCT programme began.

In most cases, changes in national-level primary education statistics may not accurately reflect EEPCT programming results, for several reasons: (1) current national-level education statistics were largely unavailable, e.g., most 2011 EFA Global Monitoring Report tables draw from 2007–2008 data; (2) data systems are weak in many of the fragile and conflict-affected contexts that the EEPCT programme covers, e.g., Angola and Nepal; (3) in some cases, when compared to the national education budget, EEPCT funding is proportionally insufficient to claim attribution for national-level results; (4) there is a lag time between policy/plan formulation supported under EEPCT and impact on education indicators.

Data for Goals 3 and 4 were more consistent because indicators were more qualitative and required a simpler 'yes' or 'no' rather than percentage change data. However, baseline data were not collected, so change as a result of EEPCT programming was difficult to determine for countries that did not report over multiple years.

There were also issues related to definition and clarity of indicators. Several countries, for example, reported education expenditures as a percentage of the entire national budget, versus learning materials expenditures as part of the national education budget. Certain indicators also lacked precision, such as one that requests percentage change of trained teachers in the system, including both pre-service and in-service training. While countries may measure the number of teachers with pre-service training at a national level, in-service training is not usually recorded in this way.

In addition, direct and indirect beneficiaries were not included as part of the Monitoring Reporting Framework. As such, beneficiary totals were derived from country office reports for 2010 and are therefore approximate – direct and indirect beneficiaries are not readily distinguished and cannot be aggregated over the life of project due to risk of duplicate counting of children reached during multiple years.

Attribution of results to EEPCT programming at the country level was a further challenge for monitoring and reporting. UNICEF operates through a decentralized structure. Country-level strategic plans are aligned with the national government's plans for its education sector. UNICEF frequently works in partnership with other donors, UN



agencies, governments and non-governmental organizations in support of comprehensive country-level education sector plans. Funding at the country level is often pooled to support the national education sector, thus, it is challenging to track and report against specific programme goals or funding sources – especially when the goals fall outside country priorities, as was the case with resilience activities in Sierra Leone.

#### **6.4 Country-level monitoring and evaluation**

To monitor and evaluate EEPCT implementation and progress in 2010, a number of country-level exercises were undertaken, including:

- Jordan – an external evaluation of the emergency programme for vulnerable children was conducted to assess effectiveness.
- Liberia – the country office worked with the Ministry of Education and partners to monitor utilization of the minimum quality package to first graders in formal schools and ALP Level 1 learners; an audit of the Liberia Pooled Fund was completed in 2010.
- Nepal – established a monitoring mechanism to measure the impact of the ‘3-F’ crisis (food, fuel, finance) on education systems.
- Occupied Palestinian Territory – a Student Management Information System for tracking and monitoring child enrolment and performance was developed; evaluations of child-friendly schools and of math and science teaching kits were completed.
- Philippines – facilitated a participatory evaluation workshop on project interventions.
- Southern Sudan – an evaluation of the ‘Go to School’ programme was completed.

Studies, reports and surveys were produced, in addition to periodic monitoring (see *Annex 1 for a more detailed list of studies*).

#### **Figure 16. Evaluating Southern Sudan’s ‘Go to School’ initiative**

UNICEF and its partners have implemented a broad range of education programmes in Southern Sudan in support of the ‘Go to School’ initiative. Launched in 2006, the initiative supports the Government in addressing immediate education in emergencies and post-crisis needs in four areas: expanding access, improving quality, systems reconstruction and transformation, and accountability and reflection.

The 2010 evaluation of the Go to School programme found that enrolment increased; a girls’ education movement was introduced that encouraged out-of-school youth to return; and teacher training led to increased literacy assessment results. The evaluation also noted that capacity was built in curriculum development at the national level, and in head teacher supervision and parent-teacher association engagement at the state level. Increases in community demand for quality education, which supports sustainability, were also found.

## 7. OUTREACH

Expanding outreach to education in emergency stakeholders, practitioners and the broader public, as well as sharing best practices and lessons learned of the EEPCT programme, was a key priority in 2010.

The Back on Track Programme on Education in Emergencies and Post-Crisis Transition was further streamlined in 2010, focusing its work on highlighting key results and challenges in delivering quality education for children. Outreach efforts targeted partner UN agencies, academic journals, online gateways to information, non-governmental organizations, blogs and other online, electronic and print media – and have been gaining momentum and achieving significant results. Specific accomplishments include:

- The Back on Track website – [www.educationandtransition.org](http://www.educationandtransition.org) – continued to serve as the public face of the programme and featured stories, podcasts, blogs, videos and other EEPCT resources. Site content focused on the countries funded by the programme, but also provided information on global issues related to education in emergencies. Password-protected pages hosted internal documents and other materials pertaining to the programme, including country progress reports. There was a 45 per cent increase in the number of visits to the site from June–December 2010. Other website features included columns/blogs by outside ‘experts’ whose field overlaps with education in emergencies, including blogs on architecture, early childhood development and gender. The blogs were posted or disseminated approximately 45 times through external websites – including AlertNet, BlogHer, UN Women, WomenWatch and Young Feminist Wire – and/or linked back to the Back on Track website.
- Since April 2010, 17 podcasts entitled ‘Beyond School Books’ have been produced and disseminated widely. Each segment explores the role of education in the context of humanitarian response to conflict and post-crisis transitions, with topics ranging from innovations in financing education to how young people are proving to be agents of change in countries emerging from conflict. Notable guests included Mary Robinson, Jeffrey Sachs and Kevin Watkins. The 17 podcasts were posted or disseminated more than 370 times through external websites and/or linked back to the Back on Track website.
- UNICEF’s Communication for Education and Gender Equality (CEGE) group produced a series of videos featuring innovative, effective educational projects in Bosnia and Herzegovina, the Democratic Republic of the Congo, Liberia, Sierra Leone and Sri Lanka. These more in-depth, 6- to 10-minute pieces documented achievements made with the support of the programme as well as the challenges and lessons learned. Shorter 2-3 minute versions were also produced for added versatility in outreach and advocacy efforts. The videos have been viewed on YouTube and Vimeo 13,445 times and were disseminated nearly 150 times through external websites and/or linked back to the Back on Track website.
- Back on Track films were packaged into five different shows and were aired on various channels, most notably CNN WorldView. Additionally, EEPCT videos were aired on UN Channel 150 and the UN YouTube channel.
- Four animated infographics on EEPCT were produced and published by the Communication Initiative Network, *The Economist*, *Foreign Affairs*, *ForeignPolicy.com*, *Mother Jones*, UNESCO’s International Bureau of Education and the U.S. Fund for UNICEF – resulting in more than 300,000 impressions.

- Panorama, the main portal for dissemination of communication materials among UNICEF's national committees, featured a special series on the EEPCT programme in 2010. Stories, photos, podcasts, messages and videos were featured and made available for distribution.
- The CEGE group targeting relevant blogs and actively engaged with multiple social media channels, including the Facebook pages for AlertNet and UNICEF. Social media outreach has proved effective in disseminating materials and ensuring that larger audiences are reached.
- During the disasters in Haiti and Pakistan, UNICEF worked closely with the Education Cluster on the ground to advocate for education in the wake of breaking emergencies. One-on-one interviews were conducted with senior education advisers at headquarters and in the field, with key media institutions including BBC, Xinhua news agency and Inter Press Service (IPS).

The EEPCT programme – through staff and strategic partners including the Education Cluster, the Inter-Agency Network for Education in Emergencies and Save the Children – contributed adoption of the resolution on the right to education in emergency situations by the United Nations General Assembly on 9 July 2010. The resolution urges Member States to ensure access to education in emergencies; criminalize attacks on education; ensure early access to education and training in post-crisis contexts; and increase support for diverse humanitarian funding channels. EEPCT-funded UNICEF staff also provided technical support to the Governments of Norway and Qatar to finalize the resolution.

Education in conflict-affected and post-crisis transition contexts was chosen as the focus of the EFA's Global Monitoring Report 2011, providing critical attention and research on this issue in 2010. UNICEF staff provided support to the framing and preparatory work for the report in 2010, including the provision of consolidated and country-level reports; facilitation of contacts with country offices; and input to papers commissioned by the Global Monitoring Report on the Education Cluster and funding for education in armed conflict.

UNICEF Education Section staff presented a report on EEPCT progress and county-level successes and challenges at the World Council on Comparative Education Societies conference in Istanbul (June 2010) and coordinated a workshop on indicators. The CEGE group participated in and provided communication support to key EEPCT meetings, including the Education Cluster and INEE strategic planning meeting in Washington, D.C. (October 2010) and the Progress Review meeting with the Government of the Netherlands and the European Union, for which it provided editorial support for annual donor reports.

