

Annual Results Report 2016

Education

HEALTH
HIV AND AIDS
WATER, SANITATION AND HYGIENE
NUTRITION
EDUCATION
CHILD PROTECTION
SOCIAL INCLUSION
GENDER EQUALITY
HUMANITARIAN ACTION



UNICEF's Strategic Plan 2014–2017 guides the organization's work in support of the realization of the rights of every child, especially the most disadvantaged. At the core of the Strategic Plan, UNICEF's equity strategy – emphasizing the most disadvantaged and excluded children, caregivers and families – translates UNICEF's commitment to children's rights into action. What follows is a report summarizing how UNICEF and its partners contributed to Education in 2016 and the impact of these accomplishments on the lives of children, caregivers and families.

This report is one of nine on the results of UNICEF's efforts this past year, one on each of the seven outcome areas of the Strategic Plan, one on gender and one on humanitarian action. It is an annex to the 'Annual Report of the Executive Director of UNICEF, 2016', UNICEF's official accountability document for the past year.

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On 15 August 2016, in the Bentiu Protection of Civilians site in Unity State, South Sudan, Nyayang, age 10, carries an old and broken UNICEF water container to school because there is nothing to sit on in class. "The bucket is okay, not really comfortable but sort of okay. But I really would like a chair to sit on. My family came here because of the fighting in the war. The noise of the guns made me very scared and I saw many bad things. When I grow up I want to be a teacher to help teach my own people."

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EXECUTIVE SUMMARY

Education is a human right and vital to securing the well-being and productivity of individuals, families and societies. This has long been recognized by the international community and by governments, which have demonstrated commitment to the sector and initiated dynamic programmes with ambitious targets.

There are 100 million more children and adolescents enrolled in primary and secondary schools than 10 years ago. Yet more than 121 million children of primary and lower secondary school age are out of school worldwide, rising to an estimated 263 million when upper secondary school aged children are included. An estimated 250 million children are failing to learn basic numeracy and literacy in the early grades. In 35 countries affected by emergencies and protracted crises, 75 million children need educational support. UNICEF developed *The Investment Case for Education and Equity* to outline this global crisis and propose workable solutions. Solutions for these challenges will require an increase in funding for education and investments that are more equitable and efficient.

Based on current trends, in 2030 some 1.5 billion adults will have had no education beyond primary school, and they will come disproportionately from low-income countries and marginalized communities. Many of those who do advance through the education system will lack the basic skills that are their right. As noted in *The Learning Generation: Investing in education for a changing world* – a seminal 2016 report by the International Commission on Financing Global Education Opportunity (commonly known as the Education Commission) – without significant increases in education expenses, by 2030, only 1 child in 10 from low-income countries will master basic secondary skills.¹



The Sustainable Development Goal for education (SDG 4) calls for the international community to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. Within this broad agenda, UNICEF continues to focus on the educational needs of the

most marginalized, recognizing that exclusion is driven by poverty, conflict, gender, ethnicity, disability and child labour. As part of its Gender Action Plan, UNICEF is supporting 12 targeted countries to accelerate marginalized adolescent girls' education, including to the secondary level.

"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages."

- Article 26, Universal Declaration of Human Rights

One year after the launch of the SDGs, building on the recommendations of the International Commission on Financing Global Education Opportunity, UNICEF and its partners are promoting, funding and facilitating improved learning outcomes and equitable, inclusive education. In 2016, 15.7 million children were supported through individual learning materials provided by UNICEF, more than 330,000 classrooms were supplied with educational materials, and approximately 39,000 school communities participated in training on school management, planning, health or inclusive education. A total of 11.7 million children in humanitarian situations were reached with educational support. Across UNICEF-supported countries, the percentage of girls and boys from the poorest quintile attending primary school increased from 73 per cent in 2013 to 78 per cent in 2016.

In support of global partnerships, UNICEF maintains a leadership role in major education initiatives at global, regional and country level, including SDG 4/Education 2030, the Global Partnership for Education, and the United Nations Girls' Education Initiative. Building on lessons learned from the No Lost Generation initiative, work with partners includes supporting children's education in emergencies and crises. A major development in the sector and a key achievement for UNICEF, the Education Cannot Wait fund was launched in 2016, mobilizing resources and agreeing to initial investments to ensure that *all* children, especially those living in emergencies and protracted crises, continue to learn. UNICEF will act as temporary host of the fund, pending a permanent hosting decision. UNICEF also contributed to the Education Commission's work and recommendations, building a strong case for investment for education and highlighting key reforms needed to deliver results, while demonstrating the scale of challenges.

UNICEF's commitment to achieving equity in education requires better evidence of what works for the most

marginalized children. In 2016, several developments improved the delivery of inclusive education for children with disabilities. These included publishing a guide to inclusive Education Management Information Systems designed to enable collection of data on children with disabilities, and field-testing a screening tool to improve identification of children in need of services. UNICEF also continued advocacy to raise awareness of the importance of inclusive education.

Innovation can also play a crucial role in achieving much better results around learning, equity and access. In this regard, UNICEF produced the *Journeys to Scale* report, which demonstrates how to take promising innovations to scale. The report describes innovations from five countries on two continents that addressed such challenges as accountability, school readiness and educating hard-to-reach children. Its recommendations establish a new baseline for implementing innovations in service of the most marginalized children.

A common thread across this support is a commitment to equity and learning. All children, including adolescents, must develop the wide range of skills necessary for full participation in society. Given these challenges, UNICEF continues to sequence and prioritize work and seek efficiencies where possible without exacerbating inequities.

Safe learning environments with quality teaching and learning materials can best be supported by well-functioning education systems. As UNICEF's iconic Child-Friendly Schools cannot reach their potential without child-friendly school systems, education systems must be strengthened through policy development, enhancement of data systems, and improvement of governance and accountability. The Simulations for Equity in Education tool finalized in 2016 is designed to help countries identify cost-effective strategies for reaching children who are excluded from or underserved by education systems. The tool is being deployed along with training on education system analysis and data quality control so that better decision making and dialogue within countries can lead to more pro-equity programmes for marginalized children.

Early learning has become perhaps the most challenging subsector within education, with the biggest gap between the evidence base and practice: children from the poorest households are almost six times less likely to attend an early childhood education programme than those from the richest. While it is increasingly clear that expansion of early learning services for the most vulnerable children is the single best investment available in the sector, the long-awaited expansion has not yet occurred, and UNICEF's own spending for early learning declined significantly over the past year. It is too early to read much into this decline, other than to note the challenge of marshalling support for the most vulnerable and marginalized segments of society, even with a clear institutional commitment to do so.

In 2016, UNICEF spent US\$1.1 billion on education, of which US\$155 million was from 'regular resources' and US\$940.2 million was from 'other resources'. This includes US\$521 million from 'other resources – regular' and US\$419.2 million from 'other resources – emergency'. From the 'other resources' total spent, US\$73.5 million was from education thematic funds. Crucial to undertaking effective action, the non-earmarked nature of thematic funds provided crucial flexibility for UNICEF to respond quickly to the emerging needs of the education programme globally.

Looking ahead, education remains central to UNICEF's vision of inclusion, in which quality and sustainability are seen as co-equal, and equity is a core principle. One year into implementation of the SDGs, UNICEF continues to address unfinished business, while developing the capacity to address 'newer' challenges such as urbanization, migration, climate change and a refugee crisis at an unprecedented scale. Stronger data, innovation and partnership will continue to be at the core of this work, as will our willingness to foster and test a whole new generation of ideas in service of one old idea: Every child has the right to learn.

STRATEGIC CONTEXT

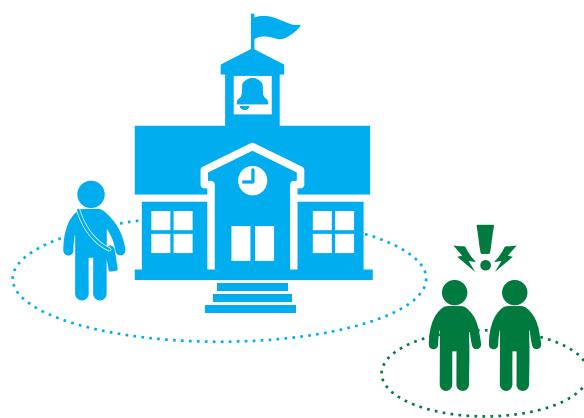
In 2015, world leaders met in New York to agree on the Sustainable Development Goals (SDGs), an ambitious agenda to move towards a more stable, equitable world. For the education sector, continuing discussions were held around specific targets and indicators for SDG 4 – which embodies a commitment to equity for all children, holds high expectations for learning, and embraces ambitious targets for increased access to pre-primary education, universal primary education and secondary education.

One theme of UNICEF's 2015 Annual Results Report was '2015: A year of opportunity for education'. Sweeping changes were expected in 2016, including the energy generated around SDG 4; the launch of the Education Cannot Wait fund, which focuses on education in emergencies; and the inauguration of the International Commission on Financing Global Education Opportunity (known as the Education Commission).

One year later, as these plans are becoming reality, the world has changed in ways that will have a profound significance for the education sector. As a result of a worsening refugee crisis, there are more displaced persons now than at any time in history, and more than 25 per cent of them are school-age children. The United Kingdom's forthcoming departure from the European Union will have an unknown impact both on the member countries, which collectively are by far the largest source of external financing for education in developing countries, and on the Union itself, which is one of the largest single donors to education. The United States, another of the largest donors to the sector, has announced the prospect of major cutbacks in aid.

Throughout the sector, even as new challenges arise, a host of old ones remain. Primary and lower secondary out-of-school rates continue to stagnate, with approximately 61 million primary-school-age children and 60 million children of lower secondary school age out of school. Of these 61 million, approximately 26 million will never enter school, 23 million will enter late and 12 million have already left school. Despite significant increases in enrolment, one of the main reasons for stagnation in the number of out-

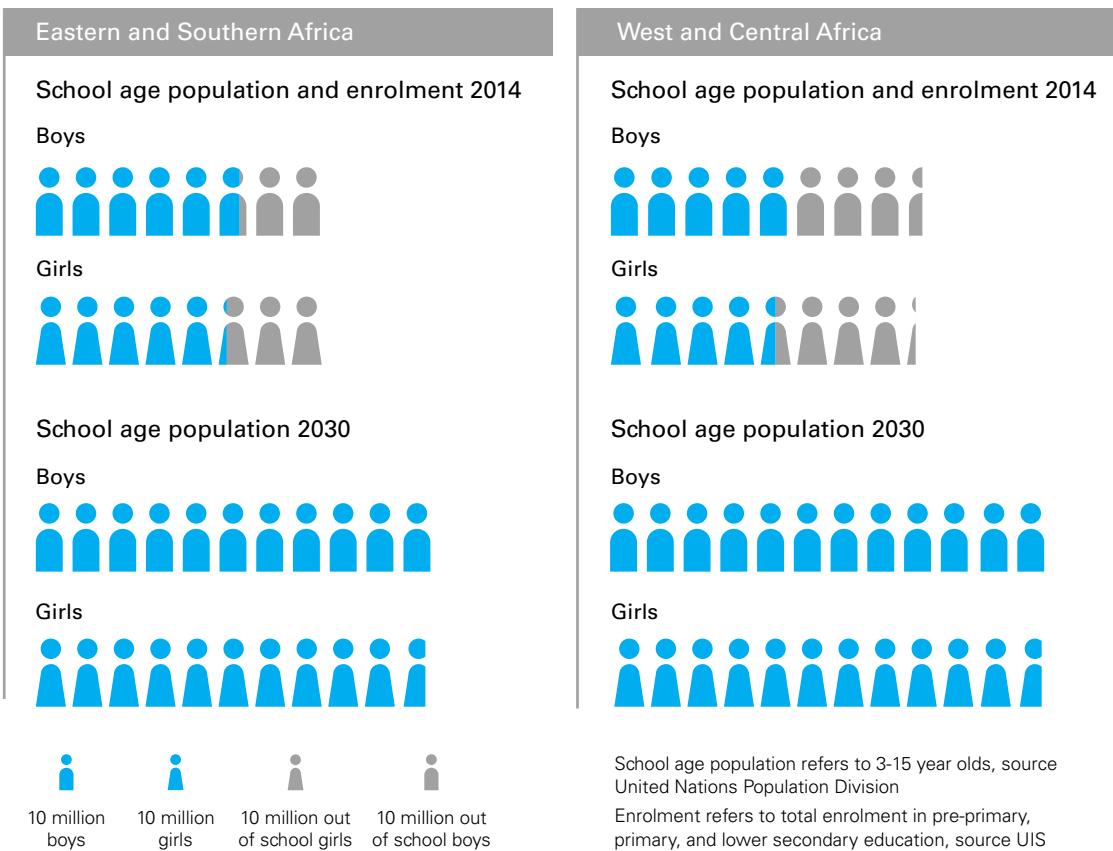
of-school children is linked to the increase of school age populations. This challenge is most severe in Eastern and Southern Africa and West and Central Africa regions, where the school age populations in 2030 are projected to be more than double the number of children currently enrolled (see the graphic on p.5). Based on existing trends, an estimated 69 per cent of children in low-income countries are not expected to learn basic primary-level skills by 2030, contrasted with only 8 per cent of children in high-income countries (see Figure 1). Only minimal progress has been made in increasing access to pre-primary education for disadvantaged children – one of the most important potential interventions to 'level the playing field'. In addition, 142 million upper secondary school-age adolescents are out of school today. When considering the 121 million primary and lower secondary school-age children out of school, the total number of children and adolescents out of school rises to an estimated 263 million when upper secondary school-age children are included.



Children in fragile, conflict-affected countries are **more than twice as likely to be out of school** compared with those in countries not affected by conflict

Primary-school-age children out of school





Against this worrisome backdrop, there are nonetheless an array of positive trends. The global primary completion rate increased from 82 per cent in 2000 to 90 per cent in 2014. The share of out-of-school children in the school-age population has nearly been cut in half, from 15 per cent to 9 per cent at the primary level. In the past three years, the number of children enrolled in primary school has increased by 18.5 million. As measured by the gender parity index (GPI), gender parity has been achieved in global primary completion, with girls very slightly disadvantaged ($GPI=0.99$), and in lower secondary completion, with boys very slightly disadvantaged ($GPI=1.01$). The global

statistics, however, mask continuing in-country variations and an increase in the number of countries where boys are disadvantaged, meaning that there are still many country-specific challenges to achieving gender parity.

Many recent developments have placed UNICEF in a stronger leadership role than ever before. Education Cannot Wait is to be housed at UNICEF. The organization was involved in preparing background analyses for the investment case for education, which in turn fed into the Education Commission's first report. New partnerships with the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) and the Global Partnership for Education (GPE) were planned that would strengthen our capacity to lead the development of evidence-based approaches.

Important recent advances have also been recorded in the capacity of education systems to support learning, many of which have been supported by UNICEF and partners. For instance, 75 per cent of countries had stable, standardized national examinations in 2016, compared with only 58 per cent in 2013. For far more children, their learning is being assessed in a national, fair and standardized examination. Information on reading



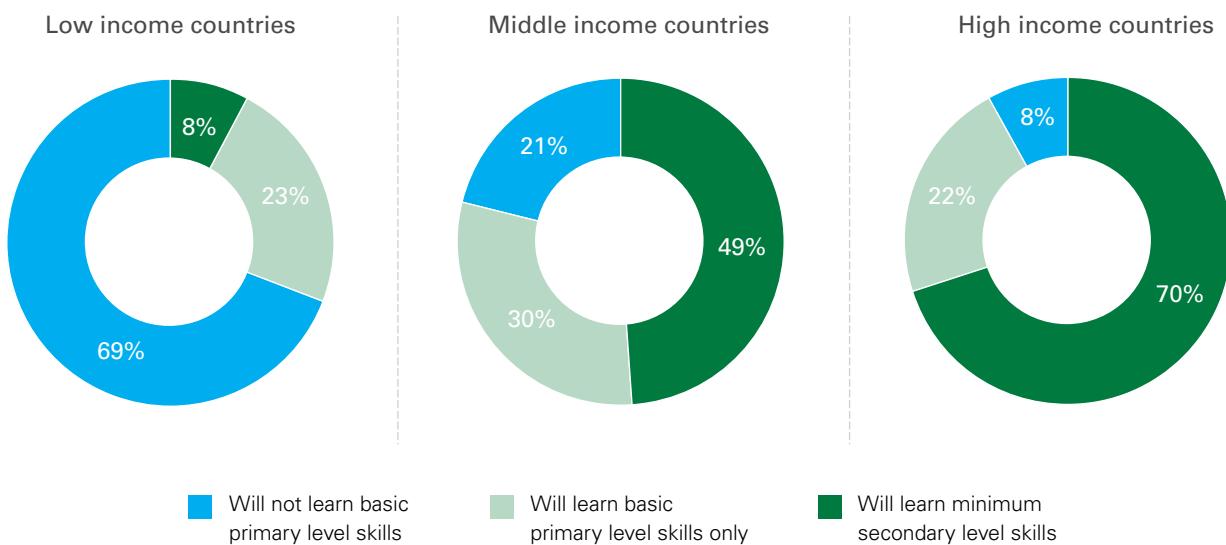
Primary completion rate reached 90 per cent in 2014, up from 82 per cent in 2000



Gender parity in primary education continues to improve.

FIGURE 1

Expected learning outcomes of the cohort of children and youth who are in school in 2030



Source: Education Commission projections (2016)

achievement levels in the early grades is now available for more than 70 countries, up from only a handful in 2000, and 90 countries have completed or are in the process of completing detailed statistical profiles of out-of-school children – yielding much more information about how best to reach these children with good-quality schooling.²

The strategic context within which the sector operates and must achieve SDG 4 is evolving rapidly: UNICEF must and will evolve with it. UNICEF made significant contributions to *The Learning Generation: Investing in education for a changing world*, issued in 2016 by the Education Commission. The report proposes four transformations – in performance, innovation, inclusion and finance – to enable the emergence of a ‘learning generation’. Each transformation is discussed below, and should be understood through the perspective of UNICEF’s commitment to the most disadvantaged children, who have the same right to free education and quality learning, at the appropriate age, as all children.

 **Learning performance:** Schooling does not equal learning. From an equity perspective, recent successes in increasing the enrolment of vulnerable children in primary school must be matched by even greater successes in increasing equity in learning. Early Grade Reading Assessment (EGRA) studies and others show that many children from low socio-economic backgrounds have lower vocabulary development and subsequently lower levels of reading achievement, particularly when the language of schooling is not the language used in the home.³ For UNICEF, this means that system strengthening with a focus on the hardest-to-reach and lowest performers will be an even greater priority in the way forward.

UNICEF’s greatest added value in this space is its field presence, which has already been used effectively as a foundation to leverage important changes to education systems. A strong field presence must be accompanied by consistent interpretations of our approaches – such as Child-Friendly Schools (CFS) – across countries. Thus,

UNICEF is increasing its focus on the systems that support CFS, which provides an opportunity to develop quality standards that address the needs of the bottom economic quintile. Competency-based curricula, for example, can be defined to ensure that teaching and educational materials support differentiated approaches to learning. Country-specific education sector analyses, data system upgrades, peacebuilding education initiatives, the Out-of-School Children Initiative, and the new modules for the Multiple Indicator Cluster Surveys (MICS) that include an assessment of foundational skills and a questionnaire on parents' participation are all part of what UNICEF has already contributed, supported by its strong field presence, and these approaches are increasingly targeting the children most in need of support.



Innovation: While 'innovation' is often understood as 'delivering education services in new ways', it is crucial to recognize that it also means finding new ways to deliver education services to children who were not previously reached.

The focus must be on identifying, testing, adapting and scaling up approaches to help disadvantaged students break through the barriers they face. This challenge is greatest in sub-Saharan Africa, home to more than half of the world's out-of-school children. *The Journeys to Scale* report, published in 2016, provides a way to understand the challenges faced by implementing organizations as they aim to scale up innovative education programmes and influence national systems in order to reach the most disadvantaged children (*for details, see p.9*).



Inclusion: Successful education systems are those that provide good-quality learning for all students. From UNICEF's perspective, this means, for instance, that support for adolescents must connect back to the early years, before disadvantaged children leave the education system. Because children are not given equal opportunity, the provision of equitable opportunities must be accompanied by compensatory programmes, including pre-primary programmes targeted to reach the most marginalized children. UNICEF's education kits also reflect the goal to enable more children, including those with disabilities, the opportunity to learn and play. Items added

to the kits in 2016 include a magnifying glass connected to the end of a ruler, a teaching clock and posters produced in Braille, and a bell inside inflatable balls.

A major recent development is the increased number of children being schooled in emergency contexts, and the significant share that is being supported by UNICEF. This includes a bridging of humanitarian and development efforts that can be expected to gain in importance during the coming years, for example, as the Education Cannot Wait fund offers new opportunities and addresses challenges in access and learning.



Finance: Funding is insufficient for education in developing countries, whether from domestic or external sources. A further challenge is that available financing is rarely well targeted to those most in need. It has been estimated that the

poorest children have up to 18 times less access to public financing than the wealthiest. As the priority for many donors is results-based financing, it will be particularly important that all financing in UNICEF programmes, whether domestic or external, is attentive to results for the most marginalized children and leads to greater efficiency in the results chain. It will also be important to consider new financing approaches beyond traditional official development assistance and domestic financing, such as bond issues, debt swaps and financial transaction taxes.

"On average, each additional year of schooling can add up to 18 per cent to a nation's GDP per capita."⁴

RESULTS BY PROGRAMME AREA

Strategic approach

UNICEF focuses its education work within the Strategic Plan 2014–2017 on five programme areas: (1) improving early learning; (2) improving learning outcomes and environments; (3) strengthening equity in education; (4) education in humanitarian settings; and (5) global partnerships and system strengthening, which supports the other areas. The overall outcome for education is ‘improved and equitable access to and completion of quality, inclusive education with a focus on improving learning outcomes’.

THE RESULTS FRAMEWORK SETS TARGETS AT THREE RESULTS LEVELS:

1. **Outputs**, reflecting UNICEF’s contributions or very significant contributions;
2. **Outcomes**, the products of shared action with national governments and their development partners; and
3. **Impact**, the longer-term effect of outputs and outcomes.

This report presents data and analysis on each indicator, complemented by a discussion of approaches to achieving progress and examples of how this was done at the country level in 2016, linking activities to results. While great efforts have been made to develop a results framework that comprehensively measures global progress on key indicators, the scale and range of contexts in which UNICEF works means that not all education activities can be reflected in the Strategic Plan indicators. Thus, our country offices develop programmes and activities based on children’s specific needs, using the indicators that are relevant to the country context.

To meet the challenge of ensuring that all children experience a quality, inclusive education, UNICEF adapts its strategies to each country context and works across the education system in close collaboration with governments and other partners, both to develop a supportive policy environment and to provide support for implementing services.

In 2016, UNICEF had more than 700 education staff in 155 countries. The majority were deployed at the country level, including in fragile and conflict-affected countries, or in remote locations where the needs were greatest. This strong presence enabled close relationships with schools, communities and ministries of education at the national and sub regional levels. Staff were supported by expertise in seven regional offices and by global-level staff who provided access to evidence and best practices and contributed to shaping global education policies and partnerships.

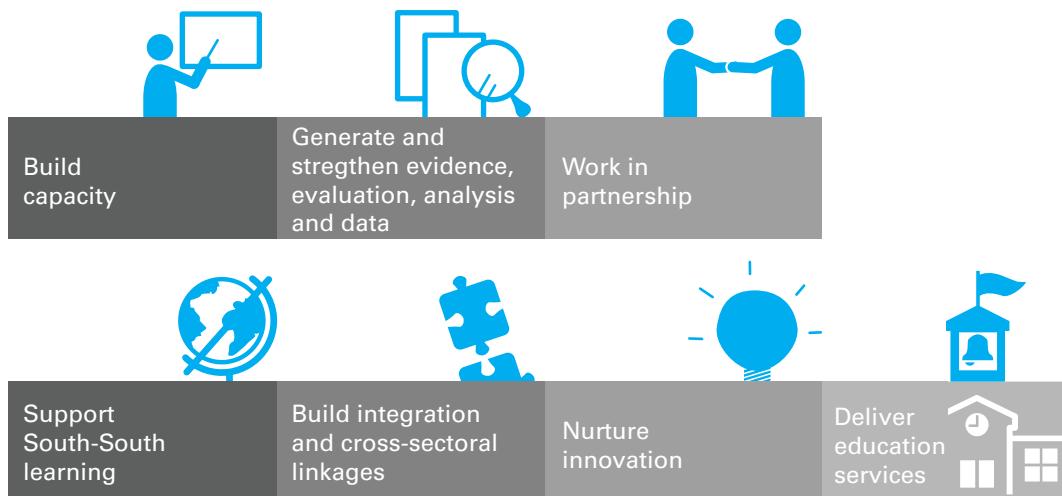
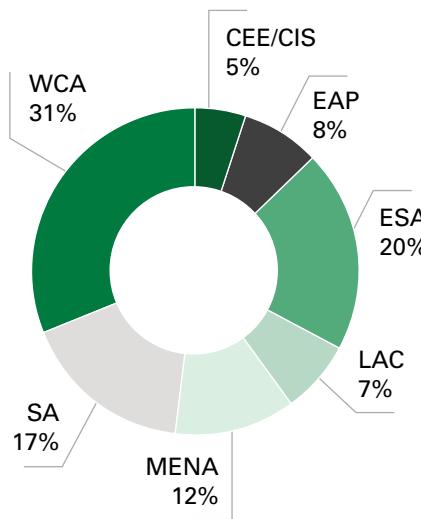


FIGURE 2

Education staff per region⁵



CEE/CIS	Central and Eastern Europe and the Commonwealth of Independent States	LAC	Latin America and the Caribbean
EAP	East Asia and the Pacific	MENA	Middle East and North Africa
ESA	Eastern and Southern Africa	SA	South Asia
		WCA	West and Central Africa

Three key developments in 2016 have supported staff in shaping global education policies: the launch of the Education Cannot Wait fund, the analysis of innovations in a new report, *Journeys to Scale*, and the *Learning Generation* report. Each of these is discussed briefly below.

Education Cannot Wait: A fund for education in emergencies



Education Cannot Wait⁶ was launched in May 2016 at the World Humanitarian Summit, mobilizing more than US\$113 million⁷ from donors and US\$100 million in

commitments for financial and relevant in-kind contributions from the private sector.

Education Cannot Wait includes two financing mechanisms: an acceleration facility for key global public goods, including catalytic support grants to global and regional efforts; and a breakthrough fund with the capacity to provide immediate, multi-year and nationally earmarked funding. A steering group of 'champions' drives the vision and mission of the fund, supported by a secretariat hosted at UNICEF and by key partners (GPE, the Government of Norway, the United Kingdom's Department for International Development (DFID), and the United Nations Special Envoy for Global Education).

Investments of US\$57.5 million were approved for Chad, Ethiopia, the Syrian Arab Republic and Yemen, as well as for the Global Partner Group, consisting of the Global Education Cluster, the Office of the United Nations High Commissioner for Refugees (UNHCR) and the Inter-Agency Network for Education in Emergencies. These initial investments will benefit 325,000 children and youth in Chad, more than 19,000 children and youth in Ethiopia, 317,000 children and youth in the Syrian Arab Republic and 1,300,000 children and youth in Yemen.

Journeys to Scale: Spotlight on innovation

JOURNEYS TO SCALE To reach the most unreachable children, those for whom 'business as usual' means 'out of school as usual' or 'in school but as usual, not learning', UNICEF is identifying, testing, adapting and scaling up innovations to help disadvantaged students break through the barriers they face. Though some of these innovations involve technology, one lesson learned is that while technology can be an important tool providing continuity where systems have been disrupted, its role is one of support, not substitution for teachers and facilitators. In the Sudan, for example, Can't Wait to Learn, a tablet-based numeracy programme, seeks to reach tens of thousands of out-of-school children by harnessing the power of digital games to create engaging learning experiences. In Ghana, Lively Minds connects to the power of mothers to organize play-based learning for kindergarten children.

Journeys to Scale, published in 2016, analyses five innovations that attempted to improve learning outcomes in Brazil, Ethiopia, Ghana, Peru and the Sudan. The report documents the effort to bring these innovations to scale, covering such diverse issues as community-led early childhood development (ECD), school readiness, improved transition between pre-primary and primary education, and numeracy for hard-to-reach out-of-school children. *Journeys to Scale* explores the conditions that helped these programmes reach the most marginalized children with quality services, simply by making better use of the resources at hand.

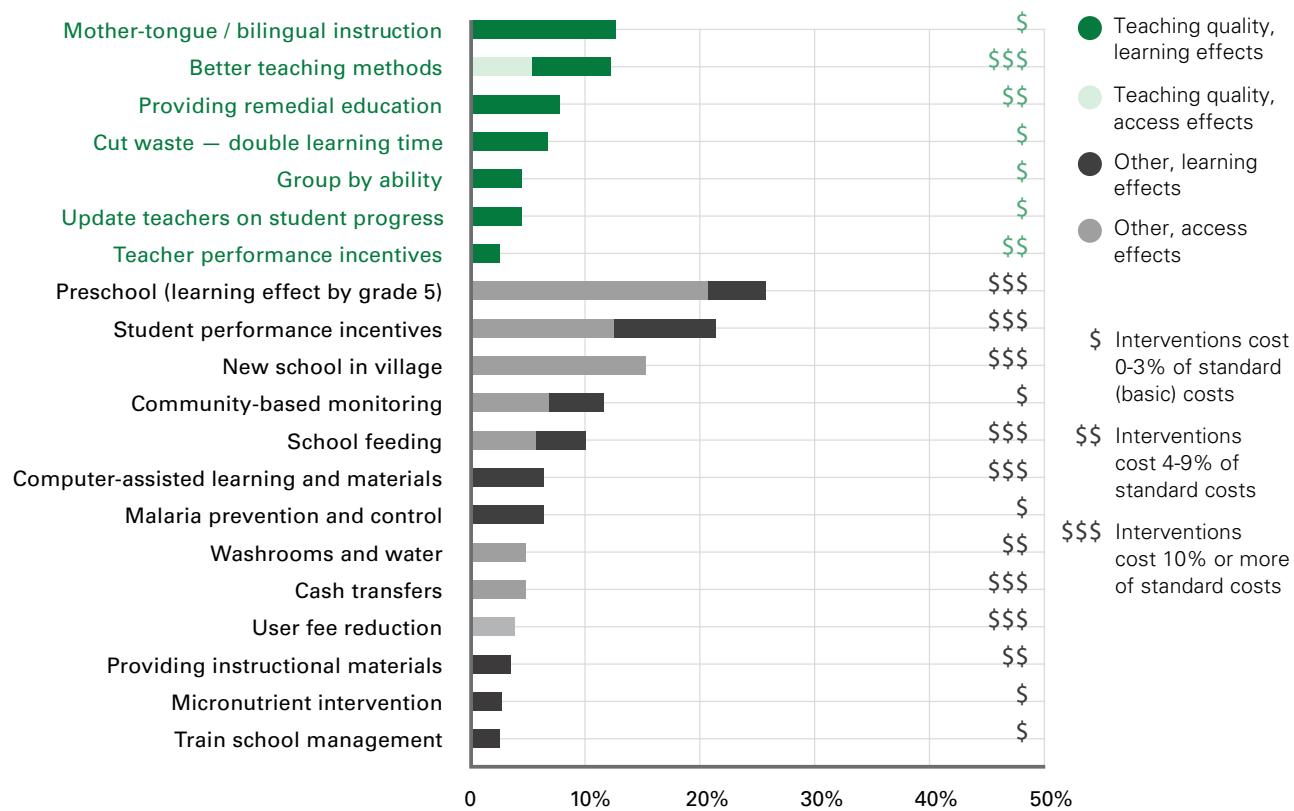
Learning from evidence and evaluation

In its *Learning Generation* report, the Education Commission states that the goal of high-quality universal basic education can be met within a generation, on one condition: that decision makers invest in what is proven to deliver the best results.

While noting that maintaining the status quo will lead to high levels of poverty, avoidable deaths, global instability and radicalization, the report offers a list of good practices geared to transform education sector performance, innovation, inclusion and finance (see Figure 3).

FIGURE 3

Highly effective practices to increase access and learning outcomes



Source: Education Commission analysis (2016). Note: The improvements are calculated from a baseline of 50 percent (of enrollment, completion, or reaching learning targets) and measured as percentage points gained. The costs are estimated relative to average baseline costs –with average class size, materials, support, and salaries. The green bars pertain to those interventions that are related to teaching methods and teacher incentives, while the gray bars pertain to all other types of interventions.

UNICEF is already prioritizing a number of these practices, putting its resources into improving the evidence base for decision making, and helping education systems build their capacity to respond to evidence, while also ensuring that approaches proposed address the needs of the most vulnerable children. For instance, ability grouping can be highly effective when targeted to acquisition of specific skills – but it can prevent disadvantaged children from catching up if applied to broad classroom grouping. Bilingual approaches to education and community-based monitoring can also be particularly cost-effective for improving learning. We are also looking at our own capacities – maintaining the country-driven approach to programming that strengthens relevance and responsiveness and focuses on the most marginalized children, while ensuring that robust quality assurance

mechanisms shorten the lag between development of new evidence and its application to programming across the sector.

This approach is bolstered through education and ECD programme evaluations designed to fortify evidence-based decision making and advocacy, transparency, coherence and effectiveness. Twenty-one evaluations of education and ECD programmes were conducted in 2016 – ranging from implementation of a CFS policy in Cambodia to inclusive practices in the education system in Serbia – and including all levels of education, from pre-primary to secondary. These evaluations ensure UNICEF has timely, strategically focused and objective information on the performance of policies, programmes and initiatives to produce better results for children and women.



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Highlights of 2016 results

PROGRAMME AREA 1: IMPROVING EARLY LEARNING

UNICEF supported governments to cultivate stronger data systems, better financing and improved teacher training for early childhood development. Maintaining the commitment generated by the SDGs, UNICEF took a systems approach to early learning. UNICEF helped many governments to ensure that the creation of ECD centres at a greater scale was within the context of a system-wide commitment to inclusion of early learning in the education sector planning processes.

Access to early childhood education (ECE) for the world's poorest children is improving, but at too slow a rate. UNICEF worked with countries and other partners to improve ECE opportunities by fostering the development of national support and engaging communities. In 2016, however, despite UNICEF's comparative strengths in early learning, there was a 10 per cent decrease in UNICEF's financial support for early learning programmes. This appears to be largely due to lack of urgency and prioritization at the country level; UNICEF will intensify the policy dialogue around ECE within countries and seek to boost awareness and demand.

The number of countries with effective policies and quality early learning programmes increased in 2016. UNICEF's continued support of governments to develop their national systems led to an upturn in this regard, from 31 per cent in 2013 to 52 per cent in 2016.

More parents and communities took an active role in expanding ECE opportunities. The proportion of countries where parents and communities were actively involved in the planning and monitoring of early learning centres increased from 36 per cent in 2013 to 53 per cent in 2016.



PROGRAMME AREA 2: IMPROVING LEARNING OUTCOMES AND ENVIRONMENTS

More national education systems are applying quality standards, in part with UNICEF support. The percentage of countries with such standards increased from 59 per cent in 2013 to 67 per cent in 2016. UNICEF's commitment to CFS focuses increasingly on improving school systems and sector planning. Eighty per cent of UNICEF's funding to CFS was spent to support capacity development and service delivery in programmes. A significant part of this effort has been to work with governments to develop and embed quality standards into national education systems.

The percentage of countries with well-functioning student learning assessment systems, especially for early grades, increased from 42 per cent in 2013 to 54 per cent in 2016. UNICEF works with 137 countries to enhance learning assessment systems through classroom assessments, national examinations and large-scale assessment surveys. Improvements to these assessment systems mean that they are better able to address equity, and to ensure that information on outcomes for vulnerable groups, including girls, is available.

In 2016, UNICEF provided books, school kits and other individual learning materials to 15.7 million children. More than 330,000 classrooms were supplied with educational materials and almost 39,000 school management committees (SMCs) received training on school management, planning, health or inclusive education. UNICEF's ability to rapidly procure supplies is often most visible in emergency situations. In the Syrian Arab Republic, through the Back to Learning initiative, UNICEF, along with the Ministry of Education and partners, reached 2,580,798 schoolchildren with textbooks and teaching and learning materials in the 2016/17 academic year.

The percentage of countries with an education policy/sector plan that includes multilingual education increased from 43 per cent in 2013 to 52 per cent in 2016. UNICEF is helping countries to produce suitable learning materials, training teachers to enable children to receive effective mother tongue instruction, and involving local communities in developing curricula and learning materials in support of mother tongue instruction.

Investments by UNICEF in teacher development and deployment rose to US\$45 million, up from US\$34 million in 2015. Eighty-five per cent of this spending was allocated to capacity development, 11 per cent was allocated to service delivery, and 3 per cent was allocated to Communication for Development (C4D), cross-sectoral integration and policy advocacy.

PROGRAMME AREA 3: STRENGTHENING EQUITY IN EDUCATION

In more countries, the most disadvantaged and excluded children are being reached by innovative approaches based on robust evidence and supported by government strategies and funding. Forty-five per cent of countries have innovative approaches at scale, compared with 35 per cent in 2015. For example, in Argentina, UNICEF supported innovative approach to access secondary education in isolated rural areas through a blend of remote teaching and on-site teaching assistance. Initiatives such as the *Journeys to Scale* report and the Humanitarian Education Accelerator help build a framework for this progress.

Progress on prioritizing girls' secondary education was significant, with 33 per cent of countries in 2016 having it as a recognized, targeted and budgeted priority, compared with only 27 per cent in 2015. In South Asia, girls' secondary education is now a priority

in 60 per cent of countries, up from 50 per cent in 2015 and 29 per cent in 2014.

Only 25 per cent of countries have an education sector policy or plan that specifies prevention and response mechanisms to address gender-based violence in and around schools. School-related gender-based violence (SRGBV) exacerbates education inequality – an issue of vital concern. In 2016, research undertaken by UNICEF on education inequality in 100 countries throughout 50 years found that education inequality doubles the risk of violent conflict and that greater education equality between male and female students decreased the likelihood of violent conflict by as much as 37 per cent. UNICEF has developed a range of strategies to address this issue, including teacher training programmes and curriculum development.

