

EDUCATION IN EMERGENCIES AND POST-CRISIS TRANSITION



CONSOLIDATED 2009 PROGRESS REPORT TO THE GOVERNMENT OF THE NETHERLANDS AND THE EUROPEAN COMMISSION

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ABBREVIATIONS

AED	Academy for Educational Development
AES	Alternative Education System
AIR	American Institute for Research
ALP	Accelerated Learning Programme
APSSC	Asia Pacific Shared Services Centre
AVSI	Association of Volunteers in International Service
CA	Constituent Assembly
CAPs	Consolidated Appeals Process
CBS	community-based school
CCCs	Core Commitments for Children in Humanitarian Action
CEC	Community Education Committees
CEE/CIS	Central and Eastern Europe and the Commonwealth of Independent States
CEO	County Education Offices (Liberia)
CFS	child-friendly school
CGS	Community Girls' Schools
CMEF	Clubs of Mothers of School Girls
CoC	Codes of Conduct
CP	country programme (UNICEF)
CPAPs	Country Programme Action Plans
CRID	Regional Information Centre
CSZ	Central and Southern Zone
DAC	Development Assistance Committee (OECD)
DepEd	Department of Education
DfID	UK Department for International Development
DIPECHO	Disaster Preparedness of the European Commission's Humanitarian Office
DORP	Drop-Out Reduction Programme
DPE	Provincial Education Department (Angola)
DRR	disaster risk reduction
EAPRO	East Asia and Pacific Regional Office
ECD	early childhood development
ECWG	Education Cluster Working Group
EDP	Electronic data processing
EEPCT	Education in Emergency and Post-Crisis Transition Programme
EFA	Education for All
EFA-FTI	Education for All-Fast Track Initiative
EGRA	Early Grade Assessment
EMIS	Education Management Information System
EMOPS	Emergency Operations (UNICEF)
EPF	Education Pooled Fund
ETF	Education Transition Fund
EPRP	Emergency Preparedness Response Planning
ESARO	Eastern and Southern Africa Regional Office (UNICEF)
EWEA	Early Warning Early Action
FTI	Fast Track Initiative
GCI	Global Competitiveness Index
GEM	Girls' Education Movement
GIS	Geographic Information System
GMR	Global Monitoring Report
GNP	Gross National Product

GoSS	Government of South Sudan
GPI	Gender Parity Index
GTS	Go-To-School
HC	Humanitarian Coordinator
HCMN	OSCE High Commissioner on National Minorities
HQ	headquarters
IASC	Inter-Agency Standing Committee (United Nations)
IDP	Internally displaced persons
IEC	Information, education and communication
IFRC	International Federation of the Red Cross
IIEP	International Institute for Educational Policies
INE	Institute for National Statistics
INEE	Inter-Agency Network for Education in Emergencies
IRC	International Rescue Committee
IRD	International Relief and Development
ISDR	International Strategy for Disaster Reduction (United Nations)
ISETI	In-service Education Training Institute (Northern Sudan)
ICT	information and communication technology
IFRC	International Federation of the Red Cross
KIE	Kenya Institute of Education
KRG	Kurdistan Regional Governorate (Iraq)
LAB4LAB	Learning Along Borders for Living Across Boundaries
LISGIS	Liberia Institute of Statistics and Geo-Information Services
LPERP	Liberia Primary Education Recovery Programme
M&E	Monitoring and Evaluation
LRA	Lord's Resistance Army
LSBE	life skills based education
LSE	life skills education
MICS	Multiple Indicator Cluster Survey
MDGs	Millennium Development Goals
MDTF	Multi-donor Trust Fund
MED	Ministry of Education (Angola)
MEN	Ministry of National Education
MENA	Middle East and North Africa Regional Office (UNICEF)
MEST	Ministry of Education, Science and Technology
MINARS	Ministry of Social Assistance
MoE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
MoPME	Ministry of Primary and Mass Education
MPRs	multi-purpose rooms
MTSP	Medium-Term Strategic Plan
NCPS	National Civil Protection Service (Angola)
NGO	non-governmental organization
NFE	non formal education
NIE	National Institute of Education (Sri Lanka)
NRC	Norwegian Refugee Council
OCHA	Office for the Coordination of Humanitarian Affairs
OECD	Organisation for Economic Co-operation and Development
OPT	Occupied Palestinian Territory
OSCE	Organization for Security and Cooperation in Europe
OVC	orphaned and vulnerable children

PAGE	Promotion and Advocacy for Girls' Education
PARMO	Public Sector Alliances and Resource Mobilization Office (UNICEF)
PERP	Primary Education Reconstruction Programme (Liberia)
PRES	Programme Review and Evaluability Study
PREV	Programme Evaluation
PTA	Parent Teacher Association
RC	Resident Coordinator
RO	Regional Office
ROSA	Regional Office for South Asia (UNICEF)
RRR	Risk Reduction and Recovery Unit (RRR)
SICA	Indicators for Angolan Children
SMCs	School Management Committees
SMIS	School Management Information System
SSA	School Self Assessment
SWAP	Sector Wide Approach to Programming
SZOP	Schools as Zones of Peace (Nepal)
TACRO	The Americas and Caribbean Regional Office (UNICEF)
TC	Teacher Certificate (Sierra Leone)
TEMIS	Township Education Management Information System (Myanmar)
TLS	Temporary Learning Spaces
TTMP	Teacher Training Master Plan (Angola)
UNCRD	United Nations Centre for Regional Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
UNMACA	United Nations Mine Action Centre for Afghanistan
UNMIT	United Nations Integrated Mission in Timor-Leste
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
USAID	United States Agency for International Development
VDC	Village and District Committee
VIP	ventilation-improved pit latrine
VIPP	visualization in participatory programmes
WASH	Water, sanitation and hygiene (UNICEF)
WFP	World Food Programme
WCARO	West and Central Africa Regional Office (UNICEF)

EXECUTIVE SUMMARY

Background and Introduction

The Education in Emergencies and Post-Crisis Transition (EEPCT) programme implemented by UNICEF through a US\$201 million contribution from the Government of The Netherlands, initiated at the end of 2007, is designed as a sector-wide, multi-stakeholder effort to put emergency and post-crisis countries 'back on track' to achieve quality basic education for all and development goals more generally. Additional support for the EEPCT programme is through a contribution of €4 million from the European Commission (EC).

This report provides a synthesis of progress achieved and challenges encountered during 2009, the third year of programme implementation. The individual country reports for 2009 as well as the *Programme Review and Evaluability Study (PRES)* report at mid-point of the programme provide substantive information for reflection on the achievements, challenges and future opportunities that the EEPCT programme offers.

Twenty-two countries and territories received funding for 2009 from the Government of the Netherlands and the EC, bringing the total number of countries participating in the programme to 38. Eight of these received funds for the third year in a row to build on and sustain ongoing innovative initiatives or to support major national post-crisis reconstruction efforts in education. Similarly, another seven countries received a second allocation, while eight new countries were included in 2009 to enhance support to education in emerging, ongoing or deepening crises¹.

Progress is notable in light of the impact of the global financial crisis especially on emergency and conflict-affected countries. Of note is the further strengthening of global, regional and country level partnerships, in particular through support for the Inter-Agency Standing Committee (IASC) Education Cluster, reinforcing the importance of concerted and collective action to ensure that gains are sustainable. Illustrative examples of results are included in the report and consolidated in Section 2: Results, while greater detail is provided in the separate set of 37 country reports.² Several challenges in meeting the ambitious agenda reflected in the EEPCT goals are also noted.³

Overview of results

Overall, funds and flexible programming contributed to restoring learning for millions of children, the development of systems that are resilient to 'shocks' and with the capacity to mitigate the risks posed by conflict and disasters; as well as, to the development of an evidence base to inform policies, operational strategies and financing mechanisms that enable sector-wide, multi-stakeholder efforts in emergency and post-crisis contexts.

In 2009, over 6 million children across the 38 EEPCT programme countries benefitted from EEPCT interventions to restore learning, improve the quality of education response or to increase the resilience of education sector service delivery in emergencies and post-crisis situations. Over 3 million children received learning materials.⁴ More than 40,000 schools and temporary learning spaces were directly supported, rehabilitated or constructed. Over 130,000 teachers and other school staff received training.

The EEPCT programme has contributed significantly to UNICEF playing a lead-agency role in many emergency and post-crisis countries. The programme has enabled UNICEF to further strengthen not only its own capacity to work in post-crisis transition but also the capacity of

multiple partners and national and local government and communities in 38 countries, and many more through linkages to other education and inter-sectoral programmes in development.

Expansion in programme implementation and coverage contributed to significant progress in achieving the four primary goals and cross-cutting objectives of the programme:

Goal 1: Improved quality of education response in emergencies and post-crisis transition countries;

Goal 2: Increased resilience of education sector service 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 disasters and conflict; and,

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

The programme continued to strengthen **quality of education response** in emergencies and in post-conflict situations through new and existing approaches to learning, including Child-Friendly Schools (CFS) and improved supply chains for rapid provision of needed materials into crisis-affected contexts. In addition to improving the supply chain modality as whole, supply actions in specific countries improved access to much-needed learning and teaching resources. In Liberia, the learner to textbook ratio was reduced from 27:1 to 2:1. In North Sudan, education supplies were provided for children in remote, conflict-ridden areas of Darfur. In Somalia, combined donor contributions ensured that for the first time in two decades almost half a million primary school children had access to a full set of textbooks. In South Sudan, provision of educational supplies dealt with a rapid expansion involving 1.36 million school children and 20,300 teachers. These measures provide clear lessons for UNICEF and other development partners on how to improve access to learning and teaching materials essential for quality education.

In 2009, initiatives on restoring education in China, Côte d'Ivoire, Central African Republic, Philippines, Sri Lanka, Somalia, Swaziland, Southern Sudan and many more countries during and immediately after emergencies ensured a continuity in learning and teaching and provided healing and a safe space for millions of children, teachers and other community members who have endured psychosocial distress. The provision of safe and child-friendly infrastructure in the context of CFS, and continued focus on providing an inclusive, safe and protective learning environment for *all* children – including girls, those with disabilities and those from vulnerable communities – led to both quantitative and qualitative gains in Afghanistan, Angola, Central African Republic, Côte d'Ivoire, Iraq, Nepal, Northern Sudan, Pakistan, Sierra Leone and Southern Sudan among others.

There was a continuing focus in 2009 on addressing state fragility, climate change and economic sustainability by promoting **increased resilience of education service delivery**. In this regard the programme facilitated the development of innovative strategies and models to build resilience at the school, community and system levels including strengthening of approaches to disaster risk reduction (DRR), and the promotion of peace through innovative means⁵. These include a focus on innovation, life-skills programmes and the refinement and expansion of alternative strategies including Accelerated Learning Programmes (ALP) and home- and community-based service delivery to reach vulnerable children and youth and to address the threat of increased dropout and non-attendance.

The refinement and expansion of alternative strategies and quality improvement initiatives such as ALP in Iraq, Southern Sudan and Sri Lanka, provide clear models for replication and scaling

up by UNICEF and other development partners to improve access without sacrificing quality. Similarly, the development of strategies that build resilience at the school, community and system levels ensures that evolving issues related to state fragility, climate change and economic sustainability are being addressed.

The EEPCT programme has highlighted the importance of supporting authentic community participation in education response to emergencies and to increase access and improve the quality of education in crisis and post-crisis contexts. A key lesson is that communities should be involved in coordinating service delivery, and in decision-making, management and governance of schools for greater accountability and sustainability. Furthermore, the programme offers examples of how small community-based projects can be scaled up by working with stakeholders at different levels and concurrently, where possible, to help forge links between various levels and to build capacity. Community-based alternative governance and delivery models, such as the Community Education Committees in Somalia provide viable models for education delivery in fragile contexts.

The programme also supported further work in **prediction, prevention and preparedness (the three 'Ps')** during 2009, paying attention to global, regional and country level strategies. The PRES recognized the contribution of the programme to the strengthening of approaches to disaster risk reduction. Seventeen EEPCT countries were engaged in education and DRR initiatives, including school-based DRR and preparedness, and disaster-resilient school construction. Institutional capacity for emergency preparedness was strengthened, including of IASC Education cluster coordination partnerships; and capacities in preparedness planning of more than 1,600 professionals in 47 countries, the majority government staff. Region-wide DRR efforts across Latin America and the Caribbean would not have been possible without EEPCT Programme support. Serving as an incubator for education and DRR, The Americas and Caribbean Regional Office (TACRO) strategies, lessons learned and tools are starting to inform DRR in Central and Eastern Europe and the Commonwealth of Independent States (CEE/CIS), with more south-south sharing envisioned for 2010. TACRO's regional strategy also permitted impacts beyond the 38 EEPCT programme countries, including Chile, Guatemala, Honduras, Nicaragua, Peru and other countries.

Though limited in number, some strides have been made in developing innovative peace- and conflict-related approaches and interventions, for example, peace education, Schools as Zones of Peace (SZOP) in Nepal, Talent Academies, and Learning Along Borders for Living Across Boundaries (LAB4LAB) in the Mano River region. The Nepal initiative, as well as interventions in Bosnia and Herzegovina, Kosovo, Macedonia, Côte d'Ivoire, Kenya and Myanmar, are contributing to building a culture of peace and reducing the risk of further unrest. Nepal's SZOP not only protected schools in the programme from closure, but had nationwide impact during a nationwide Maoist strike when schools continued to operate. Support for curricula and community peace and tolerance programmes, multi-cultural education, conflict resolution, and peace education are the basis for instituting longer term peaceful coexistence among groups divided by ethnicity, language, culture or religion.

Programme intervention also continued to advance **evidence-based policies, efficient operational strategies and fit-for-purpose financing mechanisms**, although progress on this goal has been limited. Enhancing the capacities and effectiveness of governmental education systems has enabled them to 'bounce back' more quickly and provide continuity in education service provision during and in the aftermath of emergencies. Notable is the support provided by UNICEF and other partners to developing government-led Education Management Information Systems (EMIS) in nearly half of the countries where the EEPCT programme has been

implemented.⁶ Successful EMIS and basic data management initiatives were undertaken in Angola, Kosovo, Myanmar, Southern Sudan, Sri Lanka and Timor-Leste, among others, in 2009. This support made for better data-based policy formulation, decision-making and management, improved monitoring and evaluation, fostered more responsive feedback mechanisms, increased accountability, and ensured more efficient allocation of resources. This contributed to overall system strengthening and improvement of coverage and delivery of education services. To some extent, the programme has been able to generate lessons on system institutionalization, effective resource mobilization and allocation, and highlighted the need for collective action to address the unique challenges posed by emergency and post-crisis contexts.

As a result of the programme, UNICEF's coordination capacity has improved, enabling Country Offices to make a strong contribution to education sector coherence and system building. For example, to meet the educational challenges following the end of the civil war, UNICEF as the lead agency for education in Southern Sudan has been working closely with the Ministry of Education, Science and Technology (MoEST) to establish systems, build partnerships and better coordinate the education sector in order to increase equitable access to quality basic education, develop accelerated learning for adolescents, reduce the gender gap, improve the quality of teachers and teaching, and build capacity for planning and managing services across all levels of the system.

While achievements in alternative financing modalities have not been as extensive as envisaged, the Pooled Fund in Liberia has continued to support overall system reconstruction and scaling-up of priority services. At the same time, the programme provided a model for UNICEF's engagement with the Government of Zimbabwe to set up two pooled funds managed by UNICEF, to revitalize a system that was once one of the best in Africa, but has been devastated. The first, the Education Transition Fund (ETF) established to provide textbooks in five core subjects; and the second, the Programme of Support for Orphaned and Vulnerable Children (OVC), to pay school fees for OVCs through revitalization of the Basic Education Assistance Module (BEAM), a government social protection programme. There are also other cases where the programme has leveraged funds for greater impact. In Somalia, for example, EEPCT funds were complemented by the United Kingdom's Department for International Development (UK-DfID) and the Government of Japan to provide 500,000 primary school children with a full set of textbooks – a major milestone for Somalia.

The programme continued to reinforce achievements in 2009, by strengthening partnerships and drawing further on the expertise, competencies and comparative advantages of different partners such as International Network for Education in Emergencies (INEE), the World Bank, United Nations Educational, Scientific and Cultural Organization's International Institute for Educational Planning (UNESCO/IIEP), World Food Programme (WFP) and local and international non-governmental organizations (NGOs) and national governments to provide support to affected countries across the spectrum from emergency relief to development and growth. The partnerships have involved joint technical expertise for immediate and early recovery response, and building local capacity for longer term development. Progress has also been made through sharing of experience and initiating dialogue with key partners on the theory and practice of evidence-based work in education and conflict. At the global level, the global Education Cluster, including co-lead agency Save the Children, and the INEE have benefited the most. The activities of future partnerships may, however, be more coherent if guided by a central and better articulated 'partnership strategy'.

Challenges and lessons learned

It is clear that encouraging progress and significant results have been achieved. However, challenges remain (briefly outlined below and discussed in detail in Section 3: Challenges and lessons learned) related to the complexities of working in emergency, conflict-affected and post-crisis contexts as well as to the design, implementation and management of the programme itself.

One key challenge has been how to continue to provide essential educational supplies and related services, while attending to focused evidence building and greater emphasis on developing a larger range of alternate financial modalities. The PRES identified 'supply-driven service provision' as receiving more attention compared to other measures.

In addition, there has been fairly limited expansion of existing or new innovative approaches, despite some progress in developing innovations on access and quality such as Lab4Lab and Talent Academies. The high cost and the slow pace of implementation is challenging, though somewhat understandable, because of inherent risks in introducing innovative concepts and models. UNICEF is undertaking more systematic assessments and analyses to improve the development, implementation and impact of such innovations.

Nonetheless, the programme provides models and lessons on how to implement emergency programming alongside development programming, which is necessary in disaster and conflict situations. While this makes operations very complex, it allows for more holistic programming and makes longer-term programming more efficient and effective. There are clear benefits of such an approach in Sri Lanka, Sudan, Uganda, and others.

Another key lesson is that communities should be involved in coordinating service delivery, and in decision-making, management and governance of schools for greater accountability and sustainability. The programme offers examples of how small community-based projects can be scaled up by working with stakeholders at different levels and concurrently, where possible, to help forge links between levels and to build capacity. Community-based alternative governance and delivery models, such as the Community Education Committees in Somalia provide viable models for education delivery in fragile contexts.

Assessment of progress globally and the programme's added value has been quite limited. This shortcoming is partly due to deficiencies in monitoring and evaluation and the lack of adequate common baselines. The PRES rightly points out that evaluations were rarely conducted and were commonly implemented only with regard to discrete interventions within particular countries. This challenge is being addressed through revisions of the logical framework, as a precursor to the Progress Evaluation (PREV) being conducted in 2010. The evaluation will provide further direction for improving the monitoring and evaluation system for the final two years of the programme. Related to evaluation more broadly is also the more specific challenge of determining the impact of programme interventions on education outcomes beyond access to include impact on learning achievement.

While there has been a substantial increase in aid to sectors linked to the Millennium Development Goals (MDGs), including education, the finances available fall far short of what is needed to address the challenge of improving the quality of education for all, and to ensure that the 72 million children who remain out of school are included. More work is needed on innovative financing and maximizing aid in the context of conflict and post-crisis situations. In

this regard, communication to foster greater alignment and coordination with of activities with other actors requires attention.

There are a set of challenges in terms of programme management related to funding allocation, expenditure rates as well as overall programme management support at headquarters level, in particular the absence of a dedicated programme manager. It should be noted that many of these challenges as identified by the PRES, were already being addressed in 2009.

The Way Forward

Overall progress in programme implementation is heartening, with many intermediate goals being met, in particular with regard to restoring learning for millions of children, and building individual, community and system resilience to emergencies and conflict. Progress on system support and institutionalization of successful practices, and on disaster risk management and peace-building also bodes well for attainment of the overall goal of getting countries 'back on track', and provides a solid basis for consolidation in the final phase of the programme.

It is recognized that there is need for increased efforts to assess results and document evidence on what works for education in specific country contexts as well as across countries and regions. Systematic efforts will be undertaken to strengthen the evidence base to inform policies, operational strategies and financing mechanisms, and assess the overall value added of the EEPCT programme, including through the Programme Review and Evaluability Study and the Progress Evaluation planned for 2010. This will ensure the EEPCT programme continues to strengthen partnerships and transform the lives of children affected by emergencies and crises.

1. STRATEGIC CONTEXT

1.1 Overview of trends

Armed conflict as well as natural disasters continued to profoundly affect the lives of millions of children in 2009. Large-scale disruption of education persisted, as did the reduced ability of families to send their children to school. It is estimated that more than 25 million out-of-school children – around 35 per cent of the global out-of-school total – live in low-income countries affected by conflict.⁷ In addition, catastrophic earthquakes in Indonesia, a tsunami in Samoa and floods and landslides in the Philippines and El Salvador displaced millions of people. In Burkina Faso, flooding sent 130,000 people, mostly women and children, to seek shelter in local schools.

Education service delivery has increasingly been integrated into the humanitarian and development response to conflict, disasters, chronic crises and transitions in a number of contexts around the world⁸. However, the scale and nature of both conflict and natural disasters continue to pose a threat to progress towards achieving the Millennium Development Goals, including those related to education. Fragile and conflict-affected countries continued to struggle the most to achieve the MDGs, not least MDGs 2 and 3. According to the *Education for All Global Monitoring Report 2010* around one-third of the world's 72 million out-of-school children live in only 20 conflict-affected countries⁹. The severity of the challenge in these contexts, as elsewhere, is compounded by the effects of the global financial crisis. Not surprisingly, the 2011 Global Monitoring Report will examine the damaging consequences of conflict for the Education for All goals.

The nature and impact of **armed conflict** is also changing. New drivers of conflict are evolving, including climate change and, in some countries, population pressures. Renewed violence in post-conflict settings currently accounts for nearly half of all civil wars.¹⁰ As a result, in areas of protracted crises, multiple, varied approaches are required. Often, humanitarian assistance must be provided in one part of a country simultaneously with peace-building and development efforts in other parts. This has implications for education programming and systems development.

The number of natural **disasters** world-wide is increasing, undoubtedly in part due to climate change. Over the past 20 years, the number of recorded disasters has doubled from around 200 to more than 400 per year. The impact of natural disasters is greatest among the poor. Climate change, especially when coupled with under-development, environmental degradation and urbanization, is fast becoming one of the most important drivers of disaster risk. Children in developing countries are already bearing the brunt of increasingly frequent and intense floods, storms and droughts, and this burden is expected to increase over time.¹¹ Food, fuel and financial crises have exacerbated pressures on national education budgets and on households already struggling to access basic services. Already weak, resource-constrained governments who struggle to meet the challenges posed by conflicts and natural disasters may be forced to cut back on service provision, owing to the financial crisis, and the possibility of less aid. The impact may also further limit school attendance as families face increasingly tighter household budgets.

Reducing disaster risks, including the disruption of education, through comprehensive disaster-management needs to be stepped up. Education is a key entry point for child-focused disaster risk reduction and for promoting a culture of prevention and resilience. Yet operating in such

environments has become more complex and challenging. Respect for humanitarian principles and 'humanitarian space' has come under attack, a trend exemplified in the Sudan with the expulsion of 13 international non-governmental organizations, the dissolution of three national non-governmental organizations and a rapid deterioration of the humanitarian situation in Southern Sudan. These events have serious implications for children's education in the region.

1.2 UNICEF's organizational response

Assistance to children in humanitarian crises, post-crisis and fragile situations has been and remains at the core of UNICEF's mission and activities and is critical to achieving its global strategy in the Medium-Term Strategic Plan and the MDGs. In light of changing trends, UNICEF is diversifying its programme approaches and operational strategies, recognizing that fragile countries cannot be defined solely in terms of humanitarian or development aid needs but require a more nuanced, holistic approach. The Education in Emergencies and Post-Crisis Transition Programme is not only the centre piece of programme activities in these contexts but it is fundamental to shaping UNICEF's overall long-term conceptual approach. Furthermore, both its successes and challenges are critical to strengthening strategies of humanitarian and development actors in improving education and the quality of life for all in emergency and crisis contexts.