## **8. PROGRAMME AND FINANCIAL MANAGEMENT**

### **8.1 Programme management**

In response to the findings of the Programme Review and Evaluability Study, UNICEF hired a dedicated staff member in September 2010 to manage the final year of the EEPCT programme. The UNICEF headquarters EEPCT team is comprised of one full-time EEPCT project manager, with part-time support of a communications specialist, and education in emergencies specialist and a programme assistant.

Under advisement of the associate director of education and the senior adviser for scale-up and reconstruction, the EEPCT team contributed to a rigorous proposal review and allocation process, timely reporting, standardized budget monitoring and strategic planning for the final year of the programme. In addition to programme management, EEPCT funding supported the work of UNICEF headquarters offices in 2010 – including the Supply Division Education Unit, the Office of Emergency Programmes (EMOPS), Early Childhood Development, the Evaluation Office and the Geneva Office of the Education Cluster.

## 8.2 Financial management

Allocations for 2010 were made in December 2009 by an Allocation Advisory Committee of senior UNICEF staff, based on a review of country office proposals. The peer review process was based on planned activities against programme goals, with an emphasis on strengthening goals that had been under-represented in programme implementation to date. A small number of adjustments were made to allocations in 2010 to ensure funds were expended during the year and dedicated towards activities prioritized for the final 18 months of the programme. Country offices provided reports on resources and implementation of funds in 2010; global financial reports are submitted in June 2011.

## 8.3 Future work plan

In the final year of the programme, UNICEF’s work plan will follow recommendations of the Progress Evaluation and guidance given by the Government of the Netherlands at the 2010 September review meeting, which recommended consolidating gains and identifying goals where selective application of funds will have the greatest impact.

The plan for 2011 is focused on four strategic areas: (1) **leverage** through partnerships, policy change and varied funding modalities; (2) **innovation** through documenting and sharing innovative programming models; (3) **evidence** through improved monitoring and evaluation, lessons learned, case studies and documentation; and (4) **scale** through communicating and sharing knowledge gained through the programme and mainstreaming successful activities into national government plans and strategies.

**Table 7. Work plan for 2011**

Focus area	Action
<b>Innovation</b>	<p><i>Headquarters</i></p> <ul style="list-style-type: none"> <li>• Conduct case study of the LAB4LAB initiative</li> <li>• Conduct peacebuilding study, including literature review and case studies in four countries</li> <li>• Develop ‘Safe School Construction’ initiative</li> </ul> <p><i>Field</i></p> <ul style="list-style-type: none"> <li>• Consolidate and strengthen LAB4LAB, Talent Academies, pooled funding mechanisms and children’s football league programmes</li> <li>• Continue core programming in early childhood development, life skills and emergency education materials stockpiling</li> <li>• Increase focus on girls’ education, peacebuilding and disaster risk reduction</li> </ul>
<b>Leverage</b>	<p><i>Headquarters</i></p> <ul style="list-style-type: none"> <li>• Continue support to the Education Cluster, INEE and other partners</li> </ul>

	<ul style="list-style-type: none"> <li>• Support to Coalition for Protecting Education from Attack and Education Above All</li> <li>• Develop a capacity-building plan for UNICEF Education Section staff on education in emergencies</li> </ul> <p><i>Field</i></p> <ul style="list-style-type: none"> <li>• Strengthen Education Cluster with a focus on sub-national levels</li> <li>• Strengthen school inspectorate and head teacher capacities through training and support</li> </ul>
<b>Evidence and institutional learning</b>	<p><i>Headquarters</i></p> <ul style="list-style-type: none"> <li>• Revise monitoring framework, reporting format and guidance</li> <li>• Map DRR activities and complete case studies in two countries</li> <li>• Hold 'brown-bag' session on Progress Evaluation (PREV) findings</li> <li>• Hold management response meeting on PREV lessons learned</li> <li>• Hold progress review meeting with donor</li> <li>• Conduct case study on youth participatory research in CEE/CIS</li> <li>• Conduct case study on the Accelerated Learning Programme in Angola</li> <li>• Conduct ECD case study in the Democratic Republic of the Congo</li> <li>• Finalize literature review on peacebuilding and education study</li> <li>• Conduct case studies for peacebuilding and education study</li> <li>• Provide technical input into EEPCT evaluations of being led by country offices, e.g., evaluation of Zimbabwe's Education Transition Fund</li> </ul> <p><i>Field</i></p> <ul style="list-style-type: none"> <li>• Institutionalize Education Management Information Systems, including support for analysis</li> <li>• Conduct field-level evaluations and lessons learned of UNICEF value-added activities, including children's football leagues, and civics and democracy curricula</li> </ul>
<b>Scale-up</b>	<p><i>Headquarters</i></p> <ul style="list-style-type: none"> <li>• Circulate executive summary of the Progress Evaluation and organize learning seminars to share results</li> <li>• Participate in professional conferences on education in emergencies to share findings from the EEPCT programme</li> <li>• Continue communications outreach through media packages on select themes, e.g., Haiti, youth, disaster risk reduction, partnerships and peacebuilding</li> <li>• 2011 allocations prioritize countries with two years of EEPCT funds, which were funded in 2009 and committed to evidence-building activities</li> </ul> <p><i>Field</i></p> <ul style="list-style-type: none"> <li>• Continue support for education sector planning and implementation</li> <li>• Strengthen donor coordination mechanisms</li> <li>• Integrate disaster risk reduction and education in emergencies in sector planning</li> <li>• Institutionalize proven practices in child-friendly schools, early childhood development, Accelerated Learning Programmes and life skills education</li> </ul>

## **9. CHALLENGES AND LESSONS LEARNED**

### **9.1 Contextual challenges**

Of the 27 countries supported by Education in Emergencies and Post-Crisis Transition during 2010, 56 per cent are affected by conflict – resulting in periodic insecurity, challenges in accessing programme areas and population displacements that create recurring emergencies. The impact of recurring conflict on programme countries is evident in Côte d'Ivoire, where schools were targeted during election-related violence, the construction of LAB4LAB schools was suspended, policy work in disaster risk reduction was brought to a standstill and new education in emergency needs were created in conflict areas.

Even in post-crisis transition contexts such as Angola and Liberia, the impact of extended conflicts on education infrastructure, systems and teachers is profound. In many countries, EEPCT is working in contexts of enormous needs in education infrastructure, learning materials and teachers' training – and facing many challenges in human and financial capacities to meet those needs along with numerous pressing priorities. Chronic conflict and disaster place additional demands on education systems for psychosocial support, peacebuilding, programmes for demobilized or out-of-school youth, and meeting language of instruction needs for refugees or returnees. Political sensitivity to countries being categorized as in a state of crisis or fragility can also limit the space for policy reform.

Funding for education as part of front-line humanitarian response has not kept pace with growing awareness of the importance of education in emergencies. For countries caught in the cycle of short-term humanitarian financing, this has had a significant impact on education service delivery and systems. Somalia provides an instructive example of these challenges: Despite continued conflict and profound education needs in the country, education did not receive any funding from the Common Humanitarian Fund or the Central Emergency Response Fund in 2010.

### **9.2 Lessons learned**

Each year of the EEPCT programme has brought with it many lessons learned about implementing quality education for children in contexts of emergency, crisis and post-crisis transition. Learning occurs at all levels, from classrooms to the global programme. The following paragraphs describe selected lessons learned during 2010.

*Education and fragility in countries where education authorities are repressive, unrecognized or fragmented require a focus on downstream service delivery and place additional demands on the education system for such issues as peacebuilding, psychosocial support, vocational training for demobilized or alienated youth, and language of instruction consideration for refugees or returnees. UNICEF is piloting a number of initiatives – such as the Accelerated Learning Programme, peace education and language enrichment programmes – and is focusing efforts at reaching decentralized levels of the education system.*

*The flexibility of EEPCT funding was a crucial factor in supporting UNICEF to advocate for marginalized and vulnerable children and to fill critical gaps in donor funding to the education sector. The majority of country offices commented that the flexibility of EEPCT*

funding was one of the greatest strengths of the programme. Country offices used that flexibility to advocate for an equity focus within education sector planning, to fill gaps in education service delivery for vulnerable groups, to address institutional capacity gaps, and to develop interim and long-term education sector plans.

*National-level indicators have frequently masked intractable inequalities in education provision and outcomes in vulnerable or marginalized areas of countries.* UNICEF is supporting national governments in developing disaggregated data in Education Management Information Systems to ensure that education access and quality are equitably distributed. National-level data are being complemented with targeted geographical or thematic assessments to inform education policy development.

