

Annex

Good Practices for Effective and Sustainable Interventions

I. Improving the Quality of Education

1. The definition and scope

- Establishment of National Accreditation Board (Badan Akreditasi Nasional/BAN) (Indonesia, assisted by JICA)

It ranges from elementary to higher education and non-formal education. The objective is to identify the difference in quality of delivering education services between various education institutions. Based on the collected data, a further programme of actions can be taken and implemented.

- Education Policy and Strategy Simulation (EPSSim) model (UNDP, Gambia, Moldova, Mongolia, Mozambique, Algeria, Nigeria and others)

EPSSim aims to support national education administration and specialists in the formulation of credible education development plans in light of EFA goals and MDGs. EPSSIM V.2.8 was released by UNESCO in 2008 in collaboration with UNDP and UNICEF, as a UN wide tool to support national education planning processes.

- General Education Quality Analysis/Diagnosis & Monitoring Framework (UNESCO)

It aims to strengthen capacity to analyze/diagnose and monitor the quality of general education systems. Within this framework, Educational Quality is conceptualized as effective for purpose, development relevant or responsive, equitable, resource efficient, and denoting substantive access. The framework emphasizes a range of non-cognitive education outcomes.

- Literacy Boost (Save the Children, Asia, Africa and Latin America)

Literacy Boost program is to improve young readers literacy through a learners-center approach. It is founded on the idea that reading is a key to unlocking further education and career potential. This program starts implementing assessment on children's literacy, followed by training teachers and community involvement. Learning materials are made locally, books are loaned out and fun activities such as reading camps and reading busies are provided to children. It is already underway in more than 10 countries in Asia, Africa and Latin America.

2. Teacher training

- Strengthening the ability of teachers to conduct student-centered lessons (Bangladesh, assisted by JICA)

The Teaching Packages (TPs) in Mathematics and Science which is the training tools for teachers to learn how to develop children's ability to think critically by themselves, were developed jointly with Bangladesh experts and JICA. TPs have approved and distributed to all primary schools (60,000 schools) and all primary teacher training institutes under Primary Education Development Program II (PEDP II). The government of Bangladesh has started working to reflect key concepts and methodologies of TPs to the new primary teacher education program.

- Lesson study (Indonesia, assisted by JICA)

As part of PELITA programme, which is assisted by JICA, it is a method of case analysis on the practice of lessons, aiming to aid the professional development of teachers and let them learn from each other based on real practices in classroom. It is implemented firstly by one or a group of teachers design a lesson (Planning Phase), secondly one teacher conduct the planned lesson (Doing Phase), and thirdly the teacher's colleagues observed the lesson and the develop a better designed lesson.

The approach is easily implemented at a classroom and school level as well as less expensive and sustainable as it does not need massive staff or materials. It offers a platform for teachers to learn among themselves and contributes to the overall equalization of capacities among teachers. In addition, through this practice, teachers will also get accustomed to keep making effort to continuously improve the quality of their lessons. Furthermore, it is expected that by creating a habit of teachers to learn from each other, students and pupils will also foster similar habit.

- Strengthening the ability of teachers to conduct student-centered lessons (Kenya and other African countries, assisted by JICA)

SMASSE (Strengthening Mathematics and Science in Secondary Education), the project for training secondary school teachers, promotes student-centered teaching and learning in the classroom by providing quality in-service training. Based on its experiences, Kenya has extended this framework to a regional cooperation network called SMASE-WECSA, and trained around 1,350 teachers from 30 countries and provided technical assistance to 16 countries to date.

- Teacher training (SMASTE) (Zambia, assisted by JICA)

In order to improve teacher competences, the Ministry of Education of Zambia is implementing School Based Continuing Professional Development through the Lesson Study Approach. In 2005 the MoE in partnership with JICA began implementing the Strengthening Mathematics, Science and Technology Education (SMASTE) project. Evaluation of the various phases has indicated that the project has been a success and there has been significant improvement in pupil performance.

- Teacher training on their pedagogical capacity to transmit creative and critical thinking in youth (UNESCO's participation programme , Colombia)

The project resulted in (a preparation of) a guide and four manuals to assist teachers in helping students formulate questions, identify problems and solutions for resolving them, develop critical thinking skills and encourage investigative and logical inquiry. It also reinforced a network of partners (both public and private) to implement the project. The project coordinator provided UNESCO with an evaluation and financial report as well as a copy of the toolkit and manuals produced using UNESCO's participation programme funds.

- Training of Trainers on Evaluation Using the Competency Based Approach (UNESCO, Mali)

The project aims to provide training to trainers on the evaluation process, including the development of tests to assess learners' achievement. The course required trainers to design, administer and correct these tests and interpret their results. (A total of 72 technical and vocational education teachers were trained. The trainers came from five different Malian institutions.) Trained teachers were encouraged to share their learning to other teachers for a multiplier effect.