In 2009, UNICEF's humanitarian action and post-crisis recovery activities involved more than 230 separate emergencies in over 90 countries. Climate-related disasters – storms, floods, landslides, drought, and others – accounted for 85 emergency responses, nearly three times the number of responses to conflicts. Education continued to be a priority within these efforts. As UNICEF addressed a range of emergency situations, partnerships enabled the agency to employ diverse approaches to better serve the needs of children. In many countries, humanitarian assistance and development took place simultaneously in different localities. Elsewhere, recovery efforts, including peace-building, were underway even as new crises emerged.

The cluster approach, now the norm in humanitarian response to sudden-onset emergencies, provides entry points for sectoral preparedness and capacity development. UNICEF's leadership includes ensuring sectoral coordination through its leadership of the IASC Nutrition and Water, Sanitation and Hygiene (WASH) Clusters and co-lead of the global Education Cluster with Save the Children. As of December 2009, there were 34 active country level Education Clusters, compared to 28 in 2008. Ministries of Education took increasingly active roles, including as leads or co-leads of these clusters. The Global Education Cluster continued to mature during 2009 and progress was made in strengthening system-wide preparedness and the collective capacities of education cluster partnerships to respond to emergencies. (Achievements of the Education Cluster at the global, regional and country levels are reported in Section 2.6: Partnerships). Implementing the cluster approach at the country level has increased the understanding of various actors of how the cluster system works best and has improved outcomes. Nevertheless, inter-cluster coordination across the entire cluster system remains a challenge.

UNICEF's Core Commitments for Children in Humanitarian Action (CCCs) were revised to strengthen UNICEF's accountability, integrating early warning, preparedness and response, early recovery, and UNICEF's cluster responsibilities. Risk reduction plays an integral, cross-cutting role through all development sectors and humanitarian action. Preparedness is crucial, and UNICEF is working to harmonize all of its preparedness efforts and integrate them into the regular programming of all country offices to ensure that they take into account the risk of

emergencies. Early recovery, too, is essential during humanitarian response to plant the seeds of sustainable recoveries. Globally, UNICEF has participated in developing the International Strategy for Disaster Risk Reduction (ISDR). Work is underway to create more detailed policy and technical guidance on programming and disaster risk reduction generally and through the Global Clusters for Education specifically.

1.3 Advancing the global agenda for education in crisis-affected contexts

Despite lingering debate, education has been integrated into the response to humanitarian crises, post-crisis and fragile situations. This has resulted in significant and promising increases in **humanitarian financing** for the sector through Consolidated Appeals (CAPs) and Flash Appeals. Since 2006, allocations to education have nearly tripled, although never reaching more than 50 per cent of needs. However, in 2009, while a record US\$463 million was sought for education, disturbingly, allocations actually dropped to US\$145 million, compared to US\$160 million in 2008.¹²

The Education for All Fast Track Initiative (EFA-FTI) continued discussions on appropriate **financing modalities** in fragile situations. A proposed Education Transition Fund as part of the EFA-FTI architecture, including a possible role for UNICEF, did not come to fruition. However, UNICEF stepped up its role in Guinea, Madagascar and Tajikistan, as coordinating agency with the World Bank, to support the implementation of approved education plans in fragile situations. Following the evaluation of the EFA-FTI and on-going reform there is likelihood of further collaboration with the FTI based on the lessons of the EEPCT Programme.

In addition, UNICEF established a different type of funding modality in Zimbabwe, where the experience of the Liberia Education Pooled Fund informed the development of the Education Transition Fund (ETF) to accelerate education system recovery. With multi-donor support, the Zimbabwe ETF is implemented by UNICEF and governed through an accountability mechanism with the Government of Zimbabwe and key stakeholders.

Highlighting the role of United Nations (UN) Member States in safeguarding the right to education in all circumstances was the **UN General Assembly Thematic Debate on Education in Emergencies**.¹³ The debate spanned macro issues such as financing; coordination and humanitarian policy; delivery of quality education in crisis contexts; equity and rights; attacks on schools and accountability. The role of clusters to support national capacity building was acknowledged. Qatar and other sponsoring Member States then prepared a draft resolution on Education in Emergencies for the General Assembly.¹⁴

Building on the momentum of the Thematic Debate and growing awareness about the nature and scope of attacks against learners, educators and education institutions, UNESCO convened a three-day international **expert seminar, *Protecting Education from Attack*** in Paris in September 2009. The event brought together a range of actors with backgrounds in protection, education and law. It identified opportunities for strengthening monitoring and reporting of attacks and increasing accountability and generated next steps in these areas. The seminar also called for a sustained campaign to prevent and respond to crises affecting education, which is culminating in 2010 in creation of a coalition on the issue.¹⁵

Another key event in 2009 was the highly successful third **INEE Global Consultation, *Bridging the Gaps: Risk Reduction, Relief and Recovery***, held in Istanbul in March 2009 and attended by more than 250 delegates. The consultation explored macro issues such as financing and effective funding modalities; research needs and how to mainstream effective preparedness,

mitigation and prevention strategies. Topics such as adolescents and youth, certification, early childhood, HIV and AIDS, inclusion and teacher compensation were also addressed.

Given the continuing devastating impact of emergencies including conflict, protecting the right to education and strengthening provision during conflict and emergencies, and rebuilding education systems in countries emerging from conflict should be a priority in both humanitarian and development agendas. Programmes such as EEPCT and the global partnership activities provide country specific and global lessons to identify problems and set out solutions that can help make education a force for peace, social cohesion and human dignity.

2. RESULTS

2.1 Country selection 2009

Twenty two countries and territories received funding in 2009, bringing the total number of countries participating in the programme to 38. It was envisaged that every year, approximately 20 countries and territories would receive funding, to ensure sufficient allocations in order to make a strategic difference to the qualifying UNICEF Country Offices and added value to programming in the specific countries, regionally and globally. Overall, 14 countries already in the programme, and eight new countries received funds in 2009 (see Table 1).

Table 1. Overview of countries and territories that received funds for implementation in 2007, 2008 and 2009

Country/territory	2007	2008	2009	Country/territory	2007	2008	2009
Afghanistan		✓		Liberia	✓	✓	✓
Angola		✓		Macedonia			✓
Bangladesh		✓		Myanmar	✓	✓	✓
Bolivia	✓			Nepal	✓		✓
Bosnia & Herzegovina			✓	Occupied Palestinian Territory	✓	✓	✓
Central African Republic			✓	Pakistan			✓
Chad	✓			Philippines	✓	✓	
China			✓	Sierra Leone	✓	✓	
Colombia	✓	✓	✓	Somalia		✓	✓
Côte d'Ivoire	✓	✓	✓	Sri Lanka	✓		✓
Democratic Republic of the Congo	✓			Sudan (Northern)		✓	✓
Ecuador		✓		Sudan (Southern)	✓	✓	✓
Guinea	✓	✓	✓	Swaziland		✓	
Guinea Bissau			✓	Syrian Arab Republic	✓		
Haiti		✓		Tajikistan			✓
Iraq	✓	✓	✓	Timor-Leste	✓		
Jordan	✓	✓		Togo			✓
Kenya		✓	✓	Turkey	✓		
Kosovo	✓		✓	Uganda	✓		
				Zimbabwe		✓	✓

Note: Northern and Southern Sudan are listed separately as UNICEF manages separate programmes in each area of the Sudan.

Allocation management

During the first two years of the programme, allocations were based on recommendations by the Education Section to the Director of Programme Division, informed by the Education Section's extensive review of strategic opportunities and consultation with the field to ensure

alignment with programme goals. Consistent with organisation-wide efforts to systematize funding allocations, a revised and improved process was adopted during 2008 for the 2009 allocations.

Country Offices were invited to submit brief 2009 proposals through Regional Offices. The invitation was accompanied by a specially developed guidance note 'Management of the Education in Emergencies and Post-Crisis Transition Programme' detailing allocation criteria as well as the allocation and approval process, for clarity and transparency. Based on a review of submissions, the Education Section prepared a recommended list of countries, and recommendations for Regional Offices, Headquarters and global partnerships.

Overview of 2009 allocations

Eight countries and territories received funds for a third year: Côte D'Ivoire, Guinea and Liberia who were participating in the Learning Along Borders for Living Across Boundaries (LAB4LAB) initiative; Southern Sudan, Liberia and Iraq involved in major ongoing post-crisis reconstruction; and Colombia, Myanmar and the Occupied Palestinian Territory engaged in initiatives addressing context specific conditions of fragility and instability.

Other seven countries and territories – Kenya, Kosovo, Nepal, Somalia, Sri Lanka, Northern Sudan and Zimbabwe – received funding for a second year. In the case of Kosovo, Nepal and Sri Lanka, funds allocated during the first year had been utilised over a two year period, so the 2009 allocations ensured programme continuity. Allocations to Zimbabwe were made from both the Government of the Netherlands as well as EC funding, to mitigate the impact of the political and economic crisis on the education sector, and in particular to use the window of political change to bolster and revitalise the education system.

Funds to eight new countries provided strategic opportunities for rebuilding and revitalization of education systems, aligned with government-led national education sector plans, and harmonized with other donor contributions and interventions addressing emerging, ongoing or deepening crises, either conflict or natural disaster related. These included China to support the development of safe schools models and integrate disaster-risk reduction strategies in the restoration of the education sector after the 2008 Sichuan earthquake; Tajikistan to address the impact of the deterioration in the economy on social sectors including education; Pakistan to respond to the massive disruption to education as a result of conflict-related displacement (allocations were made from EC as well as the Netherlands' Government resources); Guinea Bissau and Togo to support opportunities for education system recovery and reform; Central African Republic to address education in the conflict affected north to foster integration with the education system and programmes in the rest of the country supported by other donors; and Bosnia and Herzegovina and Macedonia to address ethnic and social tensions through a focus on inclusive education and equity.

UNICEF Regional Offices continued to receive funds for regional capacity-building, knowledge management and region-specific initiatives and technical support to Country Offices. Support to Headquarters Divisions include: EMOPS for continued collaboration on early warning and education and disaster risk reduction; the Division of Communication (DOC) to continue communication support to raise the profile of the EEPCT programme among broad audiences; the Education Section for human resource capacity in education in emergencies and technical work. Funding was also reserved to support various strategic partnerships at the global level, in particular the Education Cluster and INEE.

Expenditure monitoring and reallocations

During 2009, a system was put into place to monitor expenditure and address lagging performance. UNICEF Headquarters closely monitored expenditure rates throughout the year and communicated regularly with recipient offices. These measures resulted in a steep increase in the overall expenditure rate. Regular expenditure monitoring will continue in 2010.

2.2 Goal 1: Improved quality of education response in emergencies and post-crisis transition countries and territories

The EEPCT programme has enabled UNICEF to work with a range of partners, not least national governments and communities, to not only restore learning opportunities to children who have lost them in country after country, but to also improve the quality of education so as to meet children's needs, often in ways that may not have been available to them before.

The EEPCT programme, together with other UNICEF's initiatives in 2009 for improving the quality of education response in emergencies and post-crisis contexts, provided learning environments for millions of children – with a special emphasis on including girls – by providing temporary learning spaces and building schools, often with water and sanitary facilities to protect their health. Infrastructure provision is but one element of broader 'back to school' strategies that include training of teachers, school administrators, government officials, parents and community members to better understand children's needs and to use innovative means to help them learn and develop. UNICEF also provided a wide range of school supplies and equipment that greatly enhance the learning experience and create environments that are child-friendly, nurturing and stimulating, and more inclusive and responsive to the needs of vulnerable children. These interventions are situated within efforts to help build better functioning education systems and enable countries to resume a viable development process focused on achieving the education-related MDGs and EFA goals.

In 2009, more than 4.4 million children¹⁶ in 38 countries benefitted from EEPCT interventions to restore learning or improve the quality of education response in emergencies and post-crisis situations. Over 3 million children received learning materials. More than 26,000 schools and temporary learning spaces were directly supported, rehabilitated or constructed. More than 73,000 teachers and other school staff received training.

Restoring education in emergencies

Rapidly restoring quality education in emergencies helps affected populations to move more quickly out of the emergency phase, through early recovery and on to longer-term reconstruction and development. In the **Philippines**, for example, by the end of 2009, over 10,000 children affected by the 2006 typhoons had resumed their education in safer learning environments with the repair and construction of 99 schools (exceeding the target of 6,480 children in 72 schools). Similarly material support was provided to 38 schools and communities in **China** after the Panzhihua earthquake in August 2009 and to 69 flood-affected schools in Guangxi Zhuang Autonomous Region benefitting close to 10,000 children.

EEPCT initiatives during and immediately after emergencies in these and many more countries have also provided healing for children who have endured traumatic experiences and a safe space where a sense of normalcy is created and life-sustaining services are delivered. In **Sri**

Lanka, for example, on assessing school rehabilitation needs, UNICEF cooperated with government partners and others to design a modular, temporary learning space (TLS) for immediate use and reuse in resettlement areas. The 200 improved TLS provided a safe learning environment for over 80,000 IDP students. UNICEF moved 10 temporary learning spaces to meet urgent resettlement needs; provided furniture for 30,000 students and 2,000 teachers and administered a baseline learning assessment for 180,000 primary school children. Teachers and students received critical psychosocial support and enabled thousands of IDP students to study, register and sit for crucial A-level and O-level exams.

Similarly, following civil strife in **Côte d'Ivoire**, UNICEF's Back-to-School campaign, in cooperation with the European Union, enabled 800,000 children between 6 and 12 years old to return to school as a result of opening and rehabilitating over 4,000 schools. UNICEF also carried out a strong advocacy campaign to build the capacities of key education-related ministries and ensure that children affected by the conflict receive appropriate care and attention through schooling.

In many countries including **Central African Republic**, **Chad** and **Somalia** among others, where pre-crisis education systems were barely functional, the Programme has continued to restore schooling while simultaneously building local capacities to improve the education system as a whole. In the **Central African Republic**, even before the 2006 political crisis, access to education was extremely low and quality poor. Half of school-age children were not in school, a bleak situation made worse by the crisis which led to the looting and destruction of schools and equipment, the displacement of pupils and teachers and the closing of many schools. As a result of the EEPCT programme, nearly 150,000 children returned to school and most have been promoted to the next level. Textbooks, school kits and other materials have been provided, classrooms rehabilitated and equipped and 450 teachers trained, as well as headmasters and Parents-Teachers Associations (PTA) members. More than 700 bush schools and safe-learning spaces are now operating and 16 safe-learning spaces are serving 380 former child-soldiers.

Waves of refugees have poured into **Chad** since 2003 when the humanitarian crisis began in neighbouring Darfur. UNICEF, the only UN agency operating in eastern Chad, focuses primarily on displaced preschool and primary school refugee children, most of whom had never attended school. Despite difficult conditions, temporary classrooms have been constructed for more than 100,000 pre-primary and primary school children. Sudanese textbooks have been distributed as well as school-in-a-box kits and furniture. Preschool and primary school teachers have received intensive training in early childcare and stimulation, psychosocial support, children's rights, gender, HIV, child-centred teaching, lesson planning and managing double-shift classes. Refugee PTA members – almost all men – have been involved in education planning.

In **Somalia**, more than 100,000 children from internally displaced populations (IDP) now have access to schooling in temporary learning spaces in IDP camps. School infrastructure, water and sanitation facilities have been rehabilitated and education supplies distributed. Some 20,000 children in 40 formal primary schools and 20 non-formal centers continued to enjoy quality learning because of incentives provided to 30 mentors for two months.

In **Pakistan**'s Swat Valley, rebuilding education infrastructure and renewing parents' trust in the education system are priorities for UNICEF and its partners, including the government. Social mobilization campaigns were launched in IDP camps and host communities to encourage children's enrolment – particularly that of girls. Teachers were trained to teach in difficult conditions. Schools and communities were linked with the formation of PTAs and Mothers'

Committees improve the school environment and mobilize communities to enrol their children. More than 3,700 primary schools and 700 secondary schools were rehabilitated, benefitting 650,000 children. Second shift schooling was introduced for displaced children living outside IDP camps. Advocacy efforts by UNICEF resulted in exemptions from registration and examination fees for secondary level displaced students, enabling them to take exams outside their areas of origin.

Box 1. Pakistan: UNICEF-supported schools in the internally displaced people's camps offer many children, particularly girls, their first chance to get an education



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Tayyba, centre in a white shawl, did not have access to education in her home village as she was busy with household chores.

Katcha Garhi Camp, Peshawar – During a break at school, Tayyba Ul Haq pulls her shawl to make sure it covers her hair. The youngest of six, like many in Pakistan's tribal areas, she does not know her age. But she does know that, paradoxically, living in this camp has given her a great opportunity. She is thrilled to have the chance to go to school for the first time.

'At home I was too busy doing chores and gathering water,' she says. Now that she is going to school, she dreams of becoming a doctor. 'When we came to the camp my mother said I could go to school as we had water near our tent and I don't have to spend time fetching it. 'I really like school,' says Tayyba.

By February 2009 it was estimated that more than 320,000 people like Tayyba's family have been forced to leave their homes and seek refuge in safe areas of North-West Frontier Province and in the rest of Pakistan. Of these, some 70,000 live in camps for displaced people. With a literacy rate of three per cent among women in the Federally Administered Tribal Areas, UNICEF-supported schools in the camps offer many children, particularly girls, their first chance to get an education.

The importance of employing coordinated cross-sectoral initiatives is reflected in the 'Go to School' initiative in **Swaziland** which has achieved remarkable results, improving the health of schoolchildren and raising the number of school enrollees from 343,000 to 1.6 million between 2006 and 2009. A total of 153 schools were visited by the Ministry of Health's school health programme, nearly 45,000 children received primary health care and almost 20,000 were referred to health centres. Water supply schemes were constructed in 49 drought-stricken schools, and 28 other schools had improved access to sanitation facilities with the installation of a five-compartment ventilation-improved pit latrine (VIP). This was in partnership World Vision Swaziland and International Relief and Development (IRD), as well as the Ministry of Natural Resources and Energy.

In **Southern Sudan**, the 'Go to School' (GTS) initiative is unique in that it addresses quantity, quality, systems-building and sustainability in a comprehensive manner. The programme has enabled GTS to cope with large numbers of new entrants – ethnic conflict refugees and returnees who need care and support and were in danger of dropping out. The initiative promotes child-friendly school environments, develops strategic partnerships to support school- and community-level capacities and expands school facilities, especially in disaster-prone areas.

Provision of Education Supplies

The **supply** of learning materials, school furniture, sanitary facilities and other crucial inputs is often the difference between attending school in a supportive environment and dropping out for many children (especially girls). While the provision of well-designed and relevant learning materials and other educational supplies continued to be a core element of many EEPCT country programmes in 2009, such provision is not undertaken in isolation but is linked to holistic support for access to quality education for all. Provision of supplies occurs together with institutionalization of quality standards (e.g. in Child-Friendly Schools approach), attention to learning outcomes, inclusive education, specialized learner support (e.g. through Accelerated Learning Programs [ALP]), improving teacher quality and system strengthening. At the global level, UNICEF's Supply Division further improved supply chain operations, working with Price Waterhouse to develop a plan for outsourcing (including a manager's guide and training plan), and cost and performance benchmarking for education products. The Supply Division's Innovation Lab is providing Country Offices with strategies for using new information technologies to improve schooling, and works on R&D and product development.

In **Liberia**, textbooks procured with Education Pooled Fund (EPF) resources in 2008 were distributed in 2009, bringing the learner to textbook ratio down from 27:1 to 2:1. In **Northern Sudan**, the programme facilitated the transportation of education supplies for children in remote, conflict-ridden areas of Darfur. In **Somalia**, EEPCT funds combined with contributions from UK-DfID and the Government of Japan ensured that for the first time in two decades almost half a million primary school children had access to a full set of textbooks – a major milestone for Somalia. In **Southern Sudan**, the provision of educational supplies continued to meet the rapid expansion to 1.36 million schoolchildren and 20,300 teachers with the distribution of essential teaching and learning materials, including teachers' and pupils' kits, exercise books, blackboards, recreational kits and school-in-a-box kits for all primary school pupils and textbooks for children in grades 1-4.

In **Togo**, within the context of education reform, textbooks in mathematics and French were provided to three regions. Combined with other efforts, the learner to textbook ratio improved from 8:1 to 4:1 for mathematics, and from 5:1 to 3:1 for French. The aim is achieve one textbook per child in each subject by the end of 2010. In **Zimbabwe**, to address severe cuts in government allocations for teaching materials and school supplies, working with the Ministry of Education, Sport, Arts and Culture, UNICEF developed a basic stationery kit designed to last at least one school year. These were provided to all the primary schools in the 36 most vulnerable districts. Without these essential supplies, pupils and teachers in these countries would be far less motivated to attend school and learning outcomes further compromised.

Inclusive quality education for girls and other excluded groups

A fundamental principle running through all EEPCT country programmes is that quality education means providing an inclusive, safe and protective learning environment where essential and relevant skills and knowledge are imparted to *all* children – including girls, those with disabilities and those from vulnerable communities – providing a rounded education that responds to their needs and helps them deal with the crisis they are experiencing.

It is indisputable that girls' education is one of the most powerful tools for promoting development, contributing to better family health and nutrition; improvements in the standard of living; better agricultural and environmental practices; and higher Gross National Product. Yet, it still lags far behind that of boys in general, but more so in contexts of affected by conflict and crisis. This is why UNICEF in all its programmes continues to prioritise support for girls'

education through holistic programme interventions. The EECPT programme supported such efforts in **Afghanistan**, **Angola**, **Central African Republic**, **Côte d'Ivoire**, **Iraq**, **Nepal**, **Northern Sudan**, Pakistan, **Sierra Leone** and **Southern Sudan** among others.

In **Afghanistan**, to improve girls' access to education, UNICEF and the Ministry of Education (MoE) collaborate to enrol an additional 330,000 girls in schools. Of 319 cost-efficient schools which were planned for construction under the programme in 2009, of which 95 received EEPCT funding, 211 schools were completed, providing learning spaces for 101,280 children. Construction of the remaining 108 schools will be completed in 2010. However, increasing attacks and threats on schools, especially girls' schools, and on teachers and children, pose major problems in promoting girls' education in the Southern and South-Eastern regions.

In **Côte d'Ivoire**, UNICEF has been steering UNGEI, the UN Girls' Education Initiative that provides advocacy and technical support in designing, financing and implementing national education plans. Along with other agencies, UNICEF helps the Ministry of National Education to operationalize the Strategic Plan for Girl's Education for 2007-2011. In 2009, the mid-term review of the strategy took place and a National Action Plan 2010-2011 for Girls' Education was developed. At an operational level forty Clubs of Mothers of School Girls (CMEF) were established to work with School Management Committees on activities promoting the education of girls, protecting children and mobilizing communities against gender-based violence. The mothers of CMEF uses drama, poetry, music, traditional skits and visual arts to addresses the core principles of children's rights, already integrated into the curriculum and teaching methods as per the objectives of UNICEF's LAB4LAB initiative (see Section 2.3: Goal 2. Increased resilience of education service delivery) and, undertake income generating activities to support girl's education.

In **Nepal** UNICEF has been supporting advocacy with Constituent Assembly (CA) members, especially women, on the issue of girls' right to education. In partnership with a national NGO, Educational Pages, joint field visits with CA member are being made to districts affected by civil unrest to highlight the situation of education for girls and support is being provided to CA members to take up the issue within their political parties and within the Constituent Assembly to support policy reform and greater political commitment to girls' education. Overall, these efforts have contributed to greater access to education in eight districts for both boys and girls, though there is still an unacceptable level of gender disparity that requires continued attention and focused initiatives. Net enrolment rates for girls have increased from 76 per cent in 2007 to 84 per cent in 2009 in seven of UNICEF's eight Schools as Zones of Peace districts since programme interventions began two years ago.

In North Darfur, **Northern Sudan**, 32 girls' education focal points based at the local level were trained in gender in education issues. Additional 60 women mentors were trained and 45 Girls Education Movement (GEM) Clubs were formed to address harmful practices, such as early marriage, that prevent girls' school completion. The clubs are functioning and contributing to increased awareness within schools and among communities and strengthening children's participation. Bi- weekly radio programmes supporting girls' education continued during 2009 with messages on children's rights and information and strategies for parents on how to protect girls.



