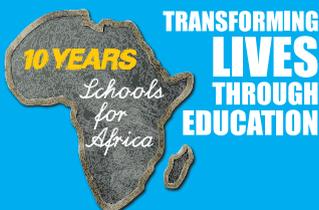




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Schools for Africa

Annual Report 2014





N E L S O N M A N D E L A
F O U N D A T I O N

Living the Legacy



Peter Krämer Stiftung

Contents

Preface	5
13 Supported Countries.....	6
Executive Summary.....	7
Timeline	8
Regional Overviews.....	11
Early Learning.....	12
Quality Learning	14
Equity	18
Education in Emergencies.....	20
Country Overviews.....	23
Angola	24
Burkina Faso.....	26
Ethiopia.....	28
Guinea Bissau.....	30
Madagascar	33
Malawi.....	36
Mali.....	38
Mozambique.....	40
Niger	42
Rwanda	46
Sierra Leone	48
South Africa.....	50
Zimbabwe.....	54
Fundraising	57

Preface

It is now 10 years since the Schools for Africa campaign was first launched, whereby contributing partners and UNICEF joined with governments and other global forces to provide education for all girls and boys on the continent. There is much to be proud of, with children in some of the most remote areas of the world showing clear improvements in their learning outcomes and, as a consequence, enjoying better health and greater opportunities.

Heart-warming stories abound. There is the story of Anathi, a 13-year-old girl who attends a school that benefited from UNICEF support at the start of the campaign in South Africa. This school was established to address the varying needs of children, including tackling those issues that made it especially difficult for children to stay in school, such as language barriers. Today, Anathi is the proud author of a published short story, and she is now closer than ever to her dream of becoming a professional writer.

There is also the story of Dorlys, 18, a student in Madagascar who is celebrating the successful end of her secondary schooling. Her chance of such an achievement would have been extremely slim had she not first had the opportunity to attend the newly constructed primary school in her village – a school built with campaign funding.

Further west in the continent there is the enthusiastic Usher, who lives in a country where children with disabilities such as his own are often left behind. In 2015 he proudly finished his first year at primary school despite a late entry.

As wonderful as these stories are, however, it is clear that we in the global community have fallen short of ensuring that all children have the right to a primary education by the end of the Millennium Development Goals in 2015, regardless of their circumstances. Tragically, the number

of children who are out of school continues to rise, with some 59 million now being denied an education. Further, many of those who are currently in school are not receiving a quality education due to a number of factors, including insufficient school materials and unskilled teachers. Equally concerning is that we are not doing enough to reduce inequities, with the world's poorest children shouldering the heaviest burden and being four-times more likely not to go to school as the world's richest children.

Impressively, since the start of the campaign the Schools for Africa partners have jointly raised over \$200 million to improve the lives of children, with special thanks going to the Nelson Mandela Foundation and the Peter Krämer Stiftung, as well as to countless corporations, foundations, celebrities, and dedicated teachers and students the world over.

This September the world will once again come together to accelerate the ambitious, yet vital, goal of meeting universal education as Heads of State gather at UN Headquarters to adopt the new Sustainable Development Goals, including Goal 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

With your sustained support, the Schools for Africa campaign will do its part to contribute towards achieving this all-important goal. Together, transforming lives through education is within our grasp.

Gérard Bocquet
Director of Private Fundraising and Partnerships
UNICEF

13 Supported Countries



- 1 Angola
- 2 Burkina Faso
- 3 Ethiopia
- 4 Guinea Bissau
- 5 Sierra Leone
- 6 Madagascar
- 7 Malawi
- 8 Mali
- 9 Mozambique
- 10 Niger
- 11 Rwanda
- 12 South Africa
- 13 Zimbabwe

Executive Summary

Investing in a child's education is the greatest step that a nation can take towards greater economic growth, improved public health, and a more resilient and peaceful society. There has been tremendous progress in achieving universal education around the world since the millennia, with the number of children and adolescents who are out of school dropping by half since 2000.¹

Global monitoring reports on education, however, indicate a grim trend, with nearly 59 million children of primary school age and 65 million adolescents of lower secondary school age being out of school globally in 2013.² Moreover, Sub-Saharan Africa has the largest number of out-of-school children, accounting for 51 per cent of the global out-of-school children population.³ Over 55 per cent of the out-of-school children of primary school age in Sub-Saharan Africa are girls.⁴

Additionally, although governments in Africa have increased their spending on education, the sector remains under-financed, with countries falling short of the recommended 20 per cent of their national budget that is needed to bridge funding gaps - the available data shows that only three Schools for Africa countries reached 20 per cent in 2012.⁵

Since 2005, the Schools for Africa initiative has helped to raise awareness and has provided a strong foundation for UNICEF to drive change in quality education and improved learning outcomes. To date, over 30 million children have benefited from education interventions.

This initiative has been instrumental in raising a total of \$205 million since 2005, including \$20 million in 2014. In partnership with the Nelson Mandela Foundation and Peter Krämer Stiftung, this multi-country initiative has allocated about \$180 million to help 13 participating countries address issues related to the education programmatic areas identified in UNICEF's Strategic Plan 2014–2017, including:

- **Early learning:** providing an essential foundation for the future.
- **Quality Learning:** expanding child-friendly schools and improving learning outcomes.
- **Equity:** focusing on girls' education and inclusive education for the most disadvantaged including children with disabilities.
- **Education in emergencies:** enhancing emergency and disaster preparedness and building resilient education systems.

With the world's attention on the new Sustainable Development Goals and the run-up to the review of the Millennium Development Goals⁶, the contributions of UNICEF and its partners provide a powerful opportunity to ensure that children – especially the most marginalized – are at the heart of the developmental agenda, with clear, targeted and effective education interventions. This report will, therefore, highlight the progress and achievements from 2014, as well as provide an overview of the overall accomplishments of the Schools for Africa initiative since 2005.

¹ UNESCO Education for All Global Monitoring Report, 2015.

² UNESCO Institute for Statistics. Education For All Global Monitoring Report, Policy Paper 22/Fact Sheet 31, A growing number of children and adolescents are out of school as aid fails to meet the mark. 2015.

³ Ibid.

⁴ Ibid.

⁵ UNESCO Education for All Global Monitoring Report, 2015. Data available for 11 out of 13 Schools for Africa countries: countries with no data are Guinea Bissau and Mozambique. Three countries exceeding 20 per cent in 2012 are Ethiopia, Niger and South Africa.

⁶ United Nations Summit for the Adoption of the post-2015 Agenda (September 2015)

Timeline



Over 5 million children

Over five million children in Africa have access to improved teaching and better learning environment.

unicef 



The organizations behind the Schools for Africa initiative, UNICEF, Peter Krämer Stiftung and Nelson Mandela Foundation sign an agreement to renew their commitment.

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In December 2004, UNICEF, Peter Krämer Stiftung and Nelson Mandela Foundation publicly announce the global launch of the Schools for Africa campaign.

unicef 



Schools initiative



In Sweden UNICEF launches school initiative in support of Schools for Africa. The same campaign start in Ireland.

2004

2005

2006

2007

2008

2009

The campaign is launched in Germany, Italy, Canada and Switzerland. Close to US\$11 million is raised to support quality education in Angola, Malawi, Mozambique, Rwanda, South Africa and Zimbabwe

US\$11 Million



Schools initiative in further 9 countries

The campaign is launched in 9 other countries including USA, UK and Korea.



GUCCI becomes a donor for Schools for Africa.

GUCCI

IKEA Foundation becomes a key supporter of the initiative.

IKEA Foundation



Serena Williams

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Serena Williams, global tennis champion and UNICEF Goodwill Ambassador becomes a supporter of the Schools for Africa campaign.

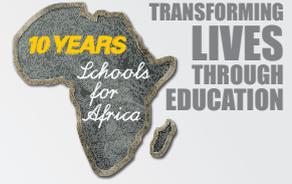
26 countries

26 countries, including Korea, Japan, USA and several Gulf states raise funds for Schools for Africa.



Over 9.3 million children

Over 9.3 million children benefit from increased access to quality education, improved physical and learning environments, enhanced teaching and learning processes, and strengthened national policies for child-friendly schools



Schools for Africa celebrates its 10th anniversary.



Over 7.5 million children

Over 7.5 million children benefit from the campaign

2010

2011

2012

2013

2014

2015



5 additional countries supported

The campaign raises a record annual amount of over US\$ 30 million.

US\$30 Million



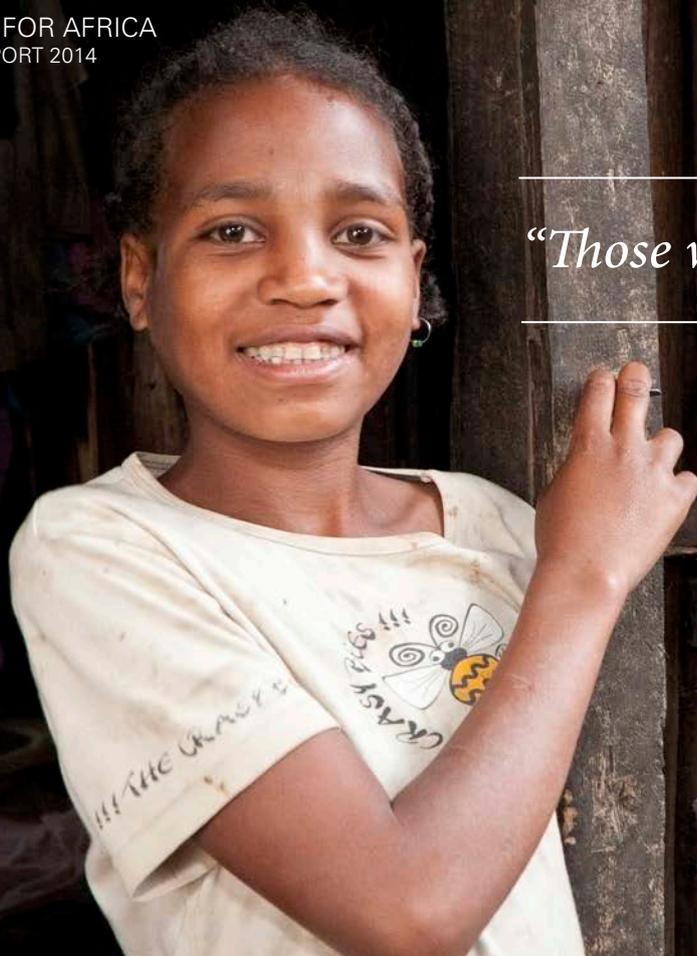
Schools for Africa initiative starts to provide support for children in two more African countries – Guinea Bissau and Sierra Leone.

Partners for the Schools for Africa initiative agree to extend it to 2017, adding two new beneficiary countries – Guinea Bissau and Sierra Leone.

2 additional countries supported



More than 30 million children have benefited from the initiative since 2005.



“Those who study succeed!”

2010

© UNICEF/PFG/2015-2566/LYNCH

The story of Dorlys

“I am now preparing the final secondary exams. My big dream is to become a midwife one day!” says Dorlys, a timid 18-year-old who is proudly wearing the uniform of a secondary school in Madagascar.

Ten years ago, when Dorlys was eight, there was not even a primary school in her native village of Zafimahavory. At that time she had to walk for more than an hour to reach the nearest school, located in a neighbouring village. The road was a risky one, as in the middle ran the dangerous Ifaho River, which the pupils needed to cross. Many of the families were afraid to let their children travel to school, especially in the rainy season, when the crossing was especially difficult. At this time of year more than 250 school-aged children of Dorlys’ village remained at home.

Dorlys life changed as though by magic when, in 2010, UNICEF used Schools for Africa funding to construct a bright and spacious school in her own village. It had four primary and two pre-primary school classrooms, all the needed furniture, clean latrines, and potable water points. Further, the new teachers who came to the village were well prepared and highly motivated. Dorlys, who was among the first pupils to study in the new buildings, remembers how excited everyone in the village was. With her determination and the support of her teachers and family, she was one of the first pupils to complete the fifth-grade exam and to continue on to secondary school.



“I am now in the ninth grade,” says Dorlys, with obvious satisfaction. “I am also a member of the Francophone Club and participate in sport activities, and every evening I attend catch-up classes to help me be ready for the next exam. I believe that studying is the nicest inheritance,” she adds with a charming smile. “Those who study succeed!”

“I am now preparing the final secondary exams. My big dream is to become a midwife one day!”

© UNICEF/PFG/2015-3393/DOLAN



Regional Overviews



Early Learning

© UNICEF/MADA2014-00008/FAMA/SOMI

Context

Evidence indicates that children aged 3–5 who are given the opportunity to participate in early learning remain in school longer and perform better in school. Yet globally only half of all young children have access to pre-primary education, and in sub-Saharan Africa the rate is only one out of five. Equally concerning is the poor quality of pre-primary education. Only 47 per cent of the 150 countries in which UNICEF works have a national policy on universal school readiness, and only 41 per cent have national standards.

In the 13 countries participating in the Schools for Africa initiative, the importance of early learning is often not well understood, and therefore it has not been given high priority on the government agenda in the respective countries. Furthermore, parents and caregivers have only limited knowledge and skills necessary to support the cognitive and mental development of their children in the early years, which is critical for their future development. Formal pre-school education often remains a privileged option for children coming from the richest households and those living in urban areas. There are also many challenges to ensuring a variety of early learning opportunities due to the lack of standards, regulations, and monitoring regarding the effectiveness of pre-schools in terms of their ability to support school readiness and the transition to primary school.

Achievements

UNICEF has been working closely with national governments to increase the recognition, attention, and resources devoted to early learning. As a result, all countries participating in the Schools for Africa initiative have launched some form of early learning policy or strategy, and many have introduced community-based activities. In Rwanda, for example, having launched an early learning policy in 2011, authorities are currently piloting a pre-primary school curriculum that takes into account the specific development needs of small children.

Although there is still much to be done, access to early learning opportunities is continuously on the rise. For example, with significant UNICEF support, enrolment in Ethiopia has increased from a mere 4 per cent in 2009 to 34 per cent in 2014. Likewise, UNICEF has supported a network of early learning centres in Malawi that are owned and managed by the local communities, which provide facilities, labour, and other assistance to caregivers. This has led to a major expansion of the network, with more than 8,000 centres currently serving over 400,000 children nationwide.

Further, the role of UNICEF at the regional level has been instrumental in creating collective momentum on the need for more accessible and better quality early learning programmes. For instance, the Eastern and Southern Africa region created a platform where 140 high-level government delegates from 13 countries committed to creating more affordable pre-primary education. The

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Western and Central Africa region led an early learning assessment, which provided a better understanding of issues such as parental behaviour towards early development and the impact on preparedness in subsequent schooling. This was crucial in providing an evidence base to influence government policies and to increase government investment in early childhood development.

UNICEF has been supporting a number of innovative approaches to promote early learning, often driven by local communities. For instance, through the child-to-child for enhanced school readiness programme in Ethiopia, older children are trained to mentor their younger siblings to better prepare them for primary school. In Malawi, communities have become involved in early childhood development by actively managing and being at the forefront in child development through the administration of community-based childcare centres (CBCCs). In Eastern and Southern African countries benefiting from the initiative, about 1 million children were able to enjoy early learning opportunities in 2014. In addition, UNICEF helped to train more than 90,000 facilitators in early learning centres.



