



GOAL AREA 2

Every child learns

Global Annual
Results Report 2018

unicef 
for every child

Cover image: © UNICEF/UN0259988/Raab

In the Ratanakiri Province of Cambodia, 11-year-old Loul Bopha smiles for the camera as she makes her way to school. Her school runs the multilingual education curriculum, which means she can study in her indigenous language of Kreung while she learns the national language of Khmer.

Expression of thanks: © UNICEF/UN0310953/Zea

Children carrying UNICEF supported school supplies, backpacks, notebooks and pencils, attending Fe y Alegría and Apostolic Vicariates of Puerto Ayacucho schools, in the Amazonas state, Venezuela.

Page 2: © UNICEF/UN0208024/Dejongh

Students attending class in a school in Gonzagueville, in the South of Côte d'Ivoire. In Côte d'Ivoire, fewer than 15 per cent of children go to preschool. The graduation rate in Côte d'Ivoire is lower than 70 per cent in primary school and 41 per cent in high school. This is mainly due to the low quality of education, the lack of sufficient textbooks, the excessively high pupil/teacher ratio in primary schools, and the low teacher supervision and teaching methods that do not consider the specific needs of children. For girls, school-based violence, including sexual violence, lack of latrines and water points, and domestic chores that reduce the amount of time girls spend on their education, have a negative impact on school attendance.

Page 5: © UNICEF/UN0297681/Adriko

Faida was rescued from a forced marriage at just 17, and is now back in school. She received help from the End Child Marriage campaign by World Vision, with support from UNICEF and funding from the Government of the Netherlands.

Page 9: © UNICEF/UN0260359/Chambers

A group of elementary students at Ladava Elementary School, near Alotau in Milne Bay Province, Papua New Guinea.

Page 72: © UNICEF/UN0267116/Dejongh

A pupil of Asuokaw Methodist School in the Eastern Region of Ghana raises her hand to answer a question in class.



Expression of thanks

We wish to express heartfelt appreciation to our resource partners for their support in 2018, which made our educational outreach possible around the world. Funding for the work done by UNICEF is entirely sourced through the voluntary support of millions of people worldwide, as well as through our partners in government, civil society and the private sector. Voluntary contributions enable UNICEF to deliver on its mandate to protect children's rights, help meet their basic needs, and expand their opportunities to reach their full potential. We take this opportunity to thank all our partners for their commitment and trust in UNICEF.

Special thanks are extended to those partners who generously provided thematic funding. This affords UNICEF the capacity and flexibility to offer technical, operational and programming support to countries in all regions. Such funding goes towards improving education systems and, most importantly, targets strategies that deliver quality education services to the most marginalized children. We thank you for entrusting us with these funds. Without your support, we could not have achieved the results outlined in this report.

Grateful recognition goes to Norway for its extraordinary support in 2018, and for its commitment to education activities undertaken by UNICEF around the globe.

Seventy years after UNICEF was established, the organization's mission to promote the full attainment of the rights of all children is as urgent as ever.

The UNICEF Strategic Plan 2018-2021 is anchored in the Convention on the Rights of the Child and charts a course towards attainment of the Sustainable Development Goals and the realization of a future in which every child has a fair chance in life. It sets out measurable results for children, especially the most disadvantaged, including in humanitarian situations, and defines the change strategies and enablers that support their achievement.

Working together with Governments, United Nations partners, the private sector, civil society and with the full participation of children, UNICEF remains steadfast in its commitment to realize the rights of all children, everywhere, and to achieve the vision of the 2030 Agenda for Sustainable Development, a world in which no child is left behind.

The following report summarizes how UNICEF and its partners contributed to Goal Area 2 in 2018 and reviews the impact of these accomplishments on children and the communities where they live. This is one of eight reports on the results of efforts during the past year, encompassing gender equality and humanitarian action as well as each of the five Strategic Plan goal areas – 'Every child survives and thrives', 'Every child learns', 'Every child is protected from violence and exploitation', 'Every child lives in a safe and clean environment', and 'Every child has an equitable chance in life', and a short report on Communication for Development (C4D). It supplements the 2018 Executive Director Annual Report (EDAR), UNICEF's official accountability document for the past year.

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Executive Summary

An estimated 58 per cent of the world's primary and lower secondary school-age children have failed to achieve basic numeracy and literacy.¹ But all children can learn if they are given the chance. These two simple facts are central to the theory of change for Goal 2 of the UNICEF Strategic Plan, 2018–2021. All girls and boys must have equitable access to schooling, and the opportunity to develop the skills needed for life and work. This Annual Results Report for Education shows how UNICEF support in 2018 has given countries greater capacity to achieve these aims

by building stronger education systems, from school and community level to district and central ministry level, and by directly delivering education materials and services in a timely manner, particularly in humanitarian contexts. At the same time, work done by UNICEF at regional and global levels has shaped the policy and programmatic landscape in which countries operate, by building and using evidence, strengthening advocacy and providing thought leadership for the education sector.

From this global perspective, several trends emerged from UNICEF programme countries in 2018. One very positive trend has been the adjusted primary education net attendance for the poorest quintile of children – up from a 69 per cent baseline to 76 per cent, surpassing the 2021 target of 75 per cent, with roughly equal gains for girls and boys. A similar trend can be seen in net attendance of lower and upper secondary education, with the poorest quintile of children already surpassing the 2021 targets. Much less welcome trends are the continuing high number of children whose schooling has been interrupted by conflict and crisis – similar to the record-breaking rates of 2017 – and that the need for support continues to be greater than the resources available.² Trends in gender parity are mixed, with significant disparities among regions, as well as at subnational level. There has been a marked increase in the number of countries in which boys are disadvantaged compared with girls at the lower secondary level.

The key strategies that UNICEF followed in 2018 reflect its response to the global trends observed. They include a move away from the direct provision of goods and services towards greater support for system strengthening; an increasing proportion of finance spent in emergency contexts, with a subsequent blurring of the distinction between humanitarian and development support; an even stronger focus on working through partnerships; and greater engagement in support of the ‘bookends’ of basic education – early childhood development and giving adolescents the skills needed to engage at work in a productive manner, and to play a civic role in their communities.

UNICEF and its partners are paying much greater attention to student learning outcomes and related policy issues such as language of instruction, competency-based curriculum reform and implementation, and, above all, equity – who has access to schooling and learning and who does not. Education has the potential to promote gender equality, but only when teaching and learning processes consider the specific learning needs of both girls and boys. When students develop basic skills in numeracy and literacy in the lower primary grades, completion rates improve, with a positive impact on wage earnings. There is strong evidence to show that the early acquisition of reading skills is one of the best predictors of later educational success.

This report has an increased focus on early learning, which continues to be the area showing the widest gap between evidence and practice: Although the expansion of access to early childhood education for the most vulnerable children is recognized as the best investment available in the sector, the poorest children are on average seven times less likely than children from the wealthiest families to attend early childhood education programmes. UNICEF prepared a

flagship report on making access to pre-primary education universal; this was formally launched in 2019. UNICEF spending on early learning increased from 6 per cent of its education outlay in 2017 to 7 per cent in 2018. However, this is still short of its own recommendation of 10 per cent. Other partners lag much further behind, despite global commitments made through the Sustainable Development Goals (SDGs) to provide universal access to at least 1 year of early childhood education. In 2017, early childhood education received only 0.5 per cent of international education aid.³

In 2018, a total of 12 million children were reached with educational support, 6.9 million of them in humanitarian situations. UNICEF has helped more than 34 million out-of-school children to gain access to educational programmes over 3 years. In 2018, it provided support in the form of individual learning materials to 11.3 million children, and 55,983 school communities were trained in management, planning, school health/hygiene or inclusive education.

UNICEF continues to focus on learning outcomes, especially for the most marginalized children. The share of UNICEF programme countries showing improvement in learning outcomes increased from a baseline of 61 per cent to 67 per cent in 2018, although this trend is not yet sufficient to meet the 2021 target of 79 per cent. There has been a further increase in the share of UNICEF-supported countries that have adopted inclusive educational laws or policies for children with disabilities, up from a baseline of 74 per cent to 90 per cent in 2018.

In many countries, government spending strongly favours the richest and most educated, and is skewed towards higher levels of education. On average in low-income countries, 46 per cent of public education resources are allocated to the 10 per cent most educated students.⁴ Since the poorest children have much less access to higher levels of education, low-income countries spend an average of just 10 per cent of their public education budgets on the 20 per cent poorest children, and lower middle-income countries spend only 14 per cent on them.

In order to make progress towards more equitable public financing, as recommended by the Education Commission, UNICEF encourages governments and partners to apply the concept of ‘progressive universalism’, which has been adopted in the health sector as a way of making rational spending decisions in constrained financial contexts. This means giving initial priority in the allocation of public funding to lower levels of education, increasing allocations to higher levels only when coverage is close to universal at lower levels. The concept of progressive universalism also implies a complementary role for private financing, and a degree of cost recovery for higher levels of education.

The share of Education Sector Plans with a focus on equity in UNICEF-supported countries has more than doubled, from a 17 per cent baseline to 37 per cent, and the percentage of UNICEF-supported countries with an Education Management Information System (EMIS) providing disaggregated and timely data has increased from 32 per cent to 42 per cent over the same period.

In 2018, UNICEF spent US\$1.2 billion⁵ on education, of which US\$150 million was drawn from the organization's most flexible funding (regular resources), and US\$1 billion from funds earmarked for specific programmes (other resources). This included US\$509 million from funding designated for country programme activities (other resources – regular), and US\$534 million from funding set aside for specific emergency response (other resources – emergency). From 'other resources' spent, US\$110 million was drawn from education thematic funds (funding that

partners earmark to support the UNICEF Strategic Plan Goal Area 2), an increase from the US\$89 million spent in 2017. Education thematic funds provide the flexibility that country offices need to support governments, in particular for education system strengthening, so as to address specific challenges based on country context.

The Strategic Plan places a clear emphasis on righting the wrongs and eliminating the inequities that affect the future of millions of children around the world, and which deprive countries of the skilled workers that they need to develop. This includes a renewed focus on supporting adolescents to access relevant learning and skills development opportunities, and to make a successful transition from school to productive work. As this report shows, it is a commitment that must be translated into real opportunities, country by country, school by school, and child by child.



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Alisha Iqbal attends her class in UNICEF supported Accelerated Education programme center, Rehmat Colony, Punjab province, Pakistan.



Strategic context

Imagine for a moment that for every country's education sector plan, there is a section in small print explaining that the plan does not apply to all children. For every school improvement plan, imagine a footnote listing the children who are not expected to improve. Some students would be entitled to well-trained, engaging teachers, and some would not. Books or no books, child-friendly classrooms or not – all determined by someone else's decision based on the country you happen to live in, and the plan you happen to be under.

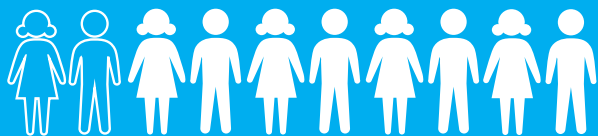
Of course, no one would ever approve such a strategy. No government would endorse it; no partner would provide the financing. And yet, whether we can imagine it or not, this is the education sector at the end of 2018.

For many children, it is the best of times. There are more children in school than ever before, and global gender parity has been reached. These are important achievements, and they are worth celebrating. But as this report will show, there is another side to the story. In far too many countries, cities and villages, for every child who receives the benefits

of a quality education, another child no less deserving misses out. For every child attending preschool, another child, or two or three or four children, miss out. This has enormous consequences. For individual children and their families and societies, there is lost opportunity and lost income. An extra year of schooling, on average, increases a person's income by 10 per cent, and a country's gross domestic product by 0.37 per cent. It reduces fertility rates by about 10 per cent. More education for women is by far the single biggest factor in reducing the under-five mortality rate.

Despite these advantages, the uncomfortable truth of educational development is that inequity is increasing. Progress has been uneven and unfair. Children in sub-Saharan Africa represented 37 per cent of out-of-school children in 1990, and 41 per cent in 2000. That percentage has now climbed to 54 per cent. Due to the rise of the child population, the number of children out of school has steadily inched upwards for more than a decade, despite our best efforts. Many countries have made important gains, but as of 2017, 64 million children of primary school age were out of school, up from just under 61 million in 2012. In the same period, the number of girls out of primary school increased from 32 million to 34 million, and the number of boys out of primary school increased from 29 million to 30 million.

262 MILLION
children and youth,



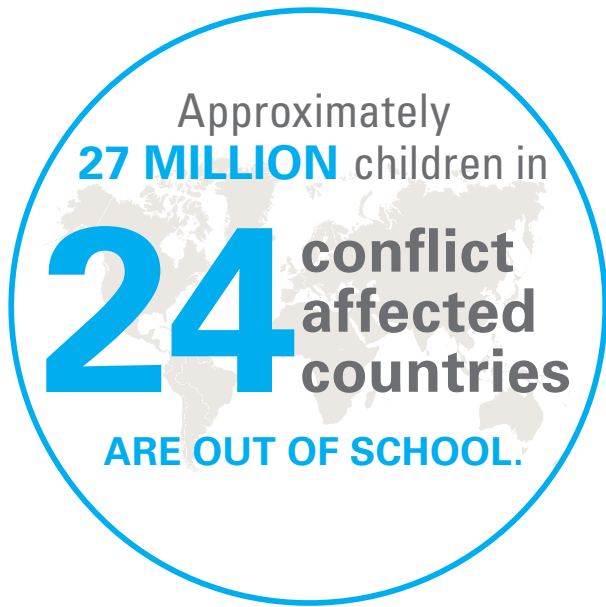
one out of five,
are out of school.

Barriers associated with gender, poverty, disability, ethnicity and displacement are taking their toll, and hard-fought gains are at risk of being lost. This means that today's world of the Sustainable Development Goals is one of contrasts – a world where new technologies are giving some children opportunities that never existed in a previous generation, while others are at risk of being relegated to perpetual second-class status.

The contrasts in access across countries are staggering. In middle-income countries, primary completion is now close to universal, while in low-income countries the primary completion rate has stalled at 66 per cent since 2009. If you are a young person of lower secondary school age in a low-income country, your chance of being out of school is almost 1 in 3. In a high-income country, your chance of being out of school is only 1 in 50. While some countries have achieved universal primary education, Liberia and South Sudan still have more than 60 per cent of children of primary school age not in school, and Equatorial Guinea and Eritrea have well over 50 per cent out of school. In absolute numbers, the Democratic Republic of the Congo, India, Nigeria, Pakistan and the Sudan have the most children out of school, accounting for about 38 per cent of the total. Most countries with the highest numbers of out-of-school children do not receive adequate external financing to meet their needs.

In many parts of the world, significant gender barriers to education remain. In sub-Saharan Africa, for every 100 boys of primary age in school, only 94 girls have access to education, and at upper secondary age, only 85 girls attend school for every 100 boys. Disparities associated with household wealth are even larger. Globally, only 73 children from the poorest families complete primary education for every 100 children from the wealthiest families, and this gap increases with the level of education. Only 61 of the poorest children complete lower secondary for every 100 of their wealthier peers completing these levels. In many countries, public spending strongly favours the richest and most educated, and is skewed towards higher levels of education. On average in low-income countries, 46 per cent of public education resources are allocated to the 10 per cent most educated students.⁶ Since the poorest children have much less access to higher levels of education, low-income countries spend an average of just 10 per cent of their public education budgets on the 20 per cent poorest children, and lower middle-income countries spend only 14 per cent on them.

The UNICEF Strategic Plan, 2018–2021, is a road map for the children and adolescents left behind.⁷ Its Goal Area 2, 'Every Child Learns', states that every child has the right to an education and to learning opportunities of good quality from early childhood to adolescence. And yet a wide range of factors – including geographic location, economic circumstances, ethnicity, gender, disability, low-quality teaching and schools, disruption caused by conflicts and other shocks – prevent millions of children from learning. Children in conflict-affected countries are more than twice as likely to be out of school, with girls particularly affected. Conflict has forced 27 million children out of school in 24 conflict-affected countries. Globally, two-thirds of adolescents from the poorest quintile have never attended any school, or have dropped out, or are still in primary school; in sub-Saharan Africa, 90 per cent of the poorest adolescents are in this situation.



Inequities in life begin early – for education to have its full impact, early childhood interventions must address the disadvantages faced by children born into poor environments. Investment in quality early childhood care and education produces a double benefit: it is fair and it is efficient in achieving long-term learning goals for children. However, the SDG target of one year of universal pre-primary education will require an increase in investment and support by UNICEF and its partners. It will also require a greater focus on the countries and children most in need.

Through education and training, children and adolescents should have the opportunity to develop the skills they need for life and work, as well as to engage in their communities. The Strategic Plan places greater focus on supporting governments to embed skills development in education and training systems, from early childhood onwards, across all levels of education. This includes supporting formal pre-primary, primary and secondary education, as well as developing alternative learning pathways for the millions of adolescents who have never attended any school, or who dropped out in early grades. UNICEF will also support young people to connect to employment opportunities, recognizing that 24 per cent of 15–24 year-olds are not in education, employment or training. This entails engaging with the private sector to anticipate the skills needed in the workforce, and to improve the relevance of education and training opportunities.

For many girls, adolescence is a time of shrinking opportunities, with many dropping out of school due to early marriage, pregnancy or the experience of sexual or other forms of violence. As set out in the Gender Action Plan, 2018–2021, UNICEF will continue to focus on the specific educational needs of adolescent girls, and to promote gender equality in and through education. This includes tackling gender stereotypes in training and employment opportunities.

The strategic context of 2018 means that UNICEF must adapt its ways of working in order to ensure that children are able to receive a good education. UNICEF works almost entirely through partnerships. It increasingly relies on modern technologies and innovative approaches to reach the most marginalized children. More and more, it works to strengthen the systems and improve the related personnel skills that will enable countries to deliver better services to their own children.

Despite this continual evolution in approach, the humanitarian crises of 2018 have required that UNICEF return to its roots as the world’s pre-eminent organization focused on the needs of children in emergencies. It will work more than ever in conflict-affected situations, and will leverage education’s potential to address the root causes of conflict and build social cohesion. It has committed to a major increase in its support for the most marginalized children, including through a progressive approach to universal early childhood education. The UNICEF Strategic Plan, 2018–2021 is a commitment to an education sector where there are no longer two worlds, with children assigned by chance to success or failure, but one world where school improvement means making advances in all schools, and a fair chance for every child.

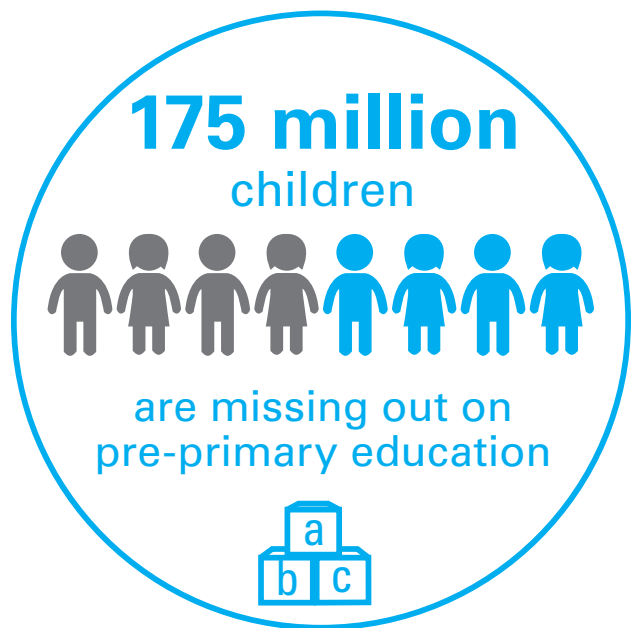
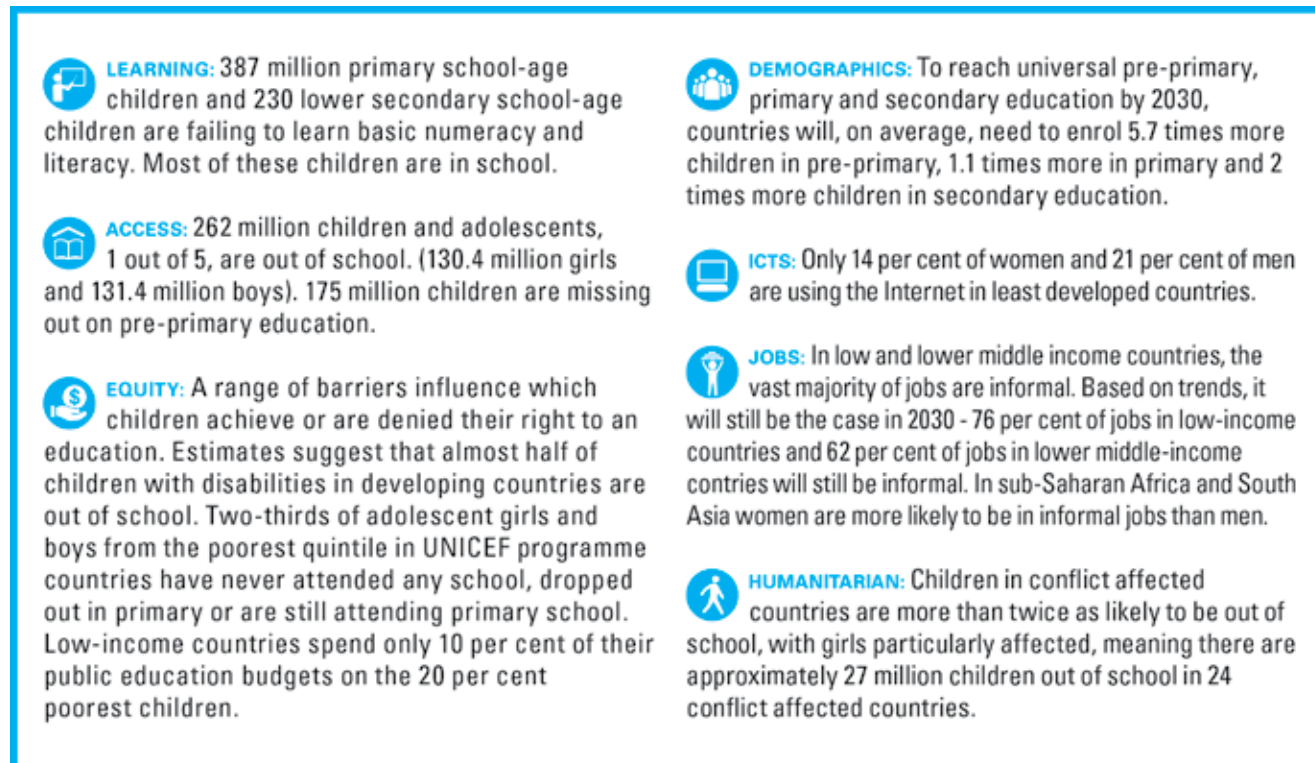


FIGURE 1: The global situation for children





Results

Strategic approach

Even the most successful educational reform processes typically require several years before positive trends are clearly discernible, often with an initial dip in results as teachers 'unlearn' previous ways of working, to adopt new skills and approaches. For this reason, it can be tempting to rely on more easily measured indicators, such as the number of teachers trained or the numbers of books

purchased. Such indicators, however, do not provide a reliable guide to the change process.

This year's Annual Results Report addresses these challenges in several ways. It reports the observable results of interventions wherever possible, rather than just the inputs; it highlights the impacts of thematic funds where

these are traceable; it reports on partnerships as a whole, while acknowledging the individual contributions of each partner; and it provides graphic representations of trends over time that demonstrate greater differentiation of individual results.

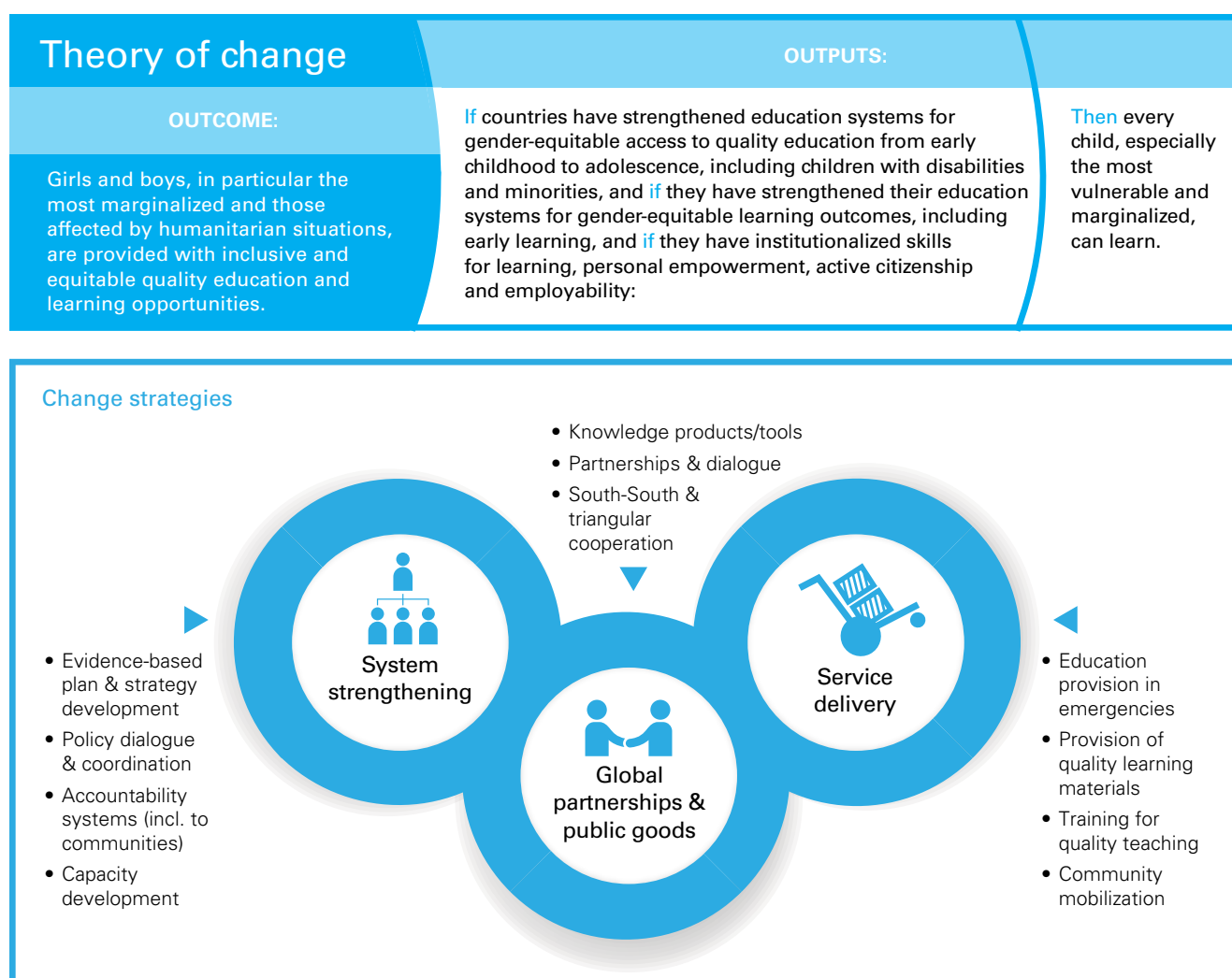
UNICEF Education’s output results capture both service delivery and system strengthening work. The system strengthening results are based on a scoring of 1 to 4 for each thematic area of support to education systems and policies, and for their dimensions. Shifts in thematic focus are reflected in new indicators (e.g., teachers’ development). The system strengthening indicators are aligned to the access, learning and skills development

result areas in a holistic manner, with one principal system strengthening indicator per result area (e.g., percentage of countries with effective education systems for learning outcomes, including early learning).

Since 2018, UNICEF has been better able to record expenditure by level of education, and to make a clearer link between spending and results. UNICEF can also now track expenditure on activities that specifically target results for gender equality, adolescents, and humanitarian situations.

Underpinning the current Strategic Plan’s Goal Area 2 are the theory of change and change strategies (see Figure 2).

FIGURE 2: Theory of change and change strategies



Since 2006, the share of education expenditure on system strengthening has risen from under 20 per cent to 40 per cent. As a guiding principle of the UNICEF Strategic Plan, 2018–2021, the greater emphasis on system strengthening

can be seen across the three result areas of this report. An overview of UNICEF work in education system strengthening is included in the box below.

UNICEF work to support education system strengthening

Work undertaken by UNICEF work in education system strengthening focuses – together with other development partners – on supporting national governments to expand their education systems in an equitable manner, so that every child has an equal opportunity to acquire quality education. System strengthening is about making learning the primary goal. It requires alignment of the different components of the system, for example, the curriculum, teaching and assessment, and its institutions and stakeholders to deliver and be accountable for that goal, addressing implementation blockages accordingly.

UNICEF supports education systems because stronger systems deliver better education and learning outcomes (see Figure 3a). UNICEF spending on education system strengthening is cost-effective for a sustainable impact on the US\$1.2 trillion overall annual education spending in low- and middle-income countries (mainly funded by domestic resources). UNICEF support to education system strengthening has been increasing for the past decade, and it will be pursued within the new Education Strategy, 2019–2030.

FIGURE 3a: Stronger education systems deliver better learning outcomes

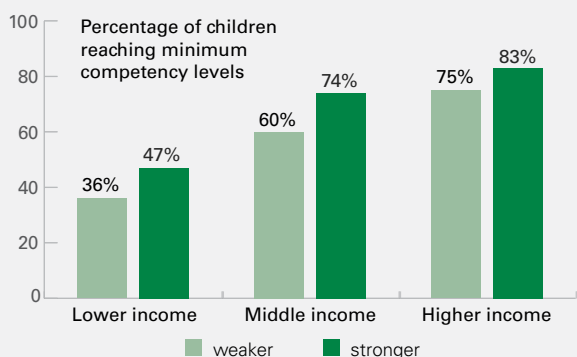
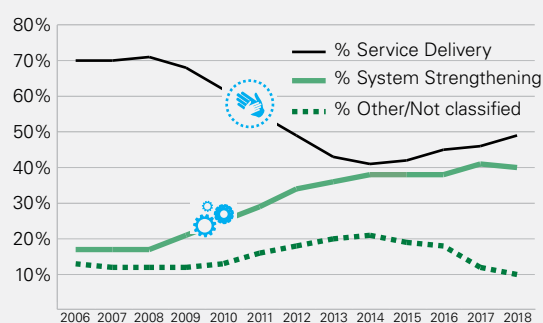


FIGURE 3b: Evolution of UNICEF education spending by type of activity



UNICEF support to education system strengthening is implemented by its staff at country level, and facilitated by education thematic funding, which allows impact for sustainable results in different thematic areas (as opposed to earmarked funding of specific projects).

It includes: (1) developing the capacity of ministries of education at central and decentralized levels; (2) policy dialogue, in particular in reference to education sector planning processes; (3) evidence generation, research and use of data; and (4) other activities such as South–South cooperation, advocacy and partnerships.

The thematic areas supported are those reflected in the Strategic Plan (see Figure 4) and are chosen by country offices, depending on country context and comparative advantage.

FIGURE 4: Education system strengthening thematic areas in UNICEF Strategic Plan

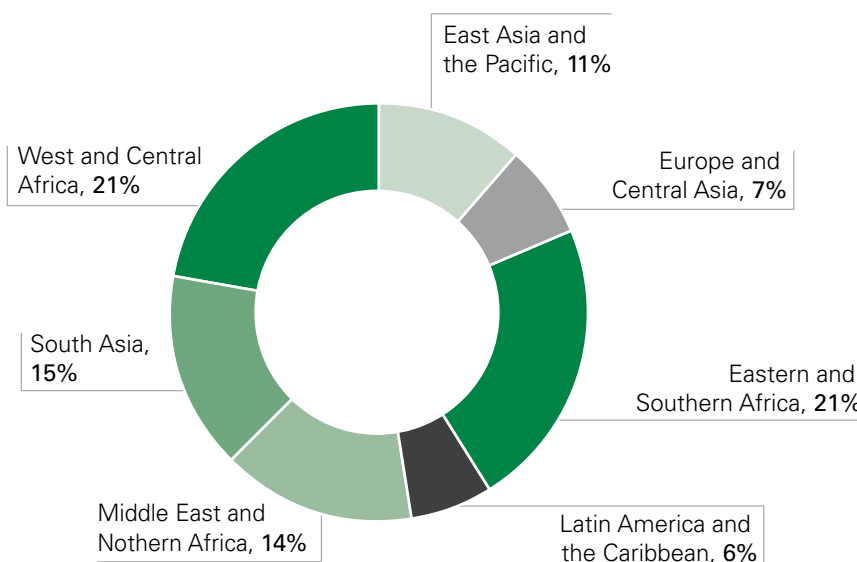


Global aggregated data presented in this report are collected annually from UNICEF country offices, as long as they supported the corresponding thematic area/dimension/subdimension (see Figure 9 for the number of countries supported by UNICEF for each thematic area). Data are quality-assured, using triangulation with internal and external data sources.