In **Southern Sudan**, it is estimated that only 37.6 per cent of students today are girls. The EEPCT programme supported the

establishment of Community Girls' Schools (CGSs) for girls affected by Uganda's Lord's Resistance Army attacks. In areas where there are no regular primary schools, this saves young girls from having to walk long distances to school. Sixteen classrooms, including 12 for CGS, have been constructed, providing safe learning spaces for 3,768 children, including 1,461 girls displaced by the LRA attacks. The contribution was also used to construct 12 gender-segregated latrines, which greatly increase girls' willingness to attend school. The EEPCT programme also supported self-assessment activities using the Promotion and Advocacy for Girls' Education (PAGE) and Girls' Education Movement community mobilization approaches, as well as cattle camp dialogues at the community level in conflict-prone areas in the cattle corridor. The GEM approach was implemented to establish school-based activities to strengthen life skills for girls' participation. GEM is also used in community mobilization and raising awareness on gender issues. At least five workshops on creative facilitation skills have been conducted for young GEM facilitators.

Similarly, a range of initiatives have focused on children with disabilities and other marginalized groups. In [Afghanistan](#), the Inclusive Education programme, initiated by UNDP, UNMACA and UNICEF, enrolled 100 children with special needs in 12 schools in Kabul, and trained 100 teachers and headmasters and 200 parents. In [Iraq](#), UNICEF supported the MoE in Kurdistan, with a campaign on the right to education for children with disabilities – especially young children who should be enrolled in kindergarten and primary schools. In [Kosovo](#), a child-friendly school model for the inclusion of children with special needs was piloted in 70 primary schools and is part of the MoE Strategic Plan for Inclusive Education. In [Northern Sudan](#), policy guidelines were developed to promote the inclusion of excluded populations such as nomadic children after 5,146 nomadic children did not go on to high school after grade 8 due to lack of secondary education in remote areas. A School for the Hard of Hearing providing 77 children with access to special education was also rehabilitated. In the [Occupied Palestinian Territory](#), 400 Braille books for blind children were printed and distributed.

Education Systems Building Training and Capacity Development

Most EEPCT access and quality related interventions in 2009 included education systems building and requisite capacity building at a various levels in order to sustain gains in enrolment and quality. This is consistent with a fundamental precept of the EEPCT programme that it is vital to not only restore schooling, but as important to assist countries to rebuild the institutions and systems destroyed by natural disasters or conflict. In this regard the programme initiatives in 2009, in partnership with various internal and external stakeholders, included support for curriculum reform, EMIS and other data related activities (these are described in Section 2.5: Goal 3. Evidence-based policies, efficient operational strategies and fit-for-purpose financial instruments), strengthening inter-sectoral linkages, facilitating institutionalization of Parent Teacher Associations, School Management Committees and similar local school governance structures, revitalizing teacher training and capacity and capacity building more generally.

In [Bosnia & Herzegovina](#), the programme has supported the systemic reform of the education system by working with Cantonal Ministry of Education partners in identifying potential strategies, planning and monitoring the implementation with particular emphasis on ensuring that the curriculum is inclusive.

In [Cote D'Ivoire](#) UNICEF, in cooperation with Ministry of National Education (MEN), introduced a teacher training module to identify and manage traumatized children in the classroom. A training curriculum focusing on psycho-social care for children was introduced in the seven

This intervention represents a major break from the traditional insular, vertical systems of programming and is expected to provide the model for any future reconstruction work.

CAFOPs (Training Centre for Animation and Pedagogy) in Abidjan, Yamoussoukro, Bassam, Dabou, Gagno, Daloa and Bouaké.

In **China**, following the devastating earthquakes in 2008, UNICEF helped the Ministry of Education develop National Guidelines on **Safe School Construction**, which include

maintenance of infrastructure and facilities and methods to make schools disaster-resistant. The guidelines are especially useful for non-technical staff responsible for school construction to implement systems and processes to reduce future risk. UNICEF also helped the Government to tap into the experiences of ISDR and United Nations Centre for Regional Development (UNCRD) by translating the *Guidance Notes on Safer School Construction* and *Quick Reference on Seismic Retrofitting and Assessment* into Chinese, through a national workshop on safe school building management in late 2009. Further direct technical support to the MoE through a national officer to support emergency education activities in the field and to coordinate them nationwide, is augmented by a unified management and monitoring system and a consultative process that guides programme planning, implementation and monitoring of supplies and equipment. This intervention represents a major break from traditional insular, vertical systems of programming and is expected to provide the model for future reconstruction work.

In the **Central African Republic** the programme focused on strengthening the system by supporting community participation building civil society capacity in a context where looting and destruction of school infrastructures and equipment, displacement of pupils and teachers, led to the closing of many schools. Building partnership with parents has been a success with parents involved in the recruitment process and paying the parent-teachers in schools where qualified teachers are not available. They also are closely involved in building schools for children. In conflict affected areas in the north, the parent-teachers represent a majority of the teachers there is ongoing training for teachers on quality instruction and periodic training for members of the Parents Associations to better manage the schools.

The 2008-2009 countrywide cholera outbreak in **Zimbabwe** was unprecedented in modern-day Zimbabwe. During the rapid assessment organized by the Education Working Group in February 2009, parents and caregivers mentioned the fear of cholera as one of the reasons that were preventing them from sending their children to school. In most of the schools water and sanitation facilities are out of order. The programme facilitated school-based training workshops in selected districts to strengthen the capacity of school communities in 10 districts to provide education to community members and children on hygiene, sanitation and life skills. This was done with a view to prevent cholera and to enable them to respond when cholera arises. The training module targeted children, teachers as well as their communities. The module was piloted in 600 schools and 300,000 children, 6,000 teachers and community members benefited from the hygiene promotion programme implemented by several WASH cluster as well as Education cluster partners.

Improving school quality

Restoring access to quality education and enabling schools to respond to the various needs of the child (psychosocial, health, protection and overall development) is an essential component of UNICEF's Core Commitments for Children in Emergencies, especially beyond the initial response period of eight weeks. The EEPCT programme is not only a key part of this commitment but is central to concerted efforts to ensure that quality, holistic education is

maintained as far as possible from the initial stages of any emergency through to early recovery and longer term development in pursuit of MDG 2 and 3.

Fundamental to the EEPCT programme is the principle that achieving universal primary education means more than full school enrolment; it also encompasses quality. The school and classroom environment should be conducive to learning allowing children to achieve their full potential and complete school on time. This approach requires the participation of the whole community in finding solutions for its children, including children themselves, service providers, parents and governments. The aim is therefore to initiate a long-term process of attitudinal and behavioural changes towards the treatment of children. Building on work in 2007 and 2008, in 2009, programme activities for improving the quality of education continued to cohere around UNICEF's efforts to scale up the Child-Friendly School approach. Aligned with this approach, the EEPCT programme includes activities related to peace building, life skills, technology, needs of refugee and displaced children among other things.

Child-friendly schools

The CFS approach strives to create a comprehensive, multifaceted and dynamic educational model to help schools achieve safe, healthy and protective environments that meet the specific needs of their children. It includes instructional programmes that promote relevant life skills and participatory, child-centred teaching and learning. In emergencies and post-crisis contexts, the CFS approach expands support networks and resources for children. The EEPCT programme has focused on standards for school construction, and innovative designs based on 'disaster risk reduction' for child-friendly environments. In many EEPCT countries, UNICEF is working with governments to ensure that CFS quality standards and approaches are institutionalized to ensure sustainability. The CFS approach has been implemented in countries affected by conflict as a way to improve quality education, lessen physical punishment of children, already often living in fear, and provide a welcoming, inclusive space in which children can interact and learn.

An evaluation of the CFS (AIR, 2009), recommends additional strategies to improve its programming in post-conflict and transition countries. For example, while school construction is a key entry points for establishing CFS, logistical challenges and the high cost of construction there is a need for construction of 'intermediate, cost-effective solutions.'

In **Iraq**, 21 schools in eight governorates were identified for piloting CFS, and workshops held for government officials to develop CFS guidelines, guide policy formulation and support the implementation of model CF schools. Thirteen schools were rehabilitated to meet the standards of CFS, benefitting more than 6,000 children (39 per cent of them girls) and more than 400 teachers (69 per cent female) were trained. Water and sex-separate sanitation facilities were improved in 54 schools.

In **Myanmar**, the CFS initiative, extended to five townships affected by Cyclone Nargis in 2008, now supports nearly 4,000 schools, or 12 per cent of all schools in the country, including schools in hard-to-reach areas. More than half a million children, including nearly 20,000 enrolled in monastic schools, now have access to improved education through the CFS initiative.

In **Nepal**, UNICEF strengthened school governance and the quality of education through a holistic capacity building for school management committees, linked to CFS interventions. The main components include school catchment mapping, a Welcome-to-School campaign, school governance, teacher training in low-performing schools and Madrassas, school sanitation, hygiene and water supply improvements, activity-based learning, child participation, community involvement and life skills education. With other partners, UNICEF is also supporting the MoE in

a ‘**Learning without Fear**’ campaign to eliminate corporal punishment in schools and strengthen CFS efforts to create a welcoming, safe and respectful classroom environment. In the Western Region, the programme supported a training of trainers on the concepts of learning with dignity and without fear to be followed by training for teachers in the region. These efforts contributed to improved functioning of schools.

In **Northern Sudan**, the roll-out of a CFS initiative that emphasizes life skills-based learning for health, hygiene, nutrition, environmental issues, psychosocial care and peace-building ushered in a sustainable a systematic approach to quality improvements. Of the more than 400,000 children newly enrolled in 2009, more than 100,000 were learning in 259 quality CFS environments. Fifty state resource persons and more than 8,000 teachers were trained in the CFS approach and life skills-based, learner-centred methods and more than 2,500 PTA members were trained in school co-management. UNICEF also partnered with the Government, UNICEF Water and Environmental Sanitation and Hygiene and Child Protection sectors, and the World Food Programme for access to water and sanitation, psychosocial care and support and school feeding.

In **Sierra Leone**, UNICEF supported strengthened Inspectorate and Local Council Schools Supervisors, and standard monitoring tools based on indicators for CFS are being developed and rolled out, including cluster monitoring to increase the capacity of the Inspectorate.

In **Southern Sudan** with nearly 1.6 million children enrolled in school within the last four years, the challenge is to keep them in school and ensure meaningful learning experiences and outcomes. To meet this challenge, UNICEF, in partnership with the state government, is rolling out a CFS quality framework focusing on 10 school clusters in each of the 10 states. County Education Centers serve as teacher-support networks, providing teachers with solutions to problems in the classroom. The strategy is intended to reach all primary schools with limited facilities and to fast-track teacher education. Intensive English Language Courses for Arabic-speaking teachers have also been supported through NGO partners in eight of the 10 states. Eight hundred model schools were set up as cluster/hubs for CFS as part of a ‘best practice’ strategy. Capacity development and training for the CFS in all states is under way, including training of a national core group of trainers. Hub and satellite schools have been identified in Juba and a process of identifying hub and satellite schools in the other nine states is ongoing.

In **Sri Lanka**, the CFS approach – the signature model of cooperation between UNICEF and the MoE, including in conflict-affected areas – has continued to grow and strengthen since 2002. The partnership has engendered a wealth of knowledge to make CFS a unique, rights-based school management model. Although there is considerable variation in the extent to which schools have achieved child friendliness in all its dimensions, to date, 1,400 schools across Sri Lanka are adopting CFS approaches.

One of the greatest achievements of the School Self Assessment is to take education actors out of isolation and approach school problem-solving as a community-wide activity.

In early June 2009 the CFS programme was launched at the national level by the MoE and UNICEF. With increasing ownership and commitment from communities, 475 schools conducted School Self Assessments (SSAs), increased school attendance rates, and developed CFS environments. A total of 1,538 teachers were trained in the Child-centered methodology, improving teaching and learning.

By the end of the conflict, almost all the school furniture had been destroyed or stolen, leaving children sitting on tarp-covered earthen floors. After an assessment of resettlement areas, the

government asked UNICEF to support furniture procurement for schools in resettlement areas in four districts. Cooperation with the MoE School Works Engineering Department also yielded a more durable and attractive furniture design for use in schools of the Northern and Eastern provinces. UNICEF provided furniture for more than 30,000 children and 1,750 teachers to create a more conducive learning environment in the resettled schools.

Box 2. Sri Lanka: Involving communities in CFS management

The training of provincial and zonal resource teams and the development of training manuals have contributed to streamlined support to schools, helping to ensure that problems are identified and prioritised with participation from children and communities. Key activities of the CFS concept that have received support from Netherlands funding include:



Thunukkai resettlement school being refurbished for returning students, Mullaitivu.

School Self Assessment (SSA)

SSAs help communities, students, teachers and principals to evaluate the status of a school against CFS criteria and then formulate development plans specific to each school. Every school spends a minimum of two days on the SSA, prioritizing needs and setting targets to develop the school. One of the greatest achievements of the SSA is to take education actors out of isolation and approach school problem-solving as a community-wide activity, a process first introduced into the Sri Lankan education system through the CFS approach.

Community members have gained a clear understanding of problems and priorities, and have become part of the development process through the SSA. The resulting commitment, ownership and support of school communities have led to increased student and teacher attendance, reduced drop-out rates, and improved organisation of co-curricular activities. Increased contributions for infrastructure development, including finance and labour, are also evidence of improved ownership and commitment by school communities.

In 2009, SSAs and School Development Planning occurred in 56 district schools. Community members have a clearer understanding of problems and priorities, are more active in the development process and have stronger commitment and ownership.

As one principal put it, 'I was struggling to solve the problems of the school, but now I have realized how much we can do with the support of the community. Parents have realized that learning can occur anywhere and everywhere, and that the home environment as well as the school environment should be child-friendly.'

In the **Occupied Palestinian Territory**, the programme generated child-friendly learning environments and improved the quality of primary education through a CFS approach. An evaluation of CFS in OPT is underway. The findings will guide further implementation of the CFS concept in the territory's 100 lowest-performing schools, with in-service training in interactive learning along with structured extra-curricular activities for students. The CFS concept has been incorporated in the national education strategy of the MoE and the findings of the evaluation will be used to make adjustments to implementation at the sub-national level.

Other Quality Initiatives

In **Jordan**, Iraqi children who had dropped out of school were re-integrated into the education system through an **ICT** project providing online support to connect Iraqi children in neighbouring countries to share experiences. It part of an UNICEF regional initiative, *Qowa*, using a mix of technologies to deliver quality education and connect children and youth. In 2007, UNICEF, with Microsoft and the International Rescue Committee, introduced *Qowa* for Iraqi refugees in Jordan and IDPs in Iraq and the OPT. *Qowa* is being implemented in 14 schools in Jordan, 10 schools in the West Bank and 10 schools and 10 community centers in Iraq, and a number of NGO-managed centers for disabled children in Jordan have also joined. A model is in the making to prepare for the second phase for transfer to other countries starting in 2011 (e.g., Syria, Sudan and Lebanon). A meeting in March 2009 discussed ways of initiating UNICEF 'Connecting Classrooms' and IRC 'Healing Classrooms' approaches.

In **Jordan** 14 multi-purpose rooms (MPRs) with the latest computer equipment and peripherals (lap tops etc) were established in schools accommodating large numbers of Iraqi refugee students. Teachers and other staff were trained in effective school-based use of the MPRs. In **Syria**, the *Qowa* initiative has supplied equipment and instruction in active learning methodologies – 30 education policy makers at the Ministry level, 70 local teams at the district level and nearly 6,000 teachers from 8 governorates were trained in the use of technology to improve the quality of learning.



Newly constructed classroom block in Darfur.

In **Northern Sudan**, UNICEF defined a minimum quality Basic Education package that includes health and nutrition. EEPCT funds are supplemented by resources from the World Food Programme, and the intervention is integrated with UNICEF's WASH, Child Protection, Health and Nutrition and the Child-Friendly Community Initiative Programmes in 10 states.

In the refugee camps of South Darfur, 2 Children's Clubs were established and 10 existing ones supported to enhance children's participation in their own education and development, by developing democratic thinking and practice and leadership among children. The EEPCT Programme enabled schools to provide spaces for the Clubs and

the State MoE to provide training and setup. As a result, children in the camps now plan and execute school-based club activities such as drawing, board games, discussions and sports, theatre and hygiene and sanitation campaigns in the local communities. Girls, who often have few opportunities, are benefiting. With access to computers, they network with girls in other countries, sharing information and ideas on how their lives are being impacted by the conflict and what can be done to safeguard their future. The girls in South Darfur have won prizes in international mathematics competitions and hope to continue to excel.

In **North Darfur**, nearly 2,000 IDP children living in camps received one meal a day during their grade 8 final exam. These children, who would not have had access to food during the exam period otherwise, achieved among the highest results in the state. In **Sierra Leone**, gender, peace and civics education, human rights and health and environment issues have been

incorporated into the National Teacher Training curriculum, to ensure that the issues are understood by primary school teachers. Nearly 1,000 teachers completed the Emerging Issues training using child-centered techniques and 750 teachers were enrolled in a Lower Primary training course.

In **Myanmar**, the revised national primary Life Skills curriculum, supported by UNICEF, now covers all primary schools in the country, including areas affected by conflicts and Cyclone Nargis. Some 5 million primary school age children in approximately 40,000 schools now have access to life skills-based education at the primary level. The effort started in 2006 and culminated in 2009 when the remaining 1,020 primary schools were finally reached. The Life Skills curriculum development for secondary schools which is on-going includes Disaster Risk Reduction (DRR), social skills, emotional intelligence, reproductive health, communicable diseases, HIV prevention and substance abuse.

“Now I have self-confidence and a positive attitude towards my future.”

*Children’s Club
member in an area of
conflict, South Darfur*

2.3 Goal 2: Increased resilience of education service delivery

Delivering public services, including education, is a key challenge in fragile situations and difficult conditions. Governments in countries affected by fragility are often either unwilling or unable to provide core services to the poor. Yet there is evidence that well-designed, contextually adapted approaches to service delivery can, in fact, contribute to strengthening governance and reducing fragility. In designing and implementing such programmes, it is important to identify key transition points to move programmes from humanitarian to development assistance and from non-state providers to governments that take responsibility for service provision.¹⁷

The EEPCT programme ensures that children attend school and receive a quality education in fragile contexts, through strategies that build resilience at the school, community and system levels. In the process, the programme has continued to facilitate the development of innovative, effective models to address threats and enhance the delivery of resilient basic education services in a range of countries affected by fragility. This includes, in particular, initiatives to strengthen decentralized and community-based models of service delivery such as community-based school (CBS) programmes and home-based schooling. The emphasis on resilience, together with a focus on increasing education attainment and improving the quality and relevance of education through more equitable redistribution of education opportunities across social groups (described in Section 2.2: Goal 1. Improved quality of education response in emergencies and post-crisis transition countries and territories) serves to reduce the risk of conflict. Community engagement and system support are accompanied by creative alternative, complementary approaches to education service delivery.

These include Accelerated Learning Programmes for over-age learners implemented in seven countries, as well as the roll-out of the LAB4LAB programme in unstable border areas of the Manu River Union in West Africa that continued throughout the year. Talent Academies for youth, a key demographic for which very few opportunities exist, were further developed in West Africa and introduced in Kenya. The contribution of education to peace-building and peace dividends, which also helped mitigate fragility and increase resilience, is covered in Section 2.4: Goal 3. Increased education sector contribution to better prediction, prevention and preparedness for emergencies caused by natural disasters and conflict.

In 2009, more than 1.5 million children and youth in 16 countries benefitted from programmes to increase the resilience of education sector service delivery. More than 3,700 schools in eight countries were directly supported, including provision of temporary learning spaces and school construction, and nearly 20,000 teachers, school staff and parents received training under the programme. Thousands of items of school equipment, from furniture to stationery to textbooks to toys, were also provided to over one million children.

Building models for resilient education service delivery

An understanding of contextual complexities is critical to success in improving policy and practice for education in situations of fragility. Hence, country contexts, as well as regional and local-level challenges within countries, are taken into account in the design, adaptation and implementation of EEPCT initiatives. Development, implementation, expansion and replication of potential models for education service delivery in fragile situations continued in 2009 in Afghanistan, Central African Republic, the Philippines, Somalia, and Sri Lanka, in partnership with a wide range of partners and with adaptation and revisions as necessary. Numerous other interventions, such as social mobilization and increasing authentic participation of communities in school governance, also contribute to resilience at the community and school levels. These are described in other sections of this report and in the country reports.

In **Afghanistan**, UNICEF and the Ministry of Education sought to establish Community-Based Schools (CBS) with even closer community links, considering the restrictions on movement for girls due to increasing insecurity and socio-cultural issues. In 2009, 268 new CBSs were established, enrolling 9,549 children. Overall, the CBS programme continued with an additional 1,381 old CBSs serving 47,392 children. In the **Central African Republic**, UNICEF extended the coverage of bush-schools in the conflict-affected north, now covering more than 145,000 children. Partnerships with parents are key; the majority of teachers are 'parent-teachers' remunerated by the community. In **Guinea Bissau**, a literacy and pre-vocational training for children and adolescents was developed for out-of-school children and youth, in collaboration with several local NGOs.

Box 3. Strengthening Community Level Resilience for Education Delivery in Somalia

In **Somalia**, the programme continued to strengthen Community Education Committees (CEC), with additional resources from DfID. This helped ensure that over 95 per cent of primary schools in the country have trained CECs. Given the limited capacity of government, CECs serve as the front line for school management in all zones, especially the emergency-affected Central and Southern Zone (CSZ) where government presence at the regional and district level is almost nonexistent. Persistent insecurity and lack of access in CSZ have also meant a continued reliance on local partners and regional networks.

Due to the dramatic deterioration in security in the CSZ and a critical lack of funding, progress was constrained and humanitarian space severely limited by the continuing conflict. At the end of 2009 local partners reported that at least 26 schools in Mogadishu remained closed due to fighting, while at least 60 had been closed some part of the year.

Nevertheless, despite these critical challenges, a positive outcome of the CEC approach has been a higher degree of community ownership, especially for school construction projects, helping to diffuse problems with local authorities over school design and correct a perception that 'Western' education is being imposed on Somalia. Ongoing redirection of institutional support to local education authorities and to the CECs has ensured the effective management

and operation of the primary education system, despite overall insecurity and dysfunctionality in the CSZ.

Over 200,000 children have benefited from training, mentoring and compensation of 6,700 teachers and 7,000 CEC members across Somalia's three zones, ensuring improved quality and resilience of education service delivery in a context of extremely high vulnerability.

Lesson learned: CECs and other community-based alternative management and governance mechanisms provide viable models for education delivery in fragile contexts.

In **Sri Lanka**, curriculum modules were developed for a new, alternative education programme and home schooling system for students unable to attend school regularly due to conflict. The key Stage 1 modules for Sinhalese, Tamil and Mathematics for the first two grades – developed in 2008 through a broad consultative process – were piloted in 2009. The second and third modules, covering up to grade 5, have also been completed, and 60,000 copies of the full programme for primary age children are available for distribution. The Home Learning modules are a viable, short-term alternative to prevent those children remaining in IDP camps or transitioning to resettlement areas from falling behind in school.

In the **Philippines**, to encourage secondary school children in conflict-affected areas to stay in, or return to school, UNICEF and the Department of Education are piloting the Drop-Out Reduction Programme (DORP). Used in non-disaster areas as well, it will be applied in Mindanao province for children who are out of school due to armed conflict. It consists of three flexible alternative delivery modes: an Open High School Programme, Effective Alternative Secondary Education and a Schools Initiative Intervention. The first two are under the formal education system but are modularized to allow flexibility for students. The third engages schools to seek community support to solve problems encountered by students who are at risk of dropping out or who have already dropped out. If the pilot is successful, the Education Cluster will support its use more widely.

Accelerated Learning Programmes

Accelerated Learning Programmes (ALP) are intended for adolescents and young people who are older than primary school aged and whose schooling was disrupted by war and other long-term emergencies – ‘lost generations’ excluded from education because of civil conflict. ALP typically compresses the primary school cycle into a much shorter learning programme and provides pathways for re-entry into the formal school system. In 2009 the EEPCT programme supported scaling up and improvement of ALP in Angola, Iraq, Liberia, the Philippines, Northern Sudan, Southern Sudan and Sri Lanka.

In **Angola**, the Ministry of Education's ALP provides an accelerated, second-chance learning opportunity for 25,000 adolescents per year through a condensed, adapted primary school curriculum that can be completed in two and a half years – instead of the full six years of primary schooling. The programme encourages out-of-school adolescents to come back into the school system, complete primary education and continue to the secondary level. In 2009, 6,889 adolescents (38 per cent of them girls) were enrolled in the ALP in 12 additional municipalities through partnership with the NGOs IBIS and Save the Children.