PROGRAMME AREA 4: EDUCATION IN HUMANITARIAN SETTINGS

The launch of the Education Cannot Wait initiative in 2016 resulted in increased mobilization of resources and funding at a time when an unprecedented number of people are displaced. This groundbreaking partnership leverages a more collaborative approach to ensuring every crisis-affected child and young person is in school, propelling new energy and strategies for the delivery of education in crisis situations. UNICEF is the temporary host of this initiative, which provides education to children in some of the most dangerous places in the world.

UNICEF provided 11.7 million children with basic education in humanitarian situations in 2016, helping some children participate in education for the first time, turning crisis into opportunity. The UNICEF country, regional and headquarters offices mobilized around crises that included five Level 3 emergencies (the most severe) requiring immediate corporate-wide response and dedicated leadership, and five Level 2 emergencies requiring immediate regional office response and dedicated leadership. A continued focus was placed on establishing safe, child-friendly and gender-sensitive educational spaces for children and youth to continue learning, with psychosocial support as needed.

Forty-three per cent of supported countries had an up-to-date risk assessment, up from 35 per cent in 2015, 27 per cent in 2014 and 23 per cent in 2013.

UNICEF partnered with all levels of government, civil society and communities to increase capacities in order to provide continuous access to education. This included analysis of risks to understand when, where and how to adapt education policies and programmes to prevent, mitigate or respond to risks. UNICEF's sustained investment in education systems has contributed to steady progress on the number of countries with education sector plans/policies that include risk assessment and risk management.

The Peacebuilding, Education and Advocacy (PBEA) programme, which concluded in 2016, provided an unprecedented opportunity to test the contribution that education can make to peace and social cohesion. The programme worked with more than 2 million children, teachers and community members to promote peace in homes, schools and communities, and with more than 1.4 million children and community members to test how best to provide access to conflict-sensitive education services. This work focused on mainstreaming peace and social cohesion education into curricula, teacher training, institutional capacity building, education sector analysis and plans and life skills programmes for youth. PBEA directly influenced more than 350 national and subnational policies to integrate conflict sensitivity and peacebuilding into education policies, and vice versa.

PROGRAMME AREA 5: GLOBAL PARTNERSHIPS AND SYSTEM STRENGTHENING

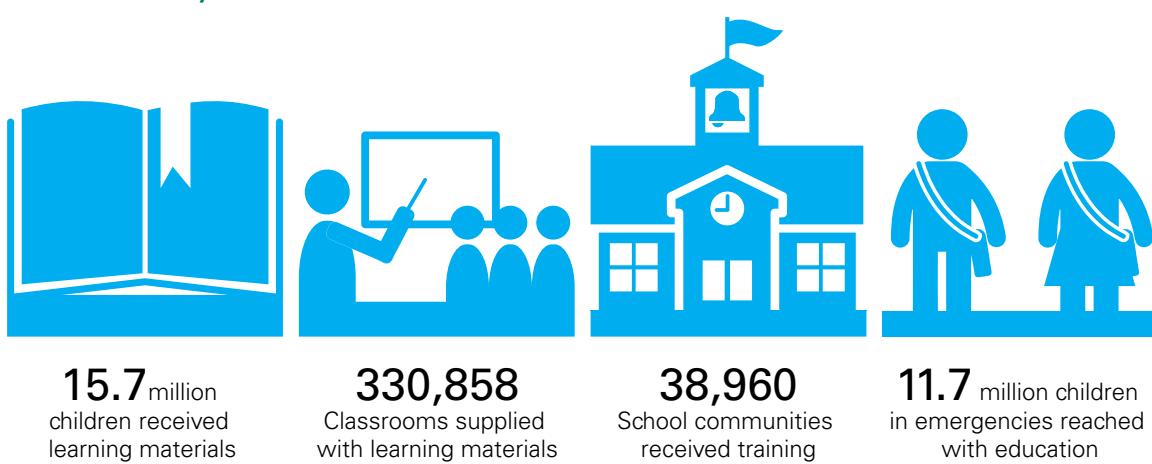
Significant progress has been achieved in supporting countries to strengthen their Education Management Information Systems (EMIS), with 64 per cent reporting a reliable and comprehensive system that monitors the most marginalized children, compared with 40 per cent in 2013. With support from UNICEF and its partners, more countries are able to identify disadvantaged children and create solutions. For example, UNICEF supported the inclusion of children with disabilities in national data systems in Cambodia, Serbia and the United Republic of Tanzania. Similar work was tailored to the needs of refugee children in Lebanon and Turkey. Progress was made in data comprehensiveness, quality and timeliness, and school response rates are increasing. As a result, data are becoming more available and reliable.

The percentage of countries that reported having EMIS that feed information back to schools and their communities rose from 25 per cent in 2015 to 30 per cent in 2016. UNICEF support led to a modest increase (from 33 per cent to 35 per cent) in the number of

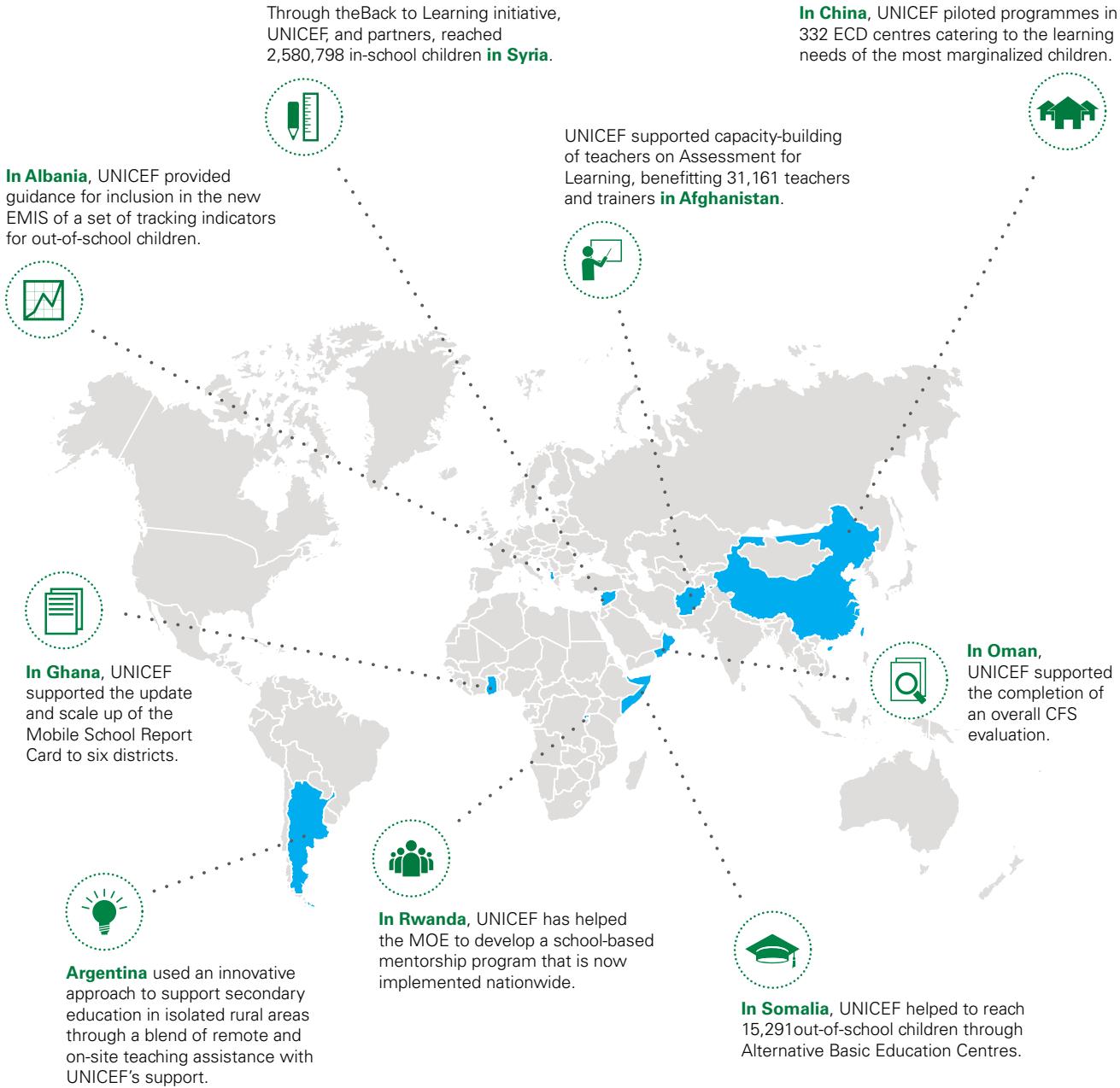
countries in which school communities receive training on the use of this information for school-level planning, which results in more parents being better informed on the status of schools and more empowered to act upon this new information. UNICEF has also supported EduTrac, which is a data collection system that uses mobile phones to collect real-time data such as teacher and student attendance and the availability of teaching and learning materials.

To strengthen its internal systems, UNICEF developed new results-based management training materials, a core list of standard education indicators for country reporting and stronger quality assurance processes. A draft evaluation and research strategy was developed to provide a framework for the generation and use of solid evidence and knowledge throughout education programmes. The first draft of a 2006–2015 Education Portfolio Review was completed in 2016, providing insights into programme trends and shifts.

UNICEF's work by the numbers in 2016



Highlights from around the globe





PROGRAMME AREA 1: IMPROVING EARLY LEARNING

The second target of SDG 4 is that, by 2030, ‘all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education’. Its call for at least one year of pre-primary education prior to school entry is the first international commitment of its kind, and may represent a pivotal moment to spur national and global efforts to increase funding and political will.

Early learning leads to better learning outcomes in the long run, levelling the playing field for all children, and improving education system efficiency. Recent reports show that preschool education is among the most effective practices in improving education outcomes.⁸ Yet in many countries, the subsector is still in its earliest stages of development and requires intensive support.

Constraints and challenges

Early learning programmes have their biggest impact when they are directed to the most marginalized children, yet most programmes do not have this focus, and are poorly adapted to compensate for the stark differences in vocabulary development, physical development and socialization skills that may emerge within the first two years of life, depending largely on socio-economic factors.

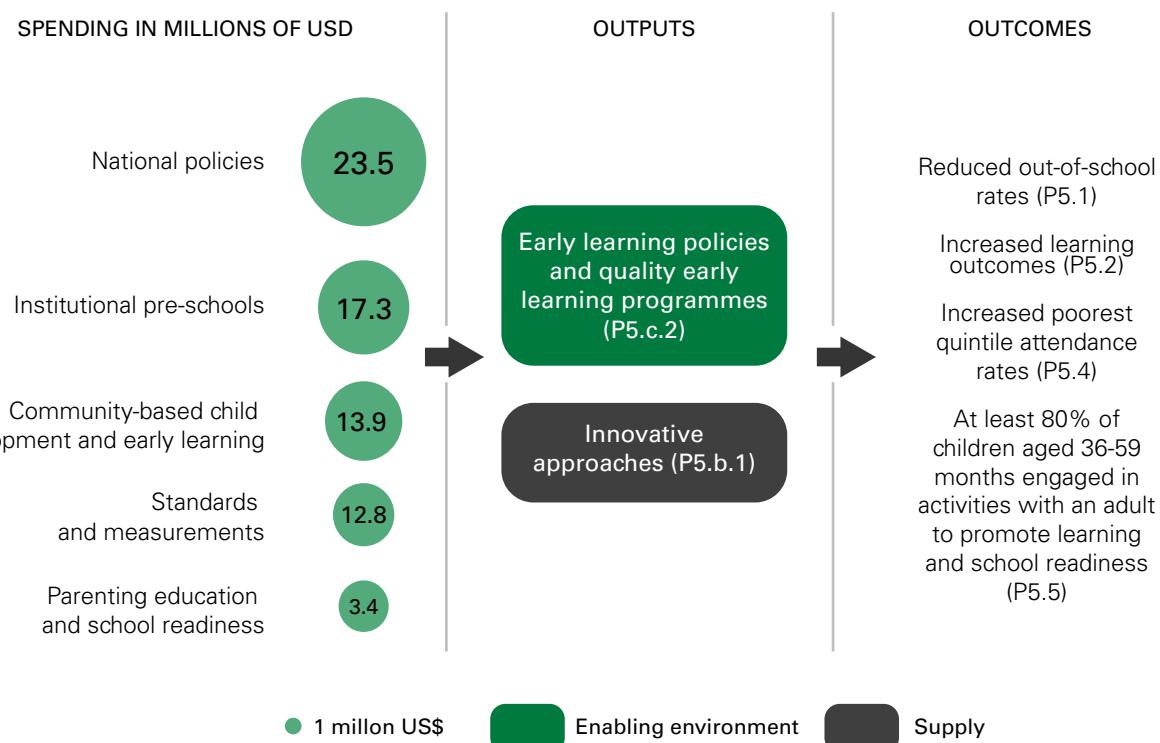
There has been modest progress in access to ECE for the world’s poorest children. According to household survey data, 27 per cent of UNICEF-supported countries have ECE attendance rates above 25 per cent for children from the poorest quintile, an increase from 17 per cent of countries in 2013. Coverage varies considerably by country and region, however, and political commitment and financial investment remain insufficient. The majority of low-income countries allocate less than 2 per cent of education budgets to pre-primary education and are not adequately equipped to implement scale-up.

Funding programme outcomes for early learning:

The results chain applies theory of change principles and presents the expected links between spending, interventions and progress on the output and outcome indicators for early learning. By helping governments apply the latest evidence, supporting the development of national standards and providing assistance to partners to implement various early learning approaches, UNICEF is improving the development and implementation of national policies and programmes that in turn will have a positive effect on children’s ability to progress and learn in school. Early learning programmes have far-reaching effects on a child’s success, hence, the outcomes outnumber the outputs in this instance. Full data on the indicators are presented in the pages that follow.

FIGURE 4

Funding programme outcomes for early learning



EARLY CHILDHOOD DEVELOPMENT, EARLY LEARNING AND PRE-PRIMARY EDUCATION



While early childhood development supports the full continuum of development in young children from birth to 8 years of age – addressing aspects such as health and nutrition, water, sanitation and hygiene, child protection and parent education – early learning tends to focus on children aged 3–5, or the years directly before primary school entry. Pre-primary education is a key part of the broader early learning agenda. Pre-primary programmes are often school-based, or otherwise institutionalized for a group of children, for example, centre- or community-based.

UNICEF is in a unique position to support and strengthen a pre-primary education subsector that functions cohesively with other sectors. The results chain for early learning includes: (1) national policies; (2) standards and measurement; (3) community-based child development and learning; (4) institutional preschools; and (5) parenting education and school readiness. The second and fourth aspects involve activities to build and strengthen systems that can support quality pre-primary education through the education sector, such as professional workforce development, monitoring systems to ensure accountability, programme standards and quality assurance. The third and fifth aspects seek to ensure that families are active

participants in their children's development and learning, and that the most marginalized populations benefit from equal opportunities. All aspects support high-quality, play-based approaches that aim to reach the poorest and most vulnerable families.

As indicated by recent UNICEF analysis, improvement in early learning policies and standards is significantly associated with increased enrolment, even when controlling for countries' wealth and budget for pre-primary education. A 1-point increase on the early learning standards indicator is associated with a 9.3 percentage point increase in the pre-primary gross enrolment ratio.

UNICEF provided US\$70.8 million, or 6.5 per cent of its total expenses on education, to support improving early learning. Approximately half of this investment supported national policies and standards and measurements for early learning. A further significant share of financing went to early learning opportunities for the most marginalized through approaches ranging from formal, institutional preschools (US\$17.3 million) to informal community-based (US\$13.9 million) and standards and measurements (US\$12.8 million).

Despite UNICEF's comparative strengths, there was a 10 per cent decrease in spending for early learning programmes from the total education budget during 2016. This may reflect a lack of demand at the country level, and should serve as an early warning that urgent action is needed to understand why the decline has occurred and how it can be reversed. As an immediate countermeasure taken in early 2017, UNICEF deliberately directed a portion of thematic funding to ECD and early learning programmes.

Learning in the early years

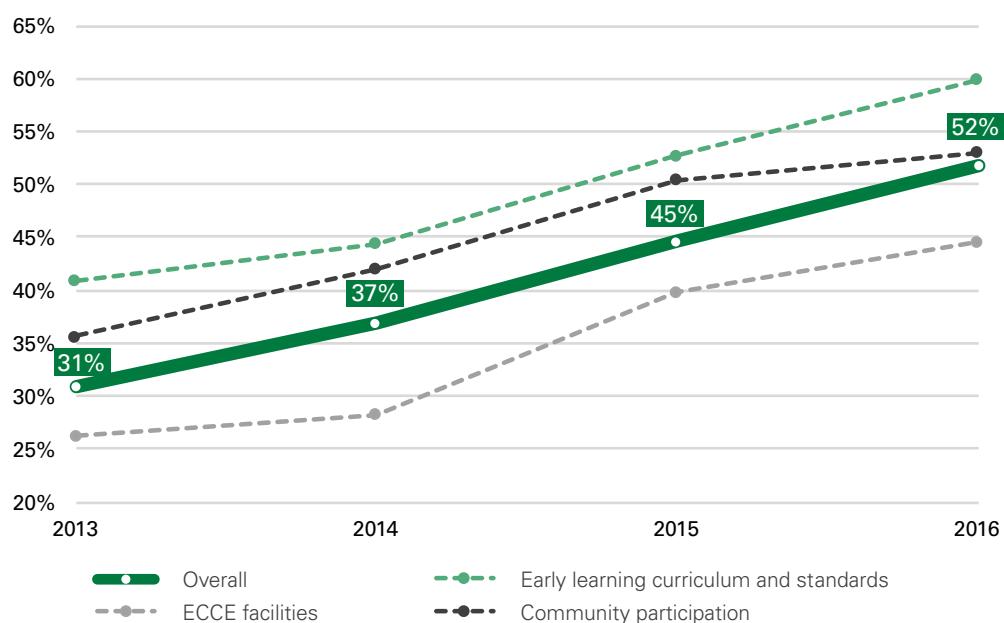
National policies and programmes on early learning

UNICEF's focus on early learning and its support to governments has led to a significant increase in the percentage of countries with effective policies and good-quality early learning programmes, from 31 per cent in 2013 to 52 per cent in 2016. The percentage of countries where early childhood care and education facilities are safe and supportive has increased from 26 per cent in 2013 to 45 per cent in 2016. The overall progress on this indicator and on each of its three subdomains – early learning curriculum and standards, early childhood care and education facilities, and community participation – is presented in Figure 5. The provision of quality facilities continues to lag behind, most likely due to insufficient resources and limited budgets allocated to early learning.

In the Middle East and North Africa and West and Central Africa, only 28 per cent and 35 per cent of countries, respectively, have effective policies and quality programmes. There was, however, notable progress in East Asia and the Pacific, as the percentage of countries with effective early learning policies and quality early learning programmes increased from 50 per cent in 2015 to 71 per cent in 2016.

FIGURE 5

Countries with effective early learning policies and quality early learning programmes⁹



In 2016, UNICEF successfully advocated for the adoption of early learning policies in Indonesia, Mongolia and Uganda. Indonesia's road map for implementation of the one-year pre-primary education policy was approved. In Uganda, approval was given to the National Integrated ECD Policy supporting one year of free and compulsory pre-primary education. The technical support and advocacy that UNICEF provided in Mongolia were instrumental in the approval of an amended law on preschool education in May 2016, which will benefit an estimated minimum of 300,000 children aged 2–5, with marginalized children to be enrolled at no cost to their families in public kindergartens that provide free meals. UNICEF also worked to ensure the inclusion of early learning in education sector plans, as reflected in Nepal's education law, amended in 2016 to include one year of free, compulsory pre-primary education as part of basic education.

UNICEF supported high-level advocacy and dialogue through workshops and conferences across a wide range of countries. For example, the South-South conference on ECD held in Morocco brought together 150 participants, including government officials from Burkina Faso, Côte d'Ivoire, Jordan, Madagascar, Mali, Mauritania, Morocco, Senegal and Tunisia. The conference led to the establishment of a multi-country declaration adopted by all invited governments and endorsed by the Government of Morocco. Such events can be an important catalyst in creating a groundswell of support for investments in the early years of a child's life, as well as a deeper understanding of the key elements of child-friendly programming around early learning. UNICEF used thematic funds in Morocco to support this work in early learning programmes, and target the investment where it was needed most, to cover programme costs as well as critical staff positions.

To reach the most marginalized children, UNICEF in China piloted programmes in 332 ECD centres for children aged 3–6, serving children in rural and urban areas, including ethnic minority children. In Mongolia, home-based distance learning and mobile kindergartens benefited more than 26,000 boys and girls aged 2–5. In Khuvsgul Province alone, these interventions sought out the most disadvantaged children and led to an enrolment increase of more than 5 per cent in just one year, with total enrolment now reaching almost 89 per cent.

In Kyrgyzstan and Tajikistan, state and non-state actors in the Ferghana Valley coordinated across national borders to establish a social platform for discussing conducive learning environments for young children, and cross-cultural respect among children and families from both countries. The Central and Eastern Europe and the Commonwealth of Independent States (CEE/CIS) Regional Office launched a multi-country analytical review of ECE services at the local level in Azerbaijan, Kyrgyzstan, the Republic of Moldova and Serbia, with the goal of improving governance and decentralized provision of services.

UNICEF also works extensively with national governments to better understand the costing and financing issues around scaling up early learning. Models were developed in Mali, Morocco and Rwanda to determine the costs of different modes of delivery for pre-primary education. The studies will facilitate continued expansion of investment in pre-primary services, especially in the most vulnerable districts.

In keeping with the urgency created by the SDGs, UNICEF will continue to strengthen the inclusion and expansion of early learning within education systems. This work involves increases in access, as well as quality, teacher training and relevance; and helping governments develop stronger data systems, greater investments and engagement with diverse partners to expand the provision of early learning opportunities.

Standards and measurements for early learning

UNICEF worked with national governments and universities in Ethiopia, Libya and Rwanda to enhance pre-service teacher training programmes. In Ghana, the Education Service was supported in development of a national in-service teacher training framework for kindergarten, training hundreds of trainers and 3,445 kindergarten teachers and attendants (1,580 males and 1,865 females) in 15 districts; in addition, 250,000 copies of assessment tools and kindergarten guidelines were disseminated.

Support encompassed innovative in-service teacher training programmes, including: a bilingual intercultural programme for multi-age classrooms in Argentina; capacity building for intercultural bilingual education, including 4,146 early childhood educators and community workers in Peru; capacity building for more than 850 teachers in Kyrgyzstan, as well as financial management training for more than 400 school administrators and accountants to ensure efficient operation of ECE centres; and support for teachers in the State of Palestine to focus on pro-social behaviour and positive discipline.

Much work has already been done to ensure that appropriate curricular frameworks and quality standards are in place. Afghanistan, Cuba, Ethiopia, Fiji and the Pacific Islands, Mongolia, Myanmar and Turkey all drafted early learning standards or curricula in 2016 with UNICEF support. In Nepal, the minimum standards for early learning centres and curricula were translated into pictures for use in low-literacy environments. In Brazil, according to results reported in December 2016, the World of Children programme involving 70 municipalities in the state of Piauí has accelerated literacy levels in the early primary grades by a full year through integration of the preschool and primary curricula.

In Peru, the Ministry of Education (MOE) was supported in conducting the first national evaluation of preschool education. In Sri Lanka, UNICEF helped pilot-test a rapid assessment school readiness toolkit for children entering Grade 1, which will be used by teachers to adapt teaching approaches to individual learning styles.

In Fiji and the Pacific Islands, UNICEF distributed 332 ECD kits to early childhood centres and kindergartens in areas affected by Tropical Cyclone Winston, reaching 13,280 young children.

Early learning in humanitarian settings

Multiple alternative approaches to early learning were implemented to support children affected by crises. In Myanmar, mobile ECD services were pilot-tested in communities in Kachin and Rakhine States, including internally displaced person camps, in partnership with the Myanmar Baptist Convention. In Rwanda, UNICEF supported quality pre-primary and basic education for all refugee children in Kigeme and Mugombwa through a school-based teacher mentoring programme. In Turkey, a partnership with the Southeast Anatolia Project Administration and the Development Foundation of Turkey was supported to implement a bilingual summer-school programme, a home-based ECE module and a teacher training programme aimed at increasing social cohesion between Syrian refugee children and Turkish children. In the State of Palestine, staff training and parents' awareness sessions were completed in Gaza. Locally developed ECD kits were also delivered to 133 preschools.

In Fiji and the Pacific Islands, UNICEF distributed 332 ECD kits to early childhood centres and kindergartens in areas affected by Tropical Cyclone Winston, reaching 13,280 young children. UNICEF and professionals from the creative and design industry produced six children's books, eight posters and a teacher/adult caregiver guide to help children aged 3–8 build resiliency and heal from cyclone-related trauma.

CASE STUDY: MODELLING IMPROVED KORANIC PRESCHOOLS IN SENEGAL

Despite the many efforts in recent years to accelerate preschool education in Senegal, access and coverage remain a challenge, especially for the country's rural and disadvantaged zones. The budget for early childhood development still lags far behind the projected 3 per cent needed to expand provision as planned within the education sector. To help address this issue, UNICEF has supported the development of community-based approaches that are affordable and accessible.

To accelerate implementation of Senegal's 10-year basic education policy, which includes a free compulsory year of preschool for every child, UNICEF worked with the Ministry of Education to develop a national Koranic preschool model. The 'Daara' model of preschools has been well accepted, with strong government and community ownership, as evidenced by the fact the model will be integrated in the 2017–2030 government education sector plan.

UNICEF and the Ministry of Education are engaged in policy dialogue and advocacy with Muslim leaders, national civil society organizations and legislators to establish a legal framework for modernization of Koranic schools, so that they apply the same quality and equity standards as other public and private preschools. This will include efficient management, a higher quality of teaching and learning, improved learning environments, and protection of child rights, especially for girls.



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Engaging parents and communities



Young children's growth, development and learning are directly influenced and shaped by their families and communities. Only 34 per cent of UNICEF-supported countries, however, have at least 80 per cent of children aged 36–59 months engaged

in activities with an adult to promote learning and school readiness. In 2016, efforts to address this issue included support for countries to promote quality early learning opportunities and school readiness through home- and community-based programmes as an alternative to centre-based preschools – accompanied by advocacy for parenting education and family strengthening, as well as building capacities among community facilitators. Parent education programmes, for example, were supported in Burkina Faso, Côte d'Ivoire, Cuba, Fiji, Indonesia and Nepal, and in the Middle East and North Africa.

UNICEF Mongolia and the Ulaanbaatar City Education Department introduced a home-based distance learning kit containing workbooks, guidebooks and video lessons broadcast for improved parent-child interactions, accompanied by support visits from university students. In Djibouti, 29 kindergartens were supported to help create a positive interface between kindergartens and breastfeeding centres. UNICEF also worked with civil society partners in Lebanon and elsewhere to ensure that services reflect a community-based, holistic and child-centred approach.

Summary and going forward

UNICEF's engagements in early learning demonstrate its shifting focus from policy and advocacy support to

pre-primary subsector development and the scale-up and implementation of early learning services, particularly for marginalized children. This entails system strengthening, additional partnerships and capitalizing on the organization's expertise to create a strong policy environment. UNICEF has also provided evidence of the importance of engaging families and communities to take an active role in early learning.

The breakthrough that will deliver early learning programmes to the tens of millions of children who need them has not yet occurred. This work has been hindered in countries with an underqualified workforce, weak governance structures, and an overall lack of data, accountability procedures and standards. UNICEF's own financial support for early learning declined by 10 per cent in 2016. Thus, UNICEF and its partners will need to significantly ramp up programming, advocacy and financing.

Early learning may be the subsector with the largest gap between evidence and practice, and there is a great need to ground the subsector in the latest developments in cognitive neuroscience, with sound policies and coordination. Narrowing the gap between evidence and practice will require UNICEF to promote a partnership approach, making full use of all available expertise to increase advocacy, expertise and financing, integrating pre-primary education where possible into formal education systems with stable financing and agreed indicators and targets. This will improve equity, social cohesion and learning outcomes. One of the core challenges is to ensure that the most marginalized communities benefit, not just from equal opportunities, but also from additional compensatory programmes.



PROGRAMME AREA 2: IMPROVING LEARNING OUTCOMES AND ENVIRONMENTS

UNICEF continues to focus on programming to achieve improved learning outcomes through the promotion of quality teaching, learning and learning environments. Although the focus on improved learning outcomes (a key target of SDG 4) is widely accepted, there is not yet a consensus on what should be measured, or on how to ensure that testing does not supersede teaching. It is enormously important to get this right, and to develop metrics for the most marginalized children, whose right to learn is every bit as important as their right to schooling.

A suitable learning environment requires strong curricula, adequate materials, and qualified and effective teachers. As developing countries often face an insufficiency of well-qualified teachers, UNICEF works to support both teachers' professional development and education systems' allocation of more and qualified teachers to the hardest-to-reach classrooms.

UNICEF is committed to providing quality education that enables all children to achieve their full potential. The ongoing development of CFS aims to create a rights-based, child-centred and inclusive model that addresses each child's needs. This model must continue to evolve to embrace improved learning, recognizing that 'child friendly' means helping children acquire the knowledge, skills and competences to help them succeed all through life.

Constraints and challenges

Although SDG 4 places a premium on the improvement of learning outcomes worldwide, there is still no reliable baseline against which to measure progress. A commonly cited estimate is that approximately 250 million children worldwide have not mastered basic literacy and numeracy skills. This number is an extrapolation of multiple estimates and could be greater or smaller, depending on the definitions adopted.

Efforts to improve learning worldwide are not yet systematic. One-third of the countries in which UNICEF works have not established clear quality standards; even more have yet to establish regular assessments of learning outcomes. EGRAs have provided welcome system-level information about reading in more than 70 countries, which is an important first step, but most countries do not conduct assessments systematically and little information is made available to teachers.

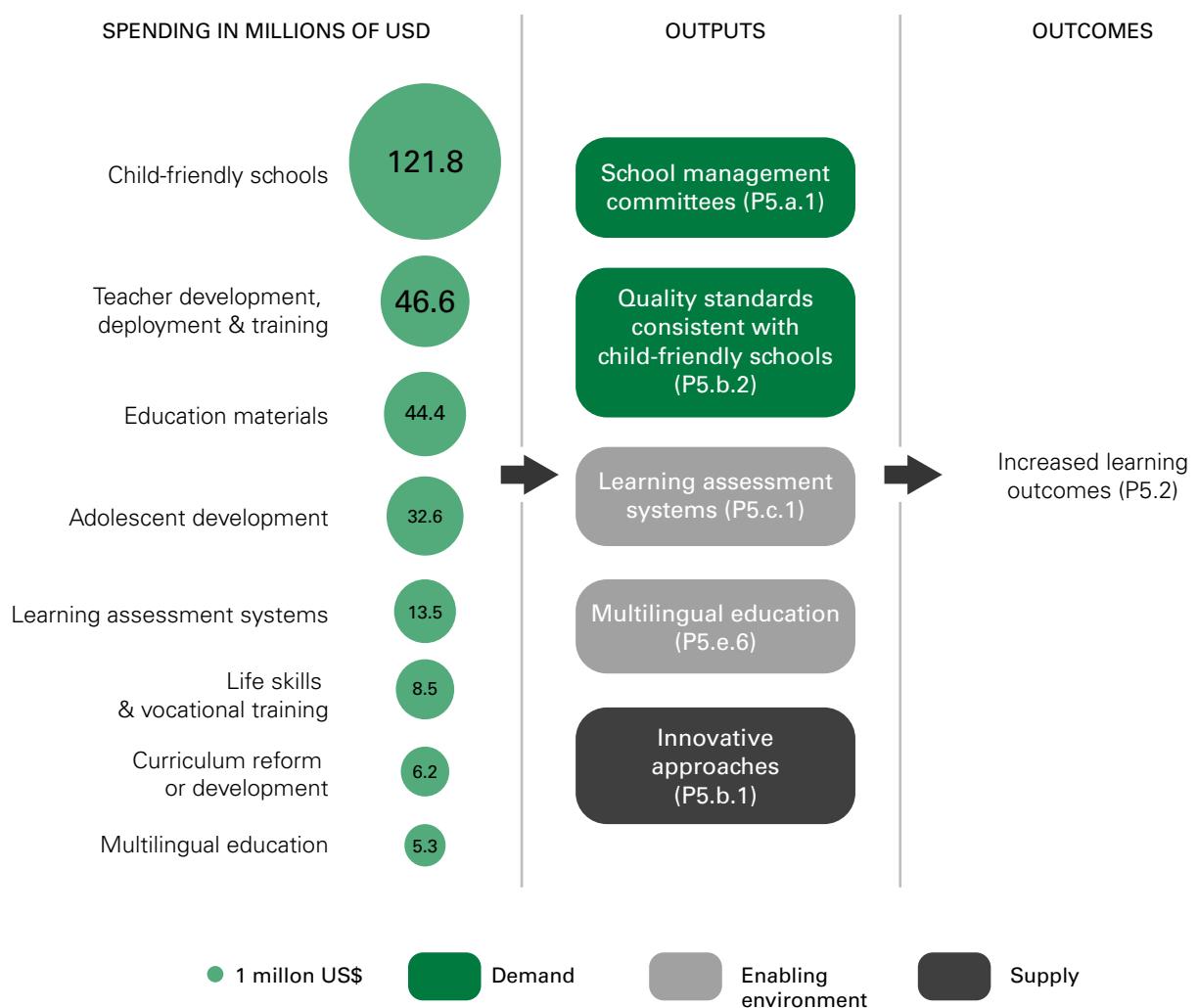
There is also insufficient information about the impact of in-service teacher training on actual classroom behaviour. Many programmes address school reform as if the greatest challenges lie outside the school, perhaps because the link between students' academic achievement and teachers' classroom practices is not well known.

The *Learning Generation* report calls for the immediate establishment of reliable Education Management Information Systems, noting that, in many cases, research about what works is not yet reflected in classrooms – for example, ‘while evidence on the benefits of mother-tongue instruction is strong, half of all children in low- and middle-income countries are not taught in a language they speak’.¹⁰ The report also calls for innovation to reduce the cost of teaching and learning materials, tackle the systemic causes of absenteeism, and root out the corruption that deprives systems of vital resources.

Funding programme outcomes for improving learning outcomes and environments: As with early learning, the results chain applies theory of change principles and presents the expected links between spending, interventions and progress on UNICEF’s Strategic Plan output and outcome indicators for learning. One way that UNICEF is working to increase learning outcomes is by helping countries enhance their assessment capacity, and to provide evidence about what works to improve learning. A review of programmes in 11 lower- or middle-income countries, for example, concluded that structured pedagogy programmes had large and consistent positive effects on learning outcomes¹¹ (see also Figure 6).

FIGURE 6

Funding programme outcomes for improving learning outcomes and environments



Overall expenses to support improved learning outcomes and environments: In 2016, UNICEF spent US\$279 million on improving learning outcomes and environments, a US\$13 million increase over 2015 spending. Of that amount, US\$121.8 million (approximately 44 per cent) was invested through the CFS approach, which covers school infrastructure, teaching practices, community involvement and learning outcomes. In addition, US\$13.5 million was invested exclusively in strengthening learning assessment systems. A further US\$44.4 million was spent on education materials for learning and teaching, including classroom technology. The crucial role played by teachers was emphasized by the investment of US\$46.6 million in teacher development, deployment and training – an increase of US\$12.5 million from 2015. The growing awareness of the need to provide adolescents, both in and out of formal education, with skills that are relevant for their entire lives and that aid their transitions into fruitful employment is evidenced by the investment of US\$41.1 million in life skills, vocational training and adolescent development, which is an increase of US\$11 million from 2015.

Quality learning for all

Child-Friendly Schools



The Child-Friendly Schools approach aims to create an environment conducive to learning based on the principles of child centeredness, inclusion, participation and protection embodied in the Convention on the Rights of the Child. While this approach has been widely implemented at the school and systems levels, UNICEF has been moving from a project-based approach to one that includes more system work to influence sector plans.

A key CFS goal is to move schools and education systems progressively towards quality standards. Adaptability to differing contexts is a core strength of CFS and its implementation varies widely across countries, which makes evaluation difficult. In 2016, 80 per cent of UNICEF's funding to CFS was spent to support capacity development and service delivery in programmes. A significant part of this effort is working with governments to develop and

embed quality standards into national education systems, as discussed below. The percentage of countries with such standards increased from 59 per cent in 2013 to 67 per cent in 2016.

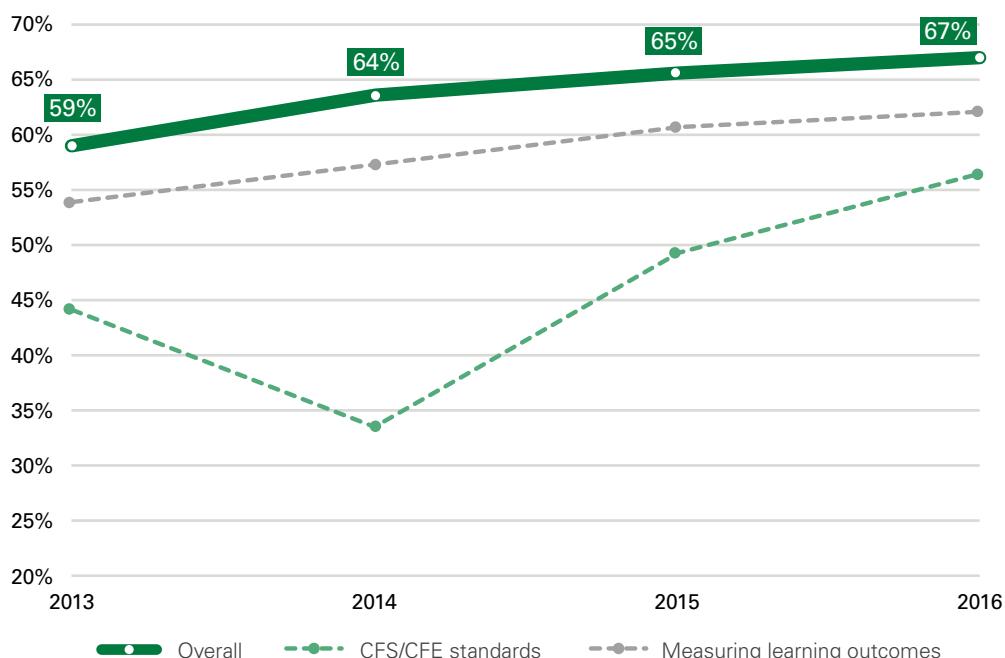
Figure 7 illustrates the proportion of countries that have developed or revised quality standards consistent with CFS/education or similar models. The progress on CFS/child-friendly education standards means that more countries are promoting child-centeredness, inclusion, participation and protection. The specific subdomain on measuring learning outcomes reflects the emphasis UNICEF places on learning and the measurement of learning beyond basic numeracy and literacy skills.