In 2018, UNICEF had just over 790 education staff spread across 144 countries, up from 750 in 2017. The proportion of education staff among the total number has declined during the past 10 years. The majority of staff were deployed at country level, including in fragile and conflict-affected countries, or in remote locations where the needs were greatest. UNICEF country offices develop programmes and activities based on the education needs of children

at national level. This strong country presence allows for close relationships with ministries of education at national and subregional levels and, increasingly, at the level of schools and communities. UNICEF staff are supported by seven regional offices. At global level, staff provide access to evidence and global best practices, and contribute to shaping global education policies and partnerships.

FIGURE 5: Education staff per region



Thematic funding for education

Thematic funds provide the flexibility needed by country offices to help governments address country-specific challenges on a long-term, system-wide basis. They are of particular value for education system strengthening, including in fragile contexts in order to build preparedness and resilience to future shocks. Thematic funds are efficient and effective, and have proved to be a vital complement to regular resources, often used to address inequities that the allocation of regular and project-based resources are unable to target.

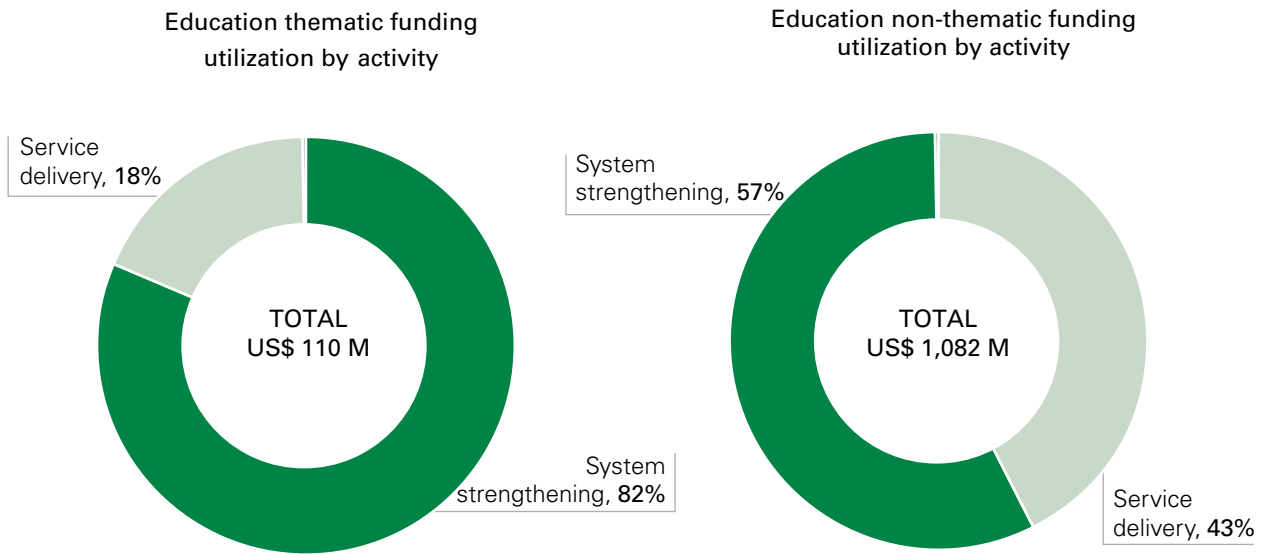
For example, education thematic funds provide UNICEF leverage to support governments in supplying increased access to quality education for children with disabilities, as well as for out-of-school children, and to focus on regions and schools that face the most challenging context.

Resource partners can contribute thematic funding at global, regional or country level. The thematic funding received at global level is allocated across country offices using equity-based formulae. In 2018, US\$110 million of

education thematic funding was used by headquarters, regional offices and 123 country offices. Some US\$12.2 million of education thematic funds was spent on education work implemented jointly with other UNICEF sectors, including Communication for Development (C4D), for improving community engagement at local level. The Niger UNICEF country office used the largest amount of thematic funds in 2018 (4 per cent of the total expenditure from thematic funding), with funds spent on providing access to early learning, making learning materials available for multiple levels of education, and supporting emergency preparedness within the education system as part of a cross-sectoral approach.

Analysis of spending of thematic funding shows that expenditure of these funds aligns with the SDG 4 goal of providing inclusive and equitable quality education for all. The UNICEF focus on education system strengthening is reflected in the 82 per cent share of thematic funding expenditure used for system strengthening, compared with just 43 per cent for non-thematic education expenditure, as seen in Figure 6.

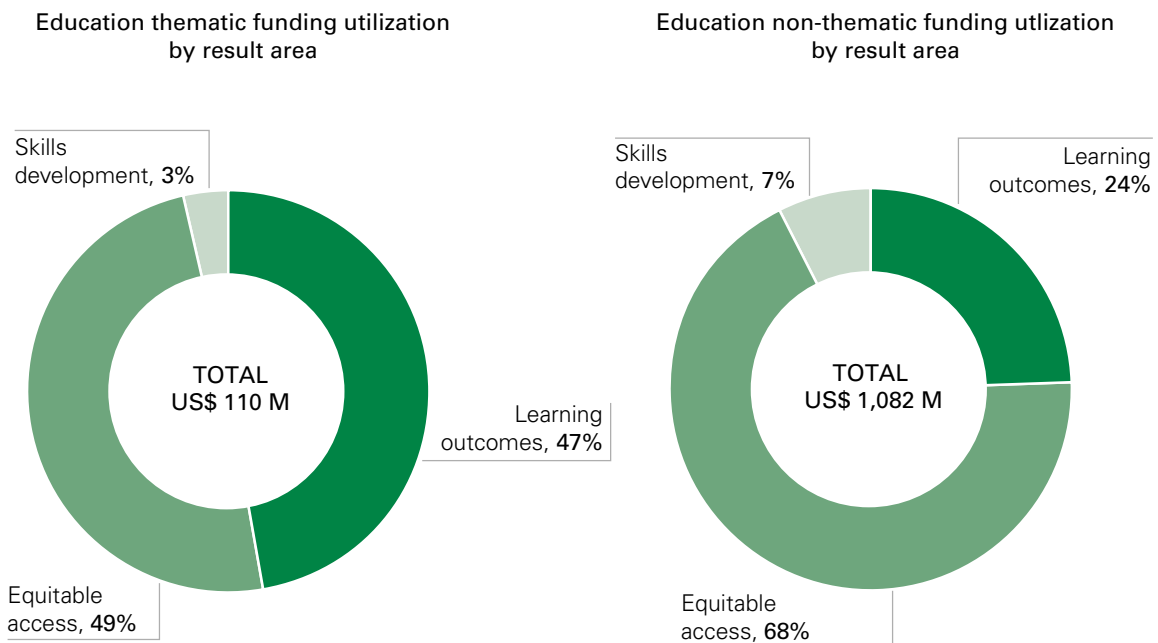
FIGURE 6: Expenses for education by activity



The use made of thematic funding by UNICEF to ensure that all children are not only accessing education, but learning, is also reflected in the 47 per cent share of thematic funds expenditure allocated to improving learning outcomes, compared with only 24 per cent of the share of non-thematic expenditure, as highlighted in Figure 7.

Throughout this report, boxes entitled 'Spotlight on thematic funds' highlight where the flexibility of thematic funds has enabled concrete results to be obtained for country programmes. These are investments at the core of UNICEF education programmes, for which funding can be hard to secure, since short-term impact and reach are difficult to attribute.

FIGURE 7: Expenses for education by result area



Highlights of 2018 results

Improving learning outcomes – Some 67 per cent of UNICEF programme countries showed improvement in learning outcomes in 2018, up from a 2016 baseline of 61 per cent, but not on a sufficient trend line to achieve the 2021 target of 79 per cent.

The overall share of UNICEF-supported countries with effective education systems for learning outcomes was 35 per cent in 2018, well above the baseline of 24 per cent, and very close to the 2021 target of 36 per cent. Strong momentum is seen in the share of countries putting robust early childhood education policies and leadership in place, establishing school leadership programmes, and strengthening professional development programmes for teachers. There was little change in the number of countries implementing good learning assessments, and a slight decline in community participation in support of learning.

Skills development – The share of UNICEF-supported countries mainstreaming skills within the national education or training system reached 16 per cent in 2018, a significant increase from the baseline of 4 per cent. This has already surpassed the 2021 target of 10 per cent. The percentage of UNICEF-supported countries that have established policies in support of mainstreaming skills has increased from 20 per cent to 43 per cent, and those addressing skills in the curriculum from 13 per cent to 36 per cent. While this is a positive result, it is a new result area within the Strategic Plan, and it may take some time for clear trends to emerge.

Equitable access to education – The share of out-of-school children declined slightly at the primary level from 10 per cent at baseline to 9 per cent, and increased very slightly at the lower secondary level to 19 per cent. Neither is currently on target for the 2021 targets of 7 per cent (primary) and 16 per cent (lower secondary).

The percentage of UNICEF-supported countries with equitable education systems for access increased from the 20 per cent baseline to 29 per cent in 2018, already exceeding the 2021 target of 26 per cent. There were significant improvements in emergency preparedness and resilience, and in the proportion of education sector plans that adequately address equity issues. The percentage of UNICEF-supported countries with an EMIS providing disaggregated and timely data increased from 32 per cent to 42 per cent over the same time period.

Global partnerships and advocacy – In 2018, UNICEF served as coordinating agency in 40 of 68 Global Partnership for Education (GPE) developing country partners. UNICEF was the grant agency for GPE Implementation Grants in 10 countries, and for Education Plan Development Grants in 11 countries. UNICEF and GPE also undertook their first Strategic Dialogue, intended as an annual event, to accelerate results in fragile and conflict-affected countries. UNICEF received Education Cannot Wait grants in 11 countries. In 2018, UNICEF contributed to the new strategy for the Inter-Agency Network for Education in Emergencies, as well as its Guidance Note on Psychosocial Support and Socio-Emotional Learning, and its revised Guide on Gender, which was coordinated through the United Nations Girls' Education Initiative (UNGEI). It also developed the #ENDviolence global campaign, bringing together the United Kingdom's Department for International Development (DFID), UNESCO, other members of the Global Partnership to End Violence Against Children, and UNGEI to spark action to end violence in and around schools. In September 2018, Generation Unlimited, a global partnership to enable all young people to be in education, training or employment by 2030, was launched at the United Nations General Assembly.

FIGURE 8: UNICEF work by numbers in 2018

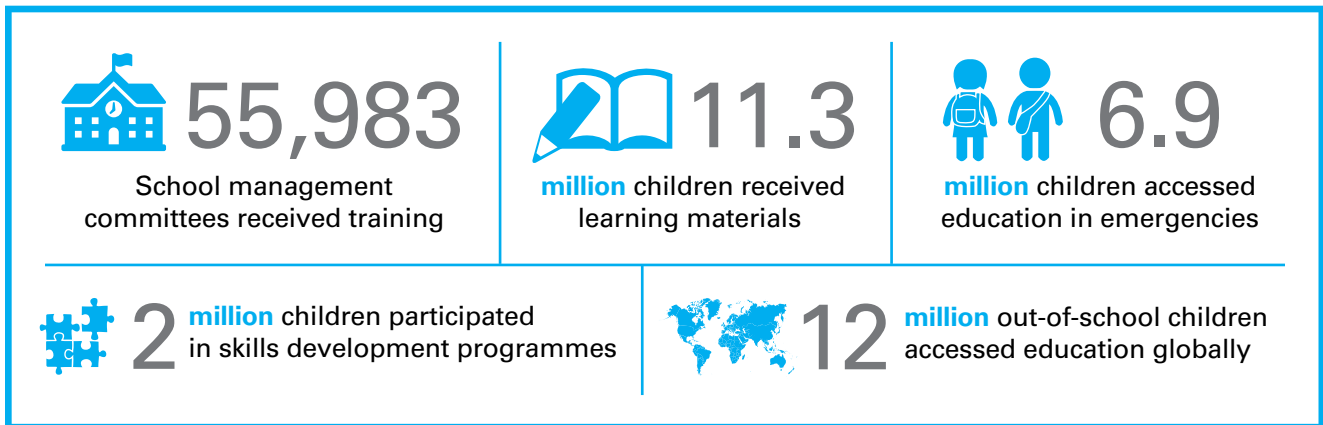
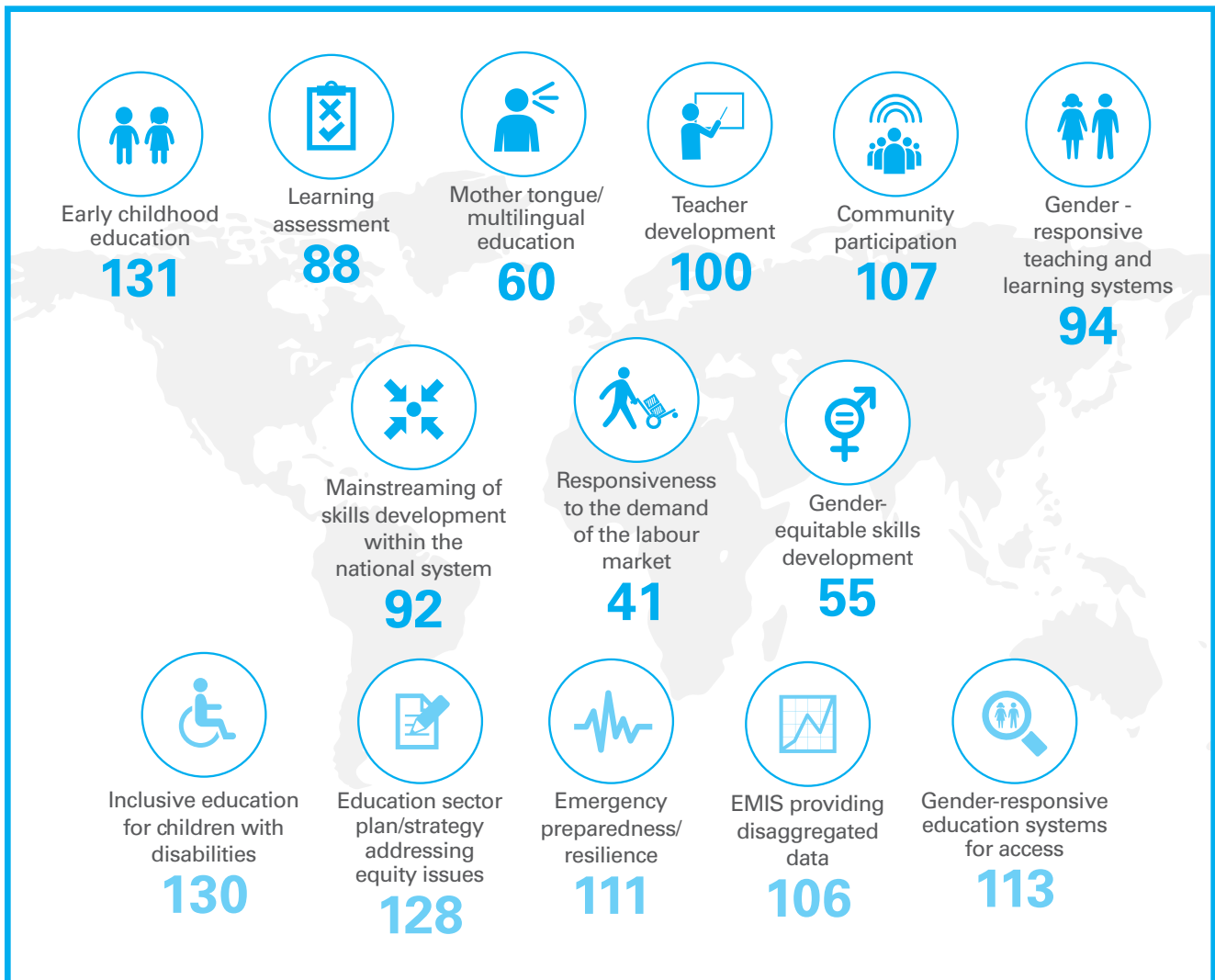


FIGURE 9: Number of UNICEF-supported countries by thematic area, 2018



Result Area 1: Improving learning outcomes

For far too many children, schooling does not equal learning. An estimated 58 per cent of the world's primary and lower secondary school-age children are failing to achieve basic numeracy and literacy.⁸ Many of these children are in school. The urgency of improving the quality of education and accelerating learning globally has never been greater, particularly for the most disadvantaged populations, yet we have little reliable information about levels of learning achievement. There is a need to identify existing learning gaps, and to address them in ways that improve the quality of service provision for all children through stronger and more aligned policies, systems and institutions.

Learning begins at birth. In the earliest years we acquire skills through interpersonal interactions, play, and an enriched home and community environment. Children who fall behind in their early years enter the school system at a disadvantage, and often never catch up with their peers. These children are at risk of dropping out early and perpetuating a cycle that may continue through generations. Expansion of access to quality early childhood education is a core strategy to improve learning outcomes.

Many countries do not assess learning outcomes systematically, and the information that is available is rarely used to inform policy and management. It is also important to understand which children are learning appropriately, and which are not, and to identify the policy levers for improving learning outcomes. Disparities in learning start young, and widen as children get older – or drop out altogether. Gender inequality in learning outcomes varies across countries, by level and subject, and there is a need to better understand the drivers of the gender gaps that exist.

This section describes how UNICEF supports improved learning outcomes around the world. It includes examples of how the organization is helping countries to scale up access to quality pre-primary education; how it encourages communities to engage more effectively with their local schools; how it supports multilingual education and gender equality; and how it helps countries to train, recruit, deploy and support enough teachers to meet the challenges of providing a good education to all children, starting from early childhood.



Axel is in fourth grade at the public primary school of Sambava Centre, Madagascar. His dream is to become a taxi driver, because he likes to explore his city and to meet new people.



FIGURE 10: Results chain for improving learning outcomes⁹

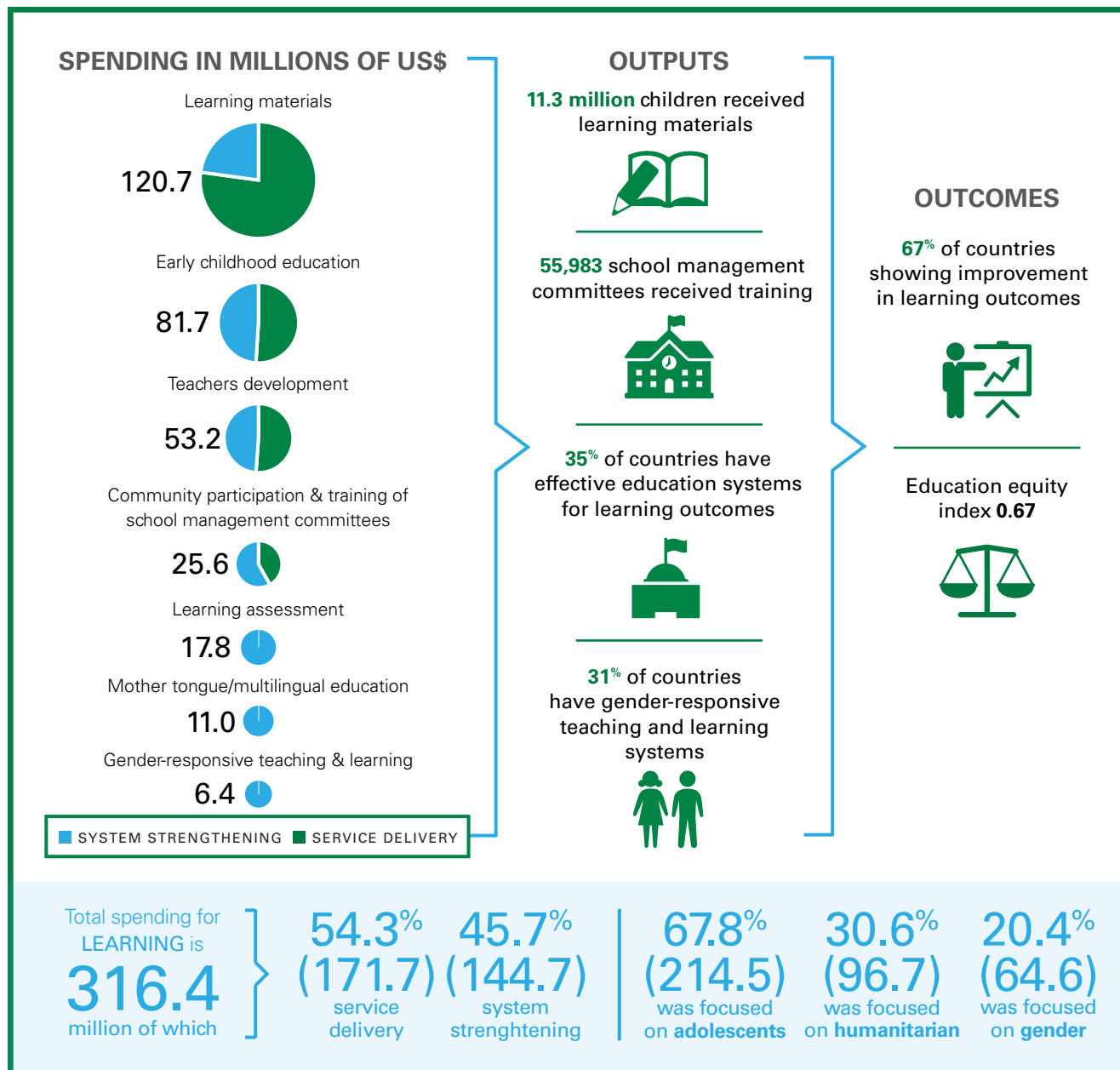


Figure 10 outlines the use made by UNICEF of US\$316 million allocated to improving learning outcomes – how this sum was spent across different thematic areas and activity types; how the spending is linked to both service delivery and system strengthening outputs, and ultimately to increasing learning outcomes and equity in education systems. Some 54 per cent was spent on service delivery activities, including the procurement and distribution of learning materials to more than 11 million children in 2018 alone, and nearly 40 million since 2016, just short of the 2018 milestone of 46.5 million. In 2018, almost 56,000 school management committees or similar structures were

trained, making a total of 141,546 trained since 2016 – significantly more than the 2018 milestone of 105,000.

The remaining 46 per cent went towards system strengthening activities, including early learning and teacher development. This helped to increase the share of UNICEF-supported countries with effective education systems for learning outcomes to 35 per cent in 2018, up from 24 per cent in 2016, and above the 2018 milestone of 28 per cent. Similarly, at 31 per cent, the share of UNICEF-supported countries with gender-responsive teaching and learning systems exceeded the 2018 milestone of 17 per cent.

FIGURE 11: System strengthening indicators for learning outcomes

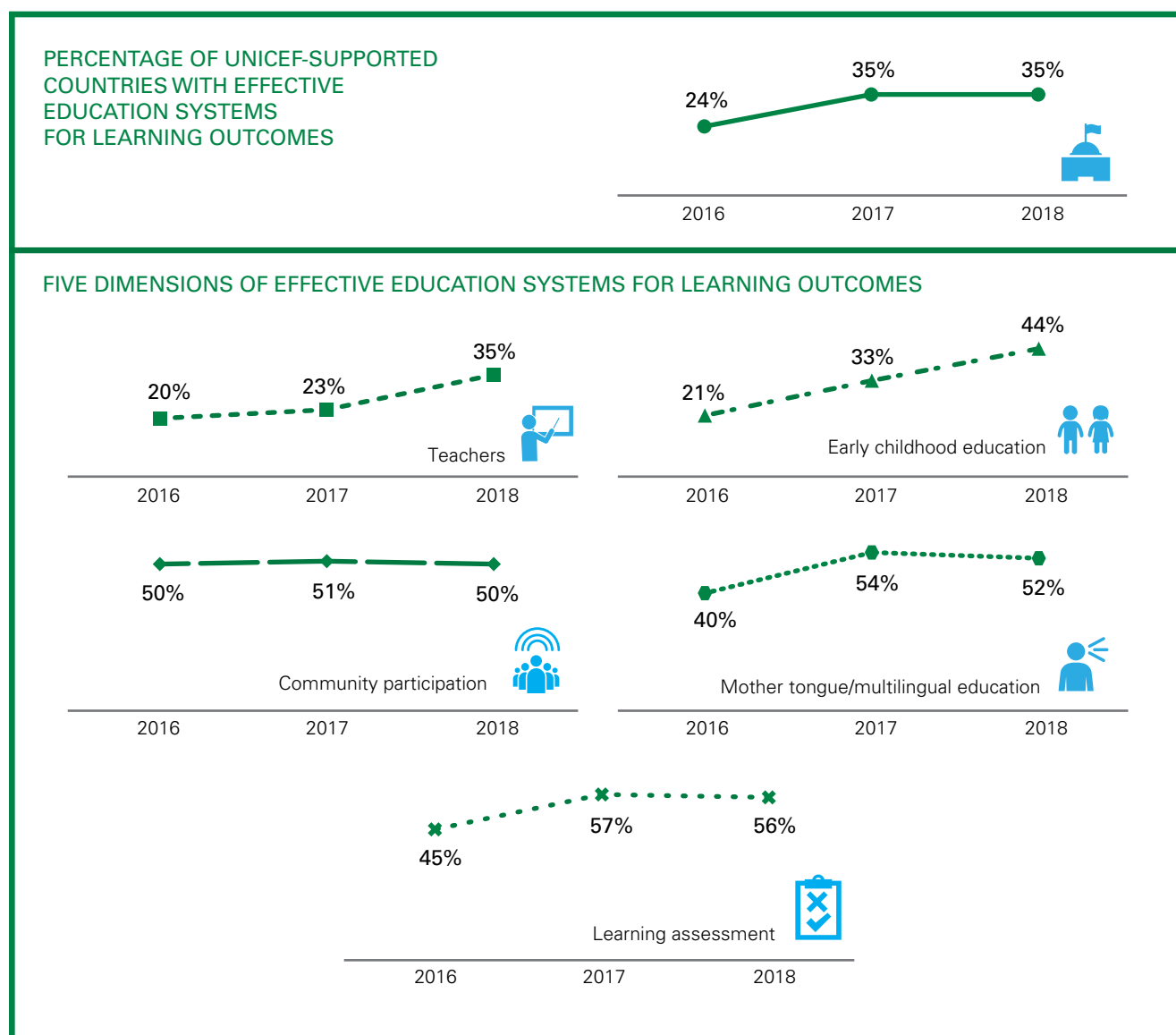


Figure 11 outlines progress in the percentage of UNICEF-supported countries with effective education systems for learning outcomes (the main indicator for learning). The first graph highlights the fact that 35 per cent of countries have an average score of 2.5 or more across the dimensions of effective education systems for learning outcomes. Analysis of the five dimensions – teacher development, early learning, community participation, mother tongue/multilingual education, and learning assessment – shows significant progress between 2017 and 2018 for teacher development and early learning, and almost no change for the other dimensions.¹⁰

Learning in the early years

The case for investing in the early years of a child’s life is undeniable. Quality pre-primary education is one of the most effective investments for success in school and later in life. SDG Target 4.2 requires governments to “ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education”; and calls for at least one year of quality pre-primary education.

Yet pre-primary education is a very low budget priority for many governments and donors. In 2017, early childhood education received only 0.5 per cent of international education aid, far short of the UNICEF recommendation of 10 per cent. Some 78 per cent of children in low-income countries, and 64 per cent in lower middle-income countries, are missing out on pre-primary education, compared with only 17 per cent in high-income countries, and 25 per cent in upper middle-income countries. This is a lost opportunity to help children reach their potential and maximize the impact of education on social and economic development.

UNICEF is responding by positioning pre-primary education at the core of education sector plans, policies and budgets, in order to ensure sustainable domestic financing and programming. It will give priority to system strengthening and leveraging strategic partnerships to provide access to pre-primary education at scale, with a focus on the most vulnerable children.

Significant progress has been achieved across all three subdimensions of support for effective early childhood education (see Annex 2): Some 66 per cent of UNICEF-supported countries have education sector plans or strategies, with suitable policies, leadership and budget for pre-primary education; 45 per cent of countries have governance with appropriate regulatory systems, quality standards and quality assurance mechanisms; and 52 per cent of countries provide a teaching and learning

environment with age-appropriate curricula and learning materials, and pre-primary teachers who have adequate training in child-centred pedagogy.

Funding for early childhood education

In 2018, UNICEF provided US\$82 million, or 7 per cent of its total education expenditure, for early learning, an increase compared with the 6 per cent allocated in 2017. Around half of this financing (totalling US\$40 million) went to system strengthening initiatives (see *Figure 10*).

UNICEF is committed to increasing its own spending on early childhood education, so as to play a leadership role in achieving transformational results for young children's future. It is gradually shifting from direct provision of service delivery activities, such as school construction and teacher training, giving priority to helping ministries of education to develop sustainable strategies aimed at providing sufficient numbers of teachers and good-quality pre-primary environments. Service delivery activities, for which UNICEF provided US\$42 million last year, generally occur as part of humanitarian interventions carried out by UNICEF, such as in Bangladesh, Ethiopia, Jordan, the Niger, Sierra Leone and the Sudan. Early Childhood Education (ECE) in emergencies is a key priority for UNICEF that is not addressed by humanitarian education appeals and financing.

Spotlight on thematic funds

Early childhood education assessment tools

West and Central Africa – The UNICEF West and Central Africa Regional Office (WCARO) developed an assessment tool to identify children's readiness for school. In 2018, UNICEF worked with the Conference of the Ministers of Education of French-speaking countries (CONFEMEN) to integrate the tool into the Programme for the Analysis of Education Systems in CONFEMEN countries (PASEC). Two assessments are under way in the Congo and Guinea, jointly funded by UNICEF through thematic funds and CONFEMEN. The UNICEF West and Central Africa Regional Office is now a member of PASEC's Steering and Scientific Committees.

Viet Nam – In this country, 72 per cent of preschool teachers are unqualified, or not trained to deliver child-centred 'learn through play' programmes, and the curriculum does not foster the social and emotional learning of children. UNICEF Viet Nam has helped the Ministry of Education and Training to pilot a 'Social Emotional Learning' curriculum in 200 preschools in the poorest provinces, with high concentrations of ethnic minority students. The pilot includes teacher training, on-the-job coaching and classroom environment improvements, benefiting 5,000 children aged 3–5 years. These preschools have empowered parents and caregivers to be partners in the development and education of preschool children and their younger siblings. Thematic funds were used for programmes in two provinces in particular – Gia Lai and Dien Bien. The flexibility of the thematic funding allowed UNICEF Viet Nam to seize this opportunity, for which no other donor funding was available, and to facilitate programme implementation to adjust and respond to this emerging opportunity. The Ministry is now revising the early childhood education curriculum around inclusive social emotional learning, with a nationwide launch expected in 2021, benefiting 3.7 million preschool-age children each year.

Global initiatives for early childhood education

In 2018, UNICEF developed two guidance and advocacy documents: an internal road map to advance global results in early childhood education; and a global advocacy report, *A World Ready to Learn: Prioritizing Early Childhood Education*,¹¹ making the case for investment in early childhood education, with at least one year of preschool for all children.

UNICEF has also produced guidance on pre-primary workforce development in lower-income countries, and guidelines on developing pre-primary standards and quality assurance systems.

In 2018, UNICEF was awarded US\$1.3 million to help the Global Partnership for Education strengthen countries' capacity to plan and implement quality early childhood education programmes at scale. Through this initiative, UNICEF will solidify its partnership with GPE and promote a common vision among partners to support early childhood education. The programme will address:

- Limited and inequitable access
- Inadequate external and domestic funding
- Limited institutional capacity to plan, implement and monitor at scale
- Weak governance
- Sub-standard quality and limited quality assurance systems
- Lack of coordination with other education subsectors and other sectors
- Insufficient coordination and collaboration among partners at national and global levels

Policy, leadership and budget for early childhood education

UNICEF focuses on supporting governments to strengthen policies and political will with respect to early childhood education, and to operationalize policies around early childhood education by integrating them into education sector plan processes, including analysis, costing and budgeting exercises.

- In Sao Tome and Principe, UNICEF helped the Ministry of Education to revise its *Carta de política educativa*, which now guarantees access to 2 years' free and compulsory quality preschool education.
- In South Sudan, UNICEF supported the Ministry of Education to include early childhood education in its Education Sector Plan.
- In Zimbabwe, findings from the mid-line evaluation of the UNICEF-supported 120-hour Accelerated School Readiness pilot demonstrated positive impacts on

school readiness and enrolment, and helped inform the Government's approach to policy. The evaluation showed an increase in caregivers' educational aspirations for their children, and in promoting learning at home (such as through storytelling, singing and outdoor play).