In **Iraq**, a significant scaling up took place in 2009 with 50,000 out-of-school children and youths enrolled in ALP in 396 schools – up from 190 schools. Over 1,000 ALP classes were equipped with teaching/learning materials, school bags, teaching aid kits, sanitation kits and recreation kits. An additional 37 ALP master trainers and 1,673 teachers were trained in 2009 in ALP

methodology and pedagogy. The concept of life skills was incorporated into the ALP and new textbooks in Kurdish and Arabic were printed to reach 136,000 students in the coming years.

In **Southern Sudan**, Alternative Education Systems (AES), including Community Girls' Schools and ALP, provide older boys and girls with a second, flexible chance for education. The ALP compresses the eight-year primary school curriculum into a four-year accelerated programme. In 2009, 193,269 students enrolled in AES/ALPs and 388 new AES/ALP centres were established. The cumulative total of students enrolled in ALPs for 2008-2009 is 278,269 at 1,648 AES/ALP. Developing and expanding these alternative delivery systems is now one of the six priorities of the Government of Southern Sudan.

In **Sri Lanka**, the ALP is a multi-entry/multi-exit programme that allows children to gain key age-appropriate competencies in half the time of formal schooling. Although children may not cover all subjects of the regular syllabus in the ALP, they are able to master essential skills needed to progress within the formal school system. And, since there is a need to integrate psychosocial healing techniques directly into classroom teaching practices, the ALP is incorporating these innovative techniques into teacher guidebooks currently under development.

Box 4. Sri Lanka: Accelerated Learning Programme

The Accelerated Learning Programme (ALP) aims to provide support to children who have missed out on substantial periods of education due to displacement and who wish to be reintegrated into the mainstream education system. Students are placed in ALP by competency, not by age or previous grade. ALP teachers receive regular in-service training and specially written handbooks to enable them to teach the key learning competencies thoroughly so that all students can attain the foundations for progress at each level.

During the height of the influx of IDPs into camps, the Ministry of Education, in collaboration with UNICEF, helped the Vavuniya Zonal Education Office to develop and administer a rapid assessment of IDP children. The assessment indicated that many children were at, or below, the minimum learning competency for their age group. The MoE requested technical support from UNICEF to conduct a large scale learning competency assessment of 180,000 resettlement and host family students in the Northern and Eastern Provinces. This assessment, begun in March 2010, will identify primary and secondary aged students' literacy and numeracy competency levels. The results will then be used to place students in need of additional support at the correct entry level in the ALP. The assessment will also serve as a baseline against which to measure the impact of future education activities by the MoE and UNICEF.

Innovative initiatives to build resilience and reduce fragility

Two innovative initiatives developed under the EEPCT programmes that use education to help address perceived threats to social cohesion and stability are the LAB4LAB programme in the fragile border areas of the Mano River Union countries and the Talent Academies for adolescents and young people. In 2009, the concept of the Talent Academies was expanded to Kenya.

Learning along Borders for Living across Boundaries (LAB4LAB)

A key principle of this initiative is to use high-quality education services with strong links to local communities as a catalyst for improving the quality of life in disadvantaged border areas. The purpose is to build schools that are healthy, energy-efficient, environmentally-sensitive and

connected to information technology, and that complement and enhance learning by making use of all available resources. Grounded in the Child-Friendly Schools concept, the schools should provide facilities and services that are lacking locally, such as water, sanitation, solar power, information technology, connectivity, community radio, etc.



School children with new books in Guinea.

The principle is to locate schools on both sides of national borders so that neighbouring countries are linked by quality institutions rather than by deprivation and grievances. The close links between the schools and their communities are expected to foster pride and a new sense of development possibilities, as well as better connectedness to their own governments. In this way, affected communities can turn their attention to development activities and reduce the potential for these areas to be ‘incubators’ of national and cross-border conflicts.

In February 2009, a sub-regional workshop assessed progress, identified challenges and opportunities and shared best practices in community participation, accountability, sustainability and active learning. While all countries in the LAB4LAB programme have moved forward in the past year, progress has been uneven, and there are several key challenges that need to be addressed within and across country programmes. This is an inherent risk associated with innovative programmes that seek to introduce new concepts and models.

On the one hand, the high level of interest by national governments in this flagship programme, in part due to the state-of-the-art technological and environmental innovations, is very positive. On the other hand, at the country level, one issue is the connection between the scale of the LAB4LAB infrastructure component and the countries’ overall education infrastructure plans. The LAB4LAB schools are high-cost interventions relative to regular school facilities, which raises the issue of replicability and scaling up. The development of adequate capacities to ensure that LAB4LAB schools serve as community development hubs is another challenge. The question of moving from country-focused initiatives to a connected, sub-regional programme also needs to be addressed. In 2010, UNICEF Headquarters will work with the countries and UNICEF’s regional office to assess the pilots as a basis for programme adjustment as necessary.

In **Guinea**, despite the December 2008 coup d’état and the climate of insecurity, a freeze on education spending, a lack of teachers in rural areas and a decline in school attendance, UNICEF was able to pursue the LAB4LAB programme. Construction has begun on eight six-classroom schools along Guinea’s southern border, an area deeply affected by armed conflicts in Sierra Leone and Liberia. Each school includes a headmaster’s office, a store, canteen, two blocs of sex-segregated latrines and a water point, a computer room, a documentation centre, a conference room and a cyber café for the community. Construction innovations include earthen

bricks that offer better thermal insulation than cement and a better carbon balance. Single-panel roofing allows for more air and light in the classrooms.

These designs will be used for some of the 1,400 classrooms UNICEF will construct under the Education Sector Programme with funding from the Catalytic Fund of the Fast Track Initiative starting in June 2010.

Innovative courses were designed for the first two years of primary school, focusing on good governance, a culture of peace, citizenry, life skills, the environment and information technologies. Children's oral, written and artistic expression and their ability to analyse in maths and sciences are developed progressively within a flexible timetable; 21 teachers were recruited or reassigned and 103 teachers and supervisors in the LAB4LAB schools zone received training in active pedagogy, children's rights and children's government. In 2009, a total of 1,045 children – 539 girls and 506 boys – between the ages of 7 and 10 were enrolled in the eight border sites.

The 105-member Guinean Association for the Promotion of Active Pedagogies, formed in September 2009, has published two editions of a newsletter for teachers in border schools.

In **Liberia**, the LAB4LAB initiative started with the construction of a model school near the border with Guinea. The school was nearing completion at the end of 2009 and will be ready for use in the 2010/2011 school year. Over 100 workers (10 per cent of them women) were employed on site each day for skilled work, from masonry to welding. The objective of providing employment for returnees has been achieved as over 90 per cent of the workers had been refugees in Guinea. The software aspect of the CFS approach included the training of 50 teachers in Nimba County and 55 national level trainers in participatory teaching and learning methodologies.

In **Côte d'Ivoire**, along the Liberia and Guinea borders, LAB4LAB supports the construction of CFS, community mobilization, and capacity building of community leaders and local authorities. The design and construction of the schools is intended to provide an immediate signal-to-change, while developing long-term, community-based education solutions. Work on five sites was underway at the end of 2009, starting with a planning workshop in February with key governmental actors, followed by site selection, topographical studies, soil resistance surveys, a solar energy feasibility study and contracting arrangements.

The design and construction of schools is intended to provide an immediate signal-to-change, while developing long-term, community-based educational solutions.

In **Sierra Leone**, to help re-establish education in four of the poorest, most war-damaged and neglected rural districts bordering Guinea and Liberia, the programme is supporting the Ministry of Education, Youth and Sports in the construction of schools with water and sanitation facilities, plus the necessary training of community-based School Management Committees and teachers and the provision of basic supplies. Cross-border activities in two of the districts are conducted in partnership with Save the Children UK. This is designed as an integrated project with the health and child protection elements funded from other resources.

Talent Academies

Adolescents and young people often see themselves as marginalized and forgotten. The Talent Academies initiative addresses the threat of unrest posed by, and toward, affected youths, helping them harness their talents for enhanced livelihoods and an improved self-image. Providing young people with creative opportunities to get an education and special training in a specific field on the basis of their talents is a departure from traditional vocational training.

The basic concept and programme elements of the initiative were developed in 2007 and an effort was made to build strong partnerships around this initiative. Areas in which Talent Academies concentrate are being determined by governments in consultation with young people. Those suggested to date include sports, fashion, food production and preparation, music, drama and other performing arts, as well as information and communication technologies.

Talent Academies do not fit neatly into one ministry. **Guinea** and **Côte d'Ivoire** opted for an inter-ministerial task force, an approach that helped build consensus and ownership around the initiative. After a slow start, these countries engaged multiple stakeholders and built a participatory process to take advantage of the enthusiasm generated by the utility of the concept and good political will.

In **Guinea**, initial plans for an ICT Academy and Team Sports Academy made way for a Percussion Academy which was set up in late 2009 through the Association 'Terre des Rythmes' (Land of Rhythms), based on the promotion of Guinean percussion, a dynamic new cultural industry. The programme aims to attract young girls and youths – street children, disabled children, out of school children and those from very poor families. The first group will be recruited in March-April 2010 on the basis of clear selection criteria with support from a national NGO. The Academy will offer these children dual training in percussion, music and arts, and regular education with teachers trained in active learning methodologies. Children will also receive social, psychological, health and nutrition follow-up with one meal a day.

The Government of **Kenya** adopted the Talent Academy concept in late 2008. The project, still in its pilot phase at the end of 2009, aims to train 500 talented out-of-school youths, building their confidence and sense of purpose. Most of Kenya's young people between the ages of 15 and 29 are without jobs, and vulnerable to delinquent behaviour and violence.

To date, the project has been housed at the Ministry of Youth Affairs and Sports, run by an interim 11-member board of directors. A national coordinating committee bringing together other



A Performance of the Percussion Academy in Guinea.

key ministries has been set up, as have curriculum, finance and administrative systems for the Academy. National talent fairs to identify talented but disadvantaged youth have reached close to 100,000 youths country-wide. Part-time trainers are being recruited and an initial 100 youth have been selected to begin a nine-month pilot course in soccer, volleyball, performing arts and music. The Government of Kenya aims to use the Talent

Academy model as a basis for more systematic integration of youth needs with national planning and budgeting.

In **Côte d'Ivoire**, agreement was reached in 2008 with the Ministry of Technical Education and Vocational Training to establish an Agro-Food Engineering Academy and a Fashion Talent Academy. A number of constraints impeded the project, since Talent Academies require the engagement of partners from Ministries and private-sector groups. Due to capacity constraints of the Ministry, UNICEF is now finalizing a partnership agreement with the NGOs IRC and the Amigo Foundation, which have expertise in implementing youth activities, to set up the Fashion Academy. Implementation of the Agro-Food Engineering Academy is to follow at a later stage.

More initiatives such as these need to be developed to address the needs of an increasingly youthful population in Africa. Assessing the efficacy of Talent Academy model is required before it is expanded.

2.4 Goal 3: Increased education sector contribution to better prediction, prevention and preparedness for emergencies caused by natural disaster and conflict

The EEPCT programme recognizes that investments in prevention, mitigation and emergency preparedness are critical to reduce the impact of conflict and natural disasters on education, at the level of children, schools and the education system. Most critically, schools built to disaster-resilient standards can prevent loss of life during earthquakes. Emergency preparedness and contingency planning allow for an effective emergency response to be mounted immediately after an emergency, ensuring educational continuity. Peace education and initiatives to protect education from conflict can help to build peace, ease social tensions, and reduce fragility. Prevention, mitigation and preparedness efforts all contribute to the resilience of education, and 'building a culture of resilience' is the aim of disaster risk reduction.

The EEPCT programme has enabled significant progress to be made in 2009 across these areas, working through key partnerships such as the Education Cluster, International Strategy for Disaster Reduction (ISDR) and INEE at the global level. At the country level, efforts involved a wide range of partners, in particular Ministries of Education, NGOs, civil society, communities and children themselves. Regional strategies enabled EEPCT programme reach and impact beyond the 38 programme countries.

A focus on systematic national capacity development throughout this component of the programme in 2009 made it possible to strengthen individual, and importantly, institutional capacities for emergency preparedness, contingency planning, and early warning, resulting in faster and more effective emergency response. Disaster risk reduction in education, still a relatively new concept for Ministries of Education and for development and humanitarian partners, including UNICEF, was also accelerated through ongoing, as well as new initiatives, including significant alliance building and technical work in the TACRO region, which can serve as models for adaptation and replication in other regions. The EEPCT programme also contributed to peace-building through education in several countries.

Early warning and preparedness

Within the cycle of risk management, preparedness comprises the plans and measures undertaken before an emergency to improve the timeliness, predictability and effectiveness of emergency response. The underlying maxim is that preparedness equals to effective response.

Preparedness =
effective response

Early warning refers to systematic data collection and risk analysis on potential emergencies, undertaken to inform mitigation, preparedness and response efforts. The regional level was particularly active in advancing preparedness efforts during 2009. Major new regional EEPCT efforts systematically enhanced emergency preparedness in

education in many countries and facilitated cross-country and cross-regional sharing of experiences and lessons learned.

UNICEF's Regional Office in East and Southern Africa, for example, moderated a regional network of Education in Emergencies focal points in all countries for exchange of tools, resources and documented good practices. Country offices and partners were supported in mainstreaming emergency preparedness and response, and in engaging in upstream policy advocacy to inform improved country-level education sector policy, planning and budgeting for education in emergencies. Similar networks were established in Asia Pacific and West and Central Africa.

A main regional thrust in 2009 has been country-level capacity development, spurred by the Education Cluster's strategy to strengthen country education clusters (see partnership section on the cluster approach). ESAR spearheaded the development of a training package for 'frontline responders' which was subsequently adapted and used in Asia-Pacific, West and Central Africa and the Middle East and North Africa. Overall, more than 1,600 professionals, the majority government staff, in 47 countries were trained through regional, country and district-level workshops. Geared to sub-national as well as national actors, preparedness planning provided the organizing framework for this training.

Box 5. Frontline Responders Training

One of the most important and most successful features of the programme is a 'Preparedness Wall' built by participants. At the end of each technical session, participants work in small groups to reflect on the preparedness actions necessary to ensure an effective education response for a particular technical area (e.g., assessment, coordination, education supplies and logistics, etc.). Then they record these on VIPP cards placed on the wall under the respective technical headings. The wall forms the basis for the final day's activity which includes developing a framework for a national or sub-national education in emergency preparedness plan.

More countries in the EEPCT programme undertook a range of emergency preparedness actions in 2009 than in 2008, facilitating more timely and effective emergency responses. These include Bangladesh, Bolivia, Central African Republic, China, Colombia, Côte d'Ivoire, Ecuador, Guinea, Iraq, Kenya, Kosovo, Myanmar, Nepal, Occupied Palestinian Territory, Pakistan, the Philippines, Sierra Leone, Somalia, Sri Lanka, Sudan, Tajikistan, Timor-Leste, and Uganda.

In **Pakistan**, UNICEF supported the establishment of 6 District Education Coordination Units within District Education Departments to build the capacity of the government and other education stakeholders to improve planning, implementation and monitoring of education response activities.

In **Nepal**, UNICEF led the process of developing the updated Education in Emergency National Contingency Plan. The plan focuses on the scenario of supporting the continued education of displaced children and those affected by natural disasters during 2010, for up to 50,000 school-aged children (25,000 boys and 25,000 girls) during large-scale emergencies. The 20 most

vulnerable districts have been identified as has the likely number of children to be assisted. Seven district-level contingency plans were also developed outlining clear accountabilities for action in preparing for, and responding to, district-level education-related emergencies.



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Children carrying school bags distributed by UNICEF, Barisal Division.

In **Uganda**, following a regional training of trainers, 60 government-level participants from the most emergency-prone districts were trained on education in emergency preparedness, response and disaster risk reduction. The training was facilitated by two Ugandan national staff from the Ministry of Education and Sports (MoES), one the focal point in MoES for Education in Emergencies. At the end of the training, 23 districts developed action plans to follow up preparedness actions and DRR in their respective districts, including school level DRR plans.

In **China**, 21,000 education officials, school principals and teachers from 120 counties in 12 provinces were trained through a UNICEF-supported, online school safety training programme designed to improve their capacities to prevent and prepare for emergencies due to natural disasters and accidents. Eighty-six per cent reported that they are now better prepared to reduce risk and protect students in emergencies.

In **Sri Lanka**, 141 schools developed Emergency Preparedness and Response Plans (EPRPs) with the participation of principals, teachers and community members. These plans are based on the INEE Minimum Standards and key elements of DRR. To support school-based EPRPs, 35 zonal education officers also received training. All participants received copies of the INEE Minimum Standards handbook translated into Tamil and Sinhalese. The training guide and accompanying workbook, *Understanding and Using the INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction*, have also been translated for distribution.

Pre-positioning of critical emergency stocks aided preparedness for a rapid emergency response in many countries. In **Bangladesh**, some 95,000 teaching-learning kits were pre-positioned in areas with a high risk of cyclones and flooding. The kits contain age-appropriate learning and play materials for ages 3 to 5, 6 to 10 and 10 to 14, as well as psychosocial materials. Each kit serves 25 children. In 2009, pre-positioned teaching-learning materials and other essential supplies were immediately distributed to children after cyclone Aila.

The programme also contributed to the rehabilitation and expansion of school storage capacity for pre-positioned teaching-learning kits. In July 2009, to build system-wide capacity to respond to disasters and increase preparedness, two long-term projects – *Participatory Action towards Resilient Schools and Education Systems* and *Strengthening Preparedness and Response Capacity in Flood and Cyclone-prone Areas in Bangladesh* – were launched with the Government and education cluster partners.

In **Southern Sudan**, nearly 13,000 children displaced by conflict remained in school due to the rapid response capacity established through pre-positioning of materials at key hubs, enabling immediate support to newly established IDP schools. In **Nepal**, education in emergencies

materials such as school tents, 'school-in-a-box' kits and recreation materials for 40,000 children were pre-positioned in four locations.

At the global level, the programme has continued to support UNICEF's agency-wide Early Warning-Early Action system (EWEA), coordinated by the Early Warning and Preparedness section of the Office of Emergency Programmes (EMOPS). Based on lessons learned since the system was launched in April 2008, a new version of the EWEA system was developed during 2009, reinforcing the link between early warning and early action, in order to monitor in real time the critical level of preparedness of all Country and Regional Offices as well as emergency-related headquarters divisions. The new system provides UNICEF field offices with a better, more integrated approach to emergency risk analysis and preparedness, including in the education sector.

Natural disaster risk reduction

Building a culture of resilience

In light of the increased frequency and intensity of natural disasters and the impact on learners, schools and education systems, the development, acceleration and institutionalization of disaster risk reduction in education are critical. DRR in Education is still a relatively new concept and much still needs to be done to raise the awareness of stakeholders and test approaches. While primarily a development concern, DRR needs to be integrated into emergency preparedness, early response and recovery phases. Choices about where to locate temporary learning spaces and new school buildings should be governed by criteria designed to reduce further risk and protect the most vulnerable. Furthermore, initiatives supporting resilience can also help mitigate fragility and reduce the risk of conflict.

The EEPCT programme has been a key catalyst in the development of DRR in Education strategies at the country, regional and global levels. While 2007 and 2008 marked the beginning of progress at these levels, 2009 constituted a phase of further expansion, strategy development and programme learning across UNICEF, and in particular through the EEPCT programme.

At the global level, UNICEF's Education Section, in collaboration with EMOPS, held a technical consultation on DRR through Education in 2009 as the basis for a more coherent approach and strategy at systems and operational levels. The resulting action plan is being taken forward by Headquarters, regional offices and country offices. The EEPCT programme also supported global advocacy efforts for DRR in major conferences such as the Global Conference on Education for Development, the Global Platform for Disaster Risk Reduction, Copenhagen COP15, in partnership with UNESCO, the European Commission (DIPECHO) and ISDR. To strengthen the evidence base, UNICEF committed to lead a study on assessing the impact of disasters on children for the Global Assessment of Risks 2011.

Choices about where to locate temporary learning spaces and new school buildings should be governed by criteria designed to reduce further risk and protect the most vulnerable.

Education and DRR-related work was taken forward in the CEE/CIS region by building on the mapping of Disaster Risk in Education across the region undertaken in 2008; this initiative entailed a scanning of national DRR legislation, policies and structures in the region, mapping of key DRR partners and their areas of intervention, and identification of potential areas of collaboration as well as three to five countries in which such collaborations could take place. In

2009, the CEE/CIS Regional Office developed country action plans, leveraging €1,059,503 from the European Commission for DRR activities in three Central Asian countries identified as the most vulnerable (Kazakhstan, Kyrgyzstan and Tajikistan). These are good examples of leveraging small amounts of donor funding to mobilize major grants from other donors.

In **TACRO**, the EEPCT programme strategically strengthened capacities for education and DRR across the Americas and Caribbean region. The EEPCT programme augmented the DIPECHO VI project, 'Strengthening Alliances to Ensure the Right to Education in Emergency Situations for Vulnerable Communities in Central America.' This included the publication of a range of guidebooks, technical resources, a toolkit and two board games for children, all on education risk management, developed with representatives of Ministries of Education, NGOs, the Red Cross and UN agencies. One game, Riskland, has been translated into four Mayan languages with the collaboration of the MoE of Guatemala and the support of the IFRC; this is a key way to address the important issue of disparities by including a marginalized community that is often most at risk because it simply does not have access to information. Cross-regional sharing resulted in the translation of several technical resources developed in languages of the CEE/CIS region (Russian, Tajik, Kazakh and Uzbek) for use in DIPECHO projects. A website 'Educación y Gestión del Riesgo' was launched on the website of the Regional Information Centre (CRID) to provide easy access to technical documents and other information related to DRR in Education.

The EEPCT programme contributed to the establishment of a national platform for DRR in Education in **Honduras**, led by the MoE. Following this example, **El Salvador**, **Guatemala**, the **Dominican Republic**, **Peru** and **Chile** are updating or planning their coordination strategies and mechanisms. Technical assistance was provided to develop/adapt training packages and activities and a range of technical tools and resources was disseminated in **Guatemala**, **Nicaragua**, **Honduras**, **El Salvador**, **Ecuador**, **Peru**, **Bolivia**, **Venezuela** and **Colombia**.

EEPCT programme countries that engaged in DRR-related activities in 2009 included **Bangladesh**, **Bolivia**, **CAR**, **China**, **Colombia**, **Ecuador**, **Iraq**, **Kenya**, **Myanmar**, **Nepal**, **the Philippines**, **Sierra Leone**, **Somalia**, **Sudan**, **Swaziland**, **Turkey** and **Uganda**.

In **Bangladesh**, transitional schools built in 2008 through the EEPCT programme to enable children to continue their education proved to be resilient when they all withstood the impact of cyclone AILA in 2009. Classes could continue, while in other schools that were severely damaged education was interrupted. Currently, more than 5,500 students are still learning in the child-friendly environment provided by the transitional schools. In addition, UNICEF is working to build capacity and increase the resilience of the education sector to cope with disasters by supporting a long-term intervention for Education in Emergencies at the national, sub-national and school levels. So far, around 41,670 children in 567 schools participated in activities to identify school vulnerabilities and developed DRR strategies and contingency plans with the involvement of School Management Committees and communities. The DRR plans are expected to benefit over 83,000 children.

In **Bolivia**, architectural standards for safe teaching and learning spaces were developed so that school infrastructure can contribute to the protection and safety of school children before, during and after an emergency. In collaboration with Save the Children, DRR and management plans were developed with, and for, all district authorities and local partners in flood-prone Beni district.

In **China**, the EEPCT programme provided high quality technical support in the areas of school construction management and school building retrofitting and supported a nationwide survey on

safer school buildings and a survey on safety management in schools. A national workshop on safe school building management was conducted, where guidelines and other documents were distributed to 100 participants from provincial bureaus of education. The EEPCT programme also developed a set of multimedia education units on disaster prediction, prevention, readiness, and response that were posted on the MoE website in order to integrate safety education into the national curriculum and raise the awareness of children in schools. The programme was also broadcast on national TV.

In [Myanmar](#), the ongoing curriculum development of life skills for secondary education includes lessons in Disaster Risk Reduction.

