

Issue1
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Education Team

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Letter from the Chief

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Dear All,

Let me start by saying that it is fantastic to have finally joined you in UNICEF. I have always had a great deal of respect for UNICEF's work, and it is a genuine privilege to join you and become part of the global effort to improve the educational prospects of all children – especially the most marginalised. It's something I feel passionate about, and I am particularly looking forward to learning about the programmes we are taking forward on the ground – where the results really matter.

It's an exciting time to be working in education. The post 2015 development agenda will, at a minimum, focus on equity and learning; we have a window of opportunity now to develop metrics that have the potential to measure and help strengthen accountability for the delivery of better education opportunities for all children; there is a buzz (and healthy scepticism) of the potential of innovation and technology to support education change. UNICEF is perfectly positioned to work with partners in taking these agendas forward, and if you have been following the Medium Term Strategic Plan process, you will notice an emerging set of headline priorities on **equity, learning and innovation**.

There are also challenges ahead. In particular, we should anticipate even greater scrutiny of what we do and the results we are getting. We need to be continually improving our ability to demonstrate that we are (i) making the right choices - how strong is the evidence that a particular intervention will work? (ii) getting results – and, in particular, being able to answer not just whether we are getting children into school, but whether they are learning as a result of our interventions; (iii) learning lessons – by designing programmes with strong baselines and robust approaches to evaluation that will enable us to generate evidence that is of value to everyone in the field of education.

The need to harness our knowledge, generate evidence and collaborate in delivering solutions for tough problems is one of the reasons why I am so pleased we have this newsletter. *Education Team Highlights* is just one step towards HQ's commitment to enhancing knowledge sharing and strengthening our organisational effectiveness. In the coming months, we will also be revamping the Education intranet pages as well as establishing collaborative workspaces for select programme areas, laying the essential foundations for better connecting colleagues across country, regional and headquarters levels. We're excited to launch these and other initiatives and, with your interest and engagement, hope that they will steer us towards becoming a *learning organization* and the trusted knowledge broker for children.

Finally, I am really keen to visit some country programmes, meet some of you and learn from you. I need to balance this with managing HQ business and settling my 2 children into New York, but am tentatively looking at end June and/or early August as potential timeslots to do some on the ground induction. If any of you have any suggestions as to what I might prioritise for country visits, please let me know by emailing Khalida Hossain (khossain@unicef.org).

Jo Bourne

Education System Analysis and Simulations for Equity in Education (SEE)

Mathieu Brossard & Nor Shirin Md Mokhtar, NYHQ

Overview

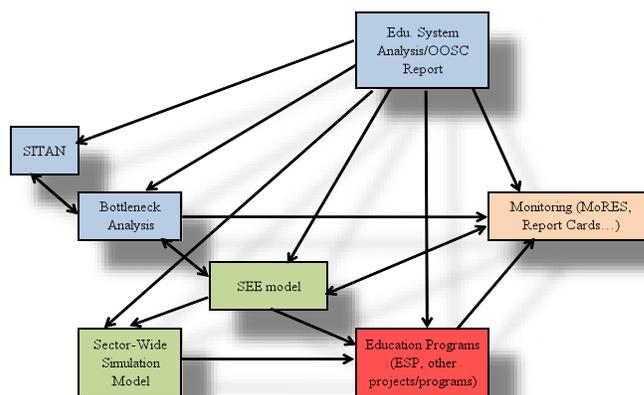
Cost-effective programming is critical at a time when budgets are being cut and national governments and donors are increasingly requesting concrete evidence on benefits and results. It is also apparent that we will only be able to achieve the development goal of quality education for all through pro-equity programming and bridging of gaps in education to reach vulnerable and excluded children. In collaboration with the World Bank, the SEE model was developed to support the preparation of more cost-effective and more pro-equity education sector plans. Concomitantly, UNICEF, the World Bank and UNESCO worked together for the preparation of new methodological guidelines for education system analysis, based on the experience of more than 10 years of technical support to various Ministries of Education. The application of the guidelines will be instrumental for supporting Country Offices and Country Ministry teams in order to i) improve Bottleneck Analysis in Education, ii) prepare situation analyses, iii) improve the quality of data to be used as inputs in the SEE model and iv) support Monitoring of Results for Equity Systems (MoRES) in education.

Training Workshop on Education System Analysis and Simulations for Equity in Education (SEE) Model for Super-Users (Feb 18-22 NYHQ): The five-day intensive workshop was held at the NYHQ, with twelve participants from country offices (Ghana, Niger and Central Africa Republic), regional offices (EAPRO, ROSA, WCARO, and ESARO). The main objectives of the workshop were to train “super-users” for SEE and to support capacity development for analysis of education systems and data quality control.



Participants at the Workshop on Education System Analysis and SEE Model for Super Users, February, 2013, NYHQ

Diagnosis, Planning and Monitoring for More Equitable Education Outcomes



Way Forward

Following the initial workshop, the *Methodological Guidelines for Education System* will be published and disseminated, with potential roll out of education system analysis training. The SEE model is expected to be implemented in a select number of countries where Education Sector Plans will be prepared, building on the related taskforces within Government and/or Ministry of Education teams.

The SEE user guide and model is available for download at: http://www.unicef.org/education/files/SEE_User_Guide_and_Model.zip.

For more information, please contact Mathieu Brossard (mbrossard@unicef.org), Senior Education Adviser, NYHQ or Nor Shirin Md Mokhtar (nmdmokhtar@unicef.org), Education Specialist, NYHQ.

New Companions to CFS Manual

Maida Pasic, NYHQ

Whether they lack safe drinking water, endure climate-related hazards or use out-of-date textbooks, many children go to school in conditions that are not conducive to learning. The child-friendly school (CFS) model is UNICEF's signature means to advocate for and promote quality education for every girl and boy. Child-friendly schools enable all children to achieve their full potential. The CFS model strives to help schools achieve safe, healthy and protective environments that meet the specific needs of their children.

In 2009, UNICEF published the *Child Friendly Schools Manual* to serve as a reference document and practical guidebook to help countries implement CFS models appropriate to their specific circumstances. The Manual covers a range of topics on child-friendly schools such as location, design and construction, schools as protective environments and costs and benefits.

To offer additional guidance, UNICEF recently published four new ***Companions to the Manual: Child Social and Financial Education, School Readiness and Transitions, Water, Sanitation and Hygiene (WASH) in Schools and Climate Change and Environmental Education.***

All four of the new modules offer general guidance that is adaptable to particular context and settings. Currently available in English, they will soon be published in French, Spanish and Arabic. The *CFS Manual* and companion pieces can be found at www.unicef.org/cfs. For more information, please contact Maida Pasic (mpasic@unicef.org), Education Specialist, NYHQ.

News

Global Study on Social Norms and Equity in Education

Changu Manathoko & Heather Milkiewicz, NYHQ

Social norms can operate in and through education to reinforce exclusion and disparities, or, conversely, it can positively impact inclusion and equity. The global study on Social Norms and Equity in Education aims to explore these factors in depth, examining the socio-economic and socio-political aspects of social norms in five select countries: Nepal, Liberia, Kenya, Zimbabwe and Ethiopia. The review aims to shed light on the predominant set of values, beliefs, rituals and institutional procedures, and relations that operate systematically and consistently within the education context – and within society more broadly – to the benefit of certain individuals and social groups at the expense of others.

In December 2012, preliminary findings were presented at an interactive Stakeholders Roundtable in NYHQ that allowed for invaluable inter-sectoral feedback to be shared and gathered in order to further strengthen the study. Among the important initial results found is the evidence of the diverse array of social norms that critically affect unequal education outcomes for girls. This includes the impact of beliefs and practices related to early marriage, the shaming of girls, teachers' gendered aspirations for students, holding female students responsible for sexual purity and encouraging parents to keep disabled children out of school. The silencing of women, resistance to HIV prevention education, along with the assignment of gender-specific roles, such as reproductive and domestic roles to women alone and productive roles to men alone, were also recognized as powerful drivers of inequities in education.