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Learn more:
[http://www.schoolsforafrica.com/
results.html#earlylearning](http://www.schoolsforafrica.com/results.html#earlylearning)



Regional Overview



Quality Learning

Context

The rapid expansion of enrolment in primary school in recent years, partly in response to many countries providing free primary education for the first time, has overwhelmed the education systems in many countries. Consequently, the quality of education has suffered. To address these challenges, UNICEF supports issues that affect the quality of education, such as teacher training, curriculum development, the provision of learning and teaching materials, and in some cases infrastructure development. In addition, much effort is put into helping to shape the governments' policies affecting education in order to influence the education sector as a whole.

Challenges such as overcrowded classrooms, scarce learning materials, and inadequate number of trained and qualified teachers directly affect student performance. In Eastern and Southern Africa only half of the children who start primary education actually reach the last grade and complete six years of schooling. Further, in the same region six out of ten children who manage to finish primary school are not able to attain minimum reading scores, and only 33 per cent achieve minimum standards in mathematics. In Western and Central Africa, the situation is similar. More specifically, in countries such as Niger, 42 per cent of primary school-age children either do not make it into schools or as far as grade four. Further, of those who do reach grade four, only half achieve basic literacy skills.

At the very heart of the UNICEF approach to address quality education is the organization's highly successful child-friendly school (CFS) model. Behind this concept lies a set of standards that encompasses both the material environment, such as suitable classrooms and sanitation facilities, to the systemic requirements that are needed to ensure a conducive education system, including qualified teachers who are able to adapt to their pupils' needs, and a curriculum that takes into account the needs of all children (e.g., children with disabilities). All this leads to better opportunities to improve learning results that help children to fulfil their potential and contribute to their society.

Achievements

In order to improve the quality of education and to create an environment conducive to learning, UNICEF has worked to make schools safer, healthier, and more protective in the best interest of the child. In many countries participating in the Schools for Africa initiative, such as Ethiopia, Burkina Faso, and Madagascar, the CFS approach has been piloted, scaled-up and integrated into the national standards. In South Africa, UNICEF supported the Government to apply the 'safe and caring child-friendly schools' (SCCFS) model, which is essentially an expanded component of CFS with emphasis on aspects most relevant for South Africa. The model has six broad characteristics: the school should be effective, rights



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based, gender responsive, health seeking and promoting, safe and secure and partnership oriented. This experience had a direct impact by improving math grades in the specific targeted regions. Specifically, as a result of the SCCFS model, there was a marked improvement in the learning achievement rates of third graders with increased average grades in numeracy from 37 per cent in 2012 to 53 per cent in 2014. This model has been applied nationwide.

Several innovative approaches have been developed throughout the years. For instance, in Madagascar, where a major bottleneck to quality education is the shortage of qualified teachers, an accelerated training programme was designed and delivered to close to 16,000 primary community teachers. In Mozambique, over 6,000 primary school teachers benefited from dedicated in-service training, with plans underway to scale this up to train 32,000 teachers in the following years. In Rwanda, a comprehensive assessment tool has been developed to track learning achievements in numeracy and literacy.

Schools for Africa has accelerated the expansion of improved teaching and learning all over Africa, and in 2014 alone this programme benefited over 11 million children with quality education. In 2014 more than 150,000 teachers were trained, over 20 schools constructed, and over 7 million textbooks distributed.

Learn more:

[http://www.schoolsforafrica.com/
results.html#qualitylearning](http://www.schoolsforafrica.com/results.html#qualitylearning)

“The internship really boosted my confidence,” she says with a big smile. “It showed me that as a girl I can pursue any career that I want - whether in technology or medicine.”

The story of Nokulunga (South Africa)

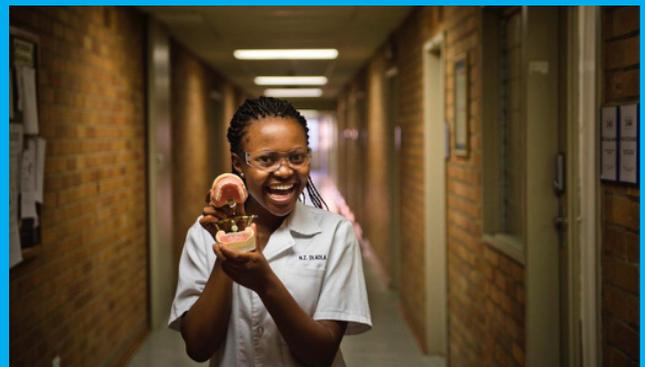
Growing up, Nokulunga never imagined that she would be attending university one day, let alone studying towards a medical degree. Enrolled as a second-year dentistry student at the University of Pretoria in South Africa, the medical campus is worlds apart from the violent township where she grew up. “My friends and I only studied to pass our exams – we didn’t care much about the result,” Nokulunga admits candidly. “But everything changed in grade 10 when I was enrolled in a mentorship programme called TechnoGirl.”

Supported by UNICEF, TechnoGirl is a Schools for Africa career mentorship programme that aims to expose girls to careers in such non-traditional fields as engineering, science, and medicine. For Nokulunga, an internship at an engineering company was a turning point. Before the internship, math and science were merely subjects she had to pass. But with every new day of the internship, her eyes opened more and more to the possibilities that these subjects presented for her future.

“The internship really boosted my confidence,” she says with a big smile. “It showed me that as a girl I can pursue any career that I want – whether in technology or medicine.”

But many girls in South Africa are never presented with the privilege of choosing their own career path; and it is still rare for girls to leave school with the necessary competencies to pursue careers in math, science, or technology. The TechnoGirl programme, however, is slowly turning that situation around, having provided more than 10,000 girls with mentorship opportunities.

“Looking at this white coat now,” says Nokulunga pointing to her lab coat, “you only see my initials and surname stitched onto the pocket. But I’m counting down the 36 months to the day when it will read ‘Doctor’! That feeling will make all the hard work and pressure worth my while.”





*"I missed my teacher,
and I also missed my
friends,"*

Studying despite the Ebola outbreak

Jan Sankoh, aged 12, can't quite decide if he wants to be an engineer or a pilot when he grows up. But whether he ends up studying construction plans or flying planes, he knows he needs to be in school – something he could not do for nine months because of the Ebola outbreak, which killed more than 3,400 people in his country, Sierra Leone since May 2014. "I missed my teacher, and I also missed my friends," says Jan.

The Ebola epidemic in Sierra Leone hit schoolchildren and teachers heavily. The preliminary results of a school needs assessment survey conducted by the government suggest that 181 teachers and 945 students died of the virus, while another 597 teachers and 609 students contracted the disease but fortunately survived.

When the Ebola crisis forced the closure of the country's schools, the Ministry of Education, Science, and Technology, with support from UNICEF and other partners, made sure that learning continued through a national radio education programme. Jan – together with hundreds of thousands of pupils – followed the radio programme; and while it could not replace the daily school interactions, it helped him and his fellow students to be better prepared for when schools reopened.

Planning for the reopening of schools started at the end of 2014, and together with UNICEF and other partners the government drew up safety guidelines. For instance, the temperature of each student had to be taken upon arrival every morning to detect for signs of fever. In addition, UNICEF supplied 24,300 hand-washing stations to reduce the chances of infection and trained 9,000 teachers in Ebola prevention.

Happily, Jan's primary school in Wellington, on the eastern side of Freetown, Sierra Leone's capital, reopened in April 2015. Along with around 1.8 million students previously enrolled in school, Jan was finally able to return to the classroom.





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Regional Overview



Equity

Context

Worldwide, 59 million children of primary school age, between 6 and 11 years, are still out of school, along with another 65 million children of lower secondary school age, 12 to 15 years⁷. Some of these children have dropped out of school early, while others have never even entered the formal education system. Denying today's children the right to an education has far-reaching consequences on the ability of this and future generations to survive, thrive, and fulfil their potential.

In Eastern and Southern Africa alone, 11 million children of primary school age and 8.5 million children of secondary school age are still out of school, despite the increased primary school enrolment from 70 per cent in 2000 to 87 per cent in 2011. The situation is very similar in West and Central Africa, often exacerbated by armed conflict, violence, and other emergencies. Nearly 19 million were out of school in West and Central Africa in 2013, including 8.7 million in Nigeria.

One of the primary impediments blocking access to education is poverty. Despite the move in many African countries to provide free primary education, a poor household is still unable to cover the various costs related to schooling, such as uniforms, books, pens and notebooks. Another common problem is a lack of school close to home: for children living in remote rural areas, the road to school can be long and unsafe. Other challenges

include a

shortage of qualified and motivated teachers, insufficient classrooms, a lack of teaching and learning materials, and poor or non-existent water and sanitation facilities – all of which contribute to high drop outs and increase out-of-school children population.

Traditional beliefs and practices, such as child marriage, often hinder a child's right to education, especially affecting adolescent girls. Girls' access to education is of particular concern to UNICEF because not only is it a right on its own, it has a clear impact on socio-economic development and population welfare of family, community and nation.

Another major concern is the prevalence of stigma and discrimination affecting children with disabilities, who are often kept at home and are not integrated in formal schooling. To promote the right of children with disabilities to education, UNICEF has been supporting the governments to support the education right of children with disabilities; for instance, in Madagascar, UNICEF supported the Ministry of Education to integrate data on children with disabilities in the Education Management and Information System as the step towards providing inclusive education to children with disabilities.

To address the issue of equitable access to education, UNICEF is stepping up efforts to ensure that all children go to school, stay in school, graduate, and transit to the

⁷ UNICEF and UNESCO Institute for Statistics. *Fixing the Broken Promise of Education For All: Findings from the Global Initiative on Out-of-School Children*. 2015

next level of education, as well as help children who have discontinued schooling to return to school. UNICEF also helps provide alternative education programmes for over-aged children, for whom it is particularly difficult to return and remain in school. As part of the overall strategy, UNICEF has been supporting the countries to generate evidence on out-of-school children both in Eastern and Southern Africa and West and Central Africa. Both Regional Offices conducted the Out-Of-School Children studies and published regional reports in 2014, which not only helped the countries to carry out evidence-based education planning but also informed the regional commitment for the Post 2015 education agenda.

Achievements

Among Schools for Africa's notable achievements of the last 10 years have been the successful national campaigns promoting the importance of education, ultimately helping to bring over a million children back into the classroom, and providing thousands of older children with an alternative form of learning.

For instance, Ethiopia has been carrying out its All Children in School by 2015 campaign, which helped more than 150,000 children to be enrolled in primary school in 2013 and 2014. Similar campaigns have been conducted in Madagascar with the launch of a national Go-to-School campaign, which has contributed to increased enrolment at the primary level since 2013. In Madagascar, where enrolment stagnated during the crisis, an estimated 40,000 children nationwide returned to the education system in 2014 alone after the launch of a new initiative offering catch-up classes to out-of-school children through public primary schools. And in Mali, the national Back-to-School campaign resulted in a half-million children resuming their education.

Alternative education programmes for remote and hard-to-reach areas, and second-chance education opportunities for out-of-school children, have also been supported. As an example, over 20,000 students in Angola were reached through an accelerated learning programme for adolescents who could not complete primary education due to the previous armed conflict.

In some cases, UNICEF supported the construction and rehabilitation of schools – often in very remote areas – in order to increase equitable access to education for children whose right to education has been denied due to lack of schools nearby. In Rwanda, for example, 80 new schools accommodated approximately 120,000 additional children.

Targeting the most vulnerable groups, such as girls and children with disabilities, is a priority of the Schools for Africa initiative. In Malawi, for example, UNICEF helped to improve girls' education by supporting the construction of 17 classroom blocks, three teacher houses, a library, an administration block, and 50 gender-specific latrines. Niger, Mali, and Burkina Faso all implemented a wide range of activities to promote girls education, including scholarships, free dormitory lodgings, and high-level policy advocacy.

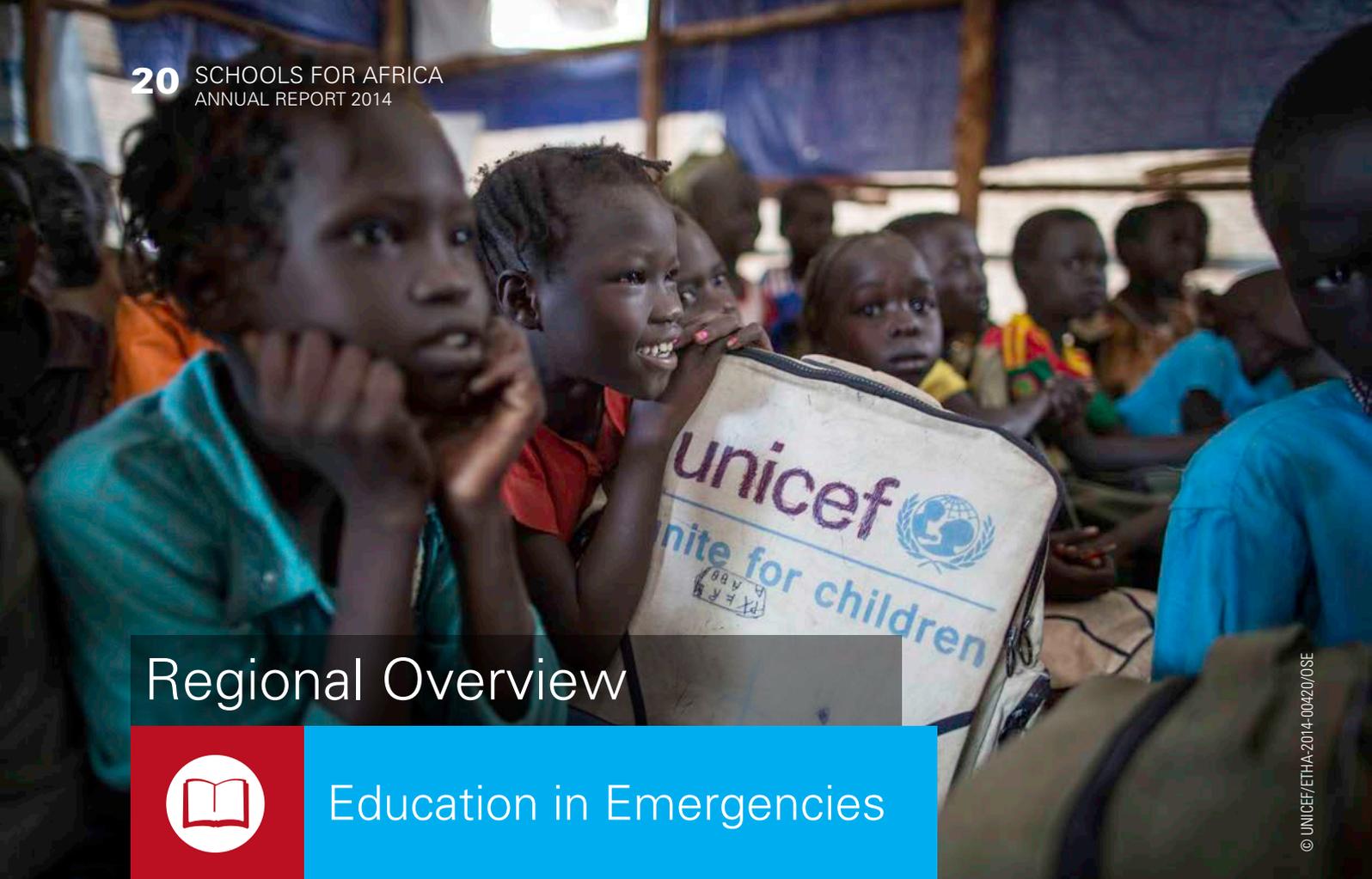
In South Africa, an estimated 12,000 girls are currently active in the Techno Girl programme, which supports the participation of girls in the science, technology, engineering, and mathematics subjects. In Zimbabwe, approximately 7,500 children with disabilities benefited from support to 36 special education centres.