3. School autonomy and community participation

- Participatory School-based Management (Pengembangan Sekolah Berbasis Masyarakat/ PSBM) (Indonesia, assisted by JICA)

As part of PELITA programme, it aims to empower education stakeholders at all level from school and local community to administration. It comprised to three key principles: (i) Adapting needs-based bottom up school planning with school committee and community, (ii) Ensuring accountability and transparency regarding school activities and financial management, and (iii) Enhancing collaboration between school committee and community in school activities and development.

- Promoting participatory school management - School for All (Niger, Senegal, Mali, and Burkina Faso, assisted by JICA)

This project aims at improving school management with active participation of parents, teachers, local community, and the government. Under this project, the local community provided not only financial contributions but also those in-kind for improving learning environment. Strengthened school-community partnership also helped raise parents' awareness, leading to the improved educational environment at home. From 2004 to 2009 in Niger, the primary completion rate increased to almost 50%, and final examination pass rates and enrollment rates for girls also greatly improved over the last few years. Following the success in Niger, the project was extended to Senegal, Mali and Burkina Faso.

- Improvement of learning environment (Zambia, supported by the Netherlands and 10 other donors)

In Zambia, massive school infrastructure is being constructed throughout the country. Proper management of schools has been introduced and systematic organizational structures have been put in place to ensure quality assurance. Use of ICT is being highly promoted in all institutions of learning. The MoE has also formulated a National Implementation Framework (NIF) covering all sub-sectors in the education system: early childhood, basic schools, high schools, teacher training colleges, universities and adult literacy. The NIF programmes, supported by the Netherlands and 10 other donor countries, are directed towards achieving EFA goals.

- Effective school expansion and quality improvement through nation-wide mobilization (FTI, Rwanda)

Faced with the enormous task of moving rapidly from 6 to 9 years of basic education for all, Rwanda has mobilized communities, the military, the police, prisoners and local administrations to build schools more efficiently and at reduced cost. In only four months in 2009, 3,172 classrooms were built; in 2010, another 3000. At the same time, the Ministry of Education implemented initiatives to improve quality by involving and empowering communities. For example, the decentralized procurement of textbooks improved accuracy and proper distribution. All these actions were based on national education plans developed through sector-wide consultations with local administrations, parent-teacher associations, NGOs and development partners.

- Asia-Pacific Programme of Education for All (APPEAL) Community Learning Centre (CLC) project (UNESCO)

The project was started in 1998 to develop effective community-based non-formal education (NFE) delivery mechanisms. The project is to institutionalize CLCs as a key to Education for All programme strategy within the national education plans of various countries.

CLCs were created to generate grassroots-based interest and participation in literacy and continuing

education, especially for the disadvantaged and poor. The main functions of CLCs are to provide: education and training, community information and resource services, community development activities, and co-ordination and networking.

- Quality Primary Education through Community Empowerment (Save the Children India, Nepal)

The program aims to improve quality of education through awareness-raising as to school governance among community members. The program also incorporates teacher training focusing on child-centered pedagogy, leading higher retention rates of pupils at the primary level.

- School Management Committee (SMCs)(Save the Children India)

Save the Children India works very closely with local communities to establish strong bonds between schools and local citizens. Now, after the enactment of Right to Education Act 2009, it is mandatory for all government primary/elementary schools to form School Management Committee (SMCs) in which 3/4 members will be parents/guardians of children enrolled in school. The SMC prepares a School Development Plan, has responsibility to monitor the progress of the school and can decide upon an appropriate academic calendar. SC India has developed a training module for SMC members and has conducted trainings for SMC members.

- Participatory School Management Training and Classroom Construction (CanDo (Community Action Development Organization), Kenya)

Through this project, parents are able to acquire: school management skills such as planning, consensus building, problem solving through discussion, store-keeping and stock-taking for materials, environmental conservation in school, improving health for their children; construction skills such as making quality construction materials (bricks, stone and sand), skills for self-fundraising; management for construction schedule; and supervision for skilled labors (mason, carpenter) in the construction works.

4. Linkages with other sector

- School operational budget (Bantuan Operasional Sekolah/BOS) (Indonesia)

This programme does not solely affects education under Ministry of National Education but also Islamic based schools under Ministry of Religious Affairs. BOS programme covers 9 years compulsory Islamic based basic education: elementary school (madrasah ibtida'iyah) and junior secondary school (madrasah tsanawiyah).

