Final synthesis report to the Government of the Netherlands and the European Commission
# CONTENTS

Acronyms .................................................................................................................................... 3  
Acknowledgements .................................................................................................................... 4  
Financial contribution summary 2006-2011 .......................................................................... 4  
Executive summary .................................................................................................................. 5  
Background and context of the EEPCT Programme ................................................................. 13  
Overview of results: Five-year impact ..................................................................................... 14  
Priority themes and cross-cutting themes of the programme .................................................. 18  
  Innovation ................................................................................................................................ 19  
  Gender ..................................................................................................................................... 20  
  Child protection ....................................................................................................................... 21  
  Evidence building and institutional learning ......................................................................... 22  
  Scale ....................................................................................................................................... 23  
  Leverage ................................................................................................................................ 24  
  Outreach ................................................................................................................................. 26  
Partnerships .............................................................................................................................. 26  
Results by programme outreach goal ....................................................................................... 31  
  Goal 1: Quality ......................................................................................................................... 31  
  Goal 2: Resilience .................................................................................................................... 41  
  Goal 3: Prediction, Prevention and Preparedness .................................................................. 48  
  Goal 4: Evidence-based policies / financial instruments ......................................................... 55  
Monitoring and evaluation and programme management ....................................................... 60  
Challenges and lessons learned ................................................................................................. 64  
Conclusion ................................................................................................................................ 68  
Expression of thanks ................................................................................................................ 69  
Annexes ..................................................................................................................................... 70  
  2011 Progress report ................................................................................................................ 70  
  Beneficiary count methodology notes ..................................................................................... 95  
  EEPCT funding allocations: 2006-2011 ................................................................................... 96  
  Country-level monitoring and evaluations highlights ............................................................. 98
<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ALP</td>
<td>Accelerated Learning Programme</td>
</tr>
<tr>
<td>APSSC</td>
<td>Asia Pacific Shared Services Centre</td>
</tr>
<tr>
<td>CBS</td>
<td>community-based school</td>
</tr>
<tr>
<td>CEE/CIS</td>
<td>Central and Eastern Europe and the Commonwealth of Independent States</td>
</tr>
<tr>
<td></td>
<td>Regional Office (UNICEF)</td>
</tr>
<tr>
<td>CFS</td>
<td>child-friendly school</td>
</tr>
<tr>
<td>CMEF</td>
<td>School Girls Mothers’ Clubs</td>
</tr>
<tr>
<td>DRR</td>
<td>disaster risk reduction</td>
</tr>
<tr>
<td>DAC</td>
<td>Development Assistance Committee (OECD)</td>
</tr>
<tr>
<td>DFID</td>
<td>Department for International Development (United Kingdom)</td>
</tr>
<tr>
<td>ECD</td>
<td>early childhood development</td>
</tr>
<tr>
<td>EEEPCT</td>
<td>Education in Emergencies and Post-Crisis Transition</td>
</tr>
<tr>
<td>EFA-FTI</td>
<td>Education for All-Fast Track Initiative</td>
</tr>
<tr>
<td>EiE</td>
<td>education in emergencies</td>
</tr>
<tr>
<td>EMIS</td>
<td>Education Management Information System</td>
</tr>
<tr>
<td>EMOFS</td>
<td>Office of Emergency Programmes (UNICEF)</td>
</tr>
<tr>
<td>EPF</td>
<td>Education Pooled Fund (Liberia)</td>
</tr>
<tr>
<td>EAPRO</td>
<td>East Asia and Pacific Regional Office (UNICEF)</td>
</tr>
<tr>
<td>ESARO</td>
<td>Eastern and Southern Africa Regional Office (UNICEF)</td>
</tr>
<tr>
<td>ETF</td>
<td>Education Transition Fund</td>
</tr>
<tr>
<td>FTI</td>
<td>Fast Track Initiative</td>
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<tr>
<td>GCPEA</td>
<td>Global Coalition to Protect Education from Attack</td>
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<tr>
<td>IASC</td>
<td>Inter-Agency Standing Committee for Humanitarian Assistance (United Nations)</td>
</tr>
<tr>
<td>IIEP</td>
<td>International Institute for Educational Planning</td>
</tr>
<tr>
<td>INEE</td>
<td>Inter-Agency Network for Education in Emergencies</td>
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<tr>
<td>LAB4LAB</td>
<td>Learning along Borders for Living across Boundaries</td>
</tr>
<tr>
<td>NGO</td>
<td>non-governmental organization</td>
</tr>
<tr>
<td>PRES</td>
<td>Programme Review and Evaluability Study</td>
</tr>
<tr>
<td>PREV</td>
<td>Progress Evaluation</td>
</tr>
<tr>
<td>PTA</td>
<td>parent-teacher association</td>
</tr>
<tr>
<td>ROSA</td>
<td>Regional Office for South Asia (UNICEF)</td>
</tr>
<tr>
<td>SIP</td>
<td>school improvement plan</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>SZOP</td>
<td>Schools as Zones of Peace (Nepal)</td>
</tr>
<tr>
<td>TACRO</td>
<td>Latin America and the Caribbean Regional Office (UNICEF)</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNGEI</td>
<td>United Nations Girls’ Education Initiative</td>
</tr>
<tr>
<td>UNHCR</td>
<td>United Nations High Commissioner for Refugees</td>
</tr>
<tr>
<td>WASH</td>
<td>water, sanitation and hygiene</td>
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</table>
ACKNOWLEDGEMENTS

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

The report team thanks everyone who has contributed, directly or indirectly, to the information and analysis presented here. Special thanks go to the Government of the Netherlands and the European Commission for their generous contributions to UNICEF and, most importantly, to the education of children living in contexts of emergency or post-crisis transition.

Financial contributions summary 2006–2011

<table>
<thead>
<tr>
<th>Name of programme</th>
<th>Education in Emergencies and Post-Crisis Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donor</td>
<td>Government of the Netherlands</td>
</tr>
<tr>
<td>Total contribution</td>
<td>US$201,000,000</td>
</tr>
<tr>
<td>Total contribution received by 31 December 2011</td>
<td>US$201,000,000</td>
</tr>
<tr>
<td>Funds utilized</td>
<td>US$200,792,830.401 (99.9%)</td>
</tr>
<tr>
<td>Balance of funds available²</td>
<td>US$207,169.60</td>
</tr>
<tr>
<td>Duration of contribution</td>
<td>2006–2011</td>
</tr>
<tr>
<td>Report type</td>
<td>Five-year Consolidated Donor Report</td>
</tr>
<tr>
<td>Period covered by report</td>
<td>1 January 2007 – 30 June 2012</td>
</tr>
<tr>
<td>Report due date</td>
<td>30 June 2012</td>
</tr>
<tr>
<td>Report submitted</td>
<td>30 June 2012</td>
</tr>
<tr>
<td>UNICEF contact</td>
<td>Susan Durston</td>
</tr>
<tr>
<td></td>
<td>Associate Director, Education</td>
</tr>
<tr>
<td></td>
<td>Education Section, UNICEF</td>
</tr>
<tr>
<td></td>
<td>3 United Nations Plaza</td>
</tr>
<tr>
<td></td>
<td>New York, NY 10017</td>
</tr>
</tbody>
</table>

1 The financial figures provided in the report reflect the latest figures available and should be considered as indicative only. The official expenditure figures are reflected in the financial statements of accounts that are prepared and issued annually by UNICEF’s Division of Financial and Administrative Management. The final statements of account will be issued within 18 months of the respective grant expiry dates.

2 As of 27 June 2012.
EXECUTIVE SUMMARY

Overall access to education has increased in recent years.\(^3\) However, long-term development goals, such as Education for All or Millennium Development Goals 2 and 3\(^4\) will not be reached until all children, including those in places affected by crisis, have access to quality schooling that can help them withstand and quickly recover from the upheavals that afflict their societies. In many places, the education systems that were disrupted by crises were inadequate: underfunded; unsupported by effective national policies; understaffed or staffed by poorly trained teachers; characterized by regimentation and colonial-era rote learning; and operating in unsafe environments, particularly for girls. Overcrowded classrooms and insufficient instructional materials typified the learning environment, resulting in very poor attendance.\(^5\) In 2006, more than 75 million children of primary school age were out of school.

Today, 61 million children of primary school age\(^6\) and 72 million of lower secondary age are out of school.\(^7\) Different sources, such as household surveys, present a range of figures, indicating that there are potentially many more children out of school. More than 40 per cent of these children live in countries affected by conflict while others are out of school because disasters resulting from natural hazards have devastated their communities.\(^8\) Marginalized children within conflict and disaster-affected countries remain the most vulnerable and excluded.

To address these challenges on a global scale, since 2006 an innovative partnership between UNICEF and the Government of the Netherlands has aimed to provide quality education for millions of children who were out of school as a result of conflict or natural hazards. The Government of the Netherlands granted UNICEF US$201 million – the single-largest donation it had ever received for education in crisis-affected countries – to fund an ambitious four-year programme called Education in Emergencies and Post-Crisis Transition (EEPCT). The programme, extended to a fifth year through 2011,\(^9\) also received US$5.76 million from the European Commission. This groundbreaking programme supported a wide range of initiatives in 42 countries throughout all regions. It was vital both for the children and education systems it touched directly and for the lessons and positive experiences it brought to the increasingly important field of providing education in emergencies and post-crisis transition.

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\(^3\) Some 61 million children of primary school age were out of school in 2010. The global out-of-school figure has declined throughout the past 15 years, falling from 105 million in 1990, according to UIS Fact Sheet, June 2012, no. 12.

\(^4\) Goal 2: Achieve universal primary education; Goal 3: Promote gender equality and empower women.


\(^6\) UIS Fact Sheet, June 2012, no. 12.

\(^7\) Global Education Digest, UNESCO Institute of Statistics, 2011.


\(^9\) To ensure efficient close-out, the programme was extended at the end of 2011 until 30 June 2012, the final reporting date.
Key achievements of the programme

The EEPCT programme restored access to and improved the quality of education for 37 million children in emergency contexts. An additional 11 million children benefited indirectly through national adoption of best practices in education, innovative financing mechanisms and advocacy for policy reforms. This exceeded the programme’s initial goal of reaching 25 million children with many children receiving much needed continued support throughout consecutive years. The programme’s strong adherence to humanitarian principles during crises and in post-transition contexts has provided new opportunities for education to children previously excluded, as well as demonstrated that crises can create opportunities to ‘build back better’.

Nearly 300,000 teachers and education support staff members received much needed training and more than 30,000 schools, classrooms and temporary learning spaces were built or rehabilitated as part of the EEPCT programme. More than 36 million items of education supplies were distributed to children, teachers and communities. The programme also improved school, community and national capacities to predict, prevent and recover from emergencies by contributing to the development of national policies and local practices in preparedness and disaster risk reduction (DRR) in the 42 participating countries.

Prior to 2006, at the start of EEPCT programme, education was not widely recognized as a core part of response in emergency settings or as being life-saving. As a result, education was not prioritized in emergency response plans, and funding commitments for education in emergencies (EiE) fell far short of what was needed and were much lower than funds devoted to other sectors. EEPCT works across the 42 countries and its advocacy and knowledge sharing did much to address this situation, even though the level of funds required for meeting the challenges of EiE remains far short of what is needed, and education remains the least funded sector and cluster, along with child protection.

One of the most important successes of the EEPCT programme was the standardization and professionalization of the EiE field, in particular through support to the Inter-Agency Network for Education in Emergencies (INEE) and the Education Clusters. This has, in turn, contributed to a broader recognition of education as ‘life-saving’ in humanitarian emergency response. The programme demonstrated that access to learning in emergency contexts provides much-needed immediate and longer-term protection and life skills, but is also an entry point for other key services for children.

From its inception, the EEPCT programme played a crucial role in enabling the Inter-Agency Standing Committee (IASC) Education Cluster, which was established in 2006 as part of humanitarian system-wide efforts to improve the effectiveness of emergency response at global, regional and country levels. In turn, it reinforced UNICEF’s role as a leading partner in EEPCT contexts.

10 The beneficiary count totals are based on country reports and are explained in the methodology notes document – Annex II. The majority of this total is accounted for by eight countries: the Democratic Republic of the Congo, Haiti, Liberia, Myanmar, Somalia, South Sudan, Sudan, Uganda and Zimbabwe, and several activities with very large impacts were reported. While some double-counting year-to-year is possible, this was avoided where enough information was available, and only the cumulative total was included in the count if this distinction was made in the country office report.
The EEPCT programme was also essential in meeting increased demand for education during humanitarian crises by supporting the deployment of surge personnel and emergency supplies, and by improving the quality of EiE interventions. Between 2006 and 2011, UNICEF was better able to meet education needs during and after large scale devastating crises such as Cyclone Nargis in Myanmar, the Sichuan earthquake, the 2010 Haiti earthquakes and Pakistan floods, the Horn of Africa drought and food crisis and the Arab Spring. During a period of global economic downturn, skyrocketing food prices and upsurge in natural disasters, which have direct effects on families’ abilities to send their children to school, the EEPCT programme played a crucial role in supporting education systems and services. In the face of donor fatigue, UNICEF was able to provide reliable and sustained support to education in emergencies and post-crisis transitions due to the programme.

Consistent and assured funding over five years and flexibility in the use of these funds was a boon to innovation and robust programme implementation. UNICEF was able to disburse funds strategically based on need as well as opportunity and fit of proposed interventions to the overall programme objectives, apply the strategies necessary to meet immediate needs when emergencies struck and adjust and support interventions as needed through transition to recovery in crises-affected contexts. Both headquarters and regional offices bolstered operational efficiencies – while moving forward the overall goals of improving children’s access to quality education, building resilience and strengthening systems through enhancing national and local capacities.

In turn, UNICEF’s education work across all contexts benefited from lessons learned through the EEPCT programme, contributing to improvements in strategy, programme design, management, and results-based monitoring, as well as more inter-sectoral collaboration.

The following programme strategies and approaches had a lasting impact and will endure beyond the life of the EEPCT programme:

- **Strengthened humanitarian mechanisms**: During the five years of the EEPCT programme, education as a front-line response has been institutionalized, the IASC Education Cluster was set up and significantly strengthened through EEPCT support, and the cluster has proved itself a necessary and valuable approach to EiE.
- **Evidence-based programming and global programme management**: The EEPCT programme has contributed enormously to the evidence base of what works for education in emergencies and post-crisis transitions.
- **Innovation in EiE**: has proved essential throughout the duration of the programme to effective and efficient programming in complex environments affected by emergencies.
and disasters. Examples that can be adapted and replicated in similar contexts around the world include pooled fund mechanisms in Zimbabwe and Liberia; the Accelerated Learning Programme, which has benefited more than 300,000 young people in eight countries; a breakthrough in early childhood development in emergencies; transformation of the very nature of schooling-in-crisis setting on a global scale through child-friendly schools; best practices in DRR in EiE; and documentation and knowledge sharing of innovative practices in EiE.

- **Policy and institutional capacity development** together with support for building the capacity and resilience of children, schools and communities and providing education where none was available, emerged as a key strategy to making a successful transition from emergency to recovery and longer-term development.

The EEPCT programme has also encouraged shifts in practices and approaches beyond UNICEF or the EiE field by building donor confidence in investing beyond direct service delivery to the policy level and providing strategic support in conflict and post-conflict environments. Furthermore, the programme has been instrumental in a major shift in global thinking towards a recognition that improved education in crisis environments can serve as a catalyst for lasting positive change linked to social transformation and peacebuilding.

EEPCT activities and results revolved around four primary goals:

**Goal 1: Improved quality of education response in emergencies and post-crisis transitions**

The EEPCT programme has made a substantial contribution to improving education access and quality by working with partners to promote a more coordinated, higher-quality education in emergency programming. In addition to restoring schooling for crises-affected populations and providing access to education for children who had never gone to school before, this goal helped to improve the quality of EiE by responding to the needs of the child as a learner and by ensuring that schools create a safe environment for psychological and emotional healing. Two fundamental strategies contributed significantly towards this goal — the child-friendly schools approach focusing on inclusiveness, safety, gender sensitivity, non-violence, healthy environments with appropriate water and sanitation and child-centred teaching methods; and early childhood development programming. Access to education was also boosted by support to a number of Back-to-School programmes and initiatives.

During the life of the programme, EEPCT provided access to improved quality learning opportunities for close to 30 million children through capacity development of more than 180,000 teachers and support staff members, as well as construction or rehabilitation of more than 13,000 schools or classrooms and provision of 30 million items for educational and recreational use. These efforts prevented further disruption of learning, which may result in poor learning outcomes and high drop-out rates in crisis-affected contexts. For several countries, activities supported under these goals resulted in improvements in enrolment and completion rates in targeted areas.

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11 This includes natural disaster related emergencies as well as conflict affected contexts, and their aftermath including transition, post crisis and recovery.

12 These included School in a Box and early childhood development and recreation kits.
Goal 2: *Increased resilience of education service delivery in chronic crises, arrested development and deteriorating contexts*

Resilience in education means that local systems and implementing authorities have the capacity to meet local needs and withstand the shocks and stresses caused by natural and human-made crises. Throughout the five years, the EEPCT programme improved the stability, resilience and capacity of education systems, particularly at the decentralized level, through technical and financial support for policy development, system strengthening, planning, and data collection and analysis in most of the participating countries.

To achieve this goal, the EEPCT programme developed, strengthened and implemented a variety of innovative, flexible initiatives to meet local needs and challenges, including:

- Community-based schools
- Accelerated Learning Programmes
- Basic EiE curriculum
- Talent Academies
- Learning along Borders for Living across Boundaries (LAB4LAB)
- Education interventions that contributed towards peacebuilding

EEPCT initiatives focusing on resilience of education service delivery increased second-chance and equitable education opportunities to more than 7.5 million children. Programmes established or rehabilitated close to 18,000 schools, classrooms and temporary learning spaces and trained 95,000 teachers and other education workers in a variety of skills targeted to the needs of children and communities in chronic crises or in contexts of arrested development. Nearly 5 million items for teaching and learning were provided to support renewed educational opportunities for target populations. Multiple possibilities to apply the non-formal EiE curriculum were developed during the course of the programme to complement the emergency kits, going beyond emergency situations to address the needs of marginalized children living in extreme poverty.

**Table 1: Education services for access and quality, resilience and systems strengthening (Goals 1 and 2)**

<table>
<thead>
<tr>
<th></th>
<th>Direct beneficiaries</th>
<th>Indirect beneficiaries</th>
<th>Schools and classrooms rehabilitated</th>
<th>Materials provided</th>
<th>Teachers trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALS</td>
<td>37 million</td>
<td>11 million</td>
<td>30 thousand</td>
<td>36 million</td>
<td>280 thousand</td>
</tr>
<tr>
<td>Countries reporting</td>
<td>40</td>
<td>5</td>
<td>33</td>
<td>38</td>
<td>38</td>
</tr>
</tbody>
</table>
Goal 3: Increased education sector contribution to better prediction, prevention and preparedness for emergencies\textsuperscript{13}

This goal enabled an important shift in focus in the education response from action in the face of crisis to action to make crises less likely or more manageable. It involved analysing and using knowledge from previous emergency experience to safeguard the right to quality education from threats that were likely to occur in the future.

Substantial progress towards this goal was achieved as a result of the EEPCT programme. The capacities of state actors, children and communities and of UNICEF and partners in emergency preparedness and early warning, DRR, emergency response and coordination were significantly enhanced. Between 2007 and 2011, at least 15,000 government officials in 10 programme countries received training or were reached through other capacity-building activities.\textsuperscript{14} In total, officials in 21 countries received preparedness and risk management training.

The EEPCT programme also promoted evidence-based decisions and forward planning. Interventions to achieve this goal involved risk analysis and future-oriented ‘insurance’ investments (the pre-positioning of materials and other actions to forestall the effects of an emergency) that were radically different from the type of programming typically undertaken in education and development. Close to 225,000 instructional items and more than 11,000 units of various building materials were pre-positioned to respond to emergency needs.

The EEPCT programme demonstrated that by addressing disaster risks and vulnerabilities at an early stage, the impact of natural hazards and conflict-related emergencies can be reduced. To this end, with support from the programme throughout its duration, the promotion of child-centred DRR programming in education-sector development, policy and planning has gained momentum. To improve access and quality of education during emergencies, UNICEF and partners continued to invest in capacity development for key education stakeholders by supplementing curricula to include life skills, promote reconciliation and peacebuilding, address the psychosocial needs of children affected by conflict and natural disasters and ensure the availability of safe and adequate learning spaces. All regions strengthened capacity development related to EiE by incorporating tools from the INEE and the Education Cluster.

Activities in support of this goal also focused on strengthening the Education Cluster at all levels, implementing preparedness planning at national and/or sub-national levels, and mainstreaming EiE and DRR into national policies. Thirty-three countries improved their early warning and preparedness with the development of preparedness plans, training and simulations. Cluster planning for emergency preparedness occurred in 17 countries. The EEPCT programme supported Education Cluster activities and consolidation in 17 countries, and cluster coordination and training in 9 countries. It provided surge support to the Global Education Cluster and built the capacities of 4,816 front-line responders and 449 cluster coordinators.

\textsuperscript{13} For Goal 3, countries tend not to report the numbers of direct beneficiaries, often because work affects entire communities. Hence for this goal the exact number of beneficiaries is often lacking.

\textsuperscript{14} Ten countries reported on the number of government officials trained while others did not provide specific numbers.
Goal 4: Evidence-based policies, efficient operational strategies and fit-for-purpose financing instruments for education in emergencies and post-crisis situations

Goal 4 is related most directly to the long-term impact of the EEPCT programme. The programme enabled education systems to consolidate the lessons learned from operations and innovations in emergency and fragile state contexts and translate this experiential knowledge into policies and operational strategies. Activities towards this goal also helped to bridge the humanitarian-to-development aid divide in education financing and facilitated consistent systems work in affected countries by developing reliable and predictable fit-for-purpose financial modalities to support weak education systems in high-risk environments.

Documentation and analysis of results were used to improve evidence-based policymaking and planning in 39 countries. Strengthened data collection and analysis was used in 42 countries for improved national education policies and/or plans to directly address the needs of the marginalized and those affected by crises. More efficient operational strategies, such as improved knowledge sharing, working through Education Clusters, and the use of new partnerships were used in 39 countries.

Overall, throughout the five years of the programme’s existence, through support to the International Network for Education in Emergencies, the Global Education Cluster and partnerships, the EEPCT programme helped to build a community of practice at global, national and sub-national levels that has served as a vehicle for moving forward efforts in education in emergencies and post-crisis transition countries and territories.

Global partnerships

Education sector coordination in emergencies was enhanced through the consistent support that the EEPCT programme provided to global partnerships. As a result much of what has been accomplished in the EEPCT programme – and in EiE more generally – throughout the past five years was due to partnerships. The provision of quality, safe and relevant education as the basis of prevention, preparedness, response and recovery from crises was made possible through the engagement of networks of individuals, agencies and institutions including non-governmental organizations (NGOs), United Nations agencies, donor agencies, governments, academic institutions, schools and affected populations. EEPCT strategic partnerships included the Global Education Cluster, the International Network for Education in Emergencies, International Strategy for Disaster Reduction (ISDR) system, the Global Coalition to Protect Education from Attack, and Save the Children, among others. These and other EEPCT-supported partnership initiatives also provided an opportunity for leveraging influence and joint advocacy, including for new issues such as attacks on schools, and generated broader learning on programme quality at the global, regional and country levels.

Key challenges

Contextual challenges: By design, the EEPCT programme operated in challenging and complex emergency contexts that were characterized by high degrees of instability and fragility. The nature of these settings, exacerbated by a lack of national data on marginalized populations in
general and on education provision and needs in particular, created vast challenges for planning and implementation throughout the course of the programme.

*Programmatic challenges/implementation in the field:* In countries, constraints that affected the EEPCT programme included low capacities or lack of political will on the part of some governments; and the logistical problems of delivering large quantities of materials to remote schools over inhospitable terrain in conflict settings or where people and infrastructure were struggling in the aftermath of natural disasters. The sustainability of some innovative initiatives remains a challenge. Some initiatives, such as LAB4LAB, were innovative but perhaps overly ambitious, undermined by high maintenance costs and uncertainty about local communities’ capacity to support such schools in the long term.

On the programme design and implementation side, the original programme proposal was imprecise in laying out expected results. While this allowed for rapid start-up and the flexibility that was crucial in conflict-affected contexts, it might have undermined overall programme coherence and effectiveness. The mid-term programme evaluation pointed out that the programme’s coherence was somewhat undermined by a tendency to use the resources as a fund to support existing underfunded country programmes, rather than consistently in support of the programme’s global objectives. This was reflected in challenges with monitoring, analysis and reporting, especially in the early years of the programme. Actions were taken to address these challenges in 2010 and 2011 through implementation of the recommendations of the 2010 Progress Review and Progress Evaluation, and some issues were rectified through a systematic focus on leverage, scale-up, innovations, evidence building and monitoring.

*Programme management:* UNICEF’s capacity to effectively manage and monitor the programme at different levels presented a challenge during the earlier years of the programme. In response to the findings of the Programme Review and Evaluability Study, UNICEF hired dedicated staff to manage the final years and the close-out of the programme, and also strengthened programme management structure and monitoring processes. The EEPCT programme further highlighted the importance and value of consultative processes in large programme management to ensure overall effectiveness, sound monitoring and evidence building.

The EEPCT programme shows the important role that the international community can play in supporting national efforts to improve and expand education systems, particularly during emergencies and in post-crisis transitions. The EEPCT programme exemplifies achievements and great potential, as well as challenges. Despite some serious challenges, the achievements and contribution of the EEPCT programme have brought tangible and lasting educational gains for children and youth, and have supported and established systems that can be sustained and are more resistant in the face of crisis, thus ensuring stronger links between transition, reconstruction and development.
BACKGROUND AND CONTEXT OF THE EEPCT PROGRAMME

Overall access to education has increased in recent years. However, long-term development goals, such as Education for All or Millennium Development Goals 2 and 3 will not be reached until all children, including those in places affected by crisis, have access to quality schooling that can help them withstand and quickly recover from the upheavals that afflict their societies. In many places, the education systems that were disrupted by crises were inadequate: underfunded; unsupported by effective national policies; understaffed or staffed by poorly trained teachers; characterized by regimentation and colonial-era rote learning; and operating in unsafe environments, particularly for girls. Overcrowded classrooms and insufficient instructional materials typified the learning environment, resulting in very poor attendance. In 2006, more than 75 million children of primary school age were out of school.

Today, 61 million children of primary school age and 72 million of lower secondary age are out of school. Different sources, such as household surveys, present a range of figures, indicating that there are potentially many more children out of school. More than 40 per cent of these children live in countries affected by conflict while others are out of school because disasters resulting from natural hazards have devastated their communities. Marginalized children within conflict and disaster-affected countries remain the most vulnerable and excluded.

Until recently, education was not widely recognized as a core part of response in emergency settings or as being life-saving. As a result, education was not prioritized in emergency response plans, and funding commitments for education in emergencies (EiE) fell far short of what was needed and were much lower than funds devoted to other sectors.

To address these challenges on a global scale, the Education in Emergencies and Post-Crisis Transition (EEPCT) programme, an innovative partnership between UNICEF and the Government of the Netherlands, was launched in 2006 to provide quality education for millions of children who were out of school as a result of conflict or natural hazards. It was a novel partnership to address these challenges but also to seize the opportunity to make a difference for millions of children affected by emergencies and crises. The Government of the Netherlands granted UNICEF US$201 million – the single-largest donation it had ever received for education in crisis-affected countries – to fund this ambitious four-year programme. The programme, extended to a fifth year through 2011, also received US$5.76 million from the European Commission. This groundbreaking programme supported a wide range of initiatives in 42 countries throughout all regions. It was vital both for the children and education systems it touched directly and for the lessons and positive experiences it brought to the increasingly important field of providing education in emergencies and post-crisis transition.