In 2016, there was notable progress in the West and Central Africa region. The percentage of countries in the region that successfully implemented quality standards consistent with CFS/child-friendly education or similar models increased from 30 per cent in 2015 to 35 per cent in 2016. UNICEF will consider how to use this experience to inform similar programming elsewhere as it seeks to support governments in ensuring that all schools provide suitable learning environments for children.

In addition to traditional CFS approaches, UNICEF promotes inclusive, quality learning environments through the integration of cross-sectoral interventions involving water, sanitation and hygiene (WASH) or school health. These activities can enhance the quality of learning environments, enrich and expand students' learning, and facilitate service delivery in other sectors. UNICEF direct support for the construction and rehabilitation of WASH facilities in schools benefited 7,138 schools in 71 countries in 2016. The largest number of schools reached was in South Asia (e.g., 986 schools in Pakistan, 503 schools in Nepal) and sub-Saharan Africa (e.g., 314 schools in the Democratic Republic of the Congo, 391 schools in Zimbabwe). In Ethiopia, UNICEF supported the Ministries of Health, Water and Education to develop a joint guideline on menstrual hygiene management, a neglected sanitation area that contributes to girls missing education every month, dropping out of school and thereby increasing their risk of being married off early. And in Argentina, in conjunction with the Ministries of Health and Education, UNICEF introduced health advisory services in 32 secondary schools in 4 provinces to improve adolescents' access to health services, with 70 health and education workers trained in rights-based approaches.

FIGURE 7

Countries with quality standards consistent with child-friendly schools¹²



UNICEF advocates for CFS principles to be included in education planning processes with stakeholders in a number of countries. In the Republic of Moldova, this entailed promoting the adoption of CFS standards by the National School Inspectorate as a basis for quality inspection of all schools, and 1,300 school managers received training on how to apply the standards for school self-assessment. UNICEF also helped 480 preschool professionals enhance their competencies in use of the school-readiness monitoring tool, reaching an estimated 40 per cent of early childhood educators, methodologists, inspectors and mentors.

In Bangladesh, UNICEF continued to promote the CFS/School Effectiveness framework as a holistic approach to decentralized planning and management. The framework was expanded to 1,210 primary schools, benefiting approximately 250,000 children in 20 United Nations Development Assistance Framework (UNDAF) districts.¹³ Nearly 3,000 teachers and nearly 4,000 SMC members received training, which resulted in annual school development plans. UNICEF's support contributed to the revised Upazila Primary Education Plan, School Level Improvement Plan and SMC guidelines. As a result, the Government provided 50 per cent of *upazilas*

(administrative districts) with funds to prepare education plans, and School Level Improvement Plan grants to 100 per cent of schools (up from 75 per cent in 2015), benefiting approximately 20 million primary school children (up from 14.7 million).

UNICEF is also working to strengthen data and evaluation for implementing and informing CFS initiatives. In Cambodia, a joint formative evaluation with the Ministry of Education, Youth and Sport focused on school monitoring by District Training and Monitoring Teams. The evaluation found that CFS has been instrumental in promoting understanding of overall school improvement criteria, as well as in strengthening inclusiveness, gender responsiveness, community participation, health and protection.

Findings in Cambodia indicated that many schools were not being reached as part of the monitoring process, and that the teams were unable to provide training and support to schools. UNICEF's response included strengthening the District Training and Monitoring Teams' capacities through a technological innovation involving digitalization of the CFS checklist, development of a tablet-based data collection tool, and groundwork to develop a Ministry of Education, Youth and Sport dashboard to

monitor schools against the checklist. Ministry staff, monitoring teams and school directors across six districts have received training, resulting in more accurate and timely data on school performance.

In Oman, UNICEF supported an overall CFS evaluation to identify the type of policy decisions that need to be made regarding national-level scale-up, including successful aspects of the initiative so far and points that need further development. Work on developing protocols to mainstream CFS throughout the education system began in 2016 and was completed in January 2017. Currently, there are 24 schools that apply the CFS approach, and these protocols will provide policy guidelines for mainstreaming the model to all schools.

In the Islamic Republic of Iran, the CFS manual and nine case studies from around the world were translated and shared with the Ministry of Education. The Ministry and UNICEF jointly organized and facilitated a workshop on the concept and principles of school-based management and monitoring and an equity-based approach to education for 60 MOE technical experts and school principals from four provinces. One of the goals of this workshop was to improve school-based management and accountability. UNICEF and the MOE also produced two short movies to document achievements of the Rural Girls' Education initiative that was supported by UNICEF and implemented countrywide by the MOE.



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Learning assessment systems

UNICEF actively supports countries in enhancing learning through classroom assessments, national examinations and large-scale assessment surveys. Progress is being made on the percentage of countries with well-functioning student learning assessment systems, especially for early grades, with an increase from 42 per cent in 2013 to 54 per cent in 2016. Improvements to learning assessment systems also address equity concerns, seeking to ensure that information is being made available about outcomes for vulnerable groups, including girls.

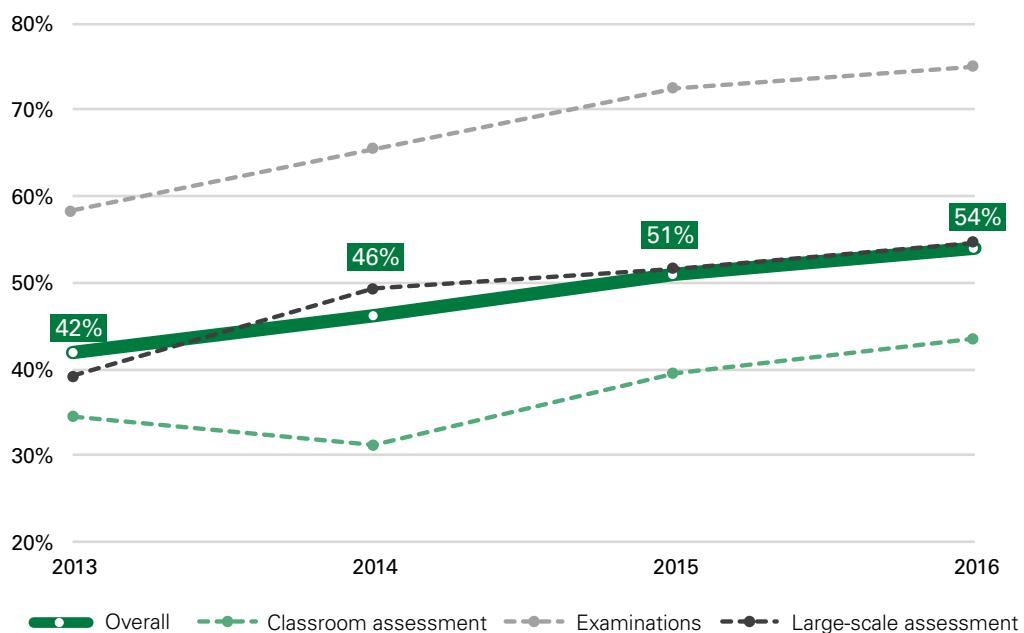


Figure 8 illustrates progress in all three subdomains between 2013 and 2016. Notably, 75 per cent of countries had stable, standardized national examinations in 2016, compared with 58 per cent in 2013. Despite progress in enhancing the levels of classroom assessment, this remains the most challenging area. This is understandable given that it requires enhancing the capacities and changing the behaviours of the entire teaching force.

The greatest progress on the overall indicator occurred in Eastern and Southern Africa, where 71 per cent of countries in 2016 had well-functioning student learning assessment systems, compared with 62 per cent in 2015 and 45 per cent in 2013. Progress is more limited in the Middle East and North Africa, where only 39 per cent of countries had well-functioning student learning assessment systems in 2016.

FIGURE 8

Countries with a well-functioning student learning assessment system¹⁴



NATIONAL ASSESSMENT SYSTEMS OPERATE AT THREE LEVELS

1. Classroom assessment, which directly impacts students' learning and overlaps with formative assessment, or assessment for learning;
2. National examinations, which primarily serve accreditation and promotion purposes; and
3. System-level (large-scale) assessments, which can be national, regional or cross-regional, and showcase learning gaps across groups, indicating a need for resource reallocation or development of targeted strategies.

UNICEF's strategies support all levels of assessment efforts, almost always through partnership arrangements based on a country's needs and designed to make the work more sustainable and more likely to be taken to scale. An important unifying thread through all of UNICEF's support for assessment is that results must be available to improve instruction.

In 2016, UNICEF entered an important new partnership with the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), a regional assessment to promote the use of learning outcomes data in policy dialogue and education reform. This places UNICEF in a position to further tailor its education programmes in SACMEQ countries to the latest evidence base, while showcasing the assessment's role in international dialogue on the assessment of teaching and learning. Results from SACMEQ IV will be released in May 2017 in Gaborone, Botswana, in a regional workshop that will officially launch the partnership.¹⁵

In Lesotho, UNICEF provided financial support to launch the new child-centred integrated curriculum for primary education, wherein teaching, learning and assessment packages were purchased and distributed to schools. Classroom assessment was strengthened through support to the Examination Council of Lesotho, beginning in the lower grades with plans to go to scale for all primary school grades in 2017 after a successful Grade 7 pilot in 2016. A National Assessment Survey conducted in 2016 with partial support from UNICEF will provide a baseline for the SDGs.

UNICEF encourages participation in regional assessments, such as the SACMEQ partnership, because they foster technical capacity, develop methodologies that are appropriate to their cultural contexts, produce quality data on student learning, and promote South-South

cooperation. In 2016, the Southeast Asia Primary Learning Metrics, a regional assessment jointly led by UNICEF and the Southeast Asian Ministers of Education Organization, conducted field trials in Cambodia, the Lao People's Democratic Republic and Myanmar.¹⁶ In Latin America, following several years of UNICEF's joint advocacy with the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Plurinational State of Bolivia joined the Latin American Laboratory for Assessment of the Quality of Education. This was the country's first step in setting up a system to evaluate learning, produce evidence and influence improvements in the quality of education. UNICEF played a similar role in Venezuela and is awaiting the Government's decision to join the programme.

To help ensure that countries develop better information about *all* children, UNICEF has developed a new Foundational Learning Skills module for the household-based MICS – to assess reading and numeracy skills among children aged 7–14. The module will also include a questionnaire to parents regarding their involvement in their children's schooling. This is an important element in efforts to improve service delivery for disadvantaged children, because children who do not attend school regularly may only be reached through household-based assessments, which also collect more detailed information on home backgrounds, thus revealing educational inequities.¹⁷ Similarly, UNICEF in Zambia supported a visit of government officials to the Uwezo Assessment system in Kenya, with the aim of learning and adapting their household-based data collection methods to the Zambian context.

Assessment also plays a crucial role in evaluating the effectiveness of pilot programmes focused on improvements in learning. Examples include interventions in early grade reading in Indonesia and South Africa. In the United Republic of Tanzania, UNICEF complemented the early grade '3Rs' assessment (reading, writing and arithmetic) with investment to improve the tools for assessing students' acquisition of life skills, and a UNICEF-supported teacher training programme contributed to an increase (from 8 per cent to 12 per cent) in reading comprehension.

In Lesotho, UNICEF provided financial support to launch the new child-centred integrated curriculum for primary education.

Curriculum reform or development



One of the greatest challenges is to establish a curriculum that reflects high aspirations for student learning, while addressing the needs of learners with a wide range of skills. UNICEF works to design curricula that support differentiated teaching for this purpose, as well as essential life skills that benefit all students. A relevant curriculum that is well-targeted to students' needs is a vital tool for teachers to help students improve their learning outcomes. Conversely, curricula that are not adapted to children's needs are a barrier to learning and contribute to inequities related to income, geographical location, gender and minority status. UNICEF seeks to help countries design curricula that reflect a society's shared vision of education while considering local, national and global needs and expectations – and align with teacher training, teaching and learning materials, pedagogy and assessment. In Tunisia, for example, support for basic education curriculum revision included a focus on integrating life skills (*see the case study on p.33*). In Sri Lanka, UNICEF supported the National Institute of Education to incorporate social cohesion concepts and peace education in the primary curriculum.

Many children with disabilities who are in school are excluded from learning because the curriculum has not been adapted to their needs, or teachers do not have the capacity or knowledge to make the necessary adaptations. Access to assistive devices and facilities may also be lacking. In Kenya, UNICEF's sustained high-level policy dialogue and advocacy on curriculum reforms led to the development of an inclusive basic education curriculum framework with a strong focus on defining students' competencies across a wide range of abilities. This work was supported in part by catalytic flexible thematic funds, allowing UNICEF to assess the needs of each context and target thematic funding where it was most effective.

Education materials for learning and teaching, including classroom technology



Fulfilling the right to education requires equal access to educational materials, but impoverished children are often at the back of the line when it comes to textbooks, pencils and chalk, let alone computers. UNICEF partners with governments, non-governmental organizations (NGOs) and communities to assess needs and procure supplies for the most marginalized children, ensuring that learning materials are sensitive to inequities driven by gender, ethnicity or ability.

In 2016, UNICEF provided books, school kits and other individual learning materials to 15.7 million children,

reaching more than 330,000 classrooms with educational materials and training almost 39,000 SMCs in school management, planning, health, or inclusive education. Since 2014, with UNICEF support, 46.9 million children have received learning materials, approximately 135,000 SMCs have received training, and more than 900,000 classrooms were supplied with educational materials.

UNICEF's ability to rapidly procure supplies is often most visible in emergency situations. In the Syrian Arab Republic through the Back to Learning initiative, UNICEF, along with the MOE and partners, reached 2,580,798 schoolchildren with textbooks and teaching and learning materials in academic year 2016/17; in addition, 856,566 children received school bags and stationery. In Lebanon, school supplies were distributed to 1,132 schools in five districts, reaching a projected 400,000 children.

UNICEF is working to increase national capacity and attention to the needs of the most marginalized groups. In Mongolia, a sign language guidebook, charts and booklets were developed as part of an initiative working in schools and non-formal education centres to reach children with disabilities. This work combines advocacy to promote positive attitudes towards inclusive education for children with disabilities, while building capacity and community engagement among local authorities, teachers, students, community members and parents.

In Croatia, UNICEF produced the first inclusive educational computer game about child rights in Croatian. UNICEF also supported production of the first television shows to be fully accessible to visually impaired children and Roma children through a website. Taking into account the low access of Roma children to preschool education in Croatia, this platform can have a very important educational impact as children can follow the programme at home in both Romani and Croatian.

Looking to the future, UNICEF will continue working with a broad range of suppliers to procure quality commodities at competitive prices. It will give increased attention to provision of materials in local languages, and to expanding access to reading books, in part through greater support for a more effective supply chain. UNICEF is also engaging with the Global Book Alliance, a promising initiative that could catalyse efficiencies and opportunities in how materials are developed, procured and distributed. The challenge is to ensure that the provision of teaching and learning materials is much more strategic, developed and supported as part of broader sustainable approaches to improve teaching and learning.



Multilingual education and mother tongue teaching

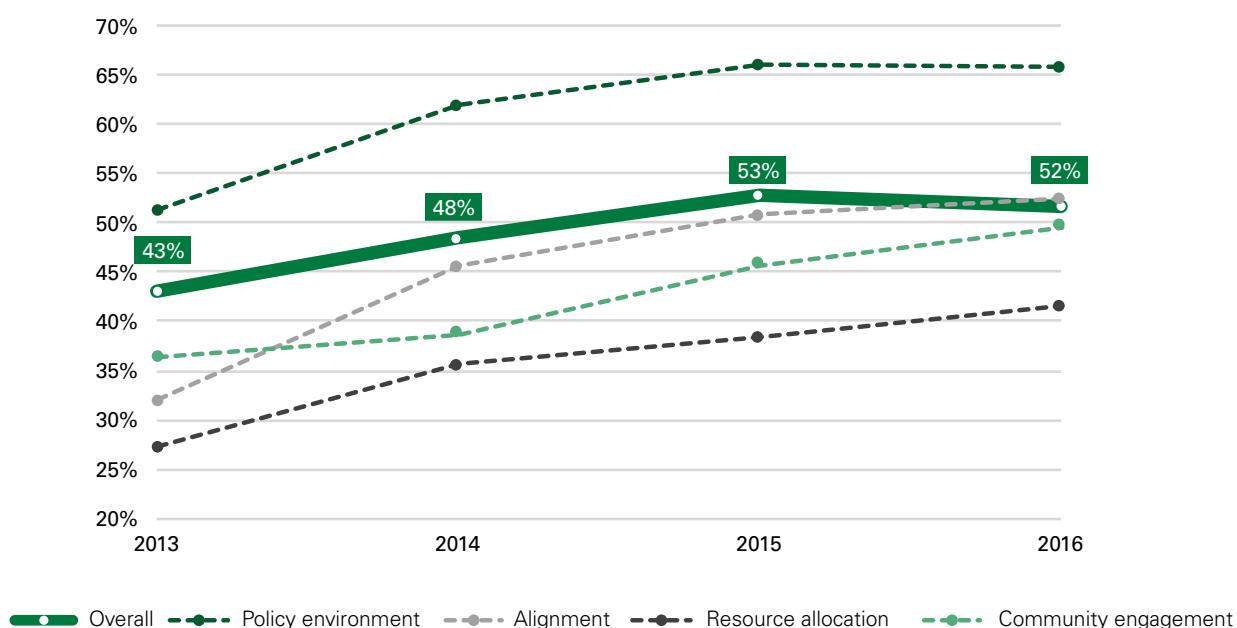
Multilingual education programmes provide a win-win scenario for governments: They improve the academic achievement of children from minority language backgrounds, and they promote unity in diversity through dialogue between cultures. Mother tongue teaching has been widely embraced in support of better acquisition of reading skills. Yet these approaches are often resisted by parents and policymakers alike, who may see the use of the mother tongue as an obstacle to second language acquisition, despite clear evidence to the contrary. Thus, a combination of strategies works best to demonstrate the value of multilingual education, including building evidence and capacities; developing partnerships that may include

CSOs; delivery of high-quality services and materials; policy dialogue and advocacy; and evaluation of these interventions' effectiveness.

The percentage of countries implementing an education policy/sector plan that includes multilingual education has increased from 43 per cent in 2013 to 52 per cent in 2016 (see *Figure 9*). Progress continues to be made in relation to the two subdomains of community engagement (up from 46 per cent in 2015 to 50 per cent in 2016) and resource allocation (up from 38 per cent in 2015 to 42 per cent in 2016). This suggests that more countries are producing suitable learning materials, training teachers for effective mother tongue instruction, and involving local communities in developing curricula and learning materials.

FIGURE 9

Percentage of countries implementing education policy/sector plan with multilingual education^{18, 19}



Despite some progress, allocation of resources remains the most challenging subdomain, and UNICEF will continue to support countries to provide children with suitable materials and qualified teachers. Progress on this indicator remains particularly slow in East Asia and the Pacific and Latin America and the Caribbean, where only 42 per cent and 39 per cent of countries, respectively, had effective multilingual mother tongue policies/plans in 2016. This suggests that initiatives such as those outlined below are timely and will have an important role in ensuring that children do not continue to be excluded from quality education on the basis of language.

In Thailand, the capacity of 2,500 teachers was strengthened through UNICEF-supported initiatives. The Patani Malay-Thai multilingual education programme was established to model mother tongue-based education in 15 schools, and was awarded the UNESCO King Sejong Literacy Prize 2016. The programme's research component, conducted by Yala Rajaphat University, concluded in 2016, with results presented at an International Language in Education Conference in Bangkok. Assessments demonstrated that mother-tongue schools outperformed comparison schools, even in Thai comprehension and writing tests. Encouraging results were also reported for programmes in Cambodia and Viet Nam.

Looking forward, multilingual education and mother tongue teaching will be an increasingly important component of UNICEF's support for better learning opportunities for the most disadvantaged children. This will mean greater evidence-based advocacy and policy dialogue with governments and practitioners, more attention to curriculum and assessment challenges in the use of local languages, and far greater support to teaching and learning, including the provision of textbooks and reading materials. Given the potential importance of multilingual education and mother tongue teaching for improving learning outcomes, this work merits greater focus and consistency of approach.

Teacher development and deployment



Students in remote or disadvantaged areas are the least likely to have access to good teachers. UNICEF supports the allocation of more and qualified teachers to the hardest-to-reach classrooms, with an emphasis on early grade classrooms. It also works to upgrade the quality of community-school teachers, particularly where these teachers offer a vital service to remote areas that would otherwise not be reached. In some countries, mentor programmes supported efforts to strengthen the education workforce.

In 2016, UNICEF invested more than US\$45 million for teachers, an increase from US\$34 million in 2015 – with 85 per cent of this amount allocated to capacity development, 11 per cent allocated for service delivery, and 3 per cent allocated for C4D, cross-sectoral integration and policy advocacy.

Teachers' professional development is an important complement to initiatives that help countries improve their curriculum. There is often an initial gap between the aspirations of curriculum reform and the realities of low student learning achievement. Teachers' ability to apply differentiated teaching methodologies can be critical to bridging that gap.

To help remove barriers for the most marginalized learners, UNICEF offers programmes for teachers dealing with such issues as bilingual education, girls' education and rural learners. In Afghanistan, the Girls' Access to Teacher Education project enrolled 718 girls, including 479 in satellite teacher training schools in rural areas, with support from scholarships and mentoring. Teachers in 751 schools benefited from CFS training, which included school improvement planning, child-centred methodologies and teaching aids to improve quality in the classroom.

In China, UNICEF supports three innovative teacher-training models in disadvantaged areas. The first is a digital video training programme using research-based best practices with a focus on rural teachers. The second aims to improve the capacity of physical education teachers, with a pilot programme working with 350 physical education teachers and teacher trainers in 175 schools across six counties. The third is the further development of mobile educational training and resource units to pilot a roving resource teacher training model in 250 schools in disadvantaged provinces.

Real-time information at the school level can empower national governments to make informed decisions. In Rwanda, UNICEF has helped the MOE develop a school-based mentorship programme that is now implemented nationwide. UNICEF continues to develop the Teacher Management and Information System, a national database that will enhance workforce management.

UNICEF in Bosnia and Herzegovina completed a baseline study assessing all teachers and schools on four key competencies related to inclusive teaching: valuing learner diversity, supporting all learners, working with others, and personal professional development. It will help monitor the impact of capacity building on inclusive education, using a model developed by the European Agency for Development in Special Needs Education. This work builds on UNICEF's efforts to train 120 teachers and school professionals from 14 schools as trainers on inclusive education, using the 'Training of Trainer Modules on Inclusive Education' developed by UNICEF and Zurich University.

The *Learning Generation* report calls for investment in the education workforce to reimagine its potential for the future. Demand for teachers in low-income countries will nearly double by 2030. Innovation will be the only way to meet this demand while taking advantage of the opportunity to reinvigorate the teaching force with a new focus on learning excellence.



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Life skills education

The ambition of SDG 4 is for all boys and girls, including adolescents, to develop the skills necessary for full participation in society, including productive work. This is an essential component of quality teaching and learning that includes skills for learning, personal empowerment, employment and active citizenship, complementing the acquisition of knowledge as an integral part of children's learning at all levels of the education system. UNICEF supports a systems approach to life skills, working to embed the approach in national education and training policies and supporting children and adolescents to develop skills in both formal and non-formal settings.

The Middle East North Africa Regional Office developed a Conceptual and Programmatic Framework of Life Skills and Citizenship Education, which guides strategy development and programming at country level. This initiative brings together Ministries of Education and other national institutions, across 20 Middle East and North Africa countries, as well as UN and civil society partners. Through this initiative, UNICEF is supporting governments to strengthen systems that develop skills anchored in national education and training sector policies.

By 2030, an additional 1 billion young people will enter the workplace, and in developing countries, 89 per cent of new jobs are anticipated to be in the informal sector. Some 40 per cent of formal-sector employers are finding it difficult to recruit people with the skills they need.²⁰ To improve skills for employment, UNICEF in Bangladesh combined life skills education with job placements for more than 2,000 disadvantaged adolescents. In India, life skills modules were developed focusing on career counselling, English language and information technology, reaching more than 80,000 children and adolescents.

In China, UNICEF has developed a 'social emotional learning' model that focuses on supporting the mental health of disadvantaged children. More than 6,000 teachers have been trained in the approach, which is currently being implemented in 250 schools, benefiting 120,000 students.

Considerable progress was also made in joint work with the MOE to promote life skills-based education for adolescents, particularly for girls. New modules for students and teachers accompanied by manuals were introduced for use in the vocational education curriculum. The modules included a strong gender focus, with an emphasis on meeting the needs of adolescent girls in and out of school.

Education can strengthen social cohesion and reduce the likelihood of conflict. In Ukraine, life skills education has been used to help children develop coping mechanisms, reaching more than 100,000 children in 1,573 schools.

In many countries, UNICEF supports life skills education through school and community-based clubs, providing girls and boys with a space to develop skills relevant to their lives, learning and future livelihoods. In Liberia, many disadvantaged students enter lower secondary school over age and are at high risk of dropping out. UNICEF supported 4,439 adolescent girls with after-school tutorials and clubs, providing life skills training, peer mentoring and community outreach. More than 2,464 adolescent girls maintained an average of 80 per cent or above in four core subjects. In Liberia and Turkey, adolescent girls and boys at risk of dropping out of lower and upper secondary school were supported with after-school classes, resulting in improved retention and learning outcomes.

In Central America and the Caribbean, due to migration, violence and child labour, boys lag in terms of transition and performance in secondary education. In Jamaica, UNICEF addressed boys' academic underperformance at secondary school by making education more inclusive and play-based. A School-Wide Positive Behaviour Intervention Support programme was designed to make the learning experience increasingly inclusive and gradually reduce boys' disadvantage. The implementation of play-based teaching and learning continued to gain traction through the EduSport project, which served 11,762 students in 60 rural schools.

CASE STUDY: INTEGRATING LIFE SKILLS AND CITIZENSHIP EDUCATION INTO THE TUNISIAN EDUCATION SYSTEM

After the 2011 revolution in Tunisia, increased freedom of speech and transparency led to a public debate on the weaknesses of the education system. A national study revealed inconsistencies between what is taught in school and the needs of society, suggesting that the education system is contributing to high youth unemployment.

In 2016, UNICEF worked with the Government to integrate life skills development into the education sector reform. The approach included qualitative and quantitative analysis, technical and financial support to two pilots, advocacy around life skills, and technical assistance to support the process. The direct involvement of national partners in regional consultations on the initiative was supported to improve the probability of success.

Teaching and learning tools were produced as a result of an initial three-year pilot, contributing to the integration of life skills into the broader education reform.

Through an MOE citizen education task force, the Arab Institute for Human Rights and United Nations agencies, the second pilot established citizenship clubs, prepared a citizenship education guide, and mapped NGOs that are active in citizenship education in Tunisia.

The core skills identified through this initiative have been recognized as cross-curricular competencies within the official education plan. Life skills and citizenship education have now been incorporated into the national curriculum, and international technical expertise has been provided in support of the curriculum reform and teacher training. UNICEF will also provide support for integrating the approach into the design of the MOE's new Monitoring and Evaluation system starting in 2017.

Summary and going forward

UNICEF continues its commitment to improve learning outcomes while increasing access for all students by promoting quality teaching, learning and learning environments. In 2016, 67 per cent of countries either had learning quality standards in place or a system to measure learning outcomes, an increase from 59 per cent in 2013. This progress is an encouraging sign of increased attention to learning outcomes, but one third of countries are not getting the support they need to ensure that all children have access to good learning. This gap represents an equity concern as the most disadvantaged children have the most to lose from low-quality schooling.

Two further challenges are to increase access to preschool for the most vulnerable children, and to increase the number of disadvantaged adolescent boys and girls who complete secondary education. A measure of success is whether they are able to use the knowledge and skills they have developed to find fulfilling and productive work and fully participate in society.

UNICEF's support of the CFS approach has improved the learning environment for countless children, but it must evolve to ensure continued improvements. 'Child friendliness' must be measured by whether all children attend school and learn the skills for personal empowerment, active citizenship and employability. All children have the right to learn first in their own language, with an effective transition to a language of wider communication. Learning assessment systems must be in place to measure the acquisition of these skills and to inform child-centred teaching with effective, high-quality teachers as the fulcrum of a learning community.

UNICEF intends to scale up programming on life skills in the context of SDG 4 and the new Strategic Plan result on skills. In the coming year, UNICEF will build on the framework set out in the new Strategic Plan, developing guidance on skills programming to inform the advice given by country offices to partner governments.



PROGRAMME AREA 3: STRENGTHENING EQUITY IN EDUCATION

The core of UNICEF's overall education goal is to support the right of every child to a good education, with a focus on the most disadvantaged, including children from the poorest households, girls, children with disabilities, ethnic minorities, and those living in remote or conflict-affected areas. Despite the long-standing commitment of UNICEF and our partners, progress is slower than desired.

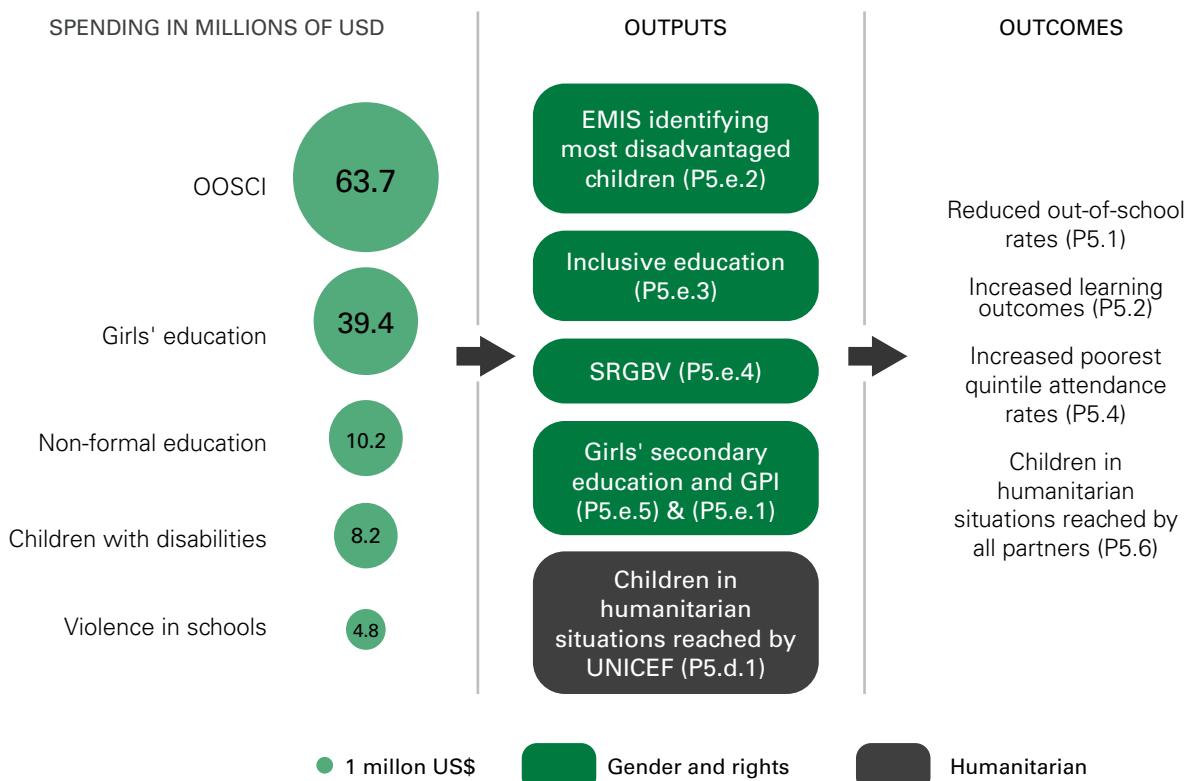
Tailoring service delivery to address the needs of individual children requires strong systems to coordinate many different actions, and well-trained teachers and professionals to diagnose and provide services. In an increasing number of countries where the education system struggles to reach the most marginalized students, a framework of policies and legislation is being developed to tackle this challenge.

Funding programme outcomes for strengthening equity in education: The results chain applies theory of change principles and presents the expected links between spending, interventions and progress on UNICEF's Strategic Plan output and outcome indicators for equity. Figure 10 presents UNICEF funding in 2016 in support of a range of programme outcomes. By supporting expanded access for children with disabilities, for example, UNICEF is improving inclusive education, which will in turn result in higher numbers of children in school and increased learning outcomes. Full data on the indicators are presented in the pages that follow.

Overall expenses to support equity in education: UNICEF's equity-driven programming and commitment to the most marginalized children is illustrated in its equity-focused investment of US\$126.3 million in 2016, representing approximately 12 per cent of total education

FIGURE 10

Funding programme outcomes for strengthening equity in education



expenses. While children living in poverty are by far those who are most likely to be out of school, other factors of exclusion include disability, ethnicity, gender, location and child labour. As the centrepiece of UNICEF's equity work, the global Out-of-School Children Initiative (OOSCI) accounted for just over half of the total spending in this area. This important initiative crosses all areas of the equity agenda and targets the most vulnerable groups. UNICEF has directed a significant amount of spending towards vulnerable groups: Approximately US\$39 million was spent on girls' education, with a further US\$4.8 million on violence in schools, while approximately US\$8 million was spent to reach children with disabilities, an increase of 48 per cent on the equivalent spending in 2015.

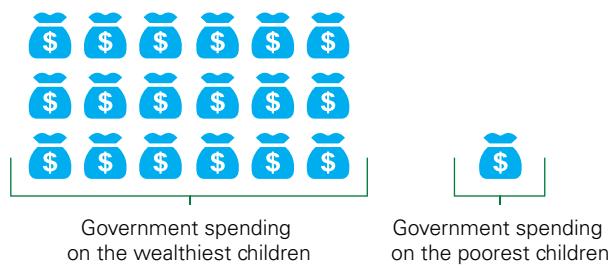
Constraints and challenges

The constraints to access and learning are often amplified many times for the poorest children, with an effect that is further exacerbated by gender biases, geographical distance, disability and other factors of exclusion. Inequitable societal norms may work against the inclusion of children from the poorest families, in large part by preventing vulnerable children from receiving the services and resources they need to succeed. Further, it is not just a matter of how families use their resources, but also of

public resources. One analysis found,²¹ for instance, that children from wealthier families had up to 18 times more access to public financing as compared with children from poorer families. The average in low income countries with recent available data is five times.

A persistent challenge in addressing equity issues is the lack of information on the most marginalized children – who they are, where they are, and what the true barriers are that keep them out of school. Two of three children

Estimated public financing for education based on wealth quintile in least equitable countries





with moderate to severe disabilities, for example, are unknown to school systems – a major constraint to equitable service delivery.

This lack of information has led to missed opportunities. Early advocacy efforts for girls' schooling, for instance, often assumed that parents kept their girls out of school through lack of awareness or because of faulty information, but recent research such as the Good Practice Fund case studies supported by the United Nations Girls' Education Initiative (UNGEI) provide a much more complete understanding of the causes of exclusion. Since it is now more clearly understood that parents make rational decisions given the circumstances in which they are living, the case studies focus on how education systems can best address these realities. UNICEF's challenge is to apply this new knowledge to develop programming, that reflects the complexity of the sector, to broker dialogue that leads to win-win solutions, and to wed advocacy and implementation in ways that are technically strong, culturally sensitive and politically astute.

Reaching the most disadvantaged



Though approximately 19 million more children were enrolled in primary school in 2016 compared with 2013, there are currently 61 million primary-school-age children who are not in school – and only 41 per cent of countries have fewer than

5 per cent of children out of school at the primary level, down from 44 per cent. At the lower secondary level, the trend is slightly better: 27 per cent of countries had out-of-school rates of less than 5 per cent in 2016, up from 24 per cent in 2013. The poorest quintile in 58 per cent of UNICEF-supported countries has primary attendance rates above 80 per cent, an increase from 48 per cent of countries in 2013.

The Out-of-School Children Initiative

The Out-of-School Children Initiative (OOSCI) was launched in 2010 as a partnership between UNICEF and the UNESCO Institute for Statistics (UIS) with the goal of making a substantial and sustainable reduction in the number of children out of school worldwide. The initiative uses data to inform action by developing detailed statistical profiles of children who are out of school or at risk of dropping out at the pre-primary, primary and lower secondary levels in partner countries (and upper secondary in some countries). From the original 25 pilot countries in 2010, the initiative has been joined by more than 90 partner countries across all seven UNICEF regions.

OOSCI country studies are led by national Ministries of Education, with support from UIS for statistical analysis. UNICEF support is provided for the barriers analysis and development of new policies. More than 40 OOSCI country studies have been completed, and four country partners have updated earlier studies using more recent data. During 2016, new OOSCI studies were conducted in Cambodia, Laos, Mexico, Papua New Guinea, the State of Palestine, Thailand and Timor-Leste.

In Tunisia, UNICEF supported the prevention of school dropout through improvement of facilities such as separate and inclusive toilets for girls and boys and playground facilities through a partnership agreement with United Nations Office for Project Services (UNOPS). This is one of the many times when flexible thematic funding allowed UNICEF to provide a context-specific response to an issue.

After the UNICEF Country Office published the OOSCI country study for Mexico, Guerrero State requested technical assistance to develop an 'early warning' system to detect children and adolescents at risk of dropping out. The Middle East North Africa Regional Office developed a monitoring tool and guidance to support its use. The tool helps track data on children caught in the Syrian crisis and provides technical support to expand the initiative at the regional level to the Islamic Republic of Iran, Lebanon and the State of Palestine.

OOSCI has evolved rapidly from a partnership raising awareness by generating information about how many children are out of school to a partnership sharing information about who these children are and how they can best be reached. In 2016, OOSCI's work included the development and publication of a framework for monitoring out-of-school children by the CEE/CIS Regional Office; publication of the OOSCI Operational Manual, a step-by-step guide to conducting a country study; maintenance of an up-to-date website, allinschool.org, which catalogues resources such as tools and reports; an OOSCI blog, published on the GPE website; and widely attended presentations at high-level events.