Box 6. Disaster preparedness and community spirit: the Philippines

At a school in Malilipot municipality, on the slope of the Mayon volcano, classes resumed after the Christmas break when San Jose Elementary School was used as an evacuation centre for 506 families. 'The evacuees came here just three days before the Christmas break,' says Principal Adelia B. Vibar. 'Lucky they were able to return home before classes resumed after the break. This was different from 2006 when we had evacuees living at our school for two months.'

The teachers and students from San Jose are used to evacuees living at their school. One of the blocks of classrooms, built with the help of UNICEF, is specially designated as an emergency evacuation centre. Four elementary schools and two high schools in at-risk areas participated in a disaster preparedness workshop supported by UNICEF and a local NGO, TABI. Students, teachers and parents were introduced to the basic concepts of disaster risk reduction and through interactive play and art the children articulated school safety concepts and learned the dos and don'ts of the disasters they are exposed to.

One of the participants, 12-year-old Jan Antonette, recalls, 'We learned how to be prepared for any calamities and we learned how to prepare things during and after the calamities. We also learned that during the calamity we should not panic. I remembered this when Mayon was Erupting and I stayed calm.'

Principal Adelia praises the students for their preparedness. 'With the help of the children and in cooperation with UNICEF and TABI who conducted the workshop, we were prepared and able to manage through the evacuation,' she says. 'With the help of our students, TABI conducted psychosocial activities such as story-telling for the evacuated children.'

Also in the [Philippines](#), the Department of Education (DepEd) was supported in developing and printing a DRR Resource Manual that will serve as a guide for teachers and school heads on DRR concepts, strategies and procedures. About 3,300 copies were printed for distribution to government partners and schools in the most disaster-prone areas of the country and shared with the National Education Cluster members. Another cluster member, Plan International, supported the printing of additional manuals for distribution to their stakeholders. The manual is becoming a resource for local level training and orientation on DRR.

The piloting of DRR practices in schools was completed in partnership with a local NGO partner. Initiated in four schools last year, the pilot demonstrated DRR activities that actively engage children and community members. Some 245 students and 10 teachers in two more schools were trained in DRR and basic first aid and 53 community members participated in two more school-community DRR workshops. In all, the school-community DRR and basic first aid sessions provided knowledge to 762 students, 37 teachers and 176 community members,

fostering stronger relationships between the schools and communities. Better buildings, appropriate DRR measures and better working relations between schools and their communities are expected to produce six models of safe schools and will serve as models for replication by DepEd.

Conflict risk reduction and peace-building

During 2009, the programme contributed to a greater range of initiatives aimed at reducing conflict risk and promoting peace building and social cohesion. The PRES highlighted that the EEPCT programme increasingly tackled conflict and fragility through specifically tailored activities (such as LAB4LAB, SZOP and, in particular, peace education). However, the PRES also noted weaknesses in measuring or tracking reductions in conflict vulnerability or fragility. Nevertheless, across a range of contexts from Africa to the Middle East to Asia, the EEPCT programme has shown that in crisis-affected countries, education can play a significant role in building a culture of peace and reduce the risk of further unrest. It can promote peaceful coexistence among groups divided by ethnicity, language, culture or religion.

In **Bosnia and Herzegovina**'s post-conflict society, cultural and ethnic isolation have been built into the education system, with dangerous results. In Central Bosnia's segregated primary schools, children attend separate classes according to the Croatian or Bosnian curriculum, facing serious overcrowding, tension and conflicts. Through EEPCT and partner efforts in 20 per cent of municipalities, education policies, curricula and community programmes have increased inclusiveness and improved inter-cultural understanding. Safe school environments created in 12 segregated schools through the CFS approach include a social inclusion model to facilitate dialogue, communication and joint action among students, teachers, school management and parents.

In late 2009, 550 school administrators, teachers and auxiliary staff and 300 parents participated in 36 one-day training workshops on communication and conflict resolution skills. As a result, contact and dialogue activities are now taking place between the two ethnic groups. Already, the most striking results include: increased gender equality in enrolment, especially among minority groups, and the inclusion of children with special needs in regular classes; positive learning experiences, more freedom of expression in children communicating with their teachers and classmates and increased self-esteem; the establishment of local partnerships in education; girls and boys socializing in a non-violent environment; and increased children's participation in school and community life.

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In **Macedonia** the EEPCT has responded to the inter-ethnic tensions in schools, addressing capacity gaps throughout the education system and contributing to awareness-raising, advocacy and evidence-based policy development to promote multiculturalism in education and inter-ethnic relations in the country. The programme succeeded in mainstreaming Life-Skills Based Education in the formal primary curriculum, enabling primary school students to learn about and respect different cultures, religions and ethnic groups and developing skills for conflict resolution. In areas with a history of ethnic-based conflicts, it enabled some 450 boys and girls in 10 ethnically-mixed primary schools to engage in joint extracurricular activities to improve inter-ethnic relations.

The programme also improved access to education for the most marginalized children: Roma, children from low socio-economic backgrounds and children with disabilities.

In **Kosovo**, too, tolerance, peace building and reconciliation are priorities of the Life Skills Based Education (LSBE), piloted in over 500 primary schools. UNICEF helped the Ministry of Education, Science and Technology (MEST) to develop the LSBE curricula, a teachers' guide and students' handbook. Some 150 teachers were certified as LSBE trainers and 249 8th grade LSBE teachers were trained in the topics of sexuality and sexually transmitted infections. In 15 pilot schools in eight municipalities, the focus was on the high drop-out rates among Roma, Ashkalia and Egyptian children. For 2008-2009, over 100 children from these groups returned to primary school and 454 enrolled for the first time. A resource kit was distributed to schools throughout Kosovo, and UNICEF and MEST launched a 'Week for Preventing Drop-outs.' Preventing violence at school was scaled up in 164 schools in five municipalities. Children's rights committees were established in each school, and a regional committee in each municipality. Children's Rights Corners were set up to represent the work of the children's rights committees. Complaint boxes and school registers were put in each pilot school to report complaints and cases of violence to the School Board and over 15,000 children were issued identification.

In **Côte d'Ivoire**, UNICEF launched an Education for Peace and Tolerance Programme to foster respect in human relations and limit and avoid conflict. A Peace and Tolerance module has been developed and 87 school inspectors and pedagogical advisors have been trained.

In **Kenya**, EEPCT continued the roll-out of the Peace Education programme, which was initiated in the first week of the post-election crisis in 2007. To date, 7,100 people (4,100 in 2008) were trained, including teachers of over 200,000 children, School Management Committees and teacher trainers. Based on lessons from Kenya, Ghana and Rwanda, UNICEF supported the MoE and the Kenya Institute of Education (KIE) in developing an interactive radio programme on Life Skills for primary standard 8. UNICEF also helped the MoE and KIE integrate Peace Education into materials and capacity development for Life Skills. A draft manual on Peace Education as part of Life Skills has been developed.

In **Nepal**, using the child-friendly school approach, the innovative Schools as Zones of Peace programme (SZOP) builds resilience and is improving the functionality of over 500 conflict-affected schools. The programme uses a holistic approach to capacity-building of School Management Committees and child-friendly school interventions, specifically targeting education and schools in eight Terai districts affected by conflict. The EEPCT programme in Nepal expanded SZOP in 2009 and further refined the strategy (see Box 7). Net Enrolment Ratios (NER) including for girls have shown marked improvement in seven of the eight SZOP districts since the programme began two years ago. School closures reduced from 40 days per school year to 13 days. The SZOP programme is garnering wide interest internationally as an approach to protect schools against attacks.

Also in Nepal, the EEPCT programme is contributing to promoting a culture of peace through the curriculum. One objective of the national curriculum of Nepal is the creation of an inclusive society of non-discrimination, irrespective of race, caste, religion or sex. UNICEF and Save the Children are working with the MoE to support the gradual revision of the national curriculum – specifically Social Studies – to include lessons on the themes of peace, human rights and civic education. UNICEF facilitated technical expertise and input from a national consultative group that includes representatives from all sectors of society, including marginalized groups, women's networks, ethnic minorities and human rights organizations, ensuring broad and

inclusive participation in each step of the process. The new content has been identified and integrated into textbooks and teachers' guides.

Box 7. Schools as Zones of Peace

Using the child-friendly school approach, the schools as Zones of Peace programme (SZOP) seeks to build resilience of over 500 conflict-affected schools in Nepal.



School Community at a SZOP-supported school

Poor school governance, identified as a factor of conflict and power struggles within the schools, needed to be addressed by strengthening school governance and through a wider involvement of communities in school management. Thus, 153 SMCs/PTAs with 3,356 members received training in governance and management with a special focus on SZOP, in partnership with district resource persons. However, in many schools, the absence of an SMC or PTA hindered the process. In the 153 schools where SMCs were trained, social audit committees were formed and oriented on guidelines to monitor good governance.

There has been an increase in the frequency of SMC meetings and in interactions between community members and teaching staff on key issues affecting the schools.

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A school committee's Code of Conduct

In 2009, the SZOP initiative was expanded, increasing from 364 to 524 the number of schools directly supported. These school communities – with approximately 130,000 pupils – are now more aware of their obligation to keep schools open and to provide a safe learning environment. The schools are learning to recognize the need to address the sources of problems, whether internal issues such as corruption, mismanagement or discrimination or external interference such as extortion or the forced use of children for armed groups or political events.

One of the central elements of the SZOP initiative is the development of Codes of Conduct at the school, Village (VDC) and district levels. During 2009, 160 schools developed and signed Codes of Conduct, bringing to 510 the total number of schools with SZOP CoCs.

Stakeholders include community members, schoolchildren, teachers, government officials, political parties and armed groups. Since the exclusion of certain groups is often the cause and result of conflict, the process of bringing together disparate groups to formulate a CoCs is often as important as the CoC itself.

Eight district-level committees were established in 2009 to monitor infringements of the Codes

and to hold parties who threaten the right to education accountable for their actions and for breaches of the CoCs. The programme is currently working in 67 VDCs in the eight Terai districts and all have CoCs. In all, 108 VDCs have prepared and signed CoCs. There have been only a few cases of violations of the VDC-level Codes.

Communities are now more empowered to keep their schools open and political parties and armed groups are, to a greater extent, living up to their commitments to education as outlined in the CoCs.

2.5 Goal 4: Evidence-based policies, efficient operational strategies and fit-for-purpose financing instruments

While the provision of education services is central to UNICEF's emergency and post-crisis interventions, the ultimate goal is to build the capacities of governments and communities – not only to meet immediate education needs but also to facilitate early recovery and longer-term development. The EEPCT programme is advancing these efforts through evidence-based policy and systems development, research and analysis, as well as developing and implementing fit-for-purpose financing modalities.

Key achievements in promoting evidence-based policies, strategies and financing instruments for education in emergencies in 2009 are summarized in Annex 4.

In 2009, the EEPCT programme supported the development of policies or strategies for education in emergencies in nine countries; built government capacities for policy development in 12 countries and supported research, analysis, fact-finding and mapping in 20 countries.

Country level initiatives were complemented by regional activities focusing on emergency and crisis contexts. This included: mapping, rapid assessments and gap analyses; studies on education quality, risks facing vulnerable children and inclusive education; forums for fragile states on pertinent education issues; simulation exercises; the development of strategic response and contingency plans and technical inputs for fundraising and advocacy.

In addition, a Progress Review and Evaluability Study (PRES) was undertaken by a team from York University in the last quarter of 2009. The findings and recommendations of the study (released in May 2010) will inform revisions during the final years of the programme.

Evidence-based policies

Conditions of fragility and their impact on education are fairly well documented, with an increasing understanding of education as both exacerbating and/or mitigating fragility¹⁸. However, more evidence is needed on how education may be delivered more effectively and which policies, processes and practices best mitigate fragility and strengthen resilience. Compared to previous years, 2009 saw increased investment in 'upstream' policy development. Education sector development planning was advanced in several fragile and post-crisis situations, signifying a shift from relief to development.

In a number of countries including [Angola](#), [Bosnia and Herzegovina](#), [Colombia](#), [Ecuador](#), and [Iraq](#), [Liberia](#), [Northern Sudan](#), [Southern Sudan](#) support for public policy development related to access to quality education, standards inclusiveness, gender and inter-cultural issues

drew on assessments of national policies and trends and practices at school and community levels.

Education sector development planning was advanced in several fragile and post-crisis situations, signifying a shift from relief to development. In [Liberia](#), the programme strengthened the government's capacity to make this transition through support to the development of a ten-year (2010-2020) Education Sector Plan within the framework of the EFA-FTI partnership. The plan provides equity-based strategies to increase access to quality education for all children, including a draft policy to abolish school fees. UNICEF also established an Education Development Partners Secretariat to coordinate sector development and assistance.

In [Iraq](#), UNICEF collaborated with the Government of Iraq, UNESCO and the World Bank to develop a national education strategy. The programme supported three workshops facilitated by the IIEP in which 76 key planners from the MoE and other government departments were trained in the use of strategic planning tools such as sector diagnoses and simulation of education data.

In [Somalia](#), in order to enhance quality of teaching for IDP students, an innovative approach to teacher compensation involving extra financial incentives for teachers was initiated in the Northwest Zone, based on the findings of studies conducted on teacher remuneration. The goal is to ensure teacher retention so that 4,500 IDP children who had participated in Accelerated Basic Education levels 1 and 2 can continue their education in formal schools. Working with Community Education Committees, the Ministry of Education developed a plan to pay the teacher incentives.

In [Bosnia and Herzegovina](#), the EEPCT programme is contributing to prospects for peaceful co-existence and social cohesion by addressing the phenomenon of 'divided schools' at a policy and operational level. The school system allows for education in one of the three languages of the 'constituent peoples,' reinforcing divided, mono-ethnic schools. An assessment was conducted in 12 primary schools to inform the design of appropriate conflict resolution interventions, with the involvement of MoE representatives, principals, teachers, children and parents. The assessment helped establish the level of readiness to participate in a programme of peaceful conflict resolution. Interventions are being implemented in the Middle Bosnia Canton, one of three Cantons where the '*Two Schools under One Roof*' policy reinforces divisions and tensions among ethnic groups. The EEPCT programme continues to leverage potential to expand to other cantons and municipalities and to inspire leaders at high levels.

Education laws and directives were developed in Colombia and Ecuador. In [Colombia](#), dialogue in a National Roundtable on Education in Emergencies resulted in a directive on Continuity of Education Services in Emergencies, issued by the MoE in July. Experiences gained with EEPCT programme activities informed the roundtable and the directive. In [Ecuador](#), in partnership with the National Legislative Assembly, UNICEF provided technical support to promote national dialogue among the MoE, local government and indigenous movements to develop a draft Education Law, promulgating the right to education in emergency situations caused by the ongoing conflict across the border in Colombia and by coastal flooding.

Research and analysis

The programme supported a variety of interventions in research, analysis, fact-finding and mapping in 20 countries and through several regional offices in 2009, as the basis for advocacy, policy and strategy development. In this way, the evidence base to strengthen EEPCT

programme interventions through a process of ‘learning while doing’ contributed to policy development and the number of global-level best practices increased.

In **Angola**, the programme supported the Ministry of Social Assistance (MINARS) and the MoE in conducting a diagnosis of Early Childhood Development in 20 municipalities as a basis for national policy development. An ECD database to aid the development of national ECD policies and plans has been set up.

As part of Angola’s education reform process, the MoE is developing a Child-friendly Schools framework – ‘Escolas Amigas da Crianca.’ To ensure that the CFS model is relevant to the Angolan context, a study and two workshops with key stakeholders were conducted. Through partnership between the MoE, UNICEF and a Brazilian consultancy firm, a five-month field study of 15 primary schools was carried out in five provinces. It involved 1,552 participants, including children, school directors, teachers and clerks, local education authorities, parents and communities. The study’s findings and recommendations, including a proposed CFS model for Angola, are being used for continued evidence-based advocacy with the MoE, donors and other stakeholders to promote CFS. The recognized result is the MoE’s strengthened commitment to CFS as the country’s priority agenda for education reform.

The recognized result is the MoE’s strengthened commitment to CFS as the country’s priority agenda for education reform.

In **China**, the EEPCT programme supported two nationwide surveys on safe school buildings and safety management and education that are expected to influence the Government’s funding allocations. The first was a survey of school building safety in 10 western provinces, plus a national training workshop. Results will support the country’s School Building Safety Programme in the next three years, to strengthen and/or retrofit school buildings nationwide to make them safe and disaster-resistant. The second survey, Schools’ Level of Preparedness and the Management of Safety Education, will contribute to the MoE’s understanding of potential safety problems, especially in rural schools, and help strengthen school safety management. The interim results show that nearly half of the schools surveyed had never organized any kind of safety education for their students. The key results of the survey will be published by the MoE in 2010, to form the basis for future policy and capacity development initiatives.

In **Iraq**, the programme supported an evaluation of the Accelerated Learning Programme that looks back at five years of UNICEF support to draw lessons learned and to inform the scale-up of the ALP. The programme also supported a situation analysis of girl’s education in Iraq.

In **Macedonia**, EEPCT contributed to the completion of a baseline study on multiculturalism and inter-ethnic relations in schools and its dissemination among key actors. The first of its kind, the study provided an analysis of the current state of inter-ethnic relations in the education system, provided evidence on capacity gaps in the national education system and a platform for evidence-based policy making. It not only informed policy but also helped in the design of programmes supported by both UNICEF and other donors (OSCE and HCMN).

In **Nepal**, a monitoring mechanism was established, in partnership with the Department of Education, to gather information on the impact of the ‘3F Crisis’ (food, fuel, financial) on education. It was found that many households have adopted detrimental coping mechanisms that have a negative impact on children’s education, such as reduced educational expenditures and an increase in child labour. UNICEF’s ongoing advocacy efforts with government counterparts focus on adjusting and targeting several school-level incentive systems (scholarships, school feeding) for the most affected children and zones. The government’s

ownership of the monitoring system contributes to the potential for evidence-based policy and programming. The monitoring system is considered an innovative practice at the regional level and could serve as a model for other countries.

In **Northern Sudan**, as part of education sector policy reform, 50 education directors from the 15 northern states were trained in education sector analysis. They then analyzed their respective states and developed state-level education plans. The EEPCT programme also facilitated a review of strategies for girls' and nomadic education, resulting in related strategic plans.

In **Sierra Leone**, a nationwide 'out-of-school' survey showed that socio-cultural and poverty barriers – as well as unhealthy, child-unfriendly school environments, lack of basic WASH facilities and inadequately trained teachers – contribute to low enrolment and retention, especially of girls. Recommendations were discussed with the UN Country Team, Parliamentarians, Ministries, district authorities and communities. In direct follow-up to one of the recommendations, the Ministry of Education, Youth and Sports, local council officials and traditional leaders developed district by-laws to promote school enrolment and retention.

Children's learning is the core purpose of education systems, yet, in many crisis contexts there are no systems to assess learning achievement in order to focus on quality efforts. The EEPCT programme is addressing this gap in several countries.

Box 8. Angola: Developing a national learning assessment system

In May 2009, the MoE in Angola established a multi-disciplinary technical group (MoE TG) to develop a national learning achievement assessment system. With technical assistance from UNICEF, the MoE TG conducted an analysis of primary school curricula and a diagnostic study of past learning achievement assessments, evaluating the capacity of the MoE to implement the proposed system. Following a workshop with key policy makers and other stakeholders to clarify key concepts, the TG prepared an Action Plan for the Development of a National Learning Achievement Assessment System which was subsequently approved by the MoE.

Beginning in November, a team of national and international Portuguese language specialists finalized the translation of Early Grade Assessment (EGRA) instruments and is now undertaking their adaptation to the Angolan context. In January 2010 a sample of nine municipalities, 36 schools, and 1,080 students was selected for the EGRA pilot to begin in April 2010.

As a result, MoE decision-makers, managers and other stakeholders are now familiar with the concept and implications of a national learning achievement assessment system and support its further development and implementation.

In **Southern Sudan**, a study undertaken as part of curriculum development resulted in the design of a tool for assessing grade 4 learning outcomes in literacy and numeracy. The tool will be used to inform curriculum and teacher education development. Self-assessment activities using the Promotion and Advocacy for Girls' Education and the Girls' Education Movement community mobilization approaches, as well as cattle camp dialogues, were supported in conflict-prone areas in the cattle corridor.

In 2009, in addition to research and analysis at the country level, UNICEF regional offices undertook or commissioned studies and assessments that contributed to the global evidence base and informed programme improvements at the country level. These included:

CEE/CIS (Central and Eastern Europe and the Commonwealth of Independent States)

- Regional study on education for adolescents and youth in situations of fragility – Georgia, Kosovo, Chechnya and Tajikistan. As part of the research, youth in Kosovo and Georgia developed advocacy statements that highlight challenges to education quality and their recommendations for addressing those challenges. Priority challenges included the lack of relevance of school curricula to the job market, the politicization of learning content, the inadequate preparation of teachers, violence in schools, the disconnect between curriculum content and exit/entrance exams and the lack of youth participation in education decision-making.
- A qualitative 20-country survey on inclusive education was conducted both in writing and through comprehensive phone interviews. The resulting regional situation analysis served as a basis to formulate recommendations to further integrate children with disabilities into formal education and into society.

ROSA (Regional Office for South Asia)

- In 2008 ROSA commissioned a study by the Centre for International Education and Research, School of Education, University of Birmingham entitled *Education in Emergencies in South Asia: Reducing the Risks Facing Vulnerable Children*. The results were used to invite proposals from Country Offices in ROSA to address the issues and vulnerable groups raised in the study. Sri Lanka and Pakistan were granted US\$300,000 each.
 - IDPs were one of the most vulnerable groups identified in the ROSA study. **Pakistan** used the funding to support continuation of educational activities of children in IDP camps, benefiting 7,400 primary school aged children, of which 3,500 girls. Of 185 teachers supported, 167 were women. Activities included mobility support for female teachers, mother support groups in camps, as well direct service delivery.
 - **Sri Lanka** focused on identifying vulnerable children among out-of-school children as well as enrolled children in IDP camps and in resettled areas. School Attendance Committees and ALP were some of the interventions used to ensure participation. Fifteen temporary learning spaces were set up in the largest IDP camp, Menik Farm, and 8,000 IDP students were supported to prepare for O-level exams.

The **Evaluation Office** was actively engaged in the EEPCT programme in 2009. They managed the PRES, which included initial design of the study, developed Terms of Reference, and contracted the PRDU team of York University as the institution which conducted the PRES, starting in November 2009. The Evaluation Office also prepared a ‘Synthesis report of evaluation findings in education in emergencies and post-crisis transitions’, based on a desk review of 38 evaluative studies on education in emergencies and post-crisis transition from 22 countries, which contributed to overall learning in the education sector and to identification of knowledge gaps as well as revealed thematic areas which require further evaluation. Three desk-based case studies on DRC, Nepal, and Southern Sudan were conducted for an EEPCT issue of Field Notes, a UNICEF publication series documenting innovative UNICEF programming and operational experience in the field.

The EC conducted a regular Results Oriented Monitoring (ROM) mission through an external monitor, as an independent assessment of implementation of the EEPCT programme, against relevant OECD/DAC evaluation criteria. Based on document review and discussions with Headquarters staff, the mission reviewed progress and constraints in Pakistan and Zimbabwe, the two countries which received EC funding, within the context of the overall aims of the EEPCT programme.

Strengthening Educational Management Information Systems

Educational Management Information Systems (EMIS) designed to collect and analyze data on educational system are vital to improved planning, resource allocation, monitoring, policy formulation and decision-making. An EMIS is even more important in emergency situations that call for timely and specific data, and in fragile and conflict affected contexts where access to data is often difficult. Hence, the EEPCT programme continued to support EMIS development in 2009 with initiatives ranging from the collection of basic statistics to others that are more complex and sophisticated.

In **Angola** the programme filled the information deficit by supporting the National Institute for Statistics (INE) in the analysis of a joint MICS-Household Incomes and Expenditure survey (IBEP in Portuguese) conducted in 2008 in order to update socio-demographic and economic characteristics of the population. UNICEF is also championing the strengthening of routine data collection systems under the Indicators for Angolan Children (SICA). A new ECD database has been finalized and is available at MINARS. Five MINARS staff were trained to operate the database in December 2009, with a further five staff members scheduled for training in early 2010. Due to intermittent electricity and unreliable internet access at the provincial level, the data collection system was simplified. Information was sent to MINARS provincial offices to enable the collection of statistical data within municipalities, and then consolidated at the central level. The ECD database is informing the drafting of national policies and plans for early childhood development, and will assist in the elaboration of ECD service delivery planning, budgeting, evaluation, monitoring and implementation.