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15 Some 61 million children of primary school age were out of school in 2010. The global out-of-school figure has declined throughout the past 15 years, falling from 105 million in 1990, according to UIS Fact Sheet, June 2012, no. 12.
16 Goal 2: Achieve universal primary education; Goal 3: Promote gender equality and empower women.
18 UIS Fact Sheet, June 2012, no. 12.
The operational span of the EEPCT programme occurred during a period of extensive natural hazards and conflict. The year 2007 saw a total of 230 emergencies in 89 countries. In 2008, there were emergencies in 80 countries, while in 2009, 230 emergencies occurred in more than 90 countries. In 2010, the devastating earthquake in Haiti and unprecedented floods in Pakistan destroyed thousands of lives and left millions homeless; violence and chronic conflict disrupted the Central African Republic, Chad, Côte d'Ivoire, the Democratic Republic of the Congo, Kyrgyzstan and Somalia. The year 2011 marked the beginning of the Arab Spring – a political and social transformation process that also resulted in violent conflict in several Middle Eastern countries.

Many of the 42 EEPCT programme countries were affected by conflict and were moving towards long-term education system recovery. Others were struggling to recover from acute and recurring natural disasters. In many of the EEPCT programme countries, the impacts of climate-related hazards— including droughts, rains, cyclones and hurricanes – exacerbated the challenges of conflict and resulted in complex humanitarian crises.

In most, conflict or natural hazards had disrupted education, with potential deep and long lasting negative impact on children’s lives.

Yet, emergencies can offer a window of opportunity for marginalized children to participate in education. During an emergency as well as its aftermath, an opportunity arises to get all children back to school or into school for the first time; close the access gap between girls and boys; improve the quality of education; promote early childhood development; and, at times, enable older children and teens who have missed out on school to recover lost years of learning.

UNICEF’s main partners in the EEPCT Programme at the country level are national governments, who gain from capacity building and support for the formulation of improved education policies and strengthening systems. UNICEF also supports DRR initiatives to predict and prevent natural disasters and civil conflicts – and to be better prepared should they occur. In addition, UNICEF's emerging work on peacebuilding through education promotes the knowledge, skills, attitudes and values that can change behaviour and enable children, youth and adults to prevent violence, resolve conflict peacefully and create conditions conducive to peace and development.

**OVERVIEW OF RESULTS: FIVE-YEAR IMPACT**

**Funding allocations**

The EEPCT programme allocated US$201 million between 2007 and 2011 for education in emergencies and post-crisis transitions in 42 countries across all regions; additional support of US$5.67 million was provided by the European Commission. The West and Central Africa

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22 See Annex III: Funding allocation table for the list of programme countries.
region received the largest amount – US$54 million – followed by the Eastern and Southern African region (US$49 million). At the country level, the largest allocations were made to Liberia (US$25 million), South Sudan (US$13.8 million) and North Sudan (US$12 million). These amounts, which are based on need, opportunity and fit, reflect the latitude and flexibility of EEPCT programme funding.

Figure 1: EEPCT funding by region, 2006–2011

![EEPCT funding by region 2006--2011](image1)

Figure 2: EEPCT funding by UNICEF region by year, 2006-2011

![EEPCT Funding by region, per year 2006-2011 (millions USD)](image2)
The EEPCT programme also supported the work of all regions through a range of global and national partnerships, as well as five UNICEF regional offices, the Asia and Pacific Shared Services Centre and six headquarters divisions.\(^{23}\) Annex I provides an overview of EEPCT grant implementation by year from 2006 to 2011.\(^{24}\)

**Five-year results for the EEPCT programme**

Ensuring access to quality education is fundamental to a quality response to crises and transition to long-term recovery. To address this, throughout the past five years interventions and strategies implemented as a part of the EEPCT programme contributed to the four global goals:

1. *Improved quality of education response in emergencies and post-crisis transition* – This includes both the immediate onset of emergencies, when the task is to restore schooling to affected populations, and the more sustained period of post-crisis reconstruction, during which the aim is to rebuild the education system.

2. *Increased resilience of education service delivery (that also reduces the risks of slippage and promotes ‘turnaround’) during chronic crises, arrested development and deteriorating contexts* – This seeks to reverse the prevailing tendency to suspend support for education and other social services in so-called fragile states, while at the same time using education interventions to help leverage improvements in socio-political and/or economic fragility.

3. *Increased education sector contribution to better Prediction, Prevention and Preparedness (the 3 Ps) for emergencies due to natural disasters and conflict* – This involves more systematic use of education indicators relating to social decline and the potential for violent conflict, as well as technical knowledge relating to natural disasters. Through these tools, education can contribute to better prediction of emergencies and to preventing them where possible. It can also help to improve preparedness for dealing with emergencies.

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\(^{23}\) These include the Office of Emergency Programmes (EMOPS); the Supply Division Education Unit; the Evaluation Office; the Division of Communication Education and Gender Equality Unit; Hygiene, Water and Sanitation; and the Education and Early Childhood Development Sections of the Programme Division.

\(^{24}\) The financial figures provided in the report reflect the latest figures available and should be considered as indicative only. The official expenditure figures are reflected in the financial statements of accounts that are prepared and issued annually by UNICEF’s Division of Financial and Administrative Management. The final statements of account will be issued within 18 months of the respective grant expiry dates.
4. Evidence-based policies, efficient operational strategies and fit-for-purpose financing instruments for education in emergencies and post-crisis situations – The purpose of this goal is to promote and support sustainable progress in efforts to achieve the MDGs and EFA goals.

Overall, the EEPCT programme directly reached 37 million children with access to improved quality education; it increased the resilience of education systems and strengthened the capacity of children, communities and national governments with regard to DRR to better predict, prepare for and mitigate the impact of conflict and natural disasters. More widely and indirectly, the programme met the educational needs of children through improved education policies, innovative financial instruments for EiE and the scaling up of EEPCT-supported initiatives in the 42 programme countries and beyond.25

Table 2: Five-year programme-level results for the EEPCT programme

<table>
<thead>
<tr>
<th>Between 2006 and 2011, the EEPCT programme:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Restored access, quality and increased resilience of education for 37 million children</td>
</tr>
<tr>
<td>• Constructed or rehabilitated more than 26,000 schools and classrooms</td>
</tr>
<tr>
<td>• Trained more than 270,000 teachers, education support staff and community management committee members</td>
</tr>
<tr>
<td>• Distributed 36 million education kits, textbooks and other learning materials</td>
</tr>
<tr>
<td>• Trained 438 front-line responders and cluster coordinators</td>
</tr>
<tr>
<td>• Provided support to the Global Education Cluster and built the capacities of close to 5,000 front-line responders and 449 cluster coordinators in the application of standards and best practices in EiE, and supported 23 Education Clusters in EEPCT-funded countries and benefited many others.</td>
</tr>
<tr>
<td>• Supported capacity building for at least 15,519 government staff in 10 reporting counties to develop improved education policies</td>
</tr>
<tr>
<td>• Established 4,552 temporary learning spaces</td>
</tr>
<tr>
<td>• Throughout the five-year programme, practices were brought to scale at the level of national policy – which are already benefiting more than 3 million children – and included child-friendly schools (CFS), early childhood education (ECD), peacebuilding and the Accelerated Learning Programme (ALP), among others</td>
</tr>
</tbody>
</table>

25 The process of recording the impact of the EEPCT programme is subject to variations in the reporting modes used by country offices. There is also some variation in how impact of is quantified across the four goals as some interventions contribute to more than one goal. Hence, some quantitative impact data are approximate.
Table 3: Direct and indirect programme beneficiaries as reported by participating country offices, by region

<table>
<thead>
<tr>
<th>Region</th>
<th>Goal 1 direct beneficiaries</th>
<th>Goal 1 indirect beneficiaries</th>
<th>Goal 2 direct beneficiaries</th>
<th>Goal 2 indirect beneficiaries</th>
<th>Funding received, US$</th>
<th>Share of total funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROSA</td>
<td>1,845,497</td>
<td>–</td>
<td>2,303,275</td>
<td>100,000</td>
<td>16,191,853</td>
<td>8%</td>
</tr>
<tr>
<td>ESARO</td>
<td>7,792,226</td>
<td>11,167,748</td>
<td>914,427</td>
<td>–</td>
<td>48,736,817</td>
<td>24%</td>
</tr>
<tr>
<td>TACRO</td>
<td>1,330,318</td>
<td>–</td>
<td>179,682</td>
<td>14,000</td>
<td>11,201,999</td>
<td>6%</td>
</tr>
<tr>
<td>CEE/CIS</td>
<td>280,435</td>
<td>–</td>
<td>15,000</td>
<td>–</td>
<td>6,214,800</td>
<td>3%</td>
</tr>
<tr>
<td>WCARO</td>
<td>9,105,086</td>
<td>46,000</td>
<td>1,614,957</td>
<td>–</td>
<td>53,764,238</td>
<td>27%</td>
</tr>
<tr>
<td>EAPRO</td>
<td>6,115,413</td>
<td>–</td>
<td>492,501</td>
<td>–</td>
<td>12,879,760</td>
<td>6%</td>
</tr>
<tr>
<td>MENARO</td>
<td>3,175,681</td>
<td>–</td>
<td>1,923,970</td>
<td>–</td>
<td>34,278,000</td>
<td>13%</td>
</tr>
</tbody>
</table>

Beyond programmatic results, the following programme strategies and approaches had a lasting impact and will endure beyond the life of EEPCT:

- **Strengthened humanitarian mechanisms**: During the five years of the EEPCT programme, education as a front-line response has been institutionalized, the Education Cluster was set up and significantly strengthened through EEPCT support, and coordination through Education Clusters and other education in emergency coordination mechanisms has proved a necessary and valuable approach to EiE.

- **Evidence-based programming and global programme management**: EEPCT has contributed enormously to the evidence base of what works for education in emergencies and post-crisis transitions.

- **Innovation in EiE** has proved essential throughout the duration of the programme for effective and efficient programming in complex environments affected by emergencies and disasters. Examples that can be adapted and replicated in similar contexts around the world include pooled fund mechanisms in Zimbabwe and Liberia; the Accelerated Learning Programme, which has benefited more than 300,000 young people in eight countries; a breakthrough in early childhood development in emergencies; transformation of the very nature of schooling-in-crisis setting on a global scale through child-friendly schools (CFS); best practices in DRR in EiE; and documentation and knowledge sharing of innovative practices in EiE. Policy and institutional capacity development, together with support for building the capacity and resilience of children, schools and communities and providing education where none was available, emerged as a key strategy to making a successful transition from emergency to recovery and longer-term development.

**PRIORITY THEMES AND CROSS-CUTTING AREAS**

A number of priority themes were central to EEPCT programming and important to achieving all programme goals. These cross-cutting areas were a focus for larger-scale planning and sustainability efforts, and were an integral part of ensuring quality in programming:
Innovation

From the start, the EEPCT programme was conceptualized as an innovative programme. It was the first programme of its kind in education and emergencies and post-crisis transition designed to achieve such depth and scale in programming on a global scale, while simultaneously adapting and responding to national and local contexts and needs. The flexibility of its funding mechanism allowed UNICEF to address the specific education needs of children in post-crisis transitions, as well as respond in a timely manner to the education needs of children in emergencies during a period in which UNICEF experienced increased demand for humanitarian interventions.

The partnership with the Government of the Netherlands enabled UNICEF to build on its organizational strengths, proven expertise and extensive track record in the field to respond to needs as they arose, and to prioritize strategic interventions, rather than adhere to preconceived priorities and prescriptive responses.

The EEPCT programme enabled UNICEF, partners and national governments to infer important lessons in terms of both managing innovations and drawing lessons from innovative interventions for future programming.

EEPCT innovation highlights include pooled funding mechanisms, ALPs, education for peacebuilding and social transformation, DRR, ECD in emergencies and child-friendly education. The major innovations financed under EEPCT involved the use of education initiatives to help reduce assessed threats and safeguard the gains achieved in education systems reform towards achievement of education for all. Key examples include the Talent Academies and LAB4LAB.

These EEPCT interventions demonstrate innovation in their multi-country approaches and creative partnerships that transcend conventional country-level efforts. Additionally, the EEPCT programme made significant contributions to inter-sectoral work, promoting greater programme linkages across child protection; water, sanitation and hygiene (WASH); ECD; and Communication for Development. Programmes worked together in new ways to meet the needs of adolescent girls, build enabling education environments and promote integrated programming.

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26 This section covers the overall innovative efforts of the EEPCT programme. Specific examples of innovations are also presented under programme goals.
27 Note that details of these innovations are provided in different sections of the report relative to the goals they contributed to.
All of these innovations are strengths of UNICEF programming and highly relevant for supporting education systems in fragile states. These strategies, and in particular the emphasis on scaling up methodologies for adoption at the national level, will be carried forward.

Successful advocacy on education in emergencies and post-crisis transitions has resulted in governments being enthusiastic about interventions that address fragility at both systems level and local service delivery points. Nevertheless, experience shows that innovations need continued financial support until the national government is able to secure or attract sufficient resources for scale-up and replication. Managing innovative initiatives also requires a considerable amount of accompanying documentation and evidence of effectiveness if the potential to scaling up is to be realized.

**Girls’ education and gender equality**

Consistent with MDG 3, the EEPCT programme focused on making education systems more gender equitable in responding to the respective needs of both boys and girls, with the specific goal to advance the empowerment of girls and young women, who have accounted for 70 per cent of 140 million youth who were out of school at the start of the EEPCT programme.28

The EEPCT programme applied a mainstreaming and participatory approach to achieve gender equity in education initiatives, promoting equal as well as targeted services for boys and girls, and men and women (specific programme interventions are addressed in Annex I: 2011 Global Progress Report, and throughout the results by goal). Programme activities were built upon community-oriented, child-friendly and gender-sensitive education to promote quality education and other social services. The problems of gender-based violence and gender inequalities were addressed by promoting access to health, education and protection. Girls have also been a priority in ECD programmes and in community-based schools (CBSs), which often encourage participation by girls who have previously never attended school. Special attention was given through the EEPCT programme to training and recruitment of female teachers in at least 10 countries and territories.29 In Iraq, for example, the majority of teachers trained by the programme were female.

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Mowla Ali community based school (CBS) in Khurasan neighbourhood in the city of Mazar in northern Afghanistan.

29 These include the Democratic Republic of the Congo, Iraq, Jordan, Nepal, North Sudan, the Occupied Palestinian Territory, Pakistan, Somalia, South Sudan and Uganda.
EEPCT support for community girls’ schools in **South Sudan** ensured access for 2,000 girls in areas with few or no primary schools. In **Afghanistan**, where the ratio of boys to girls is nearly 2 to 1 at the primary level and 4 to 1 at the secondary level, EEPCT-supported CBSs addressed the disparity with a steady increase in the number of girls attending Grades 1–3 from 2009 to 2011. As a part of the programme, female teachers were recruited and trained, and varied methods were used to increase community support and participation in the schools, resulting in more families sending their daughters to school.

In **South Sudan**, EEPCT support contributed to girls’ education receiving priority in the formulation of the Education Bill and the Higher Education Bills, soon to be enacted. The Education Sector Strategic Plan dedicates a chapter to gender-related issues, and a gender audit for it is planned. The gender discourse is facilitated by the availability of comprehensive and gender-disaggregated education data produced through the improved the Education Management Information System (EMIS).

In **Pakistan**, the EEPCT-supported interventions improved girls’ education in flood-affected districts through enrolment drives and community mobilization processes. As a result, nearly 30,000 new girls were enrolled in Class I in government primary schools in district Thatta during 2011.

EEPCT worked closely with the United Nations Girls’ Education Initiative (UNGEI), which is steered by UNICEF and provides advocacy and technical support in designing, financing and implementing national education plans. In **Côte d’Ivoire**, UNICEF and the local UNGEI structures supported the development of a Girls’ National Education Plan for 2007–2011, helping the Ministry of National Education to operationalize the plan. To improve girls’ access to education, 100 School Girls Mothers’ Clubs (CMEF) in six regions, work closely with School Management Committees (SMCs) to mobilize communities against gender-based violence. The CMEF uses the multimedia Sara communication tool for social change, which includes drama, poems, music, traditional skits and visual arts to address the core principles of children’s rights, already integrated into the curriculum and teaching methods. The CMEFs are also encouraged to carry out income-generating activities to support education, particularly for girls.

Achieving gender equity requires the use of accurate data, and UNICEF has also been innovative in piloting sub-national data collection and analyses to complement national EMIS. These analyses disaggregate data by gender and other forms of exclusion – such as region, income or ethnic minority group – which is essential for analysing and addressing inequities.

**Child protection**

Child protection is integral to education; protection of children from danger, abuse and exploitation in emergency situations is a central goal of the EEPCT programme. UNICEF serves as the lead agency for the Child Protection Area of Responsibility and as co-lead of the Gender-Based Violence Area of Responsibility (with the United Nations Population Fund) under the broader Protection Cluster. To enhance UNICEF approaches to integrated programming in child protection and education in addressing the holistic needs of children in emergencies, EEPCT supported a review of promising practices across EEPCT countries. As a result, the EEPCT programme has strengthened inter-sectoral programming with this critical linkage to child
protection through life skills; safe, inclusive school environments; and reintegration of children formerly associated with armed forces or armed groups.

Coordination between education and protection sectors leads to more effective interventions for promoting integral development in children and adolescents and strengthening this focus among government authorities in both sectors. In Bolivia, the linkages between education and child protection created by the EEPCT programme improved integrated care for child and adolescent survivors of a flood, strengthening their resilience, family ties, emotional well-being and academic performance. In Côte d’Ivoire, the 40 CMEFs that were established to work with SMCs to promote girls’ education also protected children by mobilizing communities against gender-based violence.

Evidence building and institutional learning

One key objective of the EEPCT programme has been to contribute to the global and national evidence base on effective education policies, successful operational strategies and financing mechanisms for the transition from emergencies to recovery and development through a process of ‘learning while doing’. EEPCT contributed to evidence building through the completion of the Programme Review and Evaluability Study (PRES), which includes three country case studies, and the Progress Evaluation (PREV), which includes six headquarters-initiated case studies. There have also been ongoing knowledge generation and documentation efforts at the country and regional levels highlighting successes, challenges and areas of further learning in EiE, as well as through routine programme monitoring.

Additional research projects supported by EEPCT include Early Childhood Development in Emergencies and Post-Crisis Transition, a case study from the Democratic Republic of the Congo; a case study on Youth Participatory Research on Education Quality in the CEE/CIS; and a Children’s Participatory Assessment Toolkit for Transitional Learning Spaces in Emergency Contexts in Haiti, (UNICEF and the City University of New York). The EEPCT programme also contributed to the United Nations Educational, Scientific and Cultural Organization’s (UNESCO) Education for All 2011 Global Monitoring Report, The Hidden Crisis: Armed Conflict and Education, by providing support to the research process, including facilitation of field visits by the Global Monitoring Report team. The programme also supported the INEE Coordinator for Minimum Standards and Network Tools and the publication of its 2012 Minimum Standards Assessment Report.

Peacebuilding and education – During the EEPCT programme, UNICEF published two studies on education and peacebuilding: The Role of Education in Peacebuilding: A synthesis report of findings from Lebanon, Nepal and Sierra Leone, (2011) and Education and Peacebuilding in Post-Conflict Contexts: Literature review, (2011). In addition to reflecting knowledge gained from

30 Programme Review and Evaluability Study (PRES): UNICEF’s Education in Emergencies and Post-Crisis Transition (EEPCT) Programme, Post-war Reconstruction and Development Unit, University of York, United Kingdom, 2010.
31 Progress Evaluation (PREV) of the UNICEF Education in Emergencies and Post-Crisis Transition Programme (EEPCT), Columbia Group for Children in Adversity (CGCA), United States 2010.
the EEPCT experience, the studies are also intended to inform UNICEF’s new collaboration with the Government of the Netherlands on peacebuilding in education in 2012.

**DRR** – Best practices in DRR and EiE were documented in Angola and the Democratic Republic of the Congo, where mobile teams, remedial classes and rapid response mechanisms for population movements were identified as successful practices that could be replicated in other similar contexts. UNICEF’s Asia and Pacific Shared Services Centre (APSSC) finalized a lessons-learned study of EiE responses in Bangladesh, Timor-Leste, the Philippines and the Solomon Islands. The study underscored the value of the cluster approach and the importance of capacity building of host governments, leading organizations and partners across central, provincial and local levels. The study also noted the need to go beyond training to a more holistic capacity-development approach, focusing on institutions as well as individuals. The Americas and the Caribbean Regional Office (TACRO) made interactive tools and documents on DRR available through a web portal for the region. The Education Cluster and the INEE jointly developed a toolkit on DRR, and UNICEF headquarters staff completed an impact study.

Collaborating with UNESCO, the APSSC developed an Advocacy Brief on DRR in Education – consisting of a poster and brochure – for senior Ministry of Education planners and policymakers. The materials were officially launched at the High Official’s Meeting of the South East Asian Ministers of Education Organization in January 2012. Close collaboration continued with the APSSC Senior Specialist for DRR, who recently completed *Guidance Notes for UNICEF Asia-Pacific on Child-Centred DRR*.

**Assessments** – The use of assessments in the EEPCT programme informed government policies on key issues; highlighted gaps in equitable service delivery and provided timely information on the impact of contextual factors on education systems. Sub-national geographical, contextual and thematic assessments were all used in national and sub-national education sector and EiE planning. In Haiti, UNICEF’s support to the post-disaster needs assessment informed the operational plan and ensured that education became a key pillar of post-disaster response. The Democratic Republic of the Congo conducted a rapid assessment of its free primary education policy for Grades 1–3 and used resulting data to inform national policy and plans. Nepal conducted an impact assessment of the food, fuel and finance crises on 22 schools, with results contributing to national operational planning. In Sri Lanka, inequities in learning outcomes for children in conflict-affected areas were highlighted by an assessment of student learning, which resulted in the implementation of a government-supported ALP.

**Scale**

The EEPCT programme sought not only to introduce innovative and groundbreaking initiatives that could stimulate tangible changes and improvements in post-crisis countries, but also to scale up ones that have demonstrated a positive impact. EiE practices that have been brought
to scale within the programme include life skills education in 13 countries and territories;³² CFS initiatives implemented to some degree in all 42 EEPCT countries and adopted at the policy level in 12 countries;³³ the ALP, which has been scaled up in 9 countries;³⁴ and ECD in 14 countries.³⁵

The programme also offers examples of how small, community-based projects can be scaled up by working with stakeholders at different levels to help forge links and build capacity. Community-based alternative governance and delivery models, such as the Community Education Committees in Somalia, provide viable models for large-scale education delivery in fragile contexts.

In Nepal, the Schools as Zones of Peace (SZOP) initiative was taken on as a government programme in 2011. The Nepal programme integrated peace and human rights in the curriculum for primary and lower secondary education across the country. The SZOP model is now under consideration for adoption in a number of other states via support from other donors and partners. In 2012, a seminar was organized by the Government of Nepal with support from UNICEF and the Government of Norway and Save the Children to share the Nepal experience with other conflict-affected countries for possible adaptation. Country teams from Côte d’Ivoire, India, Liberia and Sierra Leone participated in this south-south learning seminar in part with support of the EEPCT funds.

A number of other countries reported success in the adoption of education sector policies through piloting, evaluations or advocacy – including school fee abolition policies in the Democratic Republic of the Congo, language enrichment policies in Myanmar and changes to school improvement grant policies in Bangladesh.

**Leverage**

The EEPCT programme was catalytic in its promotion of the relatively new field of EiE at the global level. Through its global capacity development, strategic partnerships, knowledge management and evaluative processes, the programme significantly contributed to the professionalization of this sector. The field of EiE developed professional standards and norms, expanded technical guidance and increased representation in cluster responses through the direct support of EEPCT, in particular through support to the work of the INEE and the Education Cluster. As a result, more organizations have embraced the concept of EiE and have prioritized it in their work.

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³² Life skills education was implemented in Afghanistan, Angola, the Central African Republic, Colombia, the Democratic Republic of the Congo, Iraq, Kenya, Kosovo, Myanmar, North Sudan, The former Yugoslav Republic of Macedonia and Timor-Leste.
³³ These include Angola, the Central African Republic, Colombia, Iraq, Kenya, Kosovo, North Sudan, the Occupied Palestinian Territory, Sierra Leone, Sri Lanka, Swaziland and Uganda.
³⁴ ALP was implemented in Angola, Côte d’Ivoire, the Democratic Republic of the Congo, Iraq, Liberia, Myanmar, North Sudan, the Occupied Palestinian Territory and Sri Lanka.
³⁵ ECD was implemented in Angola, Chad, China, Côte d’Ivoire, the Democratic Republic of the Congo, Iraq, Kenya, Kosovo, Myanmar, the Occupied Palestinian Territory, North Sudan, the Philippines, Swaziland and Uganda.
The programme demonstrated that in addition to the recognized humanitarian response to acute emergencies – life-saving health care, nutritional care, water and sanitation – education is equally vital for longer-term recovery and development. Education also plays a critical, immediate, life-saving role. EEPCT collaboration with the INEE and others has also influenced development partners’ growing interest in support for countries in post-crisis transition. The European Commission and the Organisation for Economic Co-operation and Development (OECD), as well as several bilateral agencies (the United Kingdom’s Department for International Development (DFID), the United States Agency for International Development (USAID), etc.) and networks (EFA FTI, INEE) have all set up working groups and task teams on EiE, conflict-affected countries and situations of fragility throughout the past five years. This growing community of practice at global and local levels will be the primary vehicle for sustainability of EiE efforts.

Because of the scale of EEPCT, there is great potential for other education stakeholders to increase their investment in EiE. Already in 2010, the programme successfully leveraged investment through strategic partnerships, policy change and scale-up at the national level. UNICEF country offices advocated for national and sub-national education clusters and increased coordination of EiE response. Membership in education clusters expanded to include government representatives and local NGOs as co-leads and active members. Education Cluster advocacy and knowledge sharing with government officials helped to integrate EiE in national education sector plans and budgets in Bangladesh, Colombia, Haiti, Nepal and North Sudan.

The EEPCT programme also leveraged increased financing for EiE, including more than US$40 million from the FTI Catalytic Fund for Liberia, financial support for the continuation of the Talent Academy initiative in Kenya, and development and endorsement of the Education Transition Fund (ETF) II in Zimbabwe. While maintaining activities that generate tangible impacts on children’s learning, ETF II will assist the Ministry of Education, Sport, Arts and Culture of Zimbabwe in strengthening education delivery mechanisms, improving the quality of education services, and enhancing access, retention, completion and achievement of learners in all schools in the country.36 Several donors have shown their commitments to ETF II. A Memorandum of Understanding was signed with DFID for a contribution of US$37 million and the European Commission agreement is at an advanced stage of discussion.

Innovative communication and engagement

The Back on Track programme employed innovative ways of engaging audiences to drive discussions on education in emergencies issues, while giving a voice to communities benefiting from the programme. From radio trainings with youth in Liberia, which produced award-winning radio pieces, to animated short films, infographics, a multifunctional website, and blogs from experts, the programme adapted to explore new and emerging technologies. We expanded our audience through an active and engaged social media presence and Beyond School Books podcast series (the first of its kind) featuring in-depth discussions with thought leaders, including Nobel Peace Prize Winner Reverend Desmond Tutu, activists, such as former child-soldier Ishmael Beah, journalists, Nicholas Kristof, and those working on the ground.

Additionally, video crews travelled around the globe to share the stories of children and young people such as 19-year-old Mark Maluil Garang from Sudan who escaped his life as a child soldier and is now making up for lost time completing his education in a EEPCT-supported school: www.educationandtransition.org/resources/child-friendly-schools-documentary-series-rising-voices/

Outreach

Outreach and communication activities, such as EEPCT’s Back on Track website, extended the reach of evidence; and case studies and lessons learned to broader communities of practice and provided a model for other outreach activities. In the last year of the programme alone, the site received 35,653 visits and 62,391 page views from 199 countries and territories, representing a 70 per cent increase in visits, a 55 per cent increase in the number of page views and 11 more countries compared with the previous year. The website provides feature stories, podcasts, blogs, videos and other resources for sharing innovative EiE practices and successes of the EEPCT programme, thereby expanding its reach to other sectors. Password-protected pages host internal documents and other materials pertaining to the programme, including country progress reports, allowing greater sharing of lessons learned among countries. To further expand outreach further, UNICEF’s Education Office revised its annual reporting format for partners and country and regional offices and continued an annual programme activity mapping exercise. In addition, a communications strategy was implemented to maximize information transfer and outreach of evidence, case studies and lessons learned.