- WASH in Schools initiative (UNICEF, Bangladesh, Brazil, Ethiopia, Equatorial Guinea, Ghana, Liberia, Pakistan, Papua New Guinea, Sri Lanka, Uganda and United Republic of Tanzania).

The WASH in Schools initiative is a growing component of the UNICEF-supported child friendly schooling (CFSing) and quality education programme, with activities supported in 94 countries in 2010. There was a five percent increase in the percentage of primary schools providing safe water and sanitation facilities since 2009, bringing it to 70 per cent of primary schools in reporting countries. UNICEF upstream engagement in WASH in Schools led to new national policies in a number of countries including Brazil, Ghana and United Republic of Tanzania, new national standards for child-friendly facilities (Bangladesh, Ethiopia), the mainstreaming and expansion of hygiene education within teacher training programmes (Equatorial Guinea, Liberia, Papua New Guinea), and improved community-based school management systems (Pakistan, Uganda).

- Healing and Education through Art (HEART) program (Save the Children India, Mozambique, Haiti,

Malawi and Nepal)

Heart uses the arts to promote children's development and well-being by providing them with a creative means of expression. The program is targeted to children living in countries and communities affected by conflict, violence, HIV/AIDS, disaster, and extreme poverty. The principle of using art as education and therapy is based on the idea that many young children living in challenging environments cannot articulate what they have experienced or are feeling and so their emotional needs are often underestimated or ignored.

5. Others

- Safe school environment (UNICEF, Myanmar)

Cyclone Nargis struck Myanmar in 2008, destroying hundreds of schools. In partnership with the government of Myanmar, UNICEF took on the project of re-building primary schools in some of the most affected districts so that they could withstand future storm surges and earthquakes. The schools were built sustainably with local materials. In addition to providing the children with a safe and protective school environment, the new schools took on other aspects promoted by the Child Friendly Schooling approach, including local participation in the construction process and the use of the school by the community in times of emergency. Most of these new schools have increased children's registration and attendance. Some have doubled their student populations and are also attended by children from other villages.

- Schools as Zones of Peace (UNICEF, Save the Children India, Nepal and Sri Lanka)

To ensure that children do not miss school as a result of conflict, school closure or intimidation, UNICEF supports Schools as Zones of Peace (SZOP) in partnership with the Government of Nepal, Save the Children India and other education stakeholders. SZOP emerged during Nepal's civil war as a response to the conflict's effect on schools. SZOP aims to strengthen the resilience of schools and communities and calls for commitments from political leaders and opposition groups to protect the right to education. SZOP is one approach that partners are using to protect the right of children to access school in conflict- and crisis-affected areas and to ensure education is not hampered by violence. The aim is to improve the quality of the education response in emergencies and transitions and to use the education system to foster a culture of peace and human rights. Interventions have included classroom building and refurbishment, teacher training, advocacy work to reduce the use of physical and humiliating punishment in schools and school management committee's capacity building.

- Improving Quality of Education through Libraries (SVA(Shanti Volunteer Association), JICA)

The SVA, together with JICA and the province's education office, launched a project to support library activities in all 85 core schools in Banteay Meanchey province. Main activities include training workshops for librarian teachers, training manual development, distribution of books and learning materials, and capacity building of trainers from education offices. As a result, 95 percent of primary schools in the province have begun to offer library services, and children's literacy and skills have been improved. In addition, opening libraries in communities leads to increasing their awareness on education. The project has been expanded under the third phase (2010-) as a model project of innovative NGO.

II. Ensuring Equity

1. The identification and monitoring

- Policy development collaboration: study of out of school children (Indonesia)

A Policy development collaboration of non-formal and informal education with higher education institutions which have major/course of study in Out of School Education. The results of the studies will be utilized for the future policy making of Directorate General of Early Childhood, non-formal and informal education.

- Data collection and monitoring by UIS, Montreal (UNESCO)
- Out-of-School Children Initiative (OOSCI) initiative (UNICEF and UNESCO UIS)

The Initiative aims at working with 25 countries (Bangladesh, Bolivia, Brazil, Cambodia, Colombia, Democratic Republic of the Congo, Ethiopia, Ghana, India, Indonesia, Kyrgyzstan, Liberia, Mexico, Morocco, Mozambique, Nigeria, Pakistan, Philippines, Romania, Sri Lanka, North and South Sudan, Tajikistan, Timor-Leste, Turkey, and Zambia) to improve statistical information and analysis on OOSC, to scrutinize factors of exclusion from schooling, and to develop effective policies related to enhanced participation. The overall goal is to foster a more systematic approach to address the problem of out-of-school children and guide concrete education sector reforms in this regard, within the participating countries and through a roll-out to others in 2012. Activities include 25 national studies and national capacity strengthening related to the collection and management of education statistics and to policy analysis and strategy development. The country studies will feed into 7 regional overviews, a global study, and a guidance document for roll-out in other countries.