Some key areas for action emerging from the study include the critical need to measure the value-added of programmatic interventions in promoting positive shifts and values that translate into changing norms and practices. Indicators aimed at monitoring and evaluating the 'student voice' should also be integrated into programmes, to ensure sufficient attention is paid not only to enrolment rates but to student experiences of school participation.

Complemented by the feedback drawn from the Roundtable, the Study is nearing its completion, with final recommendations expected to be available in April 2013.

For more information, please contact Changu Mannathoko (cmannathoko@unicef.org), Senior Education Adviser, NYHQ.

Increased Attention on Improving Learning Outcomes

Changu Manathoko & Heather Milkiewicz, NYHQ

Maribel E. Soliván, Project Manager, Learning Metrics Task Force Secretariat

As the world community rapidly moves towards post-MDG 2015, the need to improve learning opportunities and outcomes for all children and youth is gaining attention. Important strides were made by many stakeholders in global education throughout 2012 to lay the groundwork.

In the spring of 2012, UNESCO through its Institute for Statistics (UIS) and the Center for Universal Education (CUE) at the Brookings Institution co-convened the *Learning Metrics Task Force* to identify common learning goals aimed at improving learning opportunities and outcomes for children and youth worldwide. The task force, co-chaired by UNICEF (Geeta Rao Gupta, Deputy Director), Pearson (Michael Barber, Chief Education Advisor), and Pratham (Rukmini Banerji, Director of Programs), also includes the World Bank, Education International, GPE, Dubai Cares and others. Through broad public consultations, the task force seeks to capture the diversity of perspectives and experiences across the global education community.

To date there have been two periods of public consultation, between August and September 2012 and again between December 2012 and February 2013. During these periods, preliminary drafts were circulated for public comment, along with a consultation toolkit to help guide discussions. Thanks to the support of task force members, working group participants, and the education community around the world, more than 800 people in at least 57 countries have provided feedback by either participating in an in-person consultation or submitting comments electronically. This feedback has informed subsequent working group and task force discussions, resulting in the some key recommendations for how learning might be measured at the global level.

The final framework of seven learning domains of the *Standards Working Group* was presented in the first report of the task force on standards and domains completed in January 2013. The *Measures and Methods Working Group* has built on the work of the *Standards Working Group* by making recommendations for how learning competencies should be measured, taking into account current efforts and good practices in learning measurement globally. The new UNICEF Education Associate Director, Jo Bourne, represented UNICEF at the second in-person meeting to discuss the latest version of the Measures and Methods working paper and framework, which was hosted by Dubai Cares in Dubai from February 20-21st 2013. At this meeting, the task force proposed a mechanism for supporting country-level capacity for measuring learning, as well as six broad areas of measurement for global tracking post-2015.

Based on the previous recommendations and consultations, the *Implementation Working Group* of the Learning Metrics Task Force will meet virtually from March through August 2013 to develop recommendations on ways to implement measures of learning at the global, regional, and national levels. The consultation period for Implementation will run from mid-April through June 2013. Stakeholders are invited to contribute by organizing an in-person consultation or submitting feedback electronically. To receive a notification when the Implementation prototype is released for consultation, email your contact information to [mailto: learningmetrics@brookings.edu](mailto:learningmetrics@brookings.edu).

For more information, please contact Changu Mannathoko (cmannathoko@unicef.org), Senior Education Adviser, NYHQ, or visit the Learning Metrics Task Force website at <http://brookings.edu/learningmetrics>

Recruiting and Retaining High Quality Teachers for Children Marginalized by Social Group and/or Location

Changu Manathoko & Heather Milkiewicz, NYHQ

Overview

Research shows that children in rural and marginalized areas have, on average, teachers who are less educated, less experienced, less trained overall and, specifically, less trained to meet the unique learning needs of these students. In many countries, marginalized children also experience a high degree of teacher absenteeism. Inequities in education that arise from such disparities in the number and quality of teachers are being closely reviewed within the study of Teachers for Children Marginalized by Social Origin and/or Location undertaken in partnership with Michigan State University (MSU). The study aims to identify policy solutions that result in a more equitable distribution of high quality teachers, particularly for the most marginalized children, and to inform UNICEF's work to develop a systematic, context-specific understanding of policies in this area. The study entails a review of the existing literature and documented practices, secondary data analysis, and three country case studies in India, Mexico and Tanzania, all of which will culminate in a series of policy-relevant findings to inform the development of effective policy shifts and practices in developing countries.

Some emerging lessons

A closer review and analysis of initial

findings from the research team suggests that beyond the problems of teacher absenteeism and teacher qualifications gaps, 'demographic gaps' with respect to teachers' age and gender have crucial implications for inequitable results. In addition to location-based discrepancies in the level of teacher qualifications within a country, these demographic gaps suggest that complementary efforts are needed to promote enabling environments, such as national and local labour market conditions for teachers and female workers.

Furthermore, government interventions to alleviate problems associated with gaps in teacher qualifications have shown mixed results dependant on broader contextual or institutional factors. More centralized systems of teacher recruitment and deployment, for instance, showed greater potential to reduce gaps in teacher qualifications compared to more decentralized systems where schools in remote areas have difficulty recruiting and retaining high-quality teachers. In addition, the increasing reliance on "contract teachers," often less qualified than permanent teachers, to fill positions in less desirable and remote locations exacerbates the disparities in deployment of qualified teachers within countries.

Overall, the current policies and practices to address the inequitable distribution of high quality teachers are devastatingly sparse, often at the expense of the marginalized children that need them the most. Countries that have developed equitable and effective practices, such as some East Asian and Southern African countries, could provide important lessons for other countries. In these examples, monetary and non-monetary incentives and periodic rotation of teachers across schools have successfully alleviated some of these discrepancies. When best practices are shared across countries and contexts, new solutions to providing high quality teachers for marginalized children can be made and implemented. The team is currently engaged in country case study visits and final findings are expected to be available by December 2013.

For more information, please contact Changu Mannathoko (cmannathoko@unicef.org), Senior Education Adviser, NYHQ.

Children’s Newspaper ‘Count on us also’: Albanian school children express their talents and raise their voices on education issues

Aurora K. Bushati, UNICEF Albania

The Newspaper ‘Jemi edhe ne...’/‘Count on us also...’ is a monthly cultural newspaper for Albanian children, originally targeting the villages near former landmine areas. From 2008 to 2010, village and city schools were involved in this initiative from Kukës County (north region and remote area), Tirana Capital (central region) up to Korça County (south region). Today, the newspaper is implemented through Alb-Aid, a local NGO, and benefits approximately 16,500 children in Kukës County, including 39 remote villages.

Student Governments (SGs) initiated ‘Count on us also’ to facilitate creativity and freedom of expression, encouraging children to become young reporters and participate more in schools. During the country’s former communist system, students were unable to articulate their rights and concerns openly. Often, teachers would nominate students with good marks as SG senators instead of giving every child the chance to be elected democratically. In some cases, teachers appointed as SG coordinators have been perceived as manipulating the opinions of the SGs. In many schools, SGs are still looked upon as extensions



of former pupil organizations during the communist system that hindered free speech. ‘Count on us also’ has countered this type of restricted journalism and urges children to use the newspaper to speak their minds.

SGs have raised their voice about school dropout and advocated for integral policy changes around education. Beyond raising concerns, the newspaper invites all boys and girls to showcase their creativity. Many marginalized children in poor, rural areas have exhibited excellent skills in writing poetry and essays. For these children, ‘Count on us also’ serves as an innovative tool for expression and has helped them gain confidence and express themselves honestly to their peers and to themselves.



Albania: Young reporters of Kukës after one of their trainings in journalistic skills (Jonuz Kola, Alb-Aid, 2011.)