PARTNERSHIPS

Much of what has been accomplished in the EEPCT programme and in EiE more generally throughout the past five years was only possible through partnerships. The provision of quality, safe and relevant education as the basis of prevention, preparedness, response and recovery from crises was made possible through the engagement of networks of individuals, agencies and institutions including NGOs, United Nations agencies, donor agencies, governments, academic institutions, schools and affected populations.

37 www.educationandtransition.org/
First and foremost, at national, sub-national and lower levels, the programme built the capacities of governments, NGOs and communities, and worked with them as valued partners to ensure all children’s access to EiE and to enable communities and countries to recover and progress towards sustainable development.38

At a global level, the EEPCT programme developed effective partnerships with others, including the Inter-Agency Standing Committee (IASC) Education Cluster, the Global Coalition for Protecting Education from Attack, INEE, Save the Children, UNESCO (the International Institute for Educational Planning (IIEP) and the Global Monitoring Report) and UNGEI. These partnerships resulted in more coordinated action in EiE, thus benefiting millions of children. These partnerships also enabled the programme to create knowledge, share information, create standards and guidance, and conduct more effective advocacy to ensure the continuity of quality, relevant and safe education in crisis contexts. Some key partnerships and their impact are outlined below.

**EECPT and the evolution of the Education Cluster mechanism**

EEPCT support for the IASC Education Cluster resulted in better coordination of education response and strengthened national capacities to prepare for, respond to and recover from humanitarian crises. When the IASC – the primary mechanism for inter-agency coordination of humanitarian assistance – launched the Education Cluster in 2007 with UNICEF and the Save the Children Alliance as co-lead agencies – the only cluster co-led by a United Nations agency and an NGO – there were many who doubted whether its creation was either required or would have a positive impact.

Confounding the naysayers, the Education Cluster has progressed to the point where it is now fully accepted by the humanitarian community as an effective mechanism for coordinated action in EiE. By the close-out of the EEPCT programme, there were a total of 43 national Education Clusters or cluster-like coordination mechanisms. What began as an optimistic experiment in United Nations-NGO collaboration has matured into a solid alliance based on a deep commitment to children and young people affected by humanitarian crises. This is due in large measure to EEPCT support, UNICEF and Save the Children’s leadership, as well as to the commitment of partners at global and country levels.

The EEPCT programme was the main source of funding for the Global Education Cluster, enabling both UNICEF and Save the Children to effectively discharge their obligations to improve the coordination of education response in humanitarian crises. Between 2009 and 2012, Save the Children was awarded close to US$3 million39 of EEPCT funds to facilitate its delivery of the objectives of the Education Cluster Global Co-Lead. This enabled Save the Children to strengthen its capacity to effectively support the Education Cluster partnership globally and Education Cluster implementation at a country level. Similarly, EEPCT funds in excess of US$3.8 million supported UNICEF’s human resource capacity to lead the Education

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38 Specific details of partnerships at national and at lower level with government and civil society are provided within the goals and cross-cutting issues sections of the report.
39 Save the Children was awarded US$2,193,103 in 2009, US$496,096 in 2010 and US$203,401 in 2011 from EEPCT funds.
Cluster, for development of strategies and tools at the global level, initiation of national-level Education Clusters in more than 20 countries, and support for Education Cluster Unit operations and activities.

Globally, the Education Cluster has trained more than 4,816 front-line staff on EiE in 47 different countries, with participants from more than 100 countries. Front-line responders who include staff from the Ministry of Education, development agencies, cluster co-leads and partners, local NGOs and community-based organizations, have learned why education is a priority in emergency situations, how to respond to education in emergency needs, and the role of the Education Cluster and other coordination mechanisms in supporting a collaborative response. Additionally, more than 500 individuals trained in Education Cluster coordination are playing an increasingly important role in ensuring harmonized and effective provision of EiE. These and other capacity-building activities, as well as advocacy and knowledge-sharing activities linked to cluster action on the ground and other EEPCT efforts, have contributed to increased integration of EiE in national education plans and budgets.

### Success Story: The Education Cluster in South Sudan

The Education Cluster in South Sudan is reported to be a real success story. It has produced significant results since its formation in late 2010, including:

- It offers a good example for other Education Clusters globally, but it is also a source of inspiration for clusters in other sectors in South Sudan.
- It was instrumental in ensuring that risk reduction and emergency response are effectively mainstreamed in the Education Sector Strategic Plan and budgets.
- Its proactive approach has led to the contextualization of key EiE tools (INEE Minimum Standards, Rapid Education Needs Assessment Tool) and the development of inter-sectoral guidelines with the WASH and Protection Clusters.
- Unrelenting advocacy efforts resulted in increased resource mobilization, larger membership and more assiduous participation.
- The Education Cluster coordinators developed a tailor-made package of training materials for South Sudan to ensure that the level of materials was appropriate to the capacity found at the state level.
- The Education Cluster’s strategic, concrete and field-based approach is also reflected in the workshop entitled Designing Education in Emergencies Programming and Writing Quality Proposals.
- The co-leadership arrangement between UNICEF and Save the Children has worked very well in South Sudan.

**Source:** South Sudan 2011 Progress Report.

The indispensable role of the Education Cluster, where EEPCT also provided other direct support, was patently clear in the major disasters in Haiti and Pakistan. However, the very nature of the work of the Education Cluster, both its successes and ongoing challenges in its efforts to strengthen education systems before, during and after emergencies, illustrates the complexity of humanitarian response and the need for sustained and patient partnership. There are still significant challenges in making space for an education response in the humanitarian
sphere. Education remains one of the most underfunded sectors in humanitarian appeals, receiving only 2.1 per cent of all humanitarian funding in 2010.40

Inter-Agency Network for Education in Emergencies (INEE)

The value and impact of partnerships within the EEPCT programme is never more clearly illustrated than through its support for and partnership with INEE. EEPCT’s partnership with INEE, an open global network of representatives from NGOs, United Nations agencies, donor agencies, governments, academic institutions, schools and affected populations, has greatly contributed to convincing humanitarian and development stakeholders that education has a key role to play in emergencies and in recovery efforts. This has, in turn, resulted in better delivery of education services and stronger accountability as part of life-saving and life-sustaining humanitarian action.

In addition to its advocacy role, a key contribution of INEE to the field of education in emergencies has been the INEE Minimum Standards.41 Originally created in 2004, in line with Sphere, the standards are highly accessible to various language and emergency contexts. The EEPCT programme has supported ongoing dissemination and institutionalization of the standards, as well as the update of the standards in 2009–2010, which addressed the issue of conflict sensitivity, among other thematic issues.

The EEPCT programme has also supported other INEE efforts, including development tools, the INEE Toolkit, INEE Guidance Notes on Teaching and Learning, Pocket Guides on Gender and on Supporting Learners with Disabilities, and the Guidance on HIV in Education in Emergencies, leading the way for other clusters with guidance and programming that reaches the most vulnerable, including girls, children with disabilities and those living with HIV and AIDs. These guides were made available to more than 7,500 members of the network, as well as bilateral and multilateral partners, and are used widely in more than 170 countries. INEE’s support to country-level training, many of which involved EEPCT directly or indirectly through the Education Cluster, has equipped Ministries of Education, local NGOs and partners with skills to prepare, respond and transition from crises.

Through EEPCT support, UNICEF has also been involved with the INEE Working Group on Education and Fragility, established within INEE in 2008 as an inter-agency mechanism to coordinate diverse initiatives and catalyse collaborative action on issues relating to education and fragility. The group completed its three-year mandate at a final biannual meeting in March 2011. UNICEF engagement through EEPCT with this working group included support for the development of a guide on external financing sources, as well as consultations using a conflict-sensitive approach in education.

United Nations High Commissioner for Refugees (UNHCR)

Collaboration with UNHCR at global, regional and national levels was also enhanced with support of the EEPCT programme through the following activities: need and asset assessment in Dadaab refugee camps (Kenya) in cooperation with the Kenya Country Office; a joint UNHCR/Save the Children/UNICEF assessment mission in Dollo Ado refugee camp (Ethiopia); regular coordination meetings with the ESARO Regional Education Officer; contribution to the new UNHCR Education Strategy 2012–2016; coordination with the UNHCR headquarters-based Senior Education Officer on ways to operationalize the joint letter of 27 October 2011, signed by UNHCR’s High Commissioner and UNICEF’s Executive Director, for strengthened cooperation.

The Global Coalition to Protect Education from Attack (GCPEA)

The Global Coalition to Protect Education from Attack (GCPEA) was established in 2010 by UNICEF, INEE and other organizations concerned about ongoing attacks on educational institutions, students and staff in countries affected by conflict and insecurity. With funding from the EEPCT Programme, GCPEA successfully advocated for the expansion of the United Nations Monitoring and Reporting Mechanism trigger to include attacks on schools and hospitals. In 2011, with EEPCT support, APSSC built on a regional event on Education Under Attack held in 2010, by co-hosting with INEE and GCPEA a global Knowledge Roundtable on Programmatic Measures on Prevention, Intervention and Response to Attacks on Education. The roundtable brought together more than 60 field practitioners, programme managers, Ministry of Education officials, child protection specialists, human rights advocates and researchers working in 15 different countries. As a result, the way forward was mapped out regarding the next steps at the county level and GCPEA’s role in information management and advocacy to protect education from attack. Globally, the coalition is establishing new ways to bring partners together via global and regional events, a database of 700 field-based actors from 120 organizations and initiating both horizontal and vertical information exchange among 25 countries.

International Institute for Educational Planning (IIEP)

EEPCT enabled the IIEP to collaborate with UNICEF’s WCARO and national ministries of education on the integration of conflict and DRR measures into national education sector planning. As a result, IIEP developed expertise in this area and is currently working with the Global Partnership for Education on guidelines for sector assessment in fragile contexts. In a parallel process, IIEP, in cooperation with UNICEF, provided technical assistance on implementing emergency education guidance to the Ministry of Education in Chad and Côte d’Ivoire. In North Sudan, EEPCT programme funding made it possible to plan investment in a joint UNICEF/IIEP strategy for capacity development in sector policy analysis, strategic planning and results-based monitoring.

UN Girls’ Education Initiative (UNGEI)

UNGEI, a partnership of organizations anchored by UNICEF that is committed to narrowing the gender gap in primary and secondary education, provides advocacy and technical support in
designing, financing and implementing national education plans in order to ensure that, by 2015, all children complete primary schooling, with girls and boys having equal access to free, quality education. At the global level of the EEPCT programme, UNGEI played a role in disseminating various multimedia communication initiatives coordinated by UNICEF’s Division of Communication, thereby raising the profile of education in emergencies and post-crisis transition and providing visibility to the programme.

All of these partnerships within EEPCT clearly demonstrate that partnerships at various levels and on a wide range of areas, ranging from advocacy to implementation, have been key to raising the profile of EiE. While they have increased the focus on EiE, they have also indicated that we have a long way to go, not least in the amount of finances and other resources that the global community needs to still devote for longer-term sustainable impact in the field. Going forward, UNICEF and other partners may have some opportunities to better address these challenges, especially in fragile and conflict-affected contexts through engagement of the Global Partnership for Education (formerly called the EFA-FTI) – the first-ever global partnership on education between donor and developing countries.

RESULTS BY PROGRAMME GOAL

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

Table 4: Five-year results for Goal 1

EEPCT restored access to and improved quality education for close to 30 million children between 2007 and 2011; constructed or rehabilitated more than 13,000 schools and/or classrooms; and trained more than 180,000 teachers, other school staff and members of school support committees to improve the quality of education. It also provided more than 31 million items of educational and recreational materials for restoring access to quality learning.

Beneficiaries by type of activity:
- Provision of services and material and financial support: more than 20 million
- Enrolment campaigns: close to 4 million
- Policy and curriculum reform: 5.4 million

Restoring access to EiE in post-crisis contexts

Education is a fundamental right of all children. Moreover, the provision of quality education that meets the physical, protection, psychosocial, developmental and cognitive needs of children in disaster- or conflict-affected areas can be both life-sustaining and life-saving. Not only did the EEPCT programme restore access to education for millions of children, but it was able to ‘build back better’ by providing opportunities for children to enter school for the first time through its guidance and programming for girls, children with disabilities, marginalized children and those living with HIV.
In Afghanistan, for example, community-based schools offer access to schooling for children – especially girls – where none was available before. In Chad in 2008, when 92,500 Sudanese children were enrolled in semi-permanent learning spaces in 12 refugee camps, 5,000 local children were also enrolled in school for the first time, thus promoting peaceful coexistence in a region with few resources or services. In the Democratic Republic of the Congo, the country’s eighth Back-to-School campaign registered 2,254,622 children in school, while an indirect income transfer to parents in form of pupils’ kits and basic learning materials helped increase access to education for marginalized and vulnerable children, especially girls. EEPCT support to the Back-to-School campaign included the provision of 119,000 pupils’ kits and learning materials for some 750,000 pupils, as well as 860,000 exercise books for 235,500 pupils – 43 per cent of them girls – in Grades 3 through 6. Innovative ‘Child-to-Child’ activities involving 900 primary-school-age facilitators led to the enrolment of 3,600 children (53 per cent of which were girls). An additional 2,000 children were provided with temporary learning spaces that included sanitation facilities.

Access to quality education was promoted through a variety of strategies. Temporary learning spaces strengthened the capacity of local schools and communities to increase access to education for children immediately affected by crisis and displacement. UNICEF established more than 4,500 temporary learning spaces, constructed or rehabilitated classrooms, and distributed teacher, child and recreation kits in at least 13 countries, including Haiti, Pakistan and the Sudan.

In Haiti, the EEPCT programme enabled 325,000 children whose schools were destroyed in the 2010 earthquake to access schooling in temporary school structures. In the Central African Republic, instability kept 300,000 internally displaced and refugee children out of school in 2006. By 2011, 82 per cent of these children had been enrolled as a result of the construction of 500 temporary learning spaces and new schools and the rehabilitation of damaged schools. As an indicator of quality, the children’s performance also improved from a pass rate of 31 per cent in 2009 to 52 per cent in 2011.

The programme also reduced barriers to children’s access to school by mobilizing communities and providing concrete support for Back-to-School and Go-to-School programmes in Côte d’Ivoire, the Democratic Republic of the Congo, South Sudan and Uganda, where the initiative resulted in an increase of 15 per cent in enrolment. Back-to-School programmes and initiatives provided concrete support through materials, meals, psychosocial support and safe access to school – and by ensuring that teachers were in place.

In Côte d’Ivoire’s Back-to-School campaign, 1 million children whose schooling was interrupted due to the post-election crisis in 2007 benefited from rapid allocation of funds from the EEPCT programme. To enable a quality learning environment, learning and teaching materials for 550,000 children and 10,000 teachers were provided and some 150 classrooms were rehabilitated. In addition, water and sanitation improved.

In South Sudan, the EEPCT programme made a critical contribution to the Go-to-School campaign that provided learning opportunities for more than 1.3 million children. Supplies were distributed to nearly every school in what was then known as Southern Sudan, scaling up coverage from an estimated 13 per cent before the campaign to nearly 100 per cent in 2007,
and thereby eliminating one of the costs that prevented families from sending children to school. In emergency response, chronic crises and early recovery, EEPCT contributed to advancing equity in education through strategies to reduce marginalization and promote social cohesion by restoring learning in deprived areas. This was done mainly through basic infrastructure rehabilitation and distribution of equipment and school supplies. This assistance combined a supply component (textbooks, uniforms and learning materials) with conditional cash transfers to schools.

EEPCT experience in Pakistan showed that both types of emergency situations – conflict and natural disasters – also provided opportunities to enrol children who had never been to school in their areas of origin, especially girls. This was evident in the 2011 Sindh Flood response where out of the 100,000 children enrolled, more than 40 per cent were first timers.

Throughout the duration of the EEPCT programme, measures to promote social protection and equity were implemented in nine countries. The programme enabled national governments to construct new schools in underserved areas – including 40 schools in Liberia. In Sudan, it rehabilitated and expanded 391 classrooms in remote, deprived and conflict-affected areas, camps for internally displaced persons and nomadic communities in Darfur. In Côte d’Ivoire, 150 classrooms were rebuilt and water and sanitation conditions were improved, while 35 schools were rehabilitated and fitted with canteens through a partnership with the World Food Programme. After a hurricane in Haiti in 2008, UNICEF helped provide access to education for more than 100,000 children by restoring access to learning in deprived areas. To prepare the ground for school fee abolition, the Haiti programme is also piloting block grants to public and non-public schools in disadvantaged areas, linked to an essential package of supplies and services to safeguard educational quality.

Improving the quality of education response through child-friendly schools

EEPCT has contributed significantly to introducing CFS approaches in crisis-affected contexts, thereby improving the quality of education service delivery.

EEPCT programmes globally have demonstrated that CFS is not a one-size-fits-all model, but a multi-dimensional, comprehensive, integrated concept of educational quality. The EEPCT programme successfully built on the richness and flexibility inherent in the CFS approach to respond to the multiple and varied challenges of access to and quality of education that the range of EEPCT countries presented. Implementation of CFS varied from individual models at the school level (intended for replication) to mainstreaming through an infusion of CFS principles into national policies and sector plans, and to using aspects of the approach to drive key areas in responding to emergencies or in recovery efforts in post-crisis transition, such as school health and WASH, or through promoting child protection.

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42 These include Angola, Bosnia and Herzegovina, the Democratic Republic of the Congo, Kosovo, North Sudan, the Occupied Palestinian Territory, the Philippines, Pakistan and The former Yugoslav Republic of Macedonia.
Five-year results for CFS

During the EEPCT programme, UNICEF-supported CFSs reached more than 1 million children, with improved access to and quality of learning opportunities in at least 5,800 schools in 36 countries affected by crises. The CFS approach to quality education was used in virtually all 42 EEPCT countries. The programme trained close to 8,400 teachers and school heads and more than 2,300 members of SMCs, as well as distributed 66,000 items of teaching and learning materials. In all, close to 2,500 new schools were constructed; more than 2,000 classrooms were built using CFS design; and 328 schools were rehabilitated.

Overall, while the extent and manner of implementation varied substantially, the implementation of CFS across EEPCT countries brought a measure of coherence to UNICEF’s efforts to change the quality and conditions of learning in all crisis-affected countries. In all countries where EEPCT supported this approach, CFS ensured that children accessed quality education, achieved quality learning outcomes and developed relevant life skills to cope with the immediate crisis and be better prepared for future challenges. The CFS approach enabled the setting of national standards and benchmarks for quality in education systems in EEPCT countries (see Goal 4 results).

Lessons learned during the EEPCT programme have enabled UNICEF and partners globally to strengthen the CFS approach in their own programming for greater results for children and communities beyond the EEPCT programme. EEPCT experience showed that using the CFS approach can provide an overarching framework for both short-term interventions in emergency situations and longer-term planning for transition.

Helping children cope with stress

In the Occupied Palestinian Territory, the CFS model of providing children with nurturing psychosocial support has been mainstreamed throughout the education system: Some 240 thematic clubs, offering extra-curricular and recreational activities, were established to serve 10,000 students (Grades 4, 5 and 6) from 90 CFS schools in the most affected areas of the West Bank and Gaza.

The clubs offer school-based learning and recreation and have improved students’ abilities to cope with stress, reducing the psychosocial impact of their exposure to military operations and checkpoints. In all, 204 teachers – male and female – were trained to organize and animate the clubs.

Teacher training, community engagement, water and sanitation facilities in schools, provision of learning and teaching materials, and life skills-based education were the most common EEPCT-supported strategies undertaken to improve education quality in emergency and post-crisis contexts.

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43 In at least this many schools, since the number of schools involved was not reported in all cases.
44 The number of countries is derived through the activity mapping exercise. More countries applied the CFS approach than those that reported number of beneficiaries.
Teacher training

Teacher training reduced teacher absenteeism and staff turnover and gave students a better chance of learning. Teacher training that focused on techniques for providing psychosocial support to children further addressed the needs of children affected by crises. The EEPCT programme trained more than 180,000 teachers, other school staff and members of school support committees in active pedagogies, multigrade classroom instruction, stress management, life skills, student assessment, conflict resolution and human rights to improve the quality of education. In Iraq, where CFS is the overarching education strategy, 3,836 teachers received training in CFS techniques, with an emphasis on psychosocial support, sanitation, hygiene and the prevention of cholera and HIV. In Myanmar, more than 1,600 primary teachers were trained to implement the child-centered teaching methodologies, which benefited 198,000 children. In North Sudan, over 2,000 teachers were trained in the CFS approach and active learning teaching methodology.

In countries where there were few trained teachers, the EEPCT programme promoted building the capacities and formalizing the role of locally recruited parent teachers. In the Central African Republic, some 1,300 parent teachers received training in basic pedagogy and classroom management and, motivated by financial support from parent-teacher associations (PTAs), were able to conduct classes in the absence of qualified teachers. In Iraq, where parent teachers constitute about 90 per cent of teachers in conflict-affected prefectures, UNICEF helped the Ministry of Education develop a national training plan to enable these parent-turned-teachers to enter the formal education system.

UNICEF’s experience in the Occupied Palestinian Territory has demonstrated how using innovative approaches, such as math and science kits, makes it possible to deliver quality education services that extend beyond emergencies well into the post-crisis and development phases. Similarly, MOEHE-UNICEF work on creating remedial education for underperformers can affect overall teaching practices in schools, as well as have an immediate impact on children, through demonstrating how active learning methodologies promote learning achievement. These types of innovative UNICEF approaches should be used to strengthen future CFS programming in emergency areas.

Engaging communities

Another key feature of CFS employed through EEPCT is the active involvement of parents and other community members. Angola, Burundi, China, Kenya, Myanmar and the Occupied
Palestinian Territory have reported an increase in the proportion of schools with student, parent and community participation in governance throughout the duration of the programme\(^{45}\) (see *Trends Summary*). Most schools have SMCs and/or PTAs that are responsible for maintaining quality (e.g., building repairs, sanitation) in the schools. Some SMCs promote enrolment as well as retention by improving quality learning and addressing sources of inequity that can prevent children from learning, such as gender, disabilities, ethnic background or poverty.

Many CFSs offer life skills-based education that often consists of practical instruction from community members in such skills as farming or animal husbandry or in art forms rooted in the local culture. In the **Democratic Republic of the Congo**, more than 96,000 adolescents acquired life skills in HIV prevention, reproductive health, sexual violence prevention, citizenship and peacebuilding; 22 adolescent-friendly centres were built or rehabilitated; and 1,147 adolescent clubs provided life skills-based learning for 130,000 adolescents.

*Water and sanitation in schools*

The EEPCT programme responded to the lack of adequate WASH in schools in emergencies to supply sanitary facilities in more than 1200 schools in 17 countries, including Afghanistan, the Central African Republic, the Philippines and South Sudan, and benefiting nearly 400,000 children. Separate sanitary facilities for boys and girls, clean drinking water and hand-washing facilities, as well as water points and basic hygiene information and training – priorities of CFS and school-building and refurbishing activities – have enhanced the quality of the schooling environment and thereby improved the learning environment for children in target countries. In **Afghanistan**, the programme built 302 cost-effective schools – all with separate latrines for boys and girls – benefiting 150 thousand students. In **Angola**, strengthened CFS approach through improved monitoring in 2010–2011 ensured that schools consistently provided gender-separate latrines and locks on latrine doors, two elements of CFS criteria that directly relate to girls’ attendance, and which were identified as challenges by the PREV in 2010. In **Sri Lanka**, CFS guidelines on safe and appropriate construction were effectively mainstreamed by the EEPCT programme.

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\(^{45}\) Through the EEPCT Monitoring Framework, country offices reported the following increases: Burundi, 2009–2011 (from 1.84 per cent to 12.64 per cent); China, 2009–2010 (from 61.19 per cent to 67.73 per cent); Kenya, 2007–2010 (77 per cent of secondary schools have student councils, up from 10 per cent; Myanmar, 2007–2010 (from 8.65 per cent to 27.40 per cent); the Occupied Palestinian Territory, 2007–2011 (from 27.14 per cent to 47.50 per cent). These improvements, however, cannot be attributed to the EEPCT programme alone, as they may have resulted from a range of interventions supported at the national level by partners.
In Bangladesh, students call for school sanitation facilities

Mariam Akhter, a fourth-grader, is one of 220 students at a school in rural Bangladesh. But for girls like Mariam, attending school was difficult because there was no tube well or latrine and home was more than 1 kilometre away. As a result, Mariam often missed classes, which affected her grades. “Many older girls were missing school because of this,” she explains.

In 2011, Mariam and other students took part in a Participatory Vulnerability Analysis organized by UNICEF’s partner NGO, Bangladesh Association for Community Education. The students drew a map to highlight their school’s assets and deficits. For the first time, Mariam was able to explain the difficulties of having no latrine or drinking water at school. This participatory process meant that she and other students were heard and taken seriously. “We enjoyed this activity,” said Mariam. “Our teachers and the school committee actually listened to us.”

Mariam also shared these problems at a local government meeting. As a result, a tube well was installed and separate latrines for girls and boys were built in the school compound. Now, Mariam attends school regularly. Her confidence has been boosted and her performance is continuing to improve. She hopes to do well on her final exams and continue her education.

Like Mariam, students and teachers from 200 schools, as well as members of SMCs and PTAs, were all involved in Participatory Vulnerability Analyses. The analyses directly benefited nearly 10,300 students and 405 teachers, and also indirectly benefited 49,000 community members through improved classroom infrastructure that allows education to continue during and after a disaster.

Beyond direct provision, EEPCT developed tools for global use to further the goal of providing a healthy and safe environment for children. These tools included the WASH in Schools Monitoring Package and the Teacher’s Guidebook. Focused on adequate gender-sensitive approaches, WASH in schools in emergencies was further strengthened through UNICEF’s lead in both the Global Education and WASH Clusters, and it continues to be an area of priority in emergency response.

Despite the varying degrees of implementation and, in some cases, slow institutionalization of the components of the CFS approach, the EEPCT programme found that CFSs were an effective means of ensuring quality education for large numbers of children affected by emergencies. At the same time, the EEPCT programme demonstrated that for innovative and groundbreaking initiatives such as CFSs to stimulate tangible improvements in post-crisis countries, it is necessary to improve documentation and reporting on evidence of results. This is critical for advocacy and coalition-building, which is necessary if we are to ensure much-needed increases in partner and government attention and funding to further scale up the CFS and other innovative approaches.

Learning and teaching materials

Learning and teaching supplies – including textbooks, stationery items, classroom furniture and uniforms, as well as UNICEF’s five specially designed teaching kits (School-in-a-Box, Recreation, ECD, and Math and Science) – are essential elements of EEPCT support to schools. The cost of school supplies often keeps children out of school. The fact that EEPCT
increased access to school for marginalized, vulnerable children by providing learning materials also represents an indirect income transfer to parents. The EEPCT programme provided about 25 million textbooks in 15 countries; 178,000\textsuperscript{46} ECD kits, School-in-a-Box kits, student kits and recreation kits; nearly 203,000 items of teacher training materials; and more than 1.4 million items of school supplies, uniforms and furniture, thereby providing an important stimulus for improved education quality for more than 10 million children.

The EEPCT programme also helped to evaluate the effectiveness of UNICEF’s standardized kits and significantly enhanced UNICEF’s operational efficiencies in the distribution of learning materials to crises-affected countries. Moreover, it enabled the development and revision of basic EiE curricula. The five standardized kits conform to the life-cycle approach to education and cover the needs of children from 3 to 18 years old. Apart from the hardware component (the actual materials), the kits also include training and orientation materials, teacher guides and activity books. The multiple possibilities to apply the non-formal curriculum revised throughout the course of the EEPCT programme go beyond emergency situations. Already marginalized children living in extreme poverty in other contexts have benefited from the initiative.