*Innovations in programming have worked best when they are integrated within existing education systems.* Efforts to construct LAB4LAB and Talent Academy schools have proven too expensive for wide-scale replication in resource-poor countries. When core elements of these models were adapted and integrated within existing education systems and infrastructure, they experienced more rapid integration. This approach is being pursued in the case of LAB4LAB in Guinea, Liberia and Sierra Leone, and with Talent Academies in Kenya.

*The ability of ministries of education to absorb alternative education service delivery – such as Accelerated Learning Programmes, community-based schools and non-formal education – or improvements to education quality in resource-constrained environments is limited.* Accelerated Learning Programmes, community-based schools and other non-formal education provision cannot easily be absorbed by governments with few resources. These innovations need continued financial support until the national government is able to secure or attract sufficient resources for scale-up and replication. Continued long-term, predictable international aid – such as the EEPCT programme – is necessary in the majority of post-conflict, transition countries.

*There remains a strong need to invest in capacity development in education in emergencies beyond training.* Although knowledge and awareness of education in emergencies and post-crisis transitions has been realized through training for a large number of front-line responders, cluster coordinators and government officials, training alone is not sufficient. There is an increased need for capacity-building support in the areas of needs assessment, contingency planning, capacity mapping, resource mobilization and procurement in order to strengthen EIE preparedness and response at the country level. A number of regional offices have developed capacity-development strategies in response to this issue and are supporting country offices in these efforts.

*The adaptation and translation of EIE training material has been an essential element in creating ownership and participation in emergency education preparedness and response within regions.* The translation of materials into local languages, the use of region-specific case examples, and the identification of government focal points responsible for training and distribution of materials have been important factors in expanding cluster membership and increasing the number of people who participate in training. Strengthening government and community participation in EIE networks at the decentralized level is a priority for the remainder of the programme.

### 9.3 Programme design and implementation challenges

Evaluations provided an in-depth perspective on the success as well as the challenges encountered in the EEPCT programme. Recommendations were made to address challenges, both in the remainder of the programme and in subsequent UNICEF programming for education in emergencies. EEPCT's headquarters team reviewed the recommendations and developed concrete actions to address them. Key recommendations and actions are detailed below.

**Build awareness of EEPCT as a distinct programme.** The Progress Evaluation highlighted lack of clarity regarding the identity, purpose and goals of Education in Emergencies and Post-Crisis Transition in the majority of supported countries as a challenge to the effectiveness and impact of the programme. This lack of awareness of EEPCT as a distinct programme carried over to global partnerships.

**Action:** During 2009, UNICEF staff made concerted efforts to address this issue, and this work carried over to 2010, with the hiring of a dedicated EEPCT programme manager, and increased communications and outreach.

**Review the monitoring and reporting system for education in UNICEF to ensure it reflects a manageable number of relevant indicators.** In the short term, UNICEF needs to tighten monitoring and evaluation by using the existing framework – and by providing guidance and tools to help country offices report on the framework and to ensure more critical and reflective reporting on progress. In the long term, UNICEF needs to engage country and regional actors in identification of indicators that are sensitive to field realities and are integrated more closely into a unified monitoring and reporting framework for all education programmes.

**Action:** In August 2010, the results framework was sent to all EEPCT countries as part of the programme evaluation. The collected data were analysed by both the evaluation team and the Education Section team for comparability, quality, gaps and relevance of indicators. A decision was made not to change the results framework for the remainder of the programme; additional guidance, however, was provided to country offices in completing the framework as part of 2010 reporting (*for further details, see Section 6, Monitoring and evaluation*).

**Develop a more systematic approach to managing innovation and learning for the remainder of the EEPCT programme and to enhance innovation in the future.**

UNICEF is piloting a number of innovations in the field of education in emergencies as part of the EEPCT programme and relevant to future UNICEF programming as well interest to broader communities of practice. In the short term, UNICEF should direct EEPCT resources to consolidate learning from innovative approaches. In the longer term, a more systematic approach to innovation should be pursued – incorporating mechanisms for planning, monitoring, documentation and assessment.

**Action:** In 2011, Education in Emergencies and Post-Crisis Transition will produce a series of case studies that document the process and results of selected interventions, including ECD in Emergencies in DRC, Accelerated Learning Programming in Angola and LAB4LAB in Liberia. The documentation will be shared with the Government of the Netherlands, and at internal and external advocacy events such as the UK Forum for International Education and Training conference in September 2011.



**There is a need for clear agency guidance regarding involvement in construction activities.** UNICEF has been engaged in the provision of temporary learning spaces and rehabilitation of existing education infrastructure in emergencies and does this well. Work in post-crisis contexts, however, involves significant investment in new infrastructure – and UNICEF, in its leading role, is often called upon to support school construction, an area in which it has less expertise and its track record is more varied.

**Action:** In 2010, UNICEF supported a scoping study on ‘Assessing World-Wide Progress on School Safety’. UNICEF will partner with Central New York University in 2011 to develop a child-led learning environment assessment to empower local communities to monitor and improve their schools. In measures of CFS criteria, the Progress Evaluation found new school construction performed better than schools that were rehabilitated, providing added incentive for UNICEF to review its involvement and guidance in school construction.

**Consolidate the inclusion of disaster risk reduction in core UNICEF education activities, supported with information sharing and advocacy.** Institutionalizing disaster risk reduction into core education activities is a key accomplishment of the EEPCT programme. Disaster risk reduction has the potential to keep children, families and teachers safe – and the education system can have an important role in sharing these messages. Further documentation is needed of lessons learned through this experience, particularly at the school and community level.

**Action:** A DRR case study is planned for 2011, focusing on EEPCT-supported activities to promote disaster risk reduction in a minimum of two countries.

**Develop a more flexible approach to child-friendly schooling for emergency and post-crisis transition contexts.** Given the low resources and capacity common in EEPCT-funded contexts, it is important to focus on those elements of the child-friendly standards that are most cost-effective and to take an incremental approach to introduction of the other elements. UNICEF should draw upon existing institutional models and tools such as the INEE Minimum Standards to support decision-making regarding which schools to support, scheduling of training, technical support, and monitoring and evaluation.

**Action:** Adaptation of the child-friendly schools to emergency contexts is being undertaken within the context of UNICEF’s refocused equity agenda. It involves expanding the initiative to a child-friendly approach that is flexible enough to accommodate a variety of contexts and emphasizes equitable learning outcomes.

**Position UNICEF to build on its decentralized strengths in relation to the new consolidated Education for All-Fast Track Initiative fund.** The unified EFA-FTI fund provides an opportunity for UNICEF to support countries in restoring service delivery while developing the partnerships and capacity to draft interim plans that could mobilize external support, especially through the EFA-FTI partnership. It also provides the opportunity for UNICEF to serve as supervising entity and/or implementing partner in emergency and post-crisis transition countries. UNICEF has also developed experience from Liberia and Zimbabwe and other countries where it has a leading role in managing Fast Track Initiative funds; this experience can be used to identify the institutional capacity and implementation support required for these contexts.

**Action:** UNICEF has been actively engaged with the Fast Track Initiative at both the global and country level, and is currently reviewing its strategic engagement to identify both its value-added and comparative advantage, particularly in relation to the new EFA-FTI fund.

**Define and operationalize the concept of a resilient education system and rethink UNICEF’s approach to building resilience accordingly.** The concept of resilience has potential to build understanding of crisis, recovery and the transition to reconstruction and development – and its inclusion in the EEPCT programme goals was considered innovative. Despite its potential, ‘resilience’ was variously interpreted by country and regional offices involved in the EEPCT programme, resulting in a wide array of activities being reported under this goal and inconclusive understanding of both what constitutes resilience and the outcomes of resilience-building initiatives within the programme.

**Action:** UNICEF is rethinking its approach to programming for system strengthening in fragile settings, and its involvement in various initiatives is informing future strategies for education in fragile states. These initiatives include the UNICEF Equity Strategy, the Out of School Children Initiative, contribution to the EFA Global Monitoring Report on education in conflict, participation in the INEE Fragile States Working Group and the EEPCT Peacebuilding Study. This approach will be reflected in the proposal for future programming in fragile states and emergencies.

## **10. EXPRESSION OF THANKS**

UNICEF expresses sincere thanks to the Government of the Netherlands and the European Commission for their support and leadership in providing access to quality education for millions of children affected by natural disaster and conflict through the Education in Emergencies and Post-Crisis Transition Programme.