In addition to direct interventions, UNICEF supported the participating national governments to develop studies, policies, and regulations to prevent barriers to education. This includes a National Girls Education Strategy in Angola and Ethiopia, and the banning of child marriage in Malawi.



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Learn more:
<http://www.schoolsforafrica.com/results.html#equity>



Regional Overview



Education in Emergencies

Context

Humanitarian crises now account for half of the world's out-of-school children. It is estimated that 0.5 to 1.5 billion children around the world are subjected to some form of violence at any given time, and that more than 1 billion children live in areas affected by conflict and violence. Education can help to mitigate conflicts as well as build resilience of individuals, communities, and societies to cope better with natural disasters.

Many of the countries of the Schools for Africa initiative experienced emergencies in the last 10 years, ranging from armed conflict and violence in northern Mali (leaving over 7,000 children out of school), to droughts in Ethiopia, floods and cyclones in Madagascar, and an Ebola epidemic in West Africa, to mention a few. The consequences of these emergencies was and – in some cases – remains staggering, including the need to provide thousands of internally displaced and refugee children with access to education. In 2012 alone, 47,000 children dropped out of school as a direct effect of the food crisis in Niger, and it has been estimated that as many as 725,000 were at risk of dropping out in 2014. And whereas several schools were directly targeted by armed groups in Mali and Niger, the Ebola epidemic closed the entire national education system of Sierra Leone, leaving 1.8 million children out of school for six months.

Many countries in Africa are still inadequately equipped to respond to emergencies, and there is limited understanding of how education services can contribute to peace in fragile and conflict-affected states. In an effort to better equip communities and families to prevent and cope with emergencies, UNICEF is supporting the incorporation of peacebuilding and education in emergencies into its sector planning, curriculum development, and teacher training. UNICEF is also providing direct assistance, such as basic learning materials and temporary school shelters.

Achievements

As emergencies vary greatly from one country to another, UNICEF activities respond as much as possible to context specific humanitarian needs.

One of the main achievements in recent years has been to ensure the continuation of access to formal and non-formal education opportunities for children affected by armed violence and natural disasters. To respond to the humanitarian consequences of violence in Mali in 2012 and 2013, UNICEF helped over 800,000 children to continue their studies, for instance, via the construction of temporary learning spaces. In 2014 alone UNICEF helped close to 440,000 refugee and internally displaced children



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in Burkina Faso, Mali, and Niger. Likewise, in Ethiopia and Rwanda, which together hosted more than 650,000 refugees, the focus was to support education for refugee children.

Providing tents and basic learning material was also essential for victims of natural disasters, such as in the 2014–2015 flood response in Malawi and the 2011 droughts in Ethiopia. Further, innovative approaches were put in place. For instance, Sierra Leone was the first country among those affected by the Ebola epidemic to broadcast an emergency radio education programme for individuals learning from home.

In addition to the provision of emergency assistance, UNICEF worked closely with most of the governments to develop emergency preparedness plans and to integrate peace-building modules into the learning curriculum.



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Learn more:
[http://www.schoolsforafrica.com/
results.html#emergencies](http://www.schoolsforafrica.com/results.html#emergencies)





Country Overviews



Country results

Angola



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In Angola, the seventh-largest country in Africa, four decades of armed conflict is still visible despite the country's rapid economic growth resulting from its vast petroleum reserves. While the national wealth is mostly concentrated among a small proportion of the population located primarily in the cities, one out of every three Angolan children is living in poverty, generally in underdeveloped rural areas.⁸

As hundreds of schools were looted and destroyed during the war, the classrooms in many villages tend to be crowded. In addition, teachers are often lacking resources and training and, even more disturbing, in some areas landmines can still be a hidden danger on the road to school.

Much still needs to be done to increase the quality of education and the completion rates, especially for girls. Following the latest available data, fewer than half of all enrolled students complete the last year of primary education, and the number is even lower for girls. Further, only one child out of ten is enrolled in a pre-school programme.

UNICEF's response

Angola was one of the first countries to join the Schools for Africa initiative in 2005. In the beginning, the UNICEF education programme in the country focused on supporting school construction and rehabilitation; promoting health activities, such as deworming; and helping to train teachers and school principals. The programme also supported the development of learning opportunities for adolescents who were not enrolled in schools, for instance, through professional training.

In 2009, UNICEF re-focused on making education accessible for all children; increasing the quality of teaching; and helping children to develop basic healthy behaviours, such as hand-washing.

In recent years UNICEF has been putting a greater focus on providing support to the entire education system in Angola – for instance, by helping the Ministry of Education to improve its monitoring system and the management

8 The incidence of poverty in rural areas (58 per cent) was three-times higher than in urban areas (19 per cent) in 2008.

of schools, to improve the quality of teaching, and to set standards for school construction. UNICEF also advocates for the inclusion of out-of-school children and for increasing equality in education.

Impact

One of the most important achievements since the launch of the Schools for Africa initiative in Angola has been the integration of a set of minimum quality standards for primary education into the national education sector plan. These standards are meant to guarantee that all children study in safe, healthy, and protective learning environments. To help make this a reality, UNICEF supported the training of 1,000 teachers and members of school committees in 98 schools and 15 provinces throughout the country, and more than 35,000 children benefited from 321 newly constructed or rehabilitated classrooms.

Another successful achievement was the Accelerated Learning Programme (Program de Alfabetizacao e Aceleracao Escolar in Portuguese), completed by more than 20,000 students to date. Designed specifically for adolescents who have missed primary education, the programme provides these young people with a second-chance learning opportunity for literacy, numeracy, and life skills. Students are enrolled in a condensed and adapted primary school curriculum, which lasts two-and-a-half years rather than the full six years of conventional primary schooling. The programme thus encourages out-of-school adolescents to complete their primary education, re-enter the formal school system, and continue to the secondary level. To make the programme possible, UNICEF trained over 400 education professionals, such as school directors and supervisors.

In recent years UNICEF has managed to prove the importance – and to place on the national education agenda – the issue of access to early learning. Notably, since 2012 two new national laws have been passed that are designed to mobilize budgets and create services aimed at increasing access to education for children under seven.

Overall, there has been huge progress made over the last years. The number of children enrolled in school has increased more than fourfold from 2.2 million in 2001 to 9.5 million in 2014; more and more teachers receive appropriate training; new school facilities are built even in the most remote rural areas; and authorities are investing greater effort in education than ever before.



2014 Snapshots in Angola



6,800 in 34 schools

have access to better water and sanitation facilities, and many have joined newly established clubs and school committees involving them in numerous hygiene activities.



Over 10,000

children under the age of seven are now benefiting from quality instruction as a result of a training programme on administration, human resources, and pedagogy for **103 managers** of **63 public early learning centres**.



Over 400

education professionals were trained on how best to adapt their teaching methods to the development needs of their students.

The way forward

In the coming years, equity, quality teaching, and early learning will continue to be the focus of the UNICEF education programme in Angola. In order to obtain sustainable results, the national education policy will be further strengthened – for instance, via a regulation on free education. UNICEF will continue to support the management of early learning centres, to train teachers, and to improve hygiene in schools. In 2015, 24 schools will be covered by the child-friendly schools water and sanitation project.

Country results

Burkina Faso



A landlocked country in West Africa, Burkina Faso is one of the least developed countries in the world, ranked 181 of 187 nations according to UNDP's 2014 Human Development Index, with 80 per cent of its 17.3 million inhabitants working in agriculture. Further, if its high growth rate continues, the population will double in the next twenty years.

The country's education statistics are among the lowest in the world, with only three out of five children completing primary school and only a third of adults being literate. The education system is characterized by geographical and social disparities both in terms of enrolment rate and in infrastructure coverage. For example, only 7 per cent of children from the poorest households attend secondary school. There is also a significant gender disparity, with 65.7 per cent of boys attending school against

54.5 per cent of girls. Drop-out rates and the numbers of children repeating grades are also very high. The pre-school situation is particularly dismal, with fewer than 2 per cent of children below seven years enrolled in early learning programmes.

Although there is much to be done to make quality education accessible for all children, Burkina Faso has made significant progress over the last decade. Notably, the number of pupils increased from fewer than 1 million to over 2.5 million; and progress in terms of girls' education has been especially remarkable, such that in 2011 the enrolment of girls in primary education surpassed that of boys.

UNICEF's response

UNICEF supports the Government of Burkina Faso to address the country's various challenges in education. More specifically, the organization works to improve access to quality basic education, particularly for the most vulnerable children. This is done through the implementation of a set of standards that make schools safer, healthier, and more protective environments, as well as a place where qualified teachers take into account the development needs of every child.

UNICEF also strives to reduce the gender gap in education by facilitating girls' transition from primary to secondary

education. Advocacy and support to the development of suitable government policies on education are also part of the approach.

In terms of direct interventions, UNICEF supports the construction of classrooms, gender-specific latrines, and potable water points, as well as the introduction of school libraries and sports activities. It also supports the training of teachers and staff, and provides essential school supplies such as classroom furnishings, books, and even solar lamps for children to be able to learn at home.

To ensure an environment that is conducive to learning, UNICEF sensitizes community members on the importance of educating their children, especially girls and those living with a disability, and offers adult literacy training to help educate parents on how better to support their children in the education process. With support from UNICEF, the Government of Burkina Faso has undertaken major work in education on all fronts: pre-school, primary, non-formal, and girls' education.

Impact

Burkina Faso became a Schools for Africa country in 2010, and funding received from the initiative has been used to support quality learning for over 180,000 students in more than 400 schools. Cumulatively, since the inception of the initiative in Burkina Faso this has included the construction of new classrooms in 100 schools, water points for 25 schools, and rain water harvesting systems for 50 schools. The pupils of 136 primary schools have been able to start school gardens, while 81 schools have improved their sporting facilities and 50 have established libraries.

UNICEF has also helped to build 10 early learning centres, offering holistic care for over 2,000 children between three and five years, including stimulation, education, health, nutrition, hygiene, and protection.

To improve the quality of education, 1,620 teachers have been trained since 2010 on child-centred learning, and some 1,200 parents and 100 teachers were trained and sensitized in parental education, which benefited more than 2,500 children under the age of eight. Children's learning has been supported further through the acquisition of over 5,000 solar lamps so that they can continue their studies at home even in areas where electricity is rare.

Equity in education has been enhanced through the provision of learning material to over 21,000 female pupils in primary and secondary schools. UNICEF has also offered more customized support to help over 8,500 girls

to continue their education. This has included access to free dormitory accommodations, secondary school catch-up classes, and intensive summer camp programmes with life-skills courses.

Over 800 out-of-school children gained access to alternative education opportunities, and 6,570 community members and Mothers' Association members received capacity development training along with literacy courses and/or income-generating activities support.

As a result of all these efforts, pupils attending schools where UNICEF's quality learning standards were implemented performed better by an average of 6.44 grade points than others students. Further, the graduates of these schools were 16.5 per cent more likely to proceed to secondary school than their peers. Given these positive outcomes, in October 2014 the Ministry of National Education and Literacy declared that the country would scale-up the UNICEF model at the national level.



2014 Snapshots in Burkina Faso



Over 110,000

benefited from improved water and sanitation facilities in **25 schools**, the rehabilitation of classrooms in three schools, and the training of over **500** teachers and pedagogical advisers.



Over 10,000

girls benefited from various activities to help them access and stay in school, such as the provision of school bags and pedagogical support during the school year, free dormitory accommodations, intensive catch-up courses, and newly constructed studying spaces.



Over 700

children with disabilities were supported to integrate and stay in schools via the provision of medical assistance, improvement of the infrastructure in over 80 schools, and the provision of transition centres and sensitization activities.



283

out-of-school children pursued alternative education opportunities that helped them to re-integrate into the formal education system.



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Country results

Ethiopia



Over the last decade Ethiopia has maintained constant economic growth; reduced poverty; improved life expectancy, education, and income; and pursued a democratic path. Despite these encouraging results, however, over 20 million people in Ethiopia are living on less than a dollar per day.⁹

Natural disasters, such as the droughts in 2011, particularly affect the most vulnerable population of the country. There is also a continuous influx of refugees from neighbouring countries affected by conflict, such as Somalia and South Sudan. Over 600,000 refugees were residing in Ethiopia in 2014, including many children of school age.

One child out of every five does not go to school due to poverty and the lack of infrastructure and trained teachers, especially in remote rural areas. Girls are often the most

affected by this trend, in many cases due to early marriage. In this highly diverse country containing over 80 ethnic groups with over 89 languages, providing early learning and quality education is a tremendous challenge.

UNICEF's response

UNICEF is working closely with national authorities to improve early learning and to expand access to primary education, especially for the most vulnerable children. For instance, the organization targets female students from disadvantaged families to empower them to improve their classroom participation and grades.

Since 2012, UNICEF interventions have been addressing the root causes of lack of access, participation, and completion of basic and lower secondary education. The causes include gender and geographical disparities, low teaching/learning quality, high repetition and drop-out rates, poor school environment, and limited capacity to implement sector plans. The out-of-school children study which was conducted and launched in 2012 has helped to identify children who are out of school and children who are in school but at risk. This has shaped interventions targeted at reducing the number of out of school children.

While supporting many efforts to improve the education system as a whole, UNICEF Ethiopia also provides direct support to schools, such as directly providing training or playing and learning materials to 790 primary schools in 2014.

⁹ The gross national income was \$470 per capita in 2013, with 30 per cent of the population living below the national poverty line as of 2011.

Impact

Ethiopia became part of the Schools for Africa initiative in 2010, and in the same year the government launched a national plan to enhance access to pre-primary education for children below the age of seven. Close to 200,000 pupils benefited from this programme, which has been scaled-up to six national regional states. In addition, more than 100,000 early childhood development facilitators, parents, and caregivers were sensitized and trained to help better prepare children for primary school.

One of the key achievements in recent years has been the implementation of a successful, innovative model for delivering primary education, which reached over 250,000 out-of-school children in very remote rural areas. To this end, UNICEF supported over 1,500 low-cost non-formal education centres that were planned, built, and managed with the active participation of the local communities. In these centres, all still operational today, the school calendar and hours are flexible and adjusted to the local needs. The curriculum follows the formal education system, meaning that students can enrol in the formal school after completing three levels of the centre's basic education programme.