In **Kosovo**, support has been focused on strengthening the capacity of the Ministry of Education, Science and Technology's EMIS and planning section for evidence-based planning. This has included basic training on education indicators for MEST/EMIS and planning officials, representatives of the Kosovo Statistical Office and municipal education officials. This training will form the basis for developing an education indicators' framework, a glossary of indicators and a baseline database. To ensure an integrated approach to the use of data in planning and policy decision-making, UNICEF also strengthened partnerships with UN agencies on policy, programme and technical cooperation, specifically with UNESCO for support to the review of the National Curriculum Framework and capacity development on planning and EMIS.

In **Liberia**, EEPCT's EMIS initiative supported the analysis of data collected through the National School Census for 2008/2009 with Netherlands funding. The MoE plans to link the EMIS to the national data system operated by the Liberia Institute of Statistics and Geo-Information Services (LISGIS). Using UIS (user interactions) models to enhance effective evidence-based programming, planning and management of the EMIS will provide data for addressing the difficult problem of teacher management and the effective supply of teaching and learning materials. Even in its current shape, the EMIS provided essential data for the development of the Education Sector Plan. Working with the European Commission's Support to Education in Liberia, technical assistant to the MoE/LISGIS, UNICEF provided technical and

financial support for the first phase of the national School Mapping and micro-planning process in three counties. When completed, the national school mapping will help the MoE address the demand-side of school planning to reduce disparities in education provision.

In **Myanmar**, the Township Education Management Information System (TEMIS) was extended to the cyclone-affected township of Bogalay. The Township Education Office was equipped with the necessary facilities (solar panel-run computers and printers) and 800 teachers were trained and are now processing and analysing data collected from 402 schools. TEMIS is a vital tool for improving the planning and management capacity of township education offices and schools, thus increasing resilience by making reliable and timely data available for decision making in a fragile context characterized by limited political will at the national level for quality service provision.

In **Southern Sudan**, three important phases of EMIS development were completed by 2009, enabling key government agencies to begin to use evidence-based planning. These included the collection of critical sector data and the development of relevant analytical instruments and tools, making it possible for Southern Sudan to effectively determine relative increases in enrollment, teacher staffing and other key characteristics on a school-by-school basis. The EMIS was expanded in 2009 to collect quantitative data to cover all education sub-sectors, including post-primary, Alternative Education, vocational and technical institutions, teacher training and higher education. In 2009, the thrust was to develop decentralized capacity for information gathering, processing, analysis and dissemination, laying the groundwork infrastructure for EMIS to be fully integrated across the education system.

The EMIS support was complemented by an initiative focusing on a system for monitoring learning outcomes. Test materials and tools were developed for assessing literacy, numeracy and life skills for Grade 4 and tested in 15 schools. Significantly, the education census data collected via EMIS, the Rapid Assessment of Learning Spaces and the Study on Social and Cultural Barriers to Education provided primary data for the ongoing production of a Country Status Report supported by the World Bank, enabling education partners to monitor and assess progress in education via key programme indicators.

Another key contribution of the EEPCT programme in Southern Sudan in 2009 was strategic technical input to the EMIS task team on how to link personnel data with EMIS and how to develop a technology-based identification system to address teacher payroll issues. This, along with the on-going development of a personnel payroll system, should provide a verifiable database for education planning and, most importantly, routine operating support to the school system.

In **Sri Lanka**, support to assessments and data management continued to ensure that decision-makers have accurate data and that updated information is available to all stakeholders for planning and response. An education sector database for managing emergency response was updated weekly, based on triangulated data from government and other education sector partners as well as cross-sector contributions from Health, WASH and Child Protection. Much of this data provided the basis for decisions on the location and construction of temporary learning spaces, the procurement and delivery of supplies, the development of contingency plans, particularly during the rainy season, and capacity building and training for teachers and administrators.

Data support included facilitated tracking of reintegrated Catch Up Education students in the war-torn North and East of the country and a comprehensive mapping of schools in resettled areas. The mapping covered both infrastructure and software educational needs, including

teacher availability, school attendance and protection issues. Currently this tool is being further refined with the participation of education sector partners. The results will complement the ALP baseline assessment as an advocacy tool to improve education services and build sustainable models for improved learning achievement, informed teacher deployment, school mapping, cost-effective school rehabilitation and overall improved system performance.

In **Timor-Leste**, the MoE is finalizing its five-year strategic plan and laying out a 30-year strategic vision for the education sector. Monitoring tools are being developed to incorporate data related to out-of-school adolescents in government programmes. The data will be included in the EMIS when the system is updated in 2010.

Financing instruments

While there has been a substantial increase in aid to sectors linked to the Millennium Development Goals (MDGs), including education, the finances available still fall far short of what is needed to address the challenge of improving the quality of education for all and to ensure that the 72 million children and youth who remain out of school are included. The Global Monitoring Report estimates a US\$16.2 billion annual external financing gap between available domestic resources and what is needed to reach the EFA basic education goals in low-income countries.¹⁹ Furthermore, the flow of finances through national systems is often not very efficient, exacerbating shortfalls in what is needed to ensure access for all and to improve quality. With the prospect of aid budgets being negatively affected by the financial crisis, exploring and strengthening innovative financing strategies to boost basic education financing was a critical focus in 2009.

In addition to continuing work on the pooled fund mechanism in Liberia, UNICEF set up a pooled fund mechanism in **Zimbabwe** in 2009. The EEPCT Programme and UNICEF generally continued to engage with the EFA-FTI partnership and others, including the Open Society Initiative, on joint modalities facilitating more effective financing to countries in crisis and post-crisis situations. In 2009, for example, given the particularly fragile circumstances, UNICEF took on the role of coordinating agency with the World Bank for FTI funds in **Guinea, Madagascar** and **Tajikistan**. Given the strength of the EEPCT programme, UNICEF was judged to be the best partner with the requisite level of flexibility in these fragile and conflict-affected contexts.

A number of country programmes also initiated activities to support the more efficient and timely flow of funds from national to sub-national and school levels.

In **Liberia**, the Education Pooled Fund (EPF), established in 2008, had one disbursement in 2009, for school construction. UNICEF and partners worked with the MoE to contract two construction firms – Liberia Agency for Community Empowerment and UNOPS – to construct 40 six-classroom schools in under-served areas using the EPF disbursement of US\$5.2 million. The 40 schools, at different stages of completion at the end of 2009, will be used in the 2010/2011 school year to create quality school environments for at least 9,600 learners (45 learners per classroom). Distribution of the textbooks procured in 2008 with close to US\$ 6 million from the EPF started in September 2009 with UNICEF supporting the monitoring. When completed, the learner-to-textbook ratio will decrease from 27:1 to 2:1. To improve learning achievements, timely incentives were paid to 1,491 ALP teachers. The Government also increased teachers' monthly salaries from US\$30 to US\$100.

In order to capture and share the uniqueness and lessons learned from the EPF in Liberia, the programme engaged a consultant to document the establishment and operation of the EPF from

February 2007 to July 2009. The report, shared with all stakeholders internally and externally, notes that effective financing systems in fragile contexts require flexibility, a willingness to try new models and the creation of a sound mutual accountability mechanism between government and donors. Effective coordination and donor support harmonization were significantly enhanced by coordination provided by the EPF disbursement and procurement procedures in the implementation of the Liberian Primary Education Recovery Programme. The report served as a strong advocacy tool for flexible funding mechanisms that are “fit-for-purpose.”

In **Northern Sudan**, following the expulsion of NGOs in March 2009 and the roll-out of the cluster approach, the support provided by the EEPCT programme was the only long-term, flexible, predictable funding that was harnessed to respond to the gaps that followed the expulsion of the NGOs, to NGO orientation on the cluster approach and joint assessments and action. UNICEF led the sector in conducting joint assessments, identifying gaps and determining the capacity of the State Ministries of Education and of NGOs still operational in these affected states to take on key activities. However, much of the follow-up action was delayed and limited due to lack of funds.

In **Southern Sudan**, UNICEF, as the lead agency for the education sector and a co-chair of the Budget Sector Working Group, supported the sector in securing increasing and longer-term predictable funding. In 2009 the EEPCT programme supported a two-day Educational Planning and Financing Workshop where a roadmap was formulated on three critical areas:

- i) Effective mobilization and utilization of resources at the central government and state levels, with a view to tapping into existing funds, such as the Basic Services Fund, the Sudan Recovery Fund, CHF International, the Capacity Building Trust Fund and public-private partnerships through better partnership coordination;
- ii) Development of an interim funding strategy “fit for purpose” within the context of fragile states, to progressively lay the groundwork, including sector analyses, coordination mechanisms and credible strategic plans, for accessing conventional aid instruments such as the EFA-FTI (catalytic funding) and any other major sources of funding, and
- iii) Development and establishment of good partnership principles to ensure that all stakeholders (government and donors) adhere to mutual accountability for results in the sector. The roadmap provides an opportunity for the development of a work plan for the next few years.

In **Sri Lanka**, despite the volatile changes and shifting policy landscape of the past year, UNICEF, as a result of the EEPCT programme, has been able to engage government decision-making bodies such as the Consultative Committee for Humanitarian Assistance and the Presidential Task Force to advocate for broader participation of all education actors in emergency and resettlement plans and activities. These relationships also provided an opportunity to propose various mechanisms to ensure needed, uninterrupted financial support for both immediate humanitarian assistance and longer-term rebuilding.

Almost half of the 862 schools and supporting administrative offices in four northern districts were extensively damaged during the recent civil war, and almost all were looted. Estimates for the rehabilitation of buildings are over US\$ 25 million, and equipping these schools with furniture, equipment and water and sanitation facilities will increase costs substantially. UNICEF has been working with the MoE, donors and other agencies to draw up a framework of assistance that will provide rapid support for the immediate rehabilitation of schools. The

framework includes a commitment to creative financial modalities to support sustained, longer-term reconstruction and rehabilitation.

Zimbabwe is a transitional fragile state, recovering from years of severe economic decline, political instability and collapse of basic social delivery systems, in addition to major disease outbreaks and the constant impact of HIV and AIDS (13.7 percent in 2009). This has had a devastating impact on the lives and well being of children. The Zimbabwean education system, like most social services, has steadily deteriorated from being one of the highest functioning systems in Africa 10 years ago to a state of near collapse in the past year. As result of work in the EEPCT programme, UNICEF and the MOE launched two complementary education initiatives in 2009:

- i. The Education Transition Fund (ETF), which aims to provide a set of textbooks in 5 core subjects to every Zimbabwean child within 12 months. This amounts to around 8 million textbooks. Approximately 50 million US\$ is needed, of which 30 million US\$ has been raised from 8 bilateral donors.
- ii. In order to ensure access for orphans and vulnerable children (OVC), UNICEF negotiated with donors to establish another pooled fund managed by UNICEF (the Programme of Support for OVC) to pay the school fees for OVC through revitalization of a pre-existing government social protection programme known as BEAM (Basic Education Assistance Module). This programme commenced but the funding gap remained at around 20 million US\$.

Communication

At the global level, communication on the EEPCT programme was stepped up in 2009. The Back on Track website (www.educationandtransition.org) was officially launched in July 2009 to replace the wiki on the Rolling Progress Report on EEPCT. It has public and password-protected pages and features stories, podcasts and blogs, including 'Ask the Expert,' photo essays, videos and other resources on EEPCT. Between July 2009 and March 2010, the site received 7,500 visitors from 169 countries and territories. There was a direct correlation between outreach activities around new content published and an increase in visitors to the site.

Since July 2009, 11 additional podcasts in the Beyond School Books podcast series have been produced and disseminated. Launched in 2007, the series aims to broaden and deepen the discussion on education in emergencies and post-crisis transition, and to include voices from other fields. Topics ranged from the targeting of schools in Afghanistan and Pakistan to the vital role education can play in disaster risk reduction and in rebuilding and reconstruction efforts. In addition, the series was expanded to include a podcast with Nobel Peace Prize winner Dr. Rajendra Pachauri, Chairperson of the Inter-governmental Panel on Climate Change, who spoke on the impact of climate change and the importance of education.

Segments are distributed to the UNICEF and UNGEI websites, iTunes subscribers, the INEE cluster, One World, Public Radio Exchange and other radio and community networks and mailing lists. A significant number of podcasts have also been reposted on ReliefWeb and other websites. The outreach to social media has proved effective in disseminating materials and ensuring that larger audiences are reached.

In 2009, UNICEF started to produce a video series featuring innovative projects in participating countries. The first countries are Colombia, the Philippines, Liberia, Bosnia and Sri Lanka. The Colombia and Philippines pieces were completed and widely distributed via Newsmarket, which

feeds stories to multiple media outlets for broadcast, and have been posted on You Tube. The series will be continued, with four more videos planned for 2010.

Social mobilization and communication are integral to the UNICEF's programmes, policy and advocacy efforts, as illustrated in examples throughout this report and in the individual donor reports.

In **Swaziland** the programme supported the launch of Children's Month on the 1st of June, attended by the Prime Minister, Deputy Prime Minister and seven cabinet ministers. The focus of the event was 'Make Swaziland Fit for Children - A Call for Accelerated Child Protection,' one of Swaziland's top priorities for children. The event provided children and stakeholders working with children with an opportunity to share with Government a number of possible 'quick wins' for children. Media campaigns and regional events messages focused on efforts to ensure that children are protected from diseases, HIV infection and all forms of abuse; that they can enjoy their right to education and are given the opportunity to participate meaningfully in discussions of issues that affect them. As a result of the intense advocacy, a Children's Policy was passed, the African Charter on the Welfare of Children was discussed by cabinet members and passed on to Parliament and a Sexual Offences and Domestic Violence Bill has been gazetted.

2.6 Partnerships

The EEPCT programme has afforded opportunities to expand and strengthen partnerships at the global, regional and country levels. At the global level, the EEPCT programme has been instrumental in developing the IASC Education Cluster, and also provided important support to the Inter-Agency Network for Education in Emergencies (INEE). There also has been greater emphasis on establishing partnerships at the regional level, for multi-country approaches (for example MENARO for Qowa) and around themes, in particular DRR (in particular TACRO and CEE/CIS) and emergency preparedness and response (ESARO, WCARO, APSSC).

EEPCT country programme interventions involve close partnership with the national government (in particular Ministries of Education), supported by strategic partnerships with donors (including participation in or leadership of local education groups), humanitarian coordination mechanisms (including the IASC clusters), UN agencies, international and national NGOs, civil society and community groups, parents, and children and youth themselves.

IASC Education Cluster

The EEPCT programme has enabled development of the IASC Education Cluster at global, regional and country levels by supporting UNICEF and Save the Children, the co-leads of the Global Education Cluster. EEPCT support has enabled development and implementation of strategies and priority projects with cluster partners, and strengthened field coordination and capacity of country level clusters. The programme has thus contributed to of improved global and country-level capacity to address gaps, strengthen the effectiveness of humanitarian preparedness and response, and reach more beneficiaries, with comprehensive needs-based relief and protection in an effective, timely manner.

Global Education Cluster

The Global Education Cluster has matured during 2009, making significant progress in strengthening system-wide preparedness and cluster partnership capacity to respond better to emergencies. Key accomplishments in 2009 are: development and roll-out of capacity

development workshops for over 1,600 front-line responders in 47 countries; development and piloting of Education Cluster Coordinator Training to build a pool of coordinators for surge deployment, with plans for regional roll-out in 2010; development of a Joint Needs Assessment toolkit; development and dissemination of various technical tools in collaboration with INEE; and, advocacy for education in emergencies at humanitarian fora and events.

The global cluster, coordinated by the Education Cluster Unit (ECU) based in Geneva, made significant advances in 2009 in building a cohesive cluster partnership. The Education Cluster Working Group (ECWG), constituted in September 2008, brought together representatives from AED, ChildFund International, the International Rescue Committee, INEE, the Norwegian Refugee Council, Plan International, Relief International, UNESCO, UNHCR, UNWRA, WFP, World Vision, and others. The ECWG has enabled greater focus and prioritization.

The cluster's 2009-2010 workplan was taken forward through Task Teams and Thematic Groups responsible for specific projects, with support from the ECU. Field Operations, Knowledge Management, Capacity Development, and Global Oversight, Advocacy and Liaison Task Teams were fully operational in 2009. Thematic groups were formed on Gender; Protection, Prevention and Peace building; Early Childhood; Adolescents and Youth, and Disaster Risk Reduction. Cluster partners managing collaborative projects with EEPCT resources included INEE (through IRC), Save the Children, UNESCO/IIEP, and WFP. Cluster partners also contributed their own resources. Additional funding came from DfID²⁰ and the 2007 Global Cluster Capacity Building Appeal.

Regional level cluster support

The EEPCT programme facilitated regional support to country clusters, through UNICEF Regional Offices, who provided direct support to country clusters, established fora for information exchange and knowledge sharing, and developed and rolled-out the cluster capacity building strategy. This included countries with cluster and other emergency-prone countries to ensure systematic national capacity development, in accordance with UNICEF's Core Commitments for Children in Humanitarian Action (CCCs).

Diverse context relevant capacity development approaches were used. In East and Southern Africa and West and Central Africa, where regional training of trainer workshops were followed by country-level training, and on-going coaching in emergency-prone areas of Ethiopia, Madagascar, Mozambique, Namibia and Somalia among others. In the Asia Pacific region, training workshops were conducted in Bhutan, Sri Lanka, Thailand and Timor-Leste, coupled with country-level capacity mapping and gap-analysis²¹.

The East and Southern Africa region spearheaded formulation of a regional capacity development strategy, including the design of an education in emergencies "front-line" responders training package, and training of over 1,200 education actors in national and sub-national capacity development workshops. Guidance on cluster leadership and mainstreaming cluster accountabilities was provided to all eight cluster countries. The training package was adopted by other regions for roll-out in 2009 and 2010.

UNICEF's APSSC (Asia Pacific Shared Service Centre) conducted six training workshops for 232 professionals from eight countries, adapting the training package to its regional context. APSSC also refined globally developed education cluster capacity mapping tools and piloted them in Sri Lanka, and subsequently undertook mapping exercises in Thailand, Timor-Leste

and Bhutan. The APSSC also established an Asia-Pacific IASC Education in Emergency Network with key regional partners.

The West and Central Africa region held two regional training of trainers for teams from 19 countries, followed by country level workshops in seven countries for some 200 professionals. In the Middle East and North Africa, the first regional Education in Emergencies Frontline Responders Training workshop was held in December, with country roll-out planned for 2010.

Country Level Education Clusters

Countries with operational or formal Education Clusters increased from 28 in 2008 to 38 as of December 2009. Ministries of Education are taking increasingly active roles in country clusters, including a lead role. Sixteen EEPCT programme countries - Bangladesh, CAR, Chad, Guinea, Kenya, Nepal, Occupied Palestinian Territory, Pakistan, Philippines, Somalia, Sri Lanka, Northern Sudan, Tajikistan, Timor-Leste, Uganda, Zimbabwe - strengthened cluster partnerships and interventions with EEPCT resources.

In **Bangladesh**, the Education Cluster was activated after cyclone Sidr in late 2007. The number of key partners actively participating in the cluster increased from 11 UN, INGO and NGO members to 30 in 2009. The Ministry of Primary and Mass Education (MoPME) will co-lead the cluster in 2010. The cluster has a dual focus on coordinating emergency response, and longer-term capacity development for preparedness and DRR at national, district and school levels. At least 500 government officials at sub-national level were introduced to education in emergencies at 47 launches in 10 districts.

In **Northern Sudan**, the Government terminated the operations of 13 NGOs in March 2009, of which nine were active in education. To identify resulting gaps in education provision, teams formed by the Ministry of Education with UNICEF and Education Cluster members assessed 225 schools in West Darfur and Khartoum State, 112 of which with EEPCT resources. The findings indicated a funding gap of US \$9 million. Though not sufficient to meet all needs, the flexibility of the EEPCT resources allowed UNICEF to immediately start addressing some gaps.

In **Pakistan**, the Education Cluster supported the Government in establishing 59 primary schools in IDP camps enrolling 21,400 children. In host communities, the cluster assisted 79 schools benefiting 6,500 students including 3,200 girls. Seventy-one temporary shelters for schools replaced tent schools. Social mobilization and enrolment campaigns in camps and host communities encouraged children's enrolment – particularly girls.

In the **Philippines**, the national Education Cluster came into its own in 2009. It led the planning and coordination of education response for the complex emergency in Mindanao and typhoons Ketsana and Parma. Moreover, the cluster initiated the standardization and refinement of assessment tools, provision of emergency supply kits, and offered substantial inputs into the education section of the Post-Disaster Needs Assessment led by the World Bank.

In response to **Somalia's** chronic emergency status and vulnerability to recurrent natural disasters, UNICEF and Cluster partners strengthened the capacity of local organizations and authorities to prepare for and mitigate effects of emergencies through training of frontline responders. Some 120 representatives from the MoE, INGOs, local NGOs and the UN participated in the workshops, which focused on contingency planning for specific hazards most common to each region, as well as longer-term DRR approaches.

In **Sri Lanka**, the Cluster approach helped nurture key relationships at all levels to ensure appropriate policy advocacy and programmatic response. The most notable accomplishment

was the engagement of the Ministry of Education as a full partner in cluster leadership. The high attendance in IDP camp schools was largely attributable to the Vavuniya Education Cluster's proactive approach to Temporary Learning Spaces and education supply provision.

Inter-Agency Network for Education in Emergencies (INEE)

The EEPCT programme provided continued support in 2009 to the INEE, to strengthen the network as a hub for the development and sharing of information, tools and resources, and strengthen the technical capacities of a wide range of practitioners in the field. This included support for the INEE Global Consultation, *Bridging the Gap: Risk Reduction, Relief and Recovery* held in Istanbul in March 2009 and attended by more than 250 delegates (see Strategic Context). To extend outreach, the EEPCT programme also supported facilitation of Arabic, Spanish, French and Portuguese language communities via the INEE website, dedicated listservs and through the translation of several INEE products and tools (see Annex 3 for a list of technical tools and resources produced or translated by INEE with programme support). The programme also supported Task Teams on ECD, HIV and AIDS, Adolescents and Youth, Disability and Inclusive Education, and Gender. Outputs included a draft of an IATT/INEE Guide to HIV in Emergencies and a draft Gender Pocket Guide. The development of the INEE website (www.ineesite.org) was also supported.

In 2009, 31 trainings on the INEE Minimum Standards deepened the global understanding and use of the INEE Minimum Standards Handbook as the leading tool for Education in Emergencies, several held with EECPT support. Most training workshops took place in Asia and the Middle East. INEE visited DRC at the request of the Education Cluster in eastern DRC, to foster implementation and institutionalisation of the INEE Minimum Standards as a key tool for inter-agency coordination, programming, capacity building, and preparedness. The EEPCT programme also supported the INEE Minimum Standards Update Process, which began in March 2009 at the INEE Global Consultation, and provided support towards INEE Secretariat costs.

Country level strategic partnerships

In **Liberia**, the EEPCT programme established an Education Development Partners Secretariat, to coordinate donor support to the sector within a SWAp. The Secretariat hosted bi-weekly Education Development Partners meetings ensuring the alignment of partner support to government education priorities in line with the Paris declaration on Aid effectiveness. The Secretariat organized the first Education Sector Review in June 2009, and was instrumental in coordinating partners' inputs and appraisal of the ten-year Education Sector Plan (ESP) for Liberia, for submission to EFA-FTI in 2010.

In **Iraq**, UNICEF is the leader of the Education Sector Outcome Team (SOT) with UNESCO as the deputy. Following a new partnership between UNICEF, UNESCO and the World Bank, the national education sector plan is under development. Three workshops were organised, facilitated by UNESCO/IIEP. During the year, UNICEF sought new partnerships with various organisations in new fields of work. As a result, PTA activities were implemented by IRC and PIN; a new partnership was established with the British Council for in-service teacher training; CARA for inclusive education; and Save the Children for ECD projects.