The next phase in OOSCI's evolution must be to provide far greater support for programme implementation, as the number of out-of-school children at the primary and lower

secondary level has been roughly 121 million for a number of years. A significant barrier to addressing disparities within countries often requires targeting resources to underserved regions, which can be very difficult politically as it means less resources for better performing regions. At the global level, donors must also target financing to underperforming countries, sometimes in contradiction to results-based financing formulas. These challenges must be urgently addressed, along with the context-specific challenges identified through the country profiles, if the long-awaited breakthrough is to occur.

Non-formal education

Non-formal education can provide alternative pathways for children marginalized by poverty, ethnicity, gender, linguistic, geographical and other intersecting barriers. These pathways may include accelerated learning programmes, informal schools, and alternative basic education (ABE) classes. UNICEF supports a range of opportunities, for example, working with government partners to certify non-formal education and accelerated learning programmes, as well as policy advocacy to include out-of-school children. In Iraq, in 2016, the MOE in Kurdistan agreed to support non-formal education, and UNICEF is developing a conceptual framework that will define ways to mainstream students from the non-formal pathways back into the formal school system. In Morocco, quality standards for non-formal schools were adopted by the MOE and put into effect in three regions.

In Mali, UNICEF is collaborating with implementing partners to develop an interactive audio programme in support of formal schooling, and 120 programmes, with 20 lessons in local dialects (Songhai and Tamasheq), were developed for non-formal educational programming. These will be implemented both in formal schools and in informal learning centres in communities directly affected by the security crisis, with a focus on improving learning outcomes for children where government supervision and oversight are largely absent. To help ensure the reintegration of out-of-school children into the formal school system, UNICEF opened 249 Accelerated Learning Centres, which provided 9,373 children with access to non-formal education. An additional 3,396 children benefited from access to informal community-based education in areas where schools remained closed due to insecurity. In total, UNICEF's emergency programme helped increase access to formal and non-formal education for 45,657 crisis-affected children who were newly enrolled for the 2015/16 academic year.

In Lebanon, UNICEF worked with NGOs to provide access for 29,354 children into non-formal education programmes as a pathway to formal education (17,605 in accelerated learning programmes, 7,087 in community-based ECE, 4,662 in basic literacy and numeracy).

In Mali, UNICEF is collaborating with implementing partners to develop an interactive audio program in support of formal schooling.

In Jordan, UNICEF and partners continue to provide alternative education pathways. In 2016, the Non-Formal Education Drop-Out programme enrolled 1,318 children (boys aged 13–18; girls aged 13–20). UNICEF also supported the MOE to develop a 'catch-up' programme for out-of-school children aged 9–12, with nearly 1,200 children enrolled in 58 classes. Through informal education provided at 233 Makani centres, 46,991 children learned basic literacy and numeracy. The MOE-certified Drop-Out programme reached 1,318 adolescents (39 per cent females), newly enrolled in 2016, including 326 youth in camps. Since its start in 2015, 2,888 out-of-school adolescents – 83 per cent of the 3,500 target – accessed the programme. In 61 centres implemented through Questscope, these young people, aged 13–20 (40 per cent females), accessed interactive learning environments, with support from 244 facilitators.

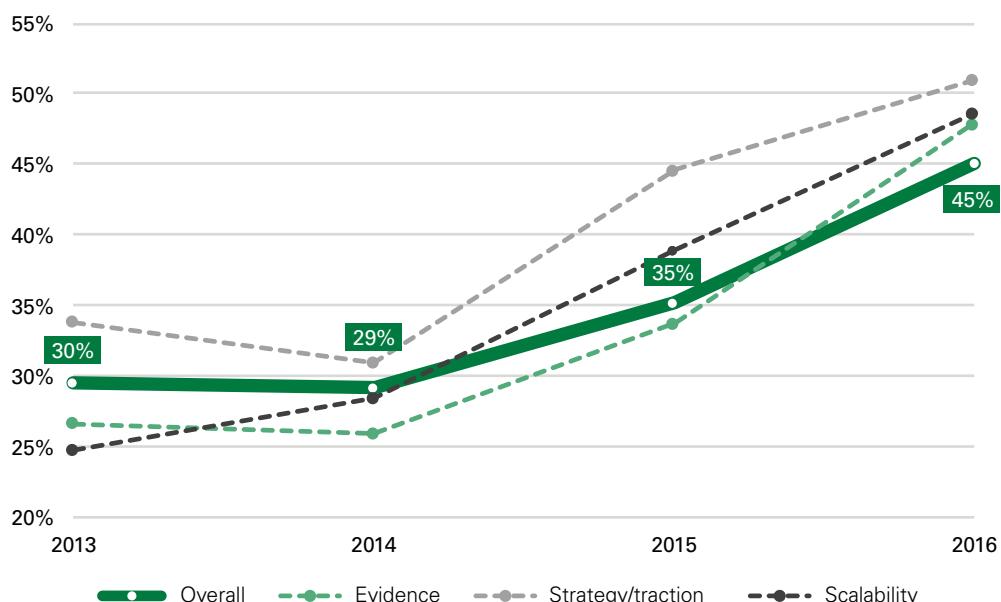
In Somalia, UNICEF helped alternative basic education centres reach an additional 15,291 out-of-school children (50 per cent girls) in 2016. With an accelerated curriculum and flexible schedules, these centres offer a second chance for out-of-school children, particularly those from pastoralist communities. For communities without education facilities, UNICEF facilitated the construction of 407 temporary learning spaces, providing sanitary kits for adolescent girls, as well as teaching and learning materials. In addition, discussions are underway with the Federal Government to launch consultations towards a policy on non-formal education.

Innovations in education

UNICEF's emphasis on innovation as a means of reaching the most marginalized children with quality education made strong progress in 2016, with 45 per cent of countries having innovative approaches at scale, compared with 35 per cent in 2015. Although all three subdomains (evidence, strategy/traction and scalability) displayed positive trends, the most progress was obtained in building evidence. This may in part be due to such initiatives as the Humanitarian Education Accelerator and *Journeys to Scale* (see p.9). In more countries, the most disadvantaged and excluded children are beginning to be reached by innovative approaches based on robust evidence and supported by government strategies and funding.

FIGURE 11

Countries with innovative approaches at scale to improve access to education and learning outcomes for the most disadvantaged and excluded children



Though many regions demonstrated strong progress in innovation, including Middle East North Africa and South Asia, progress was particularly impressive in West and Central Africa and in Eastern and Southern Africa, rising over 2015–2016 from 39 per cent to 52 per cent, and from 33 per cent to 62 per cent, respectively. This progress is illustrated by the range of examples from these regions detailed below.

Humanitarian Education Accelerator

In 2016, through the Humanitarian Education Accelerator, UNICEF, DFID and UNHCR jointly selected the first cohort of implementing organizations that will be supported. The Humanitarian Education Accelerator helps improve both how the impact of education interventions in emergencies is measured and evaluated, and how they are taken to scale. It enlists expertise from external evaluators to build a robust evidence base on the most promising approaches. The first cohort encompasses three interventions, selected through a competitive process from 72 applicants: Can't Wait to Learn in Middle East North Africa; a school retention programme for vulnerable girls in two refugee camps in Kenya; and an innovative pilot to provide access to internationally certified tertiary education for refugees at a camp in Rwanda. A process and impact

evaluation is planned for each intervention. The second cohort will be selected in 2017 from more than 170 applications received in 2016.

Technological advances have enabled information to be collected, gathered and analysed in real time or quasi-real time, opening opportunities for routine performance monitoring and course corrections in implementation. UNICEF has tested real-time information and monitoring for several years through a Short Message Service (SMS). A portfolio of tools has been developed based on RapidPro, an open-source software platform that allows users to easily build and scale mobile-based applications from anywhere in the world. RapidPro is designed to let users send personalized messages over SMS, voice and social media channels, with responses analysed in real time. Several UNICEF country offices are working to help ministries of education embed these tools and capabilities into their EMIS. This approach is increasingly used to provide information about the quality of schooling experienced by some of the most marginalized children.

In the Central African Republic, UNICEF supported four surveys in 2015–2016, on children's and teachers' presence in schools, students' success rates, availability of WASH facilities and attacks against schools. Building on the

Ebola response in Sierra Leone, UNICEF supported the use of RapidPro to collect and share information about critical school-level indicators to inform policymaking and programming. In Uganda, under the Ministry of Education and Sports, 10,000 reporters in 37 districts contributed to an innovative 'dashboard' that integrates and disseminates data. In Ghana, using similar tools, UNICEF supported the Education Service to update and scale up the Mobile School Report Card.

In Madagascar, Nepal, the Philippines, Togo and Zambia, the Data Must Speak programme was implemented in 2016. This programme builds on information already collected by EMIS, presenting and analysing it in user-friendly report cards and dashboards available to ministry officials, school principals and teachers, parents and other community members. Data Must Speak emphasizes the use of data to improve management and governance, while strengthening accountability and community empowerment.

UNICEF in Argentina used an innovative approach in which students report to classrooms in their own community and engage remotely with teachers who are stationed at an urban headquarters school and may also receive support from a trained tutor and an indigenous teaching assistant. Students connect with teachers and tutors by electronic notebook, and teachers visit the communities to meet students and their families at least twice a year. This format was adopted by four rural provinces, and three additional provinces have requested UNICEF support for its implementation.

Gender equality and girls' education

At the global level, progress towards gender parity in primary education has been significant, but many of the poorest girls and boys remain out of school and global averages may mask continuing country-specific challenges. In 20 per cent of countries, girls are disadvantaged ($GPI <0.97$) in relation to primary completion whereas in 22 per cent, boys are disadvantaged ($GPI >1.03$).

Regarding the overall trend for enrolment in lower secondary education, the percentage of countries with gender parity in gross enrolment rates has declined from the baseline of 38 per cent in 2013 to 35 per cent in 2016. This trend masks some progress in terms of the percentage of countries where girls are disadvantaged, which has decreased from 41 per cent to 37 per cent. In contrast, the percentage of countries where boys are disadvantaged has increased from 22 per cent to 27 per cent. However, where gender disparities are most severe ($GPI <0.9$), it is more likely to be girls that are

disadvantaged. Poverty and location often combine with gender to create deep inequalities within countries, even where parity at the national level is close to being achieved. This is why UNICEF works with countries to develop strategies that focus on the multiple barriers faced by the most marginalized girls as well as boys, building on evidence from data and analyses such as OOSCI, education sector analyses and other relevant analyses.

Girls' education

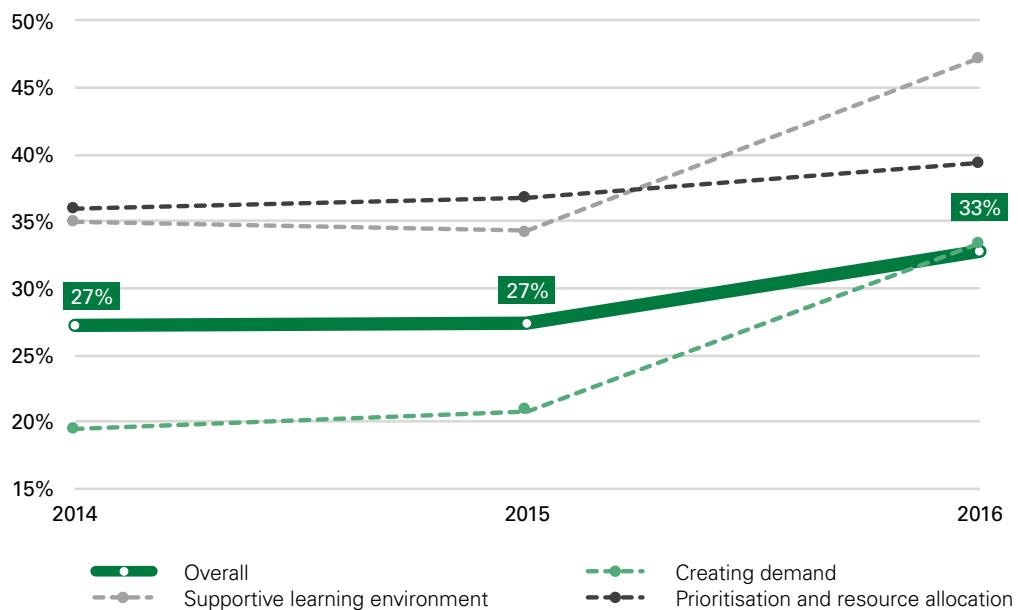
UNICEF has a long history of investing in girls' education. This reflects the large disadvantages often faced by girls as well as the additional benefits of educating girls, such as delayed marriage, lower fertility rates and greater civic engagement²².

Half of the 1970 to 2009 reduction in under-five children's mortality can be traced to increases in the average years of schooling of women of reproductive age.²³

After limited progress between 2014 and 2015, there was significant progress in 2016 on the prioritization of girls' secondary education. Thirty-three per cent of countries' programmes had girls' secondary education as a recognized, targeted and budgeted education priority in 2016, compared with only 27 per cent in 2015. There was positive progress on all three subdomains, in particular supportive learning environments and addressing barriers to demand, which suggests that advocacy and community engagement activities are proving successful. The progress on prioritization and resource allocation on the part of national budgets was more limited. However, this is currently an area of focus for UNICEF, in collaboration with the United Nations Girls' Education Initiative (UNGEI); for example, through support to gender-responsive sector planning.

FIGURE 12

Countries where girls' secondary education, in terms of enrolment, retention and completion, is a recognized, targeted and budgeted education priority²⁴



South Asia has demonstrated strong progress on girls' secondary education since 2014. Girls' secondary education was a recognized, targeted and budgeted education priority in 60 per cent of the region's countries in 2016, up from 50 per cent in 2015 and 29 per cent in 2014.

UNICEF works to demonstrate effective and scalable solutions towards gender equity in education, from pre-primary through primary and secondary education, including in humanitarian contexts. Using data and evidence, governments are supported to help the most marginalized girls stay in school and learn. This is being achieved through multi-sectoral strategies to increase affordability and access, create gender-responsive schools and plans, build community engagement and improve the quality of education.

UNICEF has strengthened gender-responsive education systems at the national, subnational and school levels. In Pakistan, it supported District Education Plans, with a focus on gendered barriers to education, in 60 districts across two provinces. UNICEF also built the capacity of more than 17,000 SMCs to support 'right age' enrolment and prevent dropout, with a focus on out-of-school girls.

To improve the quality of education, UNICEF has increased teachers' capacities to tackle gender inequities

in education, for example, through the development of gender-responsive curricula (in Burundi and Honduras) and teacher training on gender-sensitive methodologies such as differentiated pedagogy, child-centred and psychosocial approaches (in Cameroon). In Afghanistan, the number of female teachers in rural areas was increased through the enrolment of almost 900 female students in satellite teacher training centres. UNICEF will scale up a similar programme in Pakistan. UNICEF work in menstrual hygiene management has become a major component of Wash in Schools programming. In 2016, 45 country offices were actively supporting programming that develops girls' knowledge and skills, as well as access to locally appropriate materials. UNICEF has strengthened data, evidence and innovation on gender and education. In Nepal, it worked with the Government to develop an Education Equity Index that identifies drivers of disparity, including gender, in each district, and targeted strategies are being developed using district- and sub district-level information. In Ethiopia, UNICEF data and research informed the inclusion of SRGBV data within the 2016/17 EMIS.

Accelerated learning programmes can be a strategy to improve access to education for girls in humanitarian contexts or where education systems are weak. In Afghanistan, UNICEF has worked with the support of the United States Agency for International Development

to double the number of new Community-Based Education Centres, reaching more than 70,000 girls in 18 provinces. Across the world, UNICEF has worked with partners to meet the urgent humanitarian needs of girls, providing access to education services where they can learn and receive psychosocial support. In Iraq, where girls' participation lags that of boys, UNICEF's direct action has enabled at least 334,217 girls to access education.

In 2016, research undertaken by UNICEF on the link between education inequality and violent conflict in 100 countries over 50 years found that education inequality doubles the risk of violent conflict and that greater education equality between male and female students decreased the likelihood of violent conflict by as much as 37 per cent. The wider findings of the Learning for Peace programme are informing social cohesion and resilience programmes such as the new Pakistan Country Programme.

In Uganda, more than 1,200 teachers from the conflict-affected region of Karamoja received training on gender and conflict management in the classroom, reaching 50,000 children. Evaluation results indicate that although the training succeeded in increasing teachers' knowledge of gender equality concepts, it was challenging for teachers to take progressive action in the context of gender norms in the community. The evaluation concluded, however, that the strategy of raising teachers' awareness of their role in promoting gender equality and non-violence has the potential to bring about transformative change over time.

Targeted priority on advancing girls' secondary education



In 2016, 60 UNICEF country programmes implemented actions to advance girls' secondary education, with 12 prioritizing this area as part of the Game Plan for Gender Action Plan (2014–2017) Targeted Priority on Advancing Girls' Education to Secondary. UNICEF has utilized thematic and other funding to improve disadvantaged girls' learning and skills, increase the number of marginalized girls completing primary and secondary education and reduce the number of adolescent girls out of school.

UNICEF has supported adolescent girls to succeed in schooling and to develop relevant knowledge and skills for the future. To overcome sociocultural barriers to continued education in Tajikistan, adolescent peer groups were formed, along with school and community mobilization. As a result, 96 per cent of girls who pledged to continue beyond the end of compulsory education enrolled in upper secondary (Grade 10), an increase in the transition rate in UNICEF-supported schools of 10 percentage points.

In Papua New Guinea, UNICEF trained Provincial Education Directors and teachers to develop lesson plans free of gender stereotypes, improving gender equity in education for 18,000 girls and boys in three provinces. With UNICEF technical support, this approach is being taken to scale through the integration of values education in the national curriculum from Grade 3 to Grade 8. In India, UNICEF supported life skills education for more than 32,000 girls in Rajasthan, implemented a life skills programme in 3,500 lower secondary schools in Madhya Pradesh, and integrated life skills in the curriculum for all secondary schools in Assam.

In Uganda, more than 1,200 teachers from the conflict-affected region of Karamoja were trained on gender and conflict management in the classroom, reaching 50,000 children.

UNICEF also contributed to increasing the number of marginalized girls attending and completing secondary education. In Nigeria, UNICEF supported 24,287 girls across two states with cash transfers to improve the affordability of school. This contributed to a 2 per cent increase in the transition rate of girls from primary to lower secondary over the past year.

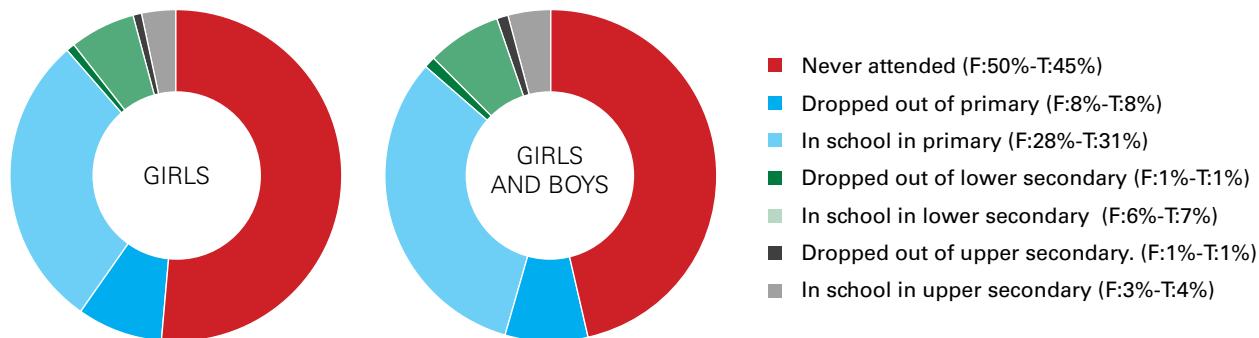
Advancing the education of the most marginalized girls

As UNICEF works with partners to advance girls' secondary education, it will be important to maintain a strong equity focus, addressing the particular education needs of marginalized adolescent girls and boys. Positive trends in girls' education such as increasing primary completion rates and lower secondary enrolments have not yet benefited all girls, and significant proportions of secondary-age girls have never been in school or remain far from accessing lower secondary education.

Figure 13 presents the education status of girls aged 10–18 from the poorest quintile in Nigeria, showing that more than half of these girls never entered primary school, and a further 37 per cent have dropped out of primary school or are still in primary school. Poverty drives exclusion in all contexts, with gender compounding existing inequalities.

FIGURE 13

Distribution of marginalized (poorest quintile) adolescent girls aged 10–18, by education status, Nigeria, 2011



Target programme responses to reach marginalized adolescents:

- | | |
|--|--|
| Never attended | → Accelerated Learning Programmes (literacy, numeracy and life skills) |
| Attending or dropped out during Primary | → Accelerated Learning Programmes (literacy, numeracy and life skills) |
| Attending or dropped out during Lower Secondary/TVET | → Lower Secondary (formal), alternate pathways (non-formal), apprenticeship or on-the-job training (for 15 and over) |
| Attending or dropped out during Upper Secondary | → Upper secondary (general and technical), apprenticeship or on-the-job training |

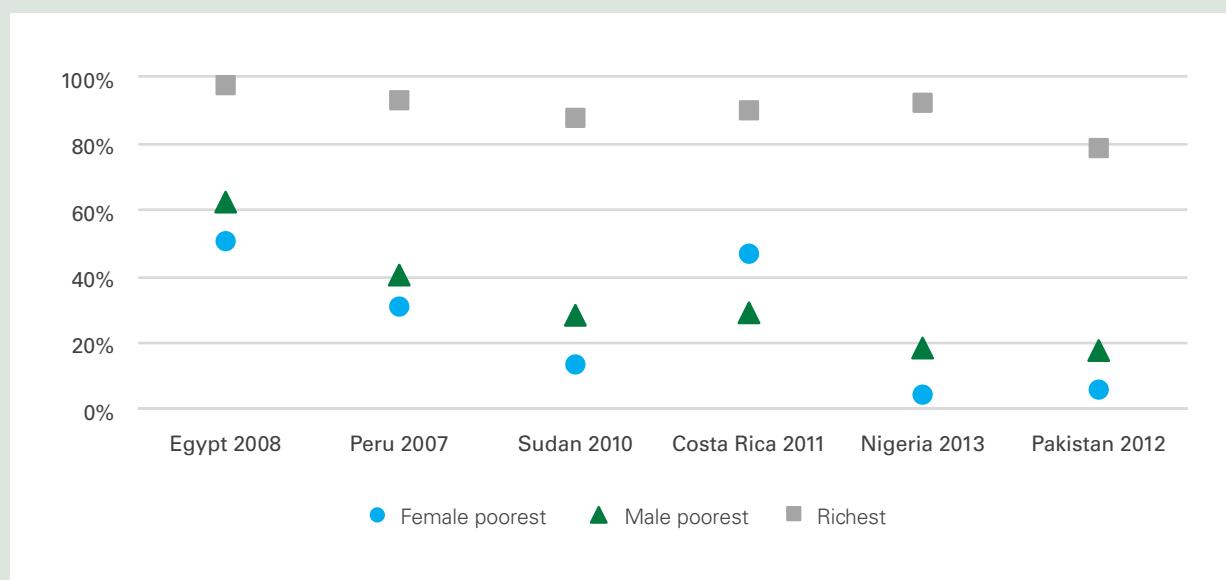
DISPARITIES AND WEALTH

UNICEF programming is informed, not just by the gender parity index at the national level, but by access and disparities among the most marginalized girls and boys. The chart below shows that poverty dramatically decreases the likelihood of lower secondary completion for both boys and girls. Even where there are equal numbers of boys and girls from wealthy families completing, gender disparities among the poorest children are much greater, with girls more often disadvantaged.

As an example, in Nigeria, over 90 per cent of boys and girls from wealthy families complete lower secondary school. Amongst the poorest, only 4 per cent of girls complete lower secondary education, compared with 18 per cent of boys. In response, UNICEF in Nigeria is focusing on improving primary completion rates of the poorest children, with specific attention given to the gendered barriers faced by the poorest girls.

FIGURE 14

Completion rates, by wealth quintile, in countries that have achieved parity for the richest quintile of children



Source: UNESCO/Global Education Monitoring Report World Inequality Database in Education.

Beyond parity, achieving gender equity in education requires gender-responsive sector planning and the application of a gender equity perspective – from curriculum and pedagogy to administration and leadership, infrastructure development and teacher training – and including policy and data management, elimination of SRGBV and addressing sociocultural gender norms for inclusive economic prosperity.

END GENDER VIOLENCE IN SCHOOLS INITIATIVE

The End Gender Violence in Schools Initiative (2015–2017), a joint effort of UNICEF and GPE, combines research, capacity building and knowledge exchange to generate a robust evidence base needed to foster effective policies and actions. In Côte d'Ivoire, Ethiopia, Togo and Zambia, the initiative partners with the University College London's Institute of Education, UNGEI, governments and other stakeholders.

A Rigorous Review of Global Research Evidence on Policy and Practice on School-Related Gender-Based Violence,²⁵ published by UNICEF in 2016, is a first major product of this partnership. While showcasing the latest research on approaches to addressing SRGBV, the review found major gaps and weaknesses in the evidence base, and noted that research to date has tended to focus on short-term, local-level interventions, with little attention to sustainability or whether the intervention could be taken to scale.

The most promising interventions are multi-layered and address the links between violence, identities, social and cultural norms, and intersecting structural inequalities. A key approach is the creation of safe spaces for reflection on personal experiences, beliefs and values in relation to violence and gender, as well as safe learning environments that are participatory and provide opportunities for deliberation and participation in decision making.

A study of existing policies and practices is underway in each participating country to inform the next phase of the End Gender Violence in Schools Initiative. Findings from these studies are expected to uncover gaps and opportunities for better prevention and response to SRGBV. The most promising interventions will be promoted for action at the policy and programmatic levels.

School-related gender-based violence

Progress on addressing SRGBV has been too slow, but there has been a positive trend since 2014. In 2016, 47 per cent of countries had legal and policy frameworks that address SRGBV, representing particularly strong progress as compared with 39 per cent in 2015 and 37 per cent in 2014. There was also significant progress with regard to prevention and response mechanisms to address gender-based violence in and around schools, and 32 per cent of countries now have such mechanisms. A total of 129 UNICEF country offices are working with ministries of education to address school-related gender-based violence, up from 122 in 2015 and 105 in 2013.

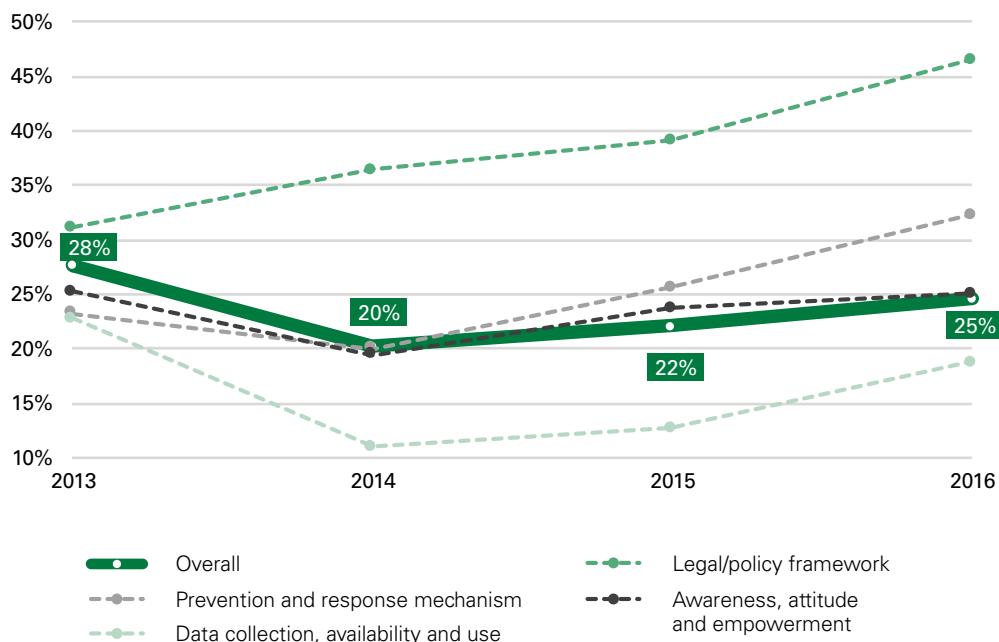
UNICEF and UNGEI have been particularly active on the issue of SRGBV in the Eastern and Southern Africa region, including projects with GPE and the Government of Canada.

Gender-based violence in schools, which may consist of acts or threats that are sexual, physical or psychological, is a result of gender stereotypes and unequal power dynamics. Teachers and students can be both victims and perpetrators of SRGBV. It is a barrier to girls' full participation in education and creates an environment in which learning is diminished for all children.

UNICEF supports a wide range of regional and country-specific programmes to combat SRGBV. At the global level, UNICEF has partnered with GPE and UNGEI, in cooperation with the University College London, Institute of Education, to implement the End Gender Violence in Schools Initiative (see text box above).

FIGURE 15

Countries with an education sector policy or plan that specifies prevention and response mechanisms to address gender-based violence in and around schools²⁶



In Namibia, the Ministry of Education, Arts and Culture, in partnership with UNICEF, is developing a comprehensive National Safe Schools Framework. This framework will provide guidance for creating and maintaining a positive and safe school environment while protecting learners from engaging in risky behaviours such as substance abuse, violence and early sexual debut.

In Morocco, with UNICEF support, a national strategy was developed to combat violence in schools. Regional action plans include a focus on monitoring child protection in schools and developing in-school capacities for recognizing, responding to and preventing violence. A toolkit for violence prevention includes a school-based violence monitoring system and violence prevention modules for teachers and school administrators.

accountability, and to be a knowledge hub. UNGEI hosted a consultation that led to a higher profile for girls' education in the *Learning Generation* report. Its work with the Girls' Education Forum, hosted by DFID, Global Citizen and Chime for Change, led to adoption of a statement of action for improving education outcomes for marginalized girls.

UNGEI partnered with GPE to finalize the 'Guidance on Developing Gender-Responsive Education Sector Plans' for launch in the first quarter of 2017. It also helped develop the GPE Gender Equality Policy and Strategy 2016–2020. A series of regional professional development programmes to strengthen national capacity is currently being prepared, the first of which will be held in the United Republic of Tanzania in cooperation with Dubai Cares, GPE, Plan International, UNICEF and the World Bank.

United Nations Girls' Education Initiative



UNGEI's mandate is to lead global policy advocacy for girls' education and gender equality, to build collaboration and joint

In Morocco, with UNICEF support, a national strategy was developed to combat violence in schools.

CASE STUDY: ALTERNATIVE LEARNING PATHWAY FOR THE MOST DISADVANTAGED AND VULNERABLE OUT-OF-SCHOOL ADOLESCENTS

In Bangladesh, 40 per cent of secondary-school-age adolescents are out of school and vulnerable to violence and abuse, including child marriage, child labour, drug addiction, and physical and psychological violence. There are very few alternative pathways for continuing education that can link them with jobs and a decent life.

In partnership with BRAC, the world's largest NGO, UNICEF supported the adaptation of the traditional Ustad-Sagred (Master-Learner) model of teaching-learning to include supervised informal apprenticeships in which selected learners receive on-the-job training from a master tradesman, following competency-based training and assessment. Along with this training, the learners received classes on trade and soft skills training to prepare them for employment.

This intervention is helping 18,900 of the most disadvantaged and vulnerable out-of-school adolescents by bringing them back to the learning ladder, equipping them with relevant skills, and providing opportunities for employment and decent work. More than 50 per cent of participants are the most disadvantaged and vulnerable adolescent girls, and at least 10 per cent of learners are children with disabilities.

One of the initiative's notable positive impacts is to delay marriage among young adolescents. It has also helped challenge some of the social barriers and stigma related to gender-biased work distribution and female mobility. Documented as a successful initiative, it is now set for nationwide scale-up under the technical education stream in Bangladesh.

UNGEI's role as a knowledge hub in 2016 culminated in 17 Good Practice Fund case studies documenting the work of NGOs from around the world. The UNGEI Good Practice Fund, made possible by UNICEF thematic funding, enabled 'lesser known' actors to showcase their experience on a global platform. For example, the case study from Pendekezo Letu, an NGO based in Kenya, describes its work with girls who were living or working on the streets in Nairobi. The NGO reunites girls with their families and also provides counselling and support services for combating HIV and AIDS and for helping street children access their right to a good education. This case study has been presented at several conferences, published in a book and uploaded to the Committee on the Rights of the Child website.

UNGEI also collaborated with the Global Education Monitoring Report to produce the 2016 Gender Review, a companion to the Global Education Monitoring Report that highlights education and gender trends and issues. In the first three months, 3,750 copies of the Gender Review were distributed and the report was downloaded more than 10,500 times.

At the regional level, in Eastern and Southern Africa and West and Central Africa, UNGEI continued to work with the African Union, Forum for African Women Educationalists (FAWE) and other partners to address gender issues in the implementation of the Continental Education Strategy for Africa 2016–2025. In East Asia and the Pacific, Connect with Respect, a new SRGBV curriculum resource, was launched through a joint regional workshop hosted by UNGEI partners, with country teams from China, Papua

New Guinea, Thailand and Viet Nam. At the country level, UNGEI regional networks and local partners contributed to a wide range of initiatives, including the development of the Afghanistan Girls' Education Policy and Strategy, the establishment of local UNGEI committees in Mali, and the development and dissemination of a menstrual hygiene management toolkit in Uganda.

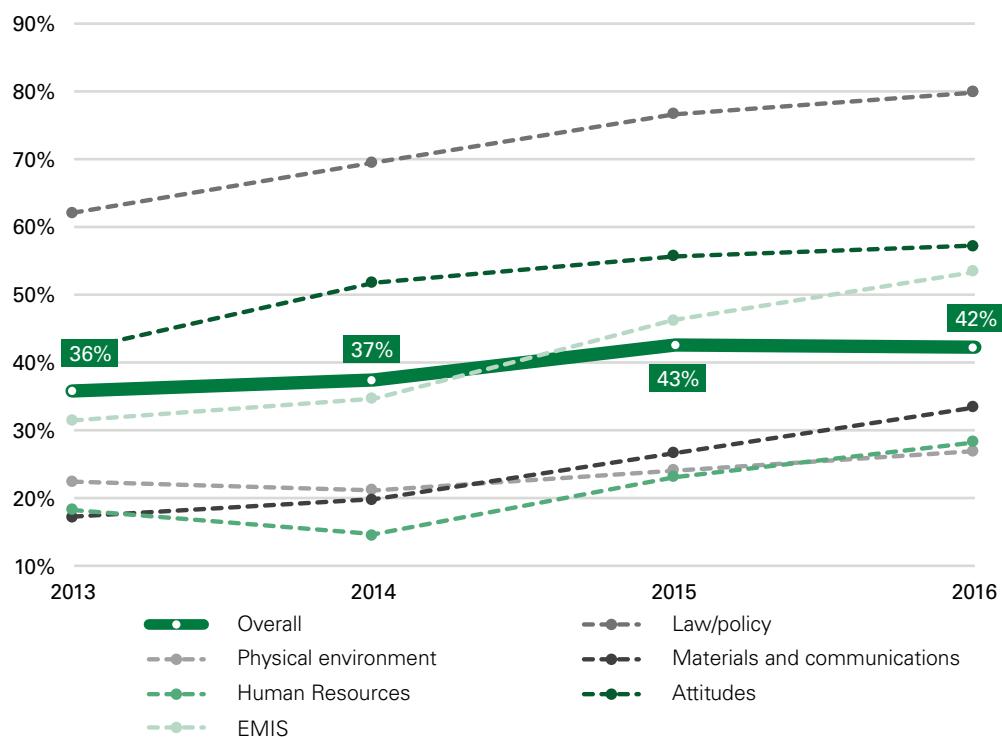
Inclusive education for children with disabilities



The proportion of countries implementing policies on inclusive education covering children with disabilities has decreased slightly, from 43 per cent in 2015 to 42 per cent in 2016. This reflects mixed progress across the indicator's six subdomains. Efforts to establish laws and policies outlining the education rights of children with disabilities have largely been successful, and 80 per cent of targeted countries have such legal and policy frameworks. Some positive progress was achieved in relation to materials and communication, human resources and the physical environment. This means that in more countries children with disabilities are better supported to access quality education in mainstream schools with trained teachers and physical environments and learning materials adapted to their needs. Despite this progress, these three subdomains are still the most challenging and should remain the focus of UNICEF's programming on inclusive education.

FIGURE 16

Countries with policies on inclusive education covering children with disabilities^{27,28}



Progress on this indicator is most advanced in the East Asia Pacific and Latin America and Caribbean regions, where 53 per cent and 56 per cent of countries, respectively, have effective policies on inclusive education covering children with disabilities. The Middle East North Africa region faces the most challenges, with only 20 per cent of countries reporting having such inclusive education policies. The example of Egypt (see p.48) may point a way forward for other countries in the region on how to best fulfil the education rights of children with disabilities.

Children with disabilities are disproportionately excluded from education. This reflects both social bias and lack of school capacities to accommodate their needs. In most low- and middle-income countries, barely half of the children identified with disabilities attend school. Even in countries approaching universal enrolment, up to 40 per cent of out-of-school children have a disability.²⁹ During 2016, UNICEF's work to improve education opportunities for children with disabilities focused on strengthening the availability of data, increasing awareness and dialogue around inclusive education, and reinforcing the capacity of schools to accommodate needs.

Global estimates suggest that approximately 5 per cent of children in any country will have a severe or moderate disability or learning difficulty,³⁰ but EMIS in low- and middle-income countries rarely collect reliable data on

children with disabilities. Even when household surveys are conducted, they typically underestimate disability, identifying only 1 of every 3 children who has a severe or moderate disability. This under-identification is likely due to stigma and unrecognized disabilities; the share of children with disabilities who receive support is even smaller.

One way in which UNICEF is addressing this challenge is through evidence generation and research. An analysis of data from 18 household surveys in 15 countries that included reliable information on children with disabilities was supported.³¹ An inclusive EMIS guide was produced to enable ministries of education to collect data on children with disabilities who are in school, the accessibility of school buildings and the availability of assistive devices. The completion of a module on Child Functioning for MICS 6 will enable governments to collect detailed and reliable data on children with disabilities. A second module will enable governments to accurately assess progress in introducing inclusive education. UNICEF – jointly with the GPE Secretariat, UNESCO-International Institute for Education Planning, UNGEI and the World Bank – has been developing a chapter on 'Inclusive Education for Children with Disabilities' for volume 3 of the Education Sector Analysis Guidelines. The chapter will be tested in Ghana in 2017.