UNICEF supported the Ministry of Education and the Regional Education Bureaus in improving their planning, monitoring, and management of education policies. For instance, a set of standards for making schools safer and healthier environments were effectively implemented in 11 regions, benefiting over 1.8 million children.

In addition to helping shape national policies on girls education, close to 200,000 girls from disadvantaged families benefited from education packages, including tutorials, uniforms, and scholarships. Furthermore, more than 5,500 community and school representatives were sensitized on the issue of school-related violence against girls. UNICEF also supported 1,300 initiatives promoting girls' education and HIV/AIDS prevention. A 'code of conduct' for the elimination of school related gender-based violence (SRGBV) has also been developed, together with a system for monitoring and reporting in schools and communities.

The way forward

Going forward, access and equity to early learning and primary education coupled with quality education and learning will remain key priorities for the UNICEF education programme in Ethiopia in 2015. UNICEF will support the national goal to ensure that all seven-year-old children are able to enrol in grade one in 2015 after attending some form of formal and non-formal school readiness programme. Community dialogue, mobilization, and strong promotional campaigns will be key activities.

2014 Snapshots in Ethiopia



Over 160,000

children under the age of seven were able to better prepare for primary school through two innovative school readiness/pre-school education approaches: the Child-to-Child initiative and 'O classes'¹¹. As a result, **10 per cent** more children in the country now have access to pre-primary education compared to 2013.



50,000 children inc. 22,000 girls

were able to enrol in primary education as a result of a nationwide promotional campaign.



Over 4,000

children gained access to education in remote rural areas via an innovative programme providing flexible, community-based, and accelerated instruction. UNICEF helped construct and renovate centres delivering this programme.



Around 60,000

children affected by armed conflict in neighbouring countries such as Somalia and South Sudan, or by natural disasters were able to continue their schooling thanks to temporary learning spaces and materials provided by UNICEF. Half of these children had fled the violence in South Sudan, while over 20,000 were from the country's Afar and Somali regions affected by flooding.

UNICEF will also continue to support alternative education programmes for all those that do not have access to the formal school system. Implementation of a classroom-based continuous learning assessment system will continue to be one of the major focus areas for UNICEF support to improve the quality of learning as part of the Ministry of Education's knowledge management strategy. Monitoring will be a key part of UNICEF's strategy to ensure quality programming and to address bottlenecks to equitable access and quality education.



Country results

Guinea Bissau



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Guinea Bissau

Guinea Bissau is a small country with two thirds of its 1.5 million population living in poverty and depending heavily on farming and fishing. It is also a young country, with more than 40 per cent of the population under the age of 15.

The year 2014 was a pivotal one in the country's recent history. Following a period of political instability, parliamentary and presidential elections took place, establishing a legitimate government, which has since ensured the resumption of various government activities. As a result, foreign aid increased and the economic recovery was re-launched, which in turn positively affected the education sector.

Although in the last decade the number of children starting primary school significantly increased and education was made compulsory for all children aged 6-12, the challenges

in ensuring quality learning are numerous. Notably, just 56 per cent of primary school-aged children are enrolled, owing largely to the lack of education infrastructure and of qualified and motivated teachers. Forty per cent of children attending primary school are aged 13-17 due to the high repetition rate and late entry into school. Girls are often burdened with household chores, agricultural duties, and tending small family businesses. In addition, just 25 per cent of all primary schools offer a complete primary cycle of six years.

Finally, an inadequate curriculum, the lack of school manuals and school infrastructures, and the country's frequent and long teacher strikes all contribute to high drop-out and repetition rates, especially for girls.

UNICEF's response

Over the past years UNICEF has been focusing its efforts both to help shape national policies and to offer direct assistance to schools in Guinea Bissau. Strong advocacy and support to the coordination of the education sector has proved to be successful tools – for instance, in contributing to the extension of the 2013-2014 school year in order to compensate for time lost due to prolonged teacher strikes.

In terms of direct interventions, the backbone of the UNICEF approach is promoting community involvement in the life of the school. Community members are empowered to play an important role in getting children

to school, particularly girls, and for keeping them in the system. And through school management committees, and in close collaboration with school directors, communities themselves manage the few resources available at the school level.

UNICEF supports these local communities and works to create a holistic approach to the well-being of the child through a range of interventions, such as community sensitization, teacher training, support to the rehabilitation and construction of classrooms, and the provision of material. Improving access to early learning for children below the age of six, entry at the right age, and enhancing education for girls are among the organization's highest priorities.

Impact

Guinea Bissau was one of the last countries to join the Schools for Africa initiative, yet the programme funding was critical in a country where lack of resources is staggering. The additional support helped to improve the quality of education by strengthening the capacity of school directors, teachers, and communities and by significantly improving school environments.

As of today, UNICEF has cumulatively supported 46 schools to implement a set of standards for quality education as well as for the creation and maintenance of protective and healthy learning spaces. Support to early learning and the improvement of early grade quality are crucial aspects of the country's education system, as is the inclusion of all children – especially girls and children with disabilities. For this reason, UNICEF helped to open new early learning centres in nine communities and equipped them with playing and learning materials.

Due to the country's difficult political situation and recurrent teacher strikes, in 2014 UNICEF and partners engaged in a social mobilization "back to school" campaign in order to ensure that children would complete the school year. The campaign covered 141 local communities through trainings, debates, film sessions, and many other activities.



2014 Snapshots in Guinea Bissau



Over 7,000

primary school children in 43 schools and early learning centres received learning materials.



2,500

primary school children benefited from the rehabilitation or construction of classrooms.



Over 1,200

children under the age of seven received playing and learning materials, and 141 communities were reached through mobilization activities helping to improve school attendance and completion



The way forward

In 2015, UNICEF will continue to support classroom construction, the building of teacher-training centres, the establishment of kindergartens, and the development of a strategy for teacher certification and training.

In addition to providing continuous assistance to 45 schools in disadvantaged areas, 11 others will be further supported to rehabilitate water and sanitation facilities, create student health clubs, and to improve nutrition, child protection, and quality of the learning.

Much effort will be dedicated to helping rebuild the capacity of the Ministry of Education and to develop standards and indicators tailored to the reality of Guinea Bissau. UNICEF will continue to play a leading role in convening and coordinating local actors of education.

“I want to learn how to read, count, and write. I like to do my homework,”



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The story of Usher

“I want to learn how to read, count, and write. I like to do my homework,” declares Usher, who wants to work as a taxi-driver one day. The little boy is only seven years old, but he already knows that being in school is a privilege that remains out of reach for many. Usher was born with a handicap in Guinea Bissau, a country where 9 out of 10 children with disabilities are not integrated into mainstream education.

Usher’s family feared that the boy would never get an education, even though his handicap was physical, and did not affect his cognitive abilities. But that changed a year ago when Usher enrolled in a UNICEF-supported school where the teachers had been trained to deal with disadvantaged pupils, including children with disabilities. “When I attended the UNICEF training I learned quite a bit about including children with disabilities in the classroom,” explains Antonio Mendonça, Head Teacher of the Ponta Nova Unified School. “But having Usher in the classroom still requires patience and effort, especially with 48 other children in the class. I keep him in the front, near me, so I can watch him. When we do an activity I give Usher directions and then I move around the classroom to help the others, and finally come back to help him. I know Usher is capable of succeeding.”

Watch the story of Usher:

<http://www.schoolsforafrica.com/usher.html>

Usher lives close to the school together with his cousins and grandmother, who takes great pride in supporting the boy. As she explains: “Usher is clever, and later he will be able to look after himself.”



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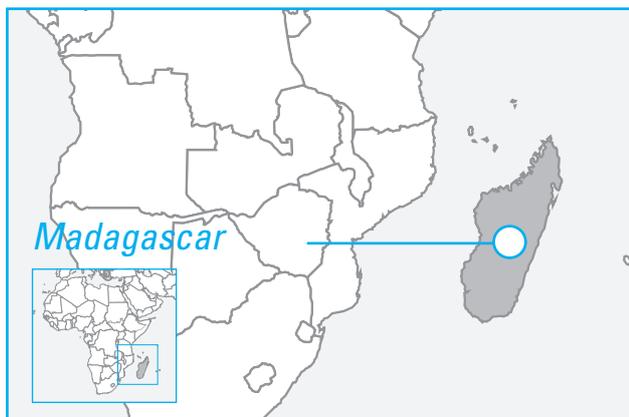


Country results

Madagascar



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Madagascar is one of the poorest countries in the world, with a gross national income of \$440 per capita and ranking 155 of 187 countries in the UNDP Human Development Index. In 2013, nine out of ten Malagasies lived on less than \$2 per day. The country is emerging from a prolonged political crisis accompanied by socio-economic decline and deterioration of social services. In addition, life-threatening tropical cyclones often cause damage to infrastructure, including schools, and the local economy.

Approximately 1.5 million children of school age are currently out of school, and only three out of every 10 who enrol in primary school are able to graduate. The major barriers to education include out-dated curriculum, poorly trained teachers, low quality of instruction, limited number of school facilities, and increasing costs. Despite the huge

efforts of UNICEF and other organizations over the last 10 years, there is still much to be done in order to achieve universal primary education in the country.

UNICEF's response

When most financial support and foreign investments stopped in 2009 due to the country's political crisis, Madagascar fell into one of the worst economic declines in its history. This strongly affected social sectors and threatened the continuity of the basic education system. In response, UNICEF focused on maintaining basic social services and retaining more than 4 million children who were enrolled at the primary level, while progressively trying to return the education system to its pre-crisis condition. In order to do that, UNICEF Madagascar contributed to the payment of school grants and community teachers' subsidies while at the same time providing school supplies to all public primary schools nationwide.

Teacher training initiatives and infrastructure development were a crucial part of the education strategy to improve quality education and teaching practices. UNICEF Madagascar worked tirelessly with partners such as the World Food Programme in keeping children in school within food-insecure areas. Further, other priority areas include improving the capacity of education authorities to monitor and manage education systems, enhancing school management, developing national policies for quality and

early learning, revising the primary education curriculum, promoting instruction in mother tongue at the primary level, and increasing equitable access to education so that all children, such as those with disabilities, are able to enrol in school.

Advocacy efforts, with UNICEF as a key lead in the Education sector, brought much needed attention to the plight of out of school children and led to a series of Go-to-School campaigns and catch up programmes.

Impact

Madagascar became part of the Schools for Africa in 2010, with the initiative being instrumental in helping children who had dropped out of school due to political instability return. In 2014 alone over 40,000 children returned to their classrooms as a result of the new catch up initiative and the Go-to-School campaign implemented through the media and active local communities. These efforts contributed to improved enrolment rates at the primary level, which had stagnated during the crisis. UNICEF also constructed 224 classrooms and supported 169 schools, benefitting more than 35,000 students.

Efforts to improve teaching skills resulted in the training of nearly 16,000 community teachers in core pedagogical competencies through an accelerated training programme, and empowered school communities to formulate and implement school improvement plans – ultimately aiming at having more children enrolling and successfully graduating from primary schools. Using a participatory approach, teachers and students were proactive in improving their schools, leading to effective community approaches to resolving issues such as absenteeism and infrastructure problems.

Another major achievement of recent years has been the recognition by national authorities of the importance of pre-school facilities for the development of young children and their readiness for primary school. As a result, the Ministry of Education established a revolutionary system whereby all new primary school construction should include pre-school classrooms. This bold national decision reflects the increasing investment in early childhood development that has come through strong advocacy efforts.

The way forward

The current post-crisis context in Madagascar remains fragile, with a still highly constrained budget and a relatively uncertain political environment. Moreover, education costs that are expected to be borne by families still represent a significant barrier to access and retention at the primary level, in spite of the national policy prescribing free and compulsory access to primary education for all.

In 2015, UNICEF will continue its efforts and provide technical and financial support to a wide range of activities to improve access and retention, particularly towards out-of-school and most vulnerable children. Enhanced support will also be mobilized to improve the quality of primary education in Madagascar, particularly through the expansion and standardization of teacher-training efforts and the provision of teaching, learning, and reading materials in mother tongue to primary schools, with a view to ensure that the curriculum is effectively and meaningfully used in the classrooms. These activities will also be complemented by the introduction of school profile cards to improve performance at decentralized levels, i.e. from regional education authorities down to individual schools.

The education sector-wide analysis, which will be conducted from early learning to higher education, will also represent a major priority in 2015, as it will offer unique opportunities (among others) to introduce evidence-based discussions on early learning and early childhood development strategies as well as on orientations for shaping a national teacher policy. This exercise will be supported in close collaboration with other development partners and should inform the formulation of a new education sector plan, which will be finalized by 2016.



2014 Snapshots in Madagascar



Over 15,000

children aged three to six benefited from support in early learning. To help them get ready for primary school UNICEF trained their teachers and some 400 education professionals; constructed or rehabilitated 17 additional pre-primary classrooms; and distributed teaching materials to 103 pre-primary classes.



16,000

teachers recruited and trained from local communities and to develop improvement plans in almost all of the targeted schools. Significant efforts were also invested in helping the government shape policies enhancing the quality of primary education.



14,000

out-of-school children were able to attend catch-up classes, thus allowing them to re-integrate into the formal education system.

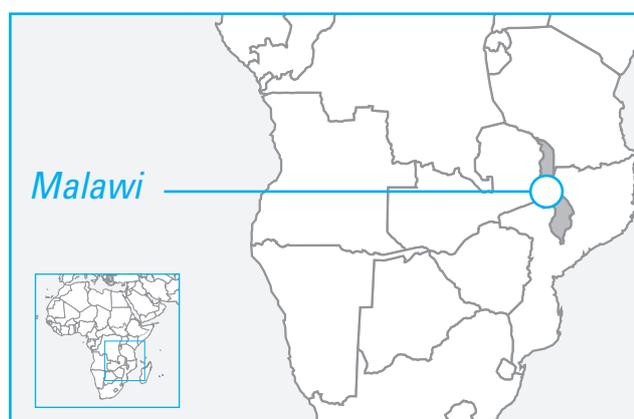


2,000

students in 11 primary schools benefited from 22 new classrooms, gender-specific latrines, water points or water purifiers, and sport fields.

Country results

Malawi



Half of the 16 million inhabitants of Malawi live in poverty, and eight out of ten reside in rural areas. Malawi has a gross national income of \$270 per capita (2013), and a poverty ratio of 51 per cent (2010). The economy is heavily based on agriculture and highly dependent on foreign aid. Political instability, high HIV/AIDS prevalence, and frequent floods are among the major developmental challenges.

Malawi is a country with a large number of young people; half of the population is under 18 years of age, and thus there is a need for increasing support to education. Yet given political tensions, corruption scandals, and increased prices for food and fuel, public services can hardly sustain minimum standards – including in education.

The country was one of the first in Sub-Saharan Africa to institute a free education policy to accelerate universal primary education in 1990s, which resulted in a significant increase in primary school enrolment from 1.4 million

in 1990 to 2.7 million in 2000¹⁰ with the latest figure being 3.6 million in 2012.¹¹ However, this surge in school enrolment has created numerous challenges, such as lack of qualified teachers, overcrowded classrooms, and shortage of teaching and learning materials. The current ratio is one teacher to 95 pupils, and only one out of five schools possesses adequate sanitary facilities.