The OOSCI introduced an innovative framework for analyzing the problem of OOSC through “Five Dimensions of Exclusion” that capture excluded children from pre-primary to lower secondary school age and across a wide range and multiple layers of disparities. The framework is equity-based in several aspects: it adopts a life-cycle approach and asserts the intrinsic link between pre-primary, primary and lower secondary education; it looks at the wide variety of experiences that OOSC have with the school system, including with non-formal education; it looks at the multiple and entrenched layers of disparities that OOSC face and experience; and it looks at processes that generate OOSC, including drop-out risks, highlighting thus the needs of children who may become the “OOSC of tomorrow”.

- Data collection and monitoring tool (Save the Children India)

In India, government uses a system of capturing the relevant data collected at different levels. Data collection and monitoring tools include the Village Education Register, School Report Card and District Information System of education (DISE).

2. Supplement for free primary education policy

- School operational budget (Bantuan Operasional Sekolah/BOS) (Indonesia)

This is a government programme which gives basic education units (primary and junior secondary schools), either public or private, operational budget for non-personnel expenditure. The aim the BOS programme is to ease parents' burden enabling more students to study at schools.

- Overcoming education challenges for marginalized and poor children (FTI , Cambodia)

The FTI-supported program aims to attract children to attend schools at the appropriate age and to

complete 9 years of basic education, and at the same time recruit and retain teachers to improve the quality of education and reduce dropout rates. The program finances school construction in the poorest areas, scholarships to disadvantaged children, and capacity building for communities and school districts. With the support from FTI partners, 27,502 students in the last grades of basic education received scholarships to complete all nine years of basic education, and the primary education dropout rate was reduced from 10.8 to 8.8 percent between 2006 and 2009. 6,343 primary school teachers were trained as basic education teachers to be able to teach up to grade 9. 234 school buildings for lower secondary schools and 13 primary school buildings were built or renovated, while 908 school directors were trained in effective school management.

- School Fee Abolition Initiative (SFAI) and household cost-barrier to education (UNICEF and World Bank)

SFAI was launched jointly by UNICEF and the World Bank in 2005 (and later joined by other partners like UNESCO IIEP) with the objectives of developing an evidence base on lessons learned and for operational strategies to address household cost-barriers to education; providing technical support to countries to integrate effective strategies into education sector plans; and enhancing the global and national policy dialogue on the issue.

SFAI has succeeded in initiating and supporting sound school fee abolition efforts in more than 30 countries and in integrating such efforts in country education sector planning and reform processes (including FTI processes). Several initiatives for South-South exchanges on school fee abolition were facilitated. The knowledge base has been enhanced through several publications as well as an Operational Guidance that is now used within the framework of country planning and reform processes (see the following link: http://www.unicef.org/publications/index_49923.html). UNICEF is presently consolidating the work on SFAI by: extending the analysis and support to countries to include other more specific dimensions of implementation, for example related to the proliferation of the private provision of education and to school grants (as an effective implementation mechanism and strategy for equitable resource allocation); and developing a baseline (through a yearly questionnaire to countries) to monitor the status of school fees and school fee abolition policies and to organize more systematic support to countries and ensure evidence-based advocacy and dialogue.

- Addressing demand-side barriers to schooling (UNICEF, multiple locations)

With the support of UNICEF and partners, a lot of countries continue the trend towards school fee abolition and equity-focused social protection measures, such as cash transfers, scholarships, and school-feeding programmes. In 2010, for example:

- The Democratic Republic of the Congo - Progress was made in the country, where free primary education for grades 1–3 was announced by the President in August 2010. In addition, UNICEF and partners jointly supported the Ministry of Education in the elaboration of a framework for strengthening the equity focus in education and accelerating progress towards the EFA/MDG goals.

- Nigeria - With UNICEF's assistance, Nigeria introduced a conditional cash transfer (CCT) programme in two states. The initiative demonstrated the role of CCTs in increasing access to education for children in the lowest wealth quintile. On-going monitoring showed that participating households were committed to keeping their children in school until the completion of their Junior Secondary School. Nigeria's UNICEF-supported Female Teacher Scholarship Scheme increased the number of young women receiving teacher training from 770 in

2009 to 1,176 in 2010.

- The Philippines - UNICEF supported the government's 4 P CCT programme (Pantawid Pamilyang Pilipino Program), which targeted 172,488 households. The programme provides education grants to households with children aged 6–14 years old on the condition that the children are enrolled in primary or secondary school and maintain a monthly 85 per cent attendance rate. UNICEF's support to the CCT initiative included the development of a framework for prioritizing, gathering and analyzing supply-side information on health and education (infrastructure, materials, human resources, etc.). A participatory assessment of demand-side barriers, held with the program's beneficiaries, was also carried out.