**Building foundation for lifetime learning through ECD in emergencies**

A focus on ECD in emergencies and post-crisis transition enabled through the EEPCT programme was a breakthrough that laid the foundation for a lifetime of learning for millions of children. The EEPCT programme promoted a global focus on ECD in emergencies and enabled the field of ECD in emergencies and transition situations to become one of the most promising emerging areas in education.

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<tr>
<th>Five-year results for ECD</th>
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<tr>
<td>The EEPCT programme provided ECD services to close to 600,000 children. It constructed more than 2,000 ECD centres, trained close to 19,000 teachers and caregivers and provided 30,000 items of ECD teaching and learning materials.</td>
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The linguistic, cognitive and social skills children develop in early childhood are the foundations for lifelong learning.\textsuperscript{47} ECD programmes prepare children for school, mitigate the effects of household deprivation, halt the transfer of educational disadvantage from parents to children and strengthen prospects for economic growth.\textsuperscript{48} During emergencies, however, young children, who need the most support and who stand to lose the most in terms of their lifelong development, have persistently missed out on the care and services they need to develop to their full potential. Families often do not recognize the value of early learning, while access to ECD services is further inhibited by relatively high costs, in particular in the context of loss of livelihood in crises situations.

\textsuperscript{46} Each ECD kit serves 50 children; each School-in-a-Box kit serves 40 students; each student kit serves 80 students; and each recreation kit serves 90 students.
\textsuperscript{47} UNESCO, Education for All Global Monitoring Report, 2011.
\textsuperscript{48} The Hidden Crisis: Armed Conflict and Education, EFA Global Monitoring Report, UNESCO
To address these challenges, key to the ECD strategy supported under the EEPCT programme was the provision of integrated essential health, nutrition and early education services in child-friendly spaces, offering stability in the midst of chaos and allowing children to continue schooling, receive psychosocial support and play with other children.

The EEPCT approach to ECD has had a broader impact on ongoing and future emergency response through the development and dissemination of ECD tools and strategies, and through targeted capacity-building intervention. In 2008, UNICEF’s Early Childhood Development Unit joined the efforts of the EEPCT programme to accelerate work on the ECD toolkit, a key instrument for emergency response. In addition to expanding ECD services across the 42 target countries, EEPCT helped to globally establish ECD as a national policy priority.

The impact of the focus on ECD in the EEPCT programme is clearly evident in several programme countries. At the start of the programme, in the Democratic Republic of the Congo, a country facing long-lasting complex humanitarian crisis, only 8 per cent of first graders in the country had attended preschool. The EEPCT-supported ECD programme had a dramatic impact – enrolment in ECD in the country increased from 377 children in 2008 to 77,500 – of which 53 per cent were girls – in 2011. Project activities established more than 500 quality ECD centres, provided counselling for parents on the importance of ECD; and developed the capacities of 1,900 ECD personnel and 1,900 primarily teachers. Children in Grades 5 and 6 helped to prepare younger ones for school success.

In China, following the devastating earthquakes in Sichuan in 2008 and Yunnan in 2009, through a partnership between UNICEF and the national government, EEPCT restored or constructed quality ECD facilities and provided the initial tranche of emergency supplies, including ECD kits, in severely affected counties. Complementing other resources, the EEPCT programme supported the development of a parent portal for teachers to train parents in the skills needed to provide a safe, nurturing environment.

In several countries, EEPCT helped to establish ECD as a national policy priority. Examples include:

- In Angola, the EEPCT programme facilitated an ECD diagnostic on quality and access to services that provided a foundation for the Ministries of Social Assistance and Education, and other ministries, to develop a common national policy and strategic plan regarding ECD.
- In Côte d’Ivoire, the completion of the integrated strategic policy for ECD provided the institutional framework for community-based ECD.
- In Haiti, as a result of concerted UNICEF advocacy, ECD was included in the five-year operational plan for the education sector.
- In Liberia, data on ECD provision, rapid enrolment and improved quality were included in an Early Learning Package as part of the national sector reform process.

49 MICS49 2010.
In Myanmar, after Cyclone Nargis, EEPCT enabled communities to take the lead in meeting the developmental needs of young children through community-based ECD centres and parenting workshops.

Good practices in ECD included the use of community-based facilities (parish halls, churches and homes) to establish ECD centres. Such practices were also linked to the provision of other services, such as protection, health care and birth registration. The community-led approach to ECD helped to ensure the sustainability of ECD centres, and UNICEF will continue to support these communities through capacity-building measures.

The emerging field of ECD in emergencies

EEPCT funds enabled UNICEF to lay the foundation for ECD in Emergencies and Transition Situations, one of the most promising emerging areas in education. In UNICEF’s humanitarian response, ECD has become an important entry point in creating ‘safe havens’ for young children and their families in conflict zones. ECD centres help to foster greater community cohesion, as the needs of children become a binding factor among local leaders, parents and other community members.

UNICEF’s ‘Early Child Development Kit’ was the first such tool to meet the learning and developmental needs of young children during emergencies. Nearly 20,000 kits were distributed in 2011 in more than 50 countries.

UNICEF is strengthening surge capacity in ECD in Emergencies and Transit Situations by establishing a global roster of master trainers from different regions, with a wide range of language competencies.

Using a new ECD in Emergencies and Transit Situations training package, UNICEF sponsored two regional training workshops, which were attended by 47 practitioners in Africa and Asia, to strengthen capacities in the field.

UNICEF’s ECD Advocacy Package, ‘Thriving through Crisis by Playing and Learning’ was developed to increase awareness of the importance of a stimulating learning environment for young children in emergency and transition settings. The package describes, through human interest stories (from the Democratic Republic of the Congo, Haiti, Pakistan and Myanmar) practical measures to minimize the adverse effects of trauma on young children.

The EEPCT programme’s experience and results from ECD reinforce the growing evidence that despite the immediate high costs (related to infrastructure, teacher recruitment, training and remuneration, food for children and first-aid kits) and other challenges, the longer-term benefits of investing in ECD outweigh the costs. It makes the case for scaling up ECD programmes to ensure free universal ECD services, especially for marginalized, disadvantaged children.
Goal 2: Increased resilience of education service delivery in chronic crises, arrested development and deteriorating contexts

Goal 2 was designed to prevent interruptions or negative changes in the quality of education in conflict-affected states, while at the same time using education interventions to help reduce socio-political or economic fragility. It also sought to facilitate the development of innovative models – such as ALPs and LAB4LAB – to address threats to peace and stability and to enhance the delivery of basic education services in a range of countries affected by fragility. In this way, EEPCT would be able to contribute to resilience, which involves both the process and the capacity to get back on track and fully recover in the face of change and stressful circumstances.

To this end, the main interventions reported under Goal 2 are:

- Community-based schools
- Accelerated Learning Programmes
- Basic EiE curriculum
- Talent Academies
- Learning along Borders for Living across Boundaries (LAB4LAB)
- Education interventions that contributed towards peacebuilding

<table>
<thead>
<tr>
<th>Five-year results for Goal 2: Increased resilience of education service delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEPCT initiatives focusing on resilience education service delivery benefited close to 8 million children. A total of 17,689 schools, classrooms and temporary learning spaces were established or rehabilitated for provision of second-chance education opportunities and innovative interventions. The programme trained 95,054 teachers and other education workers in a variety of skills targeted to the specific needs of children and communities in chronic crises, arrested development and deteriorating contexts. Nearly 5 million items of teaching and learning materials were provided.</td>
</tr>
</tbody>
</table>

Community-based schools (CBS)

EEPCT advanced the CBS approach as a new and important strategy to reach out-of-school children in crisis-affected contexts, where government reach is limited (Afghanistan) or where there is no functioning government (South Central Somalia).

This highly effective approach provided education where none was previously available, often to children – especially girls – who never had access to schooling before. Between 2007 and 2011, the EEPCT programme supported the establishment of approximately 5,000 CBSs in Afghanistan, the Central African Republic, Jordan, Myanmar, Somalia, South Sudan and Uganda.

<table>
<thead>
<tr>
<th>Five-year results for EEPCT CBSs</th>
</tr>
</thead>
<tbody>
<tr>
<td>The EEPCT programme helped 2,182 CBSs and served a total of 223,017 children. The schools were staffed by 18,637 trained teachers chosen from the local community and supplied with 29,415 items of teaching and learning materials.</td>
</tr>
</tbody>
</table>
In the Central African Republic, where attacks by armed groups have taken place since 2006, more than 2,600 parents and teachers received ongoing training to manage 575 CBSs. In Jordan, UNICEF collaborated with Save the Children to enrol 604 vulnerable Iraqi children in 25 CBSs to help re-create structure and a sense of normalcy in their lives and the lives of their parents and community, giving them a sense of equity and inclusiveness. In Somalia, with a contribution from DFID, the EEPCT programme helped to ensure that more than 95 per cent of primary schools had trained community education committees. Some 6,700 teachers and 7,000 community education committee members received training to manage the schools, which served more than 200,000 children.

EEPCT support reinforces the evidence that CBSs help to enrol children at the right age in hard-to-reach areas, despite insecurity and cultural barriers to girls’ education. Involving community elders and religious leaders offers greater protection to schools and students; SMCs made up of parents and community members ensure higher-quality educational services and a more equitable and protective environment for children.

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“"We never thought our children could have classes nearby. We thought they would remain deprived of their right to education. We feel very lucky for this opportunity."  

Parent of a child in a CBS, Afghanistan

Second-chance education opportunities through ALPs

In countries in transition, large numbers of youth have missed out on educational opportunities. The lack of educational and employment opportunities for these young people is a crucial problem that can potentially threaten peace, security and development efforts in their societies. When schooling has been interrupted (often for years) by conflict, an entire generation can reach adulthood without the education or life skills necessary to lead productive, responsible lives. ALPs strengthened and scaled up through the EEPCT programme enabled adolescents and teens to retrieve their lost years of schooling, learn with their own age group and cover six years of primary school in three.

According to the PREV, ALPs are “one of the most promising and potentially scalable interventions supported by EEPCT…[It] can make a significant contribution to building resilience by offering second chance opportunities to youth excluded from the system by crisis or emergency.” As a result of EEPCT, ALPs are now a well-established practice in 12 countries.51

Five-year results of the ALP

The EEPCT programme helped 670,000 children in 10 reporting countries participate in ALP. More than 6,200 teachers were trained in ALP methodologies, a general ALP teachers’ guide was developed and is in use as a reference tool by teachers, and more than 390,000 items of ALP materials were distributed.

In Liberia, ALPs are being implemented in all 15 counties and have reached more than 290,000 marginalized children (46 per cent of them girls) in 805 schools; the programme trained 1,295 teachers and distributed 126,897 items of learning materials. The quality of this training, which enables teachers to cope with teaching older students in makeshift classrooms, is reported to

51 Angola, Côte d’Ivoire, the Democratic Republic of the Congo, Iraq, Liberia, Myanmar, North Sudan, the Occupied Palestinian Territory, the Philippines, South Sudan, Sri Lanka and Timor-Leste.
have attracted many young dropouts back to school. The training also focused on addressing the psychosocial needs of students who had experienced long periods of conflict and trauma. According to an evaluation conducted in 2010–2011, ALPs raised Liberia’s net enrolment ratios in junior secondary school by 9 per cent. In Angola, local participation and community mobilization ensured the inclusion of excluded groups, particularly girls, in ALPs. ALPs in Angola provide a favourable environment for girls – which make up 45 per cent of ALP students – to successfully complete their schooling.

**Talent Academies**

A study conducted in Côte d’Ivoire estimated that 4 million youth had remained unemployed in that country since the conflict in 2002. To address the issue of marginalized and forgotten youth and adolescents in crisis contexts, the EEPCT programme developed Talent Academies in addition to ALPs. This innovation aimed to create appropriate learning opportunities to orient young people away from conflict and towards productivity and fulfilment. The programme was designed to enable a key demographic – adolescent school dropouts who lack formal qualifications for the job market and who have few opportunities for alternative education – to get an education and professional training in a field of their choice on the basis of their talents. The Talent Academies use partnerships with governments, NGOs and the private sector to promote talent development and instil in urban adolescents and young people a new sense of purpose and ambition based on self-worth.

To date, Talent Academies have provided alternative education for 2,220 out-of-school youth in Côte d’Ivoire, Guinea and Kenya, strengthening their literacy, numeracy and life skills while enabling them to explore livelihood options based on their talents. The Talent Academies also provide access to psychosocial support, medical care and meals, where appropriate. Areas in which the Talent Academies concentrate – which are determined by governments in consultation with youth – include sports, fashion, performing arts, entrepreneurship and information and communication technology.

The greatest progress has been made in Kenya. The first National Youth Talent Academy was launched in March 2010 – providing training in soccer, volleyball, film, theatre, music and dance. By the end of 2011, some 2,091 youth were attending 16 Talent Academies, and training had broadened to include entrepreneurship and information and communication technology skills. The approach has been integrated into the Ministry of Youth Affairs and Sports’ five-year plan and the budget of the Kenya Education Sector Support Plan II. The Ministry of Education would like to have two Talent Academies per county in the next five years with the potential to serve more than 100,000 youth. The Government of Kenya aims to use the Talent Academy model as a basis for more systematic integration of youth needs within national planning and budgeting.

Implementation to ensure a fit with the development of a country’s overall educational system, as well as to anchor the innovative approach to the sustainable rebuilding of education systems, remains challenging. Still, based on the Kenya experience it is anticipated that several variations of Talent Academies will become instructive models in other contexts.
LAB4LAB

In West Africa, internal conflicts tend to spread across national borders. In Côte d’Ivoire, Guinea, Liberia and Sierra Leone, border communities are among the most deprived and marginalized, including in access to basic education, and are perceived as incubators of civil conflict. To help create more stable, peaceful and prosperous communities along conflict-affected borders, UNICEF introduced the innovative LAB4LAB programme to build model schools in disadvantaged, conflict-affected border areas between Côte d’Ivoire, Guinea and Liberia.

Five-year results of the LAB4LAB programme

Throughout the five years of the EEPCT programme, 12,460 children have attended LAB4LAB in 51 schools in 3 reporting countries, and 321 teachers have been trained. The schools are built according to the CFS model, and include facilities and services that are lacking locally, such as access to clean water, sanitation, solar power, information technology and connectivity, school gardens, and community radio.

These schools, which are located on both sides of the border, welcome children from the other side, thus linking neighbouring countries through quality institutions. The close links between the schools and their communities are expected to foster pride and a new sense of development possibilities, as well as better connectedness to their own governments.

Based on ambitious goals, the programme, however, had to a slow start. According to the PREV, “While this initiative may have potential to play a ‘model’ role, it has yet to be demonstrated. Evaluation findings raise concerns about the relevance and sustainability of the LAB4LAB programmes, including the cost of maintenance and upkeep, programmatic support, UNICEF’s long-term engagement and expectations of the communities’ capacity to support the schools long term.”

Nonetheless, there have been some promising results. In Guinea in 2009, it was reported that pupils’ learning quality was greatly improved when LAB4LAB schools introduced active pedagogies focused on basic learning, culture on both sides of the border, and the culture of peace. As an indicator of the influence of the LAB4LAB schools, other schools nearby started implementing such active pedagogies with the support of Aide et Action, a UNICEF partner. Community commitment mobilized to build or restore housing for teachers to make working in remote areas more attractive. Further, LAB4LAB construction has influenced the standard school design used by Guinea’s Ministry of Education and will be used to build 991 classrooms with funds from the Catalytic Fund of the EFA-FTI (renamed the Global Partnership for Education).
In Liberia, evidence of the LAB4LAB model’s effectiveness resulted in leveraging US$8.5 million from the Government of Japan to complete construction of six more CFS schools. In the end, 30 LAB4LAB schools were built in Liberia to CFS standards and 60 more were renovated.

Community participation in school life and cross-border relations among Guinea, Liberia and Sierra Leone were strengthened through an exchange of visits by community leaders and PTA members. CMEFs were established and, with support from NGO partners, identified out-of-school children and submitted their names to school management for their enrolment. Trans-border meetings at LAB4LAB sites resulted in increased numbers of children from Sierra Leone attending LAB4LAB schools in Guinea. If sustained, these efforts can foster peaceful coexistence and resilience in the face of socio-political shocks.

**Psychosocial support for children**

The EEPCT-supported interventions ensured that available education was inclusive and accessible for all children, from those with disabilities and those who have missed out on schooling to children formerly associated with armed forces or groups. Because education in crisis situations “provides physical, psychosocial and cognitive protection that can sustain and save lives,” and addressing children’s psychosocial needs is integral to reaching education goals, EEPCT placed a high priority on teacher training in psychosocial support for children. Through training that enabled teachers to meet children’s psychosocial needs, much-needed psychosocial support for children has been incorporated in many EEPCT programmes, including CFS, ECD, ALP, Talent Academies and LAB4LAB.

During the five-year EEPCT programme, UNICEF provided training in psychosocial support to teachers and other school staff in 24 countries. In Bolivia, where floods left hundreds homeless, improved integrated care for child and adolescent survivors – including arenas for education, educational game-playing and reflection – strengthened their resilience, family ties, psychosocial well-being and academic performance. In Sri Lanka, more than 10,000 internally displaced children received support within three weeks of their displacement, with organized, non-formal education activities including psychosocial sessions. Teacher training focused on strengthening existing skills, reinforcing best teaching practices and classroom management, and understanding the impact conflict has on children’s emotional and cognitive development.

The EEPCT-supported global study on collaborative practices between UNICEF’s Education and Child Protection sectors in emergencies has identified psychosocial support as being a strong area of collaboration between the two sectors that can further benefit from linking community-based protection mechanisms to programming for children and adolescents in protective learning environments.

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52 INEE Minimum Standards, p. 17.
Increased capacity for conflict reduction and peacebuilding through education

From 2007 to 2011, education initiatives in 13 EEPCT countries\(^53\) worked to promote social transformation and restore peace in situations of conflict. EEPCT demonstrated that education can play a significant role in supporting a culture of peace among children and young people. The EEPCT programme pursued multiple strategies for peacebuilding in education: interventions focused on curriculum reform, teacher training in peace education and conflict resolution, school-based peacebuilding activities and psychosocial support. Additional interventions focused on peacebuilding included:

- Helping children use psychosocial coping strategies in high-risk circumstances, especially when displacement was involved;
- Mainstreaming peace education and peaceful coexistence themes at all educational levels;
- Reducing children’s and adolescents’ vulnerability to illegal armed groups;
- Providing children with knowledge and skills to build self-esteem and decision-making faculties;
- Promoting negotiation and harmonious coexistence between communities; and
- Encouraging community spirit, participation and respect for gender and ethnic diversity.

<table>
<thead>
<tr>
<th>Five-year results in education initiatives aimed at increased capacity for conflict reduction and peacebuilding in conflict-affected and post-crisis transition countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peacebuilding initiatives reached 763,185 children in more than 912 schools in six reporting countries. Nearly 37,000 teachers were trained in peacebuilding. Ten countries – Bosnia and Herzegovina, Colombia, Côte d’Ivoire, the Democratic Republic of the Congo, Guinea, Iraq, Kenya, Kosovo, Nepal, North Sudan, Sierra Leone, South Sudan and The former Yugoslav Republic of Macedonia – have included peacebuilding as a component in their national education policies. Sixteen countries have included peacebuilding as a component of their national education policies and programming. In Kenya, Myanmar, Nepal, South Sudan and Sri Lanka, peace, human rights and civic education were integrated as curriculum components.</td>
</tr>
</tbody>
</table>

In Kenya in early 2008, rapid response to post-election violence enabled through EEPCT helped more than 50,000 children to quickly resume classes, thus preventing potential engagement of these children and young people in ongoing violence. During the first week of the crisis, the Ministry of Education and the Kenya Institute of Education developed a peace education curriculum, with support from UNICEF and Save the Children, to integrate peace education within the national life-skills curriculum in order to prevent further conflicts. In 2010, together with the Kenya Secondary School Head Teachers Association and UNESCO, UNICEF began launching peace clubs in secondary schools in areas that had seen the most unrest.

In Nepal, where years of conflict had a devastating effect on children and schools, nearly 300,000 Nepalese children in districts affected by conflict now attend 714 government child-friendly, inclusive, schools, known as SZOPs. The EEPCT programme helped to apply the child-

\(^{53}\) Bosnia and Herzegovina, Colombia, Côte d’Ivoire, the Democratic Republic of the Congo, Guinea, Iraq, Kenya, Kosovo, Nepal, North Sudan, Sierra Leone, South Sudan and The former Yugoslav Republic of Macedonia.
friendly approach to the peacebuilding process through education to enrich the schools’ Code of Conduct – guidelines that prohibit violence, political activity or outside intrusion which impedes children’s access to school. The SZOP initiative was endorsed by the Government in the National Framework and Implementation Guidelines for 2011, and the Department of Education and Sports officially committed to an additional 100 such schools with a budget to support them. Peacebuilding has now become part of a new national curriculum based on peace, human rights and civic education.

In Bosnia and Herzegovina’s post-conflict society, Croatian and Bosnian children attend the same school but typically sit in separate classes and have no interaction with one another. The system reinforces divisions and tensions among the two ethnic groups. With funding from the EEPCT programme, UNICEF sought to promote dialogue, communication and joint action among Bosnian and Croatian students, teachers, school management and parents. As a result of applying CFS principles and improving skills in communication and conflict resolution, gender equality in enrolment has increased, as has the enrolment of minority children and the inclusion of children with special needs in regular classes. Croatian and Bosnian girls and boys are socializing in a non-violent environment, and children have reported positive learning experiences, more freedom of expression with their teachers and classmates and greater self-esteem.

In the Central African Republic, more attention is now paid to violence in schools and to vulnerable children since UNICEF supported the development of a National Plan to Reduce Violence in Schools. Mechanisms to improve child safety in schools were put in place by the Ministry of Education and implementing NGOs. These included establishing legal clinics and child protection networks to identify and handle cases of violence against children. Codes of Conduct for teachers and students are being elaborated and revised according to INEE standards.

In 2011, UNICEF commissioned two studies: The Role of Education in Peacebuilding: A synthesis report of findings from Lebanon, Nepal and Sierra Leone and Education and Peacebuilding in Post-Conflict Contexts: Literature review. The studies, and knowledge gained from the EEPCT programme, will inform a new programme on peacebuilding in education funded by the Government of the Netherlands that begins in 2012.

The four-year Peacebuilding, Education and Advocacy Programme – designed as a partnership among UNICEF, the Government of the Netherlands, the national governments of participating countries and other key partners – is an innovative, cross-sectoral programme focusing on education and peacebuilding.

Goal: To strengthen resilience, social cohesion and human security in conflict-affected contexts, including countries at risk of – or experiencing and recovering from – conflict. Towards this end, the programme will strengthen policies and practices in education for peacebuilding.

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

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

Goal 3 shifts the traditional response and recovery approach to action in the pre-emergency phase. It was designed to reduce and/or mitigate the negative impacts of conflict and natural disasters on education systems by reducing community and institutional vulnerabilities to disasters, increasing capacities to mitigate the impact of future disasters and enhancing preparedness. Forward-planning interventions involve risk analysis and ‘insurance’ investments (the pre-positioning of materials in emergency-prone areas and other actions to forestall the effects of an emergency) that are radically different from the type of programming typically undertaken in education and development. When it started, the EEPCT programme was unique in extending the concept of DRR and emergency preparedness to conflict-affected contexts and post-crisis situations. Throughout its duration, strategies in support of Goal 3 included: support to the Education Cluster at all levels, surge capacity development, training and contingency planning, integration of DRR in education sector plans and preparedness activities at the school level.

Results achieved throughout the five-year period include:

- Improved capacity at all levels to analyse, prepare for and respond to needs in the education sector in event of an emergency;
- Significant progress in preparedness and prevention at the national level;
- DRR mainstreamed in education sector planning, budgets and curricula; and
- Improved school and child safety through increased awareness of disaster preparedness and prevention at the community level.
Five-year results for Goal 3: Prediction, Prevention and Preparedness

Approximately 15,520 government officials in 10 countries received training or were reached through other capacity-building activities, and in total, government officials in 21 countries received preparedness and disaster management training. With EEPCT support, 33 countries improved their early warning and preparedness systems with contingency plans, trainings and emergency simulations. Cluster emergency preparedness and contingency planning was also carried out in 17 countries; 224,479 items of learning materials were pre-positioned to meet emergency needs and 11,370 items of building materials were put into place to forestall or respond to emergencies. EEPCT provided surge support to the Global Education Cluster and built the capacities of 4,816 front-line responders and 449 cluster coordinators in the application of standards and best practices in education in emergencies.

Improved capacity to respond to needs in the education sector in the event of an emergency

Prior to 2006, at the start of EEPCT programme, education was not widely recognized as a core response in emergency settings and as a life-saving intervention. Accordingly, education was not prioritized in emergency response plans, and funding commitments for EIE fell far short of what was needed and were much lower than funds devoted to other sectors. In 42 countries, EEPCT activities related to advocacy and knowledge sharing did much to address this situation. EEPCT-supported activities contributed to better results on the ground by increasing the capacity of national systems to quickly and effectively respond to emergencies.

From its inception, EEPCT played a crucial role in enabling the IASC to establish the Global Education Cluster in 2006, as a part of the humanitarian system-wide effort to improve the effectiveness of emergency response. The Education Cluster became a vibrant mechanism for coordinating, leveraging resources and advocating for emergency education response at global, regional, national and sub-national levels. In turn, it reinforced the role of UNICEF and Save the Children as leading partners in education in emergencies and post-crisis transition contexts – the only cluster to co-lead with an NGO partner.

Increased coordination and efficiency of emergency response was addressed in particular though a strengthened cluster approach and the Education Cluster capacity-building at global, regional and national levels. By the close-out of the EEPCT programme, there were a total of 43 national Education Clusters or ‘cluster-like’ coordination mechanisms. At the national level, the EEPCT programme directly supported 23 clusters many others through support for the Global Education Cluster. For example: In Kenya, the Education Cluster built national capacity for peacebuilding and advocacy for education. In Bangladesh, 10 district Education Clusters formed to take a lead role in emergency preparedness and response preparation.

Working with the INEE, the Global Education Cluster developed a harmonized training package and guidance notes on teaching and learning, safer school construction, teachers’

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56 These figures represent figures from 10 countries that reported on this aspect. The actual numbers may be higher.
57 These included Afghanistan, Bangladesh, the Central African Republic, Chad, Colombia, Côte d’Ivoire, the Democratic Republic of the Congo, Guinea, Haiti, Iraq, Kenya, Myanmar, Nepal, Sudan, the Occupied Palestinian Territory, Pakistan, the Philippines, Somalia, South Sudan, Sri Lanka, Timor-Leste, Uganda and Zimbabwe.
compensation and support for gender equity. As a result, 4,816 front-line responders and 449 cluster coordinators were trained in EiE concepts, INEE Minimum Standards, DRR, preparedness planning, capacity mapping, coordination mechanisms and good practice tools, leading to expanded technical expertise and surge capacity for EiE response. Overall, 5,642 practitioners received training in education in emergencies.