UNICEF continued to raise awareness of the importance of inclusive education, and provided policy-level support for the general comment to the Convention on the Rights of Persons with Disabilities issued in 2016, which clarified that children with disabilities have the right to be educated in the same classrooms as their peers. This will require significant changes to education systems, including measures to combat exclusion (where children with disabilities are kept out of school), segregation (where children with disabilities are educated in separate institutions such as schools for the blind), and integration (where children with disabilities are educated in dedicated classes within regular schools).

The CEE/CIS Regional Office published 14 technical booklets (*see sample covers, below*), along with linked webinars that provide guidance on a wide range of topics such as the definition and classification of disability, collecting data on child disability, financing inclusive education and universal design of schools for learning. UNICEF's Disabilities Unit supported a major initiative with international publishers to produce accessible versions of textbooks in audio or easy-to-read formats, accessible via mobile devices.

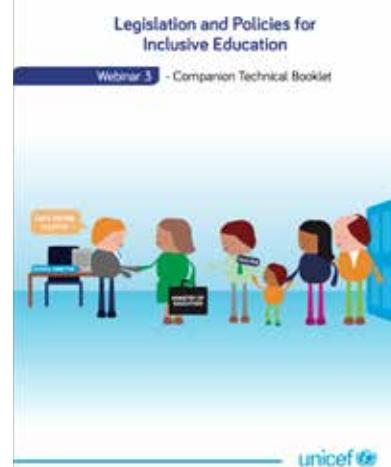
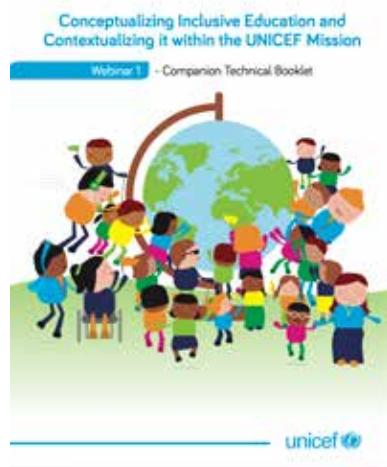
Globally, there are still large gaps in teachers' training on inclusive methods, building accessible infrastructure (such as classrooms and toilets), and the provision of accessible materials or assistive devices for learning. Without these front-line resources in place, it is difficult to enable children with disabilities to attend school with success. Working with governments at the country level, UNICEF has addressed these challenges through partnerships and service delivery.

In Paraguay, UNICEF helps the Ministry of Education to develop a virtual library of storybooks in inclusive audiovisual formats to support the deaf culture.

In Egypt, UNICEF supported enrolment of 1,326 children with disabilities in 120 mainstream public schools. Schools received supplies and were equipped with resource rooms for creating improved inclusive teaching and learning environments. Training on child-centred learning and diagnosing disabilities was provided for 841 schoolteachers, principals, board of trustee members, social workers and MOE staff.

In Serbia, the Inclusive Education Network and UNICEF provided support and capacity development to 17 educational institutions serving approximately 10,000 students and 140 education practitioners. Sixty-five children with disabilities in mainstream schools and their parents benefited directly through diverse activities – such as peer support, mentoring for teachers and capacity building for parents – aimed to increase learning and social outcomes.

In Paraguay, UNICEF continued to support the MOE to develop a virtual library of storybooks in audio-visual formats to support the deaf culture. At a public school in Asunción, UNICEF supported implementation of the inclusive education model required by law. The Country Office has also promoted the MOE commitment to develop a policy of bidding for inclusive textbooks.



CASE STUDY: ACHIEVING EQUITY IN EDUCATION IN VIET NAM – FROM POLICY TO COMPREHENSIVE INCLUSIVE ACTION

In Viet Nam, barriers to education and cultural stigma prevent many children with disabilities from receiving equal access to school. Children who are cared for by family members or through private childcare are often not even identified by the education system. Even though legal protections are in place, the implementation of policy and programmes remains limited due to weak capacity, low awareness and lack of data to track children with disabilities.

A screening tool was recently developed so that children with disabilities can be identified early and provided support. UNICEF supported the development and testing of this important tool. The recently established Inclusive Education Resource Centre in Ninh Thuan Province is an example of how this tool is being incorporated into the education system, along with a combination of strategies including evidence generation, capacity building, partnership and coordination, national ownership building, and policy advocacy. A series of training courses and professional exchanges was held to help teachers understand how to use the screening tool, how to identify children with disabilities, and how to provide them with appropriate services. Orientation for parents was also provided.³²

“He can communicate with me through his eyes, express his feeling and point his finger to things that he wants, imitate simple gestures and play with some toys. These seem to be easy for other kids but for my son, it’s a great achievement.”

- Testimonial from the mother of Nguyen, a three-year-old child receiving support from the UNICEF-supported Inclusive Education Resource Centre in Ninh Thuan, Viet Nam

Summary and going forward

UNICEF's commitment to greater equity and inclusion has resulted in much stronger analysis, which must now be used to build innovative approaches to equitable learning for all children. OOSCI has identified country-by-country barriers that keep children out of school. UNGEI's Good Practice Fund case studies are grounded in the day-to-day realities of developing countries, and bring a new energy and vitality to the dialogue around moving forward. The innovations outlined in *Journeys to Scale* demonstrate proven approaches to improve learning for the most disadvantaged children. The analyses that are now available can inform a new generation of strategies and actions to provide equal opportunities for girls and boys.

As UNICEF continues to advocate for children with disabilities, it must also push forward the day-to-day work of ensuring far more complete data about disadvantaged children are available, working with partners to ensure education opportunities for all children. Going forward, there must also be a rapid expansion in the number of countries with national plans or policies addressing SRGBV.



PROGRAMME AREA 4: EDUCATION IN HUMANITARIAN SETTINGS

Unpredictable levels of funding for education in crisis, weak coordination between humanitarian and development mechanisms, and stretched capacities to efficiently respond to education emergencies underscore the challenges of education in humanitarian settings. In 2016, an unprecedented number of people were displaced, including a record number of school-age children, and global conflicts and contentious conversation regarding the status of refugees continued. This combination of challenges can have long-lasting effects, with impacts often felt for a generation and more. This requires bridging the divide between humanitarian relief and development, with larger-scale responses and more innovative approaches. Response to humanitarian situations must continue to meet immediate short-term needs, while recognizing the need for longer term commitment.

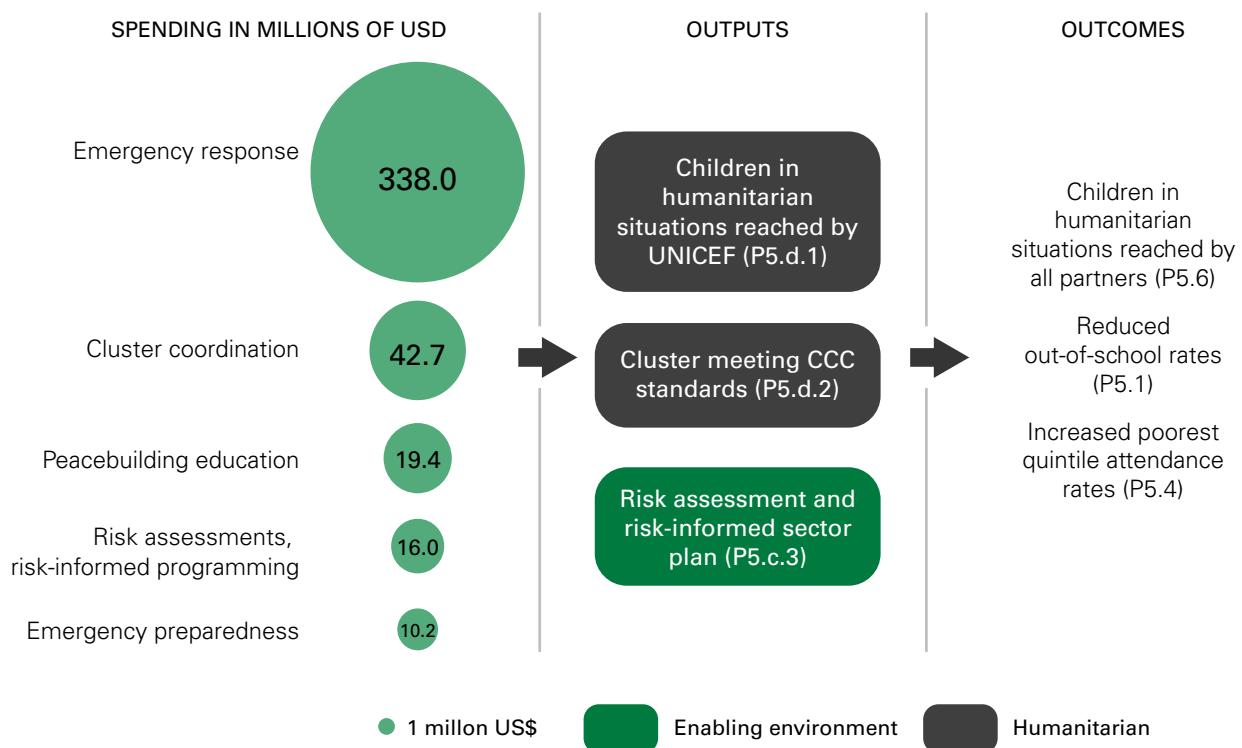
While donor community support traditionally takes a short-term approach to humanitarian situations, there is a growing understanding of the importance of education in emergencies, driven in part of the impact of the Syrian crisis, and the potential of a 'lost generation'. Advocacy by UNICEF has resulted in increased awareness, and the leadership of UNICEF and partners in the development of Education Cannot Wait has resulted in increased mobilization of resources and funding. This focus demonstrates a deeper understanding that high-quality and conflict-sensitive education can prove to be life-saving and life-enhancing for students and also strengthen education system resilience.

"Children don't need education even in emergencies; they need education especially in emergencies."

- UNICEF Executive Director Anthony Lake

FIGURE 17

Funding programme outcomes for education in humanitarian settings



Funding programme outcomes for education in humanitarian settings: The results chain applies theory of change principles and presents the expected links between spending, interventions and progress on UNICEF's Strategic Plan output and outcome indicators for education in humanitarian situations. As per Figure 17, for example, by channelling funds and technical assistance to emergency response, UNICEF supports an increase in the percentage of girls and boys in humanitarian situations who are able to access educational opportunities and a reduction in out-of-school rates. Full data on the indicators are presented in the pages that follow

Overall expenses to support education in humanitarian situations: UNICEF's spending on education in humanitarian situations and related activities such as peacebuilding education and disaster risk reduction (DRR) continued to increase significantly in 2016, reaching a total of US\$426 million, up from US\$344 million in 2015 and from US\$231 million in 2014. Approximately 80 per cent of the spending (US\$338 million) was focused on direct emergency responses, with a further US\$42.7 million spent on cluster coordination and strengthening in humanitarian action. UNICEF continued to invest heavily in education systems that are risk-informed and better prepared for emergencies and that actively contribute to stable, peaceful societies. UNICEF spent

US\$45.5 million in 2016 in supporting countries to carry out risk assessments, enhance emergency preparedness and develop peacebuilding education.

Constraints and challenges

The provision of education in emergencies is rapidly becoming UNICEF's single-biggest challenge. By 2030, an estimated two thirds of the world's poor will be living in emergency contexts. This is already the case for half of the world's out-of-school children. This challenge is exacerbated by what must be acknowledged: The humanitarian system remains unable to guarantee the right to education for children in crisis. The unpredictable nature of crises, short-term time horizons for funding and persistent data constraints mean that bridging the gap between humanitarian and development goals will be a continuing feature of the sector and one for which UNICEF will be called on to provide leadership.

The continuing refugee crisis highlights many unresolved issues: Governments need to learn to work in collaboration with civil society and NGOs; the education received by refugee children must be recognized with certification processes that allow children access to higher education and the labour market; alternative learning pathways are

needed for many children and adolescents; and refugee teachers must be acknowledged as a vital component of learning communities that work for refugee children.

Cluster coordination and emergency response



UNICEF's commitment to education for all children means increasing its work to support the growing number of children affected by humanitarian crises, as these children represent an ever-larger share of the out-of-school population. By 2016, more than 65 million people had been forcibly displaced by conflicts, natural disasters and other dangers.³³ In response, UNICEF's country, regional and headquarters offices mobilized around diverse crises, including Level 3 emergencies, (the most severe level) in Iraq, Nigeria, South Sudan, the Syrian Arab Republic and Yemen, and Level 2 emergencies in the Central African Republic, Haiti, the Lake Chad region, and for the Ebola virus crisis.

These responses sought to support all crisis-affected children to access their right to quality, relevant and inclusive education, including through the ongoing focus on establishing safe, child-friendly and gender-sensitive spaces for learning and psychosocial support. UNICEF provided 11.7 million children with basic education in humanitarian situations in 2016, helping some children participate in education for the first time in their young lives.

Much of UNICEF's work in emergencies is direct service. A focus on equity means providing a wide range of educational experiences, including formal and non-formal programmes and life skills, as well as support for teachers, and provision of essential teaching and learning materials. Education teams also worked closely with colleagues in other sectors – especially WASH, health, child protection

and social inclusion – to use schools and learning spaces as platforms for delivering integrated services. A key role for UNICEF is co-leading the Inter-Agency Standing Committee Education Cluster with Save the Children. Coordination was critical to ensuring close working relationships with affected communities, and between governments, other international actors and local civil society. UNICEF also leads or co-leads the education cluster or sector in 74 countries, compared with 66 in 2015, representing a 12 per cent increase.

The ongoing Syrian conflict is thwarting progress towards education for all, as the primary school enrolment rate plummeted from nearly 100 per cent to an estimated 60 per cent. With the support of UNICEF and other partners, approximately 68 per cent of Syrian children are now in school, a number that is still distressingly low. The Back to Learning initiative activated a wide range of partners to realize an ambitious campaign for timely school enrolment – reaching more than 6.5 million people with education messages through radio, television and SMS, and 300,000 community members, including 90,000 children, with face-to-face mobilization activities conducted by 1,200 trained local volunteers. UNICEF also scaled up the self-learning programme for out-of-school children in both accessible and hard-to-reach areas of the Syrian Arab Republic, benefiting more than 118,000 children, and launched an accelerated education programme called Curriculum B, helping 18,026 previously out-of-school children complete two years of schooling in a single year, with the intention of reintegrating children into formal education. Due to bombing and other consequences of war, more than 7,400 schools – one in every three – are no longer used as learning spaces. This led UNICEF and partners to rehabilitate more than 400 schools to accommodate approximately 190,000 children and to establish 324 prefabricated classrooms, creating safe spaces for approximately 25,000 additional children.

In and out of school children and adolescents among refugees



The situation in South Sudan continues to deteriorate, leaving more than half of the nation's children out of school, the highest proportion in the world. Nearly one in every three schools in conflict-affected areas has been destroyed, damaged, occupied or closed, with 38 schools reportedly still being used for military purposes. UNICEF has responded by providing protective learning spaces, training committed teachers, and distributing basic education materials to meet immediate needs. Building on past success, UNICEF coordinated an intensive Back to Learning campaign in 2016, training 8,992 teachers, 3,275 parent-teacher association and school management committee members, and other education personnel to deliver education in 299 temporary learning spaces across ten states. UNICEF provided schools with 281,000 textbooks and teacher guidebooks to benefit more than 300,000 children and 7,500 teachers. Customizing children's and teachers' school-in-a-box kits and procuring them locally was a step towards building national capacity and ensuring relevance. UNICEF also printed and distributed 393,000 textbooks for basic education and an accelerated learning programme along with teachers' guides for all subjects.

In addition to ongoing conflict, Afghanistan faces a recent large-scale return of families from Pakistan, with a predicted 500,000 school-age children crossing the border. UNICEF co-led the Education in Emergencies Working Group with Save the Children, creating a coordinated response. Successful advocacy resulted in the MOE formalizing support to enrol all returnee children into formal schools or established community-based schools in just three months. UNICEF provided teaching and learning materials to more than 11,500 children, establishing more than 30 new community-based schools and providing communities with tents, school-in-a-box kits, chalkboards, floor mats and ECD kits. In response to conflict-related displacements, UNICEF provided 30,989 school-age children with access to safe education and trained teachers to provide psychosocial support, serving 1,279 children. UNICEF also rehabilitated 14 schools in Kunduz, with 773 female teachers and 1,280 male teachers, for 28,918 boys and 16,967 girls, and pre-positioned more than 700 temporary learning spaces to respond to on-going population movements with support from partners.

In the Central African Republic, UNICEF worked with the MOE and implementing partners to establish 223 temporary learning spaces for 40,258 children (49 per cent girls). It also provided 59,114 children (49 per cent girls) with learning and play materials in areas affected by the ongoing crisis. To improve the overall quality of teaching and learning in the temporary learning spaces, UNICEF and the MOE trained teachers on education in emergencies, which included basic pedagogic content and psychosocial support. UNICEF also provided psychosocial training for 81 education authorities (17 per cent women) and 400 teachers (53 per cent women) in response to priority needs expressed by school directors, teachers and education authorities to support children exposed to or traumatized

In the Central African Republic, UNICEF worked with partners to establish 223 temporary learning spaces for 40,258 children.

by violence and conflict. The Education Cluster is working with partners to better protect schools and to provide improved data on attacks on education via the Mandatory Reporting Mechanism. This resulted in the reporting of 17 documented cases of attack. This work was made possible by the use of flexible thematic funds that allowed UNICEF to develop a strong, context-specific emergency response.



As part of the Every Child Counts campaign, UNICEF in Mali worked with the MOE to lead community sensitization campaigns, resulting in reopening of 157 schools. In Kidal, where schools had remained closed for more than four years, UNICEF helped reopen 21 of 62 schools, providing access for more than 3,800 children. For the reintegration of out-of-school children, UNICEF opened 249 Accelerated Learning Centres providing 9,373 children with access to non-formal education. An additional 3,396 children benefited from access to informal community-based educational programming. UNICEF helped 101,492 crisis-affected children benefit from quality education, of which 45,657 were newly enrolled in formal or non-formal education. A total of 1,320 children and youth trained as 'back-to-school ambassadors' promoted school enrolment, especially for girls, through community dialogues, radio programmes and door-to-door outreach. Additionally, 395,000 parents in Gao and Timbuktu were sensitized on the importance of education for their children, and the benefits of peace and social cohesion.

Dealing with risk

As the education sector strengthens links between humanitarian and development efforts, a key approach is the systematic reduction of vulnerability to disaster and

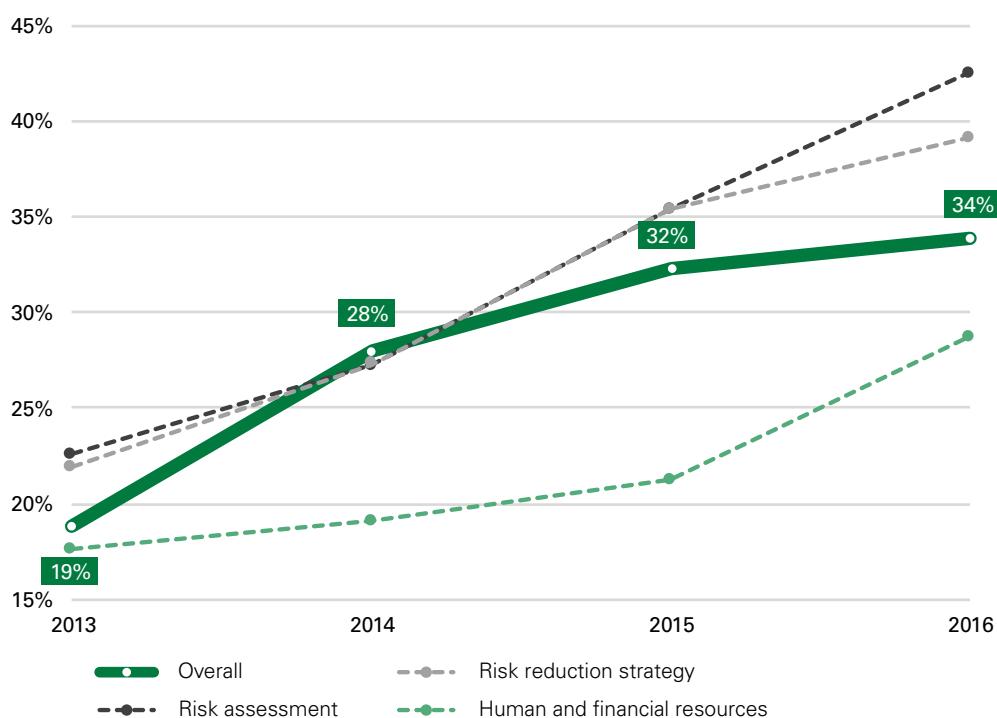
conflicts through risk-informed programming that helps build resilience. UNICEF is promoting better analysis of risks to understand when, where and how to adapt education policies and programmes to prevent, mitigate or respond to risks and their negative effects. In 2016, UNICEF partnered with all levels of government, civil society and communities to increase capacity to provide continuous access to education, even in emergencies.

UNICEF's sustained investment in education systems that are risk-informed and better prepared for emergencies has contributed to steady progress on the number of countries with education sector plans/policies that include risk assessment and risk management. In 2016, 43 per cent of supported countries had an up-to-date risk assessment, up from 35 per cent in 2015, 27 per cent in 2014 and 23 per cent in 2013. Ensuring that risk reduction strategies are supported with sufficient human and financial resources remains the most challenging subdomain. However, 29 per cent of countries reported sufficient resources in 2016, compared with 21 per cent in 2015.

UNICEF country and regional offices have expanded work on risk-informed programming approaches. In the Eastern and Southern Africa region, 52 per cent of countries have education sector plans/policies that include risk assessment and risk management, up from 45 per cent in 2015. In CEE/CIS, East Asia Pacific and West and Central

FIGURE 18

Countries with an education sector plan or policy that includes risk assessment or management³⁴



Africa, 30 countries were provided with training to address hazards related to disasters, economic shocks, climate change, epidemics, SRGBV and conflict. Workshops in West Africa included civil society partners and government officials as a common framework for safe schools was advanced. In Uganda, visits to refugee resettlement areas on the borders were used to inform response planning, with a focus on mitigating disaster and conflict risks considering the rapidly growing refugee crisis.

UNICEF has emphasized South-South cooperation around risk reduction efforts, including in Armenia, Brazil, Chile, Costa Rica, Ecuador, Haiti, Kyrgyzstan, Nepal, the Philippines and Tajikistan. For instance, UNICEF in Armenia organized a study tour on DRR, with a particular focus on education, for a delegation of government representatives and NGOs from Tajikistan to share experiences and good practices.

In Indonesia, UNICEF supported the Ministry of Education and Culture in establishing the National Secretariat for Safe Schools. The Secretariat coordinates programmes through the Comprehensive School Safety Framework, which focuses on social learning facilities, school disaster management, DRR and resilience. UNICEF supported the Secretariat in building its technical capacity, and provided advice on key policy activities. Core actions included mapping initiatives countrywide, developing a road map, drafting policies and regulations, and developing teacher training modules. UNICEF then facilitated professional development programmes on safe schools for teachers and education staff in five provinces. Additionally, UNICEF continued its Adolescents in Emergencies initiative to strengthen skills and resilience among young people to cope with emergencies and their immediate aftermath.

In Yemen, to address growing violence in and around schools, conflict-sensitive education programmes, approved by local education authorities, reached 10,000 children, teachers and parents. This initiative increased awareness of conflict risk and expanded knowledge on peaceful conflict management and resolution. UNICEF supported the MOE in the reproduction and distribution of textbooks for 900,000 Grade 4, 5 and 6 children after a careful review of content from a risk management perspective.

Education for peacebuilding

In keeping with its commitment to bridge humanitarian and development work, UNICEF has increased its focus on promoting peace, tolerance and social cohesion through education, both in conflict and non-conflict contexts. Building on the success of the PBEA programme in 14 fragile and post-conflict countries in four regions, UNICEF expanded its efforts to foster resilience in the face of violence across all seven programme regions in 2016. Work focused on mainstreaming peace and social cohesion education into curricula, teacher training, conflict-sensitive education plans, and institutional capacity building and

In the Philippines, UNICEF trained about 600 adolescents on peace advocacy and dialogue through the arts.

life skills programmes for youth. Building on the work of the PBEA programme, UNICEF's peacebuilding in conflict settings seeks to foster resilience in the face of violence. UNICEF is also working to mainstream conflict sensitivity and peacebuilding in social service sectors such as child protection and gender rights. Indeed, the existence of gender and ethnic inequality has itself been identified as a source of conflict³⁵.

UNICEF has pursued peacebuilding through context analyses to highlight conflict risks that may be mitigated through investments in education, direct service delivery, and training teachers and youth on conflict sensitivity and peacebuilding skills. At the national level, UNICEF partnered with governments to promote South-South cooperation and engaged in policy dialogue and advocacy to ensure integration of conflict sensitivity and peacebuilding throughout education planning and policy development. In Libya, for example, citizenship and human rights education were incorporated into curricula as a foundational element of promoting and sustaining peace.

In the Philippines, UNICEF provided training for approximately 600 adolescents to conduct peace advocacy and dialogue in their communities through the arts. To widen the impact of the programme, UNICEF supported the development of local partnerships, employing C4D strategies, to reach almost half a million people with messages to promote and sustain peace. By providing access to adolescent-friendly spaces, UNICEF supported more than 3,000 adolescents in developing their life skills for peace. As a result of these efforts, the percentage of adolescent participants who expressed high to very high confidence in speaking on issues of violence, peer pressure, mental health, and sexual and reproductive health increased from 13 per cent to 73 per cent, while those expressing low to very low confidence decreased from 65 per cent to 10 per cent.

In Sri Lanka, UNICEF experienced success in policy and advocacy. In September, the President launched the national Peacebuilding Priority Plan, with a specific component for strengthening peace promotion through the education system. This was the result of UNICEF's high-level involvement in commissioning a policy review, supporting the establishment of an Inter-Ministerial Steering Committee and technical working groups, and creating and chairing a dedicated development partner working group. UNICEF also supported the National Institute of Education to incorporate social cohesion concepts and peace education in the primary curricula and to provide related training to primary teachers. These changes will be implemented in schools in 2017.

CASE STUDY: STRENGTHENING DISASTER RESILIENCE IN VULNERABLE SCHOOLS AND COMMUNITIES THROUGH EDUCATION FOR CHILDREN AND ADOLESCENTS

Cuba is especially vulnerable to natural disasters and climate change, including hurricanes, floods, earthquakes and droughts, and the country has long given priority to disaster risk reduction (DRR) and environmental education in schools as a way to increase children's capacities to cope with disaster. With UNICEF support, programmes to strengthen DRR capacities within the education system are being implemented throughout the country, including actions at the provincial, municipality and community level. The main objective of these programmes is to strengthen disaster and emergency resilience in children and communities that have been previously identified as vulnerable by the Ministry of Science, Technology and Environment. By learning about vulnerabilities and dangers in their communities, children also learn how to identify risks, promote change and contribute to action plans as active members of their community.

This initiative has strengthened risk management efforts by incorporating the perspective of children and adolescents. This approach has empowered young people as active agents of change in their own schools and communities, while also strengthening their resilience and safety through development of an appropriate risk response mechanism. Special attention was paid to the participation of girls and adolescents as leaders within their communities.

Resilience in Disaster Prone Communities and Schools, an initiative driven by the Cuban Civil Defence and Ministry of Education, is supported by UNICEF and includes DRR in school curricula, teaching and extra-curricular activities, and the participation of schoolchildren and their families in DRR planning. In October 2016, when Hurricane Matthew ravaged four provinces in eastern Cuba, more than 14,000 children from 128 schools used their knowledge of disaster preparedness to be protected and survive. More than 1,800 teachers who had also received DRR training were involved in the emergency response. With effective plans in place, no casualties were suffered, and students and teachers were able to quickly return to school.



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In partnership with the Association for the Development of Education in Africa, UNICEF supported the Pan-African Symposium on Education, Resilience and Social Cohesion, which focused on strengthening education policies and programmes to achieve the Sustainable Development Goals and the African Union's Agenda 2063. Fourteen ministries of education – 10 of which were from PBEA-supported countries – signed a communiqué underlining the role of good-quality education in strengthening education systems and combating violence. The communiqué also acknowledged the risk that education could fuel marginalization and conflict unless provision is made for the promotion of peacebuilding and social cohesion.

In the Congo, which faces a chronic humanitarian crisis, UNICEF has merged its peacebuilding through education work with its education in emergencies work. As part of the primary curriculum reform, for example, UNICEF helped develop training modules and teachers' guides on integrating life skills promoting peace and social cohesion. These materials benefited more than 5,000 teachers in almost 900 targeted schools. UNICEF also supported the distribution of pedagogical materials related to education for peace in 300 additional targeted schools. These materials were used to teach almost 100,000 students peace and social cohesion life skills. To achieve these results, UNICEF employed direct service delivery, cross-sectoral integration and capacity development efforts for teachers.

Balancing support provided to displaced people and host communities is a critical priority for social cohesion in emergencies. In Iraq, where disparities exist in service provision between camp and non-camp areas, with more children out of school outside camps, UNICEF worked to improve the quality of education and children's performance using the School-Based Management approach, whether serving Iraqi Internally Displaced Persons, Syrian refugees or host community children. A key component of this strategy was to encourage the formation and to develop the capacity of Parent Teacher Associations, which play a key role in improving school governance and community/parental involvement. A similar approach was adopted in Lebanon, where UNICEF supported 113,328 non-Lebanese and 144,312 Lebanese children aged 3–14.

Children from the Central African Republic have been successfully mainstreamed in Congolese schools due in part to peacebuilding education and sensitization, contributing to peaceful co-existence between refugees and host communities. The programme conducted sensitizing campaigns in three refugee camps and for approximately 1,500 people in host communities. In addition, almost 4,000 people from host communities, refugees, returnees and nomads were helped to increase their awareness of conflict prevention and management in schools and communities, the role of women in peacebuilding, and child rights.



LEARNING FOR PEACE



UNICEF's PBEA programme – Learning for Peace, 2012–2016 – provided an unprecedented opportunity to test the contribution that education makes to peace and social cohesion. Funded by the Government of Netherlands, the PBEA conducted groundbreaking work on the delivery of equitable social services in the most challenging environments. Learning for Peace closed in 2016, after working with more than 2 million children, teachers and community members on capacity-building efforts to promote peace in homes, schools and

communities, and more than 1.4 million children and community members to test how best to provide access to conflict-sensitive education services. The programme directly influenced more than 350 national and subnational policies to integrate conflict sensitivity and peacebuilding into education policies, and vice versa. It strengthened the capacity of more than 170,000 institutions (from community associations and schools to national and subnational government bodies) through skills training, technical assistance and tools development to manage and deliver conflict-sensitive, equitable social services.

At the country level, education representatives from the Government of Myanmar and ethnic minority groups agreed to joint consultation for the preparation of a minority language policy. In Pakistan, children from madrasas (schools for Islamic instruction) engaged in joint activities with children from public schools, and MOE curriculum experts revised textbook passages that contained hate messages. Youth volunteers in Liberia who had received training through the programme to support education, health and nutrition initiatives in marginalized rural communities turned out to be vitally important health messengers and advocates for non-discrimination during the Ebola crisis. In South Sudan and Somalia, UNICEF tested the roll-out of communitywide dialogues to transform existing social norms in order to reduce gender-based violence. These experiences have provided immediate benefits to the people involved, as well as a rich background of successful evidence-based approaches that will continue to inform UNICEF's approach to service delivery in fragile contexts.

To ensure the continuing impact of the PBEA programme, 170 research products were produced to illustrate the link between education and cohesive societies. One research effort compared education equality data and violent conflict data from more than 100 countries over 50-plus years, and found that during the decade beginning in 2000, the likelihood of violent conflict doubled for countries with high levels of inter-group inequality in education. The research also suggests that greater education equality between male and female students decreases the likelihood of violent conflict by as much as 37 per cent.³⁶

In partial response to the PBEA evaluation, UNICEF has added conflict analysis to the Programme Planning Process Manual and has integrated lessons learned into a chapter on conflict and risk analysis within the *Education Sector Analysis Guidelines*, volume 3, which is under development.

During the decade beginning in 2000, the likelihood of violent conflict doubled for countries with high levels of inter-group inequality in education.

Summary and going forward

In 2016, the world saw a record number of displaced people, and growing tensions around refugee and immigration policies. The refugee crisis meant that UNICEF found itself working in unexpected contexts such as Germany and Greece. In this environment, UNICEF's commitment to support children affected by conflict and crisis is ever more vital, and innovative strategies are ever more needed in response.

The challenge of children out of school is now inextricably linked to the issue of how best to provide education in emergencies. Moving forward, UNICEF's new leadership role through the global Education Cannot Wait Fund has the potential to transform the delivery of education in crisis situations. To be fully successful, this collaborative platform must revolutionize the delivery of good-quality education in emergencies and lead to immense increases in overall capacity. UNICEF's support must strengthen the resilience of education systems, of teachers, and of children exposed to crisis, and its peacebuilding in education initiatives must help break the persistent cycles of violence.



PROGRAMME AREA 5: GLOBAL PARTNERSHIPS AND SYSTEM STRENGTHENING

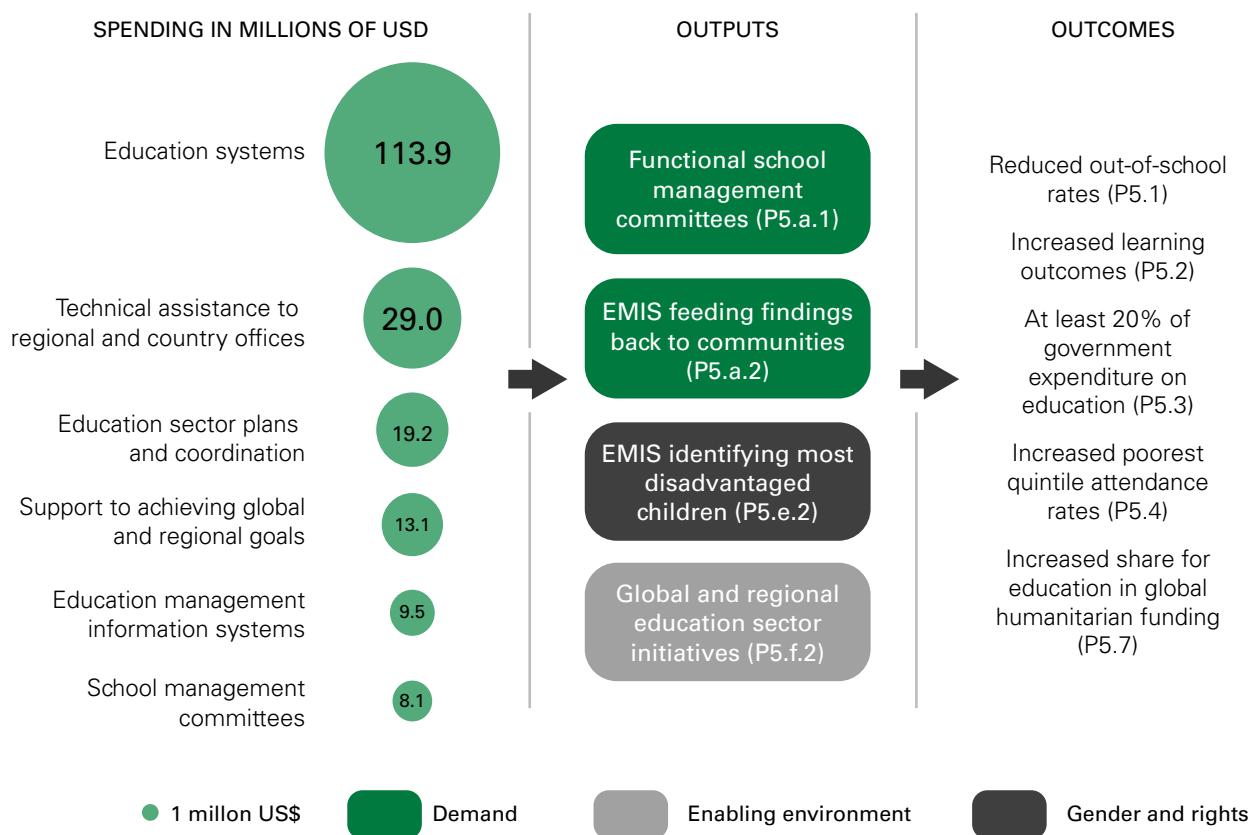
Strong and responsive education systems, including the development of evidence-based national education sector plans, are necessary to place education beyond the reach of day-to-day changes in personnel and politics. There have always been many aspects to address – from paying teachers on time to ensuring that all children have textbooks – but the increased focus on learning outcomes means that strong systems are ever more important, including at the decentralized level where schools and districts will need to take much more responsibility for improving learning outcomes. This requires empowerment, financing and training.

Central ministries have few levers with which to change what is happening in the classroom and will need to be much more thoughtful about incentives within school systems and setting expectations. Partnerships can strengthen and complement action by individual countries and can promote more immediate and effective action, and enable stronger advocacy and mobilization of resources.

Insufficient local-level capacity and inability to establish effective accountability mechanisms pose a challenge in many countries. UNICEF's presence at the sub-regional level positions it well to work with central ministries for stronger regulatory environments and greater capacity to provide district- and school-level support for teaching and learning.

FIGURE 19

Funding programme outcomes for global partnerships and system strengthening



Funding programme outcomes for global partnerships and system strengthening: The results chain applies theory of change principles and presents the expected links between spending, interventions and progress on UNICEF's Strategic Plan output and outcome indicators for global partnerships and system strengthening. By supporting the development of EMIS, for example, UNICEF is improving countries' ability to provide disaggregated data to help identify the most disadvantaged children and feed information back to communities, which in turn helps reduce drop-out rates and increase learning outcomes.

Overall expenses to support global partnerships and system strengthening: In 2016, UNICEF invested US\$192.9 million (17.6 per cent of total education expenses) in supporting national education system strengthening and enhancing global partnerships, up from US\$185 million in 2015. Of this total, US\$19.2 million was invested in the development of education sector analyses and plans to guide system development, and support for access to GPE grants. EMIS and SMCs are key output areas under the Strategic Plan 2014–2017 and represented US\$17.1 million of 2016 expenses.