- Uganda - UNICEF strengthened school feeding, another social protection measure designed to promote access to quality education. UNICEF's work with the Government of Uganda resulted in the provision of nutritious meals for 122,105 children attending kindergartens, due to the nation-wide release of a Government-approved standard menu and manual on the preparation of quality and nutritious meals for kindergarten children. A joint study by UNICEF and the World Food Programme (WFP) provided the evidence base for the Government of Uganda's decision to include a health education and school feeding component in the national learning program.

- Northern Sudan - The Food for Education packages delivered by UNICEF and WFP directly benefited 568,100 children living in conflict and hard-to-reach locations.

- Mongolia - UNICEF supported the drafting of the national school lunch program, which aims to establish protocols and standards for foods supplied to schools.

- Ensuring the right to basic education for street children (UNESCO, Burundi)

This programme aims to provide access to basic education for children living and working on the street. It has enabled, until today, more than 2,000 such children to attend primary schools, some of them have even reached secondary-level education. The programme stresses long-term pedagogical support as well as assistance for families and host centres through regular visits to underscore the necessity of education and elaborate, with the families, income-generating activities.

- Improving schools to reduce dropout: the Rural Education Project (UNESCO, Colombia)

From 1999 to 2007, the share of students reaching the last grade of primary education in Colombia increased by twenty-one percentage points. Part of the improvement may be attributed to the Proyecto de Educacion Rural (Rural Education Project), which started 2002 and by 2006 covered more than 435,000 students in about 6,500 rural schools. Working through municipal authorities, the programme assessed the needs of each school. Teachers were given specialized training in one of nine flexible educational models targeting disadvantaged students.

- Training of teachers and parents in basic nutrition and meal preparation (WFP, Honduras, Bangladesh and Ethiopia)

In Honduras, in 2010 3,297 teachers were trained on Health, Nutrition & Hygiene Education. Another example is Bangladesh, where school feeding included the "Essential Learning Package" (which includes HIV/AIDS awareness sessions) for parents, community members and teachers. In Ethiopia, 240 teachers and 27 supervisors were trained in systematic de-worming and drug distribution.

- Meal for the marginalized (WFP, Nepal, Laos)

In Nepal, a society stratified under the cast system, WFP and the local government are promoting equity by providing meals to the children from the marginalized groups (the "Dalit") under the condition that they attend school. By doing this, the impact of strong social inequalities on food security is mitigated. In Laos, WFP supported the Government's efforts to reduce vulnerability among the most food-insecure, both through relief and recovery activities. The relief component provided food and nutrition support to food-insecure people living in areas identified with high prevalence HIV/AIDS, food insecurity and malnutrition. The project also retains OVCs (orphans and vulnerable children) in school through the provision of food ration.

3. Gender equity

- Gender Responsive Family Education (Pendidikan Keluarga Berwawasan Gender/ PKBG)(Indonesia)

Gender issue has been integrated in the Education Strategic Plan 2010-2014 and through this programme the government aims not only giving understanding to "basic" gender mainstreaming topics such as democracy, human rights, and pluralism but also equips mothers/wives, as the target of this programme, with motivation and entrepreneurship skill and knowledge how to maintain a healthy and happy family.

- Promoting girls' education through partnership between school and community (JICA, assisted by Yemen)

Japan developed in Yemen a model to improve girls' education through the proactive engagement of both schools and communities. Under this model, the local administrative capacities were improved, enabling them to facilitate community participation, in particular mothers, in education and to improve school management. As a result, the number of girls attending school at the targeted schools increased by 1.5 times. Over 96 % of school principals acknowledged that boys and girls have equal right to education, which was initially only 9.4%.

- Increasing girls' access and completion (FTI, Ethiopia)

In a culture where girls face a number of problems such as early marriage, abduction and violence, 45 percent of girls aged 6-11 in Ethiopia were not attending school in 2004. In the four years after Ethiopia joined the FTI partnership, girls' net enrollment in primary school increased 39 percent, reaching 75 percent in 2008. Although completion rates are still too low, they increased from 24 percent in 2004 to 43 percent in 2008.

This remarkable progress was grounded in the country's commitment to take affirmative action for gender equity in education. Interventions to bring girls to school included: publicity campaigns creating awareness at the regional level; encouraging parents and government to monitor schools to prevent violence against girls; providing sufficient toilets for girls and establishing girls' clubs in schools; targeted recruiting of women as teachers and administrators; establishing a special day to celebrate girls; strengthening monitoring and making the school system accountable for actions detrimental to the access and school survival of girls.