UNICEF supported national workshops on pre-primary education in Bhutan, Ghana, Malawi, Nepal, North Macedonia, Panama and Sri Lanka. These workshops helped to inform the development of strong operational plans to support improvements in pre-primary education, and served to foster ownership and accountability.

Effective governance for early childhood education

Delivery of adequate pre-primary education relies on effective monitoring and quality assurance across a diverse set of providers. UNICEF has worked to strengthen pre-primary quality assurance systems, and to tackle the issues of decentralized structures, planning and implementation.

- In Uzbekistan, UNICEF supported the Ministry of Education in developing an indicator framework for monitoring pre-primary access, quality and equity. The indicator framework is based on Uzbekistan's National Quality Education Conceptual Framework, and includes input, process, output and system-level indicators.
- With support from UNICEF, Kiribati and Vanuatu developed quality standards to improve early childhood care and education centres. Vanuatu's campaign to register early childhood care and education centres, guided by the standards, contributed to increasing the net enrolment rate from 43 per cent in 2017 to 78 per cent in 2018.
- In Ethiopia, with UNICEF technical support, the Ministry of Education completed the development of national pre-primary standards. UNICEF is working with the Ministry to re-establish a federal early childhood education working group, and to strengthen capacity within Regional Education Bureau.
- Together with the Centro de Implementación de Políticas Públicas para la Equidad y el Crecimiento, UNICEF developed a comprehensive study and mapping of early childhood education in Argentina. The evidence generated through this study will inform the Ministry of Education's policies and actions, particularly in the area of governance, and help to promote ECE in the electoral agenda in 2019.

Teaching and learning environment of early childhood education

UNICEF focuses on quality to ensure that pre-primary services contribute effectively to optimal child developmental and learning outcomes. It promotes relevant curricula and materials, strengthens pre-primary workforce

strategies, and helps pre-primary schools to engage with families and communities. While many UNICEF-supported countries reported effective teaching and learning environments for early childhood education (see Figure 12), there is still not enough independent evidence of major improvement in quality across many countries.

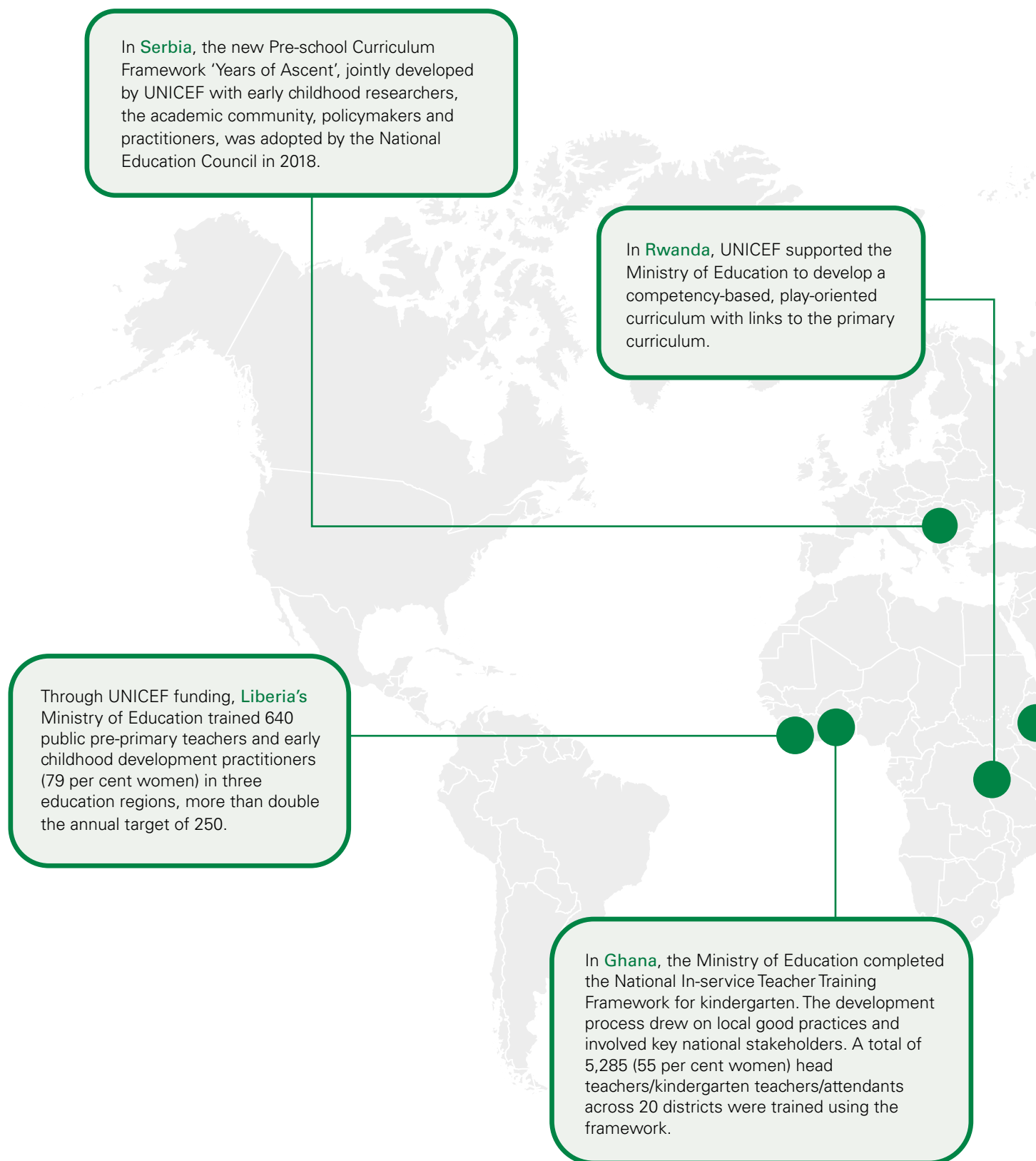
Cross-cutting feature: Nutrition

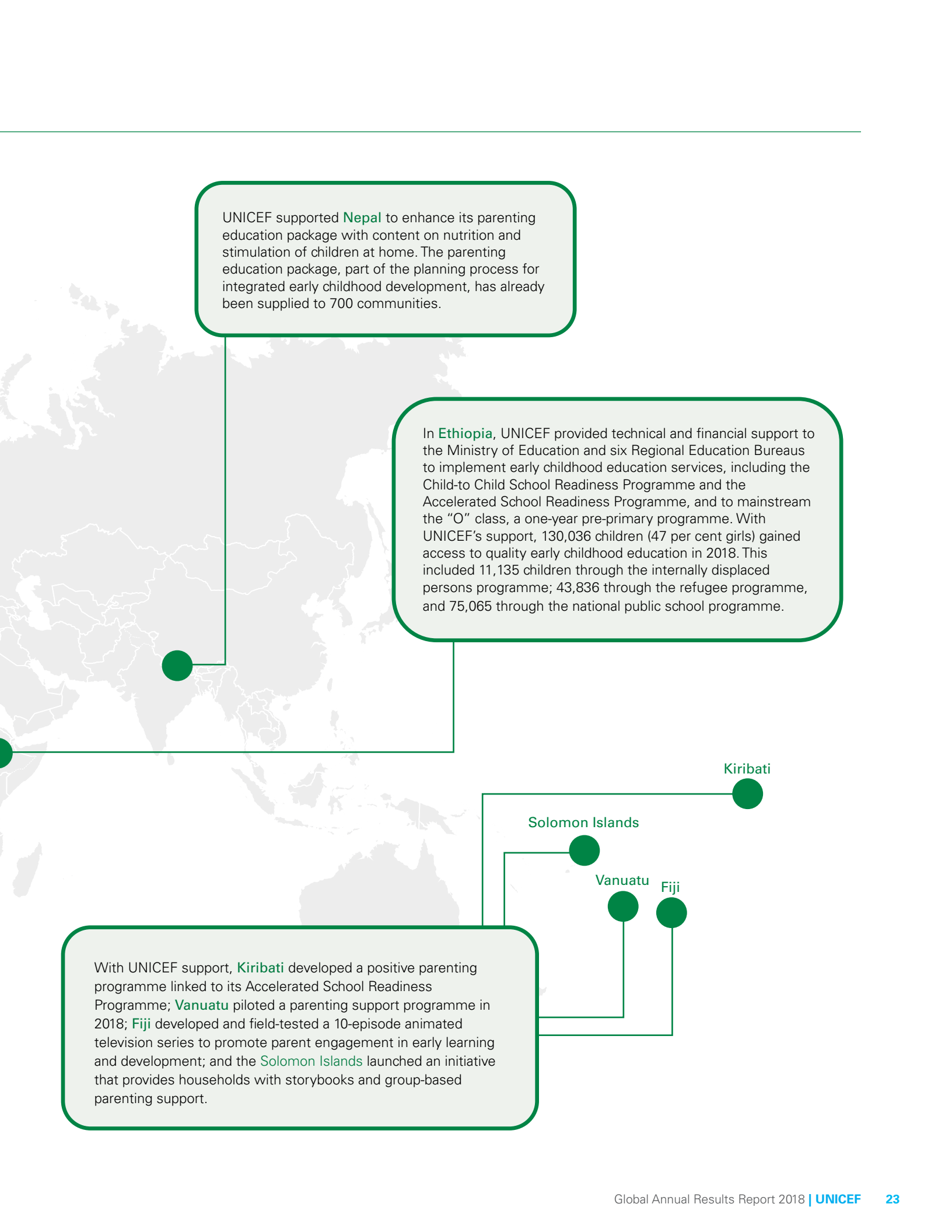
Given the multifaceted developmental needs of children, intersectoral coordination in early childhood development and care is essential. UNICEF advocacy in Cambodia influenced the establishment of a National Committee on Early Childhood Care and Development, involving 13 ministries. In 2018, a new medium-term Action Plan for Early Childhood Care and Development was prepared by the Government with reference to the global nurturing care framework.¹² Together with partners, UNICEF provided orientation to preschool teachers on nutrition for young children via reading/storytelling and games. UNICEF also established a partnership with Pannasastra University for longitudinal research on cognitive testing of children aged 3–5 years.



Juana Cristina, 6 years old, chooses one of the many new games provided during a relief distribution at the temporary shelter where she and many other displaced people are now living and receiving humanitarian aid. UNICEF is working with partners to provide essential support and services to the more than 650,000 children and adolescents living in areas affected by the eruption of Guatemala's Fuego volcano.

FIGURE 12: Illustrative results from teaching and learning environment, 2018





UNICEF supported **Nepal** to enhance its parenting education package with content on nutrition and stimulation of children at home. The parenting education package, part of the planning process for integrated early childhood development, has already been supplied to 700 communities.

In **Ethiopia**, UNICEF provided technical and financial support to the Ministry of Education and six Regional Education Bureaus to implement early childhood education services, including the Child-to Child School Readiness Programme and the Accelerated School Readiness Programme, and to mainstream the "O" class, a one-year pre-primary programme. With UNICEF's support, 130,036 children (47 per cent girls) gained access to quality early childhood education in 2018. This included 11,135 children through the internally displaced persons programme; 43,836 through the refugee programme, and 75,065 through the national public school programme.

With UNICEF support, **Kiribati** developed a positive parenting programme linked to its Accelerated School Readiness Programme; **Vanuatu** piloted a parenting support programme in 2018; **Fiji** developed and field-tested a 10-episode animated television series to promote parent engagement in early learning and development; and the **Solomon Islands** launched an initiative that provides households with storybooks and group-based parenting support.

Service delivery for early childhood education

UNICEF supports governments by increasing access to pre-primary education, exploring models of service delivery to reach the most vulnerable and disadvantaged groups, and responding to humanitarian circumstances.

- In Sierra Leone, six picture books were produced with UNICEF support and a toymaking project is under way as part of an effort to build the capacity of early childhood development practitioners and communities, through developing learning materials.
- In the conflict-affected Donetsk and Luhansk oblasts of Ukraine, UNICEF helped 46,000 children to benefit from early childhood development and education kits or other supplies. In non-government controlled areas, 2,000 children received winter clothing. Fifty preschool facilities were completed in government

controlled areas, creating kindergarten spots for 1,061 children.

- With support from UNICEF, Kiribati launched a six-week accelerated school readiness programme for nearly half the country's 5-year-olds. Solomon Islands developed a new pre-primary-year programme for nationwide implementation, beginning in early 2019. In Fiji, a Mobile Kindy programme is being tested as a cost-effective way to expand access to preschool in squatter settlements and other high-density urban areas, where the existing system has little reach.

UNICEF will continue to tailor its approach to the country context. It will give priority to further strengthening the capacity of its education sector staff and increasing its spending on early childhood education. Quality teaching and learning



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Tahera Yusuf, an Anganwadi worker conducts a session on Early Childhood Education while children react during an activity at the Anganwadi centre in Arizal, Jammu and Kashmir, India.

Innovation focus: Innovations for education

Traditional service delivery channels in the education sector are sometimes strained, placing a premium on innovation. In 2018, UNICEF leveraged its global presence to broker new approaches at local level, so as to improve learning and equity results for children.

Placing learning outcomes at the centre of innovation in education, especially for the poorest and most vulnerable children and adolescents, UNICEF has continued its work in the Humanitarian Education Accelerator. This partnership with the United Kingdom's Department for International Development and the United Nations High Commissioner for Refugees produces evidence of innovative approaches to education in protracted crises in Bangladesh, Jordan, Kenya, Lebanon, Rwanda and Uganda, as well as in marginalized communities in Romania.

Co-creation partnerships between governments and the private sector, working with stakeholders and end-users from the early design stage and throughout implementation, have generated technology tools tailored to programme needs.



'Start-Up Za'atari' is part of the UNICEF X ONE Humanitarian Changemakers Lab, a new partnership to equip vulnerable youth in Jordan with the knowledge and business skills needed to design their own solutions to everyday challenges and to promote entrepreneurship and jobs.

Accessible digital learning materials in Kenya

Kenya is the first country to implement the UNICEF Digital Accessible Textbook Initiative.¹³ UNICEF has established partnerships with Kenya's Ministry of Education and the Kenya Institute of Curriculum Development, and trained stakeholders to develop accessible digital textbooks for children with disabilities, using the principles of Universal Design for Learning, with technical support from eKitabu, a local technology partner.

UNICEF Kenya and partners have successfully advocated for a government policy promoting inclusive education in Kenya. During the launch of the policy in May 2018, the accessible digital textbook initiative was mentioned by the President of the Republic as an important project for inclusion.

The initiative's success is based on close involvement of stakeholders, including representatives from organizations of teachers, children with disabilities and their families, Ministry of Education officials, curriculum developers, education specialists and publishers, to develop local tools, standards and guidelines.¹⁴

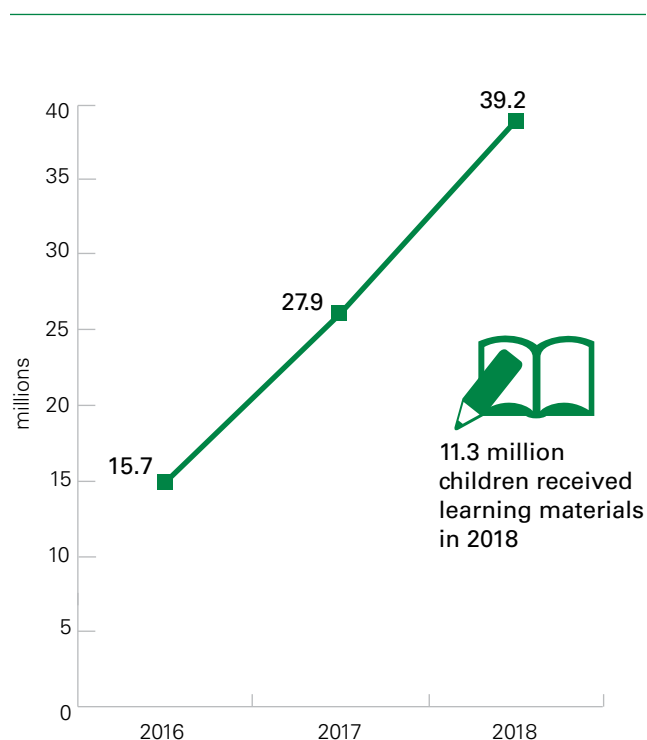
Quality teaching and learning

Curricula and learning materials

Children and adolescents can only fully exercise their right to learn if they have access to quality materials that are appropriate to their linguistic competency, cultural context, age and skill level. Interacting with these materials will help them to become autonomous, lifelong learners.

In 2018, US\$92 million was spent on the provision of learning materials, particularly at the primary level, including digital learning materials and information and communication technologies (ICT). UNICEF provided books, school kits and other learning materials to more than 11 million children in 2018 (see Figure 13 for details on cumulative progress since 2016). The nearly 40 million children reached since 2016 is slightly shy of the ambitious 2018 milestone of 46.5 million. The countries where the largest sums were allocated were those affected by emergencies and humanitarian situations – Burkina Faso, the Democratic Republic of the Congo, Lebanon, the Niger and South Sudan – illustrating the role played by UNICEF in managing service delivery in humanitarian situations.

FIGURE 13: Number of girls and boys provided with individual education/early learning materials through UNICEF-supported programmes cumulative from 2016



Some US\$29 million was spent on system strengthening activities, such as integrating non-formal education into formal curricula.

UNICEF continued to support the Kenya Institute of Curriculum Development to develop a monitoring and evaluation framework for the new competency-based curriculum. UNICEF partnered with UNESCO to support a teacher professional development policy framework to enhance the capacity of more than 4,000 teachers to deliver the new curriculum.

In Ghana, appropriate tagging of reading materials according to learning levels improved their use in developing foundational reading skills. Reading festivals organized in 20 districts raised motivation among young readers and their families and communities. To help bring these interventions to scale, guidelines were developed for classroom library management and organization of reading festivals. Teachers were trained in early grade reading and numeracy across 11 districts.

By expanding the mobile library programme in the north of Thailand, UNICEF helped the Government to encourage more children to read, as part of its push to improve literacy levels in the region. Reading materials were updated to appeal to young readers, guided by facilitators who receive ongoing coaching, with a commitment from local education authorities to take over the cost.

In China, UNICEF collaboration with the National Centre for Educational Technology continued to strengthen the application of ICT in education as part of China's efforts to meet the Sustainable Development Goal targets on ICT and digital literacy skills. In 2018, the Centre funded trials of a system developed with UNICEF to monitor the effective use of government-provided ICT facilities in schools, as well as the ICT capacity of teachers and students.

Provision in emergencies – teaching, learning and recreational

UNICEF provides learning materials through educational kits to ensure that children in emergency contexts continue to receive quality education.

- In the United Republic of Tanzania, 109,000 children in refugee camps accessed quality education through the provision of learning materials.
- In the Democratic Republic of the Congo, 304,041 displaced children and returnees (38 per cent girls) received school kits, recreational kits, and learning and teaching materials in 5 provinces, to support their return to school.

- To reduce families' school-related costs, in cooperation with Turkey's Ministry of National Education, 800,000 school kits were distributed to refugee and vulnerable students.
- In Afghanistan, learning materials for more than 1 million children were released to provincial education departments for delivery to students.
- In the Central African Republic, school materials were distributed to more than 74,000 children (45 per cent girls), especially in conflict-affected zones. These children also benefited from the improved skills of their community teachers, 660 of whom received training in basic teaching skills and in psychosocial support.
- In Somalia, 432,151 children were reached in 2018 with teaching and learning materials and/or supplies, such as school uniforms and dignity kits, with support from UNICEF. Educational materials and social assistance helped to offset poor families' direct and indirect schooling costs, encouraging enrolment and retention. UNICEF provided teaching and learning materials and recreation kits for 195,162 emergency-affected children (52 per cent girls).

Teacher development

Providing every child with good education opportunities means providing every child with a good teacher. Demand for teachers in developing countries is expected to grow dramatically, nearly doubling by 2030 in low-income countries.¹⁵ Globally, nearly 69 million additional teachers are needed if every child is to learn in a class with 40 or fewer students at primary level, and 25 or fewer students at secondary level.¹⁶ There will be an urgent need for new pre-primary teachers, teachers in remote areas that are currently understaffed, and sufficient numbers of new primary and secondary teachers to keep pace with growing populations and reduce crowding in classrooms.

UNICEF spent US\$53 million on teacher development in 2018, up from US\$50.5 million in 2017. Around half (US\$27 million) was spent on system strengthening activities, such as improving teacher management, equitable deployment of teachers across schools, and school leadership, while the other half was spent on service delivery (see *Figure 10*).

The percentage of UNICEF-supported countries with effective teacher development systems increased from 23 per cent in 2017 to 35 per cent in 2018 (see *Annex 2*). There was remarkable progress in the share of countries providing support to school directors' leadership, from 21 per cent in 2017 to 45 per cent in 2018. There was also good progress in the share of countries with systems to

better monitor teacher performance and absenteeism (accountability), up from 15 per cent to 29 per cent, and in the percentage of countries providing good professional development opportunities to teachers, up from 28 per cent to 39 per cent. However, the share of countries with systems to attract and deploy teachers to rural or deprived areas increased only slightly, from 21 per cent to 23 per cent.

UNICEF and its development partners are working to develop approaches to teacher professional development that focus on individual student needs and are linked more directly to learning outcomes, helping students to develop content mastery, critical thinking, problem-solving, communication, empathy, and the ability to work effectively in groups.

Case Study 1: Ethiopia: Investing in refugee-inclusive teacher education systems

Formal opportunities for refugees to gain accredited teacher qualifications have been limited in Ethiopia. Training opportunities for refugee teachers are typically offered as one-off courses, and only 43 per cent of refugee primary school teachers are qualified.

UNICEF supports the Government of Ethiopia's commitment to integrate refugees within the national education system, as described in the national Comprehensive Refugee Response Framework. Providing opportunities for refugee teachers to gain formal accreditation enhances the quality of schooling in the camps and encourages interaction between the camps and their host communities.

In early 2018, UNICEF, the United Nations High Commissioner for Refugees (UNHCR) and the Government of Ethiopia launched a programme to integrate refugees within the national teacher training programme offered through colleges of teacher education. Regional governments and colleges provide support for training, learning and integration within schools, while UNICEF, Ethiopia's Administration for Refugee and Returnee Affairs, and UNHCR coordinate and finance the initiative.

In South Sudan, UNICEF helped the Ministry of General Education and Instruction in 2018 to train 170 master trainers, who in turn helped more than 16,000 teachers to develop teaching skills and participatory classroom practices, so as to implement a new competency-based school curriculum.

In Yemen, working within the context of insecurity and conflict, UNICEF provided training for teachers to improve children's participation and learning. The support resulted in 39,000 children (49 per cent girls) in 300 schools benefiting from improved classroom practices. In addition, members of Father and Mother Councils, also sensitized and trained, were able to assume an increased role through public mobilization, participation in preparing and implementing school improvement plans, greater involvement in school management, and promotion of peace on school grounds and within the community.

A generation of research on school improvement points to the important role of school leaders in helping teachers to be successful in the classroom. Yet many developing countries have been slow to invest in school leadership and accountability mechanisms focused on learning-centred leadership. The UNICEF Child-Friendly Schools approach¹⁷ is being revised in many countries to include support for child-centred school leadership.

To improve teachers' classroom practices and enhance their teaching skills, UNICEF supported Botswana in training 1,453 teachers (50 per cent women), using a methodology that focuses on school-level leadership to improve teaching of mathematics and English, with support for mother-tongue instruction. The newly trained teachers are expected to reach more than 55,000 primary school children nationwide.

Mother tongue/multilingual education

Successful implementation of multilingual education programmes requires three components: a conducive policy environment, adequate human and material resources, and community engagement. Each of these presents challenges and opportunities. Governments may not want to be perceived as favouring some ethnic groups over others, yet multilingual education has been a key component of peacebuilding programmes. Producing materials in a variety of languages requires additional capacity, but is extremely cost-effective for learning. Multilingual education adds complexity to teacher deployment, but can result in strong commitment. Communities can also become powerful advocates for change when they understand the purpose and process of multilingual education.

In 2018, UNICEF provided US\$11 million for mother tongue/multilingual education, a significant increase from US\$5.3 million in 2017 (see *Figure 10*). This expenditure went to system strengthening activities such as policy reform, material development and teacher training, as well as community engagement.

Between 2017 and 2018, there was a slight reduction in the percentage of UNICEF-supported countries with effective mother tongue/multilingual education, and little change in the three subdimensions of the indicator (see *Annex 2*). The share of countries with a conducive policy environment dropped from 71 per cent to 65 per cent, but this means it is stabilizing at a higher level after surging from 41 per cent in 2016. Efforts made previously on human and material resources were consolidated, with 43 per cent of countries reporting adequacy for multilingual education in 2018.

UNICEF supported the Secretaría de Educación de Honduras in designing a Bilingual Intercultural Education Strategy that aims to provide an alternative to traditional teaching methods, by valuing cultural identity and language. Currently, 4,600 children from 30 schools in the Tolupán territories, and 20 educational centres in the Miskito territories receive quality education in their own language. With UNICEF support, teachers from these schools have received training, mainly in reading and writing in indigenous languages.

In the Bolivarian Republic of Venezuela, UNICEF strengthened the Intercultural Bilingual Education model in schools that serve indigenous children and adolescents from the Amazonas, Bolívar and Delta Amacuro, through technical assistance in basic literacy and numeracy skills, the production of bilingual educational materials, and implementation of sports and recreational activities. This was done in partnership with Fe y Alegría, the Apostolic Vicariate of Puerto Ayacucho, and the Simón Rodríguez Metropolitan Library.

In Tajikistan, UNICEF supported the Institute for Education Development and the In-Service Teacher Training Institute to design and deliver a multilingual education and peacebuilding programme that allowed 935 ethnic minority children to start their first learning experience in their mother tongue. Preschool teachers, local education officials and 600 parents (62 per cent women) were helped to support early learning in a diverse linguistic and cultural environment.

Learning assessment systems

UNICEF supports a wide array of learning assessment activities, from classroom assessments to national examinations and large-scale assessment surveys. Classroom assessment can be formative, accompanying learners and teachers in their process of growth and providing two-way feedback. Examinations play the crucial role of ensuring the quality of learning, while large-scale assessments can unmask inequities in learning levels across different groups, helping to target support where it is most needed. Assessment of learning outcomes is also key to evaluating the success of UNICEF programming.



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Students take notes during class at Government Secondary School G.R. A in Enugu, Enugu State, Nigeria.

In 2018, UNICEF invested US\$18 million in learning assessment activities (see *Figure 10*), up from US\$10.6 million in 2017 – demonstrating a growing emphasis on strengthening systems for learning assessment.

The proportion of UNICEF-supported countries with well-functioning student learning assessment systems, especially for early grades, remained stable between 2017 (57 per cent) and 2018 (56 per cent), while the number of countries supported by UNICEF in this area increased from 81 to 88 (see *Annex 2*). The proportion of countries with good classroom and national-level assessments increased from 40 to 47 per cent, and from 55 per cent to 59 per cent respectively, but decreased for good-quality examination systems, from 68 per cent to 63 per cent.

The Foundational Learning Skills module¹⁸ of the UNICEF global Multiple Indicator Cluster Survey (MICS) programme assesses basic reading and numeracy skills of 7–14-year-olds in their homes, thereby including out-of-school children. It enables equity analyses and the identification of factors (e.g., stronger parental engagement) that are associated with an increase of basic skills, based on household background information and other data available in the dataset. In 2018, data from the Foundational Learning Skills module were disseminated for the Democratic People's Republic of Korea and for Sierra Leone. Data from this module were collected for 12 additional countries.



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A young boy writes notes during class at Day Secondary School in Enugu, Enugu State in Nigeria. Despite the clear benefits of basic education, more than 10 million primary school aged children in Nigeria are currently out of school. Millions of children are not learning the skills they need to fully participate in the economy, to advocate for themselves and to improve their lives. In 2018–2019, UNICEF Nigeria is giving life to a local campaign ‘Every Child in School’ to advocate for better and wider access to basic education. The campaign asks all Nigerians, especially young people, to call on the Government to invest more in education and make it a priority, so that the next generation has a better chance to thrive.

Spotlight on thematic funds

Learning assessment

Ethiopia – In 2018, UNICEF used thematic funding to extend the country’s Assessment for Learning initiative to all teacher education colleges in Oromia region, and to improve the related training materials. Since its establishment in 2013, the initiative has demonstrated a positive, if limited, impact on student learning through improvements to teaching practices.

India – UNICEF supported the country’s National Council of Educational Research and Training and Ministry of Human Resource Development to transform the national learning assessment system. UNICEF provided technical support in establishing a credible National Achievement Survey to assess key competencies in language, mathematics and environmental studies (science and social science) in classes 3, 5 and 8 for more than 2.2 million children (52 per cent girls). Thematic funds were used to support capacity-building in all 701 districts across 36 states and union territories of India, to provide reliable information on learning for teacher professional development, the production of learning resource materials, and state- and district-level planning to improve learning.

Classroom assessment

In Djibouti, as part of an approach aimed at improving access to and the quality of education in 30 disadvantaged schools, UNICEF supported 172 teachers in rural schools to receive training in teaching French, as well as in multigrade class management, formative assessment, and planning/project management of schools. Based on teacher training and feedback, a training module and a multigrade management guide were developed. Student results for the Grade 5 exam in these schools have improved, yielding a success rate above 50 per cent in 70 per cent of the schools. In 2019, UNICEF will continue its support to the 30 schools in view of consolidating the achievements and developing a document that includes the process, lessons learned and best practices to guide the scale-up of the interventions in all 94 of the country's rural schools.

The Whole of the Syrian Arab Republic initiative¹⁹ is a UNICEF-supported classroom assessment for teachers to use in their own classrooms, in a setting where many students have been internally displaced. These tools were under development in 2018, with inputs from international and regional experts.

Examinations

In the Sudan, 4,565 conflict-affected children (40 per cent girls) from Darfur were supported with travel, room and board to take Grade 8 examinations to complete basic education and transition to secondary education. Of these, 1,300 were from non-government controlled areas. This travel was made possible through negotiations by UNICEF and partners at national and state levels.

National large-scale assessment

In the Democratic Republic of the Congo, UNICEF supported the development of a learning assessment (early grade reading and mathematics) in national languages in a sample of 480 primary schools across eight provinces. The learning assessment targeted 4,200 children in Grades 1–2. The results of these tests will provide previously unavailable evidence on the effectiveness of instruction related to reading and mathematics, delivered in national languages in the early grades.

In Algeria, UNICEF is supporting the Ministry of Education to establish a national student learning assessment system, which is a major step to strengthening management of

In Nepal, an Early Grade Reading Assessment and an Early Grade Mathematics Assessment showed remarkable gains in learning outcomes, following a learning programme implemented in the early grades of 400 schools. Results were particularly strong for reading: 43 per cent of Grade 3 students met targets for reading fluency and comprehension, compared with a baseline of 15 per cent.

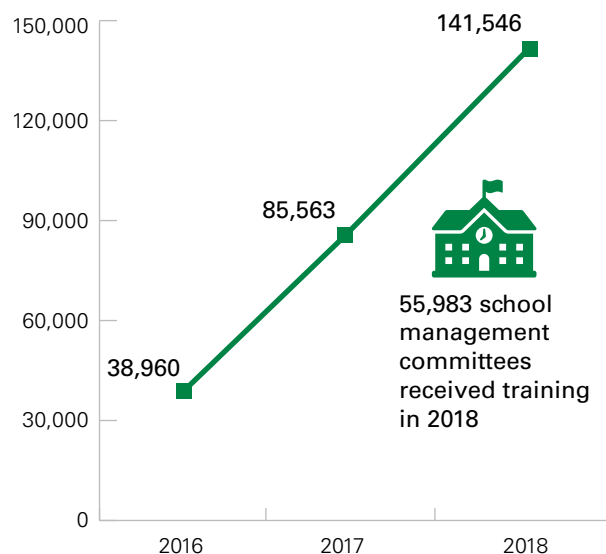
the education sector. In 2018, seven training sessions were provided, and training and assessment tools were developed for mathematics, sciences, physics, Arabic, English and French.

Community participation

There is strong evidence that children perform better in school, and remain in school longer, when the school is an integral part of the local community. The Education Commission's *Learning Generation* report²⁰ notes that community-based monitoring increases access by 7 percentage points, and learning outcomes by 5 percentage points, and is cost-effective compared with other interventions. A study of primary schools in Burkina Faso, conducted under the UNICEF Data Must Speak initiative,²¹ showed that the presence of a mothers' association in a school was associated with an 8 per cent reduction in girls dropping out, and a 7 per cent reduction for boys.