Table 5: Overview of trainings (2008–2011)

<table>
<thead>
<tr>
<th>Region</th>
<th>Front-line responder training</th>
<th>UNESCO/IIEP Ministry of Education training</th>
<th>Cluster coordinator training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participants</td>
<td>Participants</td>
<td>Participants</td>
</tr>
<tr>
<td>CEE/CIS</td>
<td>65</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>WCARO</td>
<td>1,031</td>
<td>161</td>
<td>165</td>
</tr>
<tr>
<td>ESARO</td>
<td>2,800</td>
<td>147</td>
<td>28</td>
</tr>
<tr>
<td>MENA</td>
<td>30</td>
<td>19</td>
<td>75</td>
</tr>
<tr>
<td>Asia Pacific</td>
<td>596</td>
<td>27</td>
<td>59</td>
</tr>
<tr>
<td>TACRO</td>
<td>277</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td>Global</td>
<td>17</td>
<td>0</td>
<td>91</td>
</tr>
<tr>
<td>Total</td>
<td>4,816</td>
<td>377</td>
<td>449</td>
</tr>
</tbody>
</table>

Regional-level cluster and EiE working groups were consolidated and strengthened in six regions. These networks adapted and supported training methodologies and materials for the regional context, developed rosters of trained specialists, and shared knowledge and experience in education across countries.

ESARO spearheaded the development of a training package for front-line responders that was subsequently contextualized and used in Asia Pacific, West and Central Africa, and the Middle East and North Africa. Overall, more than 1,600 professionals, the majority being government staff in 47 countries, were trained through regional, country and district-level workshops. Geared towards sub-national as well as national actors, preparedness planning provided the organizational framework for this training.

Through partnership with the IIEP, the EEPCT programme also provided technical assistance for implementing emergency education guidance to the Ministries of Education in Chad and Côte d’Ivoire. In Sudan, the EEPCT programme funding made it possible to invest in a joint UNICEF/IIEP strategy for capacity development in sector policy analysis, strategic planning and results-based monitoring.
During the EEPCT, programme-supported evaluations demonstrated that there remains a need for sustained capacity-building support in the areas of needs assessment, contingency planning, capacity mapping, resource mobilization and procurement in order to strengthen EiE preparedness and response at the country level. A number of regional offices have subsequently developed capacity-development strategies and are supporting country offices in these efforts. The CEE/CIS Regional Office is supporting countries in implementing action plans to strengthen DRR, preparedness and contingency planning. In ESARO, UNICEF co-facilitated 11 Education Clusters through capacity mapping, cluster profiling, knowledge management, and regular participation in the Global Education Cluster Capacity Development Group. In West and Central Africa region, the Education Cluster thematic group elaborated an updated contingency plan for the region to be adopted in collaboration with the United Nations Office for the Coordination of Humanitarian Affairs.

A focus on systematic national capacity development made it possible to strengthen individual – and, importantly, institutional – capacities for emergency preparedness, contingency planning and early warning, resulting in faster and more effective emergency response. Adoption of leadership roles by Ministry of Education staff in national-level Education Clusters in Kenya, Nepal, the Philippines and Uganda demonstrated increased buy-in and institutionalization of EiE coordination and response.

Strengthening Education Clusters at sub-national and district levels was instrumental for enhancing emergency preparedness at school and community levels. In Bangladesh, China, Ecuador, Myanmar, Nepal, North Sudan and Sri Lanka, UNICEF is empowering communities to take a more active role in school disaster response and preparedness so that children can return to school more quickly after an emergency. More than 15,292 children and adolescents, 23,000 teachers and almost 2,000 community members received training in emergency preparedness and early warning.

Malawi, supported through ESARO, assigned responsibilities for EiE at the national and district levels and established a system for the sharing of knowledge and best practices. As a result, District Education Managers are able to respond to emergencies using their own resources rather than waiting for the Ministry of Education to provide guidance and support. Local communities are also able to provide the first response to ensure minimal disruption to teaching and learning and support the readiness of children to return to school.

In Bangladesh, large quantities of learning and rebuilding materials were prepositioned for rapid deployment in areas of cyclones and flooding. Items included 175,000 school-in-a-box kits, 95,000 teaching-learning kits – enough for 2,375,000 children aged two to fourteen – as well as 11,340 corrugated iron sheets. Nearly 42,000 children in 567 schools participated in activities to identify school vulnerabilities and developed DRR strategies and contingency plans with SMCs and communities. These DRR plans will benefit more than 83,000 children. EiE preparedness and response strategies are now included in the country’s third Education Sector Plan, with government resources allocated.
Building UNICEF’s capacity in education and emergencies

The EEPCT programme enabled UNICEF to develop a strategic, predictable and effective system for deploying staff to respond more efficiently and effectively to large and complex emergencies. It helped to strengthen UNICEF’s surge response mechanisms by supporting such approaches as:

- Retaining and building news and alliances with different partners (NGOs, bilateral donors and Centres of Excellence);
- Mapping of education staff with emergency experience and capacities and the creation of Emergency in Education rosters;
- Ensuring that the organization has the human resources to respond more speedily and effectively to emergencies.

Support from EEPCT to improve UNICEF’s human resources systems and processes at global, regional and country levels included the deployment of Senior Education Advisers to Côte d’Ivoire, Haiti, Kyrgyzstan, the Occupied Palestinian Territory and Pakistan.

In order to expand and improve the Education Cluster’s capacities in EiE, a Senior UNICEF Education Adviser was posted to Geneva to strengthen and support the Education Cluster, and a Capacity Development Group was established. UNICEF and Save the Children co-chaired the group until June 2011, when UNESCO took over UNICEF’s role. At the regional level, UNICEF has established and now institutionalized positions of Advisers for Regional Education in Emergencies that provided much-needed support to country-level emergency responses and facilitated coordination and knowledge sharing at the regional level.

UNICEF also held two eight-day Emergency Response Simulation Exercises in collaboration with the World Food Programme to further strengthen the capacity of UNICEF staff deployed during an emergency. It established a database to document the knowledge, expertise and experience in EiE of UNICEF’s roughly 680 Education staff members around the world. By the end of autumn 2012, UNICEF will have a complete database that will allow the Capacity Development Group to map both the strengths and the gaps in expertise of the UNICEF Education Section at individual, national and regional levels.

UNICEF response efforts also improved through EEPCT support for the creation and consolidation of materials that are deployed in emergencies to sustain education. For example, a teachers’ guide for five pre-packaged educational kits (ECD, Recreation, School-in-a-Box, Mathematics and Science) was developed, resulting in specific, systemic guidelines that consolidated and articulated an emergency curriculum linking all education kits. UNICEF has also significantly improved its operational efficiencies in distribution and monitoring of education supplies to emergency and post-crisis transition contexts.

Finally, the EEPCT programme also supported the work of all regions through support to five UNICEF regional offices, the Asia and Pacific Shared Services Centre and various headquarters divisions and sections, including the Office of Emergency Programmes, the Supply Division Education Unit, the Evaluation Office, the Division of Communication Education.
and Gender Equality Unit, and the Education and Early Childhood Development Sections of the Programme Division.

**DRR mainstreamed in education sector planning and budgets**

A wide range of activities implemented under EEPCT – such as upstream capacity building at a national level as well as school-based DRR and preparedness – aimed to reduce disaster risk. While a hazard such as a storm or earthquake may be natural, the severity of the impact is determined by the exposure and the vulnerability of the community it hits. As a result, the poorest and most vulnerable populations living in exposed regions such as coasts, remote rural areas or unplanned urban settlements, bear the brunt of floods, drought, earthquakes and other hazards. They are at the greatest risk; however, risk can be reduced through education. The activities under the EEPCT programme closely align with the three commonly considered ‘pillars’ of action in DRR, with integration into education sector policies and subsequent budget allocations being the overarching objectives, namely: 1) the promotion of DRR in teaching and learning (inclusion in the formal school curricula and non-formal education); 2) ensuring safer school environments; and 3) the promotion of school safety and disaster management (e.g., contingency planning and drills).

The programme has contributed to risk reduction both by ensuring that children have access to education in disasters and complex emergencies, and also by integrating knowledge on how to reduce risk and vulnerability by mainstreaming concepts into education sector policies and curricula. Through EEPCT, **DRR integration** within UNICEF programming at school, community, sub-national and national levels was evaluated as unique and something that should be replicated.

**UNICEF/UNESCO Mapping of Global DRR Integration into Education Curricula**

This report is a mapping of 30 countries that have included elements of DRR into their education systems. It captures national experiences while noting key challenges and recommendations in countries where DRR is less clearly prioritized or where specific teacher training doesn’t exist. The next stage of the project has now begun to develop a technical guidance for curriculum developers based on the recommendations in the report.

Overall, 21 EEPCT programme countries specifically addressed education and DRR. At a global level, to facilitate the scale-up and adaptation of innovative DRR in education practices, EEPCT supported documentation achievements and lessons learned in diverse contexts. EEPCT funding was used to evaluate the impacts of reducing risks for children through DRR interventions. The study used two country case studies, in Peru and the Philippines, as well as a wider consultation exercise in Africa, Asia and South America, to gather information on the outcomes for children as a result of these activities. Specific outcomes documented included greater preparedness among children, the ability of children themselves to identify and address risks outside of disasters and share that information within their communities, the importance of the continuity of education, and a greater sense of security and confidence.

Key efforts focused on ensuring that DRR was integrated into EIE training for Ministry of Education staff. This enabled the Ministries of Education to increasingly take leadership for an integrated response through preparedness, response and recovery. UNESCO’s IIEP
collaborated with UNICEF WCARO and national ministries of education in the region on the elaboration of a guidance note for integrating DRR and conflict measures into national education sector planning. This document found that Ministries of Education in these countries – which may also face conflict and climate-related risks – often lack the human and financial capacity to cope with the additional burden placed on the system by a crisis, and therefore DRR should be carefully integrated into regular, nationally owned education sector planning processes in order to become sustainable. The document is now being contextualized and used in other regions, such as in EAPRO.

DRR was mainstreamed in education sector plans and budgets in 20 countries. In Colombia, a National EiE Plan was developed, along with contingency plans that include actions for preparation, response and recovery of the education system in conflict-affected and disaster-prone regions. In the Democratic Republic of the Congo, DRR and contingency planning were integrated into the Intermediary Education Plan. In Haiti, UNICEF supported the inclusion of education sector response in the National Action Plan for Reconstruction and Development and ensured that DRR principles are integrated into the five-year Education Operational Plan.

In the Central African Republic, a curriculum for crisis prevention was developed and applied in schools and in the training of teachers and community members. In Lesotho, 22 curriculum developers, members of the Disaster Management Authority and the Ministry of Education were trained in DRR, which was also integrated into the national curriculum for primary schools. In Myanmar, the national secondary school life-skills curriculum (expected to reach 2.7 million students), now includes DRR. In Sri Lanka, mine-risk education is now part of the curriculum.

In supporting the development of country DRR action plans, the CEE/CIS Regional Office leveraged US$1.4 million from the European Commission for DRR activities in Kazakhstan, Kyrgyzstan and Tajikistan. And in another CEE/CIS Regional Office initiative, key staff of the inter-ministerial committee on Health Promoting Schools of Kosovo’s Ministry of Education, Science and Technology (MEST) were exposed to core elements of EiE and DRR: preparedness, response, education system recovery and reconstruction. A Kosovar national education team for EiE and DRR is now in preparation.

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

In Bangladesh, UNICEF worked to strengthen national emergency preparedness and DRR programmes in the education system after the devastating effects of Cyclone Aila were worsened by strong Eastern Indian storms in April 2010. Efforts included both national policy work related to curriculum and teacher training updates to include DRR as well as prevention, preparedness and response work at local levels. These efforts included pre-positioning of teaching and learning materials in areas with high risks of cyclones and flooding, and building

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58 These include Bangladesh, the Central African Republic, Colombia, Côte d’Ivoire, the Democratic Republic of the Congo, Ecuador, Haiti, Iraq, Kazakhstan, Kenya, Kyrgyzstan, Lesotho, Nepal, Sudan, Sierra Leone, South Sudan, Sri Lanka, Tajikistan, Timor-Leste and Uganda.
transitional schools to enable children to continue their education. Children also participated in activities to identify school vulnerabilities and, with the involvement of SMCs, developed DRR strategies and contingency plans, which have benefited more than 83,000 children thus far.

Information and education campaigns conducted at the school and community levels in Pakistan, Peru, the Philippines, and Sri Lanka increased awareness of disaster preparedness and prevention measures for thousands of children, teachers, parents and SMCs. For example: In Nepal, school-level evacuation plans and safety drills reached 5,500 students.

The integration of DRR into life skills and non-formal education programmes institutionalized key messages in disaster preparedness and prevention awareness and contributed to improved child safety. DRR was integrated into Myanmar’s national life-skills education curriculum, which was rolled out to 5 million primary-school-aged children in 2010.

Overall, the programme has contributed to risk reduction both by ensuring that children and young people have access to learning opportunities in disasters and complex emergencies and by integrating knowledge and awareness on how to reduce risks into different levels of education systems. Thus, the EEPCT programme has paved the way for governments in EEPCT countries to start addressing EiE and DRR in a more strategic way through using DRR as a continuum to bridge the gap between development and humanitarian interventions. The downstream activities where schools directly benefit their communities and the impacts and outcomes for children are evident cannot be sustained or scaled up without a strong enabling environment. Hence the upstream activities at national and sub-national levels are essential to ensuring a sustainable and effective programme of education and DRR. The knowledge generated through the EEPCT programme will be key to building on the momentum of countries to ensure that all three pillars of DRR are systematically addressed in education sector policies and plans.

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

Goal 4 of the EEPCT programme was intended to promote lasting, system-wide improvements in education in programme countries by strengthening the capacity of governments for evidence-based planning; operationalizing proven best practices in EiE and bridging the humanitarian-to-development aid divide in education financing.

<table>
<thead>
<tr>
<th>Five-year results for Goal 4: Evidence-based policies</th>
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<tbody>
<tr>
<td>• EEPCT helped to support the development of national evidence-based education policies and/or action plans through research and documentation on lessons learned in 39 countries.</td>
</tr>
<tr>
<td>• Strengthened data collection and analysis (such as school surveys and monitoring and evaluation) has been used in all 42 countries for improved needs-based policymaking to address the needs of the marginalized and those affected by crises.</td>
</tr>
<tr>
<td>• More efficient operational strategies, such as improved knowledge-sharing, working through Education Clusters, and the use of new partnerships have been used.</td>
</tr>
<tr>
<td>• Demonstrated aid-effective financing mechanisms in two post-conflict transition countries.</td>
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</table>
Between 2007 and 2011, a number of strategies were used to advance Goal 4, including support for development of national and sub-national EMIS, the adoption of proven EiE practices, pooled funding mechanisms, research and analysis, and support to improved evidence-based policies and operational strategies in the education sector.

The results and lessons of these interventions generated by the EEPCT programme contribute to improvements in the aid architecture for education and development beyond the programme. As a transitional programme, in some cases, EEPCT helped countries progress from emergency and post-crisis status to recovery and longer-term development. Aspects of this programme, including support for systems monitoring and renewal tools, and curriculum development and reform have helped to keep education systems in high performance mode and capable of embracing innovations for addressing emerging priorities.

**National evidence-based education policies**

*National policies to promote quality education response through child-friendly education:* EEPCT worked directly with 12 governments to incorporate CFS standards in national education systems.

In **Angola**, the Ministry of Education adopted the CFS framework and principles and launched the implementation of a CFS-based school self-evaluation initiative. The framework includes standards, indicators and implementation guidelines to ensure that all Angolan education initiatives adhere to this holistic model, which includes advocacy for the enrolment of out-of-school children and increasing equality of educational opportunities; the creation of essential conditions for learning through technical assistance; improvements in the quality of education and learning levels; the setting of standards for school construction; and improvements in education management.

In **Kosovo**, the CFS model has made an impact both at policy and service delivery levels. The CFS standard of including children with special needs in mainstream education was adopted in the MEST Inclusive Education Strategy 2010–2015 to achieve an overarching policy of equitable access. The CFS concept was introduced in all municipalities and incorporated into the Strategic Plan for Inclusive Education for 2007–2017. A UNICEF-supported review also ensured that the curriculum framework for preschool, primary and

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59 These include Angola, the Central African Republic, Colombia, Iraq, Kenya, Kosovo, North Sudan, the Occupied Palestinian Territory, Sierra Leone, Sri Lanka, Swaziland and Uganda.
secondary education reflects the CFS approach. National CFS standards are now being developed.

National policies to promote ECD: The provision of ECD was included in national policies in seven EEPCT countries. Through EEPCT, UNICEF supported the completion of an integrated strategic policy for ECD in Côte d’Ivoire that provides the institutional framework for community-based preschools. Technical assistance and valuable inputs in policy planning and formulation and for the incorporation of ECD within Kosovo’s Education Strategic Plan and Curriculum Framework was provided to the MEST.

National policies to promote inclusive education: Inclusion of minority groups and girls in education were policy initiatives in Côte d’Ivoire, Eritrea, Kosovo, North Sudan, Sri Lanka and The former Yugoslav Republic of Macedonia. In Kosovo, UNICEF helped 10 municipalities develop action plans to respond to high drop-out rates among minority students and provided technical assistance to the development of a National Action Plan for Disabled Persons for 2009–2012. In North Sudan and Eritrea, UNICEF supported policy guidelines to promote the inclusion of nomadic children as well as measures for the transition of nomadic children from primary to secondary education. In the Democratic Republic of the Congo, Jordan and North Sudan, EEPCT advocated for the national policies that now ensure free primary education for Grades 1–3. By 2012, this policy had resulted in a 15 per cent increase in enrolment in the Democratic Republic of the Congo.

Building national capacity in education policy, planning and delivery

The EEPCT programme provided training in policy formulation in 13 countries that contributed to increases in government adoption of evidence-based policies and efficient operational strategies. In Angola, EEPCT helped train the Ministry of Social Welfare’s staff to operate an ECD database. In Kenya, UNICEF supported training for head teachers and Ministry of Education officials in establishing student councils at the national level. With UNICEF support, 55 basic education personnel from the federal and state levels in North Sudan were trained to support government staff in analysing the education situation, identifying issues and formulating five-year strategic policy analyses. In South Sudan, although EMIS training was organized for 10 state ministries of education on collection, analysis and dissemination of EMIS data to facilitate planning, management, financing and monitoring of education at all levels.

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60 These include Angola, the Democratic Republic of the Congo, Guinea, Kosovo, Haiti and the Occupied Palestinian Territory.
62 These included Angola, Ethiopia, Kenya, Kosovo, Myanmar, Nepal, North Sudan, Sierra Leone, South Sudan, Sri Lanka and Timor-Leste.
Research and analysis for evidence-based policies

To ensure that national education policies are based on accurate, comprehensive evidence, EEPCT supported a range of research and analysis activities in 25 countries. The development of national and sub-national information management systems and assessments had been an important component of efforts to strengthen government capacity for planning and policy development under Goal 4.

EMIS are crucial in identifying and addressing disparities in education provision and learning. EEPCT supported efforts to build and refine these systems at the national and sub-national level and to undertake a variety of thematic or sector-specific assessments to enhance findings or information systems that are currently weak.

UNICEF provided technical support and guidance in EMIS development to Ministries of Education; training for data collectors and training for Ministry of Education personnel in EMIS software; and support for human resources. As EMIS data were consolidated and published, UNICEF supported Ministries of Education in analysing and integrating data into education sector policies and planning. Sub-national data collection exercises were used as a stepping stone to national-level EMIS or as a means of providing disaggregated data to identify inequities in education provision and learning.

In **South Sudan**, the EMIS is a flagship programme, pivotal to national education planning and management. The census was conducted according to plan and preliminary results were published. The EMIS includes comprehensive, gender-disaggregated education data, thus facilitating gender initiatives. It also includes three emergency-related indicators – number of days disrupted by emergencies; number of classrooms destroyed and quantity of school materials destroyed – so as to ensure better data and analysis of the impact of emergencies on the sector. Progress was also made on the piloting of the school register and Geographic Information System mapping.

Beyond EMIS, a range of assessments initiated or supported through EEPCT informed government policies, highlighted inequities in education service delivery and provided timely insight on the impact of contextual factors on education systems. To support the development of **Angola**’s national ECD policy, UNICEF helped to initiate a holistic situational analysis, collecting a solid base of information from national and provincial levels with the collaboration of key government actors. In **Côte d’Ivoire**, a situation analysis of ECD led to the establishment of a national technical working group on ECD in emergencies. In Zimbabwe, UNICEF supported Global Positioning System mapping of schools. In Liberia, it supported a national school census that provided input for development of the Liberia Primary Education Recovery Plan and sub-national education sector plans.

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63 These included Angola, Bangladesh, Bosnia and Herzegovina, the Central African Republic, Colombia, Côte d’Ivoire, the Democratic Republic of the Congo, Eritrea, Ethiopia, Iraq, Kenya, Kosovo, Liberia, Myanmar, Nepal, the Occupied Palestinian Territory, Sierra Leone, Somalia, South Sudan, Sri Lanka, Tajikistan, The former Yugoslav Republic of Macedonia, Timor-Leste, Uganda and Zimbabwe.
Targeted sectoral and geographical assessments drew attention to education needs for specific target groups and underserved areas and resulted in improved education provision in the Democratic Republic of the Congo, Iraq, Myanmar, the Occupied Palestinian Territory, Sierra Leone and South Sudan.

In Ethiopia, a local-level micro-planning system for universal primary education – Rapid Assessment of Learning Spaces – was established and all learning spaces in targeted regions, including schools and non-formal learning spaces, were mapped, contributing to better planning and decision-making processes to address the needs of every child. This exercise directly contributed to better prediction, prevention and preparedness, because its design takes into consideration various types of emergencies.

**Fit-for-purpose financing instruments in post-conflict transition**

The EEPCT programme established innovative fit-for-purpose funding mechanisms in Liberia and Zimbabwe in order to sustain education provision in contexts of extreme fragility and a volatile political transition, respectively. The pooled funding mechanisms demonstrated the potential benefits of coordinated efforts for education system recovery in fragile and post-conflict transition contexts. These mechanisms directly benefited 3.4 million children by providing learning materials, training for teachers, school construction, and engagement of parents and communities. In addition, the education pooled funds process involved a new experience for UNICEF. It entailed extensive discussions with the Ministries of Finance and Education and consultations with a range of potential donors and partners. This has resulted in increased interest in the use of such financial mechanisms as a new financing window for support to education in fragile and post-crisis countries.

The Liberia Education Pooled Fund (EPF) contributed to education system recovery and provided important lessons on advantages and potential limitations of pooled fund mechanisms. An EEPCT contribution of US$15.2 million was used to support the Liberian Primary Education Recovery programme through the establishment of the EPF in 2007–2008. Most recently, more than 518,000 poor rural and urban learners from Grades 1 to 9 in government schools have benefited from the distribution of US$3.4 million in Catalytic Fund Grants under the Education Pooled Fund. Effective distribution of school resources has been ensured through the decentralized county school boards, as per the recently approved Education Reform Act 2011. However, important challenges were identified through an audit of the Liberia EPF in 2010, including the need for strengthened oversight, improved internal controls and a stronger link between the Project Financial Unit and the Ministry of Education Finance Division. These lessons are key for potential adaptation of EPF models in other contexts.

The pooled fund mechanism in Zimbabwe provides a possible model for other fragile states. To revitalize a devastated system that was once one of the best in Africa, EEPCT supported

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The Education Transition Fund in Zimbabwe was “the largest single investment in the education sector since independence.”

— Morgan Tsvangirai, Prime Minister of Zimbabwe

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64 The Open Society Institute provided additional contribution to the EPF.
adaptation of the Liberia EPF model for the development of two pooled funds managed by UNICEF in Zimbabwe totalling US$53 million. The first, the ETF, was formulated by several key stakeholders and donors, and provided 21 million textbooks in five core subjects. A follow-up survey confirmed that 99 per cent of schools received the textbooks and reached a pupil-textbook ratio of 1 to 1, compared with a pupil-textbook ratio as low as 10 to 1 identified by an assessment in 2009. Successful collaboration between the Ministry of Education, Sport, Arts and Culture and UNICEF in implementation of the first ETF enabled establishment of the second ETF – the Programme of Support for Orphaned and Vulnerable Children – which pays the school fees of more than 500,000 such children through the revitalization of the Basic Education Assistance Module, a government social-protection programme. Under ETF II, UNICEF continues to function as the fund administrator due to the country’s economic situation. Several donors have shown their commitments to ETF II. A Memorandum of Understanding was signed with DFID for a contribution of US$37 million and a European Commission agreement is at an advanced stage of discussion.

Beyond the pooled funding mechanisms, the EEPCT programme helped to leverage funding for greater impact in other contexts, such as in the Latin America and Caribbean region, and in North Sudan and Sri Lanka. In Somalia, EEPCT funds were complemented by the DFID and the Government of Japan to provide 500,000 primary schoolchildren with a full set of textbooks – a major milestone for Somalia.

The EEPCT programme and UNICEF continued to engage with the EFA-FTI partnership and others, including the Open Society Initiative, on joint modalities facilitating more effective financing to countries in crisis and post-crisis situations. For example, UNICEF took on the role of managing entity with the World Bank for FTI funds in Guinea and Madagascar and served as coordinating agency in Tajikistan. Because of the strength of the EEPCT programme, UNICEF was judged to be the best partner with the requisite level of flexibility in these fragile and conflict-affected contexts.

MONITORING AND EVALUATION AND PROGRAMME MANAGEMENT

Monitoring, evaluation and research carried out throughout the programme at national, regional and global levels have all contributed to building evidence based on issues broadly related to education in emergencies and post-crisis transitions and on the strategies and approaches implemented in specific contexts. While the major portion of monitoring and evidence-building activities was carried out by the participating country offices, additional monitoring, evaluation and research was supported by programme management at headquarters level and by partners globally. EEPCT programme experience has made a significant contribution to the ability of UNICEF and its partners globally to evaluate the effectiveness of innovative interventions and to monitor results for children affected by crises for evidence-based policymaking.

65 These included Australia, Denmark, the European Commission, Germany, Japan, the Netherlands, New Zealand, Norway, Sweden, the United Kingdom and the United States.
Effective monitoring and evaluation have been among the biggest challenges of the EEPCT programme. Throughout the life of the programme, consistent obstacles have included limited availability of credible data on crisis-affected populations and of education data, in particular; limited staff time and capacities for monitoring and evaluation; infrastructure deficits; inaccessibility of hard-to-reach areas; and insecurity. Additionally, the ongoing development of standardized and specific global guidelines on monitoring the effectiveness of the EEPCT programme has been an evolutionary process.

Two independent evaluations, commissioned by the UNICEF Evaluation Office, played key roles in addressing some of the monitoring challenges.

EEPCT global evaluations

The two independent evaluations carried out in 2009/10 –PRES, by the Post-war Reconstruction and Development Unit of the University of York, United Kingdom, and PREV, carried out by the Columbia Group for Children in Adversity, United States – were overseen by a reference group led by internal and external technical experts in evaluation, education and emergencies.

PRES illustrated both successes and challenges and was instrumental in guiding the evolution of the EEPCT programme through adjustments in implementation, monitoring and evaluation. The study was also instrumental in providing direction and focus areas for the subsequent Progress Evaluation.

PRES content included field reviews in Kenya, Nepal and South Sudan, and its findings highlighted contributions of the EEPCT programme to important results and innovative interventions that improved the quality and continuity of education service delivery during and after crises. In particular, the study noted success in capacity building for education systems and in strengthening country-level Education Clusters. The flexibility of EEPCT programme design and funding was also acknowledged for enabling the adaptation of programme interventions to local contexts and for strengthening the programme’s partnership approach.

A number of key challenges were identified in such areas as: funding allocations; monitoring and evaluation; human resource capacity at headquarters to manage the programme; the development of an evidence base; and consistent awareness among staff of EEPCT programme theory.

PREV, guided by the focus areas identified by PRES, involved a documentation review, interviews, online surveys and six in-depth country case studies: Angola, Colombia, Côte d’Ivoire, Liberia, the Philippines and Sri Lanka. It concluded that EEPCT has significantly contributed to UNICEF’s work in emergency education.

The funds supported significant country-level developments in both well-established and emerging, promising practices – including ALPs, temporary learning spaces, flexible and responsive education kits, Back-to-School campaigns, CFS initiatives and DRR, and support for the Education Cluster.