Overall, the EEPCT programme restored access to and improved quality of education for 6 million children and indirectly benefited 14 million more through national adoption of best practices and innovative financing mechanisms. The flexibility and predictability of the programme has ensured its lasting legacy – including innovations to advance the field of education in emergencies and consolidation of the global architecture for coordinating the education in emergency response.

## Annex I. Studies, reports and surveys

Twenty-seven countries benefited from EEPCT interventions to restore learning or improve the quality of education response in emergencies and post-crisis situations. In an effort to support evidence-based results, efficient operating strategies and fit-for-purpose financing instruments, country offices produced studies, reports and surveys.

- Angola:** *Accelerated Learning Programme (ALP) Pilot Evaluation report*  
The ALP Pilot Evaluation report identified the key supports needed for effective implementation in Kwanza Sul Province and nationwide.
- Haiti:** *Survey of displaced communities*  
A UNICEF-supported survey of displaced communities revealed that approximately one in four displaced children who had attended school prior to the earthquake no longer attend school (25 per cent).
- Iraq:** *ALP evaluation report and desk study on girls' education*  
The ALP evaluation report and the desk study on girls' education developed by UNICEF were shared among the MOE officials to understand relevant lessons, challenges and recommendations, and to develop a strategy for Accelerated Learning Programmes and girls' education.
- Jordan:** *Report based on external evaluation of emergency programme for vulnerable Iraqi children*  
The UNICEF office in Jordan conducted an external evaluation of its emergency programme for vulnerable Iraqi children in 2010 to assess the effectiveness of the programme implemented since 2008. While the final report of the evaluation will be completed during the second quarter of 2011, preliminary findings suggest that emergency assistance had a positive effect on the lives of Iraqi refugee students and their families.
- Kosovo:** *Case study on Education Quality for Youth in the CEE/CIS Region*  
For better prediction in prevention of emergency in education, a case study was conducted on Education Quality for Youth in the CEE/CIS Region, specifically Georgia, Kosovo and Tajikistan, from the perspective of fragility.
- 'Justice Denied' study*  
Evidence was provided in the area of inclusive education with the publication of the study 'Justice Denied' and the demonstration of the CFS inclusive model at the school level, both of which contributed to development of the Ministry of Education, Science and Technology's inclusive education strategy for children with special needs.
- Myanmar:** *Baseline survey on the general situation of education*  
A baseline survey in 26 villages from two (out of four) townships under the Wa Region's authority. Despite challenges related to restricted access, the survey has generated fairly reliable information on the overall situation of education in the region. According to the results, less than 40 per cent of children were attending primary schools in 2010. The main reasons for non-school

attendance include distance from home to school, lack of adequate learning materials, shortage of teachers with adequate training and poor school facilities.

**Southern Sudan:** *'Go to School Evaluation'*

The evaluation was completed in November 2010 and noted the success of the initiative in increasing participation rates and improving the quality of education. The draft report was tabled for discussion by education stakeholders from the national and the state level.

**Tajikistan:** *'Adolescent and Youth Perspectives on the Impact of Fragility on Education Quality' (Youth Study)*

To address the lack of reliable data on the impact of the country's instability on education, as well as to reflect the voice of youth in education planning, the study was conducted covering 1,200 households in all parts of the country. The first study of its kind in Tajikistan, youth were fully involved throughout the study process through participation in training and acting as field researchers, contributing to the analytical process, and developing the Tajikistan Youth Advocacy Statement.

**Global:** *Children and Disasters: Understanding impact and enabling agency*

Reducing children's vulnerability to both sudden, high-impact disasters and lower-impact chronic crises related to environmental change is an essential part of child development programmes. The study recommended the need for (i) national frameworks for disaster risk reduction to resource decentralized training and capacity-building programmes across sectors; (ii) disaster risk reduction approaches to be integrated with both development and child-centred policy and programming to ensure complementary outcomes are delivered by disaster risk reduction, climate adaptation and development-focused programmes, including the Millennium Development Goals; and (iii) post-disaster aid and humanitarian agencies to build relationships with both government and development agencies to support rehabilitation and reconstruction programmes in 'building back better' and improving child welfare outcomes in the wake of disasters.

*The benefits of a child-centred approach to climate change adaptation*

Children are perhaps the most vulnerable to the impact of climate change, and the response to the threats of climate change demands a child-centred approach. Many of the measures that can address children's vulnerability to climate change are already well known and are some of the lowest-cost measures available. The study highlights evidence in an economic argument for a child-centred approach to adaptation. Specifically, children are one of the largest groups at risk from climate change, and measures that reach this group may realize economies of scale because they have the potential to reduce the impacts of climate change across a large proportion of the population. Moreover, the losses associated with degradation of health, education and protection caused by climate change are high and are likely to affect children disproportionately compared to older populations.

*Assessing World-Wide Progress on School Safety: A scoping study*

The main conclusion of this scoping study is that a global baseline survey of school safety to be carried out before the United Nations International Strategy

for Disaster Reduction (UNISDR) Global Platform of 2011 appears virtually impossible. Three practical options emerged during the discussions that are worth mentioning as options when considering how to address the recommendations of the 2009 Global Platform: (i) a survey aiming to establish a baseline on school safety could be carried out in 6–12 countries; (ii) the option of Brazil becoming a partner to UNICEF and UNISDR in the promotion of the school safety agenda has strong potential; and (iii) the focus of a pilot survey in a limited number of countries could move from a quantitative exercise based on the collection of individual school-level data to a qualitative assessment.

## Annex II. Monitoring and reporting framework

The following table summarizes the frequency of reporting, and the results, on specific indicators among 27 countries during the 2010 reporting period.

OVERALL		
Indicator	Number of countries reporting	Results reported
Number of children out-of-school in target countries	8	Angola, 21%; Colombia, 9.5%; Guinea, 35.84%; Myanmar, 38.6%; Nepal, 5.5%; Occupied Palestinian Territory, 7.5%; Tajikistan, 17%; Timor-Leste, 17%
Percentage of children 0–18 years old with access to schooling/education opportunities in countries supported by EEPCT	18	Angola, 79%; Colombia, 90.4%; Guinea, 64.16%; Myanmar, 61.34%; Tajikistan, 57%; Timor-Leste, 83%; Togo, 113%; Uganda, 96.10%

GOAL 1		
Indicator	Number of countries reporting	Results reported
Increased number of children accessing safe learning environments	8	Angola, 79%; Colombia, 90.4%; Guinea, 78.34%; Myanmar, 227,000; Occupied Palestinian Territory, 92.5%; Tajikistan, 57%; Timor-Leste, 114%
Percentage in reduction of children out of school, by gender	9	Angola, 21%; Bangladesh, 13%; Colombia, 9.5%; Guinea, 35.84%; Myanmar, 38.65%; Nepal, 5.85%; Occupied Palestinian Territory, 7.5%; Tajikistan, 17%; Timor-Leste, 17%
Increased percentage of financing for learning materials	7	<i>Education as a percentage of the national budget:</i> Central African Republic, 12%; Kosovo, 7.62%; Togo, 14.4% <i>Learning materials as a percentage of the education budget:</i> Bangladesh, 20%; Democratic Republic of the Congo, 5.6%; Nepal, 17.3%; Tajikistan, 0.08%
Percentage of change in programme component results one year after the onset of an emergency and/or crisis	6	Democratic Republic of the Congo, 56%; Guinea, 57%; Kosovo, 95%; Nepal, 80.6%; Togo, 63.2%; Uganda, 54%
Percentage of increase in trained primary teachers in the system, including pre- and in-service training	8	Angola, 89,977; Central African Republic, 73%; Democratic Republic of the Congo, 72%; Myanmar, 99.98%; Nepal, 80.7%; Northern Sudan, 64.6%; Occupied Palestinian Territory, 100%; Togo, 1.5%
Percentage of increase in trained secondary teachers in the system, including pre- and in-service training in target countries	6	Angola, 53,012; Democratic Republic of the Congo, 32%; Myanmar, 93.37%; Nepal, 63.6%; Northern Sudan, 70%; Occupied Palestinian Territory, 100%