The evidence shows²² that community participation has a significant impact on learning when community members are given a role that is accepted by teachers, and can influence decisions made by school management (e.g., within school management committees); receive information on the school's resources and performance (including comparisons with other schools); and are trained in their role, including in monitoring (e.g., using school profile cards/dashboards).

FIGURE 14: Number of school management committees whose capacity was developed through UNICEF – supported programmes, cumulative from 2016



In 2018, UNICEF spent US\$26 million on activities related to community participation. Of this total, 58 per cent (US\$15 million) was spent on system strengthening activities, while 42 per cent (US\$11 million) was spent on service delivery activities, such as the training of more than 55,000 school management committees, parent teacher associations, or other school community structures, making a total of more than 140,000 since 2016 (see Figure 10), which is significantly above the 2018 milestone of 105,000.

Some 50 per cent of UNICEF-supported countries have effective community participation within education systems, a percentage that has been largely unchanged since 2016 (see Annex 2). The three subdimensions of this indicator: community and student participation, accountability and school governance, and community-based monitoring, showed a slight decline between 2017 and 2018, although this may partially reflect the increase from 99 to 107 countries working with UNICEF on community participation in education, with the more recent countries yet to put effective systems in place.

UNICEF works to develop an enabling environment for learning by engaging at both the system and community levels. It trains school management committees or similar structures, providing them with the tools to make their voices heard, including for informing school improvement plans. It also works to help schools be accountable to the community, providing accurate financial reports as well as school dashboards, including data on their school's resources, performance, teacher and student attendance and absenteeism, with comparisons to other schools.



Maryam, 7, was displaced from her home town in the Syrian Arab Republic because of conflict and now lives and attends school in Idlib.

System-level support may include development of policies and guidelines, training materials, and feedback to communities.

- In Kenya, more than 40,000 schools have boards of management that include community members, parents and students. More than 3,000 board members received training in issues such as school management and enrolment of out-of-school children.
- Iraq received technical support from UNICEF to scale up the number of schools implementing a school-based management approach, adding 374 schools with almost 300,000 children. A C4D Strategy for Girls' Education was developed, with training for 50 social mobilization officials. Cascade training for 5,000 *Shura* and community members resulted in the development of 330 breakthrough plans.
- In Burundi, capacity development for school management committees benefited more than 400,000 children. The committees were trained to monitor school performance, including attendance, prevention of gender-based violence and corporal punishment, and menstrual hygiene management.

Cross-cutting feature: Communication for Development

Communication for Development (C4D) is a UNICEF core change strategy, applied in both development and humanitarian contexts. C4D has a critical role to play in stimulating community engagement and behavioural and sociocultural change to create and sustain a conducive environment for education.

In India, UNICEF supported the Education Department's capacity to generate demand for quality education through a new comprehensive life-skills framework, and by implementing communication strategies to promote behavioural change. Many states have integrated the new framework within their education plans, and school management committees in selected states have been helped to improve community participation.

UNICEF Education staff also work with C4D staff to address behaviours and beliefs that impact access to and quality of education. C4D contributes to parental and community mobilization, which is essential for creating and sustaining demand for education and skills training. C4D activities also encourage gender equality, and discourage gender-based violence at school, and influence gender-based norms in society by building more positive gendered expectations.

UNICEF encouraged schools to be accountable to their communities through overall school performance reports, including accurate financial statements and academic performance. With the support of the UNICEF Data Must Speak initiative, Madagascar has successfully scaled up this approach and supported the training of about 6,000 school management committees in 2018, a 600 per cent increase from 2016. School profile cards are provided to schools throughout the country, to give information about school resources and performance, including school dropout rates, and efficiency in relation to the resources available, with comparisons to other schools.

UNICEF trains communities to monitor school activities, so that schools can be empowered to improve their performance. Mongolia tested a model of community and student participation in school management in targeted provinces. As a result of this project, UNICEF supported advocacy for the development of a national policy for incorporating community and parent participation in school management. In the Philippines, UNICEF developed video materials to promote accountability of schools to their communities. School governing councils now exist in every school, with community and student representation. These councils have partial responsibility for school budget decisions, and for the development of school improvement plans.

Support to community participation has been extensive, though overall, most UNICEF support is at systems level, where there is still a lack of data, unclear rules and procedures around decentralization of responsibilities, and limited capacity of systems to transfer and account for financing at local level. More support is needed in improving service delivery through the actual

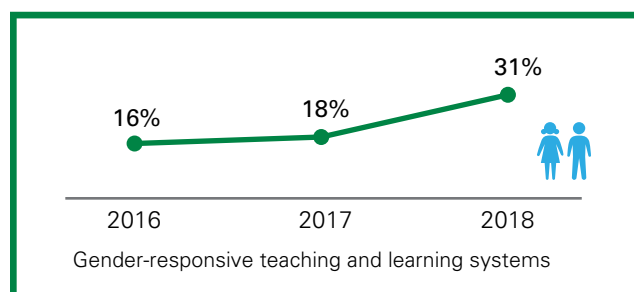
implementation of school-based management, with more accurate and timely financial and academic reports, and more effective monitoring of schools by the communities themselves.

Gender equality in learning outcomes

Gender gaps in learning outcomes for boys and girls vary in size and direction within and across countries, as well as by level and subject. Although data are increasingly available, there is still a need to better understand the specific causes of gender differences in learning outcomes, and this will be an area of focus for UNICEF in the coming year.

Globally, girls tend to outperform boys significantly in reading, at both the primary and lower secondary school levels, but the pattern in mathematics is much more varied, with smaller gender gaps. In East and South-east Asia, boys outperform girls in mathematics at the lower secondary school level, but girls outperform boys at primary school level. In West Asia and North Africa, girls outperform boys at the lower secondary level, while in sub-Saharan Africa, boys outperform girls at primary school level.²³

FIGURE 15: System strengthening indicator for gender-responsive teaching and learning



In 2018, of US\$316 million spent by UNICEF to improve learning outcomes, US\$64.6 million was allocated to activities that specifically targeted gender equality. Globally, the share of UNICEF-supported countries with good gender-responsive teaching and learning systems increased to 31 per cent in 2018, compared with 18 per cent in 2017. Leading the way are countries in Eastern and Southern Africa (61 per cent of UNICEF-supported countries) and East Asia and the Pacific (44 per cent), with the other regions scoring between 18 per cent and 29 per cent.

Gender-responsive teaching recognizes and addresses the specific learning needs of girls and boys. In Rwanda, UNICEF supported teachers to enhance the equal participation of boys and girls in the classroom, and reached more than 2,500 girls in 50 schools with remedial support in reading and numeracy. The organization also supported positive gender-specific messages through radio, print, other media and community engagement, aligned with the National Communications Strategy on Gender and Education.

In Turkey, 575 teachers across 162 secondary schools received gender-specific guidance materials and training to promote gender-sensitive teaching and learning. Meanwhile, in Liberia, more than 9,000 adolescents (over 50 per cent girls) accessed academic tutorials to improve performance and retention, alongside improvements in the safety of learning environments.

Positive role models are important in children's lives. Women in school leadership positions can demonstrate positive gender norms for both boys and girls. In Nigeria, with UNICEF support, high-level professional women advocated for increased girls' and women's participation in schools and the education sector. Research showing the impact of women teachers on girls' enrolment and learning

led to bills in three states supporting a minimum 35 per cent participation of women in education governance and management.

Tackling gender biases in teaching and learning begins in the early grades. In Kyrgyzstan, UNICEF supported improvements in gender-responsive teaching within early childhood education, and engaged parents to promote positive gender socialization. In Montenegro, UNICEF supported the social and emotional development of children and adolescents, including challenging gender norms and stereotypes. This initiative, for which UNICEF developed a handbook and teacher's guide, reached 15,500 students in 47 primary and secondary schools.

Going forward

Improving the quality of education and accelerating learning globally is critically important, particularly for the most disadvantaged populations, yet there are still large gaps in the measurement of learning outcomes. There is a pressing need to identify learning gaps, strengthen learning assessment systems, support community engagement, and enhance teacher development. This includes ensuring that teachers have the skills to support gender-responsive teaching, and that systems are in place to create safe and inclusive school environments.

The challenge of positioning learning at the heart of education work should not be underestimated. It will require shifts in how leaders communicate education priorities, how learning results are measured, and in the ways that UNICEF supports the use of data at all levels of the system, from school to central ministries.

Result Area 2: Skills development

Skills development begins from early childhood, yet half the world's pre-primary school-aged children – at least 175 million – are already missing out on a critical opportunity to develop the skills they will need to support a lifetime of learning. At current rates, by 2030 more than half the world's 2 billion children will not be on track to complete their secondary education with the skills they need to succeed in life, school and work.

Children are growing up in a world of new technologies, changing labour markets, increasing migration and protracted crises. To become successful lifelong learners, find productive work, make decisions that affect their

lives and actively engage in their communities, children and adolescents need to develop a breadth of skills. This requires strengthening education and training systems to enable all learners to progressively develop the skills for school, work and life, from early childhood through to upper secondary level.

Globally, 24 per cent of 15–24-year-olds (37 per cent of women and 12 per cent of men) were not in employment, education or training at the end of 2018. This reflects women's lower participation in the labour market due to gendered roles in child care and domestic work.²⁴



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A young girl plays with creative toys that help develop her motor skills in a special classroom for children with disabilities at the Lire Écrire Compter (LEC) Centre of Ali-Sabbieh in Djibouti. The Centre, run by Catholic schools in the country, hosts more than 240 children, including 11 with special needs.

Skills needed for success in school, work and life

- **Foundational skills:** Literacy and numeracy – skills that are needed regardless of employment aspirations, and are essential for further learning, productive employment and civic engagement.
- **Transferable skills:** Also called life skills or 21st-century skills – skills that allow young people to become agile, adaptive learners and citizens equipped to navigate personal, social, academic, and economic challenges, such as problem-solving, negotiation, empathy, communication and participation.
- **Job-specific skills:** Also called technical and vocational – skills associated with one or more occupations, such as carpentry, coding, accounting or engineering.
- **Digital skills:** Skills that allow young people to participate positively, safely and effectively in the web and other forms of media, and make use of opportunities offered by technology.

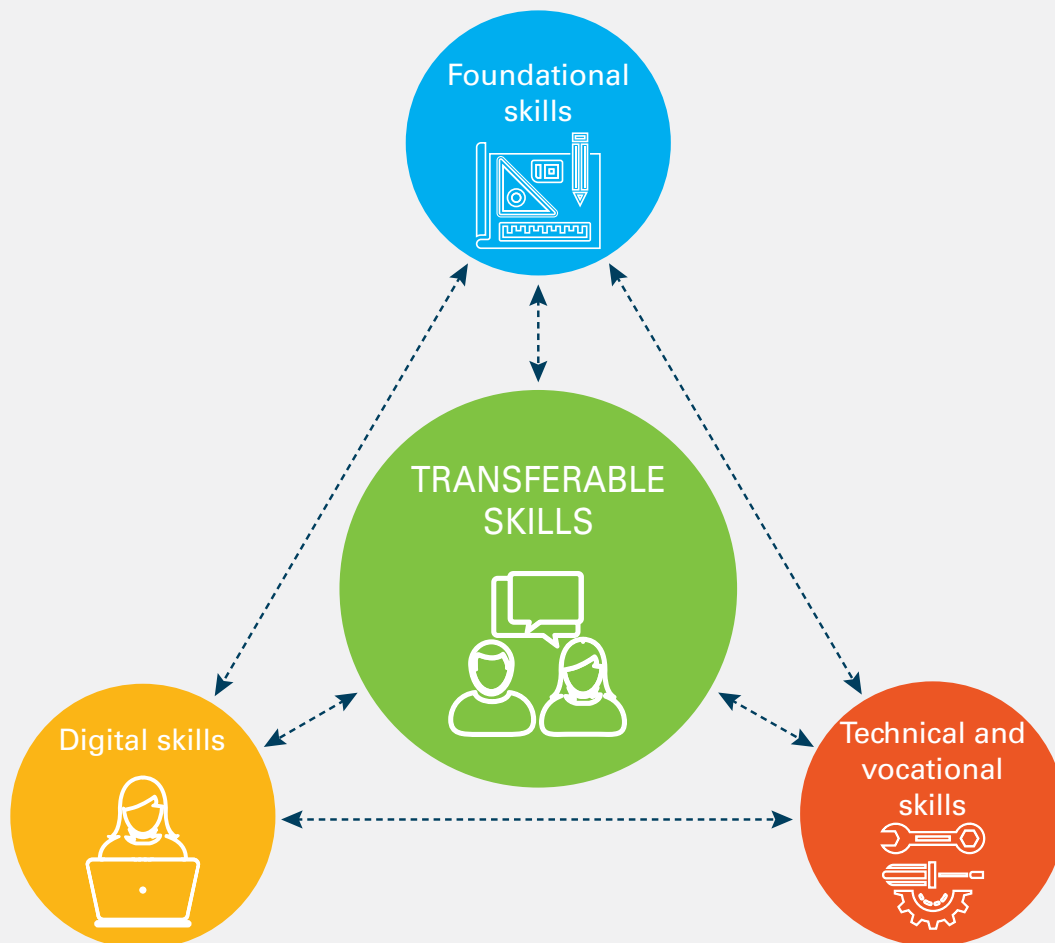


FIGURE 16: Results chain for skills development

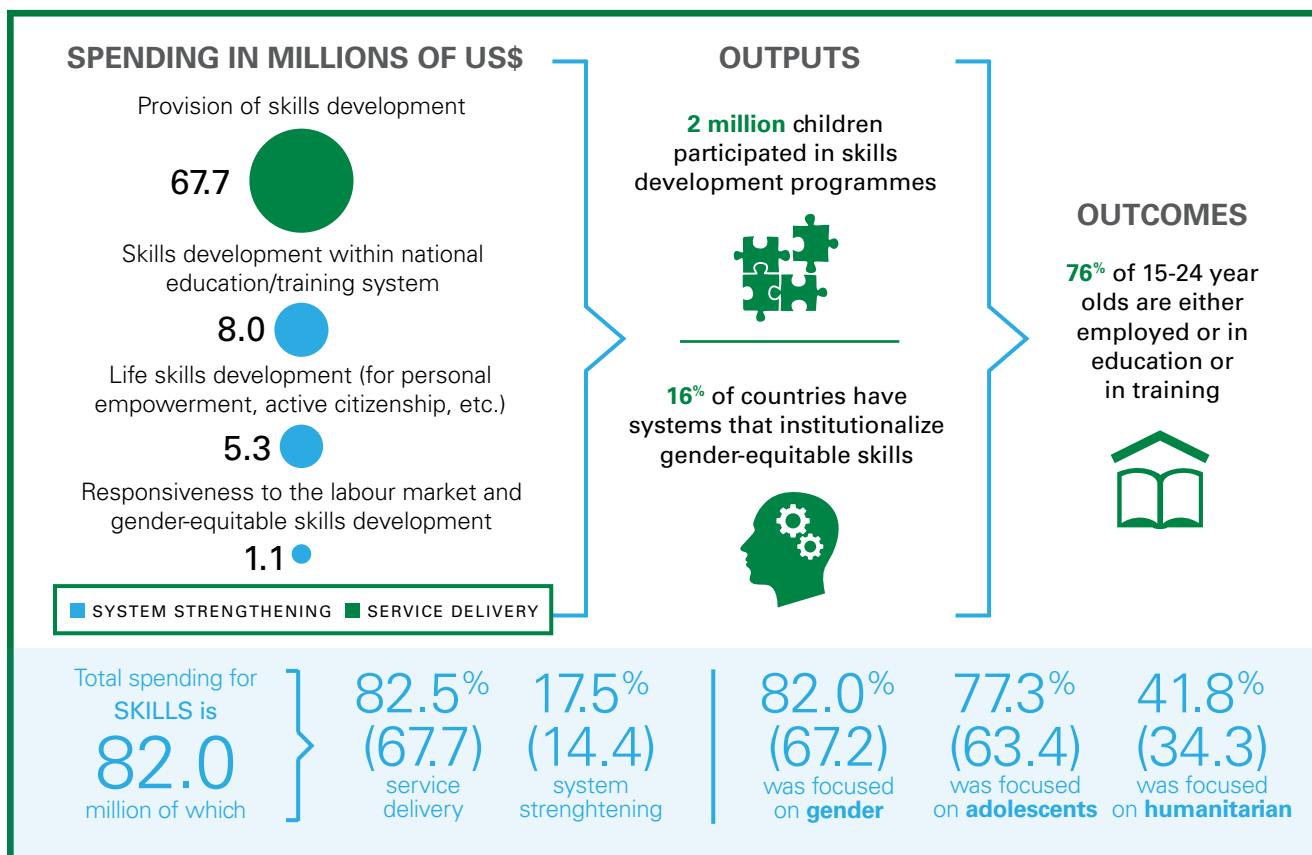


Figure 16 outlines how UNICEF spent US\$82 million on skills development across different thematic areas and activity types in 2018; 82 per cent (US\$68 million) was spent on service delivery activities, such as provision of skills development for more than 2 million children of different age groups. A total of 5.2 million children have received such skills development programmes since 2016, slightly less than the 2018 milestone of 6.2 million (see Figure 17).

The remaining 18 per cent (US\$14 million) was spent on system strengthening activities, such as mainstreaming skills development within national education and training systems, and has contributed to 16 per cent of UNICEF-supported countries now having systems that institutionalize gender-equitable skills development. This is up from 4 per cent in 2016, and significantly above the 2018 milestone of 6 per cent.

FIGURE 17: Number of girls and boys who have participated in skills development programmes cumulative from 2016

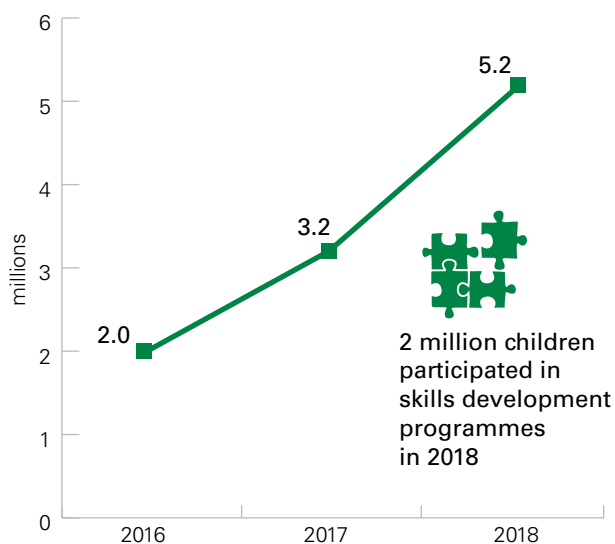


FIGURE 18: System strengthening indicators for gender-equitable skills development

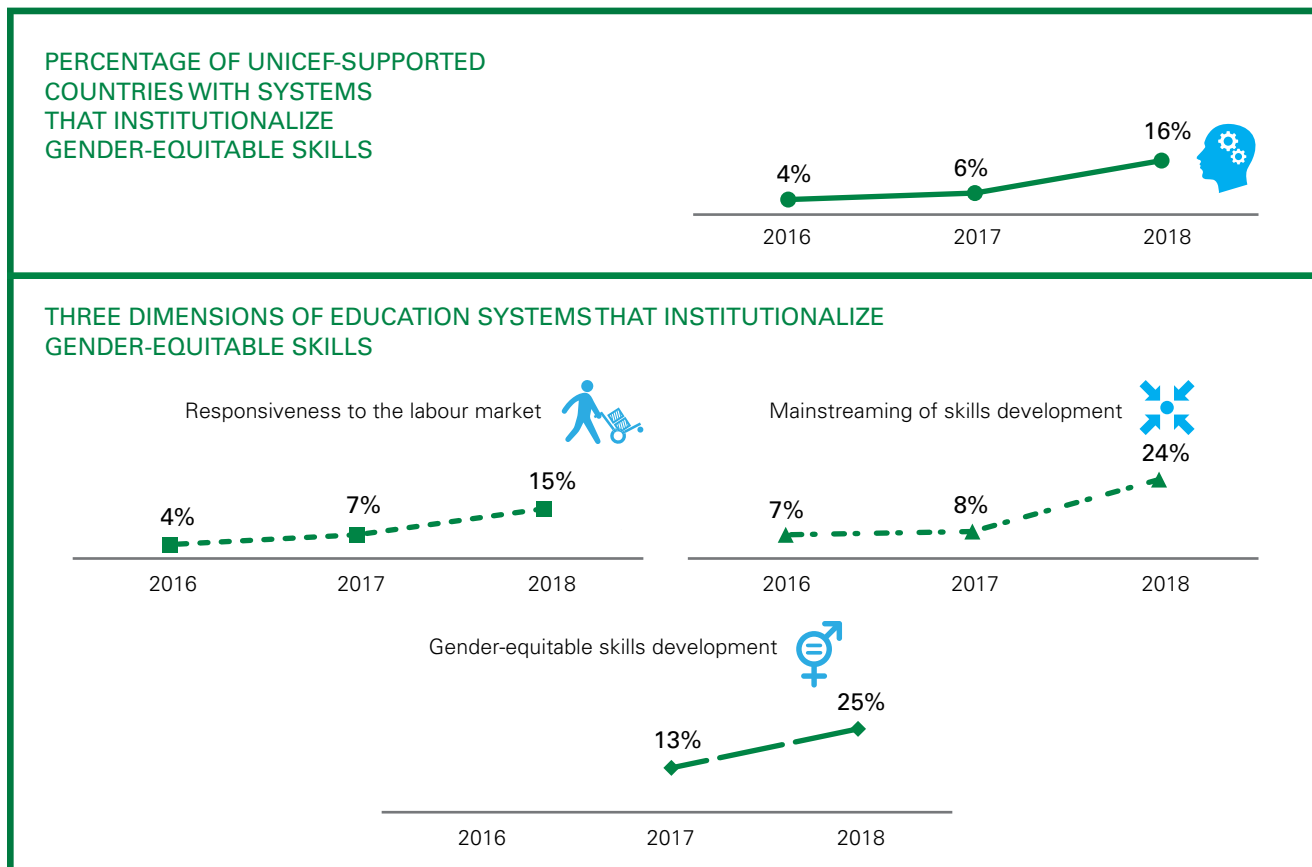


Figure 18 outlines progress in the percentage of UNICEF-supported countries with systems that institutionalize gender-equitable skills. Analysis shows progress in 2018 in all three dimensions: responsiveness to the labour market, mainstreaming of skills development, and gender-equitable skills development.

With 97 country offices in 2018 reporting working on skills system strengthening, up from 82 in 2017, this is an emerging area of programming for UNICEF. One notable result is that the share of UNICEF-supported countries with systems that institutionalize gender-equitable skills has increased from 4 per cent in 2016 to 16 per cent in 2018. However, since the UNICEF Strategic Plan, 2018–21, is the first time that the organization’s skills development programming has been monitored globally, it may take a while to develop a better understanding of emerging trends.

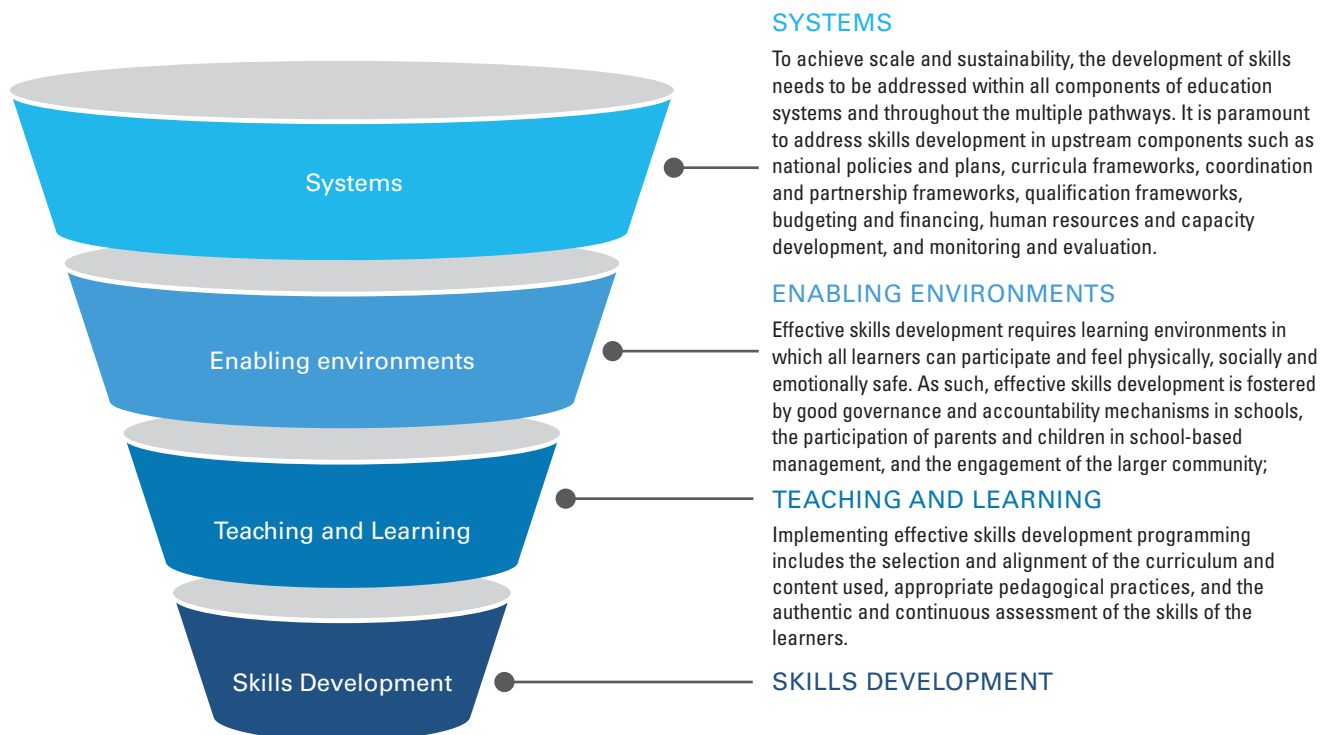
Skills development is a component of learning that should be embedded in quality education and training systems. Result Area 1 (learning outcomes) and Result Area 2 (skills development) under Goal 2 of the UNICEF Strategic Plan, 2018–2021 are mutually supportive, from early childhood education to upper secondary. Skills development also

contributes to results reported in the *UNICEF Annual Results Reports 2018 – Goal Area 1, Goal Area 3, Goal Area 4, Goal Area 5*, and cross-cutting areas such as gender.

UNICEF is working with governments and partners to embed skills development within education and training systems, from early childhood onwards, across all levels of education. Effective skills development requires the alignment of the curriculum, pedagogy and assessment. Achieving this for all children requires the systematic strengthening of teaching and learning through multiple pathways, as well as the broader enabling environment (see Figure 19).

The proportion of UNICEF-supported countries mainstreaming skills development within national education/training systems increased significantly to 24 per cent in 2018, up from only 8 per cent in 2017 (see Annex 2). Progress was made in each of the three subdimensions – 43 per cent of countries have appropriate policies for skills development, 36 per cent of countries have integrated appropriate skills in national curricula, and 18 per cent of countries have involved local communities to support formal and non-formal or informal skills development programmes.

FIGURE 19: Programmatic intervention areas for skills development



Skills development in early childhood education

In Serbia, a new preschool curriculum framework, Years of Ascent, developed with UNICEF support, was adopted in 2018. Designed for children from 6 months to 6.5 years, it recognizes the importance of developing skills such as self-confidence, openness, curiosity, perseverance, resilience and creativity. It adopts child-centred and play-based learning and teaching methods, with joint engagement of children and families, and follows a developmentally appropriate child-centred approach. The Ministry of Education aims to add 17,000 preschool spaces for children, and a comprehensive capacity-building programme for almost 70 per cent of all preschool teachers on modern preschool instructional methods.

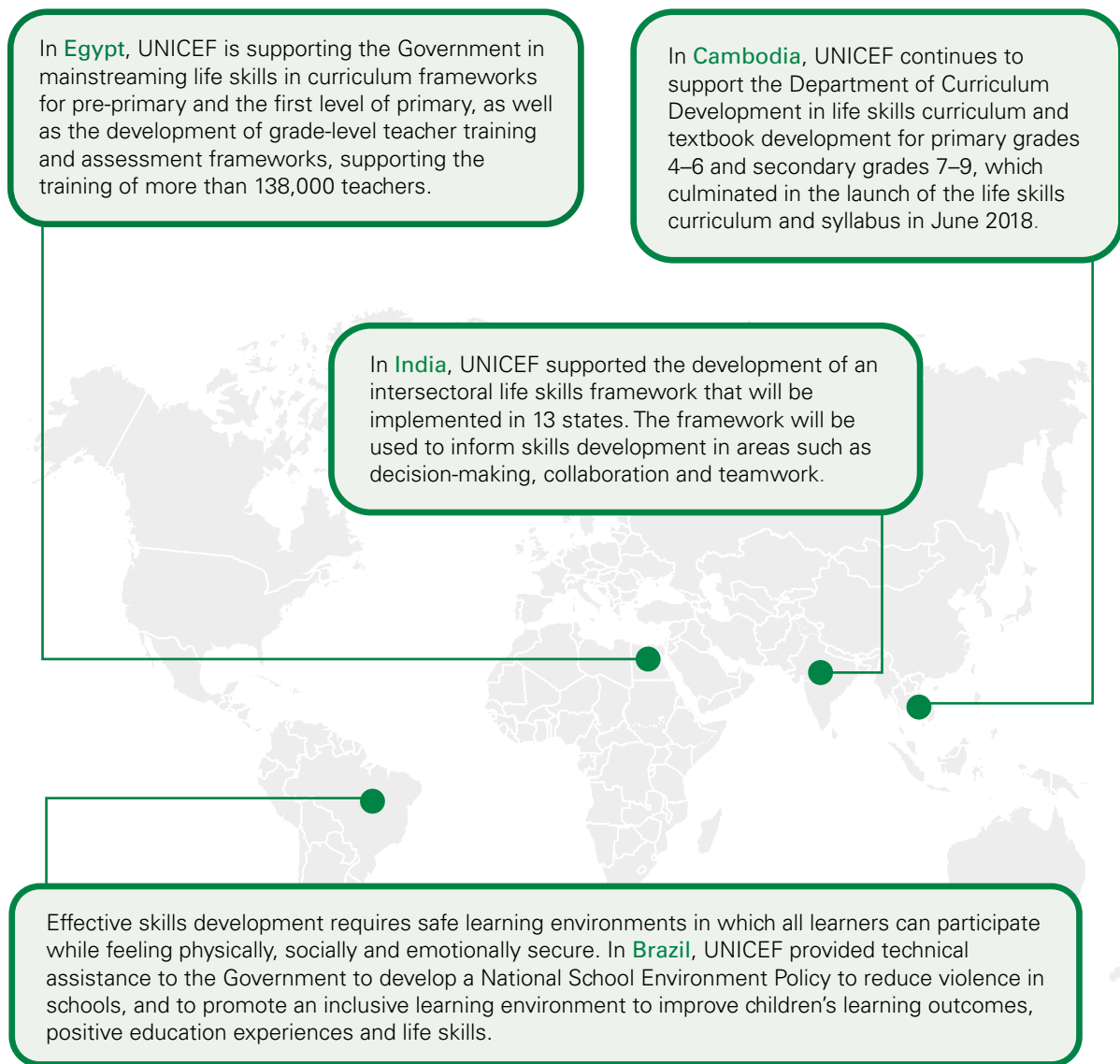
In North Macedonia, UNICEF supported the development of preschool teaching competencies, including social and emotional learning in the classroom. In 2018, an innovation education camp brought together young people and teaching professionals to explore solutions for key issues in early education, such as play-based learning, designing inclusive classrooms, teaching character education and socio-emotional learning. In 2019, a national online platform will be created for educators, parents and teachers to enrich learning opportunities for children, from preschool to the first cycle of primary education.

Skills development in primary and lower secondary education

At the primary and lower secondary level of education, children and adolescents develop the foundational and transferable skills needed to enable them to become lifelong learners, and to access future work opportunities. As connectivity improves, digital skills are increasingly needed to enable children to navigate the digital world safely.

In partnership with the World Bank, the UNICEF Middle East and North Africa Regional Office is developing a large-scale assessment of transferable skills targeting lower secondary-age students (age 12–14), with pilots in Egypt, the State of Palestine, and Tunisia. The move follows the 2017 launch of the Life Skills and Citizenship Education Conceptual and Programmatic Framework in the Middle East and North Africa region, in consultation with 21 national governments and development partners. This is an effort anchored in national education and training systems to develop the skills of children and adolescents.