What children say about their Newspaper, ‘Count on us also’

“In the past we were like preaching about our rights, but now we have ‘Our Newspaper’ where we raise our voices without censorship... we write what we think.” (Armand, student at ‘B. Curri’ Primary School, Kukës)

“Our newspaper is the best tool where we exercise participation by giving our opinion and views.” (Visar, Student Government senator, ‘B. Curri’ primary school, Kukës)

“It is through our newspaper that we have influenced the Education Regional Department to advise teachers to stop
(Continued on page 8)

P.L.A.Y. Playgrounds Initiative

Carlos Vasquez & Maki Wennmann, NYHQ

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violent behavior.” (*Besarta, student at ‘Bucaj’ primary school, Tropoje*)

“Before we thought that only pupils from the town schools were able to write in a newspaper... we are amazed at the talent of pupils in rural schools... we find very interesting creations and opinions from them.” (*Mirgen, student at ‘R. Spahiu’ primary school; newspaper board member, editor*)

“Our newspaper is the best place where I can show my talent in poetry... there is not any other tool.” (*Ervin, student at ‘A. Ibermeza’ primary school, Tropoje e Vjeter village*)

“Our newspaper is our voice, the voice for the voiceless.” (*Roxhers, student, government senator at ‘Gerdec’ primary school, Tirana village; survivor of Gerdec explosion at an ex-military ammunition depot in 2008*)

For more information, please contact Aurora K. Bushati (abushati@unicef.org), Education Specialist, UNICEF Tirana, Albania.

Albania: Student Governments during a meeting. Alb-Aid, Jonuz Kola, 2011.



In early 2012, UNICEF’s Bangladesh and Haiti Country Offices began to test P.L.A.Y., an innovative play and recreation pilot project that brings portable play activities and equipment to extremely vulnerable and deprived children in emergency context. Mobile playground units consisting of giant blue foam blocks empower children to influence and shape

the space around them and encourage them to dream and create through dramatic, constructive, and gross motor play activities.

Research has shown that play has a critical role in supporting children’s social, emotional, cognitive and physical development that will serve throughout their lives. However, forces beyond any child’s control (disaster, conflict, and poverty) deny millions of children this basic birthright recognized by the United Nations (Article 31 of the UN Convention on the Rights of the Child). The chance to play freely as an ordinary child is especially critical for children who are witness to trauma, violence, and deprivation as well as for children with disabilities. For these children, play has the power to act as a tool for rebuilding lives by reinforcing self-confidence, allowing them to process thoughts and feelings, and contributing to their becoming adults capable of compromise, sharing, conciliation, and tolerance – all attributes that are key to building a more peaceful and prosperous world for future generations. In an increasingly complex world, there is also a growing need to be creative, innovative and collaborative—all skills cultivated through play.

For all of these reasons, bringing opportunities for play into the life of every child is an essential element of UNICEF’s global programming for children.

P.L.A.Y. brought ten playgrounds to schools in Haiti, and twenty to Child Friendly Spaces, orphanages and Child Development Centres in Bangladesh. The project is currently being assessed to determine the suitability and positive impact on children living in communities recovering from emergencies, and to demonstrate how playground materials contribute to improve children’s learning, particularly in disadvantaged communities.

Podcast: <http://www.educationandtransition.org/resources/podcast-62-inspiring-children-to-dream-through-play/>

YouTube: <http://www.youtube.com/watch?v=Wtj3AoA1RDg&feature=youtu.be>

For more information, please contact Carlos Vasquez (cvasquez@unicef.org), Education Specialist, NYHQ.

Celebrating International Mother Language Day in Viet Nam

*Mitsue Uemura & Thanh Nga Nguyen,
UNICEF Vietnam*

On International Mother Language Day, which took place on 21 February 2013, the Ministry of Education and Training (MOET), UNICEF and UNESCO jointly celebrated Vietnam's linguistic, cultural diversity and promoted the use of mother languages to improve ethnic minority education.

The event brought together a wide range of participants including representatives from MOET, National Assembly, Committee for Ethnic Minorities, provinces, Embassies of Norway and Canada, Belgian Development Cooperation, Summer Institute of Linguistics, and media. Interactive sessions between Mong children from Lao Cai and Kinh children from Ha Noi highlighted the spirit of the event.

The event highlighted the benefit of using mother languages for improving education and well-being of children and the community at large. With UNICEF support, MOET has been supporting mother tongue-based bilingual education in three provinces since 2008. The experience has generated positive results where ethnic minority children, who start with their mother tongue as the language of instruction, perform better than their peers who start formal education in a second language. Lao Cai and Gia Lai provincial authorities have decided to expand the approach and other provinces have committed to apply the methodology.



Vang Thi Thu Ha, 9 years old, Mong student of Ban Pho primary school, Lao Cai province. “I want to share with my friends the wonderful experiences I have as I learn using my mother tongue. I feel proud because I am able to write and speak in the same language as my parents”.



Mr. Nguyen Manh Quynh, National Assembly's Ethnic Council

“I worked in ethnic minority areas for 22 years but when I recently visited ethnic minority in Gia Lai and Lao Cai, I was very surprised to see their level of confidence and communication. It is very important for ethnic minority students to use their mother language and it contributes to enhancing their educational performance, but also well-being and inclusion in the wider society.”

Such effective and inclusive learning opportunities, combined with stronger national policies and public investment, will allow the country to further embrace its linguistic and cultural diversity, contributing to its equitable and sustainable socio-economic development. “Mother language is a vital resource for each person and for community development. Through language, people communicate, learn and share the meaning and experience of their sense of individual and community identity”, said the representative of the Ministry of Education and Training, at the event.

For more information, please contact Nguyen Thi Thanh Nga (ntnga@unicef.org), Education Specialist, UNICEF Vietnam.

Moving from Strategy to Implementation of the Global Partnership for Education Strategic Plan: UNGEI & UNICEF Co-Lead the Girls' Education Thematic Group

UNICEF NYHQ/ UNGEI Secretariat

GPE Strategic Objective 2: All girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment

In July 2012, the Global Partnership for Education's Board of Directors approved the Strategic Plan for the period 2012-2015. Framed within the long-term goals of access, equity, learning and strengthening government systems, the Plan identifies five shorter-term core objectives in the areas of 1) fragile and conflict-affected states, 2) girls' education, 3) learning, 4) teacher effectiveness, and 5) education funding.

Working groups related to each of the objectives were established. UNICEF and the UN Girls' Education Initiative (UNGEI) were selected to Co-Lead Thematic Group 2 on Girls' Education in conjunction with the Ethiopia Ministry of Education. This dynamic group was composed of representatives from all GPE constituency groups and stakeholders, including: La Coalition des Organisations Mauritaniennes pour l'éducation, Mastercard Foundation, Plan International, DFID, Education International, AusAid and SIDA.

After an intensive six week process of consultation and consolidation of notable practices, the group developed a roadmap to guide the GPE's implementation of the Girls' Education objective. Changu Mannahtoko and Nora Fyles presented the report and the group's findings to the Strategic Plan Working Group in London on 18-19 February. It was agreed that four major outcomes should be achieved by 2015: 1) Gender-responsive Education Sector Plans are developed and monitored; 2) Greater focus is given to countries with significant and persistent gender disparities; 3) Schools provide



A girl laughs as she skips rope with other girls during playtime at the UNICEF-supported Khorbou Centre Basic School in Juba, capital of Southern Sudan.

safe and supportive learning environments, especially for girls; and 4) GPE partners track enrolment, progression and learning of primary and lower secondary school girls.

Though this process helped to facilitate constructive dialogue among partners, as we move forward, the challenges of partnerships still remain. It is critical to establish who exactly will be responsible for delivering these results and how accountability will be determined. In the lead up to the Board of Directors meeting, the outcomes and activities, and the respective role of the GPE Secretariat, Developing Country Partners, Local Education Groups and other partners in this process is becoming more concrete.

The process in it of itself has proven to be worthwhile and rewarding for all partners. In fact, the Thematic Groups are likely to provide on-going technical support to the GPE Secretariat. This is an excellent opportunity for UNICEF and UNGEI to play an important role in ensuring the effective implementation of the GPE Strategic Objective for girls' education.