- The Capacity Building Program in Bangladesh (UNDP, Bangladesh)

This program aims to strengthen the capacity of government agencies and NGOs to plan, monitor and evaluate education policies in order to tackle the issue of illiteracy among girls and women. UN partners involved on the ground are UNDP, UNICEF, UNESCO, ILO. As a result, human resource capacity of the Bureau in non-formal education and NGOs were strengthened in literacy planning and outreach. This was also conducted in conjunctions with capacity development in HIV/AIDS prevention education. The program reached out to 5,709 rural women and girls, 240 policymakers and 600 volunteers.

- Addressing gender inequality in textbooks (UNESCO)

UNESCO supports Ministries of Education and curriculum developers to analyze how gender inequality is embedded in the curriculum. Several countries in Africa, Asia and in the Arab region have used the UNESCO methodological guide on gender roles in primary textbooks to revise their textbooks or to use existing textbooks critically.

- Promoting adolescent girls and women literacy through the “Mobile-based Post Literacy Programme” (UNESCO)

50 centres were established wherein 1,250 illiterate adolescent girls and adult females acquired literacy skills and received functional literacy information or continuing education through SMS by using mobile handsets.

- Empowerment through the school system –Developments in Literacy (UNESCO, Pakistan)

Development in Literacy (DIL) runs 147 schools in nine districts across all four provinces on Pakistan. Its goal is to provide quality education to disadvantaged children, especially girls by establishing and operating schools in the underdeveloped regions of Pakistan, with a strong focus on gender equality and community participation. Working through local non-governmental groups it delivers education to more than 16,000 students, 60 % to 70 % of them girls.

- Institutionalization of reforms for girls’ education through partnerships (United Nations Girls Education Initiative –UNGEI, Uganda)

With support from UNICEF, the United Nations Girls Education Initiative (UNGEI) and the Girls’ Education Movement (GEM) contributed to the institutionalization of reforms for girls’ education in Uganda. GEM clubs have been established in schools across the country, resulting in improvements to the school environment and strengthening peer guidance, counseling and mentoring. These improvements fuelled increases in girls’ enrolment and contributed to a noticeable reduction in dropout rates among school girls. To ensure the sustainability of these positive improvements, UNGEI encourages ownership and alignment among partners, from policymakers through to communities.

- School feeding in Afghanistan (WFP, Afghanistan)

The school feeding programme in Afghanistan addresses short-term hunger and provides incentives for increasing enrolment and attendance, with a special focus on girls and teachers (particularly women), and for equipping targeted participants with literacy and life skills. In 2009, WFP in Afghanistan reached 1.4 million beneficiaries with education-related interventions aimed at strengthening both formal and informal education. High energy biscuits and school meals were provided to improve school enrolment and attendance in primary schools and for literacy and vocational training for young adults. An additional allocation of 3.7 liters of vegetable oil to girls on a monthly basis, conditional upon minimum attendance of 22 days per month helped increase girls’ enrolment and attendance rates.

- Home-Grown School Feeding initiative (WFP, Kenya)

Strong links with agriculture and health sector in Kenya which helped the local Government to launch this initiative which targets 500,000 children previously assisted directly by WFP, clearly demonstrating its commitment to school feeding. The initiative involves cash-transfers to schools for local purchase of food and represents the continuation of a long-term handover strategy to the government.

4. Inclusive education

- Textbook Operational Programme (BOS Buku) (Indonesia)

It is an intervention to ease poor parents' burden on buying textbooks for their children. Although not all textbooks are covered, the effect is really felt by the parents. Thus the programme promotes education for the formerly unschooled children.

- Strengthening teacher education for promoting inclusion in education (Afghanistan, assisted by JICA)

Ministry of Education of Afghanistan initiated a programme that ensures children with disabilities to be included in its National Education Strategic Plan, and promotes their integration into regular schools. To build capacity for regular schools to accept children with disabilities, the new curriculum with a subject of special education was introduced at the Teacher Training College (TTC). JICA provided support in curriculum development, teaching materials development and the training of 164 lecturers in total in TTCs.