In **Sierra Leone**, UNICEF as the lead development partner in country for education 2009 facilitated and co-chaired six meetings of the Education Development Partner Group alongside MEYS. A technical assistance plan for MEYS was developed in partnership with the Education

Development Partners; and several sub-working groups were established to guide policy and practice in key areas. The EEPCT programme funded the Education Sector Review and the accompanying district review meetings. In addition support has been given to MEYS to review the current education system of 6-3-3-4 to coincide with a National commission appointed by the president to review the reasons for poor quality of education. The joint reports are due in 2010.

3. CHALLENGES AND LESSONS LEARNED

Challenges reflect both the complexities of working in crisis-affected contexts as well as certain shortcomings in the design and implementation of the programme itself, which are becoming more apparent at this stage of programme implementation.

Owing partly to the context of humanitarian assistance as well as the programme design and nature of UNICEF's global, regional and country programme decision-making processes, 'strategic' approaches and multi-year priorities such as longer-term governmental capacity building, more focused evidence building and greater emphasis on developing a larger range of alternative financial modalities have received less attention than planned. The achievement of these longer term-goals and the overall value-added benefits of the programme were to some extent constrained by 'supply-driven service provision'; and, in some instances, a tendency to use EEPCT Programme funds to fill gaps within existing Country Programme Action Plans (CPAPs)²². At the same time, country donor reports by and large show purposeful and strategic planning and implementation connected to EEPCT objectives.

A related challenge is the limited expansion of innovative approaches. There has been some progress in developing innovations on access and quality such as Lab4Lab and Talent Academies, but implementation and ensuring a fit with overall education system development has been slow. A limitation with regard to LAB4LAB is the high cost involved in expanding the model as currently designed. However, the high cost and the pace of implementation, is somewhat understandable, because these are often inherent a risks in innovative programmes seeking to introduce new concepts and models. There is a need for both a country specific and regional assessment of the initiative to in particular identify ways in which the model can be adapted and scaled-up in a more cost effective manner. Similarly the Talent Academy Initiative, which shows potential for country-wide scaling up in Kenya with additional resources coming from in country and other external donors, needs more assessment before being expanded.

The decentralisation of the evaluation function within UNICEF continues to present challenges on assessing overall progress and value added of the programme globally, and development of an evidence base. This situation is further complicated by the fact that consistent uniform baseline data against key selected indicators were not collected in all countries at the start of programme implementation. The Program Review Evaluability Study (PRES) rightly points out that evaluations were rarely conducted and were commonly implemented only with regard to discrete interventions within particular countries. This challenge is being addressed through revisions of the logical framework, as a precursor to the Programme Evaluation (PREV) being conducted in 2010. The PREV will provide further direction for improving the monitoring and evaluation system for the final two years of the program.

Related to evaluation more broadly, is also the more specific challenge of determining the impact of programme interventions on education outcomes- beyond access- to include impact on learning achievement. Promisingly, some country programmes such as Angola, Sri Lanka and Southern Sudan within the context of curriculum reform support are working with the relevant national authorities to design and implement learning achievement assessments for key grades and subjects. The challenge remains on how to systematically assess the learning achievement of students in all programme countries to determine whether gains in access are accompanied by gains in quality outcomes. This is critical because most programmes have allocated substantial resources to quality inputs such as teacher training, learning and teaching materials. It is recognized that assessing learning outcomes is an issue in many developing countries, as well as a key remaining EFA challenge, and that setting up the requisite systems

and technical capacities is even more difficult in the fragile contexts within which the EEPCT programme is implemented.

Some of the other challenges related to evaluation and monitoring in the EEPCT programme are common to development programmes more generally, and to crisis contexts in particular. These include constraints such as limited availability of credible data, limited staff time and capacities for monitoring and evaluation, infrastructure deficits and inaccessibility of particular areas of insecurity and conflict.

While there has been a substantial increase in aid to sectors linked to the Millennium Development Goals (MDGs), including education, finances fall far short of what is needed to be able to address the challenge of improving the quality of education for all, and to ensure that the 72 million who remain out of school, including those living in emergency and post-crisis countries, are included.

Communication to foster greater alignment and coordination with the activities of other actors appears to remain both an internal and external challenge. This also relates to the visibility of the programme in regard to technical advances and broader system achievements. Part of the issue with regard to the visibility and longer term sustainable impact is the perception by some of EEPCT being mainly a “funding source”. Furthermore, there is a need to improve documentation and “evidence” sharing beyond the more generalized information that is the focus of the current focus of the ‘Back on Track’ website, and other more public relations-oriented narratives. A review of 2009 activities indicates further that more concerted effort is needed to ensure that the programme realizes its intention “[...] to serve as a key learning laboratory to promote the pragmatic approach of learning by doing. It will constantly expand to embrace a wide range of partners, especially major funding agencies, who will explore these challenging issues, review progress and learn lessons together”. The programme will therefore embark on a more systematic documentation and sharing of tools and technical innovations, and undertake more interactive forums to facilitate lessons learning.

A challenge indicated in the 2008 Consolidated Progress Report and also commented on in the PRES is the perceived lack of clarity for country and regional offices on the funding allocation mechanisms. The PRES also found that oversight and guidance had substantially improved from 2008 onwards, noting in particular standardisation of reporting guidelines, articulation of specific allocation criteria, and the interactive submission and review process on UNICEF’s Intranet site instituted in 2009. Feedback will be sought in 2010 to inform further improvement.

The PRES found that the absence of a dedicated, overall programme manager for the EEPCT Programme had hindered the development of a shared understanding of the Programme within and outside of UNICEF and created operational challenges related to partnerships and financial allocations to Country Offices. Recognizing this, UNICEF is in the process of recruiting a dedicated programme manager in 2010, to complement the direct support already provided for management of the programme by the Senior Emergency Education Specialist, an Education Specialist and a Senior Education Advisor in the UNICEF Education Section in New York.

A final programme management challenge has been low rates of financial implementation. During 2009 a monitoring mechanism was put into place, and at mid-year US\$ 11.1 million was reallocated from 10 offices showing low expenditures to 12 countries. While the strategies adopted were successful in raising implementation rates to 86 percent overall, the PRES noted that the year-by-year allocation of funding and emphasis on increasing expenditure rates beyond the first year of the Programme – as well as recipient countries’ uncertainty as to

whether they would receive EEPCT support each year – prevented a more coherent planning process in countries and disincentivised time-intensive, multi-year interventions such as institutional capacity building and reform. This is an important lesson learned for the design of future multi-year programmes.

4. FUTURE WORKPLAN AND RECOMMENDATIONS

Summary of 2010 workplan

The breakdown of funding by the four programme goals for 2010 is closely aligned with the original EEPCT proposal:

Goal 1: 44 per cent (as compared to 49 per cent in the proposal)

Goal 2: 22 per cent (as compared to 27 percent),

Goal 3: 15 per cent (as compared to 14 percent),

Goal 4: 18 per cent (as compared to 9 percent; the difference is due to the Liberia Education Pooled Fund replenishment, a fit-for-purpose financing instrument (goal 4), but actual resources are used for system strengthening (goal 2) and service delivery (goal 1)).

Against Goal 1, many countries make strategic linkages between programme interventions and upstream system reconstruction, including scaling up and mainstreaming (including Angola, Colombia, Iraq, Kosovo, Liberia, Nepal, Tajikistan, Northern and Southern Sudan, Kenya, Uganda, Sri Lanka, Sierra Leone and Zimbabwe). Ensuring access and addressing disparities in conflict-affected countries and areas through a range of approaches and interventions is a main thread in many countries (including CAR, DRC, Guinea, Jordan, Kenya, Myanmar, the Philippines, Sierra Leone, Somalia, Togo, Uganda, and Zimbabwe among others). A range of countries have an integrated approach to access and quality (including Angola, Kosovo, Occupied Palestinian Territory, Sierra Leone, Sri Lanka, Northern Sudan, and Southern Sudan among others).

There are also good opportunities of countries aiming to improve operational strategies and/or injecting innovative elements (for example SMS in GEM clubs in Uganda on disaster awareness), including documentation and lesson learning (see goal 4). The Education Section in UNICEF Headquarters and Regional Education Advisers/ Education in Emergencies specialists will follow up with countries to strengthen approaches to improving delivery and connecting with broader sector processes.

Against Goal 2, the programme will continue to support innovative approaches, including the initiatives already under way to support system and service delivery resilience and address fragility issues, e.g. accelerated or other catch learning programmes for out-of-school children and youth (including Angola, DRC, Iraq, Liberia, Myanmar, Sri Lanka); programmes addressing resilience in unstable border areas (Myanmar, Sierra Leone and LAB4LAB in Côte d'Ivoire, Guinea and Liberia), and Talent Academies (Côte d'Ivoire, Guinea, Kenya, Liberia), and decentralized service delivery in fragile contexts (Somalia).

Against Goal 3, there is attention to systematic capacity building for education in emergency preparedness, contingency planning and response capacity building with government and partners, as part of the roll-out of the Education Cluster capacity development strategy including in non-cluster countries (Bangladesh, CAR, Colombia, Iraq, Nepal, Sierra Leone, Timor-Leste, Togo, Uganda), and development of cluster partnerships (Bangladesh, CAR, Colombia, DRC, Kenya, Nepal, Occupied Palestinian Territory, the Philippines, Northern Sudan, Somalia, Timor-Leste). This is very positive for sustainability of capacities and strategies, and in line with UNICEF prioritizing National Capacity Development (NCD) in humanitarian contexts.

Similarly, there is a focus on education and Disaster Risk Reduction (including Bangladesh, CAR, Colombia, DRC, Nepal, the Philippines, Tajikistan, Uganda, and Timor-Leste) with

significant technical support planned by Regional Offices on DRR across the regions. Peace education and protecting education from attacks is also a focus (Colombia, DRC, Kenya, Kosovo, Nepal, and Northern Sudan) and through APSSC for affected countries in the Asia Pacific region.

Against Goal 4, there is greater attention to documentation and lesson learning than in past years. Base-lines, research studies, evaluations, lessons learned are planned in most countries (including Bangladesh, CAR, Iraq, Kosovo, Liberia, Nepal, Sierra Leone, Southern Sudan, Sri Lanka, Uganda, Zimbabwe (ETF) and others). Coordination and technical support by the Education Section (Headquarters) and Regional Offices will be provided to ensure a common approach. EMIS development will continue (including in Liberia, Myanmar, Northern and Southern, Sri Lanka, and Sierra Leone). Education financing includes replenishment of the Liberia EPF, support to the Zimbabwe ETF, as well leveraging of financial resources from other donors. Policy and system development will be a focus in most countries (including Angola, Bangladesh, CAR, Colombia, Liberia, Nepal, Northern and Southern Sudan, Sri Lanka, Sierra Leone, Togo, Uganda, Zimbabwe).

Regional Offices will continue to play a critical role in knowledge management, quality control, building preparedness and response capacities, DRR, building partnerships, leveraging funding, communication and advocacy. A facility for Regional Offices to provide small amounts of funding to countries for capacity building and lesson learning is included in regional allocations. Increased Headquarters and Regional Office engagement and interaction will take place in 2010, to ensure strategic support to EEPCT countries.

Headquarters Divisions will strengthen efforts to realize programme goals, vis-à-vis visibility (DOC), evaluation, monitoring and knowledge generation (Evaluation Office and Education Section), important partnerships such as the Education Cluster, INEE, ISDR and others (Education Section, EMOPS), supply management (SD). The Progress Evaluation stipulated by the donor will take place in 2010, managed by the Evaluation Office. The Education Section will put into place additional capacity to support programme management functions as well as strategic work and guidance.

5. EXPRESSION OF THANKS

UNICEF wishes to sincerely thank the Government of the Netherlands and the European Commission for their support and leadership in addressing the issues of education delivery and resilience of education systems in some of the most challenging contexts in the world through the Education in Emergencies and Post-Crisis Transition Programme. Against a backdrop of changes in the nature and impact of armed conflict, and an increase in natural disasters, the programme reached over 6 million children in 38 countries during 2009. The flexibility of the programme has allowed investments across a wide range of strategic opportunities, risk taking, upstream work, and expanding and deepening partnerships with some notable successes. UNICEF also wishes to acknowledge the many partners at country, regional and global levels. These strong partnerships have been critical in achieving key results for children in emergencies and post-crisis transition.

REFERENCES

¹ For Sudan, allocations were made separately to Northern and Southern Sudan UNICEF area programmes. However, Sudan is counted as one country.

² The Haiti Country Office was unable to submit the country report due to capacity constraints resulting from the 12 January 2010 earthquake.

³ Challenges and achievements are captured in the Progress Review and Evaluability Study Report arising from the review conducted by the Post-war Reconstruction and Development Unit (PRDU) from York University conducted in the last quarter of 2009. The PRES, which covers the implementation of the Programme through November 2009, has involved extensive documentation reviews which have included material relating both to the EEPCT Programme and to the broader thematic area of education in emergencies and transitions.

⁴ Of the 3 million children receiving materials, most received materials within integrated access and quality programmes, while some received materials in stand-alone programmes, primarily in humanitarian response.

⁵ Sultan Barakat and Frank Hardman, Final Report: Programme Review and Evaluability Study - UNICEF's Education in Emergencies and Post-crisis Transition Programme, PRDU, University of York, April 2010.

⁶ Sultan Barakat and Frank Hardman, Final Report: Programme Review & Evaluability Study - UNICEF's Education in Emergencies & Post-crisis Transition Programme, PRDU, University of York, April 2010.

⁷ United Nations Educational, Scientific and Cultural Organisation, *Education for All Global Monitoring Report 2010: Reaching the marginalized*, UNESCO, Paris, 2010. Hereafter referred to as GMR 2010.

⁸ Sultan Barakat and Frank Hardman, Final Report: Programme Review & Evaluability Study (PRES) - UNICEF's Education in Emergencies & Post-crisis Transition Programme, PRDU, University of York, April 2010.

⁹ *GMR 2010*.

¹⁰ Collier, Paul, and Anke Hoeffler, 'The Challenge of Reducing the Global Incidence of Civil War', Copenhagen Consensus Challenge Paper, Centre for the Study of African Economies, Oxford University, Oxford, UK, 2004.

¹¹ Back, Emma, and Catherine Cameron, *Our Climate, Our Children, Our Responsibility: The implications of climate change for the world's children*, UK Committee for UNICEF, London, 2008; and United Nations Children's Fund, *Climate Change and Children: A human security challenge*, UNICEF Innocenti Research Centre, Florence, Italy, 2008.

¹² *Education and Inter-Agency Appeals, funding review*, Draft, Global Education Cluster, March 2010. Data extracted from Financial Tracking System on 23 February 2010.

¹³ Sponsoring member states were Benin, Bosnia and Herzegovina, Costa Rica, Nicaragua, Norway and Qatar. The inter-agency working group members were INEE Secretariat, Save the Children Alliance, UNESCO, UNICEF, the Office of the SRSG Children in Armed Conflict, and the Women's Refugee Commission.

¹⁴ The outcome of the initiative on a General Assembly resolution on education in emergencies is expected in 2010, and will be covered in next year's report.

¹⁵ The seminar led to two UNESCO publications, *Protecting Education from Attack: A State-of-the-Art Review and Education under Attack 2010* (updating the 2007 report). Education Above All, a Qatar-based International NGO was created to focus on the protection of education in 2009. A Global Coalition on Protecting Education from Attack is being established during 2010. UNICEF is a member on the Interim Steering Committee, represented by its Child Protection Section, with close involvement of the Education Section.

¹⁶ Total beneficiaries in terms of enrolment, attendance and access to quality education is over 6 million, taking account of enrolment gains associated with other programme goals including resilience and system building.

¹⁷ *Service delivery in fragile situations; key concepts, findings and lessons*. OECD/DAC Discussion Paper, 2008.

¹⁸ Bilal Barakat, Zuki Karpinska and Julia Paulson (2008) Desk Study: Education and Fragility. Conducted by the Conflict and Education Research Group (CERG) for the INEE Working Group on Education and Fragility.

¹⁹ UNESCO (2010) *Global Monitoring Report 2010 – Reaching the Marginalized*. UNESCO: Paris.

²⁰ From the DFID-UNICEF Programme of Cooperation on improving humanitarian preparedness and response (2007-2009).

²¹ IASC Education Cluster 2009 Annual Report.

Annex

1.1 Improved quality of education response in emergencies and post-crisis transition countries/territories

IMPROVED QUALITY OF EDUCATION RESPONSE 2009	Children enrolled and/or maintained in school	Schools and classrooms built, rehabilitated or refurbished	Capacity-building and training	Teaching and learning materials provided	Country-specific interventions
Afghanistan	1,009 children with special needs				
Angola				176 ECD kits	
Bosnia and Herzegovina		Safe school environments created in 12 segregated schools	Workshops on CFS: 550 school staff, 300 parents		Puppet show on conflict resolution in 70 schools
Central African Republic	145,152	736 bush schools and safe learning spaces, 131 classrooms	Training: 450 teachers, 667 headmasters 2,577 PTA; Sensitization: 736 PTA	Attendance kits for 122,600 children; 2,577 teachers	380 former child soldiers in safe spaces trained
Chad	95,708	221 schools, 773 classrooms	1,358		
China	4,416; 17,000 to benefit from ECD	38 schools; materials for safe school construction/retrofitting distributed to 100 officials.	Participatory school management training in 150 schools. Training: 70 resource teachers who will train 700 teachers.	85 library kits 45 sports kits & 4,520 sets of furniture for 38,000 students in 69 schools. ECD kits for 7,000 children and families; ECD guidebooks and toys etc. in 159 ECD centres ICT equipment in 20 schools for 10,000 students	

IMPROVED QUALITY OF EDUCATION REPONSE 2009	Children enrolled and/or maintained in school	Schools and classrooms built, rehabilitated or refurbished	Capacity-building and training	Teaching and learning materials provided	Country-specific interventions
Côte d'Ivoire	836,071; 7,845 children in ECD centres	4,024 schools opened; 60 ECD centres supported. 115 schools rehabilitated	Teacher training module to identify and manage traumatized children introduced in 7 Teacher Training Centres. 87 school inspectors and pedagogical advisors were trained using a Peace and Tolerance model. They in turn trained 3,780 teachers in crisis-affected areas.	1,500 school kits for students, 5 pedagogical kits, 96 book-kits for teachers; school tents, recreational and school-in-a-box kits for 9000 children.	School gardens benefitting 1,200 children in 5 schools
Iraq	6,030 children (39% girls) benefited from upgrades to facilities to meet CFS standards. 35,000 children benefitted from safe drinking water and gender-separate sanitation. Support to the MoE to coordinate a pilot of ECD in 5 governorates.	21 schools identified for CFS programme, 13 schools upgraded. Water and sanitation improved in 54 schools. 7 new classrooms constructed.	24 teachers (16 male, 8 female) trained in computer literacy.	10 school libraries rehabilitated & equipped with IT equipment, furniture. 10 school computer labs established and equipped with IT equipment and furniture. 32 mobile computer trolleys procured for 20 ALP classes and 12 Youth Centres. 41,477 students (41% girls) and 2,655 teachers (45% female) from 178 Marshland schools equipped with school supplies.	3,435 parents contributed to the school-based management PTA activities benefitting 6,869 students and 349 teachers in 23 schools.
Jordan	20,000 Iraqi children have access to school; 195 vulnerable children enrolled in kindergarten.	14 multi-purpose, computer-equipped rooms in 14 public schools	65 teachers and 15 principals trained in ICT. 14 ICT coordinators and 6 back-up coordinators trained. 2,440 teachers (50% females) trained in Like Skills Education.	20,000 school kits for Iraqi children	
Kenya	200,000 children involved in Peace Education.		7,100 teachers, teachers & school management committees trained in Peace Education. 1,000 staff of the Ministry of Youth trained.		

IMPROVED QUALITY OF EDUCATION REPONSE 2009	Children enrolled and/or maintained in school	Schools and classrooms built, rehabilitated or refurbished	Capacity-building and training	Teaching and learning materials provided	Country-specific interventions
			5,000 secondary school teachers trained to develop democratic school councils. Stakeholders' forums for student participation reached over 20,000 student leaders, 2000 teachers and 2000 parents.		
Kosovo	100 minority children returned to school; 450 were registered for the first time.	Life Skills education piloted in 500+ primary schools. Inclusive education piloted in 15 schools in 8 municipalities. CFS model to include children with special needs piloted in 70 primary schools.	150 teachers trained and certified as LSBE teachers. 249 LSBE 8th grade teachers trained in sexuality and sexually transmitted infections. 10 education inspectors sensitized in LSBE monitoring.	Support to the MoE to develop Life Skills curricula, teachers' guide and students' book. Resource kit distributed. 15,000+ children received identification cards to ensure safety in school.	Violence prevention tested and scaled up in 164 primary schools.
Liberia	40 6-classroom primary schools constructed for at least 9,600 learners.	2 County Education Office complexes built and used for county- based training and storage of pre-positioned teaching and learning materials.	School management workshop for all County and District Education Officers.	Minimum quality learning package distributed to first graders.	
Myanmar	ECD for additional 66,400 children. 575,000 children including 19,800 enrolled in 139 monastic schools now have access CFS programmes. 199,100 children in over 1,500 schools in 5 cyclone-affected townships have access CFS.	ECD services in 120 facilities. Improved quality in 25 community-based ECD centres. CFS initiative now supports 3,955 schools	204 newly recruited ECD caregivers trained. 800 teachers trained in TEMIS. 870 grade 1 teachers trained in ECD.	76,900 sets of Grade 1 and 2 textbooks delivered in conflict area.	TEMIS data collected from 402 schools.
Nepal			Teacher orientation on child-friendly		

IMPROVED QUALITY OF EDUCATION REPOSENSE 2009	Children enrolled and/or maintained in school	Schools and classrooms built, rehabilitated or refurbished	Capacity-building and training	Teaching and learning materials provided	Country-specific interventions
			methodologies in 43 low-performing schools. Regional training of trainers on Learning without Fear.		
Northern Sudan	<p>429,360 children (190,360 girls) newly enrolled in school grade 1</p> <p>157,098 given early learning opportunities.</p> <p>At least 2,487 nomadic children successfully transited from primary to secondary school.</p>	<p>1,542 classrooms built or rehabilitated.</p> <p>259 CFS for 104,552 children.</p> <p>145 classrooms constructed & 32 classrooms rehabilitated for 9,459 children (50% girls). 3 offices & 3 stores rehabilitated, 3 school latrines (6 holes each) constructed</p> <p>2 Child Clubs established in schools & 10 existing Clubs supported in refugee camps in South Darfur.</p> <p>School for 77 hearing impaired children rehabilitated.</p>	<p>8,118 teachers trained.</p> <p>148+ education officers trained in sector analysis & strategic planning.</p> <p>50 state resource persons trained in CFS & Life skills-based learner centred methods. 6,148 practicing and 1,970 unqualified teachers trained in Life skills & core subjects; 2,506 PTA members trained in school co-management.</p> <p>3,941 teachers, parents & caregivers trained in ECD methodology.</p> <p>Establishment & training in CFS management & HIV prevention of 889 PTAs from 445 schools in South Darfur & 220 PTAs from 20 nomadic schools in North Kordofan.</p> <p>On-the-job training of education officials in South Darfur in planning, monitoring, evaluation, data collection.</p>	<p>Learning materials for 627,415 pupils.</p> <p>CFS Resource Book for policy makers & practitioners used to train teacher trainers for CFS.</p> <p>CFS manual developed on life skills, learner-centred methods for teachers. Life skills curriculum integrated in teachers' guides.</p> <p>6,000 children benefitted from 2,000 benches in Darfur.</p>	<p>1,813 IDP children in camps in North Darfur received 1 meal a day during grade 8 exams.</p>

IMPROVED QUALITY OF EDUCATION REPOSE 2009	Children enrolled and/or maintained in school	Schools and classrooms built, rehabilitated or refurbished	Capacity-building and training	Teaching and learning materials provided	Country-specific interventions
			<p>25 federal-level trainers trained; they in turn trained 100 state trainers from 15 states.</p> <p>60 ISETI trainers and 60 head teachers and teachers from 25 rural schools trained.</p> <p>training of 50 Education directors for 15 Northern States and Federal MoE.</p>		
Occupied Palestinian Territories	200,000 children returned to school after Gaza conflict	100 CFS schools enhanced		<p>Electrical supplies (lights, telephones, etc.), 30,000 school bags, 200 school-in-a-box, and 20,000 remedial worksheets, maths & science teaching kits supplied to 100 damaged schools benefitting at least 150,000 children.</p> <p>200 child-friendly kits including educational toys and games, distributed to kindergartens</p>	Open Days to raise awareness about importance of early learning among parents and caregivers held at 66 kindergartens with the participation of 5,640 children.
Pakistan	<p>59 primary schools were established in camps, enrolling 21,400 children.</p> <p>2,458 primary school students benefited from camp schools.</p>	<p>3,964 primary and secondary schools occupied by IDPs rehabilitated, benefitting 666,450 children.</p> <p>Rehabilitation of 3,253 primary and 714 secondary schools benefitting 487,950 and 178,500 children respectively.</p> <p>227 primary schools in these 4 districts with an enrolment of 11,292 children.</p>	Capacity-building of District Education Departments	<p>School tents, bags, Schools-in-a-Box, stationery, desks and chairs for teachers. Nearly 25,503 children benefited.</p> <p>Schools supplies provided to learning spaces in 5 IDP camps.</p>	

IMPROVED QUALITY OF EDUCATION REPONSE 2009	Children enrolled and/or maintained in school	Schools and classrooms built, rehabilitated or refurbished	Capacity-building and training	Teaching and learning materials provided	Country-specific interventions
		<p>79 schools rehabilitated benefitted 6,500 students including 3,200 girls.</p> <p>71 temporary shelters for schools replaced tent schools</p> <p>Rehabilitation of 273 damaged schools benefiting over 54,000 children.</p> <p>246 primary schools, 26 middle schools, and 22 secondary schools were rehabilitated, benefitting 49,200 primary students, 6,500 middle level students and 6,600 secondary students.</p>			
Philippines	Over 10,000 children affected by the 2006 typhoons have resumed education in safer and healthy learning environments.	<p>99 schools repaired or constructed.</p> <p>Repair and/or construction of 54 classrooms & 62 water & sanitation facilities in 27 schools benefiting about - 2,600 children.</p> <p>Construction of 30 day care centers serving about 5,100 pre-schoolers to be completed by June 2010.</p>			
Sierra Leone			Over 980 teachers trained in Emerging Issues: Gender, Peace and Civics Education, Human Rights, Health and Environment. 982 teachers trained in	600 kits for teachers procured. Each kit supplies 1 teacher with enough materials for the year: notebooks, vanguard, scissors, markers etc.	