FIGURE 20: Illustrative results from skills development in primary and lower secondary education, 2018



Spotlight on thematic funds

South-east Asia Primary Learning Metrics

UNICEF is one of the leading partners in the South-east Asia Primary Learning Metrics (SEA-PLM) partnership,²⁵ which is piloting an assessment that measures learning outcomes and global citizenship skills for Grade 5 students. SEA-PLM is working to improve and redefine learning outcomes by providing metrics that are founded within the regional context, and are inclusive of twenty-first century skills. Six of the countries participating in SEA-PLM have benefited from the flexibility of thematic funding.

Skills development in upper secondary education

At the upper secondary level of education, there are opportunities to improve the relevance and quality of skills development, and to link young people to productive work opportunities through structured internships, apprenticeships and career guidance.

In Lebanon, UNICEF and the International Labour Organization (ILO) supported the Government in developing a Technical and Vocational Education and Training Strategic Framework. To improve the work readiness and employability of young people, UNICEF supported various skills training interventions, which integrated both transferable and technical skills, reaching 20,657 young people (57 per cent women). The initiatives include both formal and non-formal vocational training, as well as support to innovation labs, apprenticeships, mentorships and on-the-job training.

In India, UNICEF developed a career guidance portal in five states that supports adolescent boys and girls in identifying a career path that matches their aspirations, interests and aptitudes. This includes links to scholarships, skills development, internships and apprenticeship opportunities.

UNICEF is working to develop digital skills across all levels of education, both in and out of school. In Uganda, 6,000 adolescent boys and girls used the Kolibri digital learning platform to enhance their understanding of science, technology, engineering and mathematics (STEM). The Government of Uganda, UNICEF and partners are implementing the programme in 30 secondary schools and 12 youth-friendly ICT centres, with digital kiosks in refugee settlements.

In Argentina, technology-based rural schools, set up by the Government with UNICEF support, have reduced the digital skills gap between students in rural and urban areas. These schools increase access to secondary education for adolescents living in remote rural communities. In 2018, 78 rural classrooms were supported with online learning technologies across 6 states. Rural classrooms are connected to hub urban schools with highly trained teachers via an online educational platform. In the first cohort, 1,400 students were enrolled (44 per cent women), with a graduation rate of 75 per cent.

UNICEF is also supporting young people in developing the skills to engage in their communities. Together with ING Bank, UNICEF is working with governments and partners to enable 100,000 adolescent girls and boys to develop transferable skills and civic engagement across 5 countries. This includes programming on UPSHIFT – a model for social entrepreneurship – in Kosovo, Montenegro and Viet Nam. Approaches include after-school clubs, as well as integration within the upper secondary curriculum.

Gender equality in skills development

Gender socialization can limit girls' aspirations and choices from the early years, and is being addressed from the first grades. Sociocultural bias about women's roles, both at home and in the workplace, can impede adolescent girls' access to learning and training, preventing them from gaining the skills they need for future employability.

In 2018, out of US\$82 million spent on skills development, US\$67 million was allocated to activities that specifically targeted gender equality.

In South Africa, there is a shortage of secondary school leavers with skills in STEM subjects. Girls have not been encouraged to pursue these traditionally male-dominated subjects, which reduces their career opportunities – and their earning potential. Through Techno Girls, a flagship model to address gender inequity in STEM, UNICEF helps young women from schools in low-income communities to link with corporate mentors for job-shadowing opportunities. The initiative connects their school lessons to the skills they will need to succeed in the world of work. The programme benefited 4,059 girls from disadvantaged

Cross-cutting feature: An integrated approach in emergencies

In Jordan, UNICEF supported life-skills development for more than 56,000 children and adolescents in 234 *Makani* centres – spaces providing learning opportunities, life-skills training and psychosocial support services under one roof – including 72 in Syrian refugee camps and informal tented settlements. This was part of an integrated approach, along with psychosocial support, health and nutrition, and water, sanitation and hygiene (WASH) services.

communities through job-shadowing opportunities. It has offered mentorship to 2,559 girls in STEM careers, and is further supporting 1,500 alumni girls at institutions of higher learning.

Bosnia and Herzegovina is empowering girls through implementation of the ITGirls! initiative,²⁶ supported by UNICEF, in partnership with UN Women and the United Nations Development Programme (UNDP). This partnership has reached out to the private sector to engage inspiring role models to act as mentors for young women in STEM, addressing gender biases in skills development, and opening career pathways for girls and women.

Non-formal education and community-based skills development

To contribute to gender equity and overall inclusiveness in skills development, UNICEF uses cross-sectoral approaches. These interventions are delivered through non-formal education and skills training, as well as in community settings.

In Tajikistan, UNICEF enabled around 5,000 adolescents in 5 districts to develop skills such as problem-solving, creativity, critical thinking and goal setting, in partnership with innovation labs in Centres for Additional Education, as well as student councils in schools.

In Nigeria, UNICEF supported the empowerment of 45,983 girls through the Girls for Girls initiative, which aimed to improve leadership skills, life skills and citizenship education. These girls are raising their voices and demanding an end to early marriage and girls' exclusion from education.

In Burundi, UNICEF supported the Ministry of Education and civil society organizations in life-skills programming for adolescent girls and boys. The establishment of solidarity groups has allowed adolescents to exercise self-reliance and their newly acquired life skills, in addition to income-generating micro-projects, skills in negotiation, peacebuilding, conflict management and emotional management. Through peer education, more than 27,463 adolescents (about 50 per cent girls) were reached.

In Bangladesh, unskilled adolescents are vulnerable to exploitation in hazardous and low-paid jobs. Over 5 years, local non-governmental organization BRAC, with technical assistance from UNICEF and ILO, has provided 35,777



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In Bangladesh, Jannata Ferdous, 17, learns tailoring in a shop in Ukhiya. UNICEF has partnered with the Bangladeshi NGO BRAC in creating a vocational training programme for adolescents in the host community of the towns closest to the Rohingya refugee camps.



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Two young people work together at an inclusive computer education class at the Lire Écrire Computer Centre of Ali-Sabbieh in Djibouti, which provides non-formal education for children including some with disabilities.

adolescents (56 per cent girls) with access to quality informal apprenticeships and training. Young people undertake a 6-month certified programme of on-the-job and classroom-based training in selected trades and occupations. Two years after completing the training, 77 per cent of girls continue to be employed in relevant trades, with a reduction in early marriage rates.

UNICEF also develops the skills of children and adolescents in humanitarian situations. In the Syrian Arab Republic, under the No Lost Generation initiative,²⁷ 180,795 young people developed life skills and 27,535 accessed community-based vocational training courses in 2018.

Going forward

Enabling children and adolescents to develop a breadth of skills requires strong, long-term commitment and leadership from governments and all stakeholders. Globally, challenges in embedding skills in national educational and training systems include limited evidence of effective approaches; limitations on skills measurement (notably transferable skills); constrained capacity of curriculum developers, teachers and educators; and limited coordination between governments and stakeholders. UNICEF will:

- Expand partnerships and coordination with key partners (ILO, UNESCO, UNHCR, World Bank), in-country donors and the private sector, which can complement UNICEF approaches and engage in interventions beyond the organization's remit. For example, improving work outcomes for older adolescents will require significant engagement from the private sector to develop relevant curricula, and will need others to work on demand-side interventions that improve job growth.
- Support an ambitious research agenda by working with international partners, universities and research centres to develop robust evidence of programming approaches that could unlock challenges in skills development programming in low-resource and low-capacity settings.
- Continue to strengthen capacity of staff at all levels, while driving collaboration, knowledge sharing and coordination across the organization.
- Enhance monitoring and evaluation systems of UNICEF and partners to better assess skills development and contributions to outcomes of learning, employability, empowerment, and active citizenship.

Case Study 2: Jordan: Nashatati – Life-skills, social cohesion and after-school activities programme

Jordan has been working on meeting Sustainable Development Goal 4 to provide all children in the country with equal quality of learning opportunities. Despite challenges such as the large influx of Syrian refugees, the Ministry of Education has made significant efforts to increase equal access to pre-primary, primary and secondary education for all children in Jordan, regardless of their nationality and status. Jordan's Education Strategic Plan 2018–2022 was launched to orchestrate collective efforts and leverage resources to strengthen the education system through a student-centred approach.

The *Nashatati* (My Activities) programme builds on the Middle East and North Africa (MENA) Life Skills and Citizenship Education Initiative to promote school participation and develop life skills and social cohesion through co-curricular sport-based activities at school, focused on reducing violence in schools. Some 70 per cent of Syrian students in Jordan are reportedly bullied in public schools. The programme provides creative learning activities, such as sports and games that develop life skills and foster social cohesion, healthy living and personal development.

Nashatati was piloted in 100 public schools, selected on a set of criteria including vulnerability of students, availability of safe outdoor space to accommodate activities, occurrences of violence, and lack of existing co-curricular interventions.

In the 2017–2018 school year, the programme reached 10,000 students in 100 public schools. Preliminary results show a positive impact on students' confidence, communication and problem-solving skills, and their sense of belonging. The programme is expected to be gradually scaled up to include all schools in Jordan.



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Students enrolled in the Nashatati (My Activities) programme in Jordan play a ball game outside.

Result Area 3: Equitable access to education

Today, more children are going to school than at any time in history. And more children are advancing from primary to secondary education and beyond. But the progress in expanding education systems that was achieved in the late 1990s and early 2000s has slowed, and in some cases it has stalled completely. In spite of the increased number of children enrolled, due to the child population increase, the number of children being left behind has remained relatively stable.²⁸ Currently, 262 million primary- and secondary-age children and adolescents are out of school, and at least 175 million pre-primary school-age children are not in education. However, there has been some progress in access to education for the most marginalized children, with primary attendance ratios of the poorest children increasing from a baseline of 69 per cent to 76 per cent, from 36 per cent to 45 per cent for lower secondary levels, and from 20 per cent to 29 per cent for upper secondary education during the same period.

It is estimated that an increase in annual spending on education from today's figure of US\$1.2 trillion to US\$3 trillion by 2030 will be required in low- and middle-income countries to achieve SDG 4²⁹ to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Achieving SDG 4 will have wider benefits in terms of health, income, employment, democratic participation and social coherence.

A range of barriers influence which children achieve their right to an education.

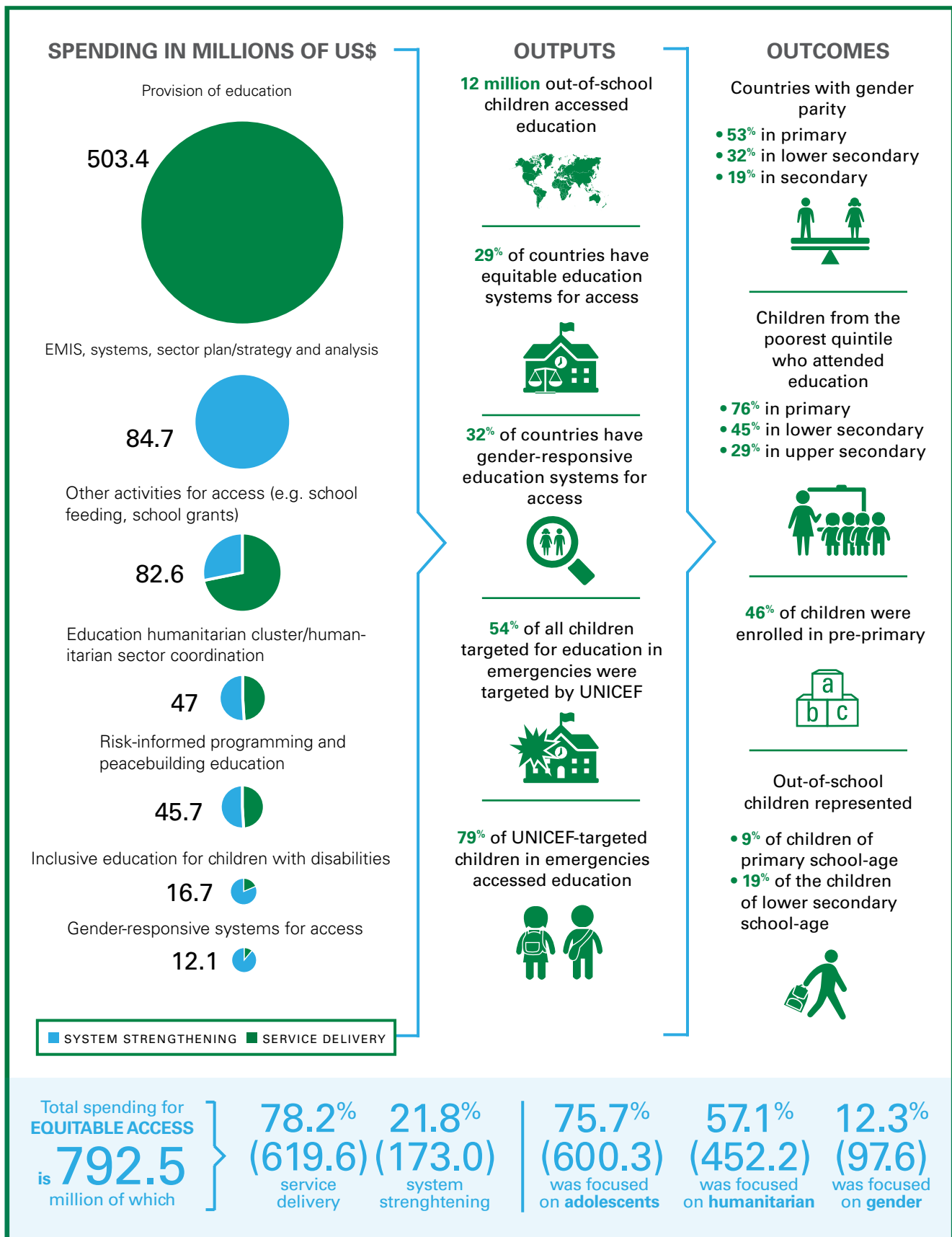
- Gender. Significant gender gaps in access to education persist in many countries, with either girls or boys disadvantaged, depending on the context. The proportion of UNICEF programme countries that have achieved gender parity declines as the level of education increases, with only 19 per cent of countries having achieved gender parity in upper secondary, compared with 53 per cent in primary education.³⁰



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Pupils from St Luke's primary school, Pointe Michel, Dominica, have every reason to smile. After the turbulence of Hurricane Maria that struck in September 2017, and destroyed or damaged 90 per cent of school buildings, the education sector has largely returned to normal, with 90 per cent of children back at school.

FIGURE 21: Results chain for equitable access to education



- **Location.** Children from rural areas are twice as likely to be out-of-school as children from urban areas.
- **Poverty.** Children from the poorest quintile of households are more than three times as likely to be out of school as those from the richest quintile. Two-thirds of adolescent girls and boys from the poorest quintile in UNICEF programme countries have never attended any school, dropped out in primary, or are still attending primary school.
- **Disability.** Estimates in 15 countries show that on average, 50 per cent of children with disabilities are out of school, compared with 13 per cent for children without disabilities, making disability the single most serious barrier to education. Up to 35 per cent of all out-of-school children are those with disabilities. Gender disaggregated data on children with disabilities are rarely available.
- **Ethnicity.** There are no global figures, but in countries where data do exist, children from ethnic minorities are more likely to be out of school, particularly at the secondary education level.
- **Children in humanitarian crises.** This category covers refugees, internally displaced persons, and children on the move who do not have access to national education systems. Conflict has forced 27 million children out of school in 24 conflict-affected countries.

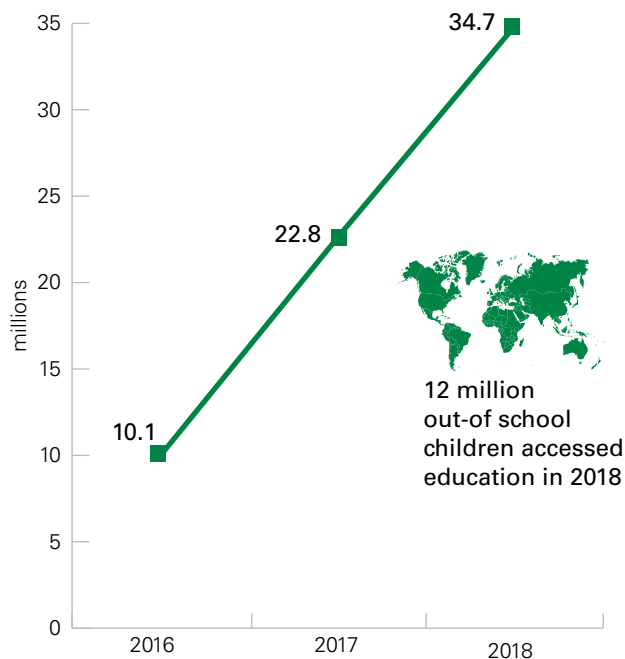
These barriers are compounded when a child falls into more than one group. A girl from a poor family in a rural area tends to be less likely to go to school than either a boy from a similar family, or a girl from either a rich family or an urban area. Government spending on education may also be inequitable. In many countries, public education spending benefits the poorest children much less than their wealthier peers.

Figure 21 outlines how UNICEF spent US\$793 million on equitable access to education across different thematic areas and activity types. It also shows how the spending is linked to both service delivery and system strengthening outputs, and to increasing equity in access to education in relation to gender and wealth. Some 78 per cent was spent on service delivery activities, including provision of education to nearly 12 million children, primarily in humanitarian situations, meaning that more than 34 million children have been provided with education since 2016, more than the 2018 milestone of 30 million (see Figure 22). In 2018, the UNICEF share (54 per cent) of all children targeted by partners for education in emergencies was slightly lower than the 2018 milestone of 63 per cent. However, UNICEF exceeded its milestone in terms of reaching those children it targeted for education, achieving 79 per cent, compared with the 2018 milestone of 74 per cent.

The remaining 22 per cent went towards system strengthening activities, including support to education sector analysis and planning, to Education Management Information Systems (EMIS), risk-informed programming, and inclusive education for children with disabilities. Some 29 per cent of UNICEF-supported countries have effective equitable education systems for access – well above the 2018 milestone of 22 per cent – and 32 per cent have effective gender-responsive education systems, also above the 2018 milestone of 30 per cent.

Figure 23 outlines progress in the percentage of UNICEF-supported countries with equitable education systems for access, which increased to 29 per cent in 2018, from 20 per cent in 2016. Analysis of four dimensions – a sector plan/strategy addressing equity issues; disaggregated data provided by EMIS; resilience and emergency preparedness; and inclusive education for children with disabilities – shows a pattern of modest growth over the past two years, with the biggest improvement revealed in the share of countries with education sector plans that address equity in educational access and resource allocations.

FIGURE 22: Number of girls and boys who participated in education through UNICEF-supported programmes cumulative from 2016



Reaching the most disadvantaged

In many education systems around the world, the most marginalized children are an afterthought, and systems are not organized to give them the support they need. Under its new education strategy, UNICEF has given priority to helping countries rethink their core systems and structures, so that the most marginalized children receive equal access to educational services.

Education sector plans

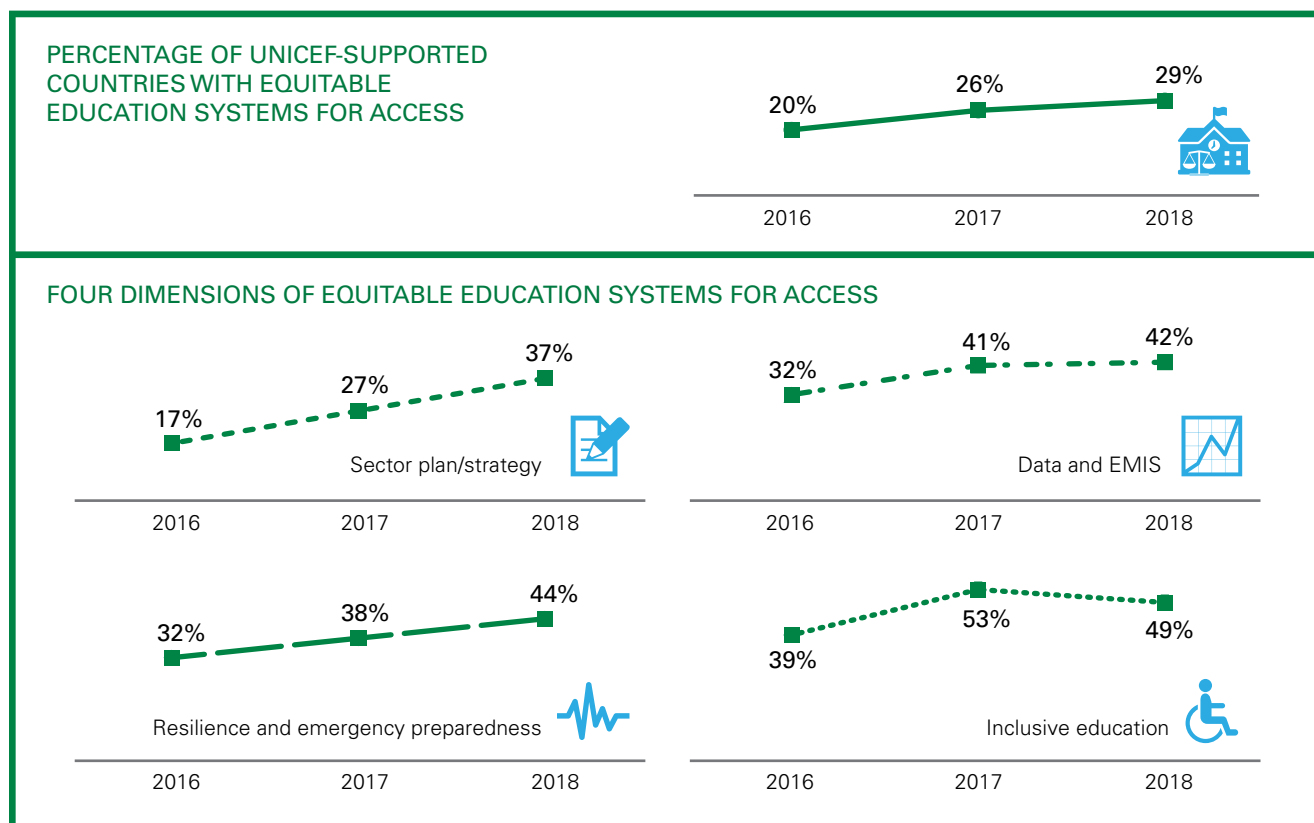
Many countries are revising their education sector plans to give priority to marginalized children, with the help of UNICEF and partner agencies. A wide range of obstacles – such as inequitable public education spending and resource allocation, instruction in a language that children do not use at home, buildings that are inaccessible to children with disabilities, girls not receiving equal opportunities, poor children being excluded, and conflict and other crises – prevent many of the most marginalized children from attending school, and from learning and progressing even if they do. In 2018, UNICEF invested US\$38 million in supporting the development and implementation

of education sector plans and strategies to guide system development and policy reforms with an equity perspective.

The percentage of UNICEF-supported countries with an equitable education strategy/plan increased from 27 per cent in 2017 to 37 per cent in 2018 (see Annex 2). Significant progress was made in the subdimension of resource allocation, with 35 per cent of countries (compared with 19 per cent in 2017) having education strategies/plans that address inequities in resource allocations. Progress made between 2016 and 2017 on the subdimension related to addressing inequities in education access, participation and retention, was consolidated in 2018.

With UNICEF support, Chad prepared a new Interim Education Plan (2018–2020), which aims to improve equitable access to education, as well as keeping students in school. New tools have been developed to monitor resource allocation. Chad’s sector plan also includes strategies to cope with conflict- and disaster-related risks, so as to bring education to the most marginalized.

FIGURE 23: System strengthening indicators for equitable education systems for access



Spotlight on thematic funds

Education sector analysis and plan

In Pakistan, thematic funding made it possible for UNICEF to tailor technical support to the Government to prepare sector analyses, sector plans and development grant proposals for an Education Strategic Plan. This support benefited Punjab and Sindh provinces, as well as Balochistan and Khyber Pakhtunkhwa. Investments such as those in Pakistan are at the core of UNICEF education programmes, but as short-term impact and reach can be difficult to attribute, securing funding is sometimes challenging. Thematic funds are critical to the organization's ability to implement system-wide programmes with a longer-term impact.

Equitable public finance for education

UNICEF is committed to making public finances equitably available to marginalized groups such as poor children, girls, children with disabilities, children in rural areas, and those from ethnic minorities. In 2018, UNICEF spent approximately US\$3 million on education system strengthening activities, aiming to make public financing for children more equitable and effective.

In many countries, government spending strongly favours the richest and most educated, and is skewed towards higher levels of education. On average in low-income countries, 46 per cent of public education resources are allocated to the 10 per cent most educated students.³¹ Since the poorest children have much less access to higher levels of education, low-income countries spend an average of just 10 per cent of their public education budgets on the poorest quintile, and lower middle-income countries spend only 14 per cent on the poorest quintile.

In order to make progress towards more equitable public financing, as recommended by the Education Commission, UNICEF encourages governments and partners to apply the concept of 'progressive universalism', which was adopted in the health sector as a way of making rational spending decisions in constrained financial contexts. This means giving initial priority in the allocation of public funding to lower levels of education, increasing allocations to higher levels only when coverage is close to universal at lower levels. The concept of progressive universalism also implies a complementary role for private financing, and a degree of cost recovery for higher levels of education.

In Ghana, UNICEF supported the development of the Education Sector Plan 2018–2030. It led an analysis of inclusive education, and developed a costed WASH in Schools strategy.

In Botswana, through UNICEF and World Bank assistance, a public expenditure review of education was conducted to improve resource allocation.

Namibia was given support to complete a fiscal space analysis that identified more equitable approaches to allocating education resources.

With the support provided by UNICEF through the Data Must Speak initiative,³² the governments of Nepal and the Philippines now use their data to allocate additional resources to the most marginalized schools, and to teachers working in the most challenging locations, respectively. The Government of Nepal approved an equity index to direct extra resources to disadvantaged municipalities. Meanwhile, the Government of the Philippines revised the hardship special allowance for attracting more qualified teachers in the most challenging places by increasing their salaries.

Education Management Information Systems

UNICEF is committed to strengthening government data systems in ways that enable effective monitoring – including community-based monitoring – and support of schools and teachers and equitable use of public resources. It provides training in data collection, processing, integration of platforms and databases for analysis, and tools for data visualization, aiming to strengthen pro-equity policies and empower community-based management.

Until all marginalized groups, including refugees and internally displaced persons, children from ethnic minorities and children with disabilities, are accurately represented in Education Management Information Systems (EMIS), they will remain largely absent from education sector plans and policies, and they will miss out on learning opportunities. In 2018, UNICEF spent US\$26 million on strengthening data systems, including the use and analysis of data to inform planning and system management.

The percentage of UNICEF-supported countries with effective EMIS/data systems reached 42 per cent in 2018 (see Annex 2). The percentage increased modestly between 2017 and 2018 for all subdimensions: attendance and dropout, quality and timeliness, and disaggregation.

The Lao People's Democratic Republic now includes data on children with disabilities in its Education Management Information System. Cabo Verde recently reformulated its Education Management Information System to integrate variables related to disabilities. The system will be fully operational in 2019.

UNICEF will continue to support development of action plans backed by better data and a focus on implementation, so that education systems address the real challenges faced by the most marginalized children.

Global Out-of-School Children Initiative

The Global Out-of-School Children Initiative (OOSCI) contributes to the emphasis in the Strategic Plan on good learning opportunities for the most marginalized children, and a reduction in the out-of-school rate. It does this partly by providing partner governments with data on which children are out of school, together with proposals for helping more children to achieve their right to an education. OOSCI studies in partner countries develop profiles of out-of-school children that identify barriers leading to exclusion, and proposals for policies and programmes to enable more children to complete their education.

Since the launch of OOSCI in 2012 as a partnership between UNICEF and the UNESCO Institute for Statistics, more than 90 countries have joined the initiative, and in many countries, OOSCI studies are now part of education sector analysis done by ministries of education. Based on a formative evaluation in 2017, the OOSCI framework will be expanded to encompass the whole basic education cycle, from pre-primary to upper secondary school, as well as non-formal education.

During 2018, new OOSCI studies were launched or completed in Afghanistan, Belize and State of Palestine, while results from previous studies continue to inform programmes, as was the case in the Philippines.

In Afghanistan, an OOSCI study completed in 2018 revealed that 60 per cent of the 3.7 million out-of-school children in the country are girls, with six provinces where up to 85 per cent of girls are out of school. The study has enabled the Ministry of Education and development partners to target interventions planned for 2019.

In Belize, an OOSCI study revealed that one-fifth of all children take 2 years longer than expected to complete their primary education. These delays were found to increase the risk of dropping out, with almost half of all children who made the transition to secondary education dropping out before the fourth year. An action plan to address dropping out is being developed by the Ministry of Education, based on the OOSCI study.

In State of Palestine, the children most likely to be out of school were boys, children with disabilities, and children from households experiencing deep poverty and an unstable household composition. The results of the study

are currently being used to develop guidance on future education policies.

A 2016 OOSCI study in the Philippines identified older children and those in the conflict-affected region of Mindanao as the most at risk. In 2018, drawing on that study, UNICEF supported the Department of Education in revising and expanding the Alternative Learning System for children aged 15 years and over who have not completed primary and lower secondary education. The aim is to address a lack of social, emotional and twenty-first century skills among job applicants. By 2020, this programme will directly support 2,500 adolescent girls and boys to develop greater resilience, agency and employability, and indirectly benefit an additional 550,000 people.

Inclusive education for children with disabilities

Progress on inclusive education is slow, as it requires modifications to the overall education system, as well as extensive coordination with other sectors. Teachers need training in inclusive teaching methods, school buildings need refurbishment to be accessible, and children with disabilities need learning materials that are suited to their needs, a flexible curriculum and possible accommodations for writing examinations. Governments need to ensure that laws and policies are in line with the Convention on the Rights of Persons with Disabilities, which requires progress towards having all children in the same classroom in the same school. Ministries of education need to ensure that data on inclusion of children with disabilities are collected and analysed, with appropriate financial allocations for children with disabilities, and management capacity to implement inclusive plans. Outside the education system, local communities need to understand the benefits of educating children with disabilities, in part to reduce the stigma that is a pervasive barrier. Links with the health sector are essential for screening children and referrals, and for provision of assistive devices, such as glasses, hearing aids or wheelchairs.

Some US\$17 million was spent on inclusive education for children with disabilities in 2018, with 81 per cent (US\$14 million) spent on system strengthening activities, such as ensuring that countries have laws and policies which establish the right of all children to receive an education; US\$3 million was spent on service delivery activities (see Figure 21).

After a significant increase from 39 per cent to 53 per cent between 2016 and 2017, the percentage of UNICEF-supported countries with effective inclusive education systems for children with disabilities declined slightly in 2018 to 49. This is in part due to an increase in the number of countries supported by UNICEF in this area, from 124 in 2017 to 130 in 2018 (see Annex 2). Among the six subdimensions of the indicator, there have been slight declines in two of them: physical environment

Cross-cutting feature: Children with disabilities

Papua New Guinea's Department of Education reviewed an early childhood care and education curriculum, including social and emotional learning, and developed disability-inclusive resource materials for use in inclusive education resource centres for children with disabilities, and in mainstream classrooms. Seventy-two community-based, disability-inclusive early childhood development centres were established with UNICEF support, in collaboration with church partners and non-governmental organizations, in Madang, Milne Bay and Morobe provinces, and the National Capital District. Support was also provided for informal bridging classes and school-related gender-based interventions.



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In partnership with local government, UNICEF has created special education classrooms for children with disabilities in Altai, Gobi-Altai province, Mongolia. UNICEF also provides special education training for teachers, school materials and school furniture.

(26 per cent of countries, compared with 28 per cent in 2017, have schools with accessible classrooms and/or accommodations); and EMIS that contain data on children with disabilities in 46 per cent of countries in 2018 (compared with 49 per cent in 2017). A very high 90 per cent of UNICEF-supported countries now have a law or policy establishing the right of all children to receive an education. Despite significant progress in 2018, only 44 per cent of UNICEF-supported countries provide assistive devices and materials, and only 34 per cent ensure appropriate training on inclusive education for teachers and school administrators. Some 68 per cent of UNICEF-supported countries implement approaches to improve social awareness and positive attitudes to support the inclusion of children with disabilities in school.