<b>GOAL 2</b>		
<b>Indicator</b>	<b>Number of countries reporting</b>	<b>Results reported</b>
Percentage of teachers (total) present in school during and following emergencies or crises	4	Central African Republic, 51%; Myanmar, 4,363; Nepal, 100%; Occupied Palestinian Territory, 100%
Percentage of school year that schools are open and functioning	9	Angola, 100%; Central African Republic, 70%; Kosovo, 100%; Nepal, 97%; Northern Sudan, 85.7%; Sierra Leone, 100%; Sri Lanka, 100%; Timor-Leste, 100%; Togo, 76%
Percentage of schools where there is participation of children, parents and community members in school management and/or governance	12	Angola, 95%; Bangladesh, 95.8%; Central African Republic, 57.8%; Colombia, 100%; Democratic Republic of the Congo, 100%; Guinea, 100%; Myanmar, 27%; Occupied Palestinian Territory, 47.5%; Sri Lanka, 100%; Tajikistan, 90%; Togo, 0%; Uganda, 100%
Education budget increased as percentage of national budget	10	Angola, 0%; Bangladesh, 15%; Central African Republic, 50%; Guinea, 0%; Myanmar, 22%; Northern Sudan, 0%; Sierra Leone, 0%; Timor-Leste, 0%; Togo, 0%; Uganda, 0%

<b>GOAL 3</b>		
<b>Indicator</b>	<b>Number of countries reporting</b>	<b>Results reported</b>
Education and policy budgets on DRR adopted in target countries	15	Yes: Bangladesh, Colombia, Myanmar, Nepal, Northern Sudan, Uganda No: Angola, Central African Republic, Democratic Republic of the Congo, Guinea, Kosovo, Occupied Palestinian Territory, Sierra Leone, Tajikistan, Togo
Policies and budgets on education for conflict prevention adopted in target countries	16	Yes: Central African Republic, Colombia, Democratic Republic of the Congo, Guinea, Kosovo, Myanmar, Nepal, Timor-Leste No: Angola, Bangladesh, Northern Sudan, Occupied Palestinian Territory, Sierra Leone, Tajikistan, Togo, Uganda
Education strategies to address potential threats to peace/stability implemented in target countries	14	Yes: Central African Republic, Colombia, Democratic Republic of the Congo, Kosovo, Myanmar, Nepal, Occupied Palestinian Territory, Sierra Leone, Timor-Leste, Uganda No: Bangladesh, Northern Sudan, Tajikistan, Togo
Percentage of UNICEF staff who have undertaken three core trainings	8	Central African Republic, 37.78%; Democratic Republic of the Congo, 6%; Kosovo, 63%; Myanmar, 1.8%; Northern Sudan, 8%; Togo, 45%

<b>GOAL 4</b>		
<b>Indicator</b>	<b>Number of countries reporting</b>	<b>Results reported</b>
Percentage of programme countries with a local development partner group supporting sector planning and financing	16	Yes: Angola, Bangladesh, Central African Republic, Colombia, Democratic Republic of the Congo, Guinea, Kosovo, Nepal, Occupied Palestinian Territory, Sierra Leone, Tajikistan, Timor-Leste, Togo, Uganda No: Myanmar, Northern Sudan
Percentage of countries with a credible sector plan and/or an interim strategy endorsed by the Fast Track Initiative	16	Yes: Central African Republic, Colombia, Guinea, Liberia, Nepal, Northern Sudan, Occupied Palestinian Territory, Sierra Leone, Tajikistan, Timor-Leste, Togo, Uganda No: Angola, Bangladesh, Democratic Republic of the Congo, Kosovo, Myanmar
Percentage of increase of countries using systematic data collection and analysis via EMIS annually to review situation and guide policy	16	Yes: Bangladesh, Colombia, Democratic Republic of the Congo, Guinea, Kosovo, Liberia, Nepal, Northern Sudan, Occupied Palestinian Territory, Tajikistan, Timor-Leste, Uganda No: Angola, Myanmar, Sierra Leone, Togo
Number of countries with a pooled fund or similar mechanism	12	Yes: Bangladesh, Democratic Republic of the Congo, Guinea, Liberia, Nepal, Sierra Leone, Uganda No: Angola, Kosovo, Myanmar, Northern Sudan, Togo
Percentage of external funding for education in transition countries channelled through pooled fund to support education sector as a transitional or interim financing arrangement	4	Bangladesh, 2%; Democratic Republic of the Congo, 43%; Myanmar, 62%; Nepal, 94%
Percentage of countries emerging from crisis in which UNICEF leads donor support for development of a sector plan for interim funding	16	Yes: Bangladesh, Liberia, Nepal, Northern Susan, Occupied Palestinian Territory, Togo, Uganda No: Angola, Central African Republic, Democratic Republic of the Congo, Guinea, Kosovo, Myanmar, Sierra Leone, Tajikistan, Timor-Leste
Number of partnerships established at the global, region and national levels	10	Angola, 28; Bangladesh, 30; Colombia, 14; Guinea, 6; Myanmar, 8; Nepal, 28; Sierra Leone, 4; Tajikistan, 6;



## Annex III. Activity matrix 2010 and programme highlights, by country

### AFGHANISTAN

**Results:** A focus on Community Based Schools (CBS) in nine provinces has benefited 66,877 children at 1,446 CBSs, provided employment incentives to 1,381 CBS teachers and training for 1,356 CBS teachers. Textbooks in Pashto and Dari were produced and distributed to CBSs. 11 schools were completed.

**Key Programming:** CBS

**Major Partners:** MoE, WFP, UNHCR, UNESCO, SIDA, World Bank, DANIDA, USAID, JICA, GTZ, FAO, UNESCO, UNFPA, WFP, WHO, Afghanistan Girls Education Initiative, OCHA, Save the Children, Teacher Education Programme, Education Development Board

### ANGOLA

**Results:** Emphasis on ALP benefited 7,000 adolescents (notable improvements in ALP enrolment for girls) and the evaluation and documentation of lessons learned and best practices for an ALP pilot were completed. School-in-a-Box learning kits were purchased and are ready for deployment, benefiting 2,400 children. The MoE now supports DRR and emergency planning and preparedness. 60 trainers were trained in early childhood development.

**Key Programming:** ALP, ECD, DRR

**Major Partners:** Ministry of Education, Ministry of Social Assistance and Re-integration, Ministry of Youth and Sports, Ministry of Health, National Institute to Combat AIDS, National Commission for De-mining and Humanitarian Assistance, National Civil Protection Service, Provincial Directorates of Education, Health, Assistance and Social Reintegration, European Commission, WFP, WHO, IOM, UNDP, UNESCO, Angola's Red Cross

### BANGLADESH

**Results:** Innovative communication approaches, capacity building trainings, DRR mock drills and simulations, 3,800 pre-positioned emergency education kits, 11,340 pre-positioned shelters, earthquake emergency kits and other advocacy material emphasized DRR strategies and climate change awareness, benefiting 183,000 children, 100,000 teachers, parents and community members as well as government officials. The first EMIS was implemented and 400 students in 20 high schools were trained to use the Climate Change Database.

**Key Programming:** DRR

**Major Partners:** Ministry of Education, Ministry of Primary and Mass Education (MoPME), Ministry of Women and Children's Affairs (MoWCA), Department of Women's Affairs (DWA), Bangladesh Shishu Academy (BSA), Save the Children UK (SC-UK), Action Aid Bangladesh (AAB)

### BOSNIA AND HERZEGOVINA

**Results:** An emphasis on peace education and conflict resolution targeted 3,500 children,

300 parents, 550 teachers, principals and other school workers through games, advocacy, trainings, workshops and the implementation of the Child-Friendly School (CFS) approach.

**Key Programming:** CFS, peace education, peacebuilding

**Major Partners:** Ministry of Education, Save the Children Norway, Open Society Fund, BiH

### CENTRAL AFRICAN REPUBLIC

**Results:** Curriculum development focused on life skills, child-centered and human rights approaches, through trainings for 2,673 parent-teachers and 65 education officers as well as the distribution of 80,000 textbooks and 1,000 school in a box and recreation kits. There was also a focus on emergency education preparedness and response with special attention on issues related to quality and gender. 131 classrooms and 500 temporary learning spaces were constructed and 185,400 children were enrolled in conflict-affected areas.

**Key Programming:** Life skills, child-centered approaches, emergency preparedness, girls' education

**Major Partners:** Ministry of Education, Danish Refugee Council, COOPI, International Rescue Committee

### COLOMBIA

**Results:** Pilot projects, proposals, programming and policies emphasized comprehensive educational responses to emergencies including training in peace education; consolidating education networks; providing temporary classrooms, educational aids for teachers and school kits; providing tools to address psycho-social and traumatic experiences; improving child-adult relations; transforming teaching practices; developing tools to rapidly identify education needs. As a result, education was restored to 500,000 children (80 per cent), capacity has been strengthened for 41 secretariats, 600 schools, 7,000 teachers and 70,000 children, adolescents and families affected by armed conflict.