The evaluation also noted that the ambitious scope of the EEPCT proposal and imprecision on expected results allowed rapid programme start-up but had a negative impact on its effectiveness. There was also a tendency to use EEPCT resources as a fund rather than in support of the programme objectives. Nevertheless, the flexibility of funding enabled UNICEF to work in a timely and responsive manner with partners and governments in supporting improved quality of response to emergencies in education systems.

Recommendations related to programme design and implementation included: review of the monitoring and evaluation system; capacity building in global standards; better guidelines on EiE for education-sector personnel; and improvements in communications. Recommendations were also made regarding school construction, DRR, CFSs and partnerships.
The evaluation findings and recommendations provided directions for programme improvements and adjustments that have contributed to greater accountability and strengthened impact. However, the limited scope of country studies in the PREV and the timing of the final evaluation report in the last year of the programme may have restricted the utility and feasibility of some recommendations.

UNICEF used the findings of the PRES and PREV to ensure that in the final year of the programme, EEPCT was more strategic with remaining funds and catalysed leverage, documentation and scaling up of promising practices. A dedicated EEPCT support team was instituted to revise the annual reporting format for partners, country and regional offices; initiate an annual programme activity mapping; and develop case studies of innovative practices, including in-depth research on peacebuilding. In addition, important elements were added to the communications strategy, which was implemented to maximize information transfer and outreach of evidence, case studies and lessons learned during the final year of the programme.

At the 2010 review meeting, based on analysis of monitoring and identification of data gaps, modifications to improve the monitoring and reporting process of data collection addressed the low response rate and quality of previous years’ data. Standardized templates and guidance allowed for comparability of data across countries and the capturing of some trends over time. Lack of baseline data and inconsistencies in national-level reporting presented challenges in trend analysis. Tracking and reporting results that were attributed specifically to EEPCT programming and funding were also challenges across national education sectors, partnerships and pooled funding.

Overall, 38 countries out of 42 participating countries reported on all, or a subset, of indicators in the revised monitoring and reporting framework as part of their final EEPCT reporting in 2012.

<table>
<thead>
<tr>
<th>Number of years covered by monitoring framework</th>
<th>Number of countries</th>
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</thead>
<tbody>
<tr>
<td>Not reported</td>
<td>9</td>
</tr>
<tr>
<td>1 year</td>
<td>8</td>
</tr>
<tr>
<td>2 years</td>
<td>7</td>
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<tr>
<td>3 years</td>
<td>8</td>
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<tr>
<td>4 years</td>
<td>5</td>
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<tr>
<td>5 years</td>
<td>10</td>
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66 Several improvements in programme management and monitoring were instituted prior to PRES and PREV, as recorded in both reports.

67 Five country offices supported through regional activities have also completed the monitoring and reporting framework.
For Goals 1 and 2, changes in national-level primary education statistics may not accurately reflect EEPCT programming results, for several reasons: (1) current national-level education statistics were largely unavailable, e.g., most 2011 EFA Global Monitoring Report tables draw from 2007–2008 data; (2) data systems are weak in many of the fragile and conflict-affected contexts that the EEPCT programme covers, e.g., Angola and Nepal; (3) there is lag time between policy/plan formulation supported under EEPCT and impact on education indicators; and (4) in some cases, when compared with the national education budget, EEPCT funding is insufficient to claim attribution for national-level results. Issues related to definition and clarity of indicators also contributed to inconsistencies in reporting on percentage changes in a range of indicators. Hence, the data generated on Goals 1 and 2 through the monitoring template must be treated with caution and are not presented in this report. Data for Goals 3 and 4 were more consistent because indicators were largely qualitative and required an objective response rather than percentage change data.

**Goal 3 and 4: EEPCT programme monitoring highlights**

- Per cent of financing for learning materials in national budget and/or external funds for target countries: increased in 11 countries, decreased in 2 countries
- Per cent of school year that schools are open and functioning: increased in 4 countries, decreased in 1 country
- Per cent of schools where there is participation of children, parents and community members in school management/governance: increased in 7 countries, decreased in 1 country
- Per cent of external funding for education in transition countries channelled through the pooled fund to support the education sector as a transitional or interim financing arrangement: increased in 1 country, decreased in 2 countries
- Education policy and budgets on DRR adopted: 12 countries
- Policy and budget on education for conflict prevention adopted: 16 countries
- Education strategies to address potential threats to peace/stability implemented: 15 countries
- Positive change in international assistance provided: 15 countries
- Countries with a local development partner group supporting sector planning and financing: 24 countries
- Credible sector plan/interim strategy endorsed by FTI: 18 countries
- Systematic data collection and analysis via EMIS annually to review situation and guide policy: 26 countries
- Pooled fund or similar mechanism: 19 countries
- UNICEF leads donor support for the development of a sector plan for interim funding: 14 countries
- Partnerships established at the global, region and national levels: 22 countries

To address some of the data gaps, activity mapping, monitoring and analysis of direct and indirect beneficiaries were carried out starting in 2010 and for the programme overall as a part of programme review and close-out in 2012. The beneficiary totals were derived from country office reports and are therefore approximate. Direct and indirect beneficiaries are not readily

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68 For countries reporting in multiple years.
distinguished and over the life of programme there may be duplicate counting of children reached during multiple years. (See Annex II for the beneficiary counts methodology and Annex IV for country- and regional-level monitoring and evaluation highlights.)

**CHALLENGES AND LESSONS LEARNED**

Challenges overcome and lessons learned during the five-year EEPCT programme form an essential knowledge base upon which future education programming in contexts of fragility or conflict can build.

**Contextual challenges**

By design and its very nature, the EEPCT programme operated in challenging contexts. Of the 42 countries in the EEPCT programme, 25 were affected by conflict. Thirteen faced conflict during the five years of the programme, and 12 continued to suffer aftermath of conflict in the form of fragility, insecurity, lack of services, damaged infrastructure and, often, lack of capacity at the government level. Education systems in many countries were affected by natural disasters crises, such as Cyclone Nargis in Myanmar, the Sichuan earthquake, the 2010 Haiti earthquakes and Pakistan floods, and the Horn of Africa drought and food crisis. As a result, EEPCT faced the challenges of periodic insecurity and lack of access to programme areas, and population displacements often created recurring emergencies. Chronic conflict and disaster lead to additional demands on education systems for psychosocial support, peacebuilding, programmes for demobilized or out-of-school youth, and language needs for refugees or returnees, as well as to enormous needs in education infrastructure, learning materials and teacher training.

During a period of global economic downturn, skyrocketing food prices and upsurge in natural disasters – which have direct effects on families’ abilities to send their children to school – EEPCT played a crucial role in supporting education systems and services.

Despite the growing awareness of the importance of EiE, funding for education as part of front-line humanitarian response has not kept pace, with only 2 per cent of all humanitarian funding allocated to education. A period of global economic downturn, skyrocketing food prices and upsurge in natural disasters have all stretched the national budgets and had direct effects on families’ abilities to send their children to school. For countries caught in the cycle of short-term humanitarian financing, education service delivery and systems have been short-changed. Somalia provides an instructive example of these challenges: Despite continued conflict and profound education needs, education did not receive any funding from the Common Humanitarian Fund or the Central Emergency Response Fund in 2010. Such funding gaps have added pressure on the EEPCT programme to close the crucial funding gaps and stretch its resources to support populations, with little additional financial support.

**Programmatic and implementation challenges**

In addition to contextual challenges, programmatic challenges included a lack of understanding of EEPCT as a distinct programme; weak monitoring and reporting systems; inconsistent evaluation of programme effectiveness; lack of a more systematic approach to innovation and
consolidation of best practices and learning in school construction; inconsistent application of the CFS model and DRR; and lack of prioritizing cost-effective prevention funding, such as DRR. Some of these were rectified already during the second year of the programme and then systematically addressed in the last few years of the programme, after the PRES and even as the PREV was being conducted. In particular, the institution of a streamlined results framework enabled country offices to focus on key gaps such as innovations and gender, and to strengthen CFS application in the final years of the programme.

Programme management challenges

UNICEF’s capacity to effectively manage and monitor a programme of this scale and scope at different levels presented a challenge during the earlier years of the EEPCT programme. In response to the findings of the Programme Review and Evaluability Study, UNICEF hired a dedicated staff member to manage the final years and close-out of the programme, and strengthened programme management structure and monitoring processes. EEPCT further highlighted the importance and value of consultative processes in large programme management to ensure the overall effectiveness, sound monitoring and evidence building.

Lessons learned

Lessons learned through EEPCT led to improvements in strategy, programme design and management and results-based monitoring, and provided key considerations for UNICEF’s work within the education sector in general.

### Key lessons from the EEPCT programme, 2007–2011

#### Contextual lessons

- **Long term development goals will not be reached if crisis-affected contexts are neglected.** With the trend towards recurring conflicts, regional destabilization and an increase in natural disasters related to climate change, fragile and disaster-prone contexts need to be prioritized in order to fully accomplish global humanitarian goals. Continued long-term, predictable international aid – such as the EEPCT programme – is necessary in the majority of post-conflict, transition countries if the global community is to fulfil its obligations to MDG and EFA commitments.

- **Flexible and speedily accessible funding is key in emergencies, and in conflict-affected and fragile contexts.** Flexible and easily accessible funding enabled UNICEF to work in a more timely and responsive manner with partners and governments to promote a more coordinated, higher-quality education response in emergencies and post-crisis transitions (in line with the four Principles of Engagement in Fragile States and Situations of the OECD’s Development Assistance Committee to “act fast and stay engaged to give success a chance”).

- **There remains a strong need to invest in capacity development in education in emergencies.** There is an increased need for capacity-building support in the areas of needs assessment, contingency planning, DRR, capacity mapping, resource mobilization and procurement in order to strengthen EiE preparedness and response at the country level.
• A focus on downstream service delivery is necessary for evidence-based advocacy in fragile contexts. Demands on the education system during emergencies are heightened for such services as peacebuilding, psychosocial support, vocational training for demobilized or alienated youth, and language of instruction support for refugees or returnees.

• National-level indicators have frequently masked intractable inequalities in education provision and outcomes in vulnerable or marginalized areas of countries. There is, therefore, a need for greater focus on helping governments to develop or strengthen EMISs to inform national education policy development in order for education access and quality to be equitably distributed, especially among girls, children with disabilities, nomadic children and those living with HIV and AIDS.

• The ability of Ministries of Education to absorb alternative education service delivery – such as ALPs, CBSs and non-formal education – or improvements to education quality in resource-constrained environments – is limited. These innovations need continued financial support until the national government is able to secure or attract sufficient resources for scale-up and replication.

• The Education Cluster system at all levels enhances coordination and coherence, promoting increased resilience of education service delivery.

Programmatic and agency-focused lessons

• The CFS approach provides an important conceptual framework for quality education and system development as we move from emergencies to recovery and development. Almost all EEPCT-supported countries or territories are engaged in various CFS initiatives, bringing a measure of coherence to UNICEF’s efforts to improve the quality and conditions of learning in all countries.

• The adaptation and translation of EiE training material has been an essential element in creating ownership and participation in emergency education preparedness and response within regions. The translation of materials into local languages, the use of region-specific case examples, and the identification of government focal points responsible for training and distribution of materials have been important factors in expanding cluster membership and increasing the number of people who participate in training.

• ALPs, ECD, DRR and CFSs are highly relevant in conflict-affected and post-crisis transition contexts and are strengths of UNICEF programming. These strategies have been found to be effective for building resilience in emergency environments.

• The reconstruction or rehabilitation of schools should be an essential part of the delivery of peace dividends in conflict-affected societies.

• DRR is cost-effective because it contributes to preparedness and mitigates future risk. Hence, DRR, including conflict risk reduction, and integration within UNICEF programming at school, community, sub-national and national levels needs to be replicated through capacity building of government officials and partners.

• Educational approaches that target gender imbalances can have a positive impact in fragile contexts. Girls encounter specific risks during times of crisis and instability that require national and education-level focus, both during and after an emergency. Methods that were seen to improve girls’ enrolment rates include the establishment of girls’ mothers’ clubs, awareness campaigns and the provision of incentives and/or scholarships. There also appears to be a direct correlation between the presence of female teachers and the number
of girls in schools.

- Inter-sectoral coordination and integrated programming among EEPCT interventions, child protection and WASH-related programmes lead to more quality education and a protective environment for children and adolescents in emergency contexts.

- Building a community of practice at global and local levels, as demonstrated by EEPCT programme, is the vehicle for sustainability of education in emergencies and post-crisis transition efforts. Global programming innovations work best when integrated within existing education systems, and absorption of alternative education service delivery at the local level is crucial.

- The importance and value of consultative processes in large programme management in order to ensure effective processes around solid evidence-based monitoring cannot be understated. The development and piloting of monitoring and reporting tools for global programmes with clear directives for data collection and reporting from the inception of the programme are key for producing better results in evidence-collection.

Many of the above lessons, as well as some that are more specific to education and peacebuilding will inform the new Peacebuilding, Education and Advocacy Programme. Drawing on a key overall lesson on the need for focusing programming and goals, this new programme is limited thematically as well as to 14 target countries. A key finding from the peacebuilding research conducted in the EEPCT programme is that the concept of peacebuilding is not well defined, and that neither UNICEF nor the education sector has been strongly integrated into the United Nations peacebuilding agenda. At the same time, the research recognized that consistent with its mandate, UNICEF has comparative advantages that enable it to take the lead in peacebuilding. UNICEF will use the experience of the EEPCT programme and its comparative advantage to create dialogue and consensus around the concept of peacebuilding and social transformation. Nevertheless, it must still consider the implications of how this may affect how education programming is perceived and how peacebuilding relates to other UNICEF priority areas.

Key findings to inform UNICEF’s approach to education and peacebuilding, derived from the EEPCT research and practice

Technical lessons:

- The concept of peacebuilding is not well defined. UNICEF will use the experience of the EEPCT programme to create dialogue and consensus around the concept of peacebuilding and to adopt a child-focused concept of its own which would need to go beyond humanitarian assistance and emphasize social transformation within conflict-affected societies.

- Consistent with its mandate, UNICEF has comparative advantages that enable it to take the

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lead in peacebuilding. Nevertheless, it must consider the implications of how this may affect how education programming is perceived and how peacebuilding relates to other UNICEF priority areas.

- There are important distinctions between humanitarian response programming, the provision of conflict-sensitive education and programmes aimed at transformative peacebuilding. Thus, it is important to develop monitoring and evaluation indicators that are specific to peacebuilding outcomes.
- In order for UNICEF’s education programming to support peacebuilding there is an urgent need to: build key partnerships at the global level; work with national governments; identify partners that share transformation goals (with the understanding that this may create tensions with other partners or governments); make education programming more relevant to post-conflict transformations; take a gender-sensitive approach to peacebuilding programming; ensure that a peacebuilding/conflict analysis lens informs all policy; and move from generic ‘global’ solutions to well-theorized programming adapted to local circumstances.

Programme management lessons:

- Neither UNICEF nor the education sector has been strongly integrated into the United Nations peacebuilding agenda within countries.
- There is a need for a comprehensive capacity-building strategy for peacebuilding across all agencies from headquarters level to field offices.
- There is a distinctive role for research that generates new knowledge and insight into education programming and how it relates to longer-term peacebuilding.

CONCLUSION

The EEPCT programme provided much-needed funding to education in emergencies and post-crisis transition and successfully demonstrated that such funding can be strategically utilized, and institutionalized, especially for saving the ‘education lives’ of children. The results and impact will extend far beyond the life of the programme into the lives of young learners and school communities.

As a result of the EEPCT programme, fewer governments and partners question the benefits that education can bring to communities affected by acute or chronic crises – in mitigating the effects of crises; in increasing school enrolment and equity; in improving the quality of education, in making education systems more resilient and in building the capacities of governments to strengthen education systems before, during and after an emergency. Yet, evidence from the programme also underscores the enormous scale and complexity of the challenges involved in ensuring quality education in emergencies and post-crisis transitions and points to the critical need for continuing commitment and increased resources for education in emergencies and post-crisis situations so that education can continue to play its fundamental life-saving, capacity-building role through emergencies, recovery, reconstruction and long-term development. Advocating for and securing further funding is an objective that Save and UNICEF will jointly pursue, based on the good relationship and strong partnership built and on the valuable lessons learned through this innovative programme.
The EEPCT programme has left a lasting contribution beyond its duration: The enormous impact of EEPCT is only beginning to be felt as UNICEF continues to leverage learning to deliver an integrated equity package in priority countries. Learning from EEPCT will enable UNICEF to sustain and achieve further progress in EiE by strengthening linkages to ongoing initiatives and new programming. Innovative projects such as ALP and SZOP, and strategies for locally procured and designed supplies for EiE can be adapted and scaled up, particularly in fragile contexts, where they are most needed. As a result of and building on the EEPCT experience, the Government of the Netherlands has also made it possible for UNICEF to enter a new, critical area of work in education and peacebuilding. UNICEF looks forward to working with its partners in applying the lessons of EEPCT in this groundbreaking and innovative new field.

EXPRESSION OF THANKS

UNICEF expresses sincere thanks to the Government of the Netherlands and the European Commission for their support and leadership in providing access to quality education for millions of children affected by natural disasters and conflicts through the EEPCT programme.

Overall, the programme restored access to and improved the quality of education for 37 million children and indirectly benefited 11 million more through national adoption of best practices and innovative financing mechanisms. The flexibility and predictability of the programme has ensured a lasting contribution beyond the field of education in emergencies and post-crisis transitions – including innovations to advance the field of education in diverse and challenging circumstances and consolidation of the global architecture for coordinating high-quality EiE response.
ANNEXES

Annex I: 2011 progress report to the Government of the Netherlands and the European Commission

Contents

1. 2011 Programme Overview
   1.2 Changes in strategic context in 2011
   1.3 Purpose and 2011 focus
   1.4 Funding allocations
   1.5 Priority areas and cross-cutting issues
   1.6 Summary of 2011 results by goal

2. Results by goal

3. Results, cross cutting

4. Programme and financial management

5. Challenges and lessons learned (see page 64 of the main body of the report)

6. Looking forward

1. 2011 Programme Overview

The year 2011 was the final year of the Education in Emergencies and Post-Crisis Transition (EEPCT) programme, a five-year partnership between UNICEF and the Government of the Netherlands that began in 2006. This programme provided US$201 million to 42 countries affected by emergencies and post-crisis transitions. An additional US$5.67 million was contributed by the European Commission. The overall goal of the programme was to help countries and territories facing emergencies, fragility and post-conflict transitions achieve sustainable progress towards quality education for all.

The EEPCT programme demonstrated that restored access to quality education could help children recover from the effects of crisis, and that support for sound, resilient and innovative education systems could set countries on a path towards recovery, transition and sustainable development. EEPCT contributions in building the capacities of governments, educators and communities to predict, prepare for and mitigate the impact of emergencies and prolonged crises were key elements of this recovery. EEPCT supported countries affected by emergencies and crises not only to recover from emergencies but to ‘build back better’ and improve education systems as a whole.

The EEPCT programme was developed to rapidly restore quality education while laying foundations for longer-term system reconstruction and improvement in emergencies caused by
conflict or natural disasters, protracted conflicts and situations of fragility. An important goal was to build national capacities to address education needs during emergencies and to mitigate their future impact, as well as to help countries move more quickly from crisis and early recovery to post-crisis transition and development.

Unique in scope, the EEPCT programme covered a broad range of countries across seven regions providing predictable, multi-year funding for education in countries where short-term relief aid is typically the norm. The programme focused on innovation and learning, contributing to broader communities of practice at the global, regional, national and sub-national levels.

This report provides an overview of results of the EEPCT programme for 2011, and it is intended to be read as an annex to the consolidated 2007–2011 EEPCT programme report.

**Changes in strategic context in 2011**

The right to education can be most at risk during emergencies and post-crisis transition. Of the 139 million children and adolescents who are not in school, 42 per cent live in countries affected by conflict. These countries face multiple challenges in their efforts to provide quality education for all while coping with the impact of conflict and natural hazards. Marginalization in the form of poverty – and exacerbated by other forms of exclusion based on gender, ethnicity, language and disability, among others – also deprives millions of children of an education.

The work of providing children an education witnessed the outbreak in 2011 of internal conflicts in a number of Arab States (the ‘Arab Spring’) and continuing conflict in Afghanistan, Colombia, Iraq, the Occupied Palestinian Territory, Somalia and the Sudan. Chronic, localized conflicts persisted in the Central African Republic, the Democratic Republic of the Congo and Ethiopia, and the effects of past conflicts continued to slow development in Angola, Kenya, Liberia, Sierra Leone, Uganda and Zimbabwe. Conflict in Somalia and drought throughout the Horn of Africa threatened millions; and floods in Pakistan left 200,000 homeless. In 2011, UNICEF responded to 292 humanitarian crises in 80 countries.

Education in emergencies continues to be underfunded, with only 2 per cent of humanitarian funding going to the sector. The global financial crisis that persisted through 2011 put additional pressure on aid and national budgets, further straining resources for education and potentially slowing progress achieved in education in emergencies throughout the past decade.

The year 2011 also saw changes in bilateral aid to education; some donors drew back on bilateral engagement, while others increased multilateral engagement. Even others launched new challenge funds for progress towards the Education for All and Millennium Development Goals in 2015 and learning outcomes for children.

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70 Global Education Digest, UNESCO Institute of Statistics, 2011.
The year also witnessed the transformation of the Education for All Fast Track Initiative into the Global Partnership for Education, which brings together developing country partners, donors, multilateral agencies and the private sector to achieve the goal of getting all children into school for a quality education. As part of the partnership’s board, UNICEF will continue to build on extensive EEPCT experience to advocate for long-term, dedicated support to development and implementation of sound education plans in fragile and conflict-affected states.

Despite the continuing incidence and scale of natural-disaster emergencies and conflict-related crises, the EEPCT has contributed enormously to the capabilities of national governments, UNICEF offices and partner countries to confront these challenges.

**Purpose and 2011 focus**

Overall, the purpose of the EEPCT is to contribute to four global objectives: 74

1. Improved quality of education response in emergencies and post-crisis transition;
2. Increased resilience of education service delivery (that also reduces the risks of slippage and promotes ‘turnaround’) during chronic crises, arrested development and deteriorating contexts;
3. Increased education sector contributions to better prediction, prevention and preparedness (the three ‘Ps’) for emergencies as a result of natural disasters and conflict; and
4. Evidence-based policies, efficient operational strategies and fit-for-purpose financing instruments for education in emergencies and post-crisis situations.

Taking account of the two major evaluation exercises75 and overall lessons learned through 2010, in 2011 the EEPCT programme focused on four strategic areas: leverage of resources through partnerships, policy change and varied funding modalities; innovation through documenting and sharing programming models; accumulating evidence through improved monitoring and evaluation, lessons learned, case studies and documentation; and achieving scale by communication and knowledge sharing gained through the programme and mainstreaming successful activities into national government plans and strategies.

**Funding allocations**

In 2011, the EEPCT programme allocated US$31.5 million for interventions at the country, regional and global levels. Twenty-eight countries received direct support from the programme76 and additional countries benefited through regional activities carried out by UNICEF regional

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74 For the expanded explanation of objectives relevant to each programme goal, please refer to the main body of the synthesis report.
75 Programme Review and Evaluation Study (PRES) and Progress Evaluation (PREV).
76 Additional allocations were made to Côte d’Ivoire in consultation with the Allocation Advisory Committee to respond to the urgent needs resulting from escalating crisis in 2011 and, in 2012, to Lebanon to respond to the Syrian refugee crises.
Additional funds also supported specific activities implemented in Ethiopia, Kenya and Somalia in response to the drought in the Horn of Africa.

The majority of EEPCT funding in 2011 was provided to the Eastern and Southern Africa region (US$9.4 million), followed by the West and Central Africa (US$5.5 million) and the Middle East and North Africa (US$4.6 million) regions. The largest country allocations were to the Sudan and to South Sudan (each received US$2.2 million), followed by Pakistan (US$1.6 million) and Zimbabwe (US$1.4 million).

EEPCT also supported the work of all regions in 2011 through the UNICEF regional offices and the Asia and Pacific Shared Services Centre. Globally, EEPCT provided US$3 million in support to headquarters divisions, including the Office of Emergency Programmes, the Supply Division Education Unit, the Evaluation Office, the Division of Communication, the Education and Gender Equality Unit, and the Education and Early Childhood Development Sections in the Programme Division. The EEPCT programme also continued to support strategic partnerships at the global level, including the Education Cluster and partners, the International Network for Education in Emergencies, the Global Coalition to Protect Education from Attack, the United Nations Educational, Scientific and Cultural Organization’s International Institute for Education Planning and the Norwegian Refugee Council.

Priority areas and cross-cutting issues

Although the 2011 programme results are reported according to the four key programme goals, various strategic initiatives implemented through EEPCT, such as national policies to promote quality education response through child-friendly education, contributed to more than one goal and should be understood as cross-cutting.

As 2011 marked the final year of the EEPCT programme, activities at all levels aimed to consolidate the results achieved under each programme goal and contribute to key strategic priority areas: leverage, innovation, evidence building and scale-up. Analysis of achievements and challenges in these priority areas is presented in the overall EEPCT consolidated report.

In addition, attention is given in the 2011 report to interventions that focused on gender equality, the use of innovative technologies and interventions relevant to peace-building. These emerged as areas of special interest at the October 2011 Programme Progress Review Seminar.

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77 As in previous rounds of reporting, 2011 progress reports submitted by the core 28 supported countries are submitted to the Government of the Netherlands separately, and the results reported by regionally supported country offices inform the global consolidated reports.

78 Due to the cross-cutting nature of several activities implemented through the EEPCT programme, the process of recording the impact is subject to reporting modes used by UNICEF country offices. Some initiatives, such as peace-building, may be recorded under Goal 2 and under Goal 3 in country office reports. The provision of materials and learning supplies contributes to Goal 1 and as reported as such; however, when provision of materials is related to a specific second-chance or innovative education programme, it is reported under Goal 2. Therefore, there may be some overlap in quantifying impact among the four goals and the figures used to convey impact should be understood as approximate.
Summary of results for 2011

In 2011, the EEPCT programme provided schooling for more than 7 million children in 34 reporting countries and built or rehabilitated about 10,000 schools or classrooms. It trained more than 87,000 teachers, parents and community members and distributed more than 5.3 million items of learning materials. The programme helped 24 countries improve prediction and prevention of emergencies in education by working with governments and other actors to build capacity in emergency preparedness and early warning; develop emergency preparedness plans for disaster risk reduction; establish school-based peace-building initiatives; and improve emergency response and the coordination and pre-positioning of learning and building materials. The EEPCT programme also helped 28 countries to develop evidence-based education policies.

2. Result details by goal

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

Goal 1 focused on both access to education and improving the quality of education. During 2011, EEPCT provided access to education and improved education quality in 30 countries for more than 5 million children and adolescents — especially girls, internally displaced children, refugees, ethnic minorities and nomads. Activities that increased access to education for marginalized children and youth included proactive Back-to-School programmes, improved sanitation (which is important for all children and in particular helps keep girls in school), and the construction or rehabilitation of nearly 5,000 schools, classrooms or temporary learning spaces in 16 countries. Education quality was enhanced through the training of more than 52,000 teachers and community members in 19 countries. Better quality was also an underlying goal of efforts to promote child-friendly schools (CFSs) and life skills-based methodologies: 15 countries introduced new CFS programmes or strengthened existing ones and 5 developed policies that would make CFS the standard of their education systems. Quality was also fostered by the provision of more than 5.2 million items of teaching and learning materials (e.g., education and recreation kits and early childhood development kits) in 13 countries.

Result 1: Improved access to education

In effort to restore or provide access to education for children in crises-affected contexts, the EEPCT programme reached out-of-school children in 20 countries. To address the shortages of learning spaces, in Nepal, the programme built 731 temporary learning spaces with separate latrines for boys and girls. In Liberia, 245 new schools with separate latrines, water points and hand-washing facilities were built. The Democratic Republic of the Congo carried out its eighth Back-to-School campaign in 2011, which registered a total of 2.3 million children in

79 Burundi, Lesotho, Malawi, Rwanda and Togo received funding through regional offices.
80 These are aggregate numbers across all goals and are broken down by sub-goals in the narrative that follows.
school. In Eritrea, the EEPCT programme applied the CFS principle of inclusion to benefit 14,175 nomadic and other out-of-school children who were enrolled in 129 nomadic schools and Complimentary Elementary Education centres.