In Indonesia, UNICEF advocacy and technical support to Badan Pusat Statistik (Statistics Indonesia) led to the inclusion of a new set of disability questions in the Indonesian National Socioeconomic Survey. New estimates indicate that 57 per cent of children with disabilities aged 7–18 years are out of school, compared with 13 per cent

for those without disabilities. Since 2017, UNICEF has supported the Ministry of Education and Culture and local government in implementing an inclusive education model, including sports and play, through which approximately 85,000 children (48 per cent girls, 3 per cent with disabilities) have learned values and skills such as respect, tolerance, teamwork and communication through sports and activity-based life-skills education. A formative study on disabilities and inclusive education was completed in 2018 to inform national communication strategies aimed at bringing about attitudinal changes towards disabilities among policymakers, teachers, students, parents and community members.

In Azerbaijan, the C4D team completed a knowledge, attitude and practices study on children with disabilities in 2018, providing solid evidence to support strategy development for inclusive education and inclusive societies. Findings were disseminated through a multisectoral workshop held on the International Day of Persons with Disabilities.

Case Study 3: Serbia: Quality inclusive education

Serbia has implemented inclusive education, with targeted interventions supported by UNICEF. Before 2009, children with disabilities, as well as Roma children without disabilities, were enrolled in 'special schools'. Following legislation in 2009 aimed at removing physical and social barriers to schooling, far more students were included in regular classrooms, and new strategies were needed to support inclusive education. Support teams were established at school level, and individual education plans were developed. Intersectoral commissions provided further educational, health and social support at school level. Institutional capacity to manage, coordinate, monitor and implement inclusive education policies was strengthened, and teachers were given training and support.

Progress has been encouraging. The number of children receiving support through individual education plans has almost doubled, and the number of children with disabilities in special schools has declined. Thematic funds have supported this work throughout the duration of the initiative; however, limited funding has prevented the full implementation of inclusive education, and slow-to-change social norms present a continuing challenge.

Important lessons are that inclusion and quality are not mutually exclusive, and that institutions within the education sector must collaborate with those in other sectors at both local and national levels. Next steps include establishing an assistive technology centre, preparing further enabling legislation, developing an equitable and effective financial model, and better pre- and in-service teacher training to help teachers meet the needs of children with disabilities and Roma children.



Students join hands at the Radoje Domanovic Primary School in Nis, Serbia.

Gender equitable access to education

Equitable access to education for all girls and boys is an important goal for UNICEF. To this end it seeks to help education systems spark a transformation in societies through the advancement of gender equality. Girls often face multiple barriers to education, with gender disparity to the disadvantage of girls highest in countries with low levels of primary enrolment. Barriers include the impact of unsafe learning environments and violence in and around school, distance to school, insecurity, and school fees and other costs. Early marriage and early pregnancy are also significant barriers: More than 12 million girls are married in childhood each year, with little chance of completing their education.

In countries with higher levels of overall enrolment, there is a trend towards boys being more likely than girls to leave school before completing secondary education. This is often due to boys seeking work opportunities and failing to see a return for continued education in the labour market. In conflict-affected countries, adolescent boys may be recruited to armed forces, or they may be targeted or abducted from schools to prevent their recruitment by opposing forces. In such contexts, the increased risk of violence also prevents girls from attending school.

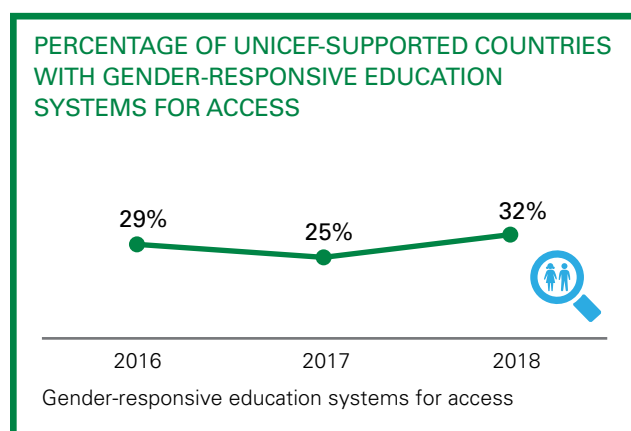
In 2018, gender disparity in completion of primary education was found to disadvantage girls in 25 per cent of UNICEF programme countries, whereas boys were disadvantaged in 22 per cent of countries. At the lower secondary level, the situation reverses, with boys disadvantaged in 45 per cent of countries, and girls disadvantaged in 23 per cent of countries. At the upper secondary level, girls are disadvantaged in 35 per cent of countries, and boys in 46 per cent.

Globally, for children from the poorest quintile, the adjusted net attendance rate for primary school in 2018 was 74 per cent for girls and 77 per cent for boys, up from 67 per cent and 71 per cent, respectively. Boys and girls from the poorest quintile showed equal attendance for lower secondary schooling at 45 per cent, and 31 per cent attendance for boys, compared with 27 per cent for girls for upper secondary schooling.

Data, including gender disaggregated data, on access to education for children with disabilities and those from other marginalized groups, are often unavailable. This limits the analysis of the intersection of gender and other forms of marginalization in many countries.

The proportion of UNICEF-supported countries with gender-responsive education systems for access increased from 25 per cent in 2017 to 32 per cent in 2018. In 2018, the share of countries that supported gender-responsive learning environments increased to 47 per cent, compared with 37 per cent in 2017. The percentage of countries with effective school-related gender-based violence (SRGBV)

FIGURE 24: System strengthening indicator for gender-responsive education systems



prevention and response mechanisms increased from 29 per cent in 2017 to 38 per cent in 2018.

In 2018, UNICEF spent more than US\$229 million on activities that specifically targeted gender equality: US\$97.6 million on gender-equitable access to quality education; US\$64.6 million on gender-equitable learning outcomes (see *Result Area 1*); and US\$67.2 million on gender-equitable skills development (see *Result Area 2*).

A gender-responsive education system is crucial to ensuring that all girls and boys can stay in school and learn. In 2018, UNICEF partnered with the United Nations Girls' Education Initiative (UNGEI) and the Global Partnership for Education (GPE) to host two workshops on gender-responsive education sector planning for 13 countries in West and Central Africa, and Eastern and Southern Africa. The workshops were attended by national governments, civil society, UNICEF and other members of the Local Education Group.

In Malawi, more than 1 girl in 10 is married by the age of 15 – one of the highest rates in the world. Girls often face multiple barriers to staying in school, including cost. UNICEF worked in partnership with the Government and the private sector to establish a trust fund that has already provided 14,000 scholarships to help girls from poor backgrounds complete their secondary education.

UNICEF direct support helped 8,178 schools gain access to basic water, sanitation or hygiene facilities in 2018, with a total student population of 2.4 million. Of these schools, 7,710 (94 per cent) had separate sanitation facilities for girls and boys, meaning that girls' and boys' toilets and washing facilities were physically separated from each other through distance, barriers or other means, as defined by country norms and standards.³³ While not the only element of girl-friendly design, the physical separation of facilities can be crucial; adolescent girls, in particular, can have higher

absenteeism rates when sanitation and washing facilities are not private. In Burkina Faso, UNICEF supported a Menstrual Hygiene Management Initiative in 110 schools, with puberty education provided to 14,646 girls and 3,878 boys. In the Sudan, 432,151 children were provided with teaching and learning materials; of the total number, 128,150 girls received social assistance packages, including school uniforms and/or dignity kits.

In Mozambique, UNICEF worked with partners to mobilize action to repeal a law that had forced pregnant girls to attend night school rather than regular classes, increasing their risk of dropout and exposure to violence. In Burundi, UNICEF worked with the United States Agency for International Development (USAID) to support young mothers in returning to formal schooling. In Ghana, UNICEF supported specific guidance on preventing adolescent pregnancy and increasing the retention of young mothers in school, reaching more than 1,200 school administrators.

The development of the first Girls' Education Policy in Afghanistan committed the Government to affirmative action for female students (including young mothers) and female educational personnel. The policy is informed by the UNICEF *Out-of-School Children Study*, which generated recommendations on how to reach the more than 2.2 million out-of-school girls in Afghanistan. UNICEF also supported the National Institute of Educational Planning to conduct gender-responsive education sector planning workshops in 33 of 34 provinces, building the capacity of 579 government staff, community leaders and teachers. Some 5,000 school management members were trained in social mobilization for girls' education.

In Lesotho, UNICEF supported a non-formal education programme that targets herd boys. It also partnered with the Lesotho Association of Non-Formal Education, the Good Shepherd Sisters and the Lesotho Distance Teaching Centre to establish learning centres where out-of-school children can gain literacy and numeracy skills to enable them to be re-integrated into formal schooling.

Addressing school-related gender-based violence

UNICEF is tackling school-related gender-based violence (SRGBV) in a cross-sectoral manner on multiple fronts simultaneously. Health and child protection staff work with education staff and ministries of education to develop context-specific strategies to eliminate SRGBV. These strategies include: building teacher, parent and student awareness and capacity, policy dialogue and advocacy to promote policy reform, while strengthening the availability of evidence about what works to prevent SRGBV, and strengthening systems of reporting and data collection in and around schools.



A girl smiles at Umbatah Basic School for girls in Kadugli, South Kordofan State in the Sudan.

Progress under the Strategic Plan is measured by the proportion of UNICEF-supported countries with effective SRGBV prevention and response mechanisms. In 2018, 38 per cent of countries had such mechanisms in place, compared with 29 per cent in 2017. The region showing the biggest one-year advance is Eastern and Southern Africa, which improved from 50 of UNICEF-supported countries with appropriate mechanisms in place in 2017, to 68 per cent in 2018.

In Ethiopia, UNICEF worked with the Ministry of Education to put country-wide systems in place for reporting school-related gender-based violence. Research conducted with University College London's Institute of Education revealed growing awareness of the SRGBV Code of Conduct, increasing understanding of violence and implementation of referral mechanisms. The programme led to the reporting of 88 cases of child marriage in the Oromia region alone.

Gender action plan

Targeted priority on girls' secondary education

Better educated women tend to be healthier, earn higher wages, have fewer and healthier children, marry later, and are more able to actively engage in their communities. Under the Gender Action Plan (2018–2021), UNICEF is working across 12 countries to increase adolescent girls' access, learning and skills. In 2018, UNICEF published a global report summarizing learning across the Gender Action Plan targeted priority countries, and is now developing a toolkit that is being used by UNICEF staff across all regions to strengthen programming and partnerships on girls' education

Girls' education is a major component of the United Nations Population Fund (UNFPA)–UNICEF Global Programme to Accelerate Action to End Child Marriage. The programme is implemented in 12 countries across 4 regions (Eastern and Southern Africa, West and Central Africa, South Asia and the Middle East and North Africa). UNICEF supports the development of girls' life skills, as well as systemic interventions to strengthen gender-responsive pedagogy, tackle school-related gender-based violence, support social protection schemes, and provide menstrual hygiene management (see *Figure 25*).

FIGURE 25: Accelerating results for gender equality in education



In Uganda, roughly 1,800 adolescents returned to school as a result of a multisectoral C4D Strategy for Adolescent Girls. With UNICEF support, this programme worked with almost 1,000 teachers, more than 90,000 adolescents (60 per cent girls), and more than 50,000 community members to create awareness about girls' education, and to reduce violence in schools and the incidence of child marriage.

UNICEF helped South Africa to strengthen safety for children through the National School Safety Framework. This benefited 125,000 children (58 per cent girls) by increasing their awareness about prevention and management of violence. UNICEF South Africa also supported the Government in developing a guide for schools to report and address sexual abuse in schools.

Efforts to reduce corporal punishment were supported in Ghana, with development of a resource pack on creating a safe school environment.

Case Study 4: Cameroon, Senegal and Togo: Multisectoral approaches to eliminate school-related gender-based violence

School-related gender-based violence (SRGBV) occurs globally. For girls – who are the most affected – this most often means psychological and sexual violence; for boys, it generally takes the form of physical punishment. The French Ministry of Europe and Foreign Affairs worked with UNICEF and Plan International France to support a project aimed at eliminating SRGBV through its Priority Solidarity Fund during 2016–2018, implemented with the governments of Cameroon, Senegal and Togo.

In Senegal and Togo, indicators regarding SRGBV and gender equity were integrated into the Education Management Information Systems. Evaluation showed encouraging behavioural change. Togo has set up a more effective child protection system. Senegal has launched a better reporting and monitoring system, with a 44 per cent increase in detection and management of child protection cases from 2017–2018.

However, the programme also inadvertently showed how the failure to secure long-term funding is hurting efforts to combat SRGBV. Prevention of SRGBV requires sustained support to change deep-rooted behaviours, but despite its successes, the Priority Solidarity Fund is ending. It is unclear whether its support for child protection, training, and reporting and monitoring will be maintained.



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Students in class in Tsévié, Togo.



Twelve year old Aminata laughs in a tent classroom in Ouahigouya, Burkina Faso. In the past year, schools have become the targets of armed attacks in the northern and Sahel region of Burkina Faso, with death threats made to teachers. Together with UNICEF and other partners, the Ministry of Education moved 243 schoolchildren to a classroom tent in a safe area, to prepare for their national exam.

Education in emergencies

Children in fragile contexts should not be short-changed in access to services, or in the quality of those services. Yet in fragile contexts, education is often the first thing to be lost – and the last thing to be restored. This is why almost half of UNICEF total spending on education has supported humanitarian results. In 2018, education comprised the largest percentage of UNICEF Humanitarian Action for Children appeals,³⁴ at 25 per cent. This is in stark contrast to continued low prioritization and funding for education in the humanitarian sector.

In 2018, UNICEF spent more than US\$583 million on education in emergencies across the three result areas of learning, skills and access. Some US\$46 million was spent on risk-informed programming and peacebuilding education, with approximately half the spending allocated to system strengthening activities, such as effective emergency preparedness.

Nearly half of all children in conflict-affected areas are out of school, and many others are in overcrowded classrooms with substandard teaching and the threat of attacks. Primary school-age children are more than twice as likely to be out of school if they live in a conflict-affected country. Female students and educators are often targeted, threatened or killed during attacks on education. Children with disabilities, only half of whom attend school in times of peace, face compounded barriers in times of crisis.

In 2018, UNICEF country offices set a target of helping 8.8 million children in humanitarian situations to gain access to formal or non-formal basic education. UNICEF reached 79 per cent of this target (75 per cent for girls, 83 per cent for boys), supporting 6.9 million children in humanitarian situations in 63 countries.

The number of emergencies demanding priority support grew from 11 in 2017 to 13 in 2018, including six Level 3 emergencies (the most severe, large-scale humanitarian crises): in Bangladesh, the Democratic Republic of the Congo, Nigeria, South Sudan, the Syrian Arab Republic

and Yemen, and seven Level 2 emergencies. UNICEF is the largest provider of education in emergencies in many of these crisis areas.³⁵ It also serves as the Inter-Agency Standing Committee (IASC) cluster lead agency and acts as 'provider of last resort'. It co-leads the Education cluster with Save the Children. Some US\$47 million was spent in 2018 supporting coordination of humanitarian responses.

Education provision in emergencies

The length of time that a child stays in one place during emergencies can vary from days to years; many are unaccompanied minors with little access to services, and facing challenges to their safety. UNICEF provides advocacy, temporary learning spaces, teacher training, psychosocial support, and kits with teaching, learning and recreational materials.

In Afghanistan, 93,451 children gained access to education through UNICEF intervention that focused on drought-affected areas. Support included temporary learning spaces, teaching and learning materials, teacher salaries and training, social mobilization, links with Child Protection and WASH, and early childhood development kits.

In Turkey, 18 container classrooms for early childhood education were provided for 900 children, along with financial support for 328 schools, serving more than 188,440 children and covering the increased maintenance costs associated with hosting refugee children. Around 85 per cent of refugee children transitioned to regular classrooms in Turkish public schools.

The Back to Learning initiative in South Sudan worked with the Government and partners in 2018 to provide almost 560,000 out-of-school children with learning opportunities. This involved creating 460 temporary learning spaces and renovating 38 classrooms. Almost 4,000 education personnel were trained in teaching methods, psychosocial support and conflict-sensitive education, and 3,400 members of parent-teacher associations and school management committees were trained in social mobilization, and basic school management and development.

In Iraq, UNICEF renovated damaged schools and provided new learning spaces, teaching and learning supplies, and teacher incentives and training. Nearly 1.3 million children (45 per cent girls) accessed education during 2018 with direct UNICEF support. These included more than 30,000 Syrian refugees (50 per cent girls).

In Lebanon, UNICEF further advanced the inclusive education agenda by supporting systemic changes within the education sector. Partnering with Lebanon's Center for Educational Research and Development and specialized non-governmental organizations (NGO), UNICEF has helped the Ministry to make 30 public schools accessible to children with mild intellectual and motor disabilities. This approach has also been deployed with NGOs providing non-formal learning. More than 400 children with special needs are now enrolled in inclusive public schools for the 2018/19 scholastic year, and a further 723 children with disabilities were provided with accredited non-formal learning.

Cross-cutting feature: WASH in schools

Through humanitarian response programmes, UNICEF provided 4.4 million children with access to appropriate male and female water, sanitation and hygiene (WASH) facilities and hygiene education in schools, temporary learning spaces and other child-friendly spaces in 2018. This is the largest number ever recorded, reflecting both the extraordinary number of children at risk and the growing number of UNICEF programmes in this area. This response was provided in 50 countries, including large-scale and longer-term programmes in Nigeria, the Syrian Arab Republic and Yemen, as well as in sudden-onset emergencies such as in Dominica, where WASH support was provided to hurricane-affected children in temporary learning spaces; in Mexico, where earthquake-damaged school WASH facilities were rebuilt; and in India, where WASH facilities and services were provided in response to flooding in Kerala.

Temporary learning spaces

UNICEF supports the education of children in emergency settings by providing temporary learning spaces, a low-cost solution for the speedy re-establishment of learning. In Somalia, 17,450 children (40 per cent girls) were supported in Puntland State through the establishment of 13 temporary learning spaces with WASH facilities and classroom furniture.

In Indonesia, in response to earthquake disasters in Central Sulawesi and Lombok, UNICEF helped to set up temporary learning spaces for more than 35,000 children and adolescents, providing training for teachers and psychosocial support for students, parents/caregivers and teachers.

UNICEF support for the Rohingya refugee response included provision of non-formal basic education to more than 90,000 girls and boys through 862 temporary learning centres with 1,700 teachers.

The crisis in the Bolivarian Republic of Venezuela has resulted in massive influxes of children to neighbouring countries. By the end of 2018, more than 490,000 children needed assistance in neighbouring Colombia, Ecuador, Brazil, Guyana, Peru, Trinidad and Tobago, and Panama – including Venezuelan migrants and refugees, host communities and non-Venezuelan returnees. In Colombia, which hosts the majority of children in need due to the crisis (356,756 children under the age of 18), 43,515 school-aged children benefited from UNICEF-supported education activities, including through the establishment of temporary classrooms in border locations.

Psychosocial support and peacebuilding in schools

Children who experience stress or trauma may face long-term repercussions for their physical, mental and psychosocial well-being.³⁶ When children are provided with a safe and supportive learning environment, education helps them to retain a sense of normality, while learning coping strategies and life skills to address emergency conditions.³⁷

In several countries, including Cameroon, the Democratic Republic of the Congo and Sri Lanka, psychosocial support was provided in line with disaster risk-reduction strategies.

- In Yemen, UNICEF provided more than 133,000 children affected by the conflict with psychosocial support services, and trained more than 4,000 teachers.
- In Nigeria, 3,584 teachers were trained to provide psychosocial support to more than 351,000 conflict-affected children (49 per cent girls). Almost 500,000 children (57 per cent girls) benefited from learning materials. UNICEF is piloting early stimulation and communication, Teaching at the Right Level,³⁸ and mother-tongue reading materials.

- Education systems are critically important to promoting social cohesion and building peace. In the Democratic Republic of the Congo, 12,374 teachers (33 per cent women) were trained in Education in Emergencies (EiE) modules, including peacebuilding education to contribute to resilience in emergency settings, reaching more than 680,000 pupils.

Learning and skills in emergencies

UNICEF provides support for the challenge of assessing learning in emergencies. In the Syrian Arab Republic, through the Whole of the Syrian Arab Republic project, UNICEF developed instruments for assessing foundational skills in Arabic. Support in Ethiopia aligned assessment instruments for students in refugee camps to those used for the country's own assessment system.

UNICEF works within formal and informal school settings, and through other mechanisms, so that children in crisis contexts can develop the skills they need. In Bangladesh, as part of the response to the Rohingya crisis, UNICEF helped to establish 515 adolescent clubs and groups to provide life-skills and child development training, reaching 23,659 adolescent boys and girls. In Kenya, UNICEF trained 565 teachers, from 35 refugee primary schools and 10 Alternative Education Programme centres, to deliver non-formal education.

In the Syrian Arab Republic, close to 150,000 teachers were displaced by the crisis, and the skills and capacity of existing teachers were severely eroded. Teachers face the challenge of providing additional support to children impacted by violence. UNICEF provided training for almost 40,000 teachers, as well as a partial revision of the curriculum and implementation of an accelerated programme for dropouts.

Opportunities for children to catch up with their peers and re-enter formal systems are crucial. UNICEF works with partners through the global Accelerated Education Working Group³⁹ to support accelerated education in 24 countries. In Jordan, support services from UNICEF and partners for refugee children have contributed to improvements in the pass rate for the general secondary education certification exam (*Tawjih*). In the Za'atari refugee camp, the pass rate soared from 5 per cent in 2014/2015 to 37 per cent in 2017/2018.

As the number of displaced children increases, accelerated education plays a larger role in UNICEF programmes. In Mali, UNICEF facilitated the reintegration and enrolment of more than 40,000 out-of-school children (50 per cent girls) in 2018, through strategies such as accelerated learning. In Senegal, a pilot initiative for second-chance education interventions for children aged 9–15 achieved a success rate of about 80 per cent, with most children transferred to primary schools or referred to technical and vocational education programmes.

Case Study 5: Bangladesh: Learning Competency Framework and Approach for Rohingya children

Approximately 745,000 displaced people from Rakhine State in Myanmar have crossed into Bangladesh since August 2017, increasing the total Rohingya population in Cox's Bazar to more than 900,000, over half of whom are children. Delivering a structured learning curriculum to this large influx of Rohingya children has been an enormous challenge.

Under UNICEF leadership, the Joint Education Working Group in Bangladesh worked with the Ministry of Primary and Mass Education to quickly formulate the Learning Competency Framework and Approach for displaced children's immediate learning needs. The framework focuses on literacy, numeracy and life skills in a protective and child-friendly environment, while building social cohesion among all children. The programme is the functional equivalent of a curriculum covering pre-primary to Grade 10 for children aged 4–18.

The Learning Competency Framework and Approach supports community engagement to enhance the quality of learning within the space constraints, lack of qualified facilitators and other barriers that call for innovative alternative learning options. Technical workshops and meetings with stakeholders from camp level to national level engage Rohingya children, parents and communities, relevant United Nations agencies, international and local non-governmental organizations, academic institutions and government agencies. UNICEF and the University of Cambridge are developing a portable curriculum framework, associated learning materials and a certification model.

Following the assessment of all enrolled learners, children are now grouped by level. A set of core teaching and learning materials is in use, and teachers have been trained. Rohingya children are now learning in a structured way, with competency-based learning materials and teaching methods guided by the framework. As of December 2018, 180,000 Rohingya children from 4 to 14 years old were enrolled in learning centres across Cox's Bazar.



German model Nur Hellmann (left) plays with Rohingya children during her visit to a UNICEF supported child-friendly space in the Kutupalong makeshift settlement for Rohingya refugees, in Cox's Bazar district of Bangladesh.

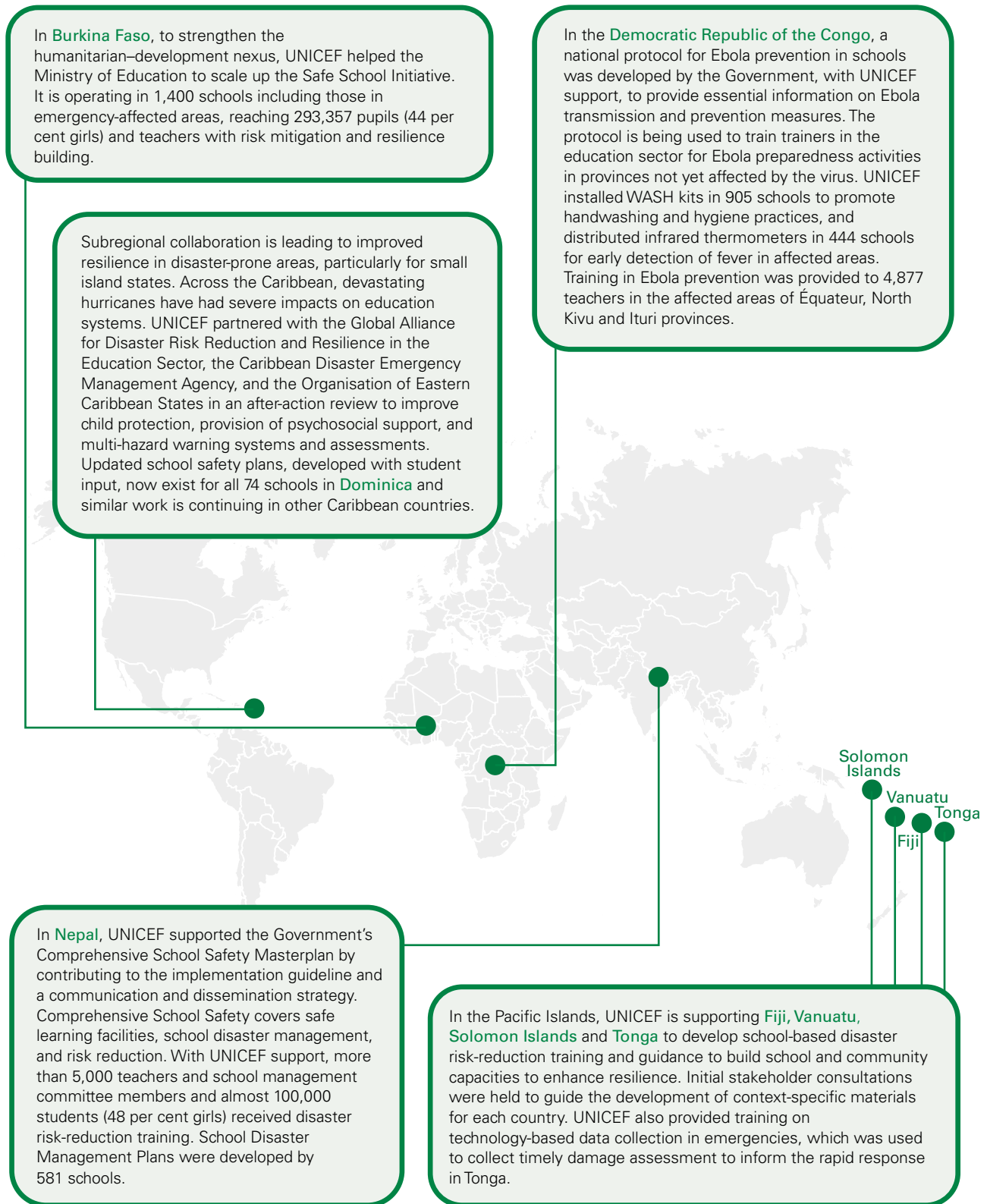
Emergency preparedness and risk-informed programming

UNICEF emergency response in the education sector includes a focus on emergency preparedness. Its work in risk-informed programming falls under six categories: natural hazards, climate change, biological hazards, violent conflicts, SRGBV and economic shocks.

In 2018, forty-four per cent of UNICEF-supported countries had integrated emergency preparedness and response within their education sector plans and policies

(see Annex 2). Some 51 per cent of countries had a recent risk assessment in the education sector, up from 47 per cent in 2017, and 54 per cent of countries had risk reduction strategies in the education sector in 2018, including countries with fully operationalized strategies, up from 45 per cent in 2017. However, the lack of resources to implement these strategies remains a significant bottleneck, as only 36 per cent of countries committed human and financial resources to implement risk reduction strategies in the education sector in 2018 (up from 28 per cent in 2017).

FIGURE 26: Illustrative results from emergency preparedness and risk-informed programming 2018



In Lebanon, UNICEF provides a model for a systems approach to education support in protracted crises. Seven years after the beginning of the Syrian Arab Republic crisis, UNICEF continues to partner with Lebanon's Ministry of Education and Higher Education in a systems-based approach for long-term results. UNICEF supported the Reaching All Children with Education (RACE II) 5-year plan. Donors supported UNICEF with over US\$220 million to subsidize the costs of education for children impacted by the crisis, allowing 422,000 children, Lebanese and non-Lebanese, to access formal education and pre-primary education in public schools. A further 39,000 children, either first-time learners or dropouts, were provided with accredited non-formal learning programmes. A profiling and mapping exercise and a national study were conducted on out-of-school children and those at risk of dropping out.

The Back to School initiative, aimed at out-of-school Lebanese and Syrian children, has adopted a C4D strategy that targets caregivers, institutions, school directors and key community leaders. In the 2017/18 school year, almost the entire education sector (60 community-based organization and international non-governmental organization partners) was engaged in this initiative.

Innovation focus: Education for emergencies

For many children, going to school is an impossible prospect when they do not understand the language of instruction, and have no proof of their previous learning records. UNICEF is working with the Akelius Foundation to develop a digital language-learning platform adapted to humanitarian and multilingual contexts, which is being piloted with refugees. For instance, a digital language-learning platform was designed together with the Akelius Foundation to support refugees and migrants in Greece, with a planned expansion to Mauritania and Lebanon in 2019, supporting French and English, respectively.

In Lebanon, the Innovation Lab Network and Generation of Innovation Leaders⁴⁰ programmes supported 6,000 marginalized young people through training in design thinking, social entrepreneurship and digital skills training; funded/mentored 500 social business enterprises; and supported girls exploring careers related to information technology. UNICEF also developed an impact sourcing platform, Bridge. Outsource. Transform (B.O.T.).⁴¹ Its aim is to support the creation of new income-generating opportunities through an online marketplace for vulnerable young people, so that they can earn revenue while they continue learning and enhancing their skills. In the first 6 months, 125 young people had generated US\$60,000 worth of income through B.O.T.

UNICEF, in partnership with the University of Cambridge, is researching possibilities to provide a 'learning passport' for displaced and conflict-affected children and adolescents, so that they can continue learning, have that learning valued and recognized, and smoothly transition to formal education systems and other opportunities. The desk research, literature review, consultations with multiple stakeholders, and feasibility missions completed in 2018 have guided the design of the main research to be completed in 2019. A shared-value partnership with Microsoft was established in 2018, to provide implementation support.

Going forward

In 2019, UNICEF will work with governments and partners to improve the quality of subnational statistics and the provision of age-based, sex-disaggregated statistics. Other priority areas will include gender equity in education outcomes, support to equity-based education sector analysis and sector planning, and safety of school environment. UNICEF will continue to support governments to formulate and implement policies that put children's educational needs at the centre of emergency response, preparedness and resilience.

To strengthen staff capacity and programme results, several courses will be finalized, including a Gender Equality in Education Toolkit, consisting of five modules under development with the Brookings Institute, a nine-module e-learning course on the use of education sector analysis for policy dialogue; and an education in emergencies e-learning course in four languages. These courses will be available on AGORA – an online learning platform – for UNICEF and partners in 2019.

UNICEF will also strengthen the capacity of regional and country offices to address the impacts of shocks and stresses and avoid disruption to education.



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Children at an Anaganwadi centre in Fazlaha, Bihar, India. As part of the revised curriculum, children participate in language development, cognitive development, physical development, social and emotional development, and constructive development. UNICEF and the IKEA Foundation have been instrumental in capacity-building and scaling up the country's Early Childhood Education (ECE) curricula and implementation in states.

Result Area 4: Global partnerships, advocacy and research

Children's needs go well beyond the capacity of any single organization to resolve. That is why UNICEF is continually increasing its capacity to work on behalf of children through partnerships. These provide opportunities to develop a shared vision, and to exchange know-how and technologies, allowing UNICEF to build on its own comparative advantages, while facilitating partner contributions.

Within the education sector, partnerships are changing the nature of the work done by UNICEF, providing greater flexibility, but also creating new dilemmas around branding and marketing, and new responsibilities for coordination, programme implementation and policy dialogue. Within the education sector, diversity and complementarity underpin the 2030 Agenda's vision of a global partnership.