For more information, please contact Nora Fyles (nfyles@unicef.org), Senior Education Adviser and Head of UNGEI Secretariat, NYHQ.

Spotlight on the Peacebuilding, Education and Advocacy Programme

Anna Azeryeva & Pierette James, NYHQ

One of UNICEF's newest and most innovative programmes is rethinking the way education can tackle some of the biggest development challenges of our time and contribute to building long-lasting peace. Launched in 2012, the four-year, cross-sectoral Peacebuilding, Education and Advocacy Programme (PBEA) is grounded in the understanding that education cannot only transform lives, but can also have a long term impact on recovery, address the underlying causes of conflict, and promote cohesive societies and contribute to state-building. On the other hand, education can undermine all of these processes. Inequitable provision of services or biased curriculum and teaching methods can reinforce existing exclusion and stereotypes. Thus, education needs to be delivered effectively and equitably to ensure that it is a driver of peace rather than war.

The PBEA programme aims to do just this: strengthen resilience, social cohesion and human security in conflict-affected contexts via improving and bolstering policies and practices in education for peacebuilding.

PBEA Outcomes: The programme focuses on five key outcomes:

1. Increase inclusion of education into peacebuilding and conflict reduction policies, analyses and implementation.
2. Increase institutional capacities to supply conflict-sensitive education.
3. Increase the capacities of children, parents, teachers and other duty bearers to prevent, reduce and cope with conflict and promote peace.
4. Increase access to quality and relevant conflict-sensitive education that contributes to peace.
5. Contribute to the generation and use of evidence and knowledge in policies and programming related to education, conflict and peacebuilding.



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Children displaced by rising floodwaters laugh together inside their shelter, on 12 September, 2011, in Benazirabad, Pakistan.

The programme is a partnership among the Government of the Netherlands, the national governments of participating countries and other key partners, building on the successes of the previous Education in Emergencies and Post-Crisis Transition, or Back on Track programme, also supported by the Government of the Netherlands. At present, 13 countries in West and Central Africa, East and South Africa, South Asia and the Middle East are participating in the programme. Regional activities are also taking place in East Asia and the Pacific region.

A unique approach to programming

UNICEF's approach to education and peacebuilding is informed by a comprehensive conflict analysis, located within broader cross-sectoral and peacebuilding processes and with a focus
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Spotlight

(Continued from page 11)



Children from Sudan's Blue Nile State sing while playing in a child-friendly space, in the Gendrassa camp for refugees, in Maban County, Upper Nile State.

on the education sector. As the first and crucial programme step, the analysis process is a study of the profile, root causes, actors and dynamics contributing to conflict in each particular context. This process is integral and provides an opportunity to prioritise interventions and plan strategically, with findings informing programming at all levels – school, community, education sector and national.

In 2012, country teams participated in training in conflict analysis and conflict-sensitive and peacebuilding programming. After completing the trainings, each country team designed country-specific workplans based on the mapping of existing analyses and identified gaps to define national and subnational scope and geographic areas. Broader inter-agency conflict analysis also informs the PBEA programme, providing a supplemental and focused assessment of the situation of children and women within the education sector.

Children's rights and issues are essential to these analyses and have been identified as an important gap in broader conflict-analysis processes. UNICEF is well positioned to fill these identified gaps. In most countries, extensive consultations with children and young people are taking place as part of the process. Dynamics particularly relevant to children and

women include, among others, social dimensions of conflict, children's rights, gender issues, equitable access to services, protection, security, psychosocial wellbeing, education for peaceful coexistence, and coping and conflict management capacities for children, youth, caretakers and teachers, as well as restoring the trust of citizens in the state.

Building and sharing evidence

As education and peacebuilding is a relatively new field, even for UNICEF, the PBEA programme is implementing a robust research strategy and documenting experiences and lessons learned to build broader knowledge about the topic, highlight linkages that already exist, and generate discussions with partners globally.

The PBEA research strategy was developed through a consultative process to strengthen the programme's ability to achieve Outcome 5 - generating new knowledge and evidence about the ways that education might contribute to peacebuilding in conflict-affected and post-conflict environments. It is anticipated that strategic research can also contribute in a formative way to the achievement of the other programme outcomes.

The PBEA Results Framework and the Monitoring and Evaluation (M&E) approach will support UNICEF in assessing how to better develop more coherent, coordinated and effective interventions that contribute to peacebuilding. The core of the M&E strategy focuses on demonstrating how education activities are addressing key drivers of conflict. Quantitative and qualitative data will be gathered through ongoing monitoring and learning processes at the country level and frequent analysis of the results and changes.

Given the shortage of programming in this area to date, PBEA is ultimately a learning process; which interventions contribute to peace may not be known at the outset. It is as important to capture unintended results of interventions as intended ones. Programme reviews, lessons learned exercises and "mini" developmental or formative evaluations will be used for this purpose. (Continued on page 23)

SMS: Early alerts to prevent school failure in Argentina

Elena Duro, UNICEF Argentina

Most teachers, school authorities and policymakers have identified disparities in access and attendance in Argentina, addressed by the Global Out-of-School Children Initiative; however, their perceptions are not always based on systematic and complete evidence and hence rarely serve as a catalyst for action and improvement. Meant as a way of tackling the prevalent issue of out-of-school children, the *School Management for Improving Learning* programme contributes to overcoming management barriers in public schools leading to school failure and drop-out.

The program provides policymakers, school supervisors and principals with relevant, timely information to identify institutional bottlenecks and to design and implement appropriate strategies for improving educational quality.

The initiative is based on an Information and Communication System that collects data on issues such as students' performance, failed subjects, student and teacher absenteeism, children's gender and ethnicity. The system then sends **updated** and **important** information to principals and authorities through SMSs. While traditional information systems usually take a long time to process and communicate information,

“Absenteeism is high, and therefore so is repetition. Very few kids don't miss classes. For example, over 30 children are currently enrolled in the first grade but on a regular day only 18 to 20 come to school.”

–Teacher from a rural school located in an indigenous community

School Management for Improving Learning gives decision makers the possibility to rely on real-time data that serve as a system of early alerts for action and management. The system also provides each principal, supervisor and policymaker with a complete and contextualized report on the schools they are in charge of, including customized indicators that are not always tracked by traditional information systems.

School Management for Improving Learning is complemented by a training programme for school principals on strategic topics for efficient institutional management and improvement. It addresses bottlenecks and critical processes such as effective time management, strategic teaching coordination and the relationship between schools, families and communities, among others.

This initiative has already been implemented in over 276 schools in the Argentine Province of Salta, where it has been adopted by the local educational government as public policy. It has proven to have direct impact on school authorities' strategic planning and management capabilities, and has become a key tool for the development of improvement programmes.

In 2013, UNICEF Argentina will cooperate with the educational governments of top-priority provinces like Misiones and Jujuy in the implementation of the *School Management for Improving Learning*, expecting to help all children and, specially, the excluded and marginalized, to exercise fully their right to quality education.

For more information, please contact Elena Duro (eduro@unicef.org) Education Specialist, UNICEF Argentina.

Advancing Equity in Education: Basic Education and Equity Demonstration Initiative

Lisa Bender, NYHQ

The Basic Education and Equity Demonstration Initiative (BEE) is a multi-year, privately-funded demonstration initiative supporting equity-focused education programmes in five countries-Afghanistan, Bangladesh, Liberia, Madagascar and Nepal. Each country programme is built around three pillars, out-of-school children, quality education and girls' education. Since its inception in 2012, BEE has reached over 611,044 total beneficiaries, strengthening capacity of service providers and offering learning opportunities to the most disadvantaged children.

In each country, inclusive, bottom-up efforts and expansive community consultations were undertaken to inform key strategies and implementation of programmes. Efforts led by youth, child-to-child approaches and community mapping exercises were some of the innovative ways in which the programme mobilized successful enrolment campaigns for formal and non-formal schools. Creative pilots such as a 9-month life-skills based programs for out-of-school girls in Nepal and community-based learning programs taught by secondary school girls in Afghanistan are demonstrating new entry points for engaging girls and women in education.