- Principles of Inclusive education (UNICEF)

UNICEF's commitment to support ministries of education in the development of policies and plans related to inclusive education is a key equity strategy in a number of countries. In Cambodia, UNICEF leveraged its key role as co-chair of the Education Sector Working Group to support the completion of a new Education Sector Plan 2009 – 2013 which incorporates six new indicators focusing on equity and gives priority to the improvement of primary completion rates and to the reduction of repetition rates. In high vulnerability zones in Costa Rica, teachers participating in Child Friendly School received tools to undertake enforcement of classroom rights and progressively convert schools into quality spaces. Disabilities programming included; studies (Armenia, Iraq, Kazakhstan, Morocco, Oman, Tunisia), teacher training and awareness creation (Cambodia, Cape Verde, Jordan), the development of diagnostic tests for identifying children with special needs in school (Mongolia, Oman), Ministry of Education advocacy and support (Egypt), partnerships (Jamaica), and pilot interventions (Argentina, Egypt, Iraq). For example, UNICEF drafted a Child Friendly School module on disabilities to support countries' work in capacity strengthening.

- In Egypt 334 children experiencing learning difficulties, mental and physical disabilities benefited from the pilot for inclusion of children with special needs in 20 primary schools in two governorates.

- Ten countries in the Central and Eastern Europe and the Commonwealth of Independent States region have now adopted laws or developed policies in support of inclusive education for children with disabilities.

- UNICEF Montenegro supported a broad coalition of partners to launch a successful public awareness campaign 'It's About Ability' aimed at changing social norms and behaviours towards children with disabilities.

- In Zimbabwe, cost savings in primary school textbooks procurement were redirected toward the inclusion of Braille texts for visually impaired children.

- Teacher education working sessions: Inclusive Education and Special Education (UNESCO, Cape Verde)

There were four teacher education working sessions devoted to Inclusive Education and Special Education. 81 participants comprising officials from the Ministry of Education and Higher Education, school directors, teachers and specialists in pedagogy were involved in the brainstorming sessions. A teacher's manual, prepared by UNESCO, was used and distributed to 136 educators. The sessions sensitized participants to the importance of Special Education and the growing need of children for this type of inclusive education.

- Inclusive Education: Association of Education and Training Service for Disabilities (AETSD) (UNESCO, Ethiopia)

In Ethiopia, people who experience poor living conditions especially those with disabilities are not yet benefitting from the development plan. The objectives of AETSD are: to expand the Braille and sign language skills of children with disabilities; to increase the income of families with visually impaired and physically disabled family members; to maximize the culture and use of Braille and sign language in Teacher Education; to arrange different opportunities for disabled children to obtain special educational materials and to establish a Braille production and computer technology resource center; to create awareness on ways to prevent harmful practices like genital mutilation and maltreatment of disabled children in society.

- Early Intervention for children with disabilities (UNESCO, Jamaica)

An Early Intervention Project for children with disabilities that is home-based was developed in Jamaica. This project relies on parents to provide services to the children after initial training. The cost is US\$ 300 per year per child, considerably less than the cost of special education in Jamaica.

- Including children with pervasive developmental disorders (UNESCO, Spain)

This programme allows students with pervasive developmental disorders (PDD) to benefit from schooling in a mainstream school and, at the same time, from the intensive and specific educational activities they need to make the best possible progress. The school caters for students who have qualitative difficulties with communication and social interaction as well as restricted and stereotyped activities and patterns of interests. The main specific needs for educational support are:- An adapted curriculum – mainly with regard to social, communication and language areas – is required as well as an individualised programme.- Intensive and specific support for long periods of time during the school day.

- School readiness approaches (UNICEF, Bangladesh, the Democratic Republic of the Congo and Ethiopia)

UNICEF's Getting Ready for School programme reported strong results in 2010. For example, the Democratic Republic of the Congo successfully enrolled 2,800 children in primary school through the Child-to-Child pilot project, which was implemented by 700 primary school-age facilitators (53 per cent of whom were girls) in 35 pilot schools in the Equateur province. The Child-to-Child Approach views children as agents of change, involving them in efforts to encourage younger siblings and playmates to attend and prepare for school. This innovative initiative fills a much needed gap in services and reinforces national policies on school readiness. An evaluation found that the Child-to-Child Approach significantly impacted the timely enrolment of children and improved school preparedness. After an initial year of piloting the Child-to-Child Approach, Ethiopia extended the reach of school readiness policies to new regions and schools. Bangladesh is now integrating the approach as a supplementary strategy for increasing opportunities for school readiness among the most disadvantaged groups, specifically children living on the streets.

- AIDS Education Training for Primary School Teachers (CanDo (Community Action Development Organization), Kenya)

Through this project, teachers are able to acquire: knowledge on scientific aspect and real social impact on AIDS; practical skills to teach AIDS in science; critical views to analyze shortcomings in textbooks such as unintentional messages which negatively affect to infected and affected learners in a classroom; creative thinking to mitigate the negative impact of the textbooks by the class teachers; knowledge on adolescent

aspects and risks of early sexual intercourse, pregnancy, and abortion; and skills on counseling in connection with Life Skills Education.