Systematic investment in and promotion of early childhood development opportunities have emerged as key contributions of the EEPCT programme to ensuring access to education for children in crises-affected countries. These opportunities for children aged 3–5 provided an essential foundation for future learning and success, in school and in life. EEPCT supported early childhood development (ECD) programmes in nine countries in 2011. These benefited more than 700,000 children. ECD programmes built, rehabilitated or established 1,714 schools, classrooms and care centres, trained 515 teachers and caregivers, and distributed nearly 50,000 items of ECD learning and play materials.

"When I was introduced to the child-friendly schools approach, it was the first time I heard about student-centred learning. Before, teachers did all the talking and the students just had to listen. Now, there is a lot of group work which encourages students to discuss among themselves and come up with possible answers to problems posed by the teachers. They learn from each other by exchanging ideas. The CFS approach is easy to facilitate because of the training supported by UNICEF."

Luis Mario da Silva,
Director of Basic Education, Timor-Leste

Result 2: Improved education quality

Through the implementation and scale-up of CFS principles in schools, the quality of education was enhanced in 2001 in virtually every programme country. The CFS model is inclusive, gender-sensitive, holistic and child-centred. It reaches out to the most disadvantaged children, celebrates diversity, and operates in the best interests of the child.

In 2011, 29 EEPCT programme countries introduced new CFS programmes or strengthened existing ones, and many, such as those in Angola, the Democratic Republic of the Congo, the Occupied Palestinian Territory, Sierra Leone and Swaziland, developed policies that made CFS principles the standards for their education systems.

Teacher training, with a special focus on psychosocial support to crises-affected children, continued to be a key way to improving education quality. In Iraq, teacher training in psychosocial support and better understanding of children’s psychology and behaviour were incorporated into the teacher training package that was conducted in 230 CFS model schools. The Ministry of Education also adopted this teacher training package for all in-service teacher-training at the national level.

Several countries, including the Democratic Republic of the Congo, Iraq, Liberia, Nepal, Somalia and Swaziland, addressed infrastructure-related barriers to equitable access to quality education of girls by constructing classrooms, schools and temporary learning spaces complete with separate latrines for boys and girls. In Nepal, after an earthquake struck in September

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82 Angola, Bangladesh, Burundi, Central African Republic, Côte d'Ivoire, Democratic Republic of the Congo, Eritrea, Iraq, Jordan, Kenya, Kosovo, Kyrgyzstan, Liberia, Myanmar, Nepal, North Sudan, the Occupied Palestinian Territory, Pakistan, the Philippines, Sierra Leone, Somalia, South Sudan, Sri Lanka, Swaziland, Tajikistan, Togo, Timor-Leste, Uganda and Zimbabwe.
2011, 30,000 girls and boys ranging from preschool age to those in higher secondary school were able to resume their education in 731 child-friendly temporary learning centres that included separate toilets for boys and girls.

In Kosovo, Early Learning Development Standards were officially endorsed by the Ministries of Education and Health, and there was a commitment by the Government to implement the standards throughout the country. In Jordan, the learning achievements of some 8,000 vulnerable children were enhanced through early childhood, remedial and informal education within their communities. UNICEF also worked with vulnerable communities to promote positive behavioural change in terms of education, health and nutrition, with 21,000 children enjoying improved care practices as a result.

In the Democratic Republic of the Congo, the ECD centres established by the EEPCT programme produced a ripple effect, as communities adjacent to those that received support for ECD centres requested support for their own communities. The programme organized a two-week training/study visit for interested parties at the three best-performing centres and the two worst-performing centres, all of which became training and resource centres for the others. Participants could take up best practices and learn how to avoid mistakes. This training resulted in the establishment of 42 new ECD centres supported by local communities, scaling up much-needed ECD services.

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

**Result 1: Increased resilience of the education systems to withstand new crises**

EEPCT interventions focused on building resilience of the education systems through hazard-proof construction of schools, appropriate capacity development, life skills education to improve behaviour, and peace-building. The EEPCT programme provided second-chance and equitable learning opportunities in emergencies to more than 2 million children in 17 countries. Programmes constructed, rehabilitated or equipped more than 5,000 schools, classrooms and youth clubs in 10 countries; trained more than 35,000 teachers and members of school management committees in 16 countries; and provided 154,142 items of teaching and learning materials in 5 countries. All of these activities were in the context of specific innovative initiatives designed to build the capacities of children and young people as well as officials working in the education system. These initiatives include LAB4LAB, Accelerated Learning Programmes (ALPs), Talent Academies and Internet connectivity in schools, as well as creating and sustaining gender-sensitive school environments, and supporting girls’ clubs to promote girls’ empowerment and leadership and life skills-based education. In addition, progress was made in developing national policies for ECD and peace-building, and for the inclusion of minority groups in education; building capacities for education sector planning and systems strengthening; and establishing Education Management Information Systems.
Accelerated Learning Programmes: In 2011, EEPCT-provided ALPs enabled more than 144,000 children and youths who were excluded by crisis or emergency to benefit from equitable second-chance education opportunities in six countries: Angola, the Democratic Republic of the Congo, Iraq, Liberia, the Occupied Palestinian Territory and Sri Lanka. In Sri Lanka, the EEPCT programme established ALP classes in more than 500 schools, trained 1,950 teachers and developed 18 textbooks for Grades 1–9 covering three core primary subjects and four core secondary subjects. The programme supported production of 2,200 copies of each book and distributed 356,400 books to teachers in the Northern and Eastern Provinces.

Liberia’s ALP programme was extended to and standardized across the country’s 15 counties. ALP policy guidelines were developed and distributed, and 1,400 teachers were trained on methodologies to improve student learning. These teachers received a monthly cash incentive of US$15 to enable them to focus on teaching rather than on other income-generating activities.

Life skills education: In 2011, more than 313,000 children in 5 countries participated in life skills programmes that supported children to protect themselves from disaster and harm through a variety of strategies. In Côte d’Ivoire, nearly 100,000 adolescents received training in life skills that included HIV prevention, reproductive health, protection from sexual violence, citizenship, and conflict resolution and peace-building. In the Democratic Republic of the Congo, 22 adolescent-friendly centres and 1,147 adolescent clubs all promote life skills and peace-building. In Jordan, classes in better parenting contributed to positive behavioural change within families with adolescents. In Swaziland, life skills-based education was introduced in 223 schools, benefiting 175,000 students. One hundred teachers received training in sports education and 100 peer educators received training in life skills, while 270 schools received sports equipment. In Nepal, 1,200 teachers were trained in life skills-based education. EEPCT experience illustrates the scope and diversity of life skills interventions employed globally.

LAB4LAB: To help create more stable, peaceful and prosperous communities along West Africa’s conflict-affected borders, UNICEF introduced the LAB4LAB programme to build model schools to serve communities on both sides of various borders connecting Côte d’Ivoire, Guinea and Liberia. The LAB4LAB programme, which commenced in 2009, has confronted challenges such as the high cost and the slow pace of implementation. UNICEF is undertaking more systematic assessments and analyses to improve the development, implementation and impact of such innovations.
By 2011, six LAB4LAB schools in Guinea were in use. In Côte d’Ivoire, 7,200 children were attending LAB4LAB schools. In Liberia, the initiative provided the opportunity to develop and implement a CFS model through the construction and renovation of high-quality school facilities that provide a model for school development nation-wide. One model LAB4LAB school was effective in leveraging US$8.5 million from the Government of Japan for the construction of 30 new schools and the renovation of 60 existing schools in delicate border areas.

The use of innovative technologies: In 2011, a number of innovative programmes and approaches were implemented that provided access to technology, promoted computer skills, including Internet navigation and information exchange between the students.

The use of innovative technologies

- In Jordan, UNICEF supported the establishment of 29 multi-purpose rooms in schools in order to improve the learning environment and quality of education. These rooms also enhanced the social integration of vulnerable Iraqis, particularly girls, by providing a platform for interaction within their communities. Training of multi-purpose room coordinators and teachers improved the integrated use of information and communication technology in education. In 2011, the spaces benefited some 16,000 vulnerable Iraqi and Jordanian children, and special attention was given to girls’ participation.

- In Iraq, to enhance the employment prospects of young people, EEPCT supported innovative teaching and learning methods using information and communication technology, building on related programmes in Jordan. Thirty-two sets of Computers on Wheels, each containing 16 laptops with Wi-Fi connections, were procured and distributed to youth centres in Kurdistan. EEPCT encouraged the Ministry of Education of the Kurdistan regional government to evaluate the effects and efficiency of the programme.

- In Liberia, UNICEF support of the Connecting Classrooms initiative covered Internet connectivity costs for eight pilot Connecting Classroom schools in six counties. UNICEF supports the initiative, which promotes computer skills, including Internet navigation and information exchange between students in similar initiatives.

Goal 3: Increased education sector contribution to better prediction, prevention and preparedness (the three ‘Ps’) for emergencies due to natural disasters and conflict

During the final year of the EEPCT programme, 23 countries had national emergency preparedness and disaster risk reduction (DRR) plans in place or were preparing them, often under the leadership of national education clusters. The EEPCT programme supported active education clusters in 10 countries and at the global level. At the national level, three specific risk-reduction actions were taken, resulting in timely education response to emergencies and restoration of education services for crises-affected communities: construction or reconstruction of safer school buildings; development of improved emergency response and coordination; and pre-positioning of supplies.

The Central African Republic, the Democratic Republic of the Congo, Kenya, Nepal, North Sudan, the Philippines, Somalia, South Sudan, Sri Lanka and Uganda.
Result 1: Enhanced prediction and preparedness of the education sector in the event of crises

During 2011, the EEPCT programme helped to build capacities in emergency preparedness among more than 4,200 government actors, front-line responders and education cluster coordinators in 26 countries. It assisted in the preparation of DRR and/or contingency plans in 15 countries and delivered or pre-positioned 17,386 items of learning and recreational materials and 952 items of school building and protection materials, benefiting more than 44,000 children in 10 countries. In Jordan, UNICEF worked with the Government to identify those schools most at risk for earthquakes by developing hazard maps, supporting a vulnerability assessment study of 100 schools and consulting 1,400 children and 800 adults. The results of the study revealed gaps in the schools’ readiness to manage the consequences of earthquakes. Based on the findings, UNICEF will work with the Ministry of Education in 2012 to design a DRR awareness project.

In the Central African Republic, emergency education initiatives resulted in greater attention to the importance of education as a means of reducing crises, and the Government and other humanitarian partners are taking responsibility to provide secure education for children in times of crisis. Teaching modules on the Culture of Peace were introduced into the training of primary school teachers and the Association of the Directors of Primary Schools developed a Charter for Zero Violence in every school in the country.

In Colombia, the rainy seasons of 2010–2011 caused extensive damage to communities and schools and left more than 550,000 children unable to attend classes. Today, more than 95 per cent of these children have returned to school. This is an important accomplishment when measured against the lasting effects that natural and human-made emergencies have had on education services in this country in the past.

Result 2: Support for education clusters, DRR and peace-building

Education clusters, which are part of system-wide humanitarian response, are groups of national-level organizations working in emergency education response to support national governments. In 2011, 42 education clusters and education in emergencies working groups were operating globally.

In 2011, the EEPCT programme was the main source of funding for the Education Cluster. The Global Education Cluster produced a new three-year strategic plan, developed through broad member and field engagement and in consultation with the Inter-Agency Network for Education in Emergencies (INEE). The purpose of this plan is to provide an overarching framework to better focus and support the collective action of organizations involved in education preparedness, response and recovery.

Three ‘lessons learned’ exercises on education coordination and response were completed on the Haiti earthquake (2010), Pakistan floods (2010) and Somalia drought (2010). These identified good practice and challenges.

“When I came to the school I was positively surprised to see that some order had been put in place. The environment was different, better organized, and the students were actively engaged and empowered in school management.”

A parent at a primary school involved in a Prevention of Violence in School project, Kosovo
In 2011, the Save the Children UK Emergency Response Personnel system provided for seven rapid deployments of Education Cluster staff funded by EEPCT. With EEPCT coming to an end in 2011, a funding mobilization strategy was developed in consultation with the Education Cluster Steering Group. The strategy will guide funding mobilization efforts in 2012 and 2013.

In Bangladesh, the 30-member Education Cluster developed an action plan in coordination with the Child Protection Cluster to support the continuation of education in flood-prone districts.

In the Central African Republic, the Education Cluster is advising the Ministry of Education to allocate funds from the national budget to implement a National Strategy for Education in Emergencies.

In the Democratic Republic of the Congo, the National Education Cluster guidelines were updated in 2011 and are now in full use by cluster members.

In 2011, UNICEF’s co-facilitated and co-led 11 Education Clusters in Eastern and Southern Africa. Clusters in the Horn of Africa (Ethiopia, Kenya, Somalia and South Sudan) received special attention. Collaboration with Save the Children (at national and regional levels) and the INEE was enhanced and partnerships for education in emergencies and post-crisis transitions in-country and at all levels were strengthened.

Collaboration with the United Nations High Commissioner for Refugees (UNHCR) at the global, regional and national levels was also enhanced through the following activities: need and asset assessment in Dadaab refugee camps (Kenya); a joint UNHCR/Save the Children/UNICEF assessment mission in Dollo Ado refugee camp (Ethiopia); regular coordination meetings with the Regional Education Officer and contribution to the new UNHCR Education Strategy 2012–2016. A teachers’ guide for the education kits (School in a Box, ECD in emergencies, etc.) was developed jointly by UNICEF and the Water, Sanitation and Education Centre in the UNICEF Supply Division.

Disaster risk reduction

Predicting, preparing for and minimizing the effects of disaster are priorities of the EEPCT programme. While contributing to Goal 3, DRR is a cross-cutting theme that runs through all EEPCT programmes. Many countries conducted a variety of activities in this area. In 2011, in 20 countries government officials – and in some cases teachers, children and community members – received training in DRR. DRR plans and strategies at the national and/or local level were developed in 11 countries, and 8 countries carried out assessments of disaster preparedness. Educational materials were pre-positioned in case of emergency in five

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84 [www.rdc-humanitare.net](http://www.rdc-humanitare.net).
85 The Central African Republic, Colombia, Guinea, Iraq, Kenya, Kosovo, Kyrgyzstan, Lesotho, Nepal, Pakistan, the Philippines, Rwanda, Sierra Leone, Somalia, South Sudan, Sri Lanka, Timor-Leste and Uganda.
86 Bangladesh, the Central African Republic, the Democratic Republic of the Congo, Iraq, Kenya, Nepal, North Sudan, Rwanda, Somalia, South Sudan and Timor-Leste.
87 Bangladesh, the Central African Republic, the Democratic Republic of the Congo, Jordan, Kenya, North Sudan, Somalia and South Sudan.
countries\(^88\) and materials for school reconstruction were pre-positioned in five countries.\(^90\) DRR was incorporated into school curricula in three countries\(^90\) and at least four countries\(^91\) had ongoing DRR initiatives that have continued in 2012.

In Latin America and the Caribbean, country offices in Bolivia, Colombia, Ecuador, Paraguay, Peru and Venezuela, along with their corresponding Ministries of Education and partners received technical assistance and resources to implement DRR in their education planning. In Colombia, the Dominican Republic, El Salvador and Honduras, UNICEF country offices and Education Cluster partners were trained in emergency preparedness and response.

During 2011, the EEPCT funds were used as UNICEF contributions to the DIPECHO VII project: ‘Strengthening the role of the education communities in preparedness and response capacities to ensure children’s right and the right to education in emergencies.’ The first meeting of regional actors involved in the development of the project brought together 135 participants from Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Paraguay, Peru and Venezuela, and DIPECHO partners from Costa Rica, Panama and the United States. Forty-five people participated in a side session coordinated by TACRO, which focused on the implementation of the regional project.

In addition, UNICEF’s regional office in Latin America and the Caribbean supported education in emergencies and DRR initiatives in Barbados, Colombia, Ecuador, Panama, Paraguay, Peru and Venezuela. Plan International, UNICEF and Child Fund supported a regional workshop entitled ‘Disaster Risk Reduction and Emergency Response in Early Childhood in Latin America and the Caribbean.’ The guidelines for the region related to policy and advocacy, programming and financing, and were formulated by more than 40 regional experts in ECD, DRR and humanitarian assistance.

In 2011, the APSSC launched the Integrated Capacity Development Approach. This provided high-level technical assistance for six weeks to Bangladesh, the Philippines and Timor-Leste, strengthening capacities in these countries to prepare for and respond to emergencies. Each country developed a road map for EEPCT capacity development over the next 1–3 years, along with a plan of action to implement the road map. Using the adapted APSSC version of the Global Education Cluster pilot training package for front-line responders in EEPCT, APSSC rolled out 2 training of trainer workshops for 58 professionals (38 men and 20 women) from 2 countries. This brings the total number of people trained from 2009 to 2011 to 629 (430 men and 199 women) in 14 different countries. Of these, 66.5 per cent are from Ministries of Education, with 46.4 per cent of them working at the sub-national level.

In Eastern and Southern Africa, funding and technical capacity to respond to the drought emergency in the Horn of Africa was enhanced in line with the Core Commitments for Children in Humanitarian Action. A needs assessment was conducted in joint consultation with offices and partners in Ethiopia and Kenya, and funds were allocated to the UNICEF country offices in

\(^88\) Angola, the Central African Republic, the Democratic Republic of the Congo, Iraq and Sri Lanka.

\(^89\) Angola, Burundi, Myanmar, Tajikistan and Uganda.

\(^90\) Lesotho, Myanmar and Sri Lanka.

\(^91\) The Central African Republic, Jordan, North Sudan and Uganda.
Ethiopia, Kenya and Somalia to respond both in arid and semi-arid lands and in refugee camps. Funds also supported refugee education in Djibouti and advocacy for quality and timely EEPCT response.

In Bangladesh, 10,285 students and 405 teachers benefited from improvements in classroom infrastructure that allow continuation of education during and after any disaster. Save the Children trained 37 educators at the national and sub-national levels in DRR and contingency planning in schools, and a training manual on DRR in education was developed. District- and school-level contingency plans that include in-depth analysis of hazard risk, vulnerability and capacities were developed and existing contingency plans were revised in 2,100 schools.

In the Central African Republic, 34 focal points nominated by the Ministry of Education were trained to address EiE through emergency preparedness and response at the national level. These focal points are actively engaged in joint evaluation missions; local consultations involving communities help them identify and meet education needs in crisis situations and improve their capacity to respond. In addition, government and civil society partners received training to plan appropriate emergency interventions.

To improve response to multiple hazards, including violent conflict combined with recurring natural hazards, the EEPCT programme supported UNESCO’s International Institute for Education Planning (IIEP) in collaboration with UNICEF’s West and Central Africa Regional Office (WCARO) and national ministries of education of Burkina Faso, the Central African Republic, Chad, Côte d’Ivoire, the Democratic Republic of the Congo and Mauritania to produce a guidance note for integrating DRR and peace-building into national education-sector planning – ‘Guidance Notes for Educational Planners: Integrating conflict and disaster risk reduction into education sector planning.’ This document, intended primarily for ministry-level planners, outlines strategies for mainstreaming conflict risk reduction and DRR measures into education-sector planning process. Extended support was also given to Côte d’Ivoire and Chad in their efforts to institutionalize DRR through its inclusion in their education sector plans.

Through partnership with EEPCT and in seeking to ensure continued access to quality education for all children during times of disaster and conflict, IIEP helped to prevent and reduce the negative impacts of conflict and disaster on educations systems, teachers, education personnel, parents/caregivers and communities by mainstreaming conflict risk reduction and DRR measures into education policy, planning and programming so that countries can strengthen their governance capacities to anticipate, prevent and respond to conflict and crisis. IIEP supported Ministries of Education in reducing the risk of conflict and disaster by offering guidance, practical tools and training for education policymakers, officials and planners. Specifically, these themes will be integrated into IIEP advanced training programmes and technical assistance courses, and through the documentation of best practices and lessons learned.

Recognizing the need for child perspectives and experiences to be adequately reflected in the DRR planning processes, with support from EEPCT, UNICEF’s Office of Emergency Programmes issued a child charter on DRR involving more than 600 children from 21 mostly disaster-affected countries. The charter makes five clear requests to governments and decision-
makers at all levels. The first request is that schools must be safe and education must not be interrupted.

**Education and peacebuilding**

Conflict and insecurity continue to be formidable barriers to realizing the right to education for all children and young people. As a result, peacebuilding through education has emerged as a key priority for UNICEF and its partners. In 2011, EEPCT supported education as a means for building a culture of peace in countries affected by conflict. The programme helped six countries\(^{92}\) to establish school-based peacebuilding programmes that included providing children with psychosocial support and conflict management skills.

In **Nepal**, 660,000 sixth-grade students received social studies textbooks emphasizing peace, human rights and civic education. Also in Nepal, an additional 100 Schools as Zones of Peace (SZOPs) were established, bringing the total to 714 schools serving 300,000 children. About 1,200 teachers were trained in life skills-based education.

In **Jordan**, Ministry of Education staff members were trained to combat violence in schools and 6,000 parents of adolescents and community members (33 per cent of them male) were made aware of the importance of fulfilling adolescents’ rights and developing skills to enhance their development, learning and participation.

In **Kenya**, the Ministry of Education, with support from UNICEF, finalized a peace education curriculum for primary schools and drafted a peace curriculum for secondary schools, which is to be finalized and disseminated in 2012. About 10,000 primary school teachers were trained as part of a national roll-out of peace education training, and 7,000 secondary-school head teachers were trained to foster effective child participation in school governance.

In **Kyrgyzstan**, 250 children, teachers, mentors and government officials received training to help student committees organize peace-building activities in and around 46 schools.

In **Kosovo**, a project to prevent violence in schools was expanded to 476 primary and lower secondary schools in 20 municipalities. All of these schools have five-year development plans that include children’s rights and violence prevention. More than 200,000 students and 42,840 families were involved in the project, which is being monitored in 260 of the 476 schools. Children’s rights committees have been established at 240 schools and 340 schools have suggestion boxes regarding children’s rights. Seven municipalities and two regions also created inter-sectoral groups (including school representatives) focused on violence prevention. A violence-prevention network was created at school, municipal and regional levels.

At the global level, in 2011 UNICEF commissioned research to investigate the role of education in peace-building in conflict-affected states. This study consisted of two phases: a literature review of the role of education in peace-building as well as three country case studies (Lebanon, Nepal and Sierra Leone – selected to provide a cross section of very different conflict

\(^{92}\) The Central African Republic, Jordan, Kenya, Kosovo, Nepal and Swaziland.
environments). The case studies were grounded in extensive consultations with a wide range of national and international stakeholders, including United Nations representatives, government officials, civil society organizations and teachers. A key finding from the research is that the concept of peace-building is not well defined, and that neither UNICEF nor the education sector has been strongly integrated into the United Nations peace-building agenda. At the same time, the research recognized that consistent with its mandate, UNICEF has comparative advantages that enable it to take the lead in peace-building.

This research has informed UNICEF’s proposal to the Government of the Netherlands on the new Peacebuilding, Education and Advocacy in Conflict-Affected Contexts programme and continues to help shape countries’ strategies and approaches to contribute to peace through education interventions. UNICEF has further used the findings to expand discussions on peace-building and education through such international forums as the INEE Fragility Working Group.

Protecting education from attack

At the global level, the continued EEPCT support to the Global Coalition to Protect Education from Attack has helped place the issue of attacks on schools and the use of schools for military purposes at the heart of humanitarian and development discourse. UNICEF’s South Asia regional office helped several countries in the region participate in various processes dealing with resilience, including Schools under Attack, SZOPs and work around the Security Council Resolution Categorizing Attacks on Schools and Health Centres. By consistently highlighting the adverse impact on equity of political interference in school management and education systems, this problem is beginning to be publically acknowledged by a wider group of stakeholders.

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

In 2011, EEPCT activities in this area focused on supporting the creation of national policy processes, strategies, frameworks and action plans; developing national systems, initiatives and training aimed at building capacities in the policy area; and promoting research and analysis to better inform education policies. In 2011, 11 countries developed national education policies and/or plans to improve education quality and directly address the needs of education in emergencies. Eighteen countries established stronger national education systems or initiatives and eight countries saw the capacities of their institutions or staff members strengthened.

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94 Angola, Eritrea, Iraq, Jordan, Kenya, Kosovo, the Philippines, Rwanda, South Sudan, Swaziland and Uganda.
95 The Central African Republic, Colombia, Democratic Republic of the Congo, Ethiopia, Jordan, Kosovo, Myanmar, Nepal, North Sudan, the Occupied Palestinian Territory, the Philippines, Sierra Leone, Somalia, South Sudan, Sri Lanka, Timor-Leste and Uganda.
96 Ethiopia, Kosovo, Myanmar, Nepal, North Sudan, the Occupied Palestinian Territory, Sierra Leone and Timor-Leste.
Eighteen countries\(^9^7\) conducted research and analysis, and those findings are now helping guide needs-based policies and programmes.

**Result 1: The formulation of evidence-based policies and action plans**

In 2011, the EEPCT programme helped to support the development of national education policies and/or action plans in 10 countries. In **South Sudan**, a new country that was established in 2011, EEPCT enabled UNICEF to engage the IIEP to provide technical leadership of the creation of the country’s first education sector strategic plan. UNICEF funded and convened national- and state-level workshops to further the development of this plan. Through an inclusive and participatory approach, children and youth attending the workshops were able to articulate their expectations of the education plan.

The resulting education sector strategic plan is designed to provide education opportunities for all children and youth, and adult literacy for parents. It challenges the new Government of South Sudan to raise its budget levels to be in line with the thresholds set by the Global Partnership for Education. Capacity development is a major priority of the plan, as are efforts to position the country to access global resources within the Education for All framework.

In order to build the capacities of governments to generate appropriate education policies and allocate the necessary resources to education initiatives, in 2011 EEPCT supported enhanced research and analysis, including strengthening of Education Management Information Systems to inform education policies in 19 countries.\(^9^8\) In **Colombia**, EEPCT’s work resulted in the inclusion of EiE as a priority area in the Ministry of Education’s policy agenda. Four ambitious pilot projects in this field at the local level, with strong monitoring and evaluation components, enabled UNICEF and partners to initiate an evidence-based dialogue with the Ministry that encouraged it to meet its responsibilities towards children affected by emergencies. Today, education in Colombia is seen more from a rights perspective: duty bearers recognize that if social and economic inequities are to be redressed, the issues that keep children out of school must be addressed. This lays the groundwork for new policy reforms and initiatives that will benefit Colombian children.

In South Asia, governments and UNICEF have sought deeper understanding of whether decentralization processes in the region benefit the rights and welfare of all children. UNICEF organized a regional consultation to share evidence and lessons learned; another goal of the consultation was to guide policy discussions with key government and development partners on decentralized, equity-focused education interventions. This has led to an initial stage of a networking with academia and research groups to build strong intellectual coalitions for the education and decentralization agenda in fragile contexts in South Asia.

**Result 2: Establishing national systems and building government capacities**

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\(^9^7\) Angola, Bangladesh, the Democratic Republic of the Congo, Eritrea, Ethiopia, Kosovo, Liberia, Myanmar, Nepal, the Occupied Palestinian Territory, Sierra Leone, Somalia, South Sudan, Sri Lanka, Tajikistan, Timor-Leste, Uganda and Zimbabwe.