Constraints and challenges

All education systems face the same challenge of producing good learning outcomes for all children with the resources available. Insufficient financial resources are an important constraint in most, if not all, low-income countries. This is in part a question of priorities, what might be called the 20:20 constraint: Only about 20 per cent of low-income countries devote 20 per cent or more of their budgets to education. UNICEF-programme countries are no exception and, in 2016, 18 per cent of UNICEF-programme countries dedicated at least 20 per cent of government expenses to education, compared with 21 per cent in 2015 and 20 per cent in 2013. This leaves most systems operating under severe resource constraints, often investing less than 10 per cent of their finances on non-salary inputs to increase quality, such as teaching and learning materials and teacher training. Few have good information about student populations, meaning that many children will fail to receive the services they need even if such services are available. Even fewer are systematically tracking learning achievements to understand who is learning and who is not, in order to adjust accordingly.

Well-operating systems must align governance, management, financing and performance incentive mechanisms to produce learning for all. Accountability relationships within education systems should be clear, coordinated and consistent – with performance and learning outcomes monitored, measured and incorporated into decision-making processes, establishing a robust feedback cycle linking policy, financing and results. However, one of the most vital links in the accountability cycle – the SMC – is functioning in fewer than half of all UNICEF-supported countries.

UNICEF works at the global, regional and country levels to help countries address these constraints and strengthen system performance. UNICEF also recognizes that its internal systems face constraints, as many staff have too little experience in supporting results-based management or sufficient awareness of quality assurance processes. This is being addressed, in part, through training programmes and by forming strategic partnerships.

Closer coordination between UNICEF and the GPE will strengthen UNICEF's support to sector planning and coordination functions. Its new partnership with SACMEQ and its ongoing partnership with UIS will strengthen the support it is able to offer countries for improved data systems and data use, particularly around learning outcomes, in one of the regions where such systems are weakest. Finally, its new role as temporary host of the Education Cannot Wait programme will provide an opportunity and stimulus for UNICEF to change the way it does business as it works with multiple partners seeking to

improve their support for the growing number of children whose education is compromised by crisis and conflict.

Strong national systems and planning

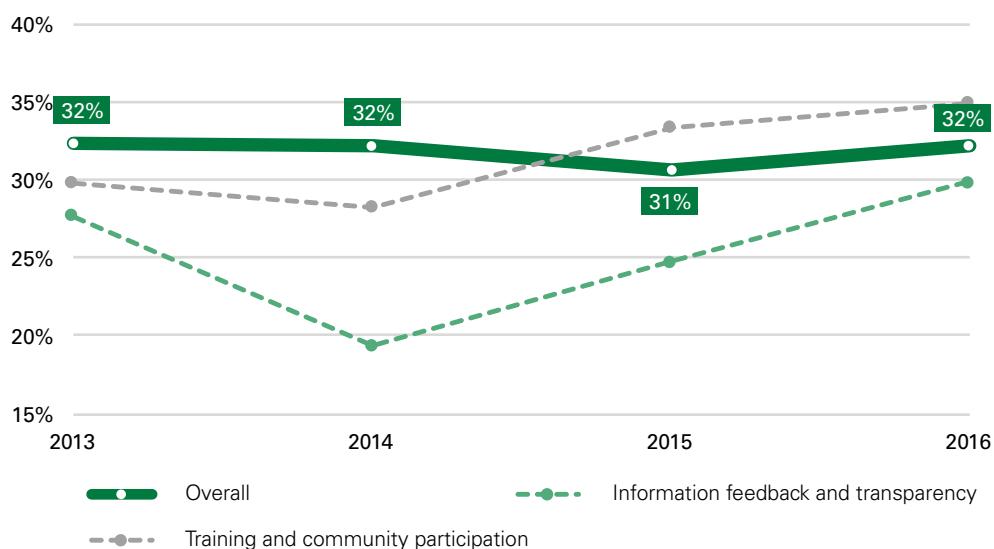
Although progress on the overall indicator has been limited, in the past year progress has been made on both subdomains, with more countries reporting EMIS that feed information back to schools and their communities (up from 25 per cent in 2015 to 30 per cent in 2016), and more countries where school communities are trained on the use of this information on school level planning (up from 33 per cent in 2015 to 35 per cent in 2016). This means that parents in more countries are better informed about the status of their children's schools and more empowered to act on this new information.

Strengthening UNICEF's own systems to improve country systems

As UNICEF moves into its Strategic Plan 2018–2021, system strengthening will play an increasingly prominent role. To help countries strengthen their education systems, UNICEF must also strengthen its internal systems. To this end, it has developed new results-based management training materials, a core list of standard education indicators for country reporting and stronger quality assurance processes. Recruitment of staff through the Global Education Talent Group is progressing, with the mid-career level talent groups nearing finalization and

FIGURE 20

Countries in which the EMIS feeds findings back to communities or school management committees^{37,38}



selection for the senior-level still ongoing. A draft evaluation and research strategy was developed to provide a strategic framework for the generation and use of solid evidence and knowledge throughout UNICEF Education Programmes. The first draft of a 2006–2015 Education Portfolio Review was completed in 2016, providing insights into programme trends and shifts.

Education sector analyses and evidence-based sector policy/plan development



UNICEF's work to strengthen country-level education systems includes development of sectoral policies and plans backed by realistic, equity-focused budgets; support and enhancement of data systems, and improvement of governance and accountability at all levels. These efforts towards system strengthening begin with an understanding of how the system works (or fails to work). UNICEF contributes financially and technically to education sector analyses in countries that don't have the resources to do so, allowing appropriate sector planning and policymaking to happen.

In 2016, UNICEF supported country-specific education sector analyses in Afghanistan, the Plurinational State of Bolivia, Burkina Faso, Cambodia, Guinea, Kenya, Lesotho, Liberia, Madagascar, Mali, Myanmar, Namibia, Nepal, Pakistan, Sao Tome and Principe, Somalia and the Sudan. In Myanmar, extensive support was provided to the Comprehensive Education Sector Review, which led to the production of an evidence-based National Education Strategic Plan 2016–2021. In Somalia, UNICEF provided technical support and leadership for education sector analysis, strategic planning and management. The Somaliland Education Sector Analysis/Education Sector Strategic Plan that will shape government priorities and donor support for the next five years is expected to be completed in 2017.

UNICEF takes a 'learning by doing' approach to its support to sector analysis and planning, helping national stakeholders learn by taking the lead in activities, with technical guidance, to maximize ownership and sustainability. This approach was also followed in Pakistan's

Balochistan Province, where application of the Simulations for Equity in Education tool supported equity-based budget allocation. UNICEF has improved its capacity to provide global guidance for analyses of the education sector. Volume 3 of the Education Sector Analysis Guidelines is under development and will include chapters on risk and conflict analysis, inclusive education for children with disabilities, political economy analysis and institutional capacity analysis. Volumes 1 and 2 were translated into Portuguese, Russian and Spanish for wider outreach.

Effective implementation of education policies and plans is facilitated when all relevant stakeholders are actively involved at the development stage and when development partners coordinate their action in support of national plans. As a member of the Local Education Group, UNICEF plays a key role in ensuring smooth country-level coordination and involvement of partners in policy development, implementation and monitoring. An example of this approach can be seen in Guinea, where UNICEF helped establish the Education Sector Group to enable permanent coordination and dialogue between the four ministries that manage the education sector and the technical and financial partners, which include representatives of international NGOs. The Education Sector Group will have an important role in the preparation and joint supervision of the sector diagnosis and the 2018–2028 Strategic Sector Plan, and has been opened to include representatives of national NGOs, the Federation of Parents' Associations and teachers' unions.

Other examples can be seen in the Dominican Republic's Initiative for Quality Education and Jordan's Education Sector Working Group, where UNICEF coordination led to the development of the Dominican Republic's Education Strategic Plan 2016–2020 and Jordan's Education Sector Gender Analysis.

Data systems

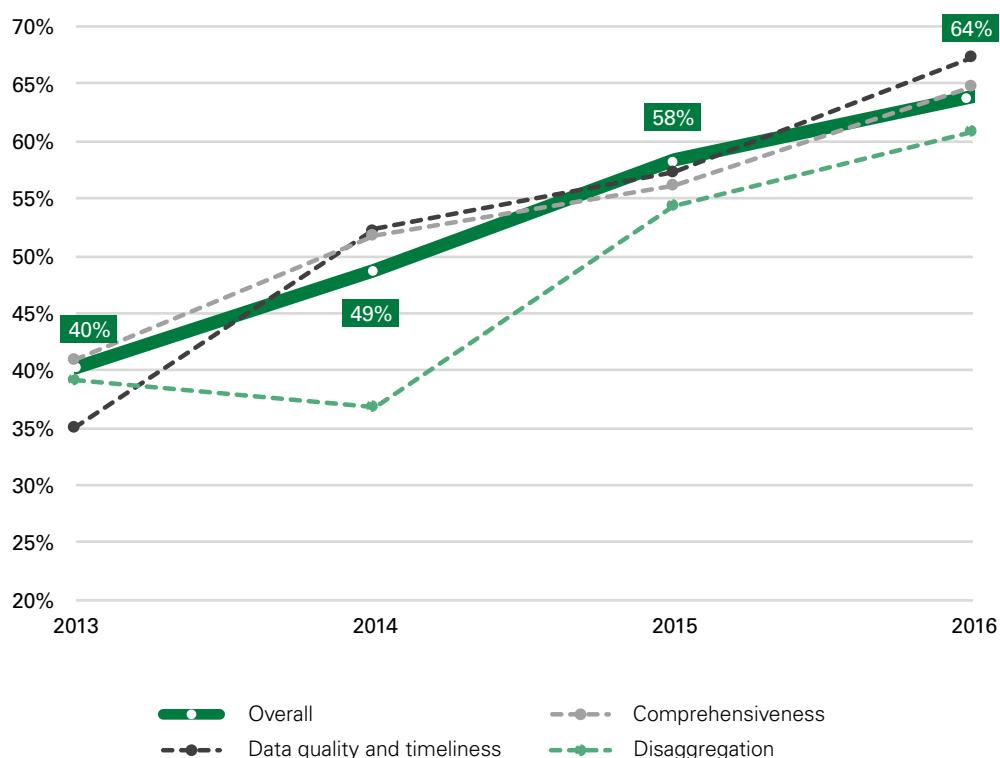
Significant progress has been achieved in supporting countries to strengthen their EMIS, with 64 per cent of countries reporting a reliable and comprehensive system that monitors the most marginalized children, compared with 40 per cent in 2013. This means that, overall, countries' ability to identify disadvantaged children in their EMIS and to use this information to address the issues they face has increased. Progress has been consistent across all three subdomains: quality and timeliness; comprehensiveness of data coverage; and disaggregation, including gender and the education needs of children with disabilities. The disaggregation of subdomains requires that an EMIS collect data on at least five types of disability, using ICF- definitions based on the International Classification of Functioning (ICF)³⁹, while the 'data quality and timeliness' and 'comprehensiveness' dimensions ensure that the system is well designed, robustly used and useful. Progress on disaggregation means that many countries now collect information on at least three different types of disability. Progress with regard to comprehensiveness and data quality and timeliness means that response rates from schools are increasing and that data are both increasingly reliable and available quickly to inform action.

In the Middle East and North Africa, there was particularly strong progress on supporting governments to improve their EMIS, as illustrated by the examples of Iraq and Palestine below. In 2016, 64 per cent of countries in the region had a system that monitored the most marginalized children, compared with 54 per cent in 2015.

Support included a range of interventions tailored to countries' specific needs and capacities. To ensure the availability of basic information about children's participation in schooling in the Central African Republic, Iraq and Sierra Leone, UNICEF helped develop and revitalize the EMIS. In Kyrgyzstan and the State of Palestine, it supported the development of an electronic EMIS providing information on individual students. In many countries, education officials received training at the centralized and decentralized levels, and every effort was made to address those elements of the data system that were most in need of strengthening – such as early learning information in Namibia and Serbia, and teacher/inspectorate-level data in Rwanda and the United Republic of Tanzania.

FIGURE 21

Countries with EMIS providing disaggregated data that allow identification of barriers and bottlenecks that inhibit realization of the rights of disadvantaged children⁴⁰





EMIS can only promote equity by identifying and including the most marginalized and vulnerable children in its databases. Hence, UNICEF helped improve the availability of data on out-of-school children and children at risk of dropout in an array of countries, including Albania, Brazil, Kyrgyzstan, Tajikistan, Ecuador, El Salvador, Guatemala and the State of Palestine.

In Albania, guidance was provided for inclusion EMIS tracking indicators on out-of-school children, and a mechanism for identifying children at risk of dropping out is being tested. In Ecuador, cross-checking data in registries enabled identification of out-of-school children, adolescents and youth. The inclusion of children with disabilities in national data systems was promoted in Cambodia, Serbia and the United Republic of Tanzania. This work also was tailored to the needs of refugee children in Lebanon and Turkey. UNICEF's efforts to ensure that EMIS include incidents of violence in Kosovo, gender-based violence in Ethiopia, and WASH/health-related information in Cambodia and Namibia will strengthen inclusiveness in those school environments.

In the State of Palestine, the new School Management Information System will help directorates and schools track children's health, nutrition and protection challenges, as well as access, attendance, completion and academic progress. In Cambodia, UNICEF supported the

In Kyrgyzstan, UNICEF supported the development of an electronic EMIS providing information on individual students.

development of the EMIS Masterplan 2017–2021, including adaptations to ensure the inclusion of quality and equity indicators related to children with disabilities, and to water, sanitation and hygiene.

These efforts to strengthen education data and improve EMIS will have little impact unless the data are actually used to improve education. UNICEF also enables appropriate sharing and use of data to inform system planning and resource allocation, management and monitoring. In India and Serbia, this included the introduction and support of user-friendly tools. School and district profiles were introduced in Ghana, Madagascar, Nepal, Peru and Togo. In Nepal and the Philippines, UNICEF supported continued development of indices for targeted, equity-focused programming and resource allocation. In India, through analysis of the Unified District Information System for Education data, education staff were able to identify barriers and bottlenecks in implementing the Right of Children to Free and Compulsory Education Act.



Governance and accountability

Strong education systems need to be well-managed and accountable. UNICEF emphasizes increasing community empowerment to help countries themselves to be more accountable to beneficiaries. UNICEF Honduras, in coordination with the MOE and GIZ, developed a mobile phone application through which student government bodies and parent associations report on how well the national target of 200 days of schooling per year in all schools is being met, as increasing learning time is a vital step in improving learning. In the first phase of implementation, 1,824 education centres in 17 departments systematically reported on the number of school days completed.

In the Middle East and North Africa, UNICEF is leading on the School-Based Monitoring and Action initiative, which identifies barriers to children's access, retention and learning, then develops and implements school-level action plans.

In Nepal, UNICEF worked with the Government to develop an Education Equity Index to prioritize allocation of resources to the most marginalized

UNICEF headquarters, regional and country offices collaborate on the Data Must Speak initiative, implemented in Madagascar, Nepal, Peru,⁴¹ the Philippines, Togo and Zambia. This initiative promotes improved system management and accountability to communities, as well as improved knowledge regarding what works.

In Nepal, the Equity in Education Index providing information on disparities in education performance for different population groups was recently approved and has already been used to identify priority districts for targeted equity strategies and additional resources.

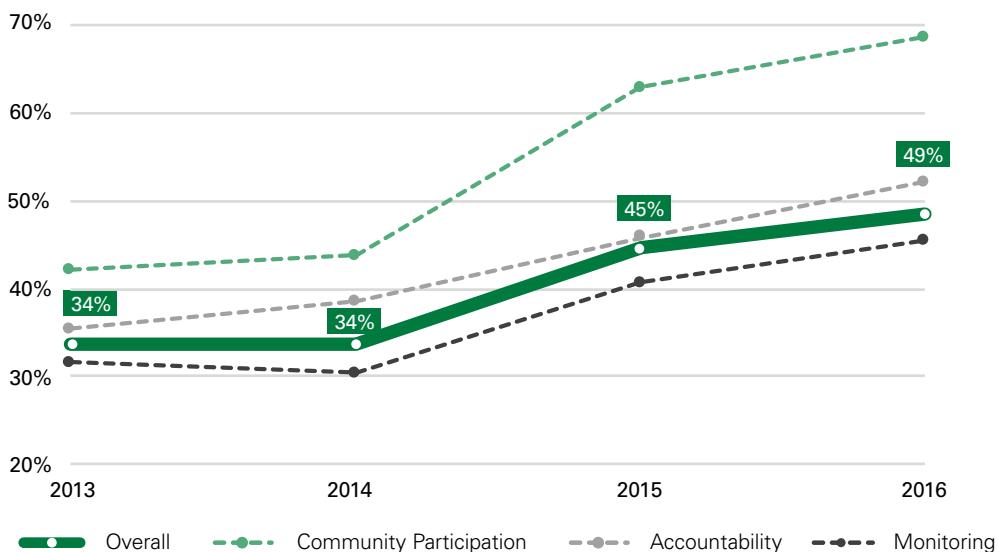
School management committees

Since 2013, the percentage of UNICEF-supported countries with functional SMCs at the primary and secondary level increased from 34 per cent to 49 per cent. This means that in more countries, SMCs exist and are authorized to make important decisions regarding school planning, budgeting and monitoring. As shown in figure 22 below, UNICEF has been most successful in supporting community participation (69 per cent of countries). Developing the community's role in monitoring school performance and holding education managers accountable continues to be more challenging. This should be a focus of future programming, based on evidence that community-based monitoring contributes to improved learning outcomes. Innovative work in supporting community engagement in education, for example, has contributed to increases in the percentage of countries with functional SMCs at the primary and secondary level in the Latin America and Caribbean and West and Central Africa regions.

In addition to system-level monitoring, UNICEF tracks the number of local school or community structures such as parent-teacher associations and SMCs⁴² that have been trained with UNICEF support on such topics as school management, planning, health/hygiene, inclusive education and financial management. In 2016, UNICEF provided training for 38,960 SMCs, parent-teacher associations and school communities, bringing the total to 135,072 local school or community structures whose personnel were trained since 2014.

FIGURE 22

Countries with functional school management committees at the primary and secondary level⁴³



CASE STUDY: PERFORMANCE-BASED FINANCING OF THE MALAWI SCHOOL IMPROVEMENT PROGRAMME

Despite a net enrolment rate of 94 per cent, Malawi faces very real challenges in ensuring equitable access, completion and learning. A National School Improvement Programme (NSIP) and grant intended to address these issues did not have the intended impact because the programmes were not adequately related to implementation of the National Education Standards (NES). A Performance-Based Financing Initiative was developed with UNICEF support to tighten these linkages. Measures to improve learning outcomes were built into the NSIP and NES, including continuous professional development and implementation of the national reading programme, as well as inclusive measures such as adapting schools for children with special needs and improving learning environments and school management.

Under this initiative, schools receive incentives to effectively implement the NSIP. A support and monitoring system is also provided by education managers at sub district, district and national levels. The four strategic approaches include:

- Equity and gender responsiveness in schools by linking the NSIP to national education standards;
- Strengthening of national systems, government participation and ownership;
- Robust monitoring and evaluation mechanism to help schools review and re-strategize for better results over the project period; and
- Evidence based approach to develop strategic partnerships and to leverage additional resources.

Overall, 163,840 children benefited from efforts to improve learning in the 256 participating primary schools, with 55 per cent of the schools exceeding minimum national quality education standards for learning outcomes, teaching practice, school leadership, equitable access and welfare of learners. Student learning improved in the schools, as evidenced by improved class participation, learning outcomes, writing and attendance. Children with special needs in 140 schools were supported with resources to enable them to attend school. The initiative is expected to provide lessons for improving the current school financing and decentralized management of the Primary School Improvement Program, feeding into national plans.



Engaging in policy and advocacy through partnership



Partnerships strengthen UNICEF's abilities to deliver results for children and maximize education results at the country, regional and global levels. These partnerships have been supported through thematic funds that are particularly valuable in conflict- and crisis-affected environments, where they support continuity of action and improve response readiness at a time when the availability of humanitarian funds is often unpredictable.

Global Partnership for Education

The GPE provides developing country partners with the incentives, resources and technical support needed to develop and implement national education plans to ensure universal primary education. UNICEF provided knowledge and expertise to the preparation of GPE's Strategic Plan and results framework (GPE 2020) and is a member of the GPE board. In 2016, UNICEF served as coordinating agency in more than half of GPE partner countries and was a Grant Agent for Education Sector Programme Implementation Grants in 11 countries, with an active total portfolio of US\$320 million. UNICEF also implements Education Sector Plan Development Grants, with new grants in 2016 in 10 countries totalling US\$3.3 million.

In the Central African Republic, UNICEF has contributed to improving access to quality education for children through the GPE's education in emergencies programming. Activities included teacher training, oversight and supervision of teachers, capacity building through the provision of financial and technical assistance, and the distribution of teaching and learning materials. Through the GPE programmes, UNICEF supported NGOs to distribute 779,544 textbooks and 12,428 teachers' guides, covering approximately 50 per cent of teachers' and children's needs in the country. UNICEF also contributed to reinforcing service delivery, ensuring access to education and addressing the issue of damaged or destroyed infrastructure, and supported construction of 9 schools and began light rehabilitation of 136 schools.

In Yemen, interventions implemented in partnership with the MOE succeeded in giving children affected by the ongoing conflict a chance to learn in a secure environment while bringing a sense of normalcy back to their lives. As a result, nearly 1.7 million primary-school-age children, including more than 17,000 children previously out of school, were able to attend school in spite of the ongoing conflict. Nearly 2 million children, however, remain out of school, an increase from 1.6 million before the onset of the conflict.

In Pakistan, through the GPE in Balochistan and Sindh, UNICEF convened partners for joint sector reviews, strengthening human resources and data systems,

and expanding the oversight role for civil society partners. All Balochistan and Sindh districts developed education sector plans through a participatory approach. In Balochistan, a World Bank partnership was launched, focusing on teacher development, data systems and assessment. At the country level, UNICEF supported Developing Country Partners in their engagement with the GPE, including support on Education Sector Analysis and Education Sector Plan Development Grants, facilitation of new applications for GPE Programme Implementation Grants, amendments to grant programmes to respond to changing contexts, including due to conflict and fragility and organization of Joint Sector Reviews.

Education Cannot Wait

ECW was developed and launched by UNICEF and partners, and is the first fund of its kind for education in emergencies and protracted crises. It will play a groundbreaking role in ushering in a more collaborative approach to ensure every crisis-affected child and young person is in school and learning. The fund is founded on recognition that humanitarian, development and security needs can no longer be separated, and that multiple partners must be engaged to increase the efficiency of current approaches, leverage additional financing, catalyse new approaches to funding and innovate the delivery of education in emergencies and protracted crises. (*For more information, see p.9.*)

"The new fund will help to make the crucial link between humanitarian aid and long-term development, ensuring that children's education is not forgotten."

- Julia Gillard, Chair of the Global Partnership for Education

Educate a Child



EAC, an initiative of the Education Above All Foundation in Qatar, aims to increase access to education for 10 million out-of-school children in 14 countries (Chad, Comoros, the Democratic Republic of the Congo, Iraq, Jordan, Kenya, Lebanon, Nigeria, Somalia, South Sudan, the Sudan, the Syrian Arab Republic, Turkey and Yemen). Under a strategic framework agreement signed in 2013, UNICEF, the initiative and partnering countries have pledged to reach 3.7 million out-of-school children by providing access to quality primary education.

In 2016, a new agreement began with Nigeria, aimed to reach half a million out-of-school children through a pledged commitment of US\$35 million. In the Sudan, in close collaboration with strategic partners including Educate a Child and the European Union delegation, technical and financial support provided by UNICEF and implementing partners enabled 276,091 children (48 per cent girls) from rural areas, nomadic and emergency-affected communities to access basic and alternative learning through the construction or rehabilitation of 478 classrooms and 268 gender-sensitive toilets and water facilities to improve the teaching-learning environment and promote student retention and completion. In Comoros, 10,239 out-of-school children and children at risk of leaving school were enrolled in 2016. Of these, 3,991 'over-age' children were enrolled in six-month accelerated classes and 2,332 completed the course and were promoted.

Education Cluster with Save the Children International

Through its co-leadership of the Education Cluster with Save the Children International, UNICEF is delivering change for children in 120 countries. UNICEF continued and deepened its partnership with Save the Children International in 2016, through technical cooperation and co-leadership of the Inter-Agency Standing Committee Education Cluster, at global, regional and national levels. This partnership resulted in effective and robust coordination and strengthened strategic guidance for cluster members, particularly in the areas of guidance for monitoring and reporting on attacks on education.

UNICEF and Save the Children also continued in complementary leadership and technical roles in the Inter-Agency Network for Education in Emergencies, the Global Partnership for Education, the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, the Accelerated Education Working Group and, more recently, through the Education Cannot Wait fund. The cluster is working more closely than ever on improving capacity development, resulting in more harmonized training and collaboration on a global market analysis and capacity development mapping of the education in emergencies sector.

International Commission on Financing Global Education Opportunity

The Education Commission has played an important role in building a strong case for investment in education, while demonstrating the scale of challenges and highlighting key reforms needed to deliver results. UNICEF has played a leadership role in supporting this work, contributing research, evidence and technical expertise throughout the development of the Commission's report and recommendations. UNICEF Executive Director Anthony Lake was one of the 26 Education Commissioners to comment on and endorse the findings and recommendations made in Education Commission report.

ADVOCACY IN 2016

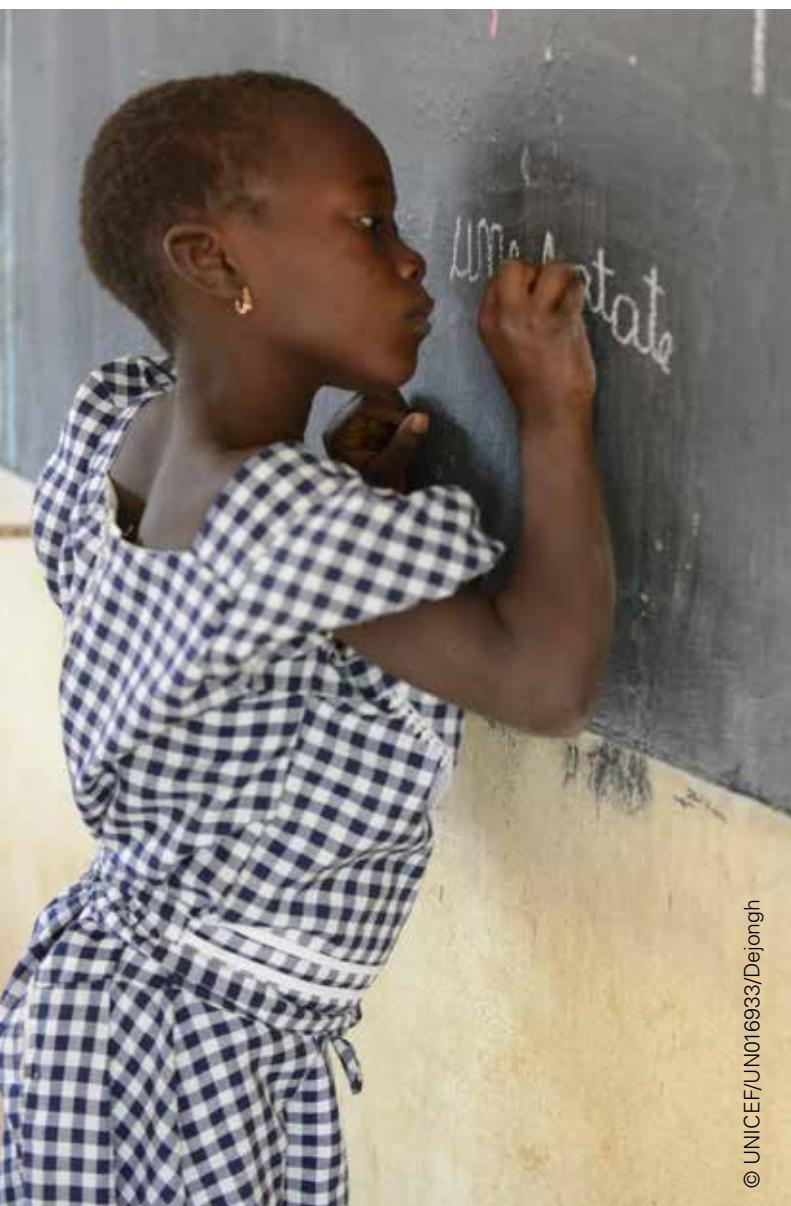
#EducationForAll. In January, UNICEF released an analysis showing that almost one in four children living in conflict zones is not in school. Out of 109 million children of primary and lower secondary school age in 22 countries affected by conflict, nearly 24 million are not getting an education, UNICEF finds. Deprived of basic skills and literacy, they are at risk of losing their futures.

#EmergencyLessons. The European Union and UNICEF launch a social media campaign in May supporting access to education for children affected by emergencies.

#WorldsLargestLesson. Morocco is one of 22 countries reporting on their national processes for meeting the Sustainable Development Goals. Its report is informed by a UNICEF Morocco-led youth consultation that drew heavily on the World's Largest Lesson – developed by UNICEF and partners to inspire the next generation to take action on the Global Goals.

CROSS-CUTTING AREAS NARRATIVE

A defining feature of the education sector is that instruction is delivered in the isolation of the classroom, yet success depends on sectors as diverse as health and transportation, and the impact of education on all other sectors can hardly be overstated. Projections developed by the Education Commission indicate that on current trends, by 2050, the number of lives lost each year because of a failure to provide adequate access to quality education would equal those lost today to HIV and AIDS and malaria combined.⁴⁴



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Conversely, the Lancet has noted that just over half of the reduction in child mortality between 1970 and 2009 can be traced to improvements in women's education.⁴⁵ Similar associations have been noted with economic development, poverty reduction and peace and stability. Analysis cited by the *Learning Generation* report shows that in countries with high educational inequality, the probability of conflict more than doubles.

If the virtual absence of cross-sectoral dialogue about the purposes and results of education is not surprising – international agencies and organizations tend to reflect the 'silo' approaches of the ministries with which they work, and education is no exception – it is nonetheless unfortunate and harmful. UNICEF's education coordination role at the country level and its focus on the most hard-to-reach children provide an opportunity to seek and build cross-sectoral links that can improve results for children through ECD, adolescent programming, child protection, inclusive education, advancing gender equality, and behavioural and social change.

UNICEF's coordination role within the education sector



UNICEF is the education sector coordinating agency, working closely with governments, for more than half of the 65 countries in the GPE. This means that it plays a central role in ensuring evidence-based policy dialogue that engages civil society, teachers and the private sector, as well as government and international development partners – and has a key role in supporting mutual accountability and transparency across the partnership. Although UNICEF's role is directed primarily towards within-sector coordination, it also provides an important platform with the potential to coordinate cross-sectoral collaboration. Without reaching out beyond the education sector, many of the most intractable challenges will remain unresolved.

Gender equality

For UNICEF, gender equality remains one of the strongest areas of cross-cutting interventions in education – both as a targeted priority to advance girls' education as part of the equity agenda (*See Programme Area 3: Strengthening equity in education on page 34 for further information*) and as a mainstreaming approach to integrate

gender concerns into everything from ECE to learning and education in emergencies. UNICEF supports governments to help the most marginalized girls stay in school, working from pre-primary through primary and secondary education, including in humanitarian contexts. This is being achieved through multi-sectoral strategies to increase affordability and access, create gender-responsive schools and plans, build community engagement, and improve the quality of education.

UNICEF contributed to increasing the number of marginalized girls attending and completing secondary education. In Madagascar and the Niger, UNICEF combined social protection programmes, such as cash transfers, with improvements in the quality of lower secondary education, improving learning outcomes for the most marginalized girls.

Humanitarian crises

Roughly half of the world's out-of-school children are living in emergency contexts. UNICEF's commitment to respect and promote every child's right to quality, relevant and inclusive education means increasing its work to support the growing number of children affected by humanitarian crises. These children represent an ever-larger share of the out-of-school population. This work includes a continued focus on establishing safe, child-friendly, and gender-sensitive educational spaces for children and youth to continue learning and receive psychosocial support. Joint efforts with children protection have ensured education is a core component of new IASC Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action and expanded work to protect schools from attack and military occupation.

Education has also worked with health to develop guidance for schools on how to protect students from the Zika virus. In Brazil, education initiatives are on the front lines of protecting communities from Zika. Preventing the spread of the disease is so important that in Campina Grande, it is now part of the integrated school curriculum. Children learn traditional Brazilian songs with lyrics changed to singing about the dangers of mosquitoes. Additionally, school children are change agents, going door to door to share safety information. The latest statistics show that vector control efforts are making a positive difference: the percentage of mosquito breeding locations found in homes in the city in April 2016 was 6.3 per cent and by July 2016 it decreased to 4.3 per cent, according to Campina's Grande Secretary of Health.

There have been many successes with cross-sectoral collaboration and these efforts are increasingly systematic as humanitarian crises impact the development landscape and challenge us to work together in new ways. Moving forward, as UNICEF works for greater integration, sustainability and efficiency, we will align around common goals and self-organize in flexible ways. (*See Programme*

Area 4: Education in humanitarian settings on page 50 for further information)

Communication for Development

The first-ever C4D corporate evaluation, conducted in collaboration with the Evaluation Office, assessed C4D capacity development efforts implemented across all regions over the past five years. The evaluation highlighted the added value of the strengthened competencies and skills of staff. It also noted the importance of improving the positioning of C4D outcomes within the results framework of country programmes. In 2017, UNICEF will work on the management response and dissemination and use of evaluation findings by country and regional offices. For UNICEF's education programmes, this evaluation helps inform and strengthen behaviour and social change strategies targeted at addressing attitudinal barriers to quality education and strengthening social accountability, such as through the Data Must Speak programme.

In 2016, work with a focus on C4D continued to strengthen UNICEF's education programmes. In Guatemala, UNICEF supported the empowerment of 160 communities through trainings and forums targeted to 2,000 indigenous women, who increased their awareness of their role in making decisions about their children's education. UNICEF supported communities and local partners to establish alliances with community radio stations as a means of informing, communicating and educating the local population on various themes. This model has been judged to be replicable by the MOE. Political advocacy efforts by these groups created greater demand for participation in Development Councils, SMCs and in working groups on intercultural bilingual education.

Early childhood development

The Early Childhood Development Action Network launched by UNICEF and the World Bank Group in April 2016 serves as a global coordination platform, engaging a wide range of stakeholders, including United Nations agencies, CSOs, NGOs, foundations, the private sector, regional networks and academics, to accelerate results for young children. Consensus was reached on a common results framework and five core actions to: (1) scale up essential multi-sectoral interventions; (2) invest in and build capacity of the workforce; (3) strengthen national data and evidence; (4) leverage and allocate sustainable finance for equitable and affordable services; and (5) advocate to strengthen public awareness and demand for action. Task forces have been established for respective actions to start country engagement and operationalization of the priority activities. A key component of this cross-sectoral partnership is increasing access to pre-primary education – one of the most important potential interventions to improve a child's access to learning.

Collaboration among government agencies and partners is an important step in developing comprehensive early learning programmes. In Egypt, where the Ministry of Social Solidarity serves children ages 0–3 years and the Ministry of Education serves children ages 4–5, an ECD situation analysis supported by UNICEF helped capture information on the existing structure, service types, legal framework and financing. This coordination could be replicated more widely as countries scale up their early learning programmes.

Adolescent development

The ambition of SDG 4 is for all boys and girls, including adolescents, to develop the skills necessary for full participation in society, including productive work. For this purpose, UNICEF's next Strategic Plan is expected to give more attention to education for adolescents, in particular the most marginalized'. This growing need to provide adolescents with skills that are relevant for their entire lives and that aid their transition into employment, is highlighted by the investment by UNICEF of US\$41.1 million in life skills, vocational training and adolescent development, a very significant US\$11 million increase from 2015. This expansion needs to be met with increased capacities and a continued focus on ensuring equity in the expansion of secondary education, so that the most marginalized do not get left further behind.

Disability

Children with disabilities are disproportionately excluded from education, and an estimated two of every three children with moderate to severe disabilities are unknown to the school system. Even those children who have been identified seldom have adequate access to school services. This reflects both a social bias and the lack of capacity in schools to accommodate their needs.

During 2016, UNICEF's work to improve education opportunities for children with disabilities focused on strengthening the availability of data and analysis, increasing awareness and dialogue around inclusive education, and reinforcing the capacity of schools to accommodate needs. The CEE/CIS Regional Office published 14 Technical Booklets and linked webinars that provide guidance on a wide range of topics such as the definition and classification of disability, collecting data on child disability, financing inclusive education and universal design of schools for learning. At the global level, UNICEF and its partners are developing a chapter on 'Inclusive Education for Children with Disabilities' as part of volume 3 of the Education Sector Analysis Guidelines. In addition, UNICEF's Disabilities Unit supported a major initiative with international publishers to produce textbooks in audio or easy-to-read formats, accessible via mobile device.



EMERGING ISSUES FOR UNICEF'S EDUCATION PROGRAMMES

The following issues are becoming increasingly important elements of UNICEF's support for the most marginalized children:

Urban life

Cities are becoming home to a growing proportion of the world's children. This has important implications for education, as public school systems struggle to keep up with rising demand, as well as for cross-cutting work on providing services and protection to the poorest and most marginalized children, such as street children and those living in informal settlements. Although the exact number of such children is unknown, it is believed to be in the tens of millions or higher, increasing as urbanization continues to gain ground. Children in informal settlements are far more likely to be excluded from the regular school system and are increasingly being enrolled in so-called low-cost private schools for their education. Similarly, children living on the street are more vulnerable to exploitation and violence, with little access to the protections afforded by the Convention on the Rights of the Child. UNICEF supports programmes to provide educational opportunities for children living in informal settlements or on the streets, while recognizing that these programmes require intense collaboration across sectors as diverse as labour and employment, transportation, housing, justice and health.

Child labour

Although child labour is not an emerging issue in the narrowest sense, there is a growing awareness that progress in reducing child labour has been far too slow, and that this has severe negative short- and long-term consequences for the fulfilment of children's rights. Child labour reinforces inter-generational cycles of poverty. It is both a cause and a consequence of social inequities, denying children opportunities for education and frequently exposing them to risks of injury or violence, with children from indigenous groups and migrant families being more likely to drop out of school to work.