UNICEF's response

Since 2008, UNICEF has been focusing on strengthening the education system in Malawi by integrating a set of standards to make schools safe and environments healthy, while improving the quality of learning. Notably, UNICEF has been working to increase the number of community-based structures addressing the learning needs of children below the age of seven. Enhancing access to education for girls, introducing life-skills education, and increasing knowledge about HIV/AIDS are also important priorities.

As of 2012, UNICEF has added activities aimed at reaching out-of-school children and adolescents, and helping them acquire basic reading and math skills.

The UNICEF education programme in Malawi aims to improve the performance of the sector as a whole, for instance, via shaping national policies and strengthening school planning and management, with a focus on low-performing districts.

10
11

UNESCO, Education for All Global Monitoring Report, 203/4
UNESCO, Education for All Global Monitoring Report, 2015

Impact

Malawi was one of the first countries to be part of the Schools for Africa initiative, and since then more than 400,000 children under seven years of age have enrolled in local early learning centres. In these centres, which are owned and managed by the communities, trained caregivers help young people to become better prepared for primary school. UNICEF supported over 8,000 such centres through rehabilitation, training, and the provision of playing and learning materials.

In addition, over 650,000 primary school children benefited from safer and healthier schools and better quality learning as a result of the introduction of a set of minimum school standards prompted by UNICEF. Primary school enrolment increased from 82 per cent in 2005 to 88 per cent for boys and 93 per cent for girls in 2010.

A learning module covering life skills, such as negotiation and participation in society, became a compulsory and an examinable subject in all primary schools in 2012. In 2013 alone more than 1,200 teachers were trained to deliver these modules, reaching some 150,000 students.

The way forward

In 2015, UNICEF will continue to work with national authorities, including at the policy level, to increase access to early learning for children under seven in order to better prepare them for primary school.

Another priority will be to provide support to the monitoring of learning achievements in primary education. A second survey on Monitoring Learning Achievement will be conducted in 2015 to monitor the learning achievements of children in primary education. The study will provide data for longitudinal cohort tracking and cross-section data, allowing for measuring the effectiveness of the education system.



2014 Snapshots in Malawi



Over 85,000

children under the age of seven entered local learning centres, managed by their local community. UNICEF supported the construction of 10 new centres, trained over 300 caregivers, and provided play and learning materials to 250 centres.



540,000

children benefited from quality and safe primary education in schools with traditionally low average results.



50,000

girls were supported by UNICEF girls' clubs, mother groups' counselling services, and school bursary – helping them to enrol and remain in primary and secondary schools. On the policy level, UNICEF supported the development of a National Girls Education Strategy.



40,000

students benefited from essential learning materials and the reconstruction of three damaged schools after the disastrous floods of 2014. UNICEF also supported local governments to develop disaster preparedness plans at the district level.

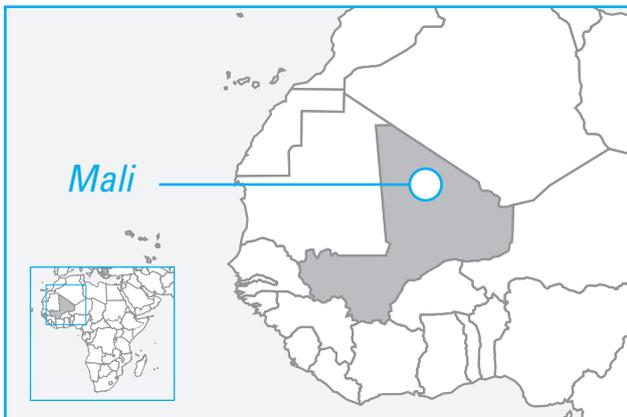


Country results

Mali



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In Mali, with a population of 15 million and 12 national languages, some 1.5 million people are nomadic and close to half are under the age of 12. In addition to poverty, which is particularly prominent in rural areas, the security situation is a major concern in the north of the country following the violent clashes in 2012 and 2013. As a result, more than 344,000 people have been forced to flee their homes, and more than 25,000 school-aged children are now displaced in the south. More recently, presidential and legislative elections have taken place, ensuring a certain level of stability for most of the country; and the new government is committed to providing access to quality education for all children.

In principle, public education in Mali is free and compulsory between the ages of seven and sixteen. Yet over 1.2 million children of official primary school age are reported to be out of school, and nearly 700,000 more

are at risk of dropping out. Further, over 30 per cent of children currently in primary school are at least three years older than the official age for their grade. This is due to numerous factors, including distance to school, inability of families to pay for uniforms and textbooks, and poorly qualified teachers. Recurrent food insecurity, armed violence, and epidemics of cholera and Ebola further exacerbate the situation.

The disparities between rural and urban schools are also very important. Often, qualified teachers are deployed to urban schools, while unqualified teachers are generally found in poor, rural areas. Inequality of access, low learning results and completion rates, together with poor school management characterize the Malian education sector – where, for example, only 13 per cent of fifth-grade students show satisfactory learning achievements.

UNICEF's response

UNICEF contributes to inclusive education in Mali, with a focus on children aged 3–15 years; it supports community-based approaches to prepare children under the age of five to successfully integrate into primary school; it works to strengthen school retention and improve learning for those aged 6–12; and it promotes a better transition from primary to secondary schooling. In addition, efforts are concentrated on removing barriers to accessing quality learning, increasing retention rates for vulnerable children, and promoting a culture of peace.

Through strategic partnerships and innovative financing mechanisms, UNICEF contributes to the development and implementation of a sector programme based on inclusion, equity, gender equality, and risk management. The organization also supports the enrolment of girls as well as children excluded from the formal education system. To enhance the quality of education and improve the learning environment, UNICEF provides a variety of assistance, including rehabilitation of facilities, teacher training, and the sensitization of local communities.

Impact

Mali joined the Schools for Africa initiative in 2010, but the situation in the country subsequently became more complicated due to various humanitarian emergencies, including violence in the north and the outbreak of Ebola. As a result, UNICEF had to respond to several sectors, education among them.

A year after the armed conflict some 430,000 school-aged children and over 33,000 children below the age of seven were able to access education despite displacement, armed conflict, or the food and nutrition crisis. These children all benefited from adapted approaches that placed the local communities at the very heart of the education interventions. In addition, the growth, development, and school readiness of under-five children has been significantly improved as a result of cognitive and social development activities for more than 6,500 malnourished children and parental education for more than 8,000 parents.

With the support of UNICEF, the Ministry of Education successfully designed a road map for the reopening of schools in the conflict-affected regions. Technical support from UNICEF strengthened the government's capacity to analyse and respond to specific challenges caused by the complex crises.

UNICEF also supported the building and the equipping of classrooms and separate latrines for girls, while helping to improve the quality of teaching. In 2012 alone around 2,400 teachers benefited from training on child-centred pedagogy, inclusive education, gender issues, and HIV/AIDS. Child participation was also enhanced through the support to 320 school student governments.

In the past years, in collaboration with NGOs, more than 2,000 out-of-school children participated in accelerated learning programmes. In 660 schools UNICEF improved teacher classroom management and promoted a safe and secure learning environment through teacher training in psychosocial support, peace education, large group pedagogy, and multi-grade teaching.



2014 Snapshots in Mali



Over 440,000

school-aged children, including more than 50,000 young children in crisis-affected regions, benefited from their right to continued access to education in suitable learning environments. UNICEF provided learning, teaching, and recreational materials; school manuals and teacher guides; as well as social mobilization activities.



Over 50,000

Over 50,000 children under five benefited from access to pre-school education activities as a result of the training of 140 health agents, over 1,000 pre-school educators, and approximately 35,000 parents. Around 1,000 young children benefitted from the construction, equipping, and staff training of over 30 early learning centres in some of the most vulnerable areas of the country.



174,000

children in emergency-affected areas benefitted from response activities leading to continued access to education, such as the rehabilitation of 92 schools, access to accelerated learning programmes, establishment of over 400 temporary learning places, and the distribution of school furniture.

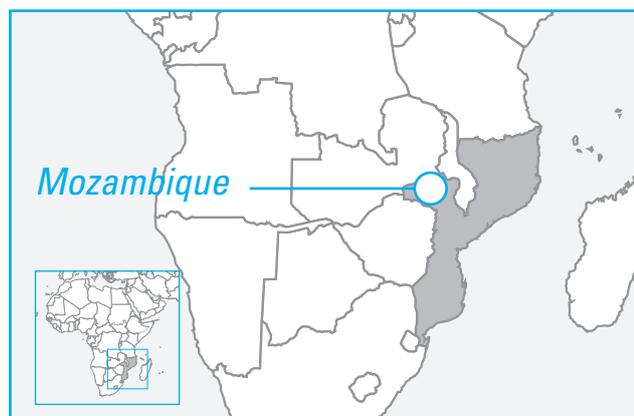
In 2015, UNICEF will focus on equitable access to quality basic education with the goal of lifting barriers to school attendance for children aged 3–15, with particular focus on girls, disabled children, and the economically disadvantaged. In order to succeed, the organization will support the government in the preparation of its new Education Sector Plan to reinforce the education system's capacities linked to planning, coordination, and policy development.

UNICEF will also help the Ministry of Education to plan suitable responses in emergencies and to promote and implement peace-building activities, such as dedicated teaching modules in schools.



Country results

Mozambique



Despite vast mineral resources and robust tourism, Mozambique remains one of the poorest countries in the world, with half of its population living on less than a dollar per day. Nonetheless, the abolition of school fees in 2004, the provision of free textbooks, and strong investment in school construction and teachers have all resulted in a surge in primary and secondary school enrolments – from 3.6 million in 2003 to 6.7 million in 2014.

Today, primary school enrolment is at a high of 97 per cent, and the intake of children aged six years old has significantly improved, as has gender parity in both primary and secondary enrolments. However, half of these children leave before they complete grade five. Children from the poorest families, orphans, and girls are especially at risk of dropping out, and approximately 1.2 million children of primary and secondary school age are out of school.

Much remains to be done to improve the quality of education in the classroom. A large proportion of primary school teachers do not have formal training, and double or triple-shift teaching has been introduced to cope with the shortage of classrooms and teachers. In the lower primary level there is an average of one teacher to 74 children. In addition, many schools do not have adequate water and sanitation facilities, and classrooms lack desks and school materials. Furthermore, teacher absenteeism is a big problem: 45 per cent of teachers were found to be absent in school.¹²

The impact of poverty and AIDS has placed additional responsibilities on schools. As a result, schools have to take on many of the functions that families traditionally performed in relation to children's education and care, such as providing health services and psychosocial assistance to orphaned and vulnerable children.

UNICEF's response

Between 2007 and 2011, UNICEF focused on increasing the enrolment and completion of primary education; providing water and sanitation services and hygiene education; and improving correct information, attitudes, and skills to reduce the vulnerability to HIV/AIDS. Since 2012 the focus has been on strengthening the national education system. In order to do this, UNICEF helps to improve the state policy and strategy to integrate

minimum standards that deliver and monitor quality education.

Throughout the years, UNICEF has been actively helping to create schools that conform to the Child-Friendly Schools model, which are safe, healthy, and free of gender stereotypes. UNICEF promotes schools that encourage participative approaches and that offers pupils all the support they need to help them learn.

Impact

Mozambique was among the first countries to be part of the Schools for Africa initiative in 2005 and has made significant achievements since then. In addition to the dramatic increase in the enrolment rate (reaching 97 per cent in 2014), the percentage of trained teachers rose from 71 per cent in 2009 to 90 per cent in 2014.

To support right-age enrolment and retention in the early grades of primary school in disadvantaged districts, UNICEF provided school bags and essential learning materials to about 1 million primary school students. It also built over 100 classrooms and equipped the schools with desks, blackboards, 200 gender-specific toilet blocks, and 77 potable water points. In addition, over 1.5 million young people received training on how to deal with the many challenges they face, particularly HIV/AIDS and violence and abuse in schools.

To help improve the quality of teaching and learning, UNICEF actively supported the Ministry of Education with the training of education professionals through the conception, design, and delivery of 50,000 manuals and the training of over 500 coordinators and 1,200 head teachers in school management. In addition, over 6,000 teachers were trained to use more suitable learning methodology.

UNICEF also helped to increase parental involvement in school management by supporting communities to take ownership of their schools and to become involved in the issues of school quality. The organization's financial and technical support contributed to the conception, design, and delivery of 50,000 school council manuals and the training of over 9,000 school council members.



2014 Snapshots in Mozambique



Over 6,000

primary school teachers in seven districts were trained to use more suitable teaching methods and to develop low-cost learning materials.



22

teacher-training institutions integrated school health, HIV/AIDS prevention, life skills, gender and gender-based violence, and sports into their curriculum.



600

primary schools were supported to improve the quality of their teaching and management.



UNICEF Mozambique, as the lead for education joint funding mechanisms, successfully advocated for the national prioritization of quality education and learning outcomes as a key feature of the Primary Education Operational Plan.

The way forward

In 2015, UNICEF will continue to work closely with the Ministry of Education to improve the management of the sector, to support local school governance, and to help implement a national primary education plan.

A series of surveys and studies will be launched in 2015 to generate evidence for a better understanding of bottlenecks in teaching and learning. In addition, at the provincial level UNICEF will be focusing on programmes that can help improve the education system through teacher training and decentralized education planning mechanisms.

Country results

Niger



Life is challenging in Niger for many of its 17 million inhabitants, surviving in desert areas and facing poverty, poor health care, environmental degradation, and the humanitarian consequences of armed violence. In 2014 over 50,000 Malian refugees were still hosted in Niger. In addition, worsening security in northeast Nigeria and cholera outbreaks in that region caused the displacement of a further 105,000 people from Nigeria.

The majority of the population is based in rural regions with little or no access to quality education, and with girls much less likely to go to school than boys. In 2012, 88 per cent of the boys of school age were enrolled, compared to 70 per cent of girls.

Although the number of students attending secondary school more than tripled between 2002 and 2012, the

quality of education and the learning results are still very poor. The national average is among the lowest in the world, estimated at just 29 per cent in 2005 – an average of 43 per cent for men and 15 per cent for women.

Following a military coup in 2010, Niger became a democratic, multi-party state, and the new government launched a plan to develop education. As a result, enrolment in primary school increased, but the profound disparities in access to education have persisted.

UNICEF's response

UNICEF priorities in Niger focus on ensuring access to quality primary education for all children of school age, in particular girls, vulnerable children, and those living in rural areas.

To respond to the challenging environment, innovative approaches have been introduced, such as the development of local community-based pre-school structures and the provision of scholarships for girls. UNICEF also plays an important role in providing technical and financial assistance to the Ministry of Education to reduce gender disparities in education at both the national and local level.

Impact

Niger joined the Schools for Africa initiative in 2010, and since then the number of children enrolled in primary school has almost doubled to more than 2 million. With the support of UNICEF, the Ministry created a department for the promotion of girls' schooling; and in order to strengthen the decentralized management of schools, the organization has helped to develop and apply basic standards of quality and equity in schools. It also piloted a project in three regions of the country to increase the access to education of children with disabilities.