Applying innovative solutions and approaches, BEE aims to identify what works best in tackling the toughest challenges to equity in education around the world. BEE is also contributing to enhanced monitoring of results for equity, by developing SMART indicators, progressive targets and improved disaggregation of data. Collectively, these efforts are beginning to yield positive results and illustrate critical lessons towards continuous improvement of programmatic interventions.

What's Next?

In the coming months, the five participating countries will have

opportunities to engage in an on-line Community of Practice (CoP) whereby colleagues will connect and interact with each other to facilitate cross-fertilization of lessons emerging from the diverse set of issues and challenges of all five countries. The interactions through CoP will also be complemented by a Mid-Term Review planned for 2nd quarter of the year, which will feed into the development of concrete proposals for the remainder of the programme.

Some Project Highlights:

- In Afghanistan, 9,339 children and youth, over 84% of which were girls, participated in alternative learning programs. This exceeded the objective of 8,600 students.
- The UNICEF office in Bangladesh enrolled 3,917 five-year-olds (60% girls) in school readiness programs, including 153 children with disabilities.
- 73,000 vulnerable children directly benefitted from text books and other learning materials in Liberia, including children affected by the political crisis in the Ivory Coast.
- UNICEF Madagascar awarded 1,273 scholarships for girls to attend junior secondary school.
- In Nepal, 2 853 vulnerable youth participated in three different models of alternative learning programs.

For questions or more information, please contact Lisa Bender (lbender@unicef.org), Education Specialist, NYHQ.

Reading Is Changing My Life: A UNICEF-supported reading programme improves the quality of primary education in Guatemala

Ileana Cofiño, UNICEF Guatemala

Reading as a national priority

In 2012, UNICEF Guatemala launched actions to strengthen national capacities and advocate for the development of a reading programme, together with the Ministry of Education (MINEDUC), that would help to improve the quality of primary education. The programme, called *Reading Together*, focused on encouraging reading in schools, families and communities by promoting and raising awareness on the importance of reading and the acquisition and development of reading skills in the classroom.

Reading Together has helped strategically position reading as a national priority in Guatemala, particularly for girls, boys and adolescents to acquire the communication skills needed to perform in school, successfully complete primary and secondary education, and ultimately contribute to society. Through analysis of indicators and identification of bottlenecks in literacy, UNICEF Guatemala has found the need promptly to address school failure in the first grade, where literacy is required for promotion to the second grade.

To address these needs, UNICEF and MINEDUC are working to encourage extending reading and writing beyond the classroom to all areas of a person's life. Students, teachers, parents and community members can participate in *Reading Together* through a variety of activities, such as by organizing or attending dramatic readings in public places. Other activities include listening to stories, oral traditions, folktales, poems, myths, and fables on the radio in various national languages; attending public readings of storybooks by local or national leaders to children at public sites or schools; reading and collecting printed publications; and supporting family literacy competitions.

To promote this programme, MINEDUC developed four complementary actions: (i) human resource training, (ii) increased availability of reading materials and resources, (iii) private sector partnerships and community involvement, and (iv) support, monitoring and evaluation.

In early 2013, MINEDUC distributed more than 1 million books—including storybooks, information and reference books—to about 46,000 classrooms across the country. Additionally, the Guatemala media published weekly readings and teaching suggestions, with inputs from the private sector, in order to promote reading and easy implementation in schools, at home and in communities.

Involvement of the entire educational community

The *Reading Together* programme has been well received by the education community. Girls and boys are becoming increasingly interested in reading and writing. Teachers have begun to incorporate innovative practices in the classroom to promote reading. Parents are more involved and willing to support their children. *(Continued from page 16)*

Gilberto Ajché with his father, talking about possibilities for a story. Reading Together program promotes reading and writing beyond the classroom, involving families and communities.



In Practice

(Continued from page 15)

A few months ago, more than 12,000 children participated in the *Family Story* contest, which gave awards to 14 young authors from different regions across the country. The contest requires an original, creative story be written by a child and his or her sibling in the native tongue of the children. The winners are selected by a national reading committee and are granted a family library, crayons, and a backpack full with school supplies. The biographies of the winners together with their stories are published in the newspaper. The winners also receive a special invitation from the President and Minister of Education to the award ceremony. The *Family Story* contest give families an opportunity to become involved, spend time with their children, share dreams, feelings and ideas, and ultimately turn reading and writing into an enjoyable practice.

Gilberto Ajché, only nine years old, wrote a story with his dad, who runs a family plant nursery. Both took time to share ideas and dreams that turned into a wondrous tale.

“You start thinking, looking around and from there you start getting ideas. I love everything about reading stories. I always wanted to write one. What helps me to write a short story is that I love animals and adventure,” said Gilberto.

Reading is positively changing the lives of girls and boys and moreover the fabric of families and communities in Guatemala. Reading is more than just a fundamental tool for scholastic success and school achievement; it enriches life in all areas, not only with the acquisition of new knowledge, but also with the discovery of other worlds full of adventures, feelings, dreams and new emotions.

For more information, please contact Ileana Cofiño (icofino@unicef.org), Education Specialist, Unicef Guatemala.



© UNICEF/GUA12/Video

Gilberto Ajché, 9 years old, entering the wonderful experience of creating a story as part of the Reading Together programme activities promoted by the Ministry of Education in Guatemala with UNICEF support.

The UNICEF Board Elevates Life Skills Education

Changu Manathoko & Heather Milkiewicz, NYHQ

Over the years, UNICEF has been a leader in supporting life skills education (LSE) in many countries through strong inter-sectoral partnerships and fostering national ownership and the capacity to integrate LSE as part of broader efforts to improve the quality of education.

In 2012, the Global Evaluation of Life Skills Education was undertaken to review such efforts invested in LSE initiatives. Specifically, it aimed to assess the relevance, coverage, efficiency, effectiveness and sustainability of LSE and to provide applicable lessons for UNICEF and partners for future actions. The findings showed that LSE provides a critical channel through which children and adolescents can equip themselves with the skills needed to navigate risks in their environment and eventually contribute to their economies in productive and dignified ways. When done well, LSE reduces prejudice and social stigma, strengthens children's social and emotional resilience, and promotes children as actors in their own development and well-being. LSE can be a particularly important resource for children and adolescents in conflict-affected environments and disaster prone contexts.

The key findings and the subsequent UNICEF management response were presented and reaffirmed at the Executive

Board Meeting in February 2013. This resulted in the final recommendation to prioritize four main areas of action for future support as follows: 1) Accelerate the integration of LSE into child-friendly education; 2) Create a taxonomy of learning outcomes of LSE interventions; 3) Develop guidelines for understanding and addressing social norms and application within each country context; and 4) Scale-up LSE targeting the needs of disadvantaged children and youth in both formal and non-formal education.

Some of the activities to be engaged in over the year include working with the Global Compact on Learning and other partners to establish a consultative process to determine and agree upon

desired LSE learning outcomes and impacts. Greater attention will also be paid to improving the way education systems plan, budget, and revise curriculum for LSE, as well as undertaking research on gender dimensions of LSE delivery and outcomes, which includes support for constructive gender relations and the development of positive concepts of masculinities and femininities.

[Click here to download the Global Evaluation of Life Skills Education Report available in ICON.](#)

For more information, please contact Changu Mannathoko (cmannathoko@unicef.org), Senior Education Adviser, NYHQ.



School children react to members of the IKEA Foundation and UNICEF delegation during a visit to Government Upper Primary School Tidi.

© UNICEF/INDA2012-00348/Prashanth Vishwanathan

Consultations for Post-2015 Agenda for Education

Morgan Strecker, NYHQ



As the deadline for the MDGs and EFAs rapidly approaches, we are faced with obvious questions about what comes next. What are the most important global priorities for education? Who will decide and how? What will progress mean and how will we measure it? Unfortunately, the answers are not so easy.