**Key Programming:** Initiatives: Peace education, peacebuilding, back-to-school, psycho-social

**Major Partners:** National Education Ministry (MEN)

### COTE D'IVOIRE

**Results:** A concentrated effort on emergency preparedness, response capacity and skill building included trainings and workshops, the construction of five LAB4LAB schools, the pre-positioning of education material, the promotion of girls' education and the implementation of a Talent Academy. As a result, 100 Mother's Clubs (CMEF) were created to support girls' education, 100 students were enrolled at the Talent Academy, 10 municipalities and 10 regional authorities developed 3-year education action plans focusing on ECD, girls' education,

women's literacy and non-formal and alternative education.

**Key Programming:** LAB4LAB, Talent Academy, emergency preparedness, non-formal education, girls' education

**Major Partners:** Ministry of Education (MEN), Ministry of Technical Education and Vocational Training (METFP), IRC, Amigo Foundation

### DRC

**Results:** Advocacy through local committees and the media, manuals, trainings, kit pre-positioning, Accelerated Learning Programs, Early Childhood Centers and mobile teams focused on peace education, parents' involvement, early preparedness and response, capacity building and life skills. As a result, 149 teachers in 20 schools were trained in peace education; Early Preparedness & Response Plans (EPRP), a Good Practices Manual and Education Cluster Guidelines were created; 10,031 students (4,849 girls) benefited from the training of 273 teachers in 27 schools in psychosocial areas; 120 parent committee members were trained in administrative and financial management; 679 children (483 girls) received psychosocial support through a Mobile Team; 4 Protection Committees supported 14,065 children (7702 girls); 660,000 conflict-affected children in the east of DRC have benefited from education, 5 Early Childhood Centres were established benefiting 377 children (156 girls); 6,845 kits were prepositioned for 273,000 children; 128 teacher kits, 168 didactic kits and 213 recreational kits benefited 1,280 teachers; 11 Accelerated Learning Centers supported 2,459 children (1232 girls); 3,049 6 grade primary school IDPs were supported; 8,870 children received life skills education and 273,000 children received school materials.

**Key Programming:** Peace education, early preparedness and response, Education Cluster, back-to-school, ALC, Early Childhood Centers, life skills, psycho-social, IDP

**Major Partners:** World Bank, UNESCO, DFID, USAID, MEPSP Ministère de l'Éducation Primaire, Secondaire et Professionnelle / Ministry of Education (MoE), DIVAS Division des Affaires Sociales/Ministry of Social Affairs, Save the Children, OXFAM GB, Handicap International Belgique Ecuador

### GUINEA

**Results:** 814 children (51% girls) were enrolled in 20 LAB4LAB and associated schools, a Percussion Academy, six child friend schools, 48 temporary schools, 15 new community kindergartens and 48 primary school classrooms were established. As a result, 45 teachers from LAB4LAB and associated schools were trained; 90 children (51 girls and 39 boys) were registered and trained in 7 centres associated with the Academy; 50 trainers trained 1,037 teachers, 449 headmasters and supervisors; 232 supervisors and 2,851 teachers were trained on basic lessons; 200 girls at risk of failing their exam were supported through ►

catch up lessons and 1029 children benefited from tents and school materials.

**Key Programming:** LAB4LAB, Percussion Academy, catch-up, CFS, school construction  
**Major Partners:** Ministry of Education, the World Bank, Aide et Action, Child Fund, Action pour la Protection de l'Humanité, Agence Française de Développement, Convention sur les Droits de l'Enfant, Communauté Rurale de Développement, Direction Nationale de l'Enseignement Élémentaire, Direction Préfectorale de l'Éducation, Délégation Scolaire l'Enseignement Élémentaire, Ecole normale d'instituteurs, Education Pour Tous, Fédération Guinéenne des Parents d'Elèves et Amies de l'Ecole, Gouvernement des enfants, Inspection Régionale de l'Éducation, KfW Kreditanstalt für Wiederaufbau (German Development Bank), Institut National pour la Formation, la Recherche et l'Action Pédagogique, Nouvelle Technologie de l'Information et de la communication, Programme Sectoriel de l'Éducation

## HAITI

**Results:** An emphasis on DRR resulted in DRR and minimum standards trainings benefiting 154 school inspectors, directors and teachers; the distribution of 1,600 tents and school materials benefiting 325,000 children (~20% of total affected); 120 semi-permanent/child-friendly schools supporting 26,000 children; teaching materials supporting 15,000 teachers; the distribution of soap and water purification tablets benefiting 1 million children in 5,000 schools and psychosocial trainings for 6,000 teachers.

**Key Programming:** DRR, INEE Minimum Standards, child friendly zones, psycho-social  
**Major Partners:** Ministry of Education, Education Cluster Partners, World Vision and BAEH (Anglican Bureau for Education in Haiti), International Community, the World Bank, the Inter-American Development Bank, the United Nations system, the European Commission and the Economic Commission for Latin America and the Caribbean, UNESCO, USAID

## IRAQ

**Results:** Programming focused on psychosocial support, early childhood development, advanced learning, prediction, prevention and preparedness, and EMIS was supported through Supplemental Learning Material; the training of 25 ALP master trainers and 1,030 teachers; 32 sets of COWS to 20 ALP classes and 12 youth centers including laptops and basic IT equipment; 29 pre-fabricated classrooms; psychosocial training for 41 master trainings and 1,911 teachers benefiting 63,308 children in 125 schools; ECD training for 56 master trainers and subsequent training for 356 kindergarten teachers and 283 primary school teachers benefiting 40,000 students; and kits, tents school bags and basic learning and teaching materials for 10,000 children.

**Key Programming:** Psycho-social, ECD, ALP, EMIS, IT equipment/training

**Major Partners:** Save the Children, Heartland Alliance, People-in-Need (PIN), International Rescue Committee (IRC), the Ministries of Education (MoEs) in Baghdad and KRG, Directorates of Education (DoEs), Education-Ministerial Advisory Committee (E-MAC)

## JORDAN

**Results:** An emphasis on DRR included school initiatives, manuals, public service announcements. Early childhood education and child-friendly spaces were also prioritized through ICT equipped multi-purpose rooms at 14 schools. 640 children were supported by psychosocial counsellors, 139 received special needs support and 324 children attended centre-based weekly recreational activities. 14,500 students (32% girls) from 21 schools were taught about disaster preparedness and safe behaviours in school environment.

**Key Programming:** ECD, DRR, child friendly zones, IT equipment

**Major Partners:** Ministry of Education, Save the Children US, Terre Des Hommes Lausanne, Jordan River Foundation, Jordanian Hashemite Fund for Development, UNESCO, International Federation Red Cross, Red Crescent Societies, Jordan Civil Defence

## KENYA

**Results:** Emphasis on emergency preparedness and response was evidenced by the development of a national emergency plan including rapid assessment tools. Eight talent academies partnered with sports and arts associations to reach 1,000 youths directly and 200,000 youths indirectly. Peace education has been emphasized in the curriculum and promoted by 7,000 secondary school head teachers benefiting 1 million high school students.

**Key Programming:** Peace education, life skills, emergency preparedness and response, Talent Academy

**Major Partners:** Ministry of Youth Affairs and Sports, the Ministry of Education, Save the Children, UNDP, World Bank, Canada, USAID, DFID, IDA, CIDA, ADB, OPEC, WFP, JAPAN, OPEC, Belgium and ITALY, Safaricom, Directorate of Basic Education, Directorate of Policy and Planning and the Directorate of Quality Assurance and Standards, under the Ministry of Education (MoE), the Ministry of Development of Northern Kenya and the Ministry of Youth Affairs and Sports. Additional implementing partners include: the Kenya Institute of Education, Kenya Primary Head Teachers Association, Kenya Secondary Head Teachers Association, and NGOs such as Madrassa Resource Center, Social Development Network

## KOSOVO

**Results:** ECD, life skills education and teacher competency building were emphasized through the development of the Strategic Plan for Education, the Life Skills Based Education' (LSBE) programme, the Early Learning and Development standards (ELDS) and the Teacher training programme on Interactive Teaching and Learning Methodologies for Inclusion of Children with Special Needs. A survey of youth opinions on education quality was conducted with youth groups and other civil society organizations. 500 teachers were trained and a teacher's manual and student's handbook were developed. 1,000 RAE children and community members benefited from preschool activities, literacy courses, homework support, health, food supplement, and increased their knowledge and skills on the importance of education.