To respond to the high illiteracy rate among the parents of the Nigerien pupils, UNICEF set up parental education centres and conducted education campaigns.

A lot of effort was put into making schools safer, healthier, and more protective, while providing quality teaching that takes into account the development needs of all children. In 2013 alone UNICEF supported the construction and equipping of 135 such classrooms in 37 primary schools and 8 secondary schools, benefitting over 9,000 children. UNICEF also distributed education material to over 240,000 pupils since the start of the Schools for Africa initiative.

In response to recurrent emergencies, UNICEF was able to help construct temporary classrooms, distribute learning material, and train teachers. With this support, over 20,000 children who were refugees from Mali or victims of flooding were able to continue their schooling.

The way forward

In 2015, UNICEF will continue to work with local communities to enrol more girls in school, and it will also strive to open more "bridge" classes for out-of-school children so that they can eventually be re-integrated into the official school system. Another priority will be the development of an alternative school model for the country's nomadic population.

In addition, UNICEF will work to reinforce the capacities of the country's education professionals, and will provide support to at least 10 refugee camps and other sites affected by various emergencies.



2014 Snapshots in Niger



Over 11,000

refugee and displaced children were able to continue their education in temporary learning spaces and in 23 newly constructed classrooms.



5,000

young children benefited from the construction and equipping of 160 pre-school centres and the distribution of early learning and play material.



Over 750

secondary school girls received scholarships allowing them to continue their education. They also benefited from textbooks, mentoring, and financial support for their families.



Over 100

education professionals were trained in pedagogy to provide support to teachers in literacy and mathematics.



“My goal is to acquire a lot of knowledge. I want to pass all of my examinations in lower and then higher secondary. After that I will look for a job,”

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The story of Hamamatou

“The day I found out I got the scholarship I was so happy! I jumped and jumped for joy, and then I went back home and told my parents and my friends,” recalls Hamamatou, a 15-year-old schoolgirl in southern Niger. “Fifty-four other girls from my village also got a scholarship, including my best friend, Sabra, so we were all really happy.”

Living in a country where girl’s education is a challenge, Hamamatou is lucky to benefit from the Girls’ Scholarship Programme, supported by UNICEF and the Schools for Africa initiative. The programme is intended for girls who are poor, live 7 to 15 kilometres from school, and are good students. There is also a preference for the most vulnerable, for instance, girls with a single parent or those living with disabilities. As part of the programme the family signs a letter agreeing that their daughter will attend four years of secondary education. In return, they receive a monthly cash transfer to cover the costs of food and school supplies. If the school is too far away to commute from home, the girls stay with a carefully selected host family, often a relative, who live nearer the school. Accepting the scholarship comes with an obligation to attend tutoring sessions and to do well in school.

“My goal is to acquire a lot of knowledge. I want to pass all of my examinations in lower and then higher secondary. After that I will look for a job,” says Hamamatou, confident in her goals. “A lot of girls get married and drop out before

they finish school. Not me. If my parents want to discuss my marriage, it should be after I finish my studies and get a job. I don’t want to hear about it before then!”

Watch the story of Hamamatou:
<http://www.schoolsforafrica.com/hamamatou.html>



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Country results

Rwanda



Rwanda has achieved impressive development progress since the 1994 genocide and civil war. The country's poverty rate decreased from over 70 per cent at the end of the war to 46 per cent in 2013.

Access to education has also increased dramatically. Today, not only do more children enrol in primary education but more of them are able to successfully graduate.¹³ Gender parity at the primary level has been achieved, with a girls' net enrolment rate of 98 per cent, which is slightly higher than for boys at 95 per cent. Girls also make up to 52 per cent of students enrolled in secondary education. The overall completion rate at the primary level was 73 per cent in 2012, a 20 per cent

increase from 2008.

On average, there is one teacher for every 62 students, which is comparatively a better ratio than neighbouring countries, although it is high. However, disparities in access to education persist for certain groups of children, including children with disabilities and those living in rural areas and the poorest households. Moreover, unrest in neighbouring countries such as Democratic Republic of Congo and Burundi has resulted in thousands of refugees entering Rwanda, which has placed some pressure on existing services and resources.

With Rwanda's success of achieving near universal access to primary education, in recent years, a focus has been placed on supporting the government to improve the quality of education and to ensure equitable access to education.

UNICEF's response

In line with the government's goal to turn Rwanda into a knowledge-based economy, UNICEF has assisted the government to increase access to primary and secondary education, especially for girls and vulnerable children; to improve learning results; and to ensure effective planning, monitoring, and coordination of the education sector. UNICEF's current support focuses on reaching those most disadvantaged children and on building an inclusive and effective education system for all children. Key priorities include the expansion of early learning programmes,

¹³ The net enrolment rate increased from 92 per cent in 2006 to 97 and 95 per cent in 2012 for girls and boys, respectively; the drop-out rate decreased from 14 per cent in 2007 to 11 per cent in 2012; and the completion rate increased from 53 per cent in 2008 to 79 per cent in 2011.

support to assessments of the primary and secondary education system, and the incorporation of HIV/AIDS knowledge, prevention, and treatment into the school curriculum.

Impact

Rwanda was among the first countries to be part of the Schools for Africa initiative in 2005, and since then the country has achieved enormous progress. From 2008 to 2012 alone, UNICEF not only helped construct and equip 80 schools for over 120,000 pupils, but also contributed to shaping the teaching methods in these institutions in a way that the development needs of all children are taken into account.

In each of these schools, UNICEF implemented a set of standards that were later adopted nationally. UNICEF also provided textbooks and other education materials to some 500,000 children. Thanks to suitable teacher training, more than 90,000 students benefited from qualified teachers. In addition, UNICEF supported the development of a system to track learning achievements in numeracy and literacy in primary education, and the findings from this system will inform policy developments and classroom practices over the coming years. Furthermore, the implementation of a teachers' mentoring programme helped to improve teaching methods and skills, ultimately benefiting over 60,000 children.

In 2012, thousands of refugees entered the country to flee the violence in the Democratic Republic of Congo, among them many children of school age. To help over 4,500 refugee children to continue their education, UNICEF supported the construction of 62 classrooms and helped to organize preparatory courses to support the integration of these children into the formal education system. In the Kigeme refugee camp alone over 1,500 children below the age of seven were able to access early learning modules.

The way forward

The main priority for 2015 is to prepare for the implementation of the new national school curriculum. UNICEF will take a leading role in designing and implementing teacher training and in developing and distributing new teaching and learning materials to schools.



2014 Snapshots in Rwanda



Over 1,800

children under seven were able to integrate learning activities thanks to the construction of six community centres and five pre-primary schools.



1,260

pre-primary schools benefited from new learning materials, such as development toys. UNICEF is now working with the Rwanda Education Board to develop a new national pre-primary school curriculum, which will be introduced in all schools in 2016.



Over 7,000

school-aged children benefited from better training as a result of a mentoring programme designed to help community teachers to improve their methodology and English language skills. In addition, UNICEF is now helping the development of a new school curriculum, which will further improve the quality of teaching and learning.



Over 4,000

benefited in 2014 from early learning modules in the Kigeme refugee camp. More than 7,000 primary school aged refugee children had access to better training thanks to teacher training and mentoring programmes.

The expected impact of the new curriculum is that graduates will be equipped with relevant skills and attitudes required for Rwanda's current and future labour market and social demands.

UNICEF will continue to develop early learning facilities and programmes in a number of schools where the Ministry of Education will pilot a new curriculum for children under seven.

Country results

Sierra Leone



By the end of Sierra Leone's civil war in 2002 more than 1,200 schools had been destroyed and six out of ten children were out of school. Since then significant progress has been made in consolidating peace and stability, and the focus is now on sustained economic development. Currently, 16–17 per cent of the national budget is devoted to education.

By law, primary school is free and compulsory starting at the age of six. Yet today, despite important achievements, one child out of five is still out of primary school and only one girl out of ten in poor rural areas will complete secondary school. Further, over 30 per cent of all teachers are untrained, and as a result learning outcomes remain poor.

In 2014 the deadly Ebola outbreak exacerbated the country's poor economic and social situation; and at the end of July the government declared a national state of emergency, banning any public gatherings and restricting the movements of people in the most affected areas. This ban led to the closure of all schools, affecting over 1.8 million children and having an unprecedented impact on the entire education sector – including the postponement of the major national examinations.

UNICEF's response

UNICEF is focusing on increasing access to education, improving learning achievement, and cultivating a quality education system that provides all girls and boys with equitable opportunities for learning. The programme supports the development of institutional capacity and the strengthening of systems to enhance quality early childhood development, school enrolment, right-age entry, retention, primary completion, and transition to secondary school.

Currently, UNICEF's efforts are mostly in response of the Ebola emergency, to support the recovery of the education sector, and to strengthen personal hygiene practices and safe school environments.

UNICEF also works to shape national policies and improve the entire education sector through ongoing advocacy as well as technical and programming support to the Ministry of Education.

Impact

Sierra Leone only integrated the Schools for Africa initiative in 2013, but the funding received through the programme has proven crucial – especially during the Ebola epidemic.

In the beginning of 2014 a strong UNICEF partnership with local councils and communities supported the management of over 340 schools across six districts. UNICEF also supported reforms of the basic education curriculum; helped the government assess the reading skills of early grade students; and facilitated the provision of water, sanitation, and hygiene facilities in primary schools. Over 220,000 children were enrolled in UNICEF-supported schools by the beginning of 2014, half of whom were girls.

Most of these activities, however, were affected by the closure of schools due to the Ebola crisis. In order to support learning continuity while schools remained closed, UNICEF supported the Emergency Radio Education Programme, which aired daily lessons countrywide targeting the country's entire school population – over 1.8 million children.

The way forward

In 2015, UNICEF will support the Government of Sierra Leone to reopen schools without putting children at risk of contracting Ebola. Specifically, the organization will help to ensure that schools have adequate sanitation facilities and hygiene practices.

The capacity of the Ministry of Education to ensure that the country's education sector successfully recovers from this emergency will be critical, and UNICEF is leading the processes to develop a national recovery plan.

Due to limited access to learning opportunities for children below the age of five, UNICEF plans to support the development of national pre-primary policies and curriculum as well as community-based early learning centres. Activities to improve the primary school curriculum and the integration of out-of-school children are also priorities.



2014 Snapshots in Sierra Leone



Over 9,000

children from 422 primary schools benefited from improved water and sanitation facilities; 4,500 school health club members were trained in school sanitation and hygiene.



Over 20,000

six-year-olds accessed early learning modules to be better prepared for primary schools.



1.2 Million

children continued to access education through dedicated radio programmes despite schools being closed.



17,000

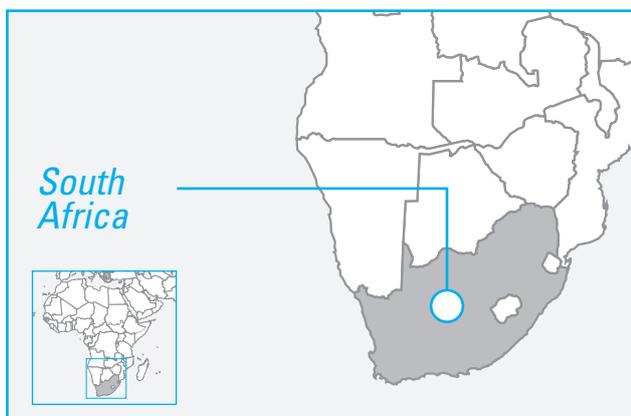
radios were distributed to the most vulnerable households to ensure that all children, regardless of their socio-economic condition, could access education, and recorded programmes were made available for children in areas where radio reception is poor.

Country results

South Africa



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South Africa is a land of contrasts and diversity, where the opportunities for children to lead healthy, safe, and productive lives vary greatly. Although a middle income country, half of its population still lives in poverty.

Since the end of apartheid in 1994, the country has adopted progressive laws and policies and a social protection system. Currently, South Africa is among the countries in the region that spend a large share of its annual budget on education (20.6 per cent in 2012¹⁴); primary schooling is compulsory for children aged 7–15; and school fees have been abolished in the poorest primary schools, helping to attract poor, orphaned, disabled, and vulnerable children. An integrated approach to early childhood development has been developed, aiming to give all children the best start in life.

Despite these positive efforts, performance levels are still very low, especially in rural areas and in disadvantaged townships. Many children experience challenges to regular attendance, teacher absenteeism, teenage pregnancy, HIV/AIDS, school-related abuse, and other forms of violence. Around 27 per cent of public schools do not have running water and only about 20 per cent have a library.

UNICEF's response

In order to respond to the various barriers to education in South Africa, UNICEF focuses on supporting early childhood programmes for children below the age of four. UNICEF also deploys significant efforts to ensure that schools are safer, healthier, and more protective environments. A major focus of the organization's work is the provision of learning opportunities for adolescents, including life-skills and knowledge on HIV/AIDS prevention, to help them become more productive members of society.

Since 2013, UNICEF has provided continuous support to expand early learning, improve the quality of learning, and increase access to education for poor and disabled children. Innovative approaches are part of the UNICEF strategy in South Africa, such as the use of sport activities as a vector for life-skills training. Another innovation is a virtual schools on phones, launched in 2014, in which over 4,500 schools have registered on the platform to support 4,553 teachers and 35,000 learners.

Impact

South Africa was one of the first countries to join the Schools for Africa initiative when it started in 2005; and with strong and influential icons such as Nelson Mandela, the country's national education system improved profoundly. Great achievements have been made since 2005, when the initiative was first adopted, and in recent years grade-one enrolment has reached nearly 100 per cent.

Over the years, about 800 disadvantaged public schools with more than 4,000 students have benefited from more suitable teaching and appropriate facilities and equipment as part of a programme called "Safe and Caring Child-Friendly Schools." The model of this programme has been integrated into the national education plan, which going forward will help to implement the same standards in the country's other 9,000 schools. In addition, over 30,000 girls and boys in 27 schools have benefited from new sport fields, which have been built with UNICEF support in some of the country's poorer townships since the start of the fundraising initiative.

Another major area of UNICEF's work has been to support early learning opportunities, especially for vulnerable children. Nine of the most disadvantaged provinces benefited from a national programme for training parents on how best to support their small children in the learning process. Notably, more than three quarters of five-year olds currently have access to a year of pre-school before going on to primary school.

In 2005 the Department of Education, with UNICEF support, started the Techno Girls mentorship programme – an initiative that has helped more than 15,000 girls to make career choices, with an emphasis on science, technology, and engineering. As a result, many participants have received university or college scholarships.

The way forward

In 2015, UNICEF will continue to work to make available cost-effective, innovative teaching and learning technologies and to strengthen community and parental involvement in their children's learning process. UNICEF will also invest in improving the resilience and leadership of students to help them motivate each other and to encourage better academic performance.

Specific plans for 2015 include: training on classroom-based formative assessments to improve teaching practices and results of the Annual National Assessment; training of 60,000 teachers (73 percent female) on

improving teaching in numeracy; strengthening the capacity of district officials on effectively supervising the implementation and compliance with child-friendly school principles; and training of 60,000 educators (60 per cent female) on the prevention and response to gender-based violence in and around schools.