IMPROVED QUALITY OF EDUCATION REPOSE 2009	Children enrolled and/or maintained in school	Schools and classrooms built, rehabilitated or refurbished	Capacity-building and training	Teaching and learning materials provided	Country-specific interventions
			<p>child-centred techniques. 750 untrained, unqualified teachers enrolled in a 1 year distance education Teachers Certificate Lower Primary training course. Refresher training of 40 tutors in child-friendly teaching.</p>		
Somalia	118,000 IDP children accessed schooling across 3 zones.	Temporary learning spaces in IDP camps, construction and rehabilitation of school infrastructure including water and sanitation facilities.	<p>60 teacher mentors (24 of them female) trained in CFS approach. 1,440 teachers received support from mentors in on-the-job training. 500 teachers & head teachers trained.</p>	<p>Distribution of essential education supplies, including uniforms for the most vulnerable, to 50,000 students (20,000 girls). Almost 500,000 primary school children have access to a full set of textbooks.</p>	<p>Teacher incentives in schools serving IDPs. Incentives provided to 30 mentors benefitted 20,000 children in 40 formal primary schools & 20 non-formal centres.</p>
Southern Sudan	Number of children in school grew by 235,649 from mid-2007 to end 2009.	<p>Nearly 1,500 "learning spaces" established. 800 model school cluster/hubs in 10 states. Rehabilitation of classrooms and latrines benefiting 4,919 children. Establishment of 2 community girls' schools for Ugandan refugees.</p>	<p>Fast-track teacher education in life skills & intensive English for 1,500 teachers in 8 of 10 states. Training of a national core group of trainers for CFS.</p>	<p>8,569 teachers' kits, 7,362 students' kits for 588,960 learners, 750 boxes of exercise books, 15,348 mobile blackboards, 1,862 recreation kits 5,630 three-seater desks and chairs, 20 classroom tents, 400,000 schools-in-a-box kits for 588,960 children, 8,569 teachers and 1,862 schools and textbooks for children grades 1-4.</p>	
Sri Lanka		<p>TLS for a total of 80,000 IDP students. 207 TLS, each comprising 2-5 classrooms for 60 - 150</p>	1,538 teachers trained in Child Centred Methodology.	80,000 children in IDP camps received stationary, school bags, water bottles with Mine Risk Education messages, and other materials.	Administration of baseline learning competency assessment for 180,000 primary

IMPROVED QUALITY OF EDUCATION REPONSE 2009	Children enrolled and/or maintained in school	Schools and classrooms built, rehabilitated or refurbished	Capacity-building and training	Teaching and learning materials provided	Country-specific interventions
		<p>IDP children.</p> <p>Host schools and furniture for 31,000 students & 1,700 teachers in resettlement schools.</p> <p>475 CFS schools conducted School Self Assessments, increased school attendance rates, and developed CFS environments.</p> <p>1,400 schools across Sri Lanka are adopting CFS approaches.</p>		<p>Furniture for 34,675 students and 2,150 teachers.</p> <p>Two CFS manuals for facilitators and teachers were finalized for widespread distribution.</p> <p>18 handbooks on Tamil, Mathematics, English & Science at primary & secondary level drafted.</p>	<p>school children.</p> <p>School Self Assessments and School Development Planning in 56 district schools.</p>
Swaziland		<p>55 primary schools reached with water, sanitation & hygiene facilities. Water supply schemes constructed in 49 schools, 28 schools got VIP latrines, 31 schools received hand-washing facilities.</p>	<p>Pupils, teachers & parents in 50 schools trained on personal hygiene.</p>		
Syria			<p>30 education staff at MoE trained in the use of technology for education. 70 district teams trained to ensure ownership. 5,731 teachers from 8 governorates trained to provide skills related to the use of technology</p>		
Tajikistan	<p>15,000 children received books.</p> <p>805 children in 5 schools given newly built or refurbished schools.</p>	<p>Water supply for 2 schools rehabilitated.</p>		<p>1,800 school furniture sets & 800 heating units provided to 50,000 children in 83 schools.</p> <p>20,200 books provided to in 100 schools</p>	

IMPROVED QUALITY OF EDUCATION REPONSE 2009	Children enrolled and/or maintained in school	Schools and classrooms built, rehabilitated or refurbished	Capacity-building and training	Teaching and learning materials provided	Country-specific interventions
				Hygiene & sanitation campaigns & distribution of 13,500 bars of antibacterial soap, 1,000 basic hygiene kits, water purification tablets & water storage containers provided to 10,000 people.	
Timor Leste	CFS whole school improvement interventions target 12,602 children, 399 teachers, in 38 schools.	Rehabilitation of water supply and latrine facilities, including hand-washing facilities in 11 schools.	165 national trainers were trained, then 12,000 teachers in Portuguese, Maths and general knowledge.	Training guides developed. 938 students from 3 schools have access to improved water supplies through 7 gravity-fed piped water systems. 316 teachers & PTA members attended sanitation & hygiene education & promotion training	1,200 children and youth increased their skills and expressed their opinions through radio and television productions.
Togo	158,000 children, including 63,200 girls received French and Maths textbooks			79,000 French & 79,000 Maths textbooks & 3,960 teacher guides for and 1,980 teachers. 147 school benches for 76 primary school students. Equipment of a teacher training college for 500 teacher students & 50 faculty staff.	
Zimbabwe	640,000 primary school children received learning materials.	Girls and Boys Empowerment clubs set up to promote leadership and life skills	School-based workshops conducted on cholera awareness and prevention in 6,000 schools.	100 schools received teaching and learning materials including books & syllabuses. Hygiene kits provided to 6,000 schools.	

2.1 Increase resilience of education sector service delivery in chronic crises, arrested development and deteriorating contexts

ACHIEVEMENTS IN RESILIENCE	Students enrolled	Schools constructed, rehabilitated or supported	Capacity-building and training	Learning materials provided	Country-specific interventions
Afghanistan	101,280 children enrolled in CES. 9,549 children enrolled in new CBS, 47,392 children supported in old CBS.	95 CES; 70 schools; 268 new CBS; Continued support provided to 1,381 old CBS	100 teachers, 100 parents trained in inclusive education; 1,381 teachers trained in CBS	Teaching-learning materials for CBS schools.	Financial incentives provided to 1,381 CBS teachers.
Angola	6,889 children in ALP		ALP: 500 teachers, 69 supervisors	AL: 4,500 stationery kits, 7,000 modules	
China			360 principals and school administrators trained in participatory school management		
Côte d'Ivoire					100 Clubs of Mothers of School Girls established in 6 regions
Guinea	1,045 children enrolled. Partner NGOs enrolled 1,260 children in temporary schools; 1,492 children in 2 model schools.	8 border schools with 6 classrooms each	21 teachers recruited or assigned 103 teachers and supervisors in LAB4LAB schools trained in active pedagogy.		Roundtable for 10 'Percussion Centres' for troubled youth
Iraq	18,000 additional children enrolled in Accelerated Learning Programme, 25% girls. 50,000 out-of-school children are receiving		37 ALP master trainers and 1,673 teachers trained in ALP methodology and pedagogy.	1,000 ALP classes equipped with teaching/ learning materials, school bags, teaching aid kits, sanitation kits & recreational kits. New	National & regional advocacy plans to be developed by 29 members of MoE and other bodies.

ACHIEVEMENTS IN RESILIENCE	Students enrolled	Schools constructed, rehabilitated or supported	Capacity-building and training	Learning materials provided	Country-specific interventions
	education in 396 schools.			ALP textbooks incorporating Life Skills in Kurdish and Arabic will reach 136,000 students.	
Jordan	604 Iraqi children enrolled in CBS				13 Iraqi volunteers liaise with teachers in dealing with vulnerable Iraqi students.
Kenya	500 out-of-school youth to be trained in Talent Academy model. National talent fairs reached 100,000 disadvantaged youth. 100 youth selected for pilot.				
Liberia	30,785 ALP students supported (46% girls), including 7,500 new students in new counties.	360 ALP schools supported.	50 LAB4LAB teachers and 55 trainers of trainers trained in participatory teaching and learning. In-service training for 413 ALP teachers.	10,000 copies of ALP policy guidelines printed & distributed. Minimum quality learning package distributed to schools for 116,447 ALP learners. ALP starter kits in 306 schools.	Incentives paid to 1,491 ALP teachers in seven 7 counties.
Macedonia	450 students in 10 pilot primary CFS schools in municipalities with a history of ethnic-based conflicts engaged in joint extracurricular activities to improve inter-ethnic relations.		Primary school teachers trained in LSBE. 4 events on multiculturalism & strengthening inter-ethnic relations in education by intervening at different levels. 95 stakeholders participated.	LSBE manuals developed for grades 7-9.	
Myanmar	44,000 adolescents 10-17 (50%+ girls) gained access to non-formal Life Skills education.	1,020 primary schools reached with LSBE.	645 young facilitators and monitors from 59 townships identified and trained to provide	Essential Learning Packages for 150,000 children in Grade 1 & 2	

ACHIEVEMENTS IN RESLIENCE	Students enrolled	Schools constructed, rehabilitated or supported	Capacity-building and training	Learning materials provided	Country-specific interventions
	250 working children (65% girls) started literacy and numeracy.		EXCEL courses for their peers		
Northern Sudan	429, 000 new children in grade one; 80,000 (40% girls) were nomadic	45 Girls Education Movement (GEM) Clubs formed.	<p>205 trainers, facilitators & managers trained in revised Life skills-based ALP curriculum, methodology and M&E.</p> <p>32 girls' education focal persons and 60 women mentors trained in North Darfur.</p> <p>15 education focal points trained on HIV/AIDS & gender in West Darfur.</p> <p>6 government officials from 3 states participated in national Out of School strategy workshop.</p> <p>60 ALP facilitators trained in ALP.</p>	<p>ALP literacy & life skills curriculum, master trainers' manual & teaching/learning materials drafted.</p> <p>16,480 vulnerable and nomadic girls received school uniforms</p>	
Occupied Palestinian Territories				400 Braille books for blind children	
Sierra Leone				2000 Geometry sets & bags distributed to girls who passed the National Primary School Exam as an incentive to transfer to Junior Secondary Schools.	

ACHIEVEMENTS IN RESLIENCE	Students enrolled	Schools constructed, rehabilitated or supported	Capacity-building and training	Learning materials provided	Country-specific interventions
Somalia	<p>Over 200,000 children benefited from CBS.</p> <p>22,400 school children benefiting from enhanced school governance & management.</p> <p>More than 4,500 IDP children can attend formal schools thanks to teacher incentives.</p>		<p>Training for 6,700 teachers & 7,000 Community Education Committee members in 95% of primary schools.</p> <p>361 CEC members from 56 schools trained in planning, leadership, community participation and ownership, child participation, school administration, management and resource mobilization.</p>	<p>468,000 students (163,000 girls) in grades 1-8 received textbook sets</p>	
Southern Sudan	<p>195,000 children enrolled in Accelerated Learning Programmes</p>	<p>388 ALP learning centres established.</p>			

ACHIEVEMENTS IN RESILIENCE	Students enrolled	Schools constructed, rehabilitated or supported	Capacity-building and training	Learning materials provided	Country-specific interventions
Sri Lanka	1,526 out-of-school children participated in Catch-Up Education in order to be reintegrated into school in 2010.		<p>Training of 3,000 teachers to implement the ALP.</p> <p>Training of 150 In-service Advisors.</p> <p>Over 850 parents of vulnerable school communities participated in awareness- raising on the importance of education, increasing attendance.</p> <p>Training of 350 teachers to implement recreation activities supporting physical and mental well-being, relaxation and socialisation among some 15,000 IDP children.</p>	Development of ALP teacher handbooks on key subjects for Grades 1-9; printing of 60,000 home-based learning modules.	
Swaziland	<p>Life Skills Education for over 175, 000 pupils through sport in 223 schools.</p> <p>32,000 students in 80 schools received Life Skills Education and training for livelihoods.</p> <p>12,241 pupils from 67 schools, and other centres received birth</p>	100 schools supported to set up counselling rooms.	<p>Training for 326 teachers in lay counselling.</p> <p>150 School Support Teams (SST) established through ad hoc trainings.</p>	<p>271 schools received recreational kits for curricular and extra-curricular activities, benefiting 130,000 children.</p> <p>Improving 24 sport fields, providing equipment (footballs, netballs, volleyballs and athletics equipment).</p>	113 cases of abuse involving teachers were reported using UNICEF supported toll free helpline.

ACHIEVEMENTS IN RESLIENCE	Students enrolled	Schools constructed, rehabilitated or supported	Capacity-building and training	Learning materials provided	Country-specific interventions
	registration services.			166 neighbourhood care points received psychosocial support & early childhood care & development kits for play & recreation for 6,000 pre-school children.	
Timor Leste	970 students were enrolled in primary equivalency programme.	17 primary schools rehabilitated.	102 facilitators and trainers trained in equivalency methodology. 316 teachers & PTA members have improved skills & knowledge on sanitation and hygiene education		

3.1 Increased education sector contribution to better prediction, prevention and preparedness for emergencies caused by natural disaster and conflict

Achievements in Prediction & Prevention	Children with schools restored	Schools rehabilitated	Training and capacity building	Post-crisis school management and contingency plans	DRR strategies	Materials provided	Country-specific interventions
Bangladesh	79,953	593; 50 temporary learning spaces	12 trainers, 250 adolescents trained in DRR; 1,600 community members participate in DRR theatre; 2,180 trainers of trainers in vulnerability	1,670 children participating. 43,420 children will benefit	41,670 children, 567 schools participating; 83,420 children will benefit	95,000 children to benefit from pre-positioned learning kits.	

Achievements in Prediction & Prevention	Children with schools restored	Schools rehabilitated	Training and capacity building	Post-crisis school management and contingency plans	DRR strategies	Materials provided	Country-specific interventions
			assessment				
Bolivia		16					School transport mechanisms: 1,779 children, 16 schools, 158 teachers benefitted
China			21,000 officials, principals and teachers	150 schools			
Ecuador	5,974 children in safe schools	32 centres designated as safe spaces in flood areas.	240 teachers trained in conflict preparedness				
ESARO			1,200 education actors from 20 countries participated in 2 workshops in education in emergencies			Education in emergencies training materials provided to 20 countries	
Nepal	50,000 disaster-affected children in 20 districts supported by contingency plans. 820,000 children in grade 4 & 740,000 children in grade 5 using revised, peace &	Temporary learning spaces and materials provided to 160 children.	Capacities (including psycho-social support) of 180 front-line responders from 20 most vulnerable districts strengthened. 25 (10 women)	7 district-level contingency plans developed.	Awareness-raising on earthquake safety measures	School tents, 'school in a box' kits & recreation materials for 40,000 children stockpiled in 4 locations. 180 bags & T-shirts & 400 caps with earthquake safety messages	Work with MoE to revise curriculum with themes of Peace, Human Rights & Civil Education. Action Plan for teacher capacity building in PHRCE

Achievements in Prediction & Prevention	Children with schools restored	Schools rehabilitated	Training and capacity building	Post-crisis school management and contingency plans	DRR strategies	Materials provided	Country-specific interventions
	HR-based textbooks.		ToT trained			distributed to students.	developed.
Northern Sudan						850 tarpaulin reinforcement plastic sheets supplied for 50,000 flood-affected children.	Support for needs assessment of 65 schools in West Darfur and 47 schools in Khartoum
Pakistan			6 District Education Coordination Units established to build capacity of education stakeholders in planning, implementing & monitoring education response. 67 teachers (40 male, 27 female) engaged and given orientation in teaching in difficult conditions. 60 PTA				

Achievements in Prediction & Prevention	Children with schools restored	Schools rehabilitated	Training and capacity building	Post-crisis school management and contingency plans	DRR strategies	Materials provided	Country-specific interventions
			committee members trained.				
Philippines			<p>School-community stakeholders in 72 schools trained in disaster preparedness.</p> <p>43 Education Cluster members underwent capacity building to acquire knowledge and skills in restoring education in complex emergency settings.</p> <p>Training of school heads & representatives of 9 conflict-affected secondary schools in Maguindanao to provide emergency education to secondary</p>		<p>School-community DRR and basic first aid provided to 762 students, 37 teachers and 176 community members.</p>	<p>3,300 copies of a Disaster Risk Reduction (DRR) Resource Manual developed and printed for distribution to government partners, schools and National Education Cluster members.</p>	

Achievements in Prediction & Prevention	Children with schools restored	Schools rehabilitated	Training and capacity building	Post-crisis school management and contingency plans	DRR strategies	Materials provided	Country-specific interventions
			school children out of school due to armed conflict.				
Somalia			120 representatives of Ministries and education cluster partners trained in emergency preparedness, response and risk reduction.				
Southern Sudan	Nearly 13,000 children affected by conflict remained in school due to rapid response systems.						
Sri Lanka					110 schools in the Eastern Province & 31 schools in Jaffna district developed Emergency Preparedness and Response Plans (EPRPs)	195,000 student kits, 6,500 teacher kits, 1,200 recreation kits, 100,000 school bags & 100,000 water bottles pre-positioned in IDP	Coordination with Child Protection for implementation of school-based Mine Risk Education.

Achievements in Prediction & Prevention	Children with schools restored	Schools rehabilitated	Training and capacity building	Post-crisis school management and contingency plans	DRR strategies	Materials provided	Country-specific interventions
					with principals, teachers and community members.	<p>camps and resettlement sites.</p> <p>Translation of Construction Guidelines for Safer Schools into Tamil and Sinhala.</p>	

4.1 Evidence-based policies, efficient operational strategies and fit-for-purpose financing instruments for education in emergencies and post-crisis situations.

Table 4.e

POLICY ACHIEVEMENTS 2009	National policy process and action Plans	National systems, initiatives & training	Research and analysis
Angola	National Policy for Early Childhood Education: 20 municipalities studied. Database developed. 5 Ministry staff trained	National learning assessment: early grade assessment pilot: 9 municipalities, 36 schools, 1,080 students in April 2010	CFS: Study of 1,552 stakeholders in 15 primary schools in five provinces. Workshop with 40 stakeholders.
Bosnia & Herzegovina		CFS process: in 20% of municipalities, policies, curricula and community programmes for inter-cultural understanding	Inclusive education: research in 12 primary schools with 714 children, 104 teachers, 674 parents
China			Surveys on school development plans in 120 schools; surveys on schools safety in 10 provinces

POLICY ACHIEVEMENTS 2009	National policy process and action Plans	National systems, initiatives & training	Research and analysis
Colombia	Education in emergencies Action Plan for 2009-2010 outlined		
Côte d'Ivoire		Draft of a ministerial order for emergency preparedness and response	National education sector analysis and EFA-FTI process
Iraq	Training workshops for 76 MoE and other government staff for National Education Strategy process.		Evaluation of 5 years of UNICEF's ALP for scale-up of programme. Situation analysis of girl's education.
Liberia	School Fee Abolition policy developed. Awaiting adoption by MoE.		Launched mapping of potential school sites in underserved communities in 3 counties. Data collection on school census started. Education Development Partners Secretariat established.
Macedonia			Baseline study of multiculturalism and inter-ethnic relations in schools completed and disseminated.
Myanmar	UNICEF 2006-2010 Education Programme developed to support EFA National Action Plan within framework of 30-year Education Strategic Plan.		Review of existing parenting education modules, indirectly benefiting 9,000 children under age 3.
Nepal		National workshop on Schools as Zones of Peace on strategies to continue campaign.	Assessment of Child Protection Concerns in Terai District. Monitoring of 3F crisis on education. Findings presented to national forums
Northern Sudan	Policy guidelines to promote inclusion of excluded populations such as nomadic children developed. MoE launches national strategy for girls' and nomadic education. Development of a new strategy aimed at alternative learning for	UNICEF-led roll-out of cluster approach. 148 education officers trained in sector analysis and strategic planning. Investment in forward- looking joint UNICEF/UNESCO-IIEP strategy for capacity development in sector policy	UNICEF led assessments in identifying gaps after expulsion of NGOs.

POLICY ACHIEVEMENTS 2009	National policy process and action Plans	National systems, initiatives & training	Research and analysis
	street children, demobilized child soldiers, working housemaids and nomadic cattle herders, among others.	analysis, strategic planning & results-based monitoring. 19,813 primary & secondary school heads & 186 EMIS personnel from all 15 States trained in EMIS data collection.	
Occupied Palestinian Territories	ECD policy outlined. Assessment and plan of action developed for Qowa ICT pilot project to connect 10 schools in the most disadvantaged areas of the West Bank.	Education cluster co-chaired by UNICEF and Save the Children established	Evaluation of CFS is under way. Findings will guide implementation of CFS in 100 schools.
Philippines			Documentation of DRR emergency response to the 2006 typhoon on school and community partnerships toward risk reduction in schools, to be used for evidence-based policy advocacy at the national and local level.
Sierra Leone		4 sets of education stakeholders workshops	Review of the school system. Out-of-school survey.
Somalia		An innovative approach to teacher compensation initiated based on findings from studies on teacher remuneration enhanced quality of teaching for 4,500 IDP students.	
Southern Sudan			Study to develop tools for assessing learning outcomes in literacy and numeracy for Grade 4. EMIS system initiated, focused on collection of critical sector data, development of instruments and tools and development of decentralized information gathering capacity, processing, analysis and dissemination of EMIS.
Sri Lanka			Preparation and administration of baseline learning competency assessment for 180,000 primary

POLICY ACHIEVEMENTS 2009	National policy process and action Plans	National systems, initiatives & training	Research and analysis
			<p>school children.</p> <p>Initial discussions between the MoE and University of Jaffna to design a study for a more comprehensive and coherent emergency education response policy.</p> <p>2 major studies that helped build common understanding of, and strategies for, adapting local school environments to better accommodate children excluded from the learning process.</p> <p>Comprehensive mapping of schools in resettled areas completed, covering infrastructure, software educational needs, teacher availability, school attendance and protection issues.</p>
Swaziland	<p>Children's Policy passed.</p> <p>African Charter on the Welfare of Children passed to Parliament.</p>	<p>Sexual Offences and Domestic Violence Bill announced.</p>	<p>Strengthening of the M&E system.</p> <p>Assessment of Schools as Centres of Care and Support activities.</p>