In May 2012, the UN Secretary General Ban Ki-moon called for an ambitious, principled, practical and coherent development framework for the post-2015 agenda. Such a framework will draw upon the work of the High-level Panel of Eminent Persons on the post-2015 development agenda, which will be consolidated from the critical inputs from global, regional and country level consultations as well as other inter-governmental and expert fora.

As part of this process, a series of global thematic consultations are currently in full swing. UNICEF is co-leading on 5 of the 11 themes; *Addressing Inequalities, Water, Education, Health and Violence, Conflict & Disasters*.

Progress to date and remaining tasks ahead

In the past decades, marked progress has been made towards forging a world fit for children – from unprecedented reductions in child and maternal deaths, to poverty reduction, to access to clean water, to gender parity and growth in primary education enrolment levels. Shadowed by these successes, however, challenges of inequalities have remained within and across countries, leaving many children behind simply due to factors such as poverty, gender, location, disability, etc. Around the world, an estimated 61 million primary-age children are still out of school, 775 million adults still illiterate (two-thirds of them

Quotes from Briefing to Member States – March 5th, 2013

“The final message from the consultations is that these goals and ambitions can only be achieved if there is a corresponding improvement in the governance of education.”

-Nicholas Alipui, UNICEF

“One of the repeated key points from the consultation was around not just education but innovative education, not just WHAT we teach students but HOW we teach them”

-Jamira Burley, GEFI YAG

“The first lesson since 2000 is that if you set ambitious, clear and measurable goals, it is possible to make great advances.”

-Irina Bokova, UNESCO

women), and 250 million children unable to read or write by the time they should be reaching grade 4 of school.

To UNICEF and our partners, it is obvious that there is much unfinished business. In education, both successes and failures of the past amount to equally important lessons for all stakeholders and provide the impetus to set more ambitious yet critical targets for the post-2015 agenda than what came before. The right to education is a crucial part of story and the *(Continued on page 19)*

Post-2015

(Continued from page 18)

reason why we've sought out the voices of children, youth, parents, teachers, academics, civil society organizations, foundations, bilateral agencies and many more in helping us define the priorities of the world we want.

Soliciting input from multiple stakeholders

The global Thematic Consultation on Education in the post-2015 development agenda is co-led by UNESCO and UNICEF with support from Senegal, Canada, Germany and the Hewlett Foundation.

Making use of existing regional meetings of Member States governments on Education for All (EFA) and the MDGs in Education, post-2015 consultations on education were held for the **Arab** (Sharm el-Sheikh) and the **Africa regions** (Johannesburg) in 2012; and for the **Latin American and Caribbean** (Mexico) and **Asia and Pacific** regions in 2013. Additionally, a meeting of **Education NGOs** was held in Paris as well a side event on the post 2015 agenda during the **Global EFA Meeting** involving Ministers of Education from all regions. A consultation with representatives from the **private sector** and from **donor agencies** was facilitated by the Brookings Institution.

The online consultation platform (see <http://www.worldwewant2015.org/education2015>) was launched at the beginning of December 2012 and had approximately **14,500 individual visits** from all over the world since its launch. To date, some **3,300 individuals have registered** for the online discussions, attracting more than **24,000 views from** worldwide. Back-to-back e-discussions¹ in four thematic areas have yielded more than **550 online responses**, with a majority of participants from civil society and from the Global South, particularly from the Africa and Asia regions. Education has been mentioned **2,245 times** (as of February 2013) on the My World global survey page (<http://www.myworld2015.org/>).

On 5 March 2013, a briefing of the key findings of the consultations were presented to the member states, including the historical review of lessons since 2000, shared by UNESCO's Irina Bokova, and a list of priority areas that are

emerging from the consultations, presented by Nicholas Alipui (Director of Programmes, NYHQ). Inspiring the audience with her energy and commitment to education, Jamira Burley, a member of the Youth Advisory Group of the Global Education First Initiative, noted that "we cannot continue to tell young people that they are the future, if we don't provide them with the tools and resources they need to be successful in that future."

The outputs from all these events informed the **Global Meeting which** took place in Dakar in March 18-19, 2013, participated by Member States, youth groups, the private sector, academics, civil society and UN agencies.

So what are these voices telling us?

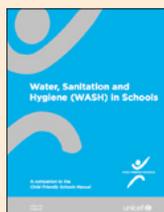
Consultations have reaffirmed what has always been the central tenet of advocates for education worldwide: that education is a fundamental human right and building block for human, social and economic development and poverty reduction, playing a crucial role in reducing inequality, enhancing economic growth, improving child and maternal health, strengthening citizenship and democracy, eradicating violence and crime, and reconstructing countries emerging from crises. A rights-based approach in education is essential to achieving equality and more sustainable development outcomes.

Four cross-cutting issues have been identified in the education as well as in other consultations:

- **Poverty:** Education is a key instrument for poverty reduction, and yet poverty remains the single most important barrier to achieving education outcomes. Every dollar invested in education generates US\$10-\$15 in returns. It is the single best investment countries can make towards building prosperous, healthy and equitable societies.
- **Equality:** The right to education for those most vulnerable is an urgent priority and can only be achieved through targeted approaches. Tackling gender inequalities is a key priority, with a need to go beyond parity to meaningful gender equality. Enhanced efforts are also needed to enable children, youth and adults affected by conflict or disasters to exercise their right to education.

(Continued on page 24)

Global and Regional Publications



Title: CFS Module/Compendium - WASH

Publisher: UNICEF

The CFS approach to education guarantees all children the right to schools that are safe and protective, that offer potable drinking water, hand-washing facilities and clean, safe toilets. This module provides an in-depth guide to promoting WASH in Schools through curriculum and classroom practices.

Link: http://www.unicef.org/publications/files/CFS_WASH_E_web.pdf

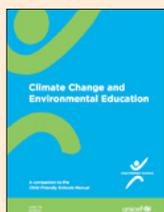


Title: CFS Module/Compendium - School Readiness

Publisher: UNICEF

This module provides guidance to policymakers, educators, programme professionals and practitioners on how to promote holistic early learning and development. It can be used in several ways, including: as a resource document for early childhood programmes, preparing children and families for primary school entry; and as an advocacy document for promoting school readiness practices in the transition to the early grades of primary school.

Link: http://www.unicef.org/publications/files/CFS_School_Readiness_E_web.pdf

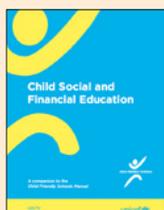


Title: CFS Module/Compendium - Climate Change and Environmental Education

Publisher: UNICEF

The purpose of this module is to provide in-depth information on how Climate Change and Environmental Education (CCEE) can be integrated into the design, implementation and practice of child-friendly schools.

Link: http://www.unicef.org/publications/files/CFS_Climate_E_web.pdf

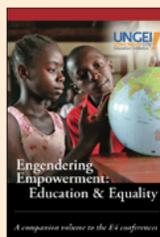


Title: CFS Module/Child Social and Financial Education

Publisher: UNICEF

This module introduces the Child Social and Financial Education (CSFE) concept and provides guidelines for implementing CSFE as part of the life skills programing in child-friendly schools. It presents a relevant, integrative and child-centred curriculum that is designed to facilitate the learning of social responsibility and financial competency.

Link: http://www.unicef.org/cfs/files/CFSE_Final_Web_21.2.13.pdf



Title: Engendering Empowerment: Education & Equality: A companion volume to the E4 conferences

Publisher: UNICEF

This publication aims to distill the key ideas and outcomes of the meeting to inform future action. It brings together the background documents prepared for the conference and the results of the deliberations, as well as a summary article on gender violence and education that was authored following the conference.

Link: http://www.ungei.org/resources/files/EngenderingEmpowerment_WebVersion.pdf



Title: Compendium on Transitional Learning Spaces: Design and Construction in Emergency

Publisher: UNICEF

This compendium is a centralized collection of designs, pictures, technical drawings, bill of quantities and cost-effective recommendations from different case studies collected from the field. This project aims to help facilitate the job of implementing learning spaces after an emergency, with sound and clear technical information.