Governments, the private sector, civil society and the United Nations work together to mobilize all available resources, creating a deeply interconnected landscape. Much like alliances in the business world, the largest

partnerships forged by UNICEF in the education sector – with GPE and Education Cannot Wait – are characterized by mutual commitments of funding, shared responsibility for success or failure, joint implementation of programmes, and close communication among staff members. UNICEF is a member of the board of GPE; it houses Education Cannot Wait and impacts decision-making; and it has deep financial commitments to and from both organizations.

A multi-partner approach to results for children

UNICEF is sought after for its technical expertise in children's issues, and its strong footprint on the ground. With education programmes in 144 countries, it is often called to share its country-level presence with partners. This section highlights the pragmatic division of labour among UNICEF and its partners.

Case Study 6: Cambodia: Leveraging multi-donor partnerships to catalyse education reform

UNICEF has long worked with Cambodia's Ministry of Education, Youth and Sport to enhance the quality, inclusiveness, equity and relevance of education service delivery. The third phase of the Capacity Development Partnership Fund (CDPF), with new partners USAID and GPE, was launched in 2018; they join existing partners the European Union (EU) and Swedish International Development Agency (Sida).

UNICEF Cambodia combines traditional up-front grant financing from the EU, Sida and USAID, pools those funds, and finances work leading to the release and use of results-based financing provided through GPE. The pooling allows for a sector-wide approach and promotes mutual accountability between donors and the Cambodian Ministry.

This financing innovation supports the Ministry of Education, Youth and Sport in accelerating education reforms in financial management, personnel, sector planning and monitoring, teacher quality improvement and school-based management. The Capacity Development Partnership Fund has become a strong catalyst for increased government resource allocation to support subnational capacity development. More than 35 implementing partners are helping to achieve results in the education sector.

A formative evaluation of CDPF Phase I and II was completed in 2018. It informed the design of CDPF Phase III, and that of similar programmes within Cambodia and worldwide. The evaluation will be used as an advocacy tool for senior leadership of the Ministry of Education, Youth and Sports, to continue to give priority to capacity development in the medium to long term, and to emphasize building subnational-level capacity for improved education service delivery.



Children smile at Watanak Chhoung Leap Primary School in Sa'ang District, Kandal province in Cambodia. The Ministry of Education, Youth and Sports runs a scholarship programme to help children at risk of dropping out to remain at or return to school.

System strengthening and financing education

The year 2018 was a critical one for the Global Partnership for Education (GPE), and for UNICEF engagement as a partner at country and global levels. In February 2018, GPE held its third financing conference, co-hosted by the Presidents of France and Senegal. In addition to development partner contributions of US\$2.3 billion for the GPE fund, 50 developing countries committed to increase public expenditure for education to a total of US\$110 billion. UNICEF and its network of National Committees continue to advocate for a fully funded GPE.

UNICEF serves as coordinating agency in 40 of GPE's 68 partner countries, helping to facilitate collaboration between governments and their partners. In 2018, UNICEF served as grant agent for GPE Education Sector Plan Development Grants in 11 countries: Djibouti, Guinea, the Republic of Moldova, the Niger, Pakistan, Tajikistan, Timor-Leste, Togo, Uganda, Uzbekistan and Vanuatu. UNICEF also served as Grant Agent for Education Sector Implementation Grants in 10 countries, many of which are experiencing fragility and conflict: Burundi, Cabo Verde, Cambodia, Chad, the Comoros, Eritrea, Sierra Leone, Somalia, Yemen and Zimbabwe. The Grant Agent role means ensuring that GPE grants are appropriately managed and disbursed, and fully aligned with broader education sector developments. UNICEF undertakes the GPE Grant Agent function in some of the world's most fragile contexts, working with other partners to support ministries of education in preparing their education sector analyses and plans. Through funding from the GPE in 2018, UNICEF supported delivery of 5.4 million textbooks, trained 40,804 teachers, and built or rehabilitated 267 classrooms – making a significant contribution to GPE results.

In 2018, UNICEF worked closely with the GPE Secretariat to pilot a new approach to quality assurance of GPE Education Sector Program Implementation Grant applications where UNICEF serves as Grant Agent. UNICEF headquarters, together with the Eastern and Southern Africa Regional Office and UNICEF South Sudan, partnered with the GPE Secretariat to peer-review GPE's programme to support delivery of South Sudan's education priorities.

The GPE Secretariat and UNICEF undertook a first Strategic Dialogue on 2 November 2018. The dialogue, planned to be held annually, is an opportunity to complement UNICEF engagement as a member of the GPE Board of Directors and its role as Grant Agent, Coordinating Agency and member of Local Education Groups. The dialogue included commitments to deepen collaboration in fragile and conflict-affected countries.

In the Niger, UNICEF was designated to accompany the GPE-supported Education and Training Sector Programme mid-term revision process. UNICEF initiated eight sectoral studies to orient the revision towards SDG 4. This process brought together the Niger's six Ministries of Education under the coordination of the Prime Minister's office.

It identified equity gaps in access, especially for girls; weaknesses in education statistics data; the need to improve the quality of education; and the humanitarian-development nexus.

In 2018, UNICEF, in partnership with GPE and the World Bank, supported Tajikistan's Ministry of Education and Science to undertake a comprehensive analysis of the education sector, using the Education Sector Analysis guidelines developed jointly by UNICEF, UNESCO, GPE and the World Bank. The analysis applied equity-related indicators to look at access, quality and the efficiency of the national education system, as a whole and separately at different levels, to inform elaboration of the sector development strategy beyond 2020.

As a coordinating agency, UNICEF has leveraged GPE funds managed by Save the Children in Bhutan. The development of holistic early childhood care and development programmes for children from 0 to 8 years will be promoted; previously, the programmes focused on children aged 3–5 years. A workshop on conceptualization of a preschool framework brought together key stakeholders to identify pre-primary priorities; a National Strategic Plan of Action for early childhood care and development is being prepared.

In Côte d'Ivoire, the Ministry of Education requested support from the UNICEF Country Office – which resumed its role in 2018 as the coordinating agency for GPE and lead of the Education Sector Group – to undertake regional restitution workshops in 2019, aimed at developing a step-by-step approach for a national integration strategy of Islamic schools into the formal system.

Early childhood education

GPE awarded UNICEF US\$1.3 million to lead the Better Early Learning and Development at Scale Initiative, which seeks to strengthen countries' capacity to effectively plan and implement quality early childhood education programmes at scale. Under the initiative, UNICEF is developing a global toolkit of resources to support the systematic integration of early childhood education into education sector planning and implementation cycles. Participating countries' engagement in this initiative can be leveraged for new GPE grants for education sector analysis and planning, that include early childhood education.

In collaboration with the LEGO Foundation, UNICEF developed an advocacy brief on strengthening learning through play in early childhood education programmes, focusing on integrating play-based learning across all aspects of the pre-primary subsector. The advocacy brief was launched and disseminated online, as well as at a high-level education meeting in 2018.

UNICEF is working with UNESCO's International Institute for Educational Planning (UNESCO-IIEP), UNESCO and GPE on a joint massive open online course (MOOC) to improve capacity development for integrating pre-primary education in education sector plans. The MOOC is expected to be launched in 2019.

Education in emergencies

Despite the efforts of many agencies and governments to fulfil the right to education for millions of crisis-affected children, the current aid architecture is under-resourced, lacking in capacity and unable to fully support country needs in education. Fixing the system requires more than piecemeal reform, given that the problems are deeply systemic.

The Education Cannot Wait (ECW) fund was designed to address these issues. While generating and disbursing new funding is a central objective, it also aims to inspire political commitment nationally and internationally, support strengthened joint planning and response, strengthen capacity and improve accountability.

Since the launch of Education Cannot Wait in 2016, UNICEF has played a key role in both governance and technical advice. UNICEF hosts the Secretariat, serves on the High Level Steering Group and Executive Committee, and participates in multiple working groups and task teams. In 2018, UNICEF received Education Cannot Wait grants in 11 countries, reaching more than 3.8 million children in contexts where crises were the most severe, needs were greatest, and funding and coping capacity were limited.

Initial investment grants from ECW provided immediate education support to children and youth affected by crises in Chad, Ethiopia, the Syrian Arab Republic and Yemen, and supported the functioning of the Global Partners Group.

ECW first emergency response grants were allocated for programmes in sudden-onset or escalating crises for a period of up to 12 months in the Democratic Republic of the Congo, Indonesia, Nigeria, Papua New Guinea and the Syrian Arab Republic, totalling approximately US\$9 million, with targets to reach nearly 284,000 children in need. In these contexts, UNICEF and its partners are contributing to the Grand Bargain⁴² commitment to enhance response capacity and accountability at national and local levels. For example, in the Democratic Republic of the Congo, UNICEF and its partners, in coordination with the Global Education Cluster, provide education and child protection for resilience and peacebuilding.

Multi-year resilience programmes address needs in protracted crises, providing a vehicle for joint investments and collaboration among humanitarian and development stakeholders. UNICEF is an ECW grantee for multi-year resilience investments in Afghanistan and Bangladesh. In

Afghanistan, UNICEF supports the improved learning and well-being of children affected by crisis, targeting support to girls and internally displaced people and returnee refugee communities. It provides inclusive and protective teaching and learning environments, innovative and community-based approaches to education, and improved continuity of education. In Bangladesh, UNICEF, UNESCO and UNHCR provide safe, good-quality education opportunities for Rohingya refugees in Cox's Bazar. Community participation strengthens the ownership and engagement of beneficiaries. The 2018 multi-year resilience grants allocated to UNICEF totalled nearly US\$21 million overall, and targeted approximately 600,000 refugee and host children.

UNICEF is a founding partner of the Inter-Agency Network on Education in Emergencies, which has 15,000 individual members and 130 partner organizations in 190 countries. UNICEF is also a member of its Steering Group. In 2018, UNICEF staff supported the review and finalization of the Network's Guidance Note on Psychosocial Support and Socio-Emotional Learning.⁴³ UNICEF contributed to the development of the Network's new strategy finalized in 2018, as well as its revised Guide on Gender, which was coordinated through the United Nations Girls' Education Initiative (UNGEI).

Through its global advocacy work and its leadership of local education groups and education clusters, UNICEF helps to secure endorsements and support implementation of the Safe Schools Declaration.⁴⁴ In 2018, the Declaration was endorsed by the Plurinational State of Bolivia, Cameroon, Djibouti, Germany, Mali, Monaco, North Macedonia, Peru, San Marino and the United Kingdom. In Cameroon, UNICEF and Plan International advocated for the Government to endorse the Safe Schools Declaration, and continue to encourage its implementation to protect schools from attack and military use and occupation.

Girls' education

Growing political momentum around girls' education and gender equality in and through education has made the UNICEF partnership with the United Nations Girls' Education Initiative (UNGEI) influential across the global education agenda. UNGEI partners with UNICEF to develop a strong advocacy message around key events, including the GPE Financing Conference, the Commonwealth Heads of Government Meeting, the Pan-African High-Level Conference on Education, the G7 Summit and the United Nations General Assembly. Of particular note, the Charlevoix Declaration on Quality Education for Girls was supported by a US\$2.9 billion pledge from the G7 partners. The Joint Statement '12 Years to Break Barriers and Leave No Girl Behind' includes significant global commitments to deliver quality education for marginalized girls, especially in contexts of crisis and conflict.

In 2018, UNGEI supported the sixth Global Education Monitoring Report Gender Review.⁴⁵ This analyses global gender disparities in participation and skills, in education and political leadership positions, and in infrastructure and curricula. The review explores ways of determining and enforcing accountability for gender equality in education. UNGEI also launched a research project with the Malala Fund to keep marginalized girls in school and learning through completion of secondary schooling. UNGEI's work is made possible in part by UNICEF thematic funding.

Inclusive education for children with disabilities

To accelerate progress on inclusive education, UNICEF has built partnerships with UNESCO, the World Bank, USAID and DFID, and with governments and civil society in partner countries. These partnerships have focused on one or more of the following five areas.

- **Advocacy:** UNICEF promotes inclusive education at national and international events to focus the attention of both policymakers and the general public on the needs of children with disabilities. During 2018, the UNICEF Executive Director gave the keynote speech on inclusive education to an audience of 600 guests at the United Kingdom Global Disability Summit in London.
- **Awareness-raising:** During 2018, a 3-day round table on inclusive education with UNESCO-IIEP in Paris was attended by delegations from Cambodia, Ethiopia, Fiji, Ghana, Kenya, Nepal, South Africa, and Viet Nam; a three-day workshop on inclusive education in Africa with the World Bank and USAID

was attended by delegations from Ethiopia, the Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Rwanda, Senegal, the United Republic of Tanzania, Uganda and Zambia.

- **Capacity-building:** Based on the success of the awareness-raising events, UNICEF and UNESCO-IIEP will run a series of 4-week virtual learning programmes over the next three years, focused in the first year on anglophone and francophone Africa and East Asia.
- **Technical assistance:** During 2018, UNICEF started to assemble a community of practice in inclusive education to assist with the development of global public goods and provide practical support at country level. This work included piloting a new chapter on inclusive education in Ghana for the forthcoming third volume of the UNICEF/UNESCO/GPE/DFID Education Sector Analysis Methodological Guidelines. The findings from this analysis have informed Ghana's new Education Sector Plan.
- **Implementation support:** With offices in more than 150 countries, UNICEF is well placed to assist with monitoring progress and evaluating the effectiveness of projects and programmes.

UNICEF continues to develop global public goods, including tools and guidance. An increasing number of countries have included the UNICEF/Washington Group Module on Child Functioning in the sixth round of the Multiple Indicator Cluster Survey programme. In 2019, UNICEF will test a new household survey module on inclusive education. It will also test how to help teachers gather data on children with disabilities, for inclusion in Education Management Information Systems.

The role of UNICEF in Generation Unlimited

In April 2018, UNICEF launched the Generation Unlimited (GenU) partnership, with the goal of ensuring that every young person (aged 10–24 years) is in some form of school, learning, training or age-appropriate employment by 2030. Within the Sustainable Development Goals framework, and the United Nations Youth Strategy 2030, GenU will contribute to results related to education/learning, skills, fostering decent work opportunities, youth entrepreneurship, and equipping a movement of young people as change-makers.

The UNICEF Strategic Plan, 2018–2021, articulates ambitious results for adolescents across the five goal areas. Education for adolescents, skills for personal empowerment, learning, employability and civic engagement, as well as adolescent empowerment, are key results for UNICEF to deliver within the Strategic Plan. These are also key priorities for Generation Unlimited. GenU brings an additional element into play: the UNICEF commitment to establish links and bridges across the symbolic age line of 18, and connect with those who can facilitate the entry of young people into productive adult life.

Advocacy for children's learning

"Education is the key to building peaceful societies, and yet, for millions of children around the world, school itself is not safe. Every day, students face multiple dangers, including fighting, pressure to join gangs, bullying – both in person and online, violent discipline, sexual harassment and armed violence. In the short term, this impacts their learning, and in the long term it can lead to depression, anxiety and even suicide. Violence is a lesson that no child needs to learn."

– UNICEF Executive Director Henrietta Fore

UNICEF is a leading voice for and with children. In 2018, 138 countries participated in integrated campaigns connecting global, regional and national efforts to reach and engage target audiences. UNICEF advocacy efforts seek to establish momentum for greater equity in education. It is able to garner support and action for the most vulnerable children by building coalitions, strengthening country-level services, shaping the international architecture for education, and providing global leadership on education in emergencies.

In 2018, UNICEF focused on making the case for children's right to education. It led issues-based campaigns, including #ENDViolence in Schools⁴⁶ and Children Uprooted.⁴⁷ This work included C4D strategies to support behaviour change and generate community demand through country-level activities, influencing the policies and practice of governments and the international community, and convening partners and participating in campaigns, whether led by UNICEF or others. Some highlights of the campaigns are provided below.



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Children advocate through songs and messages promoting a back-to-school initiative set up by UNICEF in partnership with USAID and World Relief. This school in New Fangkak Jonglei State, South Sudan was destroyed during the recent fighting, and the campaign is calling for children to attend the temporary schools.

#ENDViolence in Schools

As part of the UNICEF #ENDviolence global campaign, the organization brought together DFID, UNESCO, other members of the Global Partnership to End Violence Against Children,⁴⁸ and UNGEI for a collective effort to spark action to end violence in and around schools. The #ENDviolence campaign helped to build momentum for the Safe to Learn⁴⁹ partnership by focusing on ending violence in schools, nationally and globally. The campaign will be officially launched in 2019.

- #ENDviolence Youth Talks were held in 25 countries to elevate young people's voices, discussing the issue of violence against children.
- In September 2018, UNICEF launched a global Back-to-school online event to raise awareness against violence in schools and spark action to #ENDviolence in and around schools. An online poll featured a simple yes/no question: 'Have you ever felt afraid of violence in or around your school?'. The poll received more than 1 million responses from 160 countries, 69 per cent of which said 'yes'. The report An Everyday Lesson⁵⁰ which presented new data on violence in schools, was also released.
- In December, the #ENDviolence campaign, along with Global Citizen and Junior Chamber International, convened in Johannesburg to draft The #ENDviolence Youth Manifesto,⁵¹ based on feedback from the Youth Talks and the digital poll.

In Malaysia, the Ministry of Education, together with UNICEF and local NGO WOMEN: girls, launched the #MYkindness2018 School Outreach programme, prompting children to examine their attitudes and behaviours as victims, bystanders or bullies, and to develop solutions and ideas to promote kindness and respect in their schools. The initiative provided a video platform for these children to share their experience and personal solutions to end bullying.

In Uzbekistan, the #ENDViolence in Schools campaign convened Youth Talks, a platform for young people to share their experiences on bullying. The Youth Talks created a public discussion on social media platforms about the need to create child-friendly environments in schools, and to train teachers in addressing bullying in schools. UNICEF also developed public service announcements about the negative impact of bullying, which were repeatedly broadcast on the country's most popular television channels.

Children Uprooted

The Children Uprooted campaign works to uphold the rights of migrant and displaced children through public advocacy, fundraising and influencing public opinion.

UNICEF co-hosted a High-Level Meeting on Action for Refugee Education,⁵² bringing together refugee-hosting states, donor governments, multilateral institutions,

the private sector and civil society, to agree on how to accelerate and improve efforts to deliver commitments made through the Global Compact for Refugees.⁵³ Participants have made commitments to support the inclusion of refugee populations in national education systems, improve learning outcomes for refugees and host communities, and support greater responsibility in sharing, especially via more and better financing.

At 20 years old, Muzoon Almellehan is the youngest UNICEF Goodwill Ambassador. A Syrian refugee now resettled in the United Kingdom, Muzoon has campaigned passionately for children's education in emergencies since she was forced to flee the Syrian Arab Republic in 2013. In 2018, Muzoon participated as a panellist at a high-level United Nations event on education for refugee children, and made a well-received intervention during the third round of consultations of the Global Compact on Refugees.

"Every child, every single child who is out of the Syrian Arab Republic right now – we need them to have an education to go and rebuild our country one day. This is my biggest dream."

– Muzoon Almellehan,
youngest UNICEF Goodwill Ambassador

UNICEF Ecuador highlighted the situation of the Venezuelan refugee children by promoting their stories in social networks at country, regional and global levels, using the hashtag #AnteTodoSonNiños.

In Thailand, UNICEF advocated for an Equitable Education Fund to support the education of disadvantaged children. The Fund was established in May 2018, and UNICEF worked with its committee to help develop its principles and modes of operation. UNICEF successfully argued that the Fund should be a catalyst for the entire education plan and budget, and should support research and information management for more effective and equity-focused planning, including around access and retention of migrant children living in Thailand.

Early Moments Matter

The #EarlyMomentsMatter⁵⁴ campaign promotes early childhood development, with a focus on the importance of healthy brain development in the earliest years of life. This cuts across the work of UNICEF, including efforts to achieve the goal that every child should learn.

In South Africa, UNICEF has partnered with the Department of Basic Education and the LEGO Foundation to enhance learning through the power of play. The partnership also supports teacher training that builds on

the often overlooked, but critically important role of play as one of the essential foundations of children's learning, development and well-being.

To promote the importance of early childhood development under #EarlyMomentsMatter, UNICEF Uzbekistan focused on fathers' roles in parenting, and the importance of preschool education in preparing children for school. This included developing television and radio shows to promote key messages in early childhood development, and the benefits of preschool education.

In Timor-Leste, strengthening interministerial coordination to provide quality services for young children is a key objective of the draft Early Childhood Development Policy. In 2018, UNICEF intensified its advocacy for early childhood development, with the launch of an innovative UNICEF Café series, and talk shows aired on national television. The UNICEF Café focused on fatherhood, breastfeeding and baby talk, with influential personalities and public invited to share their parenting experiences. Advocacy videos on early childhood development and early learning via community preschools were produced in Tetun, Portuguese and English, and shared through Facebook, YouTube, and at meetings and other public events.

Research

The availability and use of better data and stronger evidence remain at the core of UNICEF work on education. In 2018, UNICEF efforts included investing in data collection, education sector analysis, and research and evaluation activities in country programmes. At regional and global levels, work involved disseminating data and evidence through knowledge management platforms, national and international networks and South–South collaboration, and supporting the utilization of data and evidence to inform policy, sector plans, programme delivery and advocacy.

In 2018, the UNICEF International Research Center (Innocenti) continued to be a primary resource of robust comparative evidence on education and learning to support pragmatic, forward-looking solutions for education systems, policies, and programmes. Working across UNICEF programming teams – education, child protection and social policy – and linking with UNICEF headquarters and regional offices, as well as the World Bank, UNESCO, ILO and multiple foundations, the UNICEF Innocenti research team supported more than 50 countries worldwide in conducting evidence reviews and field research through 5 regionally defined multi-country studies.

In Thailand, UNICEF launched a report, *Bridge to a Brighter Tomorrow: The Patani Malay–Thai Multilingual Education Programme*.⁵⁵ The report presents evidence from a UNICEF-supported pilot programme in the far south of Thailand, showing how a mother tongue-based multilingual education



Mustafa Denou understands that #EarlyMomentsMatter with his Abdul Wahab, 4. "I am a father of a child with autism. My love for him is the main recipe that has helped me develop his skills," he said.

approach has improved literacy and learning outcomes for children whose mother tongue is not Thai. A national language-in-education policy that acknowledges this evidence, and promotes mother tongue-based multilingual education, will enhance the quality of education and learning outcomes in Thailand.

A data-driven report launched in 2018 focuses on access to basic WASH services in schools: *Drinking Water, Sanitation and Hygiene in Schools*.⁵⁶ As part of regular updates on WASH by WHO and UNICEF, the report highlights a 'service ladder' approach to benchmarking WASH in schools. This is a way of tracking progress in delivering WASH services across countries at different stages of development.

Spotlight on thematic funds

Evidence generation

The availability and use of better data and stronger evidence remain at the core of UNICEF work on education. Thematic funds continue to be a catalyst for strengthening this leadership role for UNICEF.

UNICEF-Innocenti conducted a study focused on determinants of teacher absenteeism in 22 countries across Africa, influencing national policy, and building national capacity in research through in-country training. Evidence shows that the rate of teachers' time-on-task is less than half of contracted teaching time in some settings of sub-Saharan Africa, yet there is limited evidence on how this is influenced by national policies and practices.

In 2018, UNICEF-Innocenti partnered with the FC Barcelona Foundation and the Spanish National Committee for UNICEF to build an evidence base in advocacy, practice and policy for Sport for Development in four areas: education, social inclusion, child protection and personal empowerment.

Also in 2018, the Innocenti team advised more than half a dozen international research projects and made presentations at multiple events and conferences. It contributed analysis to the UNESCO global monitoring report on education and migration. UNICEF-Innocenti also published a review of Family Policies and the SDGs – launched at the United Nations in May.

GirlForce: Skills, education and training for girls now⁵⁷

In 2018, ILO and UNICEF jointly published GirlForce, a report about the barriers young women everywhere face in the transition from education to the workforce. The report recommended that the global community:

- Deliver large-scale public and private sector programming for girls' education, skills and market-relevant training.
- Improve the quality and relevance of teaching and learning to enable girls to develop the skills needed for life and work.
- Challenge stereotypes and social norms in relation to gender roles, to enable girls to have the same learning and career opportunities as boys.
- Provide the poorest girls, and single and young mothers, with financial incentives to stay in school, or to participate in youth employment or skills development programmes.
- Empower girls and young women to consider digital careers.
- Increase girls' participation in science, technology, engineering and mathematics (STEM) learning.
- Create initiatives to support girls' school-to-work transition.
- Enable access to training, finance and enterprise development for women entrepreneurs.

Going forward

UNICEF will continue co-chairing and contributing to international education initiatives and partnerships, such as GPE, UNGEI, Education Cannot Wait, Educate a Child, Save the Children International, the Education Commission, the Global Education Cluster, and other key partnerships. With the establishment of the new partnership, Generation Unlimited, UNICEF is focused on finding innovative ways to ensure that every adolescent is in school, learning, training or employment by 2030 – with a focus on those in the greatest danger of being left behind.

UNICEF will continue to use evidence-based approaches and information to drive its advocacy, partnerships and programmes into the future. Upcoming products and partnerships, such as the Early Childhood Education global report, Learning Passport and the new UNICEF Education Strategy, will continue to build momentum for education throughout the year ahead.



High-level priorities

The first International Day of Education, proclaimed by the United Nations General Assembly, was celebrated on 24 January 2019. It marked the role that education plays in peace and development, and demonstrated the political will to support inclusive, equitable and quality education to achieve those goals. Countries realize that they will not succeed in breaking the cycle of poverty and achieving gender equality without providing such education. Upcoming events, such as the 2019 High-Level Political Forum⁵⁸ featuring SDG 4 and the 2019 SDG Summit during the General Assembly, will continue to build momentum for education.

UNICEF Strategic Plan, 2018–2021: Every child learns

UNICEF will continue to implement its Strategic Plan, 2018–2021. Goal Area 2 of the Strategic Plan insists that every child learns in all country contexts, including humanitarian crises and development settings, regardless of wealth, location, gender, disability, migration status, language or minority status. As outlined in the 2018 UNICEF report *Progress for Every Child in the SDG Era*, existing data are insufficient to draw conclusions for the

bulk of countries on SDG 4 indicators. Therefore, within the Strategic Plan, UNICEF is prioritizing support to sustainable national learning assessment systems, while developing and implementing innovative new approaches, such as the Multiple Indicator Cluster Survey (MICS) Foundational Learning Skills module. Learning outcomes include the need for children to develop a wide range of foundational and transferable skills that will be useful throughout their lives. A renewed emphasis on literacy and numeracy, for example through work to improve early grade reading, combined with a strong emphasis on learning outcomes and their measurement, especially for the most disadvantaged children, is another feature of the plan. UNICEF has identified three main outputs for the Strategic Plan: Increasing gender-equitable access to quality education for girls and boys from early childhood to adolescence; increasing gender-equitable learning outcomes for both girls and boys; and increasing equitable access to skills for learning, personal empowerment, active citizenship and employability

Working across the result areas

System and community strengthening

As part of the Strategic Plan, UNICEF will continue to offer support to education system strengthening, as a pathway for providing equitable formal learning opportunities and alternative learning and skills programmes to the most marginalized children, from early childhood through adolescence. Community engagement and social behaviour change is also a key cross-cutting strategy, to achieve education and other sectoral goals. Education systems must supply quality services, and engage the community in decision-making processes and monitoring.

Education in emergencies

The capacity to respond to children's educational needs in times of crisis remains a challenge. In 2018, requests for education emergency response exceeded the capabilities of UNICEF. In 2019, the organization will continue to prioritize capacity-building for education in emergencies, along with the provision of emergency services. UNICEF will work with other United Nations agencies, governments and partners to plan for and respond to humanitarian crises, ensuring all children's right to a good education.

Partnerships

UNICEF partnerships with the public and private sectors mean that more and more children can be supported. The UNICEF Strategic Plan, 2018–2021 includes a common chapter that specifies how UNICEF will work with other United Nations partners. It will maintain an education coordination role at country level, with a focus on the hardest-to-reach children. UNICEF education will enhance cross-sectoral work, including with child protection, social policy, early childhood development programmes, adolescent programmes, gender equality, disability, C4D and other sectors.

UNICEF Education Strategy (2019–2030)

UNICEF is developing a new Education Strategy (2019–2030) to guide its engagement in education throughout the duration of the Sustainable Development Goals. Since the previous Education Strategy (2006–2015), the SDGs have been adopted and new partnerships forged. Real progress has been achieved, yet the learning crisis and the challenge of providing access to learning opportunities for the most disadvantaged children and adolescents remain urgent and acute. The purpose of the new Strategy is to provide a clear vision and strategic framework for the organization's work in education up to 2030, while allowing for sufficient flexibility to be led by country context, and by local education needs.

The new Strategy will convey the importance that UNICEF accords to education and the SDGs, and will consider the role of UNICEF in the landscape of United Nations reform, new partnerships, and the changing education architecture. It will communicate strategic shifts in UNICEF support to education, including a greater focus on: early childhood education; education for marginalized adolescents; learning and measurement of learning outcomes; inclusive education and disability; gender equality in education; digital learning; and data and evidence. The Strategy will focus above all on ensuring that UNICEF provides value for money by strengthening education systems for learning and equity; strengthening the response to education in emergencies and transitions; and supporting community engagement.



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Two children from the community of Pavia (Lara), Venezuela during the implementation of Child Friendly Spaces. Since 2018, UNICEF, in partnership with civil society partners, implements strategies based on sports and recreation for the prevention of violence and access to quality education.

Abbreviations and acronyms

CDPF	Capacity Development Partnership Fund	MENA	Middle East and North Africa
CONFEMEN	Conference of the Ministers of Education of French-speaking countries	MICS	Multiple Indicator Cluster Survey
DFID	Department for International Development	MOOC	massive open online course
EAP	East Asia and the Pacific	NGO	non-governmental organization
ECA	Europe and Central Asia	PASEC	Programme for the Analysis of Education Systems in CONFEMEN countries
ECE	Early Childhood Education	SA	South Asia
EIE	Education in Emergencies	SDG	Sustainable Development Goal
EMIS	Education Management Information System	Sida	Swedish International Development Agency
ESA	Eastern and Southern Africa	SRGBV	school-related gender-based violence
EU	European Union	STEM	science, technology, engineering and mathematics
GenU	Generation Unlimited	UNFPA	United Nations Population Fund
GPE	Global Partnership for Education	UNGEI	United Nations Girls' Education Initiative
IASC	Inter-Agency Standing Committee	UNHCR	United Nations High Commissioner for Refugees
ICT	Information and communication technologies	USAID	United States Agency for International Development
IIEP	International Institute for Educational Planning	WASH	Water, sanitation and hygiene
ILO	International Labour Organization	WCARO	West and Central Africa Regional Office
LAC	Latin America and the Caribbean		

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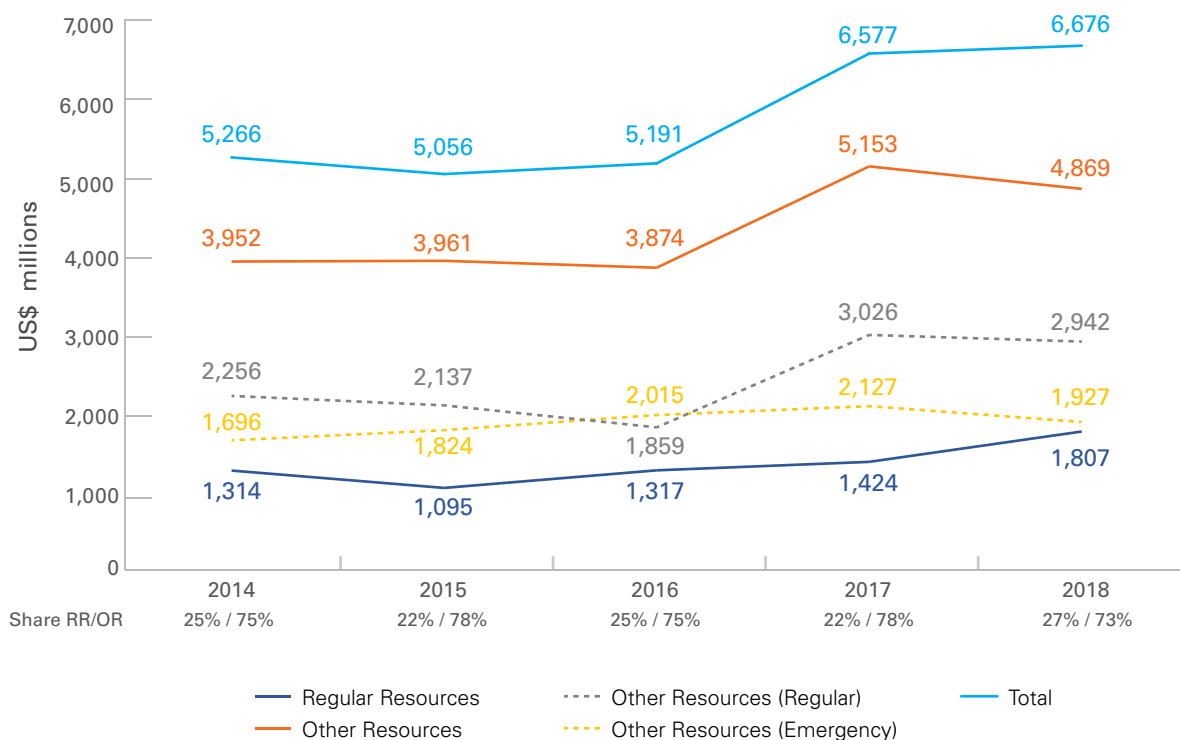
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Annex 1: Financial Report

In 2018, total revenue to UNICEF reached US\$6,676 million.* This was an increase of 2 per cent compared with 2017, due to an increase in un-earmarked funds (regular resources). Regular resources revenue reached US\$1,807 million in 2018. It increased as a proportion of total revenue to UNICEF to 27 per cent, up from 22 per cent in 2017.