**Key Programming:** Life skills, ECD, survey  
**Major Partners:** Ministry of Education, Science and Technology (MEST), WB, Ministry of European Integration, European Commission, Council of Europe, GTZ, USAID, the Swedish International Development Agency (SIDA), the German International Cooperation (GIZ), UNTFHS UN Trust: Trust Fund for Human Security

## KYRGYZSTAN

**Results:** Several projects were launched focusing on ECD, child safety, peace building, parent involvement, peace education and the prevention of attacks on schools. Additionally, INEE Minimum Standards were translated into Russian and Kyrgyz languages and a study on out-of-school children was conducted.

**Key Programming:** Study, INEE Minimum Standards, ECD, peacebuilding

**Major Partners:** Ministry of Education and Science (MoES)

## LIBERIA

**Results:** The first LAB4LAB school, 245 WASH facilities and child to child hygiene education clubs were established. 400 students enrolled in the LAB4LAB school and teachers were trained in the CFS approach. 81,000 students benefited from learner's kits and a girls' education achievement program is being developed. New furniture in 31 schools benefited 3,000 students.

**Key Programming:** LAB4LAB, CFS, WASH, girls' education

**Major Partners:** Save the Children

## MACEDONIA

**Results:** Workshops and activities emphasizing multiculturalism and diversity were developed and piloted in 8 primary and 5 secondary schools.

**Key Programming:** Peacebuilding, peace education

**Major Partners:** Ministry of Education

## MYANMAR

**Results:** A CFS initiative benefited 198,000 children, the primary life skills curriculum was established supporting 5 million children, 29,000 children in disaster affected areas were able to continue their education, guide books and ECD kits benefited 4,040 children, 137 schools and 20,000 students were supported on disaster preparedness and response, 513 teachers and 46 schools received psychosocial support, replenishment supplies benefited 8,000 children, furnishings benefited 21,000 children, and the Language Enrichment Programme (LEP) improved the skills of 50,200 ethnic minority children.

**Key Programming:** CFS, ECD, disaster preparedness and response, psycho-social

**Major Partners:** Terre Des Hommes Italia (TdH) Italy, Ministry of Education, UNHCR, WFP, UNODC

## NEPAL

**Results:** Programming focused on CFS, inclusiveness for out of school children, non-formal education, earthquake preparedness ►

and peacebuilding through the training of 615 education personnel and teachers; provision of school tents; school in a box, ECD kits and 20,000 child kits; peacebuilding capacity building for 550 schools; PTA trainings in 175 schools; conflict resolution trainings for 526 teachers; increased school days throughout the year; establishment of networks, youth groups, child clubs and mother groups; establishment of a Community Learning Center; retrofitting of school furniture and the expansion of The School Zone of Peace (SZOP) initiative to 614 schools in 9 districts, benefiting 230,000 children.

**Key Programming:** CFS, emergency preparedness, non-formal education, peacebuilding, CLC

**Major Partners:** Department of Education, Ministry of Education, Save the Children, Education Journalist Groups, Teacher Union, UNICEF's Asia Pacific Shared Services Centre (APSSC), CDC, NCED, NFEC, Peace Education Network Nepal (PENN)

## NORTH SUDAN

**Results:** The goal of increased education service delivery was addressed through a focus on ECD, CFS, ALP, peacebuilding, school reconstruction and teacher training. As a result, 163,489 children benefited from ECD; 11,010 caregivers were trained; 491 classrooms were rehabilitated; 734 classrooms, 51 teacher offices, 55 stores and 52 teacher accommodation rooms were constructed; 40,000 school uniforms were provided for girls; 568,170 children benefited from the Food for Education (FFE); 6,526 nomadic children transitioned from primary to secondary school; 1,542 basic education teachers (64% women) were trained in north Sudan; 90 female mentors were trained on child clubs issues; 650 teachers were trained to transform 64 schools into CFS; 29 temporary classrooms and 6 teachers offices were constructed; classroom kits, pupil kits, recreational kits, textbooks and seating mats were procured for 2,500 children in 38 ALP centers and other basic schools; 35 girls' education clubs were formed and teachers trained to promote gender equity and peace building through community interaction; 240 PTA members received training on co-management; 75 recreation kits, 50 black boards and 1,000 tarpaulin reinforcement were procured; 950 PTAs were trained with an objective of peace building skills and knowledge for CFS co-management and community participation issues regarding emergency preparedness, girls' education

**Key Programming:** ECD, CFS, ALP, peacebuilding, emergency preparedness

**Major Partners:** State Ministry of Education (SMoE), Ministry of General Education and the Institute of Educational Planning

## oPt

**Results:** Assessments, mapping trainings advocacy workshops, evaluations, and the provision of materials supported CFS, ECD and immediate emergency interventions. A mapping a needs assessment of 26 schools was conducted; a CFS model was mainstreamed; the SMIS system for tracking and monitoring children enrolment was established; ECD policy was implemented; initiatives were established to rehabilitate and rebuild educational facilities;

cluster workshops contributed to the Global Teaching and Learning Guidance notes; a teachers' guide and a training manual in Arabic was developed; 21,000 children benefited from catch-up programs; 1,700 teachers were trained; 4 INEE Minimum Standards trainings benefited 75 trainers; 8,592 math and science kits were distributed to 300 conflict-affected Palestinian Authority-run schools and 6,000 teachers were trained to use teaching kits.

**Key Programming:** CFS, ECD, SMIS, catch-up, INEE Minimum Standards

**Major Partners:** Ministry of Education and Higher Education (MOEHE), OCHA

## PAKISTAN

**Results:** Efforts to support access to school for children in IDP camps included three campaigns such as the 'Welcome Back to School Initiative' and the establishment of 8 IDP schools with an enrolment of 4,493 children (2,374 boys and 2,119 girls). Two training sessions for 46 teachers on interactive/activity based learning and teaching and psychosocial support were conducted and School Management Committees (SMC) members received a two-day training on their roles and responsibilities, conflict resolution, school management and children's rights. Additionally, 70 tents, water and sanitation facilities and latrines were provided.

**Key Programming:** Back-to-school, IDP, psycho-social, CFS

**Major Partners:** IRC, UNESCO, Save the Children

## PHILIPPINES

**Results:** Trainings, discussion forums, advocacy, monitoring, construction and repair projects and supply distribution supported EIE programming. 5,100 preschoolers in 85 day care centres and 83,200 schoolchildren have benefited from safer and healthier learning environments. Initiatives related to 'education under attack' - a grassroots-based organisation was mobilised to monitor and report incidences of election-related threats and violence against the education workforce. 74 TLCs were established enabling about 6,700 displaced children to resume education and receive psychosocial support. 30 typhoon-affected day care centres were constructed and 27 TLCs were repaired and constructed. Supplies and EIE training were provided to TLCs and 75 staff, teachers and volunteers.

**Key Programming:** Psycho-social, health/nutrition/WASH

**Major Partners:** Asia Pacific Shared Services Centre (APPSC), Save the Children (STC), Department of Education (DepEd), Department of Social Welfare and Development (DSWD), Office for the Coordination of Humanitarian Affairs (OCHA)

## SIERRA LEONE

**Results:** A focus on training and monitoring included the development and implementation of a training manual on school administration and management; School Inspection Protocols; Child Friendly School Standards; 35,000 copies of the Code of Conduct for Teachers and Other Education Personnel; a curriculum for emerging issues as defined in the accredited teacher training programme; a capacity

development strategy for the education sector; the construction of a boat to monitor schools and distribute materials and the strengthening of emergency preparedness and response planning. 3000 teachers have been trained; Ministry officers and a statistician were trained on EMIS systems; education in emergencies trainings were conducted; 60 National Trainers (DEO, Local Councils, SLTU, college Lecturers and NGO partners) were trained, who will train head teachers and support regular school monitoring and supervision; 105 head teachers are being trained to build their capacity in School Administration and Management; 36 schools Inspectors and Supervisors were trained as cluster monitors; 350 Untrained and Unqualified (UU) teachers were trained in a Teachers Certificate Lower Primary Distance Education programme; 130 lecturers of non-core subjects in Child Centered Teaching Techniques were trained and 397 serving primary school teachers in four colleges from 12 districts were trained in Emerging Issues. The Cross Border Schools Project improved access to education for vulnerable children and 250 pupil kits and teacher kits are replenished and prepositioned supporting 10,000 children. A football league benefits 1,680 children and employs 44 Coaches and 44 Team Managers. The dropout rate in 10 primary schools has decreased.