Link: http://www.educationandtransition.org/wp-content/uploads/2007/04/TLS_compendium.pdf



Title: Why are Boys Underperforming in Education?

Publisher: East Asia and Pacific Regional UNGEI

All girls and boys have an equal right to education. In many countries around the world, girls traditionally have been at a disadvantage. But in East Asia and the Pacific where national, aggregated statistics are beginning to show universal access to education, in some settings enrolment, attendance and achievement are decreasing for boys. Boys' enrolment rates have declined. Many boys are leaving school early. Fewer are continuing on to higher levels of education. Why? This study was done in Malaysia, Mongolia, the Philippines and Thailand.

Link: http://www.unicef.org/eapro/report_why_are_boys_underperforming_FINAL.pdf



Title: Factsheet: International Day of the Girl Child

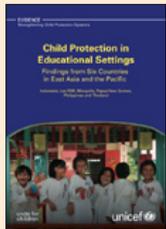
Publisher: East Asia and Pacific Regional UNGEI

The more education a girl receives, the less likely she is to marry as a child. Yet in the East Asia and Pacific region, 4.9 million girls remain out of school, 90% of whom are from excluded or minority groups.

Link: http://www.unicef.org/eapro/factsheet_girl_day_east_asia_and_pacific.pdf

Global and Regional Publications

(Continued from page 20)



Title: Child Protection in Educational Settings: Findings from Six Countries in East Asia and the Pacific
Publisher: UNICEF EAPRO
 This publication presents the findings from a six-country regional mapping of the capacity and activities for child protection in education settings. The mapping offers an initial assessment of what educational institutions are doing to respond to child protection concerns, including their training and learning for staff and students, and it identifies mechanisms that foster an open atmosphere for dialogue on child protection in the education context. The six countries – Indonesia, Lao PDR, Mongolia, Papua New Guinea, Philippines and Thailand – are taking forward the respective recommendations from the report.

Link: http://www.unicef.org/eapro/CP-ED_Setting.pdf



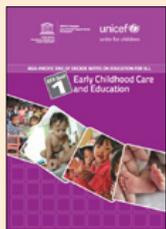
Title: Building a culture of resilience in Eastern and Southern Africa region
Publisher: UNICEF ESARO
 This report is a mixed methods evaluation of strategy and efforts to build and strengthen sustainable national emergency preparedness and response capacity in the education sectors in Burundi, Comoros, Madagascar, Malawi and Rwanda. The level of institutionalisation of EPR/DRR practices into the education sectors at the national and sub-national levels is also explored.
Link: https://www.york.ac.uk/iee/assets/Building_a_culture_of_resilience_UNICEF_evaluationReport.pdf



Title: Developing a systemic approach to teacher education in sub-Saharan Africa: emerging lessons from Kenya, Tanzania and Uganda (Published in Compare: A Journal of Comparative and International Education, May 2011)
Publisher: Frank Hardmana; Jim Ackersb; Niki Abrishamianc; Margo O'Sullivan
 This paper explores the challenges and the lessons learned from the development and strengthening of pre- and in-service teacher training in Kenya, Tanzania and Uganda. The tension between quality, breadth and cost-effectiveness is explored together with key issues related to enhancing teacher education in the region as a whole.
Link: <http://dx.doi.org/10.1080/03057925.2011.581014>



Title: Construyendo bases fuertes Guía programática para la articulación del Desarrollo de Primera Infancia y la Reducción del Riesgo de Desastres
Publisher: UNICEF and Plan International
 The Programmatic Guide for the Mainstreaming of Early Childhood Development and Disaster Reduction and Response is the product of a collaborative effort among different organizations from Latin America and the Caribbean. The guide aims to improve capacities for advocacy, formulation, implementation and monitoring of actions in ECD and DDR.
Link: http://www.unicef.org/lac/library_3224.htm

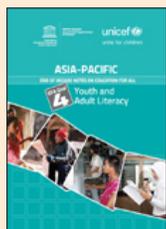


Title: The Asia Pacific End of Decade Notes on Education for All: Goal 1: Early Childhood Care and Education
Publisher: UNICEF and UNESCO
Link: http://www.unicef.org/eapro/End_Decade_Note_-_Education_for_All_.pdf
 OR http://www.unicef.org/rosa/education_1486.htm

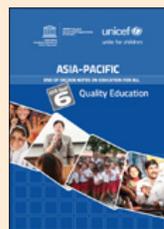


Title: The Asia Pacific End of Decade Notes on Education for All: Goal 5: Gender Equality
Publisher: UNICEF and UNESCO
Link: http://www.unicef.org/eapro/EDN5_Gender.pdf
 OR http://www.unicef.org/rosa/education_1486.htm

The EDN present a review of regional and national progress toward the six EFA goals, take stock of persisting issues and remaining challenges in achieving the goals, and highlight examples of innovative policy reforms and strategies, particularly those aimed at reducing disparities in access to and quality of education. The EDN also emphasize the policy, capacity and governance gaps to be addressed in order to achieve EFA goals in the region. The six reports build on the findings of the Asia-Pacific EFA Mid-Decade Assessment (2006-2008), which examined EFA progress and gaps at the mid-way point of the 2000-2010 decade.



Title: The Asia Pacific End of Decade Notes on Education for All: Goal 4: Youth and Adult Literacy
Publisher: UNICEF and UNESCO
Link: http://www.unicef.org/eapro/EDN4_Lifeskills.pdf
 OR http://www.unicef.org/rosa/education_1486.htm



Title: The Asia Pacific End of Decade Notes on Education for All: Goal 6: Quality of Education
Publisher: UNICEF and UNESCO
Link: http://www.unicef.org/eapro/EDN6_Quality.pdf
 OR http://www.unicef.org/rosa/education_1486.htm

Global and Regional Events

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10-15 March 2013, New Orleans, USA

CIES Conference: Educational Quality - Global Imperatives and Contested Vision <http://www.cies.us/2013/index.html>
UNICEF Contact Point:
Nora Fyles, nfyles@unicef.org

11-12, March 2013, New York, USA

Annual Meeting of the Heads of Youth Programmes of the United Nations entities members of the Inter-Agency Network on Youth Development
UNICEF Contact Point:
Stephanie Hodge, shodge@unicef.org
Morgan Strecker, mstrecker@unicef.org

13-15, March 2013, New York, USA

Working Session on the Implementation of the System-Wide Action Plan for Youth
UNICEF Contact Point:
Stephanie Hodge, shodge@unicef.org
Morgan Strecker, mstrecker@unicef.org

18-19 March 2013, Dakar, Senegal

Post 2015 Global Consultation on Education
<http://www.worldwewant2015.org/education2015>
UNICEF Contact Point:
Morgan Strecker, mstrecker@unicef.org

April 2013, Doha, Qatar

Meeting of select Education Ministers, organized by Educate A Child, an initiative by Qatar's Sheikha Moza bint Nasser
UNICEF Contact Point:
Jordan Naidoo, jnaidoo@unicef.org

10-12 Apr 2013, Bangkok, Thailand

EAP Workshop on Risk Informed Programming
UNICEF Contact Point:
Cliff Meyers, cmeyers@unicef.org

16-18 April 2013, Washington DC, USA

World Bank/IFM Ministerial Meeting: Delivering Quality Education and Learning for All
<http://www.educationenvoy.org/events>
UNICEF Contact Point:
Jordan Naidoo, jnaidoo@unicef.org

18-19 April 2013, Washington DC

Learning for All Ministerial, organized by the World Bank, co-hosted by the UNSG and the office of Gordon Brown
UNICEF Contact Point:
Jordan Naidoo, jnaidoo@unicef.org

7-9 May, Istanbul, Turkey

Child and Youth Finance Summit
<http://childfinanceinternational.org/summit>
UNICEF Contact Point:
Maida Pasic, mpasic@unicef.org