Earmarked funds to specific programmes (other resources) revenue decreased by 6 per cent, down from US\$5,153 million in 2017 to US\$4,869 million in 2018. 'Revenue' refers to the total amount committed in the year that the agreement was signed, plus any adjustments, while 'contributions' refers to disbursements received in a particular year, exclusive of adjustments.

FIGURE A1-1: Revenue by funding type, 2014–2018*



* 2014–2016 revenue restated to reflect change in accounting policy for comparison with 2017–2018

* All funding data as of 30 April 2019, pending audit and certification.

'Other resources' contributions declined 2 per cent over 2017, while contributions to the 10 thematic funding pools grew by 6 per cent, from US\$363 million to US\$386 million. Thematic funding has remained stable, as 8 per cent of all 'other resources'. This is an underachievement compared with the indicator milestone set out in the UNICEF Strategic Plan, 2018–2021, of thematic funding being 12 per cent of all 'other resources' in 2018. In alignment with the Funding Compact between governments and the United Nations Sustainable Development Group, UNICEF aims to double thematic funding as a share of all 'other resources' to 15 per cent by 2021. To reach this goal, UNICEF encourages partners to channel more contributions through these softly earmarked funds.

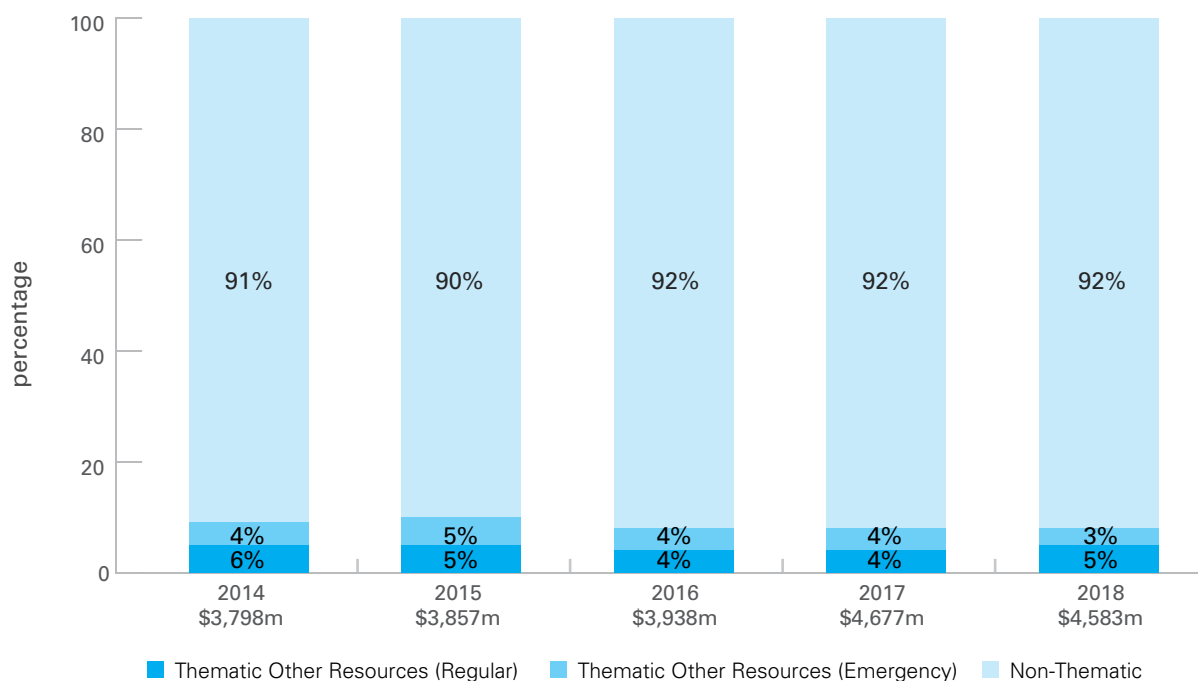
Regular resources (RR): Un-earmarked funds that are foundational to deliver results across the Strategic Plan.

Other resources (OR): Earmarked funds for programmes; supplementary to RR and intended for a specific purpose, such as an emergency response or a specific programme in a country/region.

Other resources – regular (ORR): Funds for specific, non-emergency programme purposes and strategic priorities.

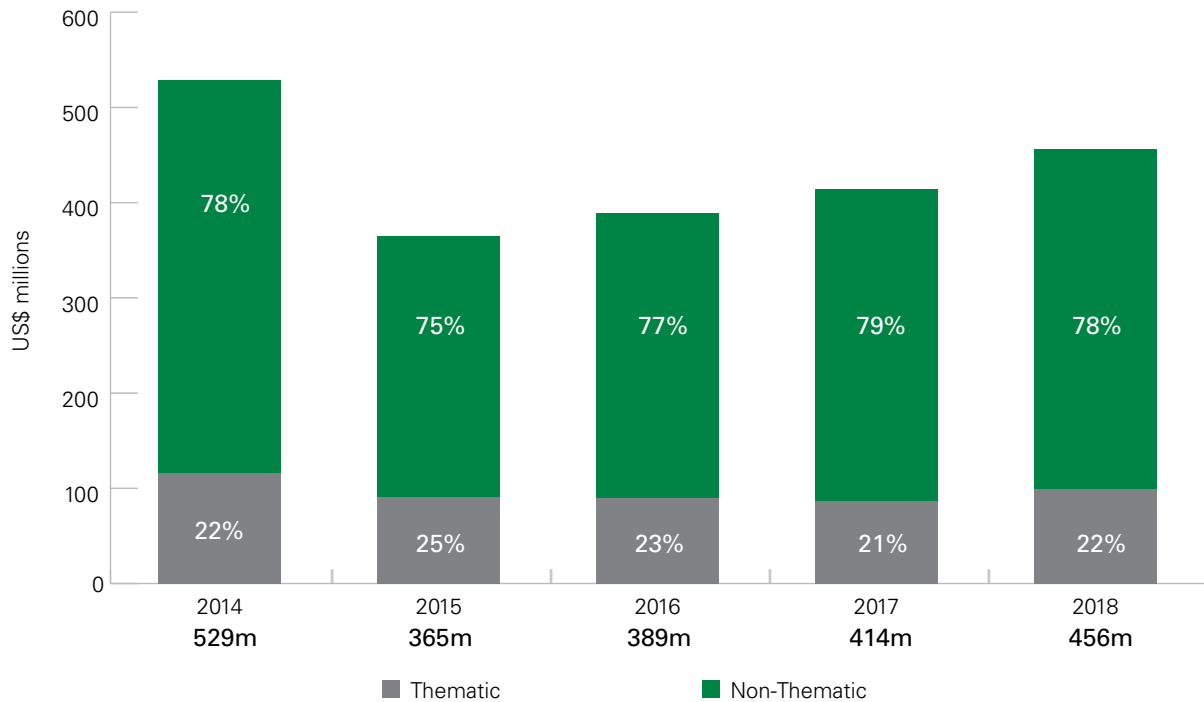
Other resources – emergency (ORE): Earmarked funds for specific humanitarian action and post-crisis recovery activities.

FIGURE A1-2: Other resources contributions 2014–2018: Share of thematic funding*



* 2014–2016 contributions restated to reflect change in accounting policy for comparison with 2017–2018

FIGURE A1-3: Education 'other resources – regular' contributions, 2014–2018



In 2018, partners contributed US\$456 million 'other resources – regular' for education, a 10 per cent increase over the previous year. Government partners contributed the largest share of 'other resources – regular' to education, at 56 per cent. The top five resource partners to UNICEF education in 2018 were the governments of Germany and Norway, the European Commission, the United Kingdom,

and the Global Partnership for Education. The largest contributions were received from the Government of Norway for the global thematic education pool, from the Government of Germany for the Education Development Fund in Zimbabwe, and for WASH and education support to internally displaced children and families in Yemen (see *body of the report for details on these programmes*).

FIGURE A1-4: Total education funds received by type of donor, 2018

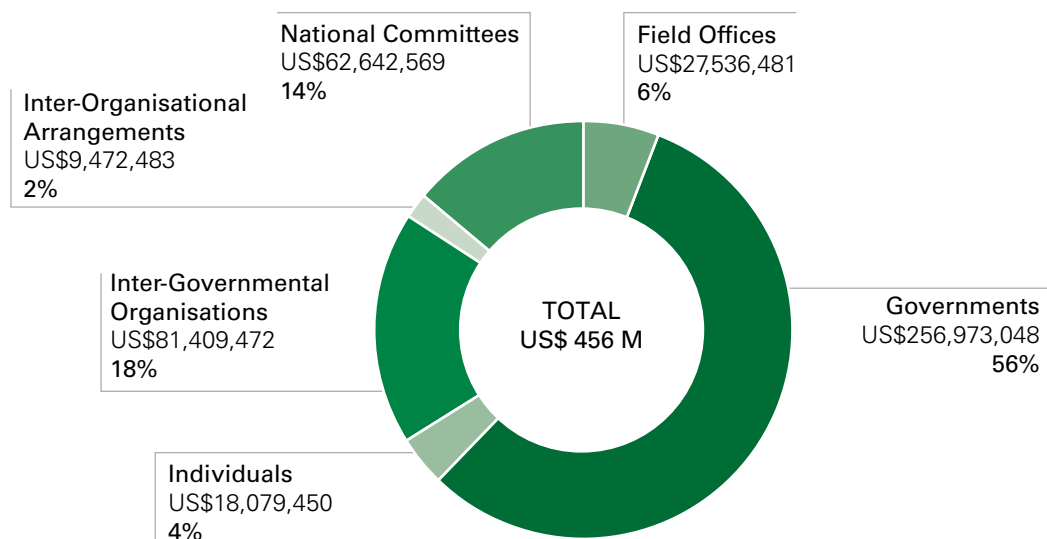


TABLE A1-1: Top 20 resource partners to education by contributions, 2018

Rank	Resource partners	Total (US\$)
1	Germany*	89,772,219
2	Norway	81,558,783
3	European Commission*	74,749,325
4	United Kingdom	44,434,477
5	Global Partnership for Education	35,785,492
6	Netherlands*	31,166,918
7	UNICEF Qatar	21,422,856
8	United States of America	19,275,493
9	Education Cannot Wait Fund	18,079,450
10	Canada	16,819,907
11	Denmark	11,599,915
12	Republic of Korea*	10,595,702
13	German Committee for UNICEF	9,837,690
14	U.S. Fund for UNICEF	7,758,802
15	UNDP	5,669,643
16	Spanish Committee for UNICEF	5,158,429
17	Swedish Committee for UNICEF	5,013,335
18	Dutch Committee for UNICEF	4,658,659
19	Japan	4,306,761
20	Japan Committee for UNICEF	4,033,203

* Includes cross-sectoral grants SC181122 (Education, Child Protection and WASH), SC180009, SC150774, SC181062, SC180960, SC170529, SC170333, SC180130 (Education and Child Protection), SC181078, SC170594 (Education and WASH), SC180961 (Education, Wash, Health, Nutrition and Child Protection), and SC180824 (Health, WASH, Nutrition and Education)

TABLE A1-2: Top 20 contributions to education, 2018

Rank	Resource partners	Grant Description	Total (US\$)
1	Norway	Education, Global Thematic Funding	73,317,154
2	Germany	Education Development Fund III (EDF III) (phase 3), Zimbabwe	22,753,129
3	Germany	WASH and Education support to internally displaced children and families, Yemen*	18,202,503
4	Germany	Building post-conflict resilience for children in Iraq*	17,064,846
5	United Kingdom	Support to Refugees & Migration Programme, Ethiopia	14,859,799
6	United Kingdom	Education Pooled Fund (ETF-Education Transition Fund), Zimbabwe	14,440,010
7	European Commission	MADAD III*	13,651,877
8	Germany	Building resilient school communities in Somalia through basic education	13,196,815
9	European Commission	Education Cannot Wait	13,142,174
10	Global Partnership for Education	Education Sector Program Implementation, Zimbabwe	11,426,400
11	Germany	Protecting Rohingya refugee and host community children through access to education and skills, Bangladesh	9,101,251
12	Global Partnership for Education	Funding to support the education of Rohingya refugees and host communities in Cox's Bazar, Bangladesh	8,915,675
13	European Commission	Education, South Sudan	8,807,861
14	European Commission	Syria Trust Fund Madad*	8,557,109
15	Germany	Integrated quality education and protection in East Sudan*	8,532,423
16	Canada	Support to Education Cannot Wait	8,103,728
17	United Kingdom	Girls' Education Project (GEP) Phase 3, Nigeria	7,768,712
18	Denmark	Thematic Funding for Education in Niger, Burkina Faso, and Mali	7,623,113
19	United States	Bridging Fund for Global Partnership for Education Programme, Afghanistan	7,582,668
20	UNICEF Qatar	Education Above All Foundation, Kenya	7,399,342

*Cross-sectoral grants SC181087 (WASH and Education), SC181122 (Education, Child Protection and WASH), and SC180009, SC150774 and SC181062 (Education and Child Protection)

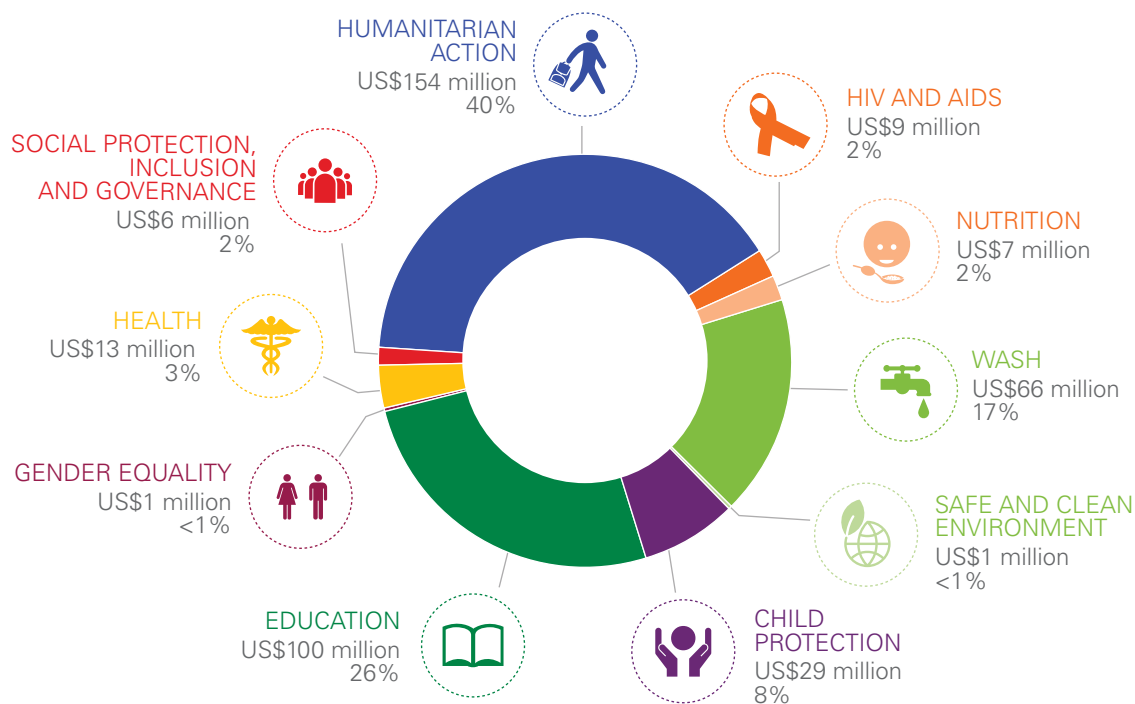
UNICEF has established 10 thematic funding pools as a complement to its regular resources. These funds have made UNICEF a much more agile, responsive organization, able to redirect resources on short notice to meet needs in rapidly evolving situations. The thematic funds are of particular value for use in conflict-affected contexts, and are an important factor in the organization's ability to bridge the gap between humanitarian and development needs, ensuring not only responsiveness, but also long-term sustainability. This is a critical challenge in the education sector, and helps to explain why education is the second largest thematic funding pool, after the humanitarian action pool.

For partners, contributions to UNICEF thematic funding pools are in keeping with the principles of good multilateral resource partnerships. Thematic contributions have the greatest potential of 'other resources' to produce high-level results directly aligned to the Strategic Plan, as endorsed

by the UNICEF Executive Board, and supported by the aims of the Paris Declaration on Aid Effectiveness. They yield a higher return on investment than more tightly earmarked contributions, as lower management and reporting costs result in a larger percentage of funds going towards programming. They also simplify renewal and allocation procedures, and reduce the administrative monitoring burden for partners.

Overall contributions to the thematic funding pools increased from US\$363 million in 2017 to US\$386 million in 2018. The largest public sector contributors to the thematic funding pools in 2018 were Norway, Sweden, Denmark and the Netherlands, while the largest private sector contributions were facilitated by the German Committee for UNICEF, the United Kingdom Committee for UNICEF, and the U.S. Fund for UNICEF.*

FIGURE A1-5: Thematic contributions by thematic pool, 2018 (US\$386 million)



* For more information on thematic funding and how it works, please visit: <www.unicef.org/publicpartnerships/66662_66851.html>, accessed 10 May 2019.

Thematic funding contributions for education reached US\$99.7 million in 2018, a 15 per cent increase over the US\$87 million received in 2017. Eighty-seven per cent came from government partners. Norway was the largest thematic resources partner, providing 74 per cent of all thematic contributions received.

Of all thematic education contributions that UNICEF received in 2018, 78 per cent were global-level contributions. These are the most flexible source of funding to UNICEF after regular resources, and can be allocated across regions to individual country programmes, according to priority needs. With the help of a multi-year commitment from the Government of Norway for global thematic education funding, a total of US\$135,300,552 for global thematic education funding was allocated to all seven regions in 2018.

UNICEF is seeking to broaden and diversify its funding base (including thematic contributions), and encourages all partners to give as flexibly as possible. The number of partners contributing thematic funding to education increased from 28 in 2017 to 47 in 2018; the Government of Sweden became a thematic funding partner, providing country-level flexible funding to programmes in the Plurinational State of Bolivia and the Sudan. Sizeable thematic contributions were received from the Government of Denmark towards education activities in Burkina Faso, Iraq, Mali and the Niger, while the Norwegian Committee for UNICEF also contributed sizeable country-specific funding for activities in Colombia and Pakistan.

TABLE A1-3: Thematic contributions by resource partner to education, 2018

Resource Partner Type	Resource partner	Total (US\$)	Percentage of total
Governments 87.09%	Norway	73,317,154	73.52%
	Denmark	11,599,915	11.63%
	Sweden	1,345,424	1.35%
	Luxembourg	578,704	0.58%
National Committees 11.65%	Norwegian Committee for UNICEF	3,173,705	3.18%
	Dutch Committee for UNICEF	1,503,670	1.51%
	Japan Committee for UNICEF	1,115,859	1.12%
	Korean Committee for UNICEF	1,112,654	1.12%
	United Kingdom Committee for UNICEF	943,437	0.95%
	German Committee for UNICEF	665,654	0.67%
	Finnish Committee for UNICEF	637,542	0.64%
	U.S. Fund for UNICEF	613,990	0.62%
	Spanish Committee for UNICEF	490,253	0.49%
	Swedish Committee for UNICEF	358,138	0.36%
	French Committee for UNICEF	317,065	0.32%
	Danish Committee for UNICEF	184,619	0.19%
	Italian Committee for UNICEF	140,931	0.14%
	Andorran Committee for UNICEF	85,324	0.09%
	Hong Kong Committee for UNICEF	83,000	0.08%
	Australian Committee for UNICEF	47,676	0.05%
Slovak Committee for UNICEF	42,198	0.04%	
Swiss Committee for UNICEF	33,504	0.03%	

TABLE A1-3: Thematic contributions by resource partner to education, 2018

Resource Partner Type	Resource partner	Total (US\$)	Percentage of total
	Canadian Committee for UNICEF	17,000	0.02%
	Portuguese Committee for UNICEF	13,561	0.01%
	Belgian Committee for UNICEF	11,611	0.01%
	Austrian Committee for UNICEF	10,000	0.01%
	Turkish Committee for UNICEF	7,834	0.01%
	The Israeli Fund for UNICEF	6,000	0.01%
	Polish Committee for UNICEF	3,585	0.00%
	Czech Committee for UNICEF	3,200	0.00%
Field Offices 0.01%	UNICEF Brazil	455,872	0.46%
	UNICEF China	235,000	0.24%
	UNICEF United Arab Emirates	88,000	0.09%
	UNICEF Singapore	77,000	0.08%
	UNICEF Croatia	71,131	0.07%
	UNICEF Ukraine	67,995	0.07%
	UNICEF India	53,456	0.05%
	UNICEF Mexico	51,000	0.05%
	UNICEF Kuwait	44,000	0.04%
	UNICEF Qatar	26,000	0.03%
	UNICEF South Africa	22,590	0.02%
	UNICEF Malaysia	21,000	0.02%
	UNICEF Thailand	16,000	0.02%
	UNICEF Russian Federation	13,516	0.01%
	UNICEF Romania	8,417	0.01%
UNICEF Bulgaria	3,927	0.00%	
UNICEF Peru	501	0.00%	
Grand Total		99,718,612.02	100.00%

Grant numbers are provided for IATI compliance: SC1899040023, SC1899040025, SC1899040095, SC1499050350, SC1899040007, SC1899040008, SC1899040013, SC1899040014, SC1899040015, SC1899040017, SC1899040018, SC1899040087, SC1899040005, SC1899040012, SC1899040038, SC1899040050, SC1899040093, SC1899040030, SC1899040102, SC1899040049, SC1899040096, SC1899040011, SC1899040059, SC1899040077, SC1899040009, SC1899040016, SC1899040039, SC1899040055, SC1899040078, SC1899040079, SC1899040081, SC1899040026, SC1899040027, SC1899040028, SC1899040058, SC1899040090, SC1899040020, SC1899040021, SC1899040022, SC1899040094, SC1899040002, SC1899040037, SC1899040056, SC1899040057, SC1899040082, SC1899040084, SC1899040086, SC1899040098, SC1899040099, SC1899040100, SC1899040080, SC1899040010, SC1899040019, SC1899040053, SC1899040085, SC1899040063, SC1899040092, SC1899040103, SC1899040004, SC1899040032, SC1899040006, SC1899040046, SC1899040065, SC1499050381, SC1899040001, SC1899040029, SC1899040035, SC1899040045, SC1899040089, SC1899040034, SC1899040048, SC1899040075, SC1899040097, SC1899040062, SC1899040072, SC1899040003, SC1899040088, SC1899040091, SC1899040066, SC1899040101, SC1899040069, SC1899040031, SC1899040033, SC1899040040, SC1899040067, SC1899040036, SC1899040060, SC1899040061, SC1899040076, SC1899040073, SC1899040068, SC1899040024, SC1899040043, SC1899040074, SC1899040052, SC1899040071, SC1899040042, SC1899040041, SC1899040070, SC1899040054, SC1899040047, SC1899040064, SC1899040051, SC1899040044, SC1899040104

PARTNER TESTIMONIAL

Education is a top priority in Norway's development cooperation efforts. Ensuring that children have access to a quality education is crucial for promoting better health outcomes, and opportunities for economic and personal growth.

UNICEF is a key partner for Norway. The organization is in a unique position to work with governments and other partners to build capacity to achieve our common goals: to ensure that no child is left behind and that every child receives an education. Norway attaches particular importance to education for children with disabilities. These children are the most vulnerable and the most likely to be left behind, and we commend UNICEF for its focus on inclusive education.

Thematic funding enables UNICEF to adapt its work to different contexts and needs. Member states have now agreed on the most effective funding modalities for the United Nations: core contributions, softly earmarked thematic support, and inter-agency funding mechanisms that promote collaboration. Adequate, flexible and predictable funding will be vital for supporting the reformed United Nations. UNICEF is one of our main channels for global thematic funding, and we value our ongoing and constructive dialogue with the organization.

– Dag-Inge Ulstein, Minister of International Development, Norway

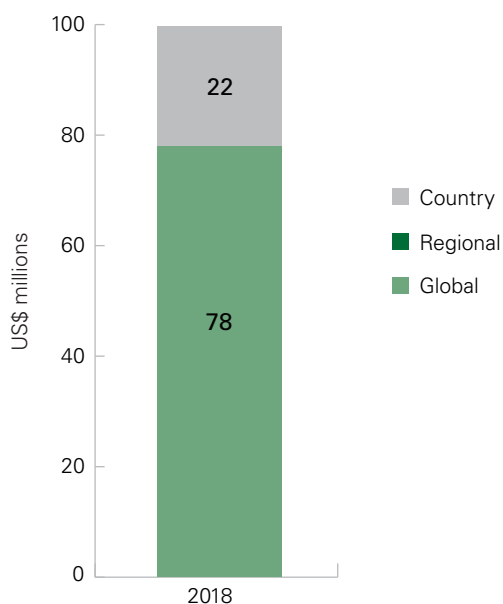
PARTNER TESTIMONIAL

An increasingly large number of children in developing countries have had the opportunity to attend school over the past few decades. However, the learning outcomes remain so poor that international operators in the development sector are already talking about a global learning crisis. If no change can be achieved, around half of the children and young people in the world will end their schooling without basic skills in literacy and numeracy in 2030. Finland is committed to stepping up its global role in education, as a key part of its development policy grounded in the eradication of poverty and inequality, and the promotion of sustainable development. Drawing upon the inherent values and underlying principles of Nordic societies, the Finnish development policy strives to strengthen the rights of the most vulnerable, promote gender equality and improve climate change preparedness and mitigation.

UNICEF action, and field-oriented education work, is very much in line with Finnish priorities, including girls' education, education of children with disabilities, education in emergencies, and harnessing innovations for children and young people. Recent cooperation between Finland and UNICEF includes education and humanitarian response in Palestinian Territories, and water and sanitation in schools in Afghanistan. In the Syrian Arab Republic, Jordan and Lebanon, Finland's support to the No Lost Generation initiative has provided crisis-affected children and youth with both formal and non-formal education opportunities, including life skills, vocational training, and social entrepreneur training for youth-designed community interventions, with a view to enhancing the quality of their lives and opening opportunities for meaningful futures.

– Satu Santala, Director General, Department for Development Policy, Ministry for Foreign Affairs of Finland

FIGURE A1-6: Education thematic funding contributions at country regional and global levels, 2018



The allocation and expenditure of all thematic funding contributions can be monitored on the UNICEF transparency portal,² and the results achieved with the funds, assessed against Executive Board-approved targets and indicators at country, regional and global levels, are consolidated and reported across the suite of Annual Results Reports.

Specific reporting for country and regional thematic funding contributions is provided separately for partners giving at those levels.

The 2018 allocations of global thematic education funds were made on a needs-based formula for country offices’ regional allocations and for regional office allocations, based on progress against critical education indicators – for example, number of out-of-school children or gender parity. The allocation for a region increased with the number of children and youth in the region, the fragility of the region, the economic inequality of the region, and if the region was lagging in education indicators. The indicators used, where relevant, are consistent with the Results Framework of the UNICEF Strategic Plan, 2018–2021. The amounts allocated to country offices were determined at regional level, based on the Strategic Plan Results Areas, using a similar approach. The indicators were: (1) pre-primary gross enrolment rate; (2) primary education out-of-school rate; (3) primary education net attendance rate of the children

²United Nations Children’s Fund, *The UNICEF Transparency Portal*, <open.unicef.org>, accessed 10 May 2019.

TABLE A1-4: Allotment of education global thematic funding revenue to offices and programmes, 2018

Allocations	Office	Total (US\$)
Country Office allocations in each region 78%	ECAR	6,948,424
	EAPR	10,860,567
	ESAR	20,898,174
	LAC	10,185,375
	MENA	14,073,694
	SAR	14,816,211
	WCAR	25,587,929
	Total	103,370,374
Regional office allocations 12%	ECARO	1,598,134
	EAPRO	1,878,316
	ESARO	2,829,860
	LACRO	1,966,491
	MENA	2,254,448
	ROSA	2,042,365
	WCARO	3,333,520
	Total	15,903,134
HQ allocations 10%	HQ	13,252,612
Total		132,526,120

from the poorest quintile; (4) secondary education gender parity index; (5) quality of education system for learning outcomes; (SP indicator 2.b.3); (6) school-age population; (7) fragility index indicator (proxy based on the amount of Consolidated Appeals in the region during the past several years); and (8) economic inequality (based on World Bank GINI index).

Expenses versus expenditure

‘Expenses’ are recorded according to International Public Sector Accounting Standards, and are accrual based. These are used for official financial reporting. ‘Expenditures’ are recorded on a modified cash basis. They are used for budget reporting, since they are aligned with cash disbursements and goods receipts (the way budgets are consumed).

Transparency:

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



Expenses for education

Note: Expenses are higher than the income received because expenses are comprised of total allotments from regular resources and other resources (including balances carried over from previous years), whereas income reflects only earmarked contributions to education in 2018.

To reach the results set out in the Strategic Plan, 2018–2021, UNICEF has planned for a total of US\$20.3 billion in programme expenses. In 2018, total expenses for UNICEF programmes amounted to US\$5.4 billion, leaving an expense gap of US\$14.9 billion for the remainder of the Strategic Plan period.

TABLE A1-5: UNICEF Planned resources and actual expenses for 2018-2021, US\$ millions (by Goal Area)

Goal Area	Planned resources 2018–2021			Actual Expenses 2018			Gap		
	Regular Resources	Other Resources	Total	Regular Resources	Other Resources	Total	Regular Resources	Other Resources	Total
Survive and Thrive	1,744.0	6,366.9	8,110.9	352.8	1,752.9	2,105.7	1,391.2	4,614.0	6,005.2
Learn	872.0	3,183.5	4,055.5	149.7	1,042.4	1,192.1	722.3	2,141.1	2,863.4
Protection from Violence and Exploitation	523.2	1,910.1	2,433.3	172.2	485.9	658.1	351.0	1,424.2	1,775.2
Safe and Clean Environment	845.8	3,088.0	3,933.8	171.4	840.1	1,011.5	674.4	2,247.9	2,922.3
Equitable Chance in Life	375.0	1,368.9	1,743.9	102.9	324.1	427.0	272.1	1,044.8	1,316.9
Totals	4,360.0	15,917.3	20,277.3	949.1	4,445.4	5,394.5	3,410.9	11,471.9	14,882.8

*Totals may not match sums due to rounding.

OR, Other resources; RR, Regular resources.

Total education expenses in 2018 were US\$1.192 billion, accounting for 22 per cent of total UNICEF expenses for the year, the second highest category after health expenses, which accounted for 24 per cent (see Figure A1-7). This was the same share for education as the previous year, but represented a 1 per cent decrease in absolute terms. In 2018, regular resources (the most flexible type of resources) were used for 13 per cent of total education expenses, while other resources – regular and other resources – emergency were used for 43 and 45 per cent, respectively.

The share of spending from emergency funds (ORE) (see Figure A1-8) was similar to 2017, but more than double the share of years prior to 2017. This demonstrates both that

humanitarian crises are continuing to affect large numbers of children, and that UNICEF is continuing to play a very large role in backstopping education services in emergency situations.

Countries affected by emergencies and humanitarian crises generally had the largest education expenses in 2018 (see Table A1-5). The Syrian crisis continues to have an impact on many of these countries, including Iraq, Jordan, Lebanon and Turkey. Beyond the Syrian crisis, other countries with high levels of expenses included Afghanistan, the Democratic Republic of the Congo, Nigeria, South Sudan and Yemen. Bangladesh and