2014 Snapshots in South Africa



Over 7 Million

students were able to study in safer and healthier environments and to follow more suitable learning process as a result of the expansion of school standards initiated by UNICEF.



Over 143,000

teachers and facilitators (over 60 per cent female) have been trained in child-centred pedagogy.



Over 12,000

girls followed the Techno Girl programme nationwide, helping them to be better prepared for a professional environment in science, technology, and engineering.



500,000

children are members of the Girls/Boys Education Movement, empowering them through youth leadership, life skills, sports, music, and other creative programmes. Some 18,000 schools nationwide became part of the Sports for Development programme using physical education as a tool to address major social problems.

“One day I want to be a nurse because it is important to help others.”



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The magic classrooms of the Nelson Mandela Institute

“One day I want to be a nurse because it is important to help others,” says Rethabile, a serious looking nine-year-old girl, while taking a book from the little library in her bright-rose painted classroom.

If she works hard in school Rethabile could very well realize her goal – despite the fact that she is living in one of the most disadvantaged rural areas in South Africa. Ten years ago, however, her odds were very different. At that time the Gwebinkunda Primary School was in a disastrous state. Rethabile would have been sitting in a cold, dark, unfurnished, and overcrowded classroom, often facing poorly motivated teachers drowning her in words she probably could not understand. Gwebinkunda, as well as many other schools in the area, was notorious for its low school results.

All that changed in 2005, however, when the Nelson Mandela Institute for Education and Rural Development launched a new project, with the support of Schools for Africa and UNICEF. Today, the occasional visitor can immediately spot the school’s rehabilitated and colourful infrastructure, its clean sanitation facilities, and the beautiful pedagogical drawings decorating the Gwebinkunda classrooms. Still, the most important change is not in the physical environment.

Cultivating critical thinking

The Nelson Mandela Institute works closely with 120 teachers across Eastern Cape to design, build, distribute, and test pedagogical tools for children in rural areas. Benefiting from strong community support, these teachers form a group known as the Magic Classroom Collective.

“We say that our classrooms are ‘magical’ because through an original teaching methodology in a stimulating learning environment our pupils are able to re-invent themselves. They not only acquire reading and mathematical skills but also critical thinking,” explains Kimberley Porteus, Executive Director of the Nelson Mandela Institute. “We are very proud to realize the vision of our founder, Nelson Mandela, who as a child studied in this same area of South Africa and was very much aware of the need to offer suitable opportunities and conditions for rural schooling.”

For one thing, while in the past all teaching was delivered exclusively in English, the curriculum is now bilingual so children can also learn in their native isiXhosa language, which helps them to access the material more easily. For another thing, music and stories now play an important role in the learning process, often inspired by ancestral traditions. One of the major achievements of this approach



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nstitute

is the drastic improvement in testing results, which in some disciplines have tripled since 2005.

Spreading beyond Eastern Cape

"Teachers in other schools will not believe me. At the end of the class the children are so happy that they like to hug me. Every day I look forward to my classroom," declares an enthusiastic Bizana, a third-grade teacher in one of the supported schools. Together with others from the Magic Classroom Collective, she not only teaches students but also exchanges with and mentors education professionals in schools that are not yet part of the project.

"Our programme has helped a lot of children and teachers, but we should not forget that it is also a laboratory where we develop and test good education practices that can then be implemented in other rural areas in South Africa. The national government is working closely with us to plan a wide scale roll out of the tools and ideas to reach the system as a whole. - adds Executive Director Porteus. "The achievements of the last 10 years have been spectacular, but there is much more to be done. We are working with others in South Africa and across the Continent to share the method and results more broadly."

With the support of Schools for Africa, since 2005 the Nelson Mandela institute:



Improved access to quality education for more than **40,000 pupils**



Intensive training of over **400 teachers** in improved pedagogy



Built or renovated and equipped **72 classrooms**



Printed and distributed over **100,000 workbooks**

More about the Nelson Mandela Institute for Education and Rural Development
<http://www.mandelainstitute.org.za/>

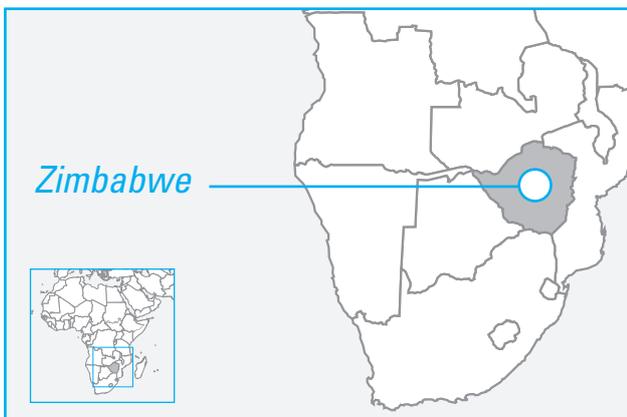


Country results

Zimbabwe



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Zimbabwe, with a population of 13.1 million people (48 per cent of them children), has faced a number of challenges over the years. Because of persistent economic decline between 1998 and 2008, the per capita gross domestic product fell from \$574 to \$284 during that period.¹⁵ Poverty rate, in turn, increased: from 71 per cent to 84 per cent in rural areas, and from 37 per cent to 47 per cent in urban areas. There was also reduced government spending in the social sector and a flight of skilled human resources.

Although nine out of ten children school-aged children are enrolled in schools, the quality of education is a major challenge. Six out of ten children do not pass the primary exit exams that enable them to continue to a secondary school. Further, more than 1 million young people of

secondary school age are out of school and have few prospects of finding employment. Inequalities in education are growing; and although there is gender parity at the primary level, girls make up only 35 per cent of pupils in upper secondary. Moreover, school fees and levies have disadvantaged the poorest children.

UNICEF's response

UNICEF originally focused on increasing attendance and completion in primary and secondary education and improving the quality and relevance of primary education. However, due to the political and economic crisis that crippled Zimbabwe in 2008 and 2009, the focus changed to establishing mechanisms to cope with the collapse of the education system and the worsened economic situation of families and children. This was accomplished primarily through the innovative multi-donor Education Transition Fund managed by UNICEF Zimbabwe.

Since 2012, UNICEF has worked on addressing the causes of early drop-out and low pass rates. The organization contributes to improved outcomes through the increased availability of quality learning and teaching materials, qualified and motivated teachers, and safer and healthier school environments that are accessible for all children. UNICEF also advocates for budget and policy interventions that put a strong focus on the development and monitoring of standards as well as a better information system on education standards.

Impact

Zimbabwe was among the first countries to join the Schools for Africa initiative in 2005, at which time UNICEF was focusing on making schools and teaching programmes more suitable for children. Since then close to 300 schools have benefited from these efforts, and UNICEF's standards have become the national standards on education. Consequently, primary school attendance increased from 77 per cent in 2005 to 91 per cent in 2009.

During and after the crisis period of 2008–2009 more than 7,500 schools were supplied with education materials, and 2.8 million primary school children received a total of 13 million textbooks in the four core school subjects.

In order to help the most vulnerable children, school-fee support has been provided to nearly 600,000 primary school children since the start of the Schools for Africa initiative. Furthermore, 11,000 primary and secondary school teachers have been trained to provide better education about HIV/AIDS and other key life skills. At the same time, 58,000 textbooks, syllabuses, and other materials were procured and distributed to 20,000 children, and 10,000 adolescents were reached through HIV-prevention messages.

The way forward

In 2015, UNICEF will continue to provide significant support to strengthening the education sector in Zimbabwe, including the development of a better monitoring and information system on education standards.

Special attention will be placed on providing learning opportunities for children who are not part of the formal education system, including adolescents who did not have the chance to complete primary school.

Building on the finalization and adoption of a policy on non-formal education, UNICEF will focus on strengthening structures and systems for the delivery of this alternative type of education for the benefit of over 70,000 children.



2014 Snapshots in Zimbabwe



Over 2.4 Million

students in more than 5,000 primary schools in rural areas benefited from financial support, helping them to improve the quality of their learning. The Schools for Africa initiative helped to procure teaching and learning materials for up to 82 per cent of schools, to procure classroom furniture for 64 per cent, and to support reconstruction projects for 55 per cent.



Over 45,000

out-of-school children were able to learn through the use of alternative accelerated learning modules. As a result, many of these children were able to re-integrate into the formal education system, while those too old for such re-integration achieved basic literacy and agricultural skills.



70,000 children

benefited from alternative accelerated learning programme.





Fundraising

Fundraising

Ten years after its launch, Schools for Africa is still one of UNICEF's most successful campaigns, helping to provide quality education for at least 30 million children.¹⁶ More than \$205 million has been collected since 2005 (Table 1), including \$20 million in 2014, and over \$180 million (table 2) has already been allocated to the 13 participating countries.

Behind these numbers is the energy, commitment, and generosity of hundreds of thousands of people in 27 countries who have worked over the years to fulfil the right of all children to an education. Although the biggest contributors are still the United States, Germany, Norway, Japan, and France – each of which has raised between \$1 million and \$2 million in 2014 – newcomers have joined the Schools for Africa campaign. For instance, last year supporters from the Gulf States donated over \$500,000.

Traditionally, at least half the funds raised for Schools in Africa come from companies and corporate foundations (Table 4). Both national and multinational, they belong to a wide variety of industries, but all of them have one thing in common – the desire to shape a more sustainable future. Clearly, investing in education is one of the primary paths to achieving this goal.

The Schools for Africa campaign would never have had such outreach without the motivation and creativity of its individual donors, both large and small. Among the most motivated are the youngest of our supporters – the countless students worldwide who continue to donate their time and effort to help their less-advantaged peers in Africa, while learning about child rights. It is also important to note that a significant portion of total funding comes from small donations from individuals from every walk of life. And, of course, we are deeply grateful to those individuals who have made substantial donations to the campaign over the years – often with little or no publicity.



16 It is estimated that over the past 10 years at least 30 million children have benefited from UNICEF direct and indirect support to early learning and to quality learning; from programmes facilitating access to school for disadvantaged children; and from the provision of learning materials, temporary schools, and radio classes in emergencies.





Table 1:
Schools for Africa
Cumulative fundraising results
(2005-2014) in USD\$

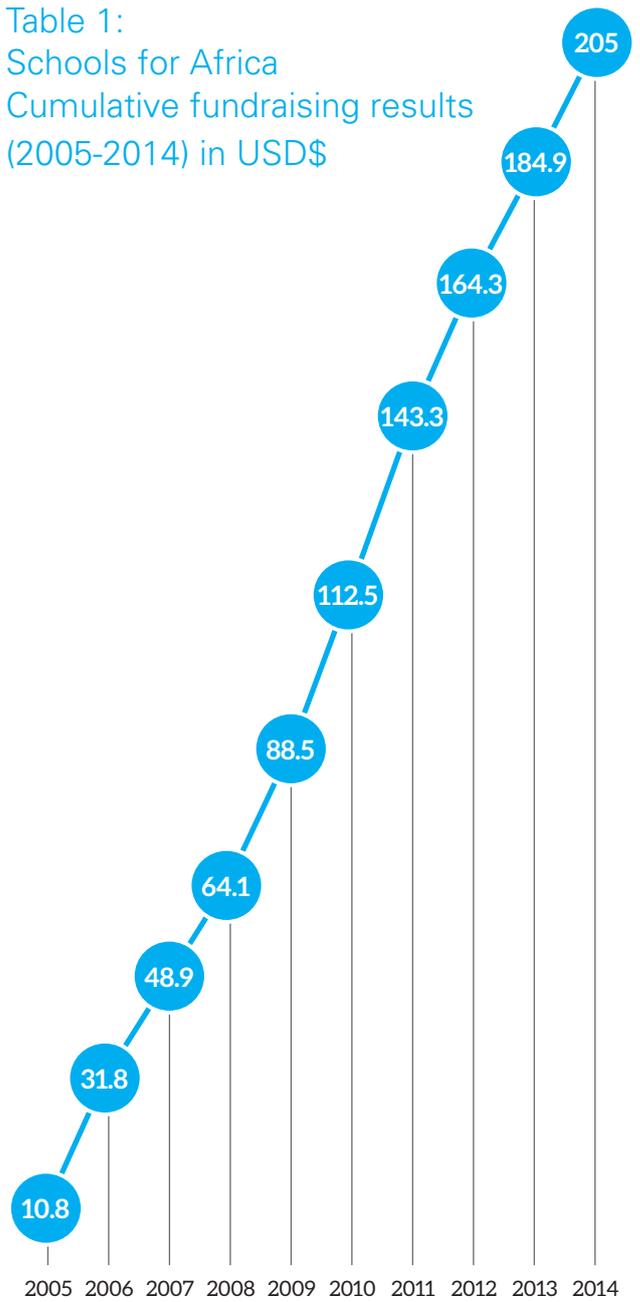


Table 2: Schools for Africa Funding
by donor channel (2005-2014)