\(^9^8\) Angola, Bangladesh, the Democratic Republic of the Congo, Eritrea, Ethiopia, Kosovo, Kyrgyzstan, Liberia, Myanmar, Nepal, the Occupied Palestinian Territory, Sierra Leone, Somalia, South Sudan, Sri Lanka, Tajikistan, Timor-Leste, Uganda and Zimbabwe.
The EEPCT programme helped to establish national systems and initiatives that reinforce the education sector’s ability to withstand emergencies. For example, in the Central African Republic, UNICEF advocated for larger allocations for emergency-related needs in the education budget. In the Democratic Republic of the Congo, EEPCT supported a progressive transformation of primary schools into quality CFSs. In Angola, the Ministry of Education adopted the child-friendly school framework as the standard of primary education and began implementing a CFS-based school self-evaluation initiative. In Jordan, EEPCT supported the Ministry of Labour’s Child Labour Unit to develop a system to monitor the status of dropouts and reintegrate them back in school.

The EEPCT programme also provided capacity-building opportunities and targeted training to Ministry of Education officials and others in 20 countries. In Ethiopia, 90 national and regional Ministry of Education staff were trained to conduct Rapid Assessments of Learning Spaces. In Kosovo, education planners at the Ministry of Education, Science and Technology and municipal officials responsible for data collection received training on statistical survey data analysis. In Kyrgyzstan, the EEPCT programme enhanced teachers’ capacity to revise the curriculum for Grades 5–11 to include peace education.

**Result 3: Research and analysis**

In Eritrea, UNICEF helped the Ministry of Education review the National Education Policy; this provided an opportunity to mainstream key equity-oriented strategies such as nomadic education and complimentary elementary education practices into the country’s overarching educational framework. Previously, nomadic populations had felt that the centralized education system – with its great distances to reach formal schools, irrelevant curricula, rigid school calendars and specific ages for enrolment – did not meet their needs, so they did not send their children to school. Gender disparity was also a major issue. In Eritrea, this analysis and subsequent policy changes were an important step towards creating a nationwide, sustainable programme to bring out-of-school children back to formal education.

In Liberia, joint rapid needs assessments in the four refugee-affected counties by education, child protection and Ministry of Education personnel were undertaken following a joint national workshop carried out with UNICEF support. The results of the assessment were used to mobilize resources for the Emergency Humanitarian Action Plan and Consolidated Appeals Process document and for planning the emergency interventions. Thus EEPCT encouraged and strengthened cross-sectoral work and facilitated collaboration between UNICEF offices at different levels.

For improved education sector planning at national and sub-national levels through strengthened data systems, the EEPCT programme worked with the Governments of Ethiopia, Somalia, South Sudan and Timor-Leste to develop their Educational Management Information Systems (EMISs). In Ethiopia, in order to eliminate regional inequalities in education funding, an EEPCT project supported the establishment of a district-level micro-planning system; universal primary education planning; and a Rapid Assessment of Learning Spaces mapping and strengthening of the EMIS. All learning spaces in target states were
mapped, and a vibrant, interactive online database\textsuperscript{99} was established and is already contributing to better planning and decision-making to address the needs of every child. This work is helping the Government and its partners monitor and follow up on progress towards universal primary education and MDG targets through an equity lens.

EEPCT support enabled UNICEF’s Office of Emergency Programmes and UNESCO to carry out a detailed mapping of progress made by governments in integrating DRR into school curricula. A framework for analysing progress and revising curricula is already being used by experts in several countries.

\textit{Result 4: Fit-for-purpose financing instruments}

In addition to helping strengthen education policies, the EEPCT programme was able to leverage additional funding for EiE. In the Democratic Republic of the Congo, the right to education of 767,000 conflict-affected children has been assured. As a result of the EEPCT programme, in mid-2011 UNICEF was able to leverage Pooled Fund resources not only for its own programmes but for the education cluster in general. These funds allowed for the recruitment of a dedicated zone specialist in EiE to support cluster coordination and emergency response and also enabled the capacity building of about 250 cluster members on subjects ranging from the project cycle to gender mainstreaming, as well as INEE Minimum Standards, humanitarian reform and the various humanitarian mechanisms within the country.

In Zimbabwe, the first phase of the Education Transition Funds (ETF I) was launched by the Ministry of Education, Sport, Art and Culture in 2009, when assessments found that the pupil-textbook ratio was as low as 10 to 1. This multi-donor fund was managed by UNICEF with EEPCT support. Several key stakeholders and donors\textsuperscript{100} formulated a large-scale funding project of more than US$53.9 million. UNICEF, with the collaboration and leadership of the Ministry, procured and distributed 15.6 million primary-level textbooks in 2010 and 6 million secondary-level textbooks in 2011. A follow-up survey confirmed that 99 per cent of schools received the textbooks and reached a pupil-textbook ratio of 1 to 1.

Collaboration between the Ministry and UNICEF for the development and implementation of ETF I bore further fruit in the form of the development and endorsement of ETF II in 2011. While maintaining activities that generate tangible impacts on children’s learning, ETF II will assist the Ministry in strengthening education delivery mechanisms, improving the quality of education services and enhancing access, retention, completion and achievement of learners in all schools in Zimbabwe.\textsuperscript{101}

Under ETF II, UNICEF continues to function as the fund administrator due to the country’s economic situation, providing a possible model for other fragile states. Several donors have shown their commitments to ETF II. A Memorandum of Understanding was signed with the Department for International Development of the United Kingdom for a contribution of US$37 million, and a European Commission agreement is at an advanced stage of discussion.

\textsuperscript{99} \texttt{<http://213.55.100.118:8080/RAHS>}, \textsuperscript{100} Australia, Denmark, the European Commission, Germany, Japan, the Netherlands, New Zealand, Norway, Sweden, the United Kingdom and the United States. \textsuperscript{101} Programme Proposal, The Education Transition Fund 2011–2015.
UNICEF’s regional office for Latin America and the Caribbean leveraged EEPCT funds to expand EiE activities in the region to involve more countries and partners. In 2011, funds were used as matching funds for the DIPECHO VII project in South America, ‘Strengthening the role of the education communities in preparedness and response capacities to ensure children's right and the right to education in emergencies’. Building on successes of the DIPECHO project, the DRR /EiE Web portal was created in coordination with the Regional Center for Disaster Information for information sharing, including regional and national documents and tools for access and action by all actors.

3. Highlights on priority areas and cross-cutting issues

Gender equality

Addressing the specific gender-based challenges girls and boys face in accessing quality education is a core tenant of the programme. A priority focus within these efforts has been to close the education gap between boys and girls and eliminate the obstacles that keep girls out of school in emergencies and post-conflict situations. Gender sensitive programming has informed numerous form and non-formal country level education activities.

In 2011 EEPCT worked to improve gender equity in Somalia, where 55 per cent of the 3,000 emergency-affected internally displaced learners in 10 schools supported by EEPCT are girls, the programme’s support package provided teaching and learning materials, school furniture, school uniforms and financial incentives to 75 teachers. Water tanks and gender-appropriate sanitation facilities were also established at 12 new permanent classrooms in order to provide a safe and protective environment for girls to attend school.

The results of a rapid assessment of factors affecting girls’ learning achievements were used to develop a Girls’ Education Achievement Programme in Liberia, to be implemented by the Ministry of Education and UNGEI. In addition, water, sanitation and hygiene (WASH) facilities, including water points, hand-washing facilities and gender-appropriate latrines, were constructed in 245 public schools. These WASH activities enhanced the learning environment for more than 100,000 students in 100 communities, a particular boon for girls, who often drop out of school due to the lack of sanitary facilities.

In Pakistan, head teachers and community members from 723 schools were trained on the implementation and monitoring of school improvement plans that included the elimination of corporal punishment in government-sponsored girls’ schools. In Iraq, the ALP aimed to provide opportunities for all children – especially girls – who missed out on primary education due to insecurity and displacement. Some governorates actively encouraged out-of-school girls to join ALP using such advocacy materials as banners and posters, community meetings and teachers’ visits to families of out-of-school girls, and through advocacy by religious leaders.

In South Sudan, girls’ education received priority in the Education Bill and the Higher Education Bills that are soon to be enacted. The Education Sector Strategic Plan includes gender-related issues and plans for a gender audit. The Girls’ Education Day, celebrated nationally and in all
states, was the culmination of a variety of national programmes on gender-related issues. Teachers, education managers and parent-teacher associations were trained to create and sustain gender-sensitive school environments. The gender discourse was facilitated by the availability of comprehensive and gender-disaggregated education data, produced through the UNICEF-supported EMIS. In Uganda, the Girls’ Education Movement, established in 2010 as an NGO, continued to receive UNICEF support to ensure its smooth functioning. Led by youth, the Movement is present in 42 district chapters, of which 10 are in post-conflict areas. One result was that 2,113 Girls’ Education Movement clubs in primary schools brought back a total of 5,019 children who had dropped out.

Special attention was given through EEPCT to training and recruiting female teachers. In South Sudan, advocacy efforts focused on increasing the proportion of female teachers and head teachers. In the Democratic Republic of the Congo, efforts were made to ensure an equal distribution of female teachers in all zones. In Nepal, basic training in CFS has strengthened the capacity of 164 teachers (of whom 51 per cent are female) teaching Grades 1–3.

**Knowledge generation, documentation of innovations and evidence building**

Evidence building and programme consolidation were the major focal points of 2011–2012 activities based on the EEPCT Programme Evaluation recommendation that UNICEF “develop a more systematic approach to managing innovation and learning, both for the remainder of EEPCT support and to enhance innovation in the future.” Through a process of ‘learning by and while doing’, EEPCT has contributed to global and national knowledge on effective education policies, successful operational strategies and financing mechanisms for the transition from emergencies to recovery and development. While monitoring programme results and building an evidence base primarily rests at country office level through evaluations and annual reports, several additional evidence-building initiatives were supported by UNICEF HQ to meet the knowledge generation objectives of the programme.

At the country level, 18 countries reported on specific knowledge-generation activities undertaken in 2011.

**Table 1: Country- and regional- level monitoring and evaluation highlights**

<table>
<thead>
<tr>
<th>Country</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Angola</td>
<td>Quality and access to ECD services was diagnosed and the ALP was evaluated.</td>
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<tr>
<td>Eritrea</td>
<td>Field visits by the Ministry of Education to 30 nomadic schools and complimentary elementary education centres generated extensive data and knowledge to inform improved programming.</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>A local-level micro-planning system for universal primary education was established, and all learning spaces in targeted regions, including schools and non-formal learning spaces, were mapped.</td>
</tr>
<tr>
<td>Kosovo</td>
<td>Case studies on alternative funding for ECD were produced to raise awareness among decision-makers of the importance of investing in ECD. A baseline study of current education delivery to minority communities and an assessment of the capacities and needs of municipal officials to provide education to minority children was also completed, shared and discussed.</td>
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### Zimbabwe

Education Transition Fund Textbook Survey. In addition, EEPCT contributed to the large-scale data collection for the ETF textbook survey study, which has confirmed the historic success of ETF I textbook distribution and provided certain evidence-based policy recommendations to Zimbabwe’s education system and the ETF II strategies. The purpose of the study was to measure the coverage (access) and usage of textbooks by primary school pupils in Zimbabwe, by collecting nationally representative size of data.

### Liberia

Evaluation of youth ALP.

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At the regional level, evaluations, documentation and monitoring tools highlights include:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
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<tr>
<td>APSSC</td>
<td>Evaluation of capacity building around EiE consisted of document analysis, site visits to six countries and an online survey for 18 country offices.</td>
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<tr>
<td>TACRO</td>
<td>The School Safety Index tool, which evaluates the level of safety of a school, was developed in 2011. This tool offers guidelines for conducting evaluations and training workshops on safety improvement activities, actions to be taken if a safety weakness is revealed and steps to make the school a safer place for children. Review and validation with education authorities and educational communities is planned for 2012 in Colombia, Ecuador and Peru.</td>
</tr>
<tr>
<td>EAPRO</td>
<td>In collaboration with UNESCO, the APSS EiE team developed an advocacy brief on DRR in education for senior Ministry of Education planners and policymakers. The APSSC senior specialist for DRR completed the ‘Guidance Notes for UNICEF Asia-Pacific on Child-Centred DRR.’</td>
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<td>ESARO</td>
<td>In 2011/12, the evaluation of the EiE capacity development strategy informed resource mobilization following the end of the EEPCT programme, as well as for inter-regional knowledge sharing.</td>
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<td>WCARO</td>
<td>In 2011/12, an evaluation systematically and objectively assessed the effectiveness and sustainability of the Emergency Preparedness and Response and Conflict and Disaster Risk Reduction capacity development strategies.</td>
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<td>ROSA</td>
<td>ROSA supported evidence-based studies examining how community-level dynamics impacted the implementation of national education policies. These studies were completed in several ways, (e.g., through the commission of a political and economic analysis in Nepal). Regional analysis highlighted clear disparities between the intended impact of the policies and the real impact. This was especially apparent in districts and communities heterogenous in nature and affected by post-conflict situations.</td>
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At the global level, UNICEF HQ coordinated the production of a series of case studies examining specific countries that have demonstrated innovative programming. The studies have assessed stakeholders’ perspectives on strengths, weaknesses and lessons learned linked to specific thematic areas, distilled the best practices relevant for future programming and assessed feasibility of replication. The findings of extended research on the role of education in
peace-building were critical for UNICEF’s ability to inform the new Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme, expand discussions on this issue through relevant international forums such as the INEE Fragility Working Group and to engage in consistent efforts to systematically address education as a vehicle for peace.

<table>
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<th>Location</th>
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<td>Disaster Risk Reduction Follow-up to Impact Study</td>
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<td>Adolescent and Youth Perspectives Research on Education Quality in the Central and Eastern Europe and the Commonwealth of Independent States Region</td>
<td>Georgia, Kosovo, Russian Federation (Chechnya) and Tajikistan</td>
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<td>Early Childhood Development in Emergencies and Post-Crisis Transition</td>
<td>Democratic Republic of the Congo</td>
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<td>Towards Good Practice: Guidance on Child Protection and Education Collaborative Programming in Emergencies</td>
<td>Global</td>
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<td>Child-led assessment of CFS transitional learning spaces</td>
<td>Haiti and the Philippines</td>
</tr>
<tr>
<td>The Role of Education in Peace-building</td>
<td>Lebanon, Nepal and Sierra Leone</td>
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**Leverage through partnerships**

The concept of leverage – of successful initiatives providing access to support for other successful initiatives – is demonstrated runs throughout the EEPCT programme via building new, sustainable models of partnerships, and resourcing and financing. Reflections on leverage through partnerships are included in the final synthesis report (see Partnerships and Leverage sections in the main body of the report).

In its final year, the EEPCT programme has leveraged investment through strategic partnerships at all levels, from upstream work on policy change and scale-up of effective interventions at the national level to promoting minimum standards in EiE and strengthening governments’ ability to protect children from attack. In addition, EECPCT supported the Education Cluster in advocacy and knowledge-sharing activities to increase the integration of education in emergencies and post-crisis transition into national education plans and budgets.

With support from EEPCT, the INEE published the INEE Minimum Standards Assessment Report. The 2011 Report captures some of the global usage of the Minimum Standards and describes how these can improve quality.

The INEE also launched the INEE Toolkit, an online source of more than 800 practical tools and resources to guide humanitarian workers, government officials and educators in the field of EiE. The Toolkit includes INEE’s primary publications in multiple languages as well as tools to help implement education in emergencies programmes. The sections on teaching and learning
Leveraging the success of football in Sierra Leone

In Sierra Leone, 2011 marked the second year that consistently high levels of school attendance – 95 per cent – were achieved among children participating in the Craig Bellamy football (CBF) league. Scholarships were awarded to 1,000 children in the league, which enabled education for those who were committed to attending school but whose families could not afford the fees.

CBF team members serve as role models and local ambassadors for education, conducting awareness-raising sessions for community members on the importance of education. Each team established a ‘Homework Club’ that meets after training to complete schoolwork. These sessions are attended by children not in the league, further expanding the impact. Through the success of this innovative approach to encouraging school attendance and developing life skills, the CBF league leveraged other funds to expand the football league in Sierra Leone.

Scale-up

A strategic objective of the EEPCT programme, in particular in its final year, was the scale up by governments and partners of specific interventions that had documented success. See the main body of the final synthesis report for a comprehensive discussion on scaling up successful interventions that emerged through the life of the EEPCT programme. Highlights for 2011 on scaling up interventions include:

- In the Democratic Republic of the Congo, UNICEF intends to progressively introduce a minimum CFS package of quality interventions that will systematically seek to improve learning outcomes in education. The programme will complete the testing of the CFS quality intervention package and tools in 2012 and draw lessons. Thereafter, the principles and standards of the CFS approach will be applied first in 1,250 schools and then in a national-level scale-up.

- In Nepal, the Government’s endorsement of SZOP was the major achievement of 2011, reconfirming the state’s responsibility and commitment to ensure uninterrupted quality education for children in all situations. In 2011, SZOP added 59 village development committees covering 100 schools to reach a total of 714 schools with 270,000 students.

- Assessments of EEPCT programmes have led to their scale-up in a number of cases. In the Occupied Palestinian Territory, an evaluation of 190 CFS confirmed improvements in child-centred and democratic learning, in the engagement of children in school activities, and in family and community participation in school life. As a result, the

The year 2011 was the first full year of operation for the Global Coalition to Protect Education from Attack, established in 2010 with EEPCT funding by organizations from the fields of EiE and conflict-affected fragile states, higher education, protection, international human rights, and international humanitarian law. As the result of a position paper produced by the Coalition, the Security Council passed a resolution expanding the monitoring and reporting trigger of the United Nations Monitoring and Reporting Mechanism to include attacks on schools and hospitals and mandating that the time-bound action plans of countries include solutions to attacks on schools.
evaluation led to strengthened national commitment to adopt the CFS initiative on a national scale.

- Similarly in Sri Lanka, a provincial-level assessment of learning achievements in the ALP resulted in large-scale endorsement at the national level of the need for ALP. In 2011, more than 28,000 students in a total of 500 schools of the Northern and Eastern Provinces participated in the ALP.

**Advocacy and outreach**

In terms of innovation in outreach, EEPCT’s Back on Track website was essential for sharing evidence, case studies and lessons learned. It provides feature stories, podcasts, blogs, videos and other resources for sharing innovative EiE practices and successes of the EEPCT programme, thereby expanding its reach to other sectors. Password-protected pages host internal documents and other materials pertaining to the programme, including country progress reports, allowing greater sharing of lessons learned among countries. As part of the communication strategy in 2011, the EEPCT global team identified six topical target areas: Haiti, the Education for All Global Monitoring Report, DRR, youth, financing and peace-building. These themes coincided with the case study series that was developed during 2011. The Communication for Education and Gender Equality group has also been actively engaged with multiple social media channels, including the UNICEF Facebook and Twitter pages.

**4. Programme and financial management**

A dedicated programme management team directed the close-out of the EEPCT programme and ensured that programme lessons learned were gathered to inform UNICEF’s future programming beyond EEPCT. The UNICEF headquarters EEPCT team consists of one full-time EEPCT project manager, with part-time support from a communications specialist, a senior adviser in EiE, a senior education adviser on scaling up and system reconstruction, and a programme assistant.

The EEPCT team led a rigorous proposal review and allocation process, timely reporting, standardized budget monitoring and strategic planning for the final year of the programme. Allocations for 2011 were made in December 2010 by an Allocation Advisory Committee of senior UNICEF staff, based on a review of country office proposals. A small number of adjustments were made to allocations in 2011 and 2012 to ensure that funds expended during the year were dedicated to activities prioritized for the final months of the programme. Country offices provided reports on resources and implementation of funds in 2011, as well as consolidated comments with reflections on the EEPCT programme throughout its entire duration.

In addition, under the no-cost extension of EEPCT funds through 30 June 2012, the programme management team has conducted a review of outstanding funds and facilitated re-allocation of resources to priority country offices to ensure effective utilization of carry-over funds. Overall,

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102 <www.educationandtransition.org/>
103 EEPCT 2011–2012 global financial reports will be submitted in June 2013.
participating country offices, headquarters and regions have ensured efficient close-out of the programme, including utilization of remaining funding.

To build on lessons learned through the EEPCT experience and to ensure a smooth transition to the new Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme, funded by the Government of the Netherlands, the EEPCT programme management team consolidated and adapted systems and approaches developed throughout the life of the programme to fit the needs and scope of the new effort.

5. Challenges and lessons learned

See Challenges and lessons learned section in the main body of the consolidated 2006–2011 report for a comprehensive assessment of the key lessons and challenges that emerged through the life of the EEPCT programme.

6. Looking forward

The EEPCT programme strengthened UNICEF’s work on education in emergencies and post-crisis transitions, with notable achievements at global, regional and country levels, and brought significant benefits to millions of children, often the most marginalized. EEPCT experience underscored the enormous scale and complexity of the challenges in provision of quality education in crises-affected contexts and highlighted a critical need for continuing commitment and increased resources for education in these contexts, so that education can play its fundamental role in recovery and reconstruction. Moving forward, UNICEF is leveraging learning to deliver an integrated equity package in priority countries and sustain EEPCT momentum by strengthening linkages to ongoing initiatives and new programming. Innovative solutions, including strengthening the links between education and peace-building, will be replicated and scaled up, particularly in fragile contexts.
Annex II: Beneficiary Count Methodology Notes

General
- Projects targeting the formal education sector were typically counted under Goal 1, while projects targeting marginalized groups and children affected by conflict (e.g., APL, CBSs and Talent Academies) were counted under Goal 2.
- In cases where the country office report defined its activities in terms of Goal 1 and 2, these same divisions were kept for the count, unless these were clearly inconsistent with the distinction made above.

Children benefiting
- This total includes students reached through enrolment campaigns and targeted health, recreation, and education programs, as well as the estimated number of students benefiting from improved schools, distributed educational materials, and from improved training for education workers. The number of children who benefited directly from a given project was only included in the count when these figures (or estimates of them) were given in the country office report.
- Beneficiaries may have been double-counted if they received multiple forms of assistance through the programme (e.g., a student who received learning materials and whose teacher received training on how to improve their teaching). Where the country office report stated or implied that the same students were receiving multiple forms of assistance, these students were only counted once.
- Students may also have also been double-counted if they benefited repeatedly from one or multiple projects in different years. This was avoided where enough information was available about who was reached by the programme, and only the cumulative total was included in the count if this distinction was made in the country office report.
- In some cases, numbers reported may include results to which other donor funding contributed in addition to the EEPCT funds.

Schools and classrooms
- School construction and repair was reported under Goal 1, except for the establishment of temporary learning spaces and other construction targeting students directly affected by crises, which was reported under Goal 2.

Teaching and learning materials
- The units in which educational materials are measured are inconsistent. In some cases, the number refers to the total number of students receiving materials, while in others it refers to kits that may benefit multiple students or entire schools. Where enough information was provided by country reports, these distinctions were made.

Capacity building and training
- This number typically represents the teachers or administrators reached by training programs. In some cases, the number reported is the number of trainers of trainers trained or materials and logistical supplies provided.
- This total also includes some parents and community volunteers who received training, when these numbers were not provided separately in the country reports.
### Annex III: EEPCT funding allocations, 2006–2011

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<td>450,000.00</td>
<td>6,994.86</td>
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<td>BOSNIA AND HERZEGOVINA</td>
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<td>FYR of MACEDONIA</td>
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<td>KYRGYZSTAN</td>
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<td>1,382,997.67</td>
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<td>TURKEY</td>
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<td>Country office total</td>
<td>11,500,000.00</td>
<td>58,200,000.00</td>
<td>23,750,000.00</td>
<td>50,793,302.95</td>
<td>28,497,612.67</td>
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<td>Headquarters and</td>
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<td>7,240,000.00</td>
<td>6,250,000.00</td>
<td>-2,793,302.95</td>
<td>3,002,387.33</td>
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<td>partnerships total</td>
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<td></td>
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<td>-2,205,318.30</td>
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<td>Total</td>
<td>26,000,000.00</td>
<td>65,500,000.00</td>
<td>30,000,000.00</td>
<td>48,000,000.00</td>
<td>31,500,000.00</td>
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The financial figures provided in the report reflect the latest figures available and should be considered as indicative only. The official expenditure figures are reflected in the financial statements of accounts that are prepared and issued annually by UNICEF's Division of Financial and Administrative Management. The final statements of account will be issued within 18 months of the respective grant expiry dates.

Three countries in this project received funds from the European Commission, which is not indicated here. The countries include Liberia, Pakistan and Zimbabwe.

In 2011, several countries received reallocated funds for emergency response: Cote d'Ivoire US$1 million, ESARO US$600,000 and US$540,000 In 2010, Kazakhstan and Haiti received such funds.

Funds were dispersed in the calendar year indicated and expended in the next calendar, or subsequent years as per carryover amount.

* Included in the operating expenses is US$ 59,714 which is currently under review.
# Annex IV: Country-level monitoring and evaluation highlights

<table>
<thead>
<tr>
<th>Country</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angola</td>
<td>In 2008, a monitoring system was developed with UNICEF support, including training for supervisors and teachers. UNICEF also supported the establishment of a database for registration of all students and the provision of learning kits and modules to learners.</td>
</tr>
<tr>
<td>Jordan</td>
<td>In 2010, an external evaluation of the emergency programme for vulnerable children was conducted to assess effectiveness.</td>
</tr>
<tr>
<td>Liberia</td>
<td>The Liberia Country Office worked with the Ministry of Education and partners to monitor the use of the minimum quality package by first graders in formal schools and by ALP Level 1 learners. An audit of the Liberia Pooled Fund was completed in 2010.</td>
</tr>
<tr>
<td>Myanmar</td>
<td>The first Township Education Management Information System was developed in 2007 to improve educational planning and management of township education officers, to reach all children with each township, especially out-of-school children, and to manage and monitor schools.</td>
</tr>
<tr>
<td>Nepal</td>
<td>A monitoring mechanism was established in 2009 in partnership with the Department of Education to gather information on the impact of the ‘3F Crisis’ (food, fuel, financial) on education, and is considered an innovative practice at the regional level, which could serve as a model for other countries. The government’s ownership of the system contributes to the potential for evidence-based policy and programming.</td>
</tr>
<tr>
<td>Occupied Palestinian Territory</td>
<td>A Student Management Information System for tracking and monitoring child enrolment and performance was developed in 2010; evaluations of CFSs and of math and science teaching kits were completed.</td>
</tr>
<tr>
<td>Pakistan</td>
<td>In 2009, UNICEF supported the establishment of six District Education Coordination Units within District Education Departments to build the capacity of the government and other education stakeholders to improve planning, implementation and monitoring of education response activities.</td>
</tr>
<tr>
<td>Philippines</td>
<td>UNICEF facilitated a participatory evaluation workshop on project interventions in 2010.</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>In 2009, UNICEF worked with the inspectorate division to standardize school monitoring practices and ensure adherence to the CFS model.</td>
</tr>
<tr>
<td>South Sudan</td>
<td>A Quality Monitoring Framework was developed in 2011 and reviewed through a highly consultative process that involved all key Ministry of Education, Science and Technology Directorates, and an evaluation of the Go to School programme was completed.</td>
</tr>
<tr>
<td>Timor-Leste</td>
<td>In 2010, monitoring tools were developed to incorporate data related to out-of-school adolescents in government programmes.</td>
</tr>
<tr>
<td>Western and Central Africa</td>
<td>In 2011/12, an evaluation study systematically and objectively assessed the effectiveness and sustainability of the Emergency Preparedness and Response and conflict risk reduction/DRR capacity development strategy and its contribution to institutionalization in the education sector.</td>
</tr>
<tr>
<td>East Asia and the Pacific</td>
<td>A comprehensive external evaluation of the EiE capacity development initiatives by the APSSC/UNICEF across the Asia Pacific region from 2009–2011 was conducted to assess UNICEF and partner effectiveness to prepare for and respond to emergencies, and derive the key lessons learned to inform future capacity development work in EiE.</td>
</tr>
<tr>
<td>Eastern and Southern Africa</td>
<td>In 2011/12, the evaluation of the Education in Emergency Capacity Development strategy was developed to inform and provide evidence for the future of the EiE strategy and resource mobilization following the end of the EEPCT programme, as well as for inter-regional knowledge sharing.</td>
</tr>
</tbody>
</table>