**Key Programming:** CFS, sports, emergency preparedness and response, child-centered approaches

**Major Partners:** Save the Children, Ministry of Education, World Bank, SIDA, DFID, MEST, IRC, Save Alliance, Global Education Cluster, Plan, Action Aid, EFA Coalition, Local Councils, WFP, UNESCO, UNFPA, AfDB, EC, JICA and GTZ

## SOMALIA

**Results:** A teacher resource center and 60 child-to-child clubs were established. Programming supported in-service training of 3,322 teachers and the distribution of teaching and learning materials, furniture and uniforms to 100 children as well as the provision of textbooks to 195,407 children (75,379 girls) and the provision of 154,634 lower primary grade textbooks and teachers' guides and 72,085 upper primary grade textbooks and teachers' guides, which benefited 28,339 (40% girls) primary school children. Education kits containing teaching and learning materials were procured and distributed to 180,000 children. 31 CEC mobilisers provided training to 551 CEC members at 91 schools, benefiting 46,500 children. 3,000 IDP learners in 10 schools were supported. Regular monthly incentives were paid to 1,042 teachers (167 female) in CSZ which improved teacher attendance and increased enrolment and attendance of 63,969 children (23,974 girls) in schools in the worst of the conflict-affected regions. 11 local UNICEF education partners in CSZ were trained on financial management, emergency preparedness, planning and response, and improved understanding of UNICEF financial controls and accountability including preparation of emergency and contingency plans for rapid emergency response. 1,500 teachers were trained in child friendly teaching methodologies, including health, hygiene, nutrition, protection, psychosocial support, life skills and the INEE Minimum Standards. 78 additional classrooms with separate latrines and handwashing ►

facilities for girls and boys were constructed for 6,240 children (2,383 girls). 15 semi-permanent classrooms, 10 twin-latrines and 10 water reservoirs in five schools in five IDP settlements were constructed. Initiatives supported new enrolments for 92,000 children and youth, (36,800 girls), in conflict-affected CSZ, 64,370 learners (25,317 girls) in NEZ and 51,201 learners (15,365 girls) in NWZ.

**Key Programming:** CFS, INEE Minimum Standards training, IDP

**Major Partners:** Ministries of Education in North East Zone – NEZ (Puntland); North West Zone - NWZ (Somaliland); Central and Southern Zone - CSZ), DfID, the EU, Community Education Committees (CECs), UNESCO, UNOPS, WFP, ADRA, AET, CARE, CARITAS, CFBT, CISP, Concern, COSV, Diakonia, EDC, FAWWE, GAA, Horn Relief, IAS, INTERSOS, Islamic Relief, NCA, NRC, Save the Children, TPO, WFL, WV, Shabelle Education Umbrella (SHEDU)

## SOUTH SUDAN

**Results:** Increased infrastructure, training and monitoring included the establishment of the Southern Sudan Institute of Education, 3 community girls' schools and 80 clusters of child friendly schools; the training of 205 front line responders from NGOs and Ministries of Education (GOSS and state), 30 school inspectors and head teachers and 50 trainers who trained 1,500 teachers. Additionally, ALPs and the CFS quality model were developed and monitoring activities included a Go to School Evaluation and strengthened end-user and joint monitoring. Emergency education supplies benefited 1.6 million children and 7,000 teachers. Recreational kits and other essential materials were distributed in 3,000 schools.

**Key Programming:** ALP, CBS, CFS, girls' education

**Major Partners:** Ministries of Education, ADRA, SCiSS, Intersos, SSUDA, AMURT, UNESCO

## SRI LANKA

**Results:** Training, workshops, assessments and education materials supported CFS, emergency preparedness and response planning, DRR and safer school construction. 18 schools developed School Development Plans (SDPs) focusing on CFS; 12 social mobilisers to support School Attendance Committees (SACs); 18 ALP teacher handbooks were developed; a rapid school level assessment was designed; a construction coordination group was established; a school damage assessment tool was developed; Guidelines for Safer School Construction was translated into Sinhala and Tamil; Learner Support Modules were developed, distributed or stored; workshops were held on emergency preparedness and response planning, DRR and ALP; 120,000 students were assessed for competency; 50 in-service advisors were established through a training of trainers for the ALP; 60 guidance and counselling teachers were trained; 500 teachers and principals were trained on CFS and 58 drop-outs have been re-enrolled.

**Key Programming:** CFS, emergency preparedness and response, DRR, INEE Safer School Construction

**Major Partners:** Ministry of Education, GIZ, Save the Children

## TAJIKISTAN

**Results:** Construction projects and distribution of materials included the construction of 1 DRR-friendly school and the distribution of 22 school tents benefiting 440 children, 20 oil heaters to two boarding schools benefiting 100 children with physical disabilities and HEAP sets benefiting 350 households and 1,050 children. A systematic planning, procurement and distribution system was established to make future emergency responses more effective and efficient and the "Adolescent and Youth Perspectives on the Impact of Fragility on Education Quality" (Youth Study) was conducted by youths covering 1,200 households.

**Key Programming:** DRR

**Major Partners:** MoE, Committee of Emergency Situations (CoES), Rapid Emergency Assessment Coordination Team

## TIMOR-LESTE

**Results:** A focus on the development and distribution of educational material included curriculum development and curriculum training for 118 equivalency facilitators; the distribution of students' workbooks, 15 life skills based education readers' series (booklets) for adolescents, kits containing sports equipment, traditional music instruments and local cultural learning material and production equipment to the youth media centre (1 computer/server, 2 digital cameras and 1 tape recorder) and the printing of facilitators guide/manuals. 5 emergency schools were constructed benefiting 1,000 children and 130 adolescents benefited from an adolescent leadership development initiative. The MoE developed and published the Education Statistical Yearbook 2008/09 and the youth media center developed a monthly bulletin benefiting 5,000 youth.

**Key Programming:** Psycho-social, youth/ adolescents

**Major Partners:** Ministry of Education

## TOGO

**Results:** Investment in infrastructure and materials included the renovation and rehabilitation of school buildings and water facilities and the construction of 3footbridges benefiting 1,799 enrolled students and the provision of school supplies, sport materials, 66,000 Mathematics and 51,000 French language textbooks, 2580 teachers' guidebooks to 270 schools, school-in-a-box kits benefiting 640 students, 33 tarpaulin sheets, 9 lamps and recreational materials. A training of trainers workshop on EiE benefited 35 participants including members of the cluster group and Ministry of Education officials, NGO representatives and representatives from civil society organizations. Monitoring assessed quality control, attendance, learning materials and the number of displaced children. As a result, EEPCT directly benefited 70,500 students.

**Key Programming:** Psycho-social, youth/ adolescents

**Major Partners:** Togolese Ministry of Education

## UGANDA

**Results:** Programming included the training of 695 ECD caregivers and development of 626 community-based ECD centers and ECD working groups, GBS campaigns engaging 35,582 community members, GEM club support through trainings and provision of materials, CFS training in 51 schools for 162 teachers and management committees, emergency preparedness training of 107 district personnel, the development of DRR plans in 83% of districts, the provision of 54 tents, 6 latrines, 105 school in a box/carton/replenishment 79 recreation in a box and 4 ECD kits and 12,000 seedlings benefiting 13,100 children. The National final draft of MoES Early Learning and Development Standards (ELDS) was finalized, 1,146 headteachers were oriented on MoES Customised Performance Targets, 4 international teacher educators were recruited to mentor 137 CCTs and 85 inspectors, a CFS baseline survey was executed, 736 primary schools and 273 ECD centres were monitored, 58 personnel were trained on M&E, 226 headteachers were oriented on EMIS and data collection and 92 special needs education children benefited from sports competitions.

**Key Programming:** Stay in school (GBS), ECD, community involvement, CFS, special needs, girls' education, emergency preparedness, DRR

**Major Partners:** Forum for Education NGOs in Uganda (FENU), Education Cluster, District Disaster Management Committees

## ZIMBABWE

**Results:** A focus on advocacy and the provision of materials included a national back-to-school campaign, the creation of the Education Coordination Group and the Education in Emergencies Response and Preparedness Network as well as the distribution of 15million textbooks, 9,400 stationery kits to 5,670 primary schools, Braille textbooks, Braille equipment and special education unit equipment. Additionally an emergency school assessment tool was developed, 21,879 School Development Committees members were trained, the Basic Education Assistance Module (BEAM) supported 527,222 vulnerable children and was monitored by an education specialist and toilets and sanitation facilities in schools were rehabilitated. A census of 5,670 primary schools was conducted, which collected enrolment figures and resulted in the mapping of all primary and secondary schools and a data base.

**Key Programming:** Back-to-school, emergency preparedness and response

**Major Partners:** Education Transition Fund (ETF), which was launched by the MoESAC, Dutch Embassy, UNOCHA, Education Cluster, World Vision International, Plan International, Save the Children, INEE, World Bank, UNESCO

*\* Includes countries funded in 2010 plus countries carrying over funding from prior year allocations.*