14-17 May 2013, Kathmandu, Nepal

South Asia Capacity Building Workshop on the Global Initiative on Out-of-School Children
UNICEF Contact Point:
Lieke van de Wiel, lvdwiedl@unicef.org

19-23 May, Geneva, Switzerland

Global Platform on Disaster Risk Reduction, Fourth session
<http://www.preventionweb.net/globalplatform/2013/>
UNICEF Contact Point:
Aisling Falconer, afalconer@unicef.org

Mid-May (dates TBC), Bangkok, Thailand

EAP Regional Education Statistics Workshop on Southeast Asian Ministers of Education Organization (SEAMEO) Database on Education
UNICEF Contact Point:
Cliff Meyers, cmeyers@unicef.org

23-25 May, Russia

Steering Committee Meeting for Decade of Education for Sustainable Development
UNICEF Contact Point:
Stephanie Hodge, shodge@unicef.org

May 30, Vietnam

Launch of the State of the World's Children 2013
UNICEF Contact Point:
Stephanie Hodge, shodge@unicef.org

1-3 June, Japan

Tokyo International Conference on African Development (also Africa-Japan Dialogue on Disability) <http://www.ticad.net/>
UNICEF Contact Point:
Stephanie Hodge, shodge@unicef.org

17 June, New York, USA

Schools for Africa/Asia Phase III Launch
UNICEF Contact Point:
Changu Mannathoko, cmannathoko@unicef.org

Mid-June (dates TBC), Bangkok, Thailand

Adolescent Development and Participation Course (co-organized by UNICEF, UNFPA, UNESCO)
UNICEF Contact Point:
Devashish Dutta, ddutta@unicef.org

Spotlight

(Continued from page 12)

In terms of a broader research agenda, PBEA provides a unique opportunity to generate new insights and understanding at regional, national and local levels over the next three years within a rich diversity of country contexts.

Partnerships and inter-sectoral collaboration

Effective peacebuilding involves a range of measures to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels and laying the foundations for sustainable peace and development. This is a multifaceted, complex process that requires UNICEF to strengthen and build partnerships with the broader peacebuilding community, as well as support, connect and integrate its work across sectors. The PBEA programme has already provided an opportunity

for the development of various inter-sectoral approaches to peacebuilding, using education as an entry point, including gender-based violence, early childhood development and transitional justice. Through the Strategic Programme Advisory Group, as well as at country and regional levels, partnerships are being developed with the UNDP Bureau of Crisis Prevention, the Peacebuilding Fund, Search for Common Ground, the Inter-Agency Network for Education in Emergencies, and the Institute of International Education, at the policy advocacy, implementation and research level.

To find out more about the Peacebuilding, Education and Advocacy Programme, please refer to UNICEF web site, or contact Anna Azaryeva, (aazaryeva@unicef.org), PBEA Knowledge Manager.

Sierra Leone – Pilot Conflict Analysis Findings

In Sierra Leone, the programme pilot country, the consultations offered a unique and creative opportunity for individuals from within and outside the education sector to reflect on the links between education and peacebuilding objectives. The diverse groups of participants investigated the impact of education on the economic, social, cultural and political determinants of conflict, as well as in the consolidation of peace.

Interestingly, many of the conflict drivers in Sierra Leone are still perceived to be present. These include:

- high levels of youth unemployment;
- a failure to include youth in political processes at local and national levels;
- continuing regional inequalities of access to services including quality education;
- an elitist system of access to tertiary education; deeply embedded gender inequalities;
- and resentments over the distribution of the proceeds from extractive industries and over land rights.

At the same time, participants recognized that education had a transformative, multifaceted and integral role to play in some of the macro-level processes – political, social and economic – which were essential to consolidate peace. These included:

- developing a more inclusionary system of national politics and local government to involve youth and women meaningfully in decision making and as citizens of the nation;
- enhancing social stability through improving the parenting and socialization of children;
- addressing inequalities of educational provision and other services; fostering dialogue and communication between the government and regional communities to enhance state-society relations;
- developing livelihood opportunities for youth in urban and rural areas;
- and strengthening the role of teachers as key agents of many different processes of peace consolidation.

For more information on the pilot analysis please visit the Sierra Leone Case Study in the INEE Guidance Note on Conflict Sensitive Education (page 56).

Post-2015

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- **Youth and employment:** Education and training are central to equipping young people with the social and technical skills that are required for both life and productive and decent work.
- **Governance:** Education contributes to improving local and national governance, but governance of the education sector itself - particularly participation, accountability and transparency - must be a priority for education to have the most effective impact.

Four thematic priorities have emerged:

- **Beyond primary education:** The focus in education should be expanded beyond the primary school level to become more *holistic and comprehensive*, encompassing all levels (Early Childhood Care and Education, basic, secondary and tertiary), all forms of education (formal and non-formal general and vocational,) and all groups (children, youth and adults), particularly the most vulnerable. This should include a concerted focus on meeting the education needs of youth and adults, especially young women, particularly in terms of skills development for work and life.
- **Education quality:** There should be a greater focus on *learning* – the acquisition of skills, competencies, values and attitudes that individuals need to lead informed and productive lives as members of society. A focus on quality is crucial for improving equitable learning outcomes. Learning outcomes should be agreed and monitored as a key indicator of education quality. Improving the quality of education will require attention to teachers and all aspects of the learning environment including infrastructure, civil society participation and governance.
- **Relevance:** In improving the linkages between education, life and employment, education must be made more relevant to changing global, regional and national contexts. Five key areas have been identified: i) *Global citizenship*; ii) *Linkages to the Labour Market*; iii) *Education for Sustainable Development*; iv) *Sexual and Reproductive Rights Education*; v) *Information and communication technologies*.
- **Equity:** There must be a greater focus on equity, including:
 - i) **A renewed focus on girls and women:** Gender equality remains a priority and should be treated as a thematic concern in its own right as well as central to education



Eight-year-old Kynat (centre) attends a class in the Chota Lahore camp in Swabi District in North-West Frontier Province (NWFP). Her family has been displaced from Soora Village in Buner District. An estimated 877 children are enrolled in the school. UNICEF is helping to provide education support for displaced children in camps and host communities.

thematic priorities: ii) **Inclusion:** The intersection of different inequalities result in the marginalization of groups including those living in remote and rural contexts, girls and women, ethnic, indigenous and other minorities, persons with disabilities and special needs, refugees, migrants, IDPs and children at risk of, or removed from, hazardous work or armed forces: iii) **Emergencies:** the need for equitable quality education is critical in situations of conflict or natural hazard; this includes funding education in emergencies adequately and from the onset of a disaster or conflict. This is crucial as about 42 per cent of children who are out of school are found in conflict-affected countries. The provision of education in these contexts is key to mitigating conflict, and in saving and sustaining lives.

Following the Global Meeting in Dakar, consolidated feedback of the consultation process will be presented to the UNDG before submission to the High Level Panel on the post-2015 development agenda and the UN General Assembly in September.

For more information on the post-2015 consultation process, please contact Morgan Strecker (mstrecker@unicef), Education Specialist, NYHQ.

¹ The education e-discussion covers four thematic areas: (1) Equitable Access to Education; (2) Quality of Learning; (3) Global Citizenship, Skills and Jobs; (4) Governance and Financing of Education.



About this newsletter

Education Team Highlights is designed to facilitate internal sharing of news, information and analysis from UNICEF education programmes and partnerships around the world. We would like to hear from you! Please send your feedback on the content and format of the newsletter to selee@unicef.org.

Disclaimer

The information contained in this newsletter is does not necessarily represent the policies or opinions of the UNICEF Education Section. While we endeavour to keep it concise and informative, the text has not been edited or fact checked to official publication standards.

Call for contributions

The next quarterly issue will be published in June. We invite you to share stories from your programmes, practices, evaluation findings, events and much more. Special focus will be made on monitoring for equity, so we encourage you to share your insights and experiences around MoRES and other similar efforts from your country. To submit contributions, please fill out our submissions form (available on the intranet) and send it to us by June 7th at: education@unicef.org, with subject line "Submission: Education Team Highlights".

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