Child labour spans sectors including agriculture, manufacturing, quarrying and mining, and domestic service. Often, it is hidden from the public eye. For example, the estimated 15.5 million child domestic workers worldwide – mostly girls – are often overlooked and face many hazards. Child labour is the combined product of many factors, such as poverty, social norms condoning it, lack of decent work opportunities for adults and adolescents, migration, and emergencies. UNICEF believes that effective action against child labour requires a cross-cutting approach, addressing the full range of children's vulnerabilities and protection challenges.

Climate change

Environmental degradation exacerbated by climate change drives inequality and disrupts learning, particularly for girls. Conversely, UNICEF research shows that education is fundamental to protecting natural resources.

UNICEF will continue to scale up and mainstream climate change adaptation and DRR plans into the education sector. This work is based on the principles of child-friendly education and aims to integrate climate change, disaster risk and environmental issues across the education system.

FINANCIAL ANALYSIS

The Agenda 2030 for Sustainable Development envisions a world that invests in its children, recognizing the need to mobilize financial resources and commitment from partners for the achievement of its goals. It is encouraging, then, that UNICEF received US\$556 million in 2016 dedicated to education, a 26 per cent increase from the previous year. The top four resource partners in this area of UNICEF's work included the Government of Norway, GPE,

the Government of Germany and the Government of the United Kingdom (see Table 1). The Government of Norway also provided by far the largest contribution in the form of global thematic funding, followed by earmarked contributions from the Government of Germany for strengthening resilience in education in Lebanon, and the GPE's contribution for implementation of the sector programme in Burundi (see Table 2).

TABLE 1
Top 20 resource partners to education, 2016*

Rank	Resource partners	Total (US\$)
1	Norway	129,169,693
2	Global Partnership for Education	66,531,138
3	Germany	65,378,773
4	United Kingdom	48,343,570
5	European Commission	28,435,230
6	United States Fund for UNICEF	22,771,731
7	Canada	21,917,751
8	UNICEF Qatar	20,563,758
9	Swedish Committee for UNICEF	17,241,555
10	United States of America	17,094,038
11	German Committee for UNICEF	12,876,115
12	Japan	11,000,000
13	Netherlands	8,958,696
14	Australia	8,085,063
15	Central Emergency Response Fund (UN)	6,402,153
16	Denmark	6,333,897
17	Sweden	5,425,825
18	Japan Committee for UNICEF	4,152,901
19	Burundi	3,753,671
20	Dutch Committee for UNICEF	3,684,858

*Figures include financial adjustments

*All revenue data as of 3 April 2017

TABLE 2
Top 10 contributions to education, 2016*

Rank	Resource Partners	Grant Description	Total (US\$)
1	Norway	Education, Global Thematic Funding	78,955,651
2	Germany	Strengthening Resilience Reaching All Children with Education, Lebanon	32,537,961
3	Global Partnership for Education	Implementation of the Sector Program of Education, Burundi	21,708,000
4	Norway	Educational Work in Syria and Neighboring Countries, Lebanon	17,991,641
5	Canada	Emergency Response 2016 - Syria Crisis, Jordan	17,356,688
6	Germany	Education Development Fund Phase II (EDF II) NLG, Zimbabwe	14,861,996
7	The United Kingdom	Education & Child Protection for Extremely Disadvantaged Children, Lebanon	14,060,758
8	Germany	Strengthening Resilience Reaching All Children with Education RACE II, Lebanon	13,574,841
9	Norway	Educational Work in Syria and Neighboring Countries, Syria and MENA	9,872,364
10	Global Partnership for Education	Programme Implementation, Zimbabwe	9,684,787

*Figures include financial adjustments.

THE VALUE OF THEMATIC FUNDING

Regular resources are UNICEF's most flexible source of financing, and provide needed continuity in what are often inequitable and fragile contexts. They also help to build preparedness and resilience to future shocks. Yet thematic resources act as an ideal complement to regular resources. They are allocated on a needs basis, and allow for long-term planning and sustainability of programmes. A funding pool has been established for each of the Strategic Plan 2014–2017 outcome areas as well as for humanitarian action and gender. Resource partners can contribute thematic funding at the global, regional or country level. Overall, these are the second-most efficient and effective contributions to the organization's funding, and have been invaluable for maintaining critical education programmes, particularly in conflict-affected contexts.

UNICEF Strategic Plan 2014-17
Thematic Windows:



UNICEF combines contributions from all resource partners to the same outcome area into one pooled-fund account with the same duration, which simplifies financial management and reporting for UNICEF and reduces administrative costs (for instance, a single report is provided for all resource partners). These lower costs allow for a lower cost recovery rate to be applied to thematic funds, meaning that a large share of the funding can be applied directly for programme activities. For more information on thematic funding, and how it works, please visit: https://www.unicef.org/publicpartnerships/66662_66851.html

Partner testimonial

Education is crucial for improving people's opportunities in life. Giving children the education to which they are entitled is the most important investment that we can make. Education is essential for development, for respect for human rights, and for creating a better society for our children and our children's children. UNICEF is a key partner for Norway in its efforts to ensure education for every child.

Norway has substantially increased its support for education in poor countries. We place particular emphasis on girls' education, and on reaching the poorest and most marginalised children, such as children with disabilities and those affected by conflict and crisis. Our partnership with UNICEF and our thematic funding for education supports UNICEF in these efforts.

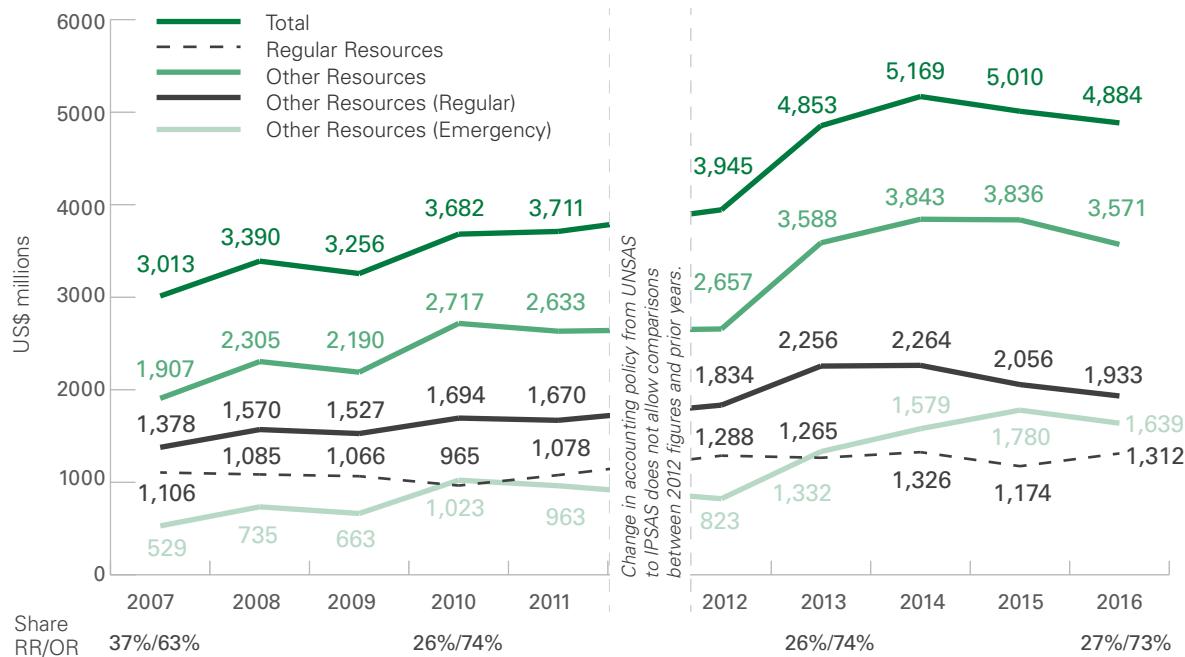
In accordance with its mandate, UNICEF is working to promote education, increase children's opportunities, and enable them to reach their full potential. All children have the right to learn. Good quality education for all is vital if we are to achieve a better future and create peaceful democratic societies. In today's world, UNICEF's work to fulfil this mandate is more important than ever.

Børge Brende
Minister of Foreign Affairs, Government of Norway

The significant year-on-year increases for education comes against a backdrop of declining revenues for UNICEF over the past two years (see Figure 23). UNICEF received close to US\$4.9 billion in 2016, compared with US\$5 billion in 2015 and almost US\$5.2 billion in 2014. Of the 2016 total, US\$1.3 billion (27 per cent) were regular resources. This represented a 12 per cent increase in regular resources

from 2015 due to growth in contributions from individual giving (US\$629 million compared with US\$530 million in 2015), as well as a sizeable one-time increase from the Government of Sweden, which contributed US\$117 million, 87 per cent more than the previous year. This was second only to the Government of the United States, which contributed US\$132.5 million.⁴⁶

FIGURE 23
Regular resources share by resource category, 2007–2016*



* Total regular resources includes other revenue from interest, procurement services and other sources.

Contributions made by donors earmarked to a specific programme or thematic area, including multi-year funding, decreased by 7 per cent, from US\$3.8 billion in 2015 to US\$3.6 billion in 2016. Contributions to the nine thematic funding pools dropped to US\$326 million, a 16 per cent decrease from the previous year. Of the thematic funding pools, US\$145.4 million was softly earmarked for humanitarian action appeals, a 29 per cent decrease from 2015, despite growing humanitarian needs. Thematic funding is a vital complement to regular resources, often used to address inequities that the allocation of regular resources is not able to address. Thematic funding is also used to build the capacities of countries, partners and UNICEF, as well as to mitigate the impact of emergencies, bridging development and humanitarian work.

Regular resources: Un-earmarked funds that are foundational to deliver results across the Strategic Plan.

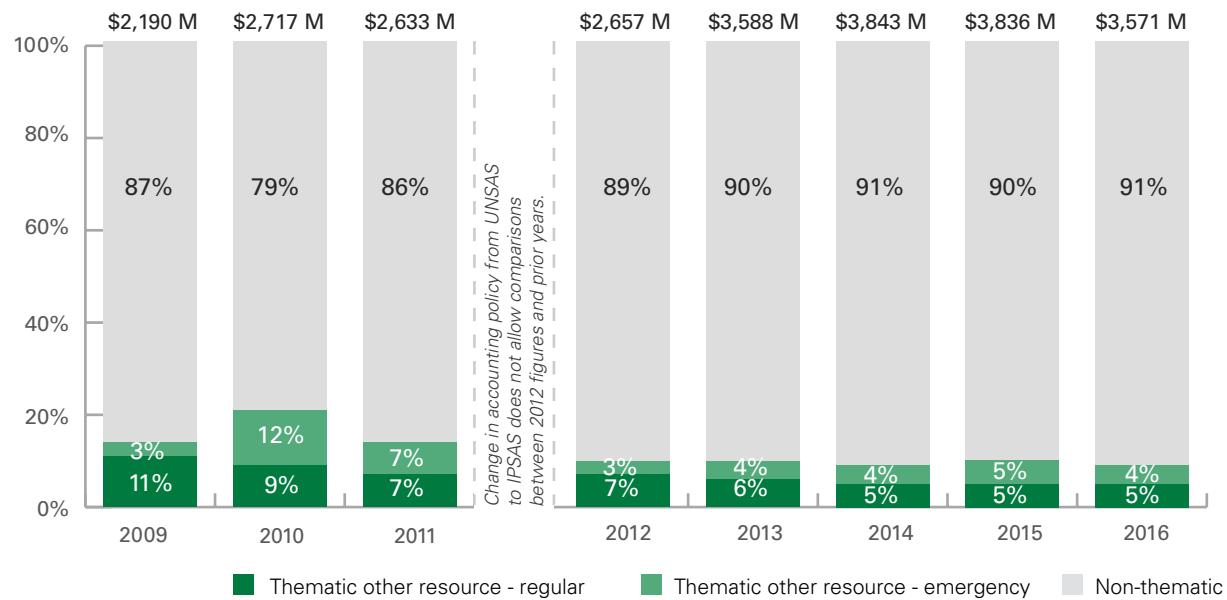
Other resources: Earmarked contributions for programmes; supplementary to the regular resources and made for a specific purpose, such as an emergency response or a specific programme in a country/region.

Other resources – regular: Funds for specific, nonemergency programme purposes and strategic priorities.

Other resources – emergency: Earmarked funds for specific humanitarian action and post-crisis recovery activities.

FIGURE 24

Other resources revenue, 2009–2016: Thematic versus non-thematic (US\$)



In 2016, UNICEF received US\$95.5 million in thematic contributions for education (see Figure 25), a 16 per cent increase compared with 2015. Thematic contributions were 17 per cent of total resources earmarked for education.

Of thematic contributions to this sector, 85 per cent was given as global thematic funding (see Figure 26), which is the most flexible form for such funding.

FIGURE 25

Thematic revenue share by outcome area and humanitarian action, 2016: US\$326.3 million

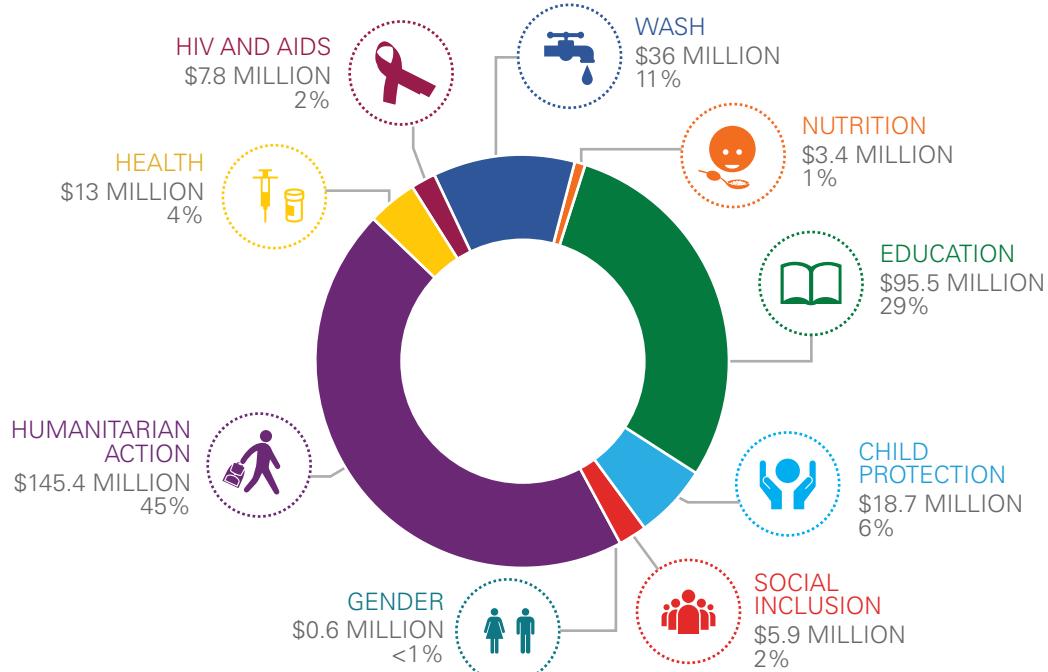
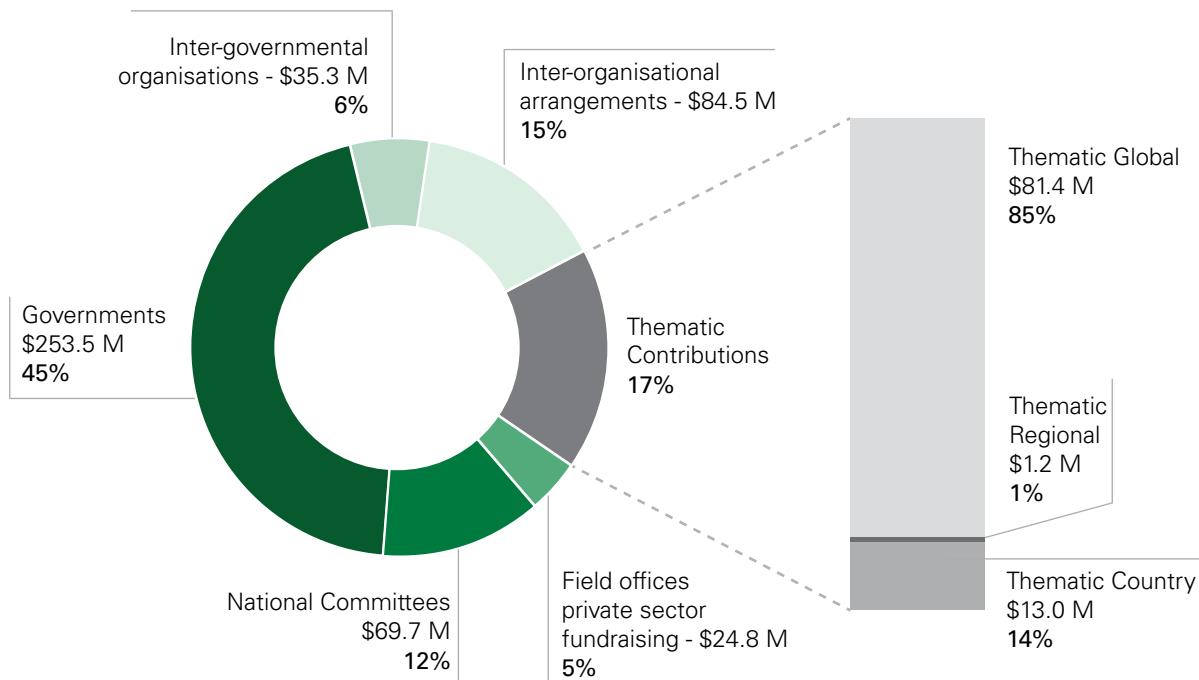


FIGURE 26

Other resources to education by funding modality and partner group, 2016: US\$556 million*



* Figures include financial adjustments.

Eighty-four per cent of thematic contributions received for education came from government partners (see Table 3). The Government of Norway was the largest thematic resource partner, providing almost 83 per cent of all thematic contributions received, its contribution entirely at the global level. The Government of Luxembourg also gave global thematic funding, while the Governments of Sweden and Canada provided earmarked contributions for the Plurinational State of Bolivia and Afghanistan, respectively.

Sizeable contributions of global thematic funding were also received from the National Committees for UNICEF in the United Kingdom, the Netherlands, the United States Fund and the Korean Committee. The German Committee for UNICEF's thematic contributions were earmarked for Sierra Leone, Somalia and South Africa.

The contributions of these partners are vital to UNICEF's capacity to carry out its mission in the sector, yet the relative importance of such a small number of partners highlights the sector's vulnerability, and underscores the need for more diversified sources of funding in the future. UNICEF is seeking to broaden its funding base (including thematic contributions). The number of partners and offices contributing thematic funding to education remained at 49, the same as in 2015.

TABLE 3

Thematic revenue to education by resource partner, 2016*

Resource Partner Type	Resource Partner	Total (US\$)	Percentage
Governments 84%	Norway (<i>SC1499050379</i>)	78,955,651	82.64%
	Canada (<i>SC1499050484</i>)	746,524	0.78%
	Luxembourg (<i>SC1499050152</i>)	453,515	0.47%
	Sweden (<i>SC1499050104</i>)	411,548	0.43%
National Committees 15%	United Kingdom Committee for UNICEF (<i>SC1499050199, SC1499050261, SC1499050276, SC1499050459, SC1499050466, SC1499050482, SC1499050489, SC1499050491, SC1499050493</i>)	1,899,835	1.99%
	German Committee for UNICEF (<i>SC1499050406, SC1499050457, SC1499050480</i>)	1,755,667	1.84%
	Dutch Committee for UNICEF (<i>SC1499050200, SC1499050393, SC1499050416, SC1499050443, SC1499050481, SC1499050488</i>)	1,611,494	1.69%
	United States Fund for UNICEF (<i>SC1499050278, SC1499050411, SC1499050427, SC1499050442, SC1499050467, SC1499050483, SC1499050487</i>)	1,108,885	1.16%
	Korean Committee for UNICEF (<i>SC1499050263, SC1499050277, SC1499050359, SC1499050456, SC1499050468, SC1499050479, SC1499050485</i>)	1,095,959	1.15%
	French Committee for UNICEF (<i>SC1499050175, SC1499050218, SC1499050403, SC1499050458, SC1499050492</i>)	978,955	1.02%
	Norwegian Committee for UNICEF (<i>SC1499050190, SC1499050347, SC1499050349, SC1499050354, SC1499050417, SC1499050462</i>)	755,320	0.79%
	Spanish Committee for UNICEF (<i>SC1499050066, SC1499050333, SC1499050421</i>)	566,209	0.59%
	Danish Committee for UNICEF (<i>SC1499050381, SC1499050382, SC1499050394</i>)	480,424	0.50%
	Swedish Committee for UNICEF (<i>SC1499050288, SC1499050422, SC1499050423</i>)	479,036	0.50%
	Polish National Committee for UNICEF (<i>SC1499050418</i>)	410,407	0.43%
	Canadian UNICEF Committee (<i>SC1499050399, SC1499050460, SC1499050461</i>)	352,444	0.37%
	Italian Committee for UNICEF (<i>SC1499050412, SC1499050463</i>)	345,696	0.36%
	Czech Committee for UNICEF (<i>SC1499050401</i>)	250,593	0.26%
	Belgian Committee for UNICEF (<i>SC1499050072, SC1499050397</i>)	227,283	0.24%
	Austrian Committee for UNICEF (<i>SC1499050396</i>)	206,025	0.22%
	Portuguese Committee for UNICEF (<i>SC1499050380, SC1499050419</i>)	160,989	0.17%
	Finnish Committee for UNICEF (<i>SC1499050378, SC1499050402</i>)	142,613	0.15%
	UNICEF Hungarian Committee Foundation (<i>SC1499050407</i>)	128,126	0.13%
	Luxembourg Committee for UNICEF (<i>SC1499050366, SC1499050476</i>)	127,689	0.13%
	Japan Committee for UNICEF (<i>SC1499050464, SC1499050494</i>)	121,810	0.13%
	Turkish Committee for UNICEF (<i>SC1499050424</i>)	116,027	0.12%

Resource Partner Type	Resource Partner	Total (US\$)	Percentage
National Committees 15%	Australian Committee for UNICEF (SC1499050395, SC1499050486)	111,961	0.12%
	Swiss Committee for UNICEF (SC1499050469)	111,687	0.12%
	UNICEF Ireland (SC1499050409)	72,329	0.08%
	Slovak Committee for UNICEF (SC1499050420)	59,905	0.06%
	New Zealand National Committee for UNICEF (SC1499050254)	53,717	0.06%
	Hellenic Committee for UNICEF (SC1499050219)	53,051	0.06%
	Israeli Fund for UNICEF (SC1499050410)	41,560	0.04%
	Hong Kong Committee for UNICEF (SC1499050470, SC1499050478)	24,721	0.03%
	Lithuanian Committee for UNICEF (SC1499050465)	8,448	0.01%
	Icelandic Committee for UNICEF (SC1499050408)	6,547	0.01%
Field Offices PSFR 1%	UNICEF China (SC1499050472, SC1499050473, SC1499050474, SC1499050477)	475,496	0.50%
	UNICEF Saudi Arabia (SC1499050475)	125,525	0.13%
	UNICEF Croatia (SC1499050306, SC1499050434)	121,206	0.13%
	UNICEF Malaysia (SC1499050437)	90,028	0.09%
	UNICEF United Arab Emirates (SC1499050440)	63,313	0.07%
	UNICEF Ukraine (SC1499050387)	52,039	0.05%
	UNICEF Thailand (SC1499050439)	43,053	0.05%
	UNICEF Qatar (SC1499050441)	32,927	0.03%
	UNICEF Brazil (SC1499050490)	30,998	0.03%
	UNICEF Romania (SC1499050438)	27,645	0.03%
	UNICEF Bulgaria (SC1499050471)	22,115	0.02%
	UNICEF Kuwait (SC1499050436)	18,238	0.02%
	UNICEF Indonesia (SC1499050435)	12,143	0.01%
Grand Total		95,547,377	100.00%

* Figures do not include financial adjustments.

Grant numbers are provided for IATI compliance.

Global thematic funds remain the most flexible source of funding to UNICEF after regular resources. The allocation and expenses of thematic contributions can be monitored on UNICEF's transparency portal, open.unicef.org; and the results achieved with these funds against Executive Board-approved targets and indicators at the country, regional

and global levels are consolidated and reported on across the suite of Annual Results Reports. Specific reporting for country and regional thematic contributions is provided separately for partners providing flexible multi-year thematic funding at those levels.

Follow the 'flow' of funds from contribution to programming by visiting
<http://open.unicef.org>



Note: Expenses are higher than the income received because expenses comprise total allotments from regular resources and other resources (including balances carried over from prior years) to the outcome areas, while income reflects only earmarked contributions from 2016 to the same.

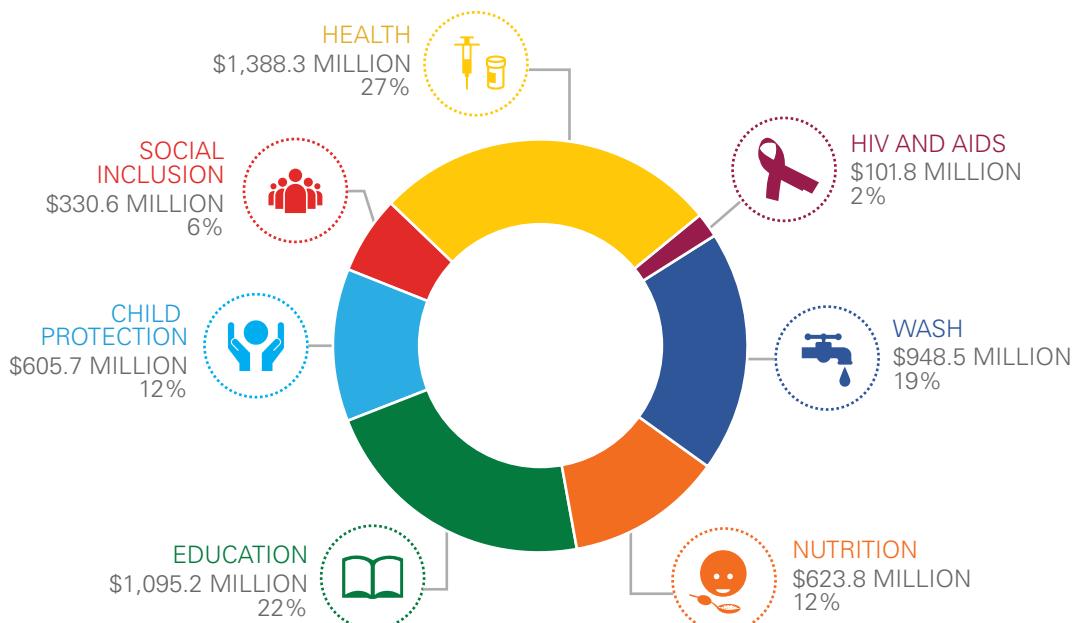
In 2016, spending on education accounted for 22 per cent of UNICEF total expenses, on par with the previous year.

Expenses versus expenditure

Expenses are recorded according to IPSAS standards and are accrual based. These are used for official financial reporting. Expenditures are recorded on a modified cash basis. They are used for budget reporting since they are aligned with cash disbursements and goods receipts (the way budgets are consumed).

FIGURE 27

Total expenses by Strategic Plan outcome area, 2016, in US\$ millions



A significant trend is the increase in the percentage of total emergency expenses to 36 per cent in 2016, up from 30 per cent in 2015 and just 22 per cent in 2014 (see Figure 28). This reflects the increasing education needs of children in humanitarian situations, and the growing awareness of the importance of education in emergencies. It is fitting then that the countries with the largest education expenses in 2016 were among those affected by emergency and humanitarian crises. The Syrian crisis also carried over to many of the countries with the highest education expenses, including Iraq, Jordan, Lebanon and Turkey. Beyond the Syrian crisis, other countries with high levels of expenses included the Democratic Republic of the Congo, South Sudan and Yemen (see Table 4).

Despite this increase in spending on emergencies, the highest spending in the education programmes in 2016 came in the ‘other resources – regular’ category. Countries with the highest number of out-of-school children are among the top spenders – for example, Afghanistan, the Democratic Republic of the Congo, Nigeria and the Sudan.

In 2016, the largest expenses for education were in the Middle East and North Africa region, followed by the Eastern and Southern Africa and the West and Central Africa regions. These regions together account for roughly 70 per cent of the total expenses for education.

FIGURE 28

Education expenses trend, 2014–2016, in US\$ millions

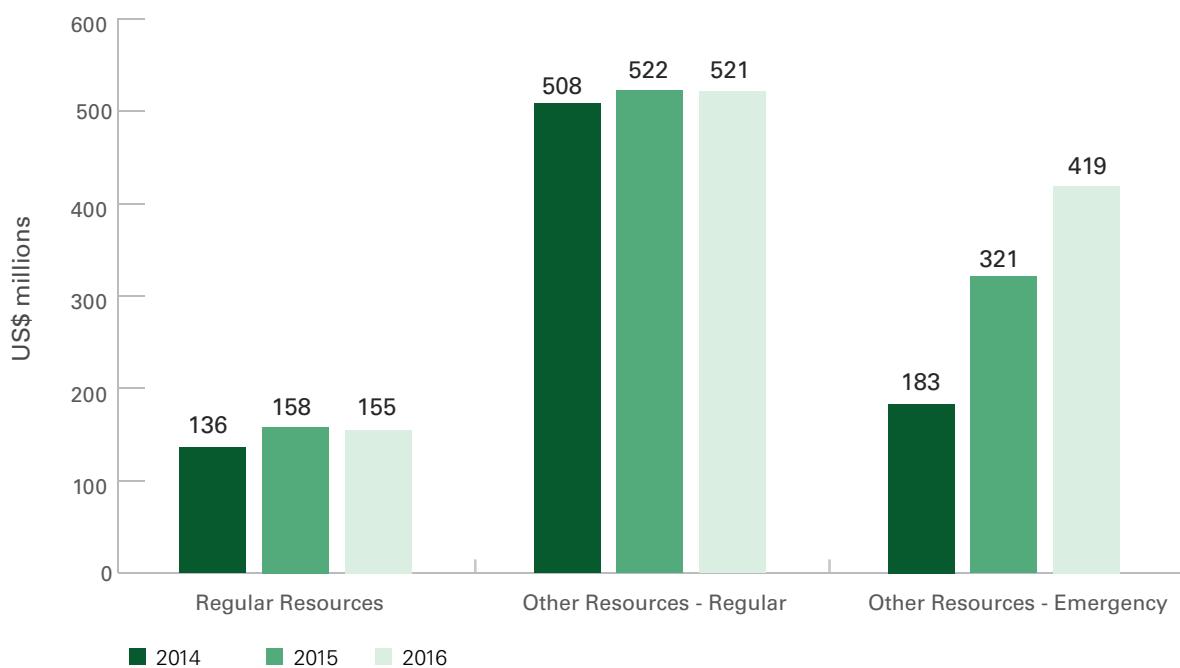


TABLE 4

Top 20 country expenses for education, 2016

Rank	Country	Expense in US\$
1	Lebanon	141,346,566
2	Turkey	78,826,743
3	Iraq	53,685,022
4	Jordan	48,100,999
5	Syria	47,298,785
6	Afghanistan	35,510,014
7	Zimbabwe	33,502,980
8	South Sudan	31,840,437
9	Democratic Republic of Congo	31,504,634
10	Yemen	27,762,337
11	Chad	25,755,203
12	Somalia	22,200,299
13	Central African Republic	21,054,627
14	Nigeria	20,689,429
15	Sudan	18,573,807
16	Pakistan	16,318,570
17	Myanmar	16,094,115
18	Sierra Leone	15,680,393
19	India	14,920,387
20	Ethiopia	14,416,329
Grand Total		715,081,678

FIGURE 29

Total expenses for education by region, 2016, in US\$ millions

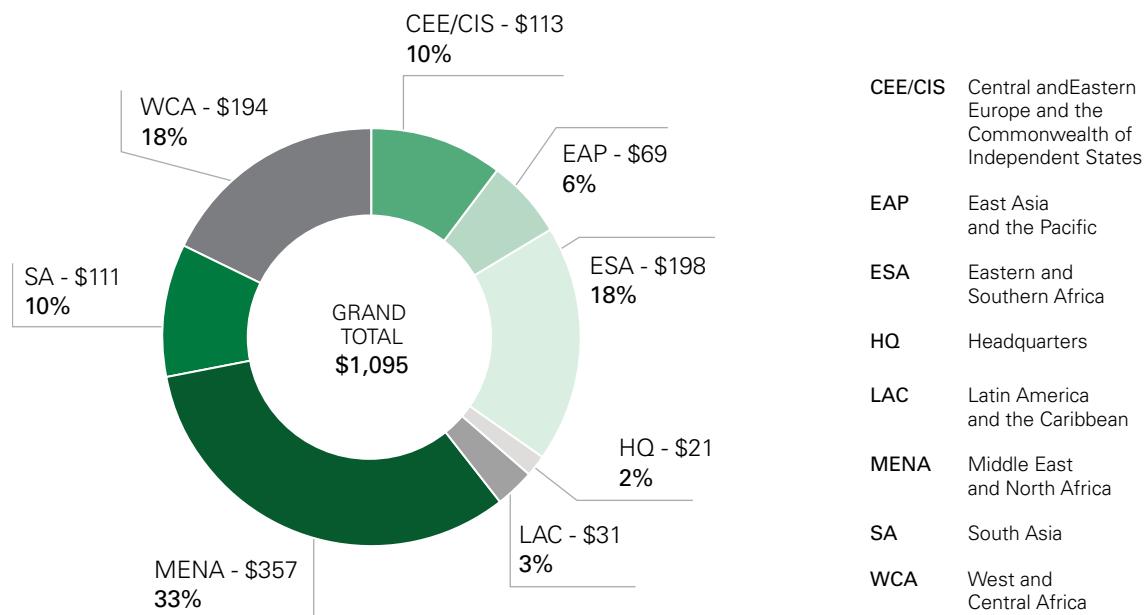
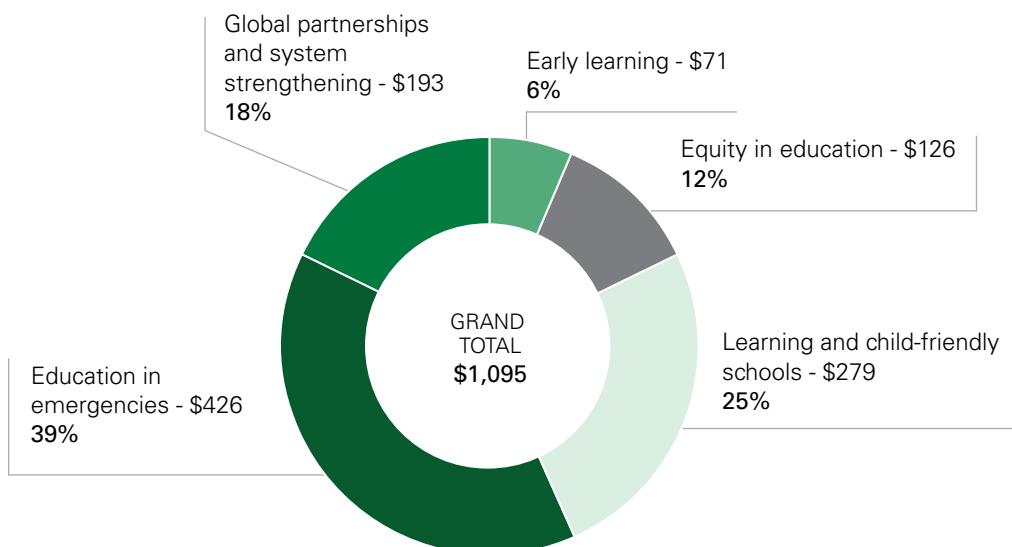


FIGURE 30

Expenses for education by programme area, 2016, in US\$ millions*



* Figures include funds used in a cross-thematic manner or to cover operational costs.

Education in emergencies activities accounted for more than one third of all expenses in the sector in 2016, at 39 per cent of expenses, up from 34 per cent in 2015. This reflects both the acknowledgement of the importance of investing in education in emergencies, and an increase in the number of children in humanitarian situations. There is a risk that growing humanitarian needs could divert

resources from vulnerable populations in more stable, but often fragile, contexts. Early learning in particular saw a decrease in expenses from 2015 to 2016, as did activities to improve learning outcomes and environments, and activities targeted at reaching the most marginalized learners (see Figure 30).

In 2016, 'transfers and grants to counterparts' has been the largest category of expenses of the programme, increasing by 42 per cent compared with 2014, amounting to US\$525 million in 2016, US\$445 million in 2015 and US\$370 million in 2014. It is followed by 'supplies and commodities', with a

slight increase in 2016 to US\$171 million from US\$166 million in 2015. The 'equipment, vehicles and furniture' category represented the lowest expense in 2015 and 2016 (see Table 5).

TABLE 5

Expenses for education by cost category, 2014–2016 (US\$)

Cost Category	Other Resources - Emergency	Other Resources - Regular	Regular Resources	Total
Contractual Services	71,787,215	200,343,034	39,124,096	311,254,346
2014	12,897,000	66,745,869	11,676,307	91,319,176
2015	30,980,590	65,185,310	13,262,093	109,427,994
2016	27,909,625	68,411,854	14,185,696	110,507,176
Equipment, vehicles and furniture	2,541,892	2,214,493	4,968,102	9,724,488
2014	796,339	721,925	1,351,620	2,869,884
2015	844,955	848,457	1,882,604	3,576,016
2016	900,598	644,112	1,733,878	3,278,588
General operating + other direct costs	30,122,464	61,065,535	52,602,055	143,790,053
2014	7,732,263	24,108,046	16,470,808	48,311,116
2015	10,270,401	19,584,481	17,261,940	47,116,821
2016	12,119,800	17,373,009	18,869,306	48,362,116
Incremental indirect cost	70,275,123	95,984,117	-	166,259,239
2014	13,988,361	31,270,335		45,258,696
2015	24,825,777	32,187,374		57,013,151
2016	31,460,986	32,526,408		63,987,393
Staff and other personnel costs	72,066,821	210,989,003	150,833,610	433,889,434
2014	16,289,831	70,731,607	49,232,349	136,253,786
2015	25,354,828	70,929,011	50,695,275	146,979,115
2016	30,422,161	69,328,386	50,905,986	150,656,533
Supplies and commodities	208,476,354	192,326,782	43,786,031	444,589,167
2014	48,879,795	48,945,190	9,403,883	107,228,868
2015	66,870,224	81,173,300	18,337,288	166,380,812
2016	92,726,335	62,208,293	16,044,860	170,979,488

Cost Category	Other Resources - Emergency	Other Resources - Regular	Regular Resources	Total
Transfers and grants to counterparts	454,594,478	751,604,259	134,774,389	1,340,973,126
2014	78,122,063	251,751,174	40,470,617	370,343,854
2015	157,554,060	239,415,869	48,203,575	445,173,504
2016	218,918,356	260,437,216	46,100,197	525,455,769
Travel	13,006,346	36,072,360	22,270,667	71,349,373
2014	3,908,623	13,729,621	6,999,654	24,637,897
2015	4,396,708	12,249,915	8,120,504	24,767,127
2016	4,701,014	10,092,825	7,150,509	21,944,348
Grand Total	922,870,693	1,550,599,584	448,358,949	2,921,829,226

	Other Resources - Emergency	Other Resources - Regular	Regular Resources	Grand Total
2014	182,614,274	508,003,766	135,605,237	826,223,276
2015	321,097,543	521,573,717	157,763,280	1,000,434,540
2016	419,158,876	521,022,101	154,990,433	1,095,171,410
Grand Total	922,870,693	1,550,599,584	448,358,949	2,921,829,226

Further analysis of expenses by programme area is included in each of the five chapters above.