- Accelerated learning programs (ALPs) (Save the Children India)

ALP is flexible, age-appropriate courses that help out-of-school children aged 10-18 catch up with their primary education and get back into mainstream or alternative modes of learning. ALP cover the same education ground as the standard-age learners, but at a faster and more intensive pace.

- Early Childhood Care and Development (ECCD) (Save the Children, Vietnam, funded by JSDF)

The project aims to establish replicable enabling environments in the most poor and vulnerable communities, which offer young children (0-6 years) opportunities to develop to their full potential. It has implemented to fill an urgent need for a coordinated, comprehensive, and low-cost ECCD model utilizing innovative strategies to improve the environment, health and education services along with knowledge and skills of parents, caregivers, community members, and government leaders in supporting the holistic development of young children.

5. Others

- Life Skill Education (Indonesia)

This programme helps those of productive age who do not work/unemployed, the poor and other disadvantaged people, both living in urban and rural areas. It also aims to improve community members' skill to have access to work or to develop their career.

- Activities related to disaster risk reduction (UNICEF, multiple locations)

UNICEF demonstrated its commitment to preparedness and risk mitigation by increasing work on disaster risk reduction and climate change adaptation. Prediction efforts were increased through diagnosis of crisis zones and risk mapping in Chad, Democratic Republic of the Congo and India. Efforts were made to strengthen disaster risk reduction capacity of personnel as a standard element of emergency response in Bangladesh, Gambia, Mauritania and Tajikistan. By making connections between immediate emergency needs and the importance of preparedness as a means of prevention and mitigation, UNICEF supported a diverse range of context specific interventions.

- School feeding program and capacity development at community and institutional levels (WFP, Ethiopia)

This program is supported by Children in Local Development (CHILD), a community-led planning tool jointly initiated by WFP and Ministry of Education of Ethiopia. CHILD is currently operational in 184 schools, and it is primarily intended to increase the sustainability and impact of school feeding, building community solidarity with schools and initiating lasting practical changes on the ground. It mainly involves training and capacity building for government partners and beneficiary communities. About 300 school communities were provided with basic planning skills, and income generation activities (silk worm production and fattening, bee keeping, etc.) were introduced; school gardens were developed in 160 schools as a showcase for vegetable production and nutrition awareness.

- ILFE (Inclusive Learning Friendly Environment) toolkit (Save the Children India, UNESCO)

Save the Children India has adapted and translated the ILFE toolkit (developed by UNESCO) to make it relevant to different Indian contexts. It has also trained government school teachers in many states to help

develop inclusive and learning friendly environments.

III. Others

- Course on Education for Sustainable Development (UNICEF, collaboration with Columbia University)

As a partner of the Masters in Development Practice (MDP) program, UNICEF collaborated with Columbia University to implement its first course on Education for Sustainable Development. Six UNICEF senior education advisors taught the course that was coordinated by Columbia University. The course was designed to give professionals involved in national development initiatives a basic understanding and appreciation for the role of education in sustainable development and the various barriers that impact access, quality, equity and equality. Course sessions covered topics such as; early childhood education, education in emergencies and post conflict, teachers, alternative pathways to learning, governance and the role of education in national development, as well as the impact of climate change, migration and ICT on education. Ensuring future policy makers understand the relevance of education and its ability to impact all other global goals and initiatives is critical to the sustainable development of nations. In light of the success of the first course, initiatives are underway with the aim to offer the course again in the fall of 2011.

- Child Friendly Schooling in addressing sustainable development (UNICEF, the Maldives)

Education for Sustainable Development (ESD) describes the practice of learning-teaching for sustainability. ESD identifies education as an essential tool for achieving sustainable development and highlights areas of action for education. UNICEF is supporting countries to address sustainable development through Child Friendly Schooling (CFSing). CFSing incorporates disaster risk reduction, climate change and environmental curricula to empower children with the knowledge, skills and values that prepare them for a disaster situation in the short term and help them adapt to, thrive, and live sustainably in a changing environment in the long term. The new child-centred learning approach has been successful in the Maldives, where communities were well aware of environmental problems but did not know how to take action to address them. Addressing this gap through a more child-centred learning approach, the government, in partnership with UNICEF, designed a revised curriculum and teacher training course with emphasis on the development of knowledge and skills and exploration of attitudes and values through activity-oriented, inquiry-based teaching. Thus, the new approach will facilitate students to understand the world around them and think for a sustainable future.

- International Good Practices (Save the Children India, EU)

With the support of the European Union, Save the Children is drawing on international best practices to promote reform of its education for all programme in certain areas, such as aspects of teacher management and educational data collection. This is being implemented through a three year project across 5 states in India.