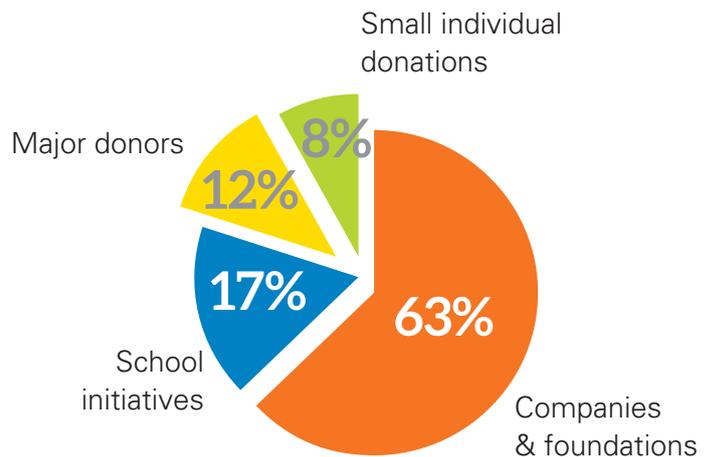


Table 3: Schools for Africa Funding Allocation (2005-20014) in USD\$

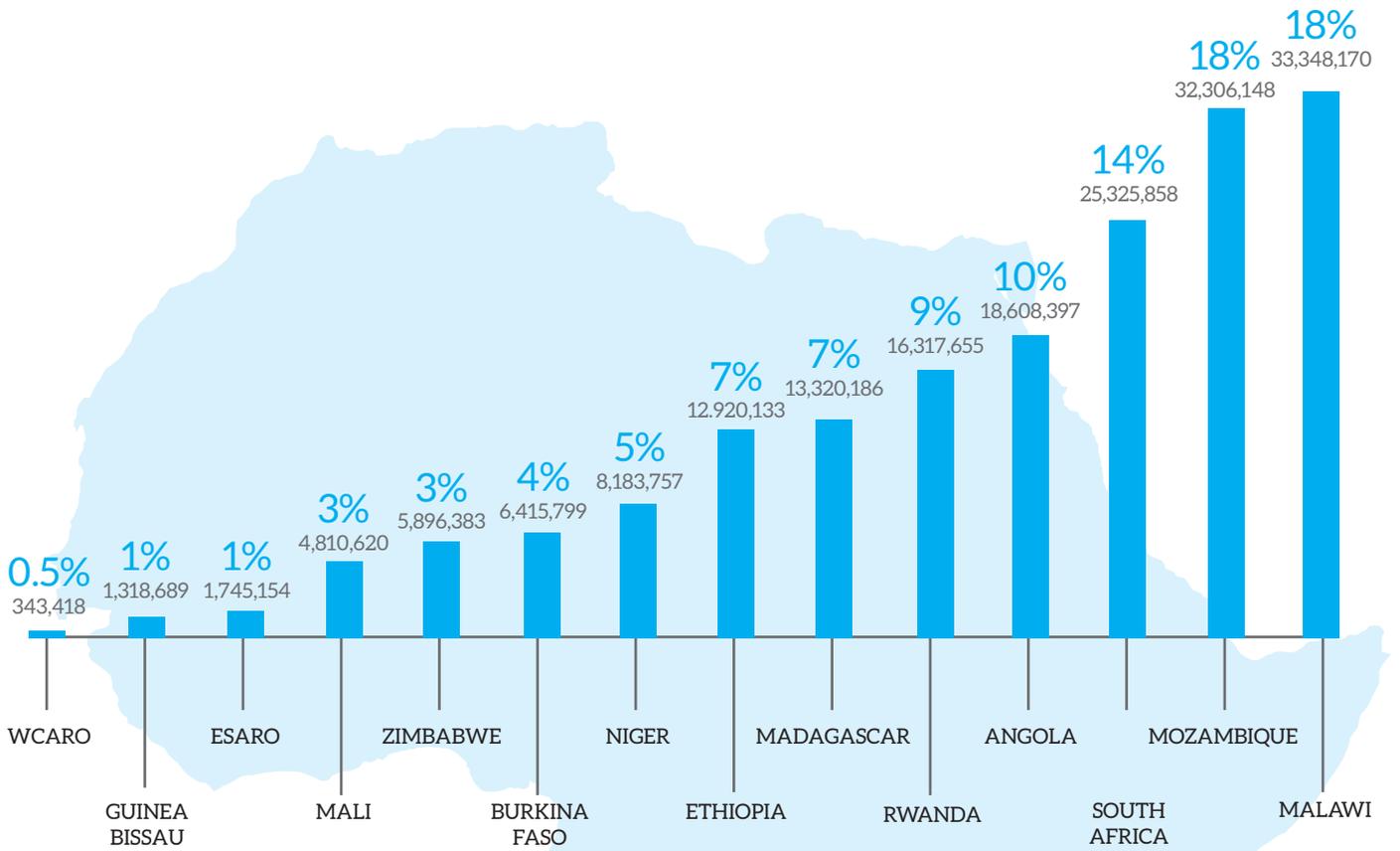
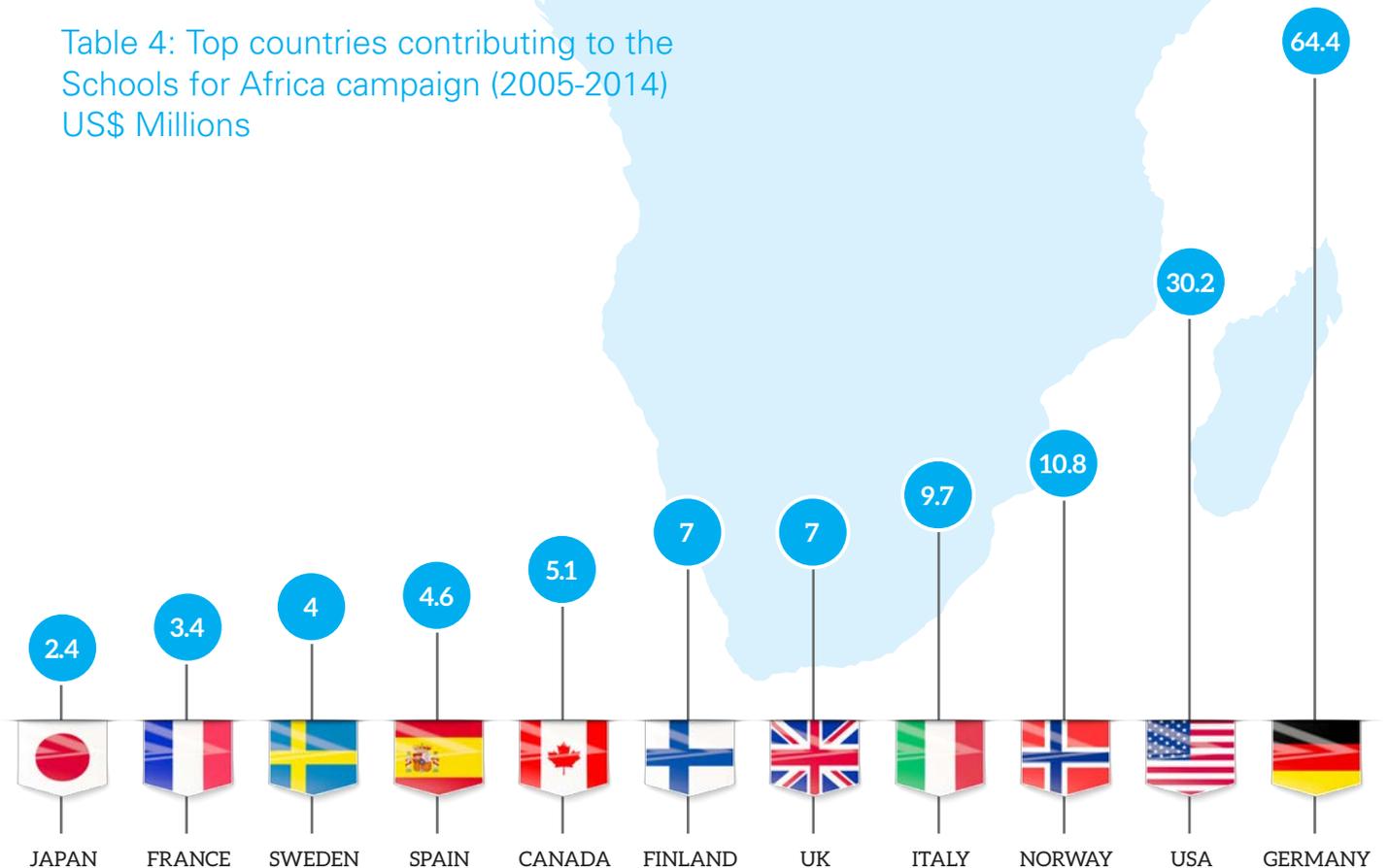


Table 4: Top countries contributing to the Schools for Africa campaign (2005-2014) US\$ Millions





Companies and private foundations

Over the last 10 years companies and corporate foundations donated about \$100 million for the Schools for Africa initiative. In 2014 alone these donations totalled over \$11 million and accounted for 64 per cent of all contributions received. Among the most generous and supportive donors throughout the years have been such global names as the IKEA Foundation, the luxury brands GUCCI and Montblanc, the hotel chain Starwood, and the Spanish credit bank Banesto. In addition, the initiative was fortunate to receive the support of numerous smaller national contributors, such as the Norwegian supermarket chain Kiwi, the Japanese Co-ops, and US-based Baskin Robbins Ice Cream.

In some cases the funds were a direct contribution from the donor. In others, the company donated the income received through the development and sale of a dedicated product – for instance, a toy or a fashion bag. Some donors developed innovative ways to engage their clients, such as Starwood’s “Check-out for Good” campaign, which allowed their hotel guests to round up their bill in favour of Schools for Africa.

Focus on IKEA Foundation

The IKEA Foundation is the largest private sector donor to Schools for Africa, having contributed over \$37 million since 2009, including \$5.5 million in 2014. Through the Soft Toys for Education Campaign, the IKEA Foundation donates €1 for every soft toy sold in participating IKEA stores in November and December. In addition, the IKEA Foundation runs the IWitness programme, which invites small groups of IKEA co-workers to visit programme countries to see first-hand the difference their contribution makes in improving the quality of education.



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IKEA Foundation



“Education is key to unlocking opportunities for children living in poverty and to helping them create a better future for themselves and their families. Investing in education is thus a fundamental element of the IKEA Foundation strategy. Through the Soft Toys for Education campaign we fund UNICEF’s Schools for Africa and Asia programmes, providing children in some of the world’s poorest communities with access to a quality education.”

—Per Hegggenes, CEO, IKEA Foundation



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Focus on GUCCI

On this 10th anniversary of the Schools for Africa initiative, Gucci – the global fashion leader and one of the initiative's key donors – also celebrates 10 years of collaboration with UNICEF. Since 2006, when the company started to support the UNICEF education initiative, it has donated over \$16.8 million, including \$1.6 million in early 2015. To make a significant change in the lives of children, the company has focused its funding on Malawi and Mozambique, where it has helped to improve the quality of teaching, to build and rehabilitate infrastructure, to train teachers, and to make schools more accessible for girls.

10 YEARS
GUCCI
in support of
unicef 

GUCCI

“Gucci is proud to celebrate a decade of partnership with UNICEF, benefitting more than 7.5 million children. We support UNICEF’s Schools for Africa initiative because the entire education system is influenced, ensuring that all children, regardless of factors such as gender, have access to a better education.”

—Mr. Marco Bizzarri, CEO, Gucci





Individual donors

"It is important to help others to access the same rights for a good future, just like we have," says 15-year-old Fanny, one of the many thousands of students worldwide who are actively fundraising for their less advantaged peers in Africa. Fanny lives in Sweden, where students sell their home-baked cakes and their old toys to support Schools for Africa.

Since 2005 similar activities have been conducted in many countries. To name only a few: in Croatia pupils organized concerts; in Finland they have sponsored an annual fundraising walk; in Germany students hold a school marathon; in Norway university students organize an entire week of events on behalf of Schools for Africa.

Over the last 10 years these young people have collected close to \$26 million from school partnerships, including over \$1.8 million in 2014. But the impact of these school initiatives goes beyond fundraising, because these activities also help to raise awareness about the rights of children, the challenges facing education in many countries, and the need to take action.

Škole za Afriku **novosti** 2014.

Ne postoji riječ preдалоkа u situacijama kada pomažemo djeci. Ne postoji veća radost od iskrenog osmjehа djeteta koje se igra i vеi sa svojim vršnjacima. Postoji cilj – obrazovanje dostupno svima.

Zahvaljujući UNICEF-ovoj inicijativi Škole za Afriku 21 milijun djece u Africi dobilo je priliku ostvariti svoj san – ići u školu i družiti se sa svojim vršnjacima.

ŠTO JE PROJEKT ŠKOLE ZA AFRIKU?

Škole za Afriku zajednička je inicijativa UNICEF-a, zaklade Nelson Mandela te Hаmburškog društva za promoviranje demokracije i međunarodnog prava. Predstavljena je 2004. godine, a prve projektne aktivnosti započete su 2005. godine. U prikupljanju pomoći za 13 najugroženijih zemalja afričkog kontinenta sudjeluje preko 27 razvijenih zemalja diljem svijeta. Cilj je osigurati pristup kvalitetnom obrazovanju djeci diljem Afrike (izgradnja škola, osiguravanje pitke vode, izgradnja sanitarnih prostorija, educiranje stručnog osoblja, organiziranje zdravstvenih pregleda i cijepljenja, promoviranje škola koje ne diskriminiraju).

OD KADA I KAKO SE PROVODI U HRVATSKOJ?

Projekt se u Hrvatskoj provodi sada već šestu godinu zaredom (Ured UNICEF-a za Hrvatsku pridružio se projektim aktivnostima 2008. godine) te okuplja više od 300 osnovnih i srednjih škola i 70 dječjih vrtića iz svih

© UNICEF

Focus on Croatia

In Croatia, Schools for Africa is both a fundraising campaign and a programme that raises awareness about child rights and the challenges for getting access to education in less advantaged countries. It has been a major national campaign for the last seven years, and in 2014 alone some 80,000 children from 247 primary schools and 49 kindergartens participated in a variety of fundraising and awareness-raising activities, ranging from training sessions to concerts and sport competitions. In 2014, the children of Croatia raised funds for education in Ethiopia and Burkina Faso through the sale of tickets for school performances, home-baked cookies, second-hand or homemade toys, clothes, and DVDs, as well as through direct contributions.



© UNICEF

Peter Krämer: An advocate for Schools for Africa

Since December 2004, when Schools for Africa was officially announced, Peter Krämer – personally or via his foundation in partnership with UNICEF in Germany – has never stopped to actively advocate for the importance to support education in Africa. An influential personality and friend of Nelson Mandela, Krämer was able to mobilize key political figures, such as German Foreign Minister Frank-Walter Steinmeier, who hosted a dedicated event on behalf of Schools for Africa with many parliamentarians in the audience. Together with UNICEF, the Peter Krämer Stiftung also organized a series of celebration activities to mark the start of the Schools for Africa campaign, including a press conference with the grandson of Nelson Mandela, Kweku Mandela, and the publication of a beautifully illustrated book of African tales for children.

“I have seen with my own eyes how eager children in Africa are to go to school. That is why I consider my contribution to Schools for Africa as one of my greatest life achievements. However, in sub-Saharan Africa alone there are still over 30 million children of primary school age who are not in the classrooms. There is a lot to be done!”

— Peter Krämer

Major individual donors

Over the years Schools for Africa has greatly benefitted from the generous support of individual donors who have given significant amounts to make education more accessible for children. In 2005 the campaign was originally launched thanks to the donation of \$5 million by Peter Krämer, owner of a German shipping company. His foundation, the Peter Krämer Stiftung, is one of the major partners of the Schools for Africa initiative. Since then the initiative has received over \$21 million from major individual donations, including over \$1 million in 2014.

While most donors are discreet individuals who prefer to receive little or no publicity, supporters of Schools for Africa also include public personalities such as the Norwegian alternative rock group Kaizers Orchestra. Since 2010 the group has been supporting education in Rwanda, donating close to \$400,000 in 2014 alone. Beyond their financial contribution, these personalities play an important role in raising awareness about the importance of education for all children, particularly in Africa.

Other individual donors

The few examples presented in this chapter cannot hope to cover all the many fundraising activities and donors that have helped to support Schools for Africa over the last 10 years. In addition to companies and foundations, school initiatives, and major individual donors, the initiative is privileged and deeply heartened to receive thousands of smaller donations from the general public – all motivated by the same commitment to help children in Africa. Together, these contributions have accounted for an impressive \$33 million over the last decade, including over \$3 million in 2014.

Who are the people behind these numbers? In Japan, for instance, there are over 17,000 individuals committed to regularly providing donations to Schools for Africa; and every few months UNICEF sends them a newsletter updating them on how their donations are being spent as well as providing stories about some of the beneficiaries.

On the other side of the world, over 4,000 people in Luxembourg responded to a 2014 mailing from UNICEF on education in Madagascar, while hundreds of children in Germany bought a beautiful story book about Africa produced by UNICEF Germany and Peter Krämer Stiftung.

In sum, Schools for Africa benefited from many other supporters, including those who donated online. Whatever the amount, every single donation mattered and has helped us make a difference for children.



Thank You!

www.schoolsforafrica.org