FUTURE WORKPLAN

The transformation of education systems under SDG 4 would spur progress across a wide range of SDGs. This simple reality will drive UNICEF's future workplan in the sector as we move to our Strategic Plan 2018–2021, and as we intensify programming in support of learning. We will expand our priority focus to include education for adolescents and skills development. This will be done in ways that are consistent with our long-standing focus on equity, poverty reduction, empowerment, peacebuilding and inclusive economic growth. We will develop and support programming for more equitable, evidence-based learning for all children, including the most marginalized, particularly girls and those with disabilities. We will expand our focus on urbanization, migration, climate change and refugee crises, with increasing rates of achievement for the most disadvantaged. In order to accomplish this, we will continue work in the programme areas outlined below.

Early learning: UNICEF remains committed to ensuring early learning for all children, especially the most vulnerable, to help them develop the basic skills that are the foundation for future learning. This commitment will be sustained by supporting countries to improve and expand early learning programmes, reaching marginalized girls and boys more effectively and more consistently. We will promote budgeted early learning policies and the development of a strong pre-primary sub-sector,

supported by appropriate curricula, quality standards and accountability mechanisms across providers who ensure equitable opportunities for quality early learning. This will require advocacy for funding pre-primary education, as it is the least funded sub-sector. It will also require attention to cross-sectoral linkages and diverse, gender-sensitive approaches combining support to formal, non-formal and/or alternative models and child-friendly approaches.

Improving learning outcomes: Access to education is not sufficient to ensure that children are learning. UNICEF will support increased attention to multilingual/mother tongue education, community-based monitoring, teacher policy, effective governance and support structures, evidence generation and evaluations, and scaling up of innovations. We will work to improve learning assessment systems at the school, national and international levels, with effective feedback mechanisms to support improved teaching and learning.

UNICEF will help increase demand for a quality education that strengthens the accountability of school leadership and the engagement of communities for social accountability. We will continue supporting the provision of learning materials and will provide support to teachers and

communities, as well as increased attention to the needs of adolescent girls and boys, particularly in humanitarian crises where needs are the most pressing.

UNICEF will explore approaches that build the skills needed by children growing up in the diverse contexts found today. Such skills can contribute to a range of outcomes including future learning, personal empowerment, active citizenship and employability, and they can lead to the development of more resilient communities. These skills must be developed from early childhood onward, and strategies must take into consideration the disparities that may already characterize different groups of children at the time of their first school experiences, including those based on gender. Efforts will primarily focus on system and policy-level changes, including support to well-targeted service delivery programmes for skills development. In certain contexts, UNICEF will support the progressive development of secondary education, focusing particularly on access for marginalized children, as one of the multiple pathways to skills development.

Equity: UNICEF will continue its efforts to ensure that regardless of their circumstances, all children have equal opportunities in education. We will support countries to expand opportunities for marginalized girls and boys to complete primary and lower secondary education. Moving forward, we will draw on the profiles and characteristics identified through country-specific education sector analyses and the OOSCI to better target our programmes and strategies to help disadvantaged girls and boys stay in school. Innovation will play a growing role in the development of sustainable solutions that can be taken to scale, using the framework established in *Journeys to Scale*.

UNICEF will emphasize effective sector policies and systems for equitable access to education for marginalized girls, children with disabilities and ethnic minorities, and children facing geographical and wealth inequities. This support will include multilingual education, risk assessment and management, addressing violence in schools, and peacebuilding and resilience. System-level support will strengthen data collection, analysis and utilization and contextual evidence to identify marginalized groups and address the barriers they face through policy reforms. These include financial, structural and attitudinal barriers in both the public and private sector which can be addressed through policy and investment shifts, capacity and management strengthening, and behaviour and social change strategies targeted at perceptions, prejudice, discrimination and violence, including gender-based violence. Support will also entail advocacy for the allocation of pro-equity public resources.

Education in emergencies: The momentum created through the Education Cannot Wait global fund will propel energy and strategies for the delivery of education in crisis situations. UNICEF's support must strengthen the resilience of education systems, teachers and children exposed to crisis, and its peacebuilding in education initiatives must help break persistent cycles of violence. Moving forward, UNICEF's sustained commitment to inclusive education will include an increased focus on the growing number of displaced and refugee children affected by violence. Strategies will include options for formal and non-formal education, including early learning opportunities for children in humanitarian crises.

Systems strengthening and global partnerships:

Improved outcomes in education can be built on strong and responsive education systems and partnerships designed to strengthen and complement UNICEF's work. Towards this end, UNICEF will continue to support national and regional learning assessment systems that enable countries to identify children at risk and develop effective strategies, as well as promote equity through the inclusion of marginalized children in EMIS.

Given the greater role of domestic financing in achieving the SDGs, UNICEF will partner with others to support governments in making better budgetary decisions so that policies/systems are adequately financed and spending is efficient and equitable. UNICEF will also support governments in making evidence-based choices on how to expand pre-primary and secondary sub-sectors without jeopardizing access, quality or equity at other levels of education. UNICEF will continue to strengthen collaboration with governments and partners to provide children in humanitarian crises and marginalized and vulnerable out-of-school children with formal and non-formal education, including early learning opportunities.

UNICEF will maintain and build partnerships that advance access to education. At the global and regional levels, UNICEF will continue co-chairing and contributing to international education initiatives and partnerships, such as the Global Partnership for Education (GPE), the United Nations Girls' Education Initiative (UNGEI), the global Education Cluster, the International Commission on Financing Global Education Opportunity, the Early Childhood Development Action Network, the International Network for Education in Emergencies and other key partnerships. We will work closely with the UNESCO Institute for Statistics, the Global Education Monitoring Report, the World Bank and others to support the further development/refinement of indicators to measure SDG 4. We will also collaborate with Education Cannot Wait and its partners, initially as an interim host, and as a member of its Steering Committee over the long term. We will continue collaborating with regional intergovernmental bodies, NGOs and others to create the conditions for improved education, learning and the achievement of SDG 4.



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EXPRESSION OF THANKS

UNICEF expresses its deepest appreciation to all resource partners who contributed to the work on education for children around the world in 2016.

UNICEF would like to extend thanks, in particular, to partners who provided thematic funding. It is because of thematic funding that UNICEF has been able to provide technical, operational and programming support to countries in all regions, both for upstream work to improve education systems and the more targeted and strategic interventions that help deliver quality services

to marginalized children and communities. Thematic funding provides greater flexibility, longer-term planning and sustainability of programmes. It reflects the trust that resource partners have in the capacity and ability of UNICEF to deliver quality support under all circumstances and has made possible the results described in this report.

Special thanks go to the Government of Norway for its partnership and consistent and generous contributions to achieve results in education, and for its thoughtful inputs on this report.

ABBREVIATIONS AND ACRONYMS

C4D	Communication for Development	MICS	Multiple Indicator Cluster Surveys
CEE/CIS	Central and Eastern Europe and the Commonwealth of Independent States	MOE	Ministry of Education
CFS	child-friendly school	NES	National Education Standards
CSO	civil society organization	NGO	non-governmental organization
DFID	Department for International Development (United Kingdom)	NSIP	National School Improvement Programme
DRR	disaster risk reduction	OOSCI	Out-of-School Children Initiative
EAC	Educate a Child	PBEA	Peacebuilding, Education and Advocacy (programme)
EAP	East Asia and the Pacific	SA	South Asia
ECD	early childhood development	SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
ECE	early childhood education	SDG	Sustainable Development Goal
ECW	Education Cannot Wait: a fund for education in emergencies	SMC	school management committee
EGRA	Early Grade Reading Assessment	SMS	Short Message Service
EMIS	Education Management Information System	SRGBV	school-related gender-based violence
ESA	Eastern and Southern Africa	UIS	UNESCO Institute for Statistics
GEMR	Global Education Monitoring Report	UNESCO	United Nations Educational, Scientific and Cultural Organization
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH	UNGEI	United Nations Girls' Education Initiative
GPE	Global Partnership for Education	UNHCR	Office of the United Nations High Commissioner for Refugees
IIEP	International Institute for Education Planning	WASH	water, sanitation and hygiene
LAC	Latin America and the Caribbean	WCA	West and Central Africa
MENA	Middle East and North Africa		

ANNEX

Note: all percentages for output indicators have been computed out of the total number of countries in which UNICEF is active in the area. For example, the percentage for "Countries with functional school management committees at primary and secondary level" is computed out of all countries where UNICEF actively supported school management committees in 2014.

Impact indicators	2011	2012 Baseline	2013	2014 Update	2017 Target
5a. Number of primary school-age children out of school and related gender parity index (GPI)	61.8 million	60.2 million	61.0 million	60.9 million	35.6 million
Female	31.8 million	31.4 million	32.0 million	32.0 million	17.8 million
Male	30.0 million	28.8 million	29.0 million	28.9 million	17.8 million
GPI	0.94	0.92	0.91	0.90	1.00
5b. Primary completion rate (expressed as Gross Intake Ratio in the last grade of primary) and related GPI	90%	91%	91%	90%	98%
Female	89%	90%	90%	90%	98%
Male	91%	92%	91%	91%	98%
GPI	0.98	0.99	0.99	0.99	1.00

Outcome indicators	2013 Baseline	2014	2015	2016 Update	2017 Target	Source
P5.1a Countries with primary school age out-of-school rate below 5%	44% (51/117 countries)	41% (48/118)	43% (53/123)	41% (51/124)	57%	UNESCO Institute for Statistics
Female	36% (40/111)	33 % (36/109)	37% (42/114)	39% (46/117)	50%	
Male	41% (45/111)	37% (40/109)	38% (43/114)	37% (43/117)	50%	
P5.1b Countries with lower secondary school age out-of-school rate below 5%	24% (22/91)	20% (18/92)	25% (26/102)	27% (27/100)	27%	UNESCO Institute for Statistics
Female	21% (17/82)	18% (16/84)	18% (17/93)	26% (24/93)	27%	
Male	22% (18/82)	16% (15/84)	20% (19/93)	20% (19/93)	27%	
P5.2 Countries with increasing learning outcomes	63% (33/52)	75% (41/55)	76% (41/54)	67% (39/58)	75%	Standardised learning outcome surveys
Female	61% (27/44)	71% (35/49)	68% (32/47)	62% (33/53)	75%	
Male	68% (30/44)	73% (36/49)	70% (33/47)	60% (32/53)	75%	
P5.3 Countries with at least 20% of government expenditure on education	20% (21/103)	24% (23/97)	21% (21/98)	18% (17/97)	25%	UNESCO Institute for Statistics
P5.4a Countries with poorest quintile attendance rate above 80% in primary education.	48% (32/67)	53% (42/79)	55% (48/87)	58% (46/79)	60%	data.unicef.org
P5.4b Countries with poorest quintile attendance rate above 25% in early childhood education.	17% (9/53)	20% (11/55)	29% (15/52)	27% (16/59)	42%	
P5.5 Programme countries in which at least 80% of children aged 36–59 months have been engaged in activities with an adult to promote learning and school readiness	31% (16/52)	35% (19/55)	34% (22/65)	34% (23/68)	60%	data.unicef.org
P5.6 Number and percentage of all partners-targeted children in humanitarian situations accessing formal or non-formal basic education ("reached")	Not available	51.1% Reached: 10,449,392 Targeted: 20,431,751	59.5% Reached: 11,013,498 Targeted: 18,521,151	67.1% Reached: 15,153,844 Targeted: 22,580,980	At least 80% of targeted population	Strategic Monitoring Questions (SMQs)
P5.7 Percentage for education in global humanitarian funding	1.9%	1.5%	2.6%	3.6%	At least 4%	OCHA

Output indicators	2013 Baseline	2014	2015	2016 Update	2017 Target	Source
Output a: Enhanced support to communities with disadvantaged and excluded children to start schooling at the right age and attend regularly						
P5.a.1 Countries with functional school management committees at primary and secondary level	34% (45/134)	34% (48/142)	45% (62/139)	49% (67/137)	47%	SMQs
P5.a.2 Countries in which the Education Management Information System feeds findings back to communities or school management committees	32% (40/124)	32% (44/137)	31% (42/137)	32% (44/136)	43%	SMQs
P5.a.3 Number of School Management Committees or Parent Teacher Associations or School communities (or similar structure) that received training funded by UNICEF	Not available	47,141	96,112	135,072	188,564	SMQs
Output b: Increased national capacity to provide access to early learning opportunities and quality primary and secondary education						
P5.b.1 Countries with innovative approaches at scale to improve access to education and learning outcomes for the most disadvantaged and excluded children	30% (39/132)	29% (42/144)	35% (51/145)	45% (65/143)	40%	SMQs
P5.b.2 Countries with quality standards consistent with child-friendly schools/education or similar models developed or revised	59% (79/134)	64% (89/140)	65% (93/142)	67% (91/136)	91%	SMQs
P5.b.3 Number of children who were provided with individual (one-per-child) education materials funded by UNICEF	Not available	16.3 million	31.2 million	46.9 million	65.2 million	SMQs
P5.b.4 Number of classrooms that were provided with classroom education materials funded by UNICEF	Not available	237,371	586,172	917,030	949,484	SMQs
Output c: Strengthened political commitment, accountability and national capacity to legislate, plan and budget for scaling up quality and inclusive education						
P5.c.1 Countries with well-functioning student learning assessment system, especially for early grades	42% (56/134)	46% (65/141)	51% (71/139)	54% (74/137)	76%	SMQs
P5.c.2 Countries with effective early learning policies and quality early learning programmes	31% (41/133)	37% (52/141)	45% (64/143)	52% (74/142)	70%	SMQs
P5.c.3 Countries with an education sector plan/policy that includes risk assessment and risk management	19% (20/106)	28% (38/136)	32% (43/133)	34% (46/135)	100%	SMQs

Output indicators	2013 Baseline	2014	2015	2016 Update	2017 Target	Source
Output d: Increased country capacity and delivery of services to ensure that girls and boys have access to safe and secure forms of education and critical information for their own well-being in humanitarian situation						
P5.d.1 Number and percentage of UNICEF-targeted children in humanitarian situations accessing formal or non-formal basic education ("reached")	59% Reached: 5,980,443 Targeted: 10,209,333	64% Reached: 8,608,522 Targeted: 13,367,771	70% Reached: 7,537,375 Targeted: 10,693,359	84% Reached: 11,678,201 Targeted: 13,951,171	100%	SMQs
P5.d.2 Countries in humanitarian action where country cluster coordination mechanism for education meet the Core Commitments for Children standards for coordination	Not available	73% (11/15)	67% (14/21)	67% (10/15)	100%	Office of Emergency Programmes (EMOPS)
Output e: increased capacity of governments and partners, as duty bearers, to identify and respond to key human rights and gender equality dimensions of school readiness and performance						
P5.e.1 Countries with gender parity (between 0.97 and 1.03) in lower secondary education	38% (48/128)	40% (51/127)	37% (48/130)	35% (49/139)	47%	UNESCO Institute for Statistics
P5.e.2 Countries with Education Management Information Systems providing disaggregated data that allow identification of barriers and bottlenecks that inhibit realization of the rights of disadvantaged children	40% (53/132)	49% (54/111)	58% (76/130)	64% (83/130)	75%	SMQs
P5.e.3 Countries with policies on inclusive education covering children with disabilities	36% (48/134)	37% (52/139)	43% (61/143)	42% (60/142)	46%	SMQs
P5.e.4 Countries with an education sector policy or plan that specify prevention and response mechanisms to address gender-based violence in around schools	28% (29/105)	20% (24/119)	22% (27/122)	25% (32/129)	32%	SMQs
P5.e.5 Countries where girls' secondary education, in terms of enrolment, retention, and completion is a recognised, targeted and budgeted education priority	Not available	27% (30/110)	27% (28/102)	33% (37/112)	40%	SMQs
P5.e.6 Countries with an education policy/sector plan that includes multilingual education to allow children to learn in their mother tongue during the early grades	43% (47/109)	48% (62/128)	53% (66/125)	52% (63/122)	65%	SMQs
Output f: Enhanced global and regional capacity to accelerate progress in education						
P5.f.1 Number of peer-reviewed journal or research publications by UNICEF on education	31	31	17	15	15	SMQs
P5.f.2 Countries with an education policy/sector plan that includes multilingual education to allow children to learn in their mother tongue during the early grades	18	18	21	31	20	HQ and Regional Offices

SMQ responses	Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
P5.a.1 Countries with functional school management committees at primary and secondary level				
Community Participation in relation to functional school management committees in primary and secondary schools.	9%	60%	24%	7%
Accountability in relation to functional school management committees in primary and secondary schools.	10%	43%	36%	11%
Monitoring in relation to functional school management committees in primary and secondary schools.	2%	44%	45%	9%
P5.a.2 Countries in which the education management information system feeds finding back to communities or school management committees				
Information Feedback and Transparency in relation to Education Management Information System feeding findings back to communities.	4%	26%	59%	11%
Training and Community Participation in relation to Education Management Information System feeding findings back to communities.	5%	30%	49%	16%
P5.b.1 Countries with innovative approaches at scale to improve access to education and learning outcomes for the most disadvantaged and excluded children				
Evidence in relation to Innovative approaches at scale to improve access to education and learning outcomes for the most disadvantaged and excluded children.	8%	41%	40%	12%
Strategy/Traction in relation to Innovative approaches at scale to improve access to education and learning outcomes for the most disadvantaged and excluded children.	11%	41%	30%	18%
Scalability in relation to Innovative approaches at scale to improve access to education and learning outcomes for the most disadvantaged and excluded children.	10%	39%	41%	10%
P5.b.2 Countries with quality standards consistent with child-friendly schools/education or similar models developed or revised				
CFS/CFE Standards in relation to Quality standards consistent with child-friendly schools (CFS)/education (CFE) or similar models developed or revised.	8%	49%	40%	4%
Measuring Learning Outcomes in relation to Quality standards consistent with child-friendly schools (CFS)/education (CFE) or similar models developed or revised.	22%	40%	32%	6%
P5.c.1 Countries with well-functioning student learning assessment system, especially for early grades				
Classroom Assessment in relation to Well-functioning student learning assessment system, especially for early grades.	4%	40%	53%	3%
Examinations in relation to Well-functioning student learning assessment system, especially for early grades.	8%	67%	21%	4%
National (or system-level) Large-Scale Assessment in relation to Well-functioning student learning assessment system, especially for early grades.	5%	49%	27%	18%

SMQ responses	Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
P5.c.2 Countries with effective early learning policies and quality early learning programmes				
Early Learning Curriculum and Standards in relation to Effective learning policies and quality early learning programmes.	14%	46%	35%	5%
ECCE Facility in relation to Effective learning policies and quality early learning programmes.	8%	37%	36%	19%
Community Participation in relation to Effective learning policies and quality early learning programmes.	5%	48%	32%	14%
P5.c.3 Countries with an education sector plan/policy that includes risk assessment and risk management				
Risk Assessment in relation to Education sector plan/policy that includes risk assessment and risk management.	9%	34%	35%	22%
Risk Reduction Strategy in relation to Education sector plan/policy that includes risk assessment and risk management.	9%	30%	37%	23%
Human and Financial Resources in relation to Education sector plan/policy that includes risk assessment and risk management.	4%	25%	52%	19%
P5.e.2 Countries with Education Management Information Systems providing disaggregated data that allow identification of barriers and bottlenecks that inhibit realization of the rights of disadvantaged children				
Data quality and timeliness in relation to well-functioning education management information systems.	12%	55%	25%	8%
Comprehensiveness in relation to well-functioning education management information systems.	23%	42%	30%	5%
Disaggregation in relation to well-functioning education management information systems.	5%	56%	33%	6%
P5.e.3 Countries with policies on inclusive education covering children with disabilities				
Law/Policy in relation to Policies on inclusive education covering children with disabilities.	22%	57%	17%	4%
Physical Environment in relation to Policies on inclusive education covering children with disabilities.	1%	26%	48%	25%
Materials and Communication in relation to Policies on inclusive education covering children with disabilities.	1%	32%	54%	13%
Human Resources in relation to Policies on inclusive education covering children with disabilities.	1%	27%	58%	14%
Attitudes in relation to Policies on inclusive education covering children with disabilities.	2%	56%	37%	5%
EMIS in relation to Policies on inclusive education covering children with disabilities.	7%	46%	32%	15%
P5.e.4 Countries with an education sector policy or plan that specify prevention and response mechanisms to address gender-based violence in around schools				

SMQ responses	Championing (Score 4)	Established (Score 3)	Initiating (Score 2)	Weak (Score 1)
Legal/Policy Framework in relation to Education policy or sector plan that specifies prevention and response mechanism to address gender-based violence in and around schools (SRGBV).	9%	38%	42%	11%
Prevention and Response Mechanism in relation to Education policy or sector plan that specifies prevention and response mechanism to address gender-based violence in and around schools (SRGBV).	4%	29%	44%	24%
Awareness, Attitude and Empowerment in relation to Education policy or sector plan that specifies prevention and response mechanism to address gender-based violence in and around schools (SRGBV).	5%	20%	54%	20%
Data Collection, Availability and Use in relation to Education policy or sector plan that specifies prevention and response mechanism to address gender-based violence in and around schools (SRGBV).	0%	19%	60%	21%
P5.e.5 Countries where girls' secondary education, in terms of enrolment, retention, and completion is a recognised, targeted and budgeted education priority.				
Creating Demand in relation to Girls' secondary education, in terms of access, retention, and learning is a recognised, targeted and budgeted priority.	7%	27%	55%	11%
Supportive Learning Environment in relation to Girls' secondary education, in terms of access, retention, and learning is a recognised, targeted and budgeted priority.	9%	38%	40%	12%
Prioritisation and Resource Allocation in relation to Girls' secondary education, in terms of access, retention, and learning is a recognised, targeted and budgeted priority.	6%	33%	37%	23%
P5.e.6 Countries with an education policy/sector plan that includes multilingual education to allow children to learn in their mother tongue during the early grades.				
Policy Environment in relation to Education policy or sector plan that includes multilingual education to allow children to learn in their mother tongue during the early grades.	30%	36%	25%	10%
Alignment in relation to Education policy or sector plan that includes multilingual education to allow children to learn in their mother tongue during the early grades.	13%	39%	31%	17%
Resource Allocation in relation to Education policy or sector plan that includes multilingual education to allow children to learn in their mother tongue during the early grades.	14%	27%	27%	31%
Community Engagement in relation to Education policy or sector plan that includes multilingual education to allow children to learn in their mother tongue during the early grades.	10%	39%	40%	10%

ENDNOTES

1. International Commission on Financing Global Education Opportunity, *The Learning Generation: Investing in education for a changing world*, 2016 <<http://report.educationcommission.org/>>
2. United States Agency for International Development, Global Reading Network. EGRA tracker webpage <<https://globalreadingnetwork.net/resources/egra-tracker>>. All in School. Country Reports webpage <<http://allinschool.org/reports/regional-and-country-reports/>>
3. See, for example, USAID 2008. The Gambia Early Grade Reading Assessment (EGRA), p. 27.
4. Crespo Cuaresma Jesús, Lutz Wolfgang, and Sanderson Warren, "Age Structure, Education and Economic Growth," Interim Report IIR-12-011, International institute for applied systems analysis, Laxenburg, Austria, 2012.
5. These figures only reflect staff dedicated to education. They exclude programme staff working on several sectors (e.g. in small offices).
6. Education Cannot Wait: A fund for education in emergencies, Homepage, 2016 <<http://www.educationcannotwait.org/the-fund>>
7. US\$113.4 million from Dubai Cares, the European Commission, the Governments of Norway, the United Kingdom, the United States of America and the Netherlands.
8. International Commission on Financing Global Education Opportunity, *The Learning Generation: Investing in education for a changing world*, 2016 <<http://report.educationcommission.org/>>; UNICEF, Investment Case for Education and Equity, 2015 <https://www.unicef.org/publications/index_78727.html>
9. For each qualitative indicator, country offices that supported the related area must assess the in-country situation using a 1–4 scale on 2 to 6 indicator subdomains. The average of these scores is then used to determine whether a country satisfies that particular indicator: an average less than 2.5 is considered a 'No', and an average 2.5 or more is a 'Yes'.
10. International Commission on Financing Global Education Opportunity, *The Learning Generation: Investing in education for a changing world*, 2016 <<http://report.educationcommission.org/>>
11. B. Snistveit et al. 2015. Interventions for improving learning outcomes and access to education in low- and middle-income countries: a systematic review. International Initiative for Impact Evaluation, pp. 226-261, 510.
12. For each qualitative indicator, country offices that supported the related area must assess the in-country situation using a 1–4 scale on 2 to 6 indicator subdomains. The average of these scores is then used to determine whether a country satisfies that particular indicator: an average less than 2.5 is considered a 'No', and an average 2.5 or more is a 'Yes'.
13. Broadly, UNDAF – the United Nations Development Assistance Framework – is a programme document between a Government and the United Nations Country Team that describes the collective actions and strategies of the United Nations towards the achievement of national development. In Bangladesh, the UNDAF focuses on support to the worst-performing and most vulnerable geographical areas, including urban slums, and within the most vulnerable segments of the population.
14. For each qualitative indicator, country offices that supported the related area must assess the in-country situation using a 1–4 scale on 2 to 6 indicator subdomains. The average of these scores is then used to determine whether a country satisfies that particular indicator: an average less than 2.5 is considered a 'No', and an average 2.5 or more is a 'Yes'.
15. The Southern and Eastern Africa Consortium for Monitoring Educational Quality, Homepage, 2016 <<http://www.sacmeq.org/>>
16. Southeast Asia Primary Learning Metrics (SEA-PLM). Homepage, 2016 <www.seaplsm.org/seaplsm>.
17. UNICEF, Multiple Indicator Cluster Survey. Homepage, 2016 <<http://mics.unicef.org/>>
18. In 2016, there was an increase on all three subdomains and a slight decrease in the overall indicator. This is possible as a score greater than or equal to 2.5 is used as the cut-off for the percentage of countries achieving the subdomains and the overall indicator. If country X has scores of (4,2,2) in one year only one subdomain is above 2.5 but the overall average is also above 2.5. If the following year the scores change to (3,3,1) there are two subdomains above 2.5 but the overall average is below 2.5 meaning a decrease in the overall indicator but an increase in the subdomains.

- ¹⁹. For each qualitative indicator, country offices that supported the related area must assess the in-country situation using a 1–4 scale on 2 to 6 indicator subdomains. The average of these scores is then used to determine whether a country satisfies that particular indicator: an average less than 2.5 is considered a ‘No’, and an average 2.5 or more is a ‘Yes’.
- ²⁰. Manpower Group, 2015 Talent Shortage Survey, 2015. p. 4 <http://www.manpowergroup.com/wps/wcm/connect/db23c560-08b6-485f-9bf6-f5f38a43c76a/2015_Talent_Shortage_Survey_US-lo_res.pdf?MOD=AJPERES>
- ²¹. UNICEF, Investment Case for Education and Equity, 2015 <https://www.unicef.org/publications/index_78727.html>
- ²². As the global situation evolves, the international community is now acknowledging that in an increasing number of countries, boys are finishing their education at lower rates than girls. There will therefore be a growing need for programmes that focus on addressing the specific barriers to boys’ education in countries where this is an issue.
- ²³. Gakidou, Emmanuel, Cowling Krycia, Lozano Rafael, Murray Christopher J L. 2010. Increased educational attainment and its effect on child mortality in 175 countries between 1970 and 2009: Lancet 2010; 376: 959–74.
- ²⁴. For each qualitative indicator, country offices that supported the related area must assess the in-country situation using a 1–4 scale on 2 to 6 indicator subdomains. The average of these scores is then used to determine whether a country satisfies that particular indicator: an average less than 2.5 is considered a ‘No’, and an average 2.5 or more is a ‘Yes’.
- ²⁵. For each qualitative indicator, country offices that supported the related area must assess the in-country situation using a 1–4 scale on 2 to 6 indicator subdomains. The average of these scores is then used to determine whether a country satisfies that particular indicator: an average less than 2.5 is considered a ‘No’, and an average 2.5 or more is a ‘Yes’.
- ²⁶. United Nations Girls’ Education Initiative. Homepage, 2016 <www.ungei.org/srgbv/index_6299.html>
- ²⁷. In 2016, there was an increase on all six subdomains and a slight decrease in the overall indicator. This is possible as a score greater than or equal to 2.5 is used as the cut-off for the percentage of countries achieving the subdomains and the overall indicator. If country X has scores of (4,2,2,4,2,2) in one year only two subdomain are above 2.5 but the overall average is also above 2.5. If the following year the scores change to (3,3,1,3,3,1) there are four subdomains above 2.5 but the overall average is below 2.5 meaning a decrease in the overall indicator but an increase in the subdomains.
- ²⁸. For each qualitative indicator, country offices that supported the related area must assess the in-country situation using a 1–4 scale on 2 to 6 indicator subdomains. The average of these scores is then used to determine whether a country satisfies that particular indicator: an average less than 2.5 is considered a ‘No’, and an average 2.5 or more is a ‘Yes’.
- ²⁹. Mizunoya et al 2016. Towards Inclusive Education: The Impact of Disability on School Attendance; UNICEF Office of Research - Innocenti.
- ³⁰. World Health Organization, World Report on Disability <http://www.who.int/disabilities/world_report/2011/en/>
- ³¹. Mizunoya, S. et al 2016. Towards Inclusive Education: The Impact of Disability on School Attendance in Developing Countries. UNICEF: Innocenti.
- ³². UNICEF Viet Nam, ‘Inclusive Education Resource Centre Helps Preparing Children with Disabilities to Integrate Regular School’, <<http://unicefvietnam.blogspot.com/2016/12/inclusive-education-resource-centre.html>>
- ³³. UNHCR, *Global Trends: Forced Displacement in 2015*. 2015. <<http://www.unhcr.org/576408cd7>>
- ³⁴. For each qualitative indicator, country offices that supported the related area must assess the in-country situation using a 1–4 scale on 2 to 6 indicator subdomains. The average of these scores is then used to determine whether a country satisfies that particular indicator: an average less than 2.5 is considered a ‘No’, and an average 2.5 or more is a ‘Yes’.
- ³⁵. Melander, E. (Uppsala University). 2005. Gender Equality and Intrastate Armed Conflict. International Studies Quarterly, Vol. 49, No. 4 (Dec., 2005), pp. 695–714.
- ³⁶. FHI 360 Education Policy and Data Center, ‘Does Horizontal Education Inequality Lead to Violent Conflict?: A global analysis’, United Nations Children’s Fund, New York, April 2015, pp. 32–33, 3; and FHI 360 Education and Policy Data Center, ‘Education Inequality and Violent Conflict: Evidence and policy considerations’, Policy Brief, FHI 360, Washington, D.C., June 2016, p. 3.

- ³⁷. In 2016, there was an increase on both subdomains but not the overall indicator. This was because: (i) countries that were already strong in one subdomain, and already had an average of 2.5 or more, strengthened the other subdomain; and (ii) countries strengthened one domain but not enough to raise their average to 2.5 or more.
- ³⁸. For each qualitative indicator, country offices that supported the related area must assess the in-country situation using a 1–4 scale on 2 to 6 indicator subdomains. The average of these scores is then used to determine whether a country satisfies that particular indicator: an average less than 2.5 is considered a ‘No’, and an average 2.5 or more is a ‘Yes’.
- ³⁹. The World Health Organization’s International Classification of Functioning, Disability and Health, more commonly known as the ICF, conceptualizes a person’s level of functioning as a complex interaction between a person’s health conditions and broader contextual factors.
- ⁴⁰. For each qualitative indicator, country offices that supported the related area must assess the in-country situation using a 1–4 scale on 2 to 6 indicator subdomains. The average of these scores is then used to determine whether a country satisfies that particular indicator: an average less than 2.5 is considered a ‘No’, and an average 2.5 or more is a ‘Yes’.
- ⁴¹. Collaboration is only through financial support.
- ⁴². Care was taken to ensure no structure was double-counted if it received more than one type of training. For example, if 200 school management committees (SMCs) were trained on school planning and the same SMCs were trained on inclusive education, the total number of school structures reached would be 200, while if different SMCs were reached by the two interventions the total number would be 400.
- ⁴³. For each qualitative indicator, country offices that supported the related area must assess the in-country situation using a 1–4 scale on 2 to 6 indicator subdomains. The average of these scores is then used to determine whether a country satisfies that particular indicator: an average less than 2.5 is considered a ‘No’, and an average 2.5 or more is a ‘Yes’.
- ⁴⁴. International Commission on Financing Global Education Opportunity, *The Learning Generation: Investing in education for a changing world*, 2016 <<http://report.educationcommission.org/>>
- ⁴⁵. Gakidou, Emmanuela, Cowling Krycia, Lozano Rafael, Murray Christopher J L. 2010. Increased educational attainment and its effect on child mortality in 175 countries between 1970 and 2009: Lancet 2010; 376: 959–74.
- ⁴⁶. For more details on regular resources revenue, please refer to the 2016 Regular Resources Report. https://www.unicef.org/publications/index_91468.html

PHOTO CAPTIONS

- P. 16 In the city of Yerevan, Armenia, a young girl holds numbers in class during a session in an inclusive preschool supported by the Government as a part of a low-cost, community-based alternative preschool model.
- P. 21 Twins Housseny (right) and Hassana, 4, play on a seesaw with Kadidia at the early childhood development centre in Siby-Siby, central Mali, Tuesday 24 January 2017. With the help of Kadidia and other volunteer educators at the centre, children learn the alphabet, basic numeracy, and the names of different animals and plants. But they also spend time having fun, like all children should. The UNICEF-supported structure has been operating since 2015.
- P. 22 A child sits with her notebook in a classroom of a primary school in Zievasso, near Odienné, Côte d'Ivoire, 19 February 2016.
- P. 26 During a visit to Lebanon in June 2016, UNICEF Goodwill Ambassador Ricky Martin witnessed how UNICEF is working to provide protective environments for children and adolescents where they can play and receive the support they need to get back into formal education. He is shown here painting with a group of young Syrian refugees inside a school at the Saadnayel Informal Settlement in Bekaa Valley. Martin has called for increased focus on safeguarding the futures of millions of children affected by the Syria conflict, whose lives have been shaped by displacement, violence and a persistent lack of opportunities.
- P. 30 Children sit in a classroom at a community-based early childhood development centre in Kimbirila-Sud, near Odienné, Côte d'Ivoire, 18 February 2016.
- P. 32 On 14 November 2016, a teenager who was abducted by Boko Haram provides peer-to-peer education to a group of former abductee children in an undisclosed location (for their own protection) in northeast Nigeria. A total of 14.8 million people are affected by the crisis in the four northeast Nigerian states of Adamawa, Borno, Gombe and Yobe. With support from UNICEF, the Government of Nigeria and other partners, more than 168,000 children have benefited from psychosocial support, including vulnerable, unaccompanied and separated children and children associated with armed forces/groups.
- P. 34 Ten-year old Nambozo Zulfa at Kitgum central mosque in Kitgum town, northern Uganda, after Friday prayers.
- P. 36 On 15 November 2016, Ayat, age 5, who is from Mosul, at a UNICEF-supported Temporary Learning Space in Hassan Sham Displacement Camp, Nineva Governorate, Iraq. She is one of more than 1,000 girls and boys registered to take part in education and recreational activities in that space
- P. 50 On 10 August 2016 in the Syrian Arab Republic, a displaced child from al-Hamadaniyah neighbourhood in the western part of Aleppo, stays at a school turned into a shelter.
- P. 53 On 28 November 2016, Hamed, age 13, writes on a blackboard at a school in Fallujah, Iraq. Hamed lost his leg in a mortar attack in August of 2015. His father and cousin died in that attack. He returned to Fallujah in September of 2016 and is back at school. "My favourite subject is math, but I want to be a teacher, an art teacher," he said.
- P. 57 On 7 November 2016, children attend a class at a primary school in Muna Garage Internally Displaced Persons camp in Maiduguri, Borno State, Nigeria. There are nearly 2,000 enrolled at the camp, which is supported by UNICEF in partnership with the Government. With the assistance of UNICEF and partners, more than 88,000 children have access to safe learning spaces in northeast Nigeria and almost 155,000 children have been reached with learning materials.
- P. 59 On 16 August 2016 in Belize, Marshall Mejia reads a bedtime story to his son, four-year-old Orin. Mejia is a preschool teacher and understands the importance of exposing children to learning materials and a stimulating environment from a young age. "We must prepare children for school long before they arrive in the classroom, only then are they able to benefit fully from the teachings," he says.
- p. 64 In July 2016, in the capital city of Yerevan, Armenia, Danila (Danny), age 5, attends a public preschool. Danila loves insects and enjoys drawing.
- P. 69 A student writes 'sweet potato' in French on a blackboard in a classroom at a community-based early childhood development centre in Kimbirila-Sud, near Odienné, Côte d'Ivoire, 18 February 2016.
- P. 71 On 13 February 2017, Diana, 14, a ninth-grade student, answers the teacher's question during a class in Toretsk School No. 20 in Donetsk Region, Ukraine. Since the beginning of the conflict in 2014, Diana and her sister, Sasha, have been living with their grandmother in a house some 15 kilometres from the contact line in Toretsk, while their parents live in Donetsk city where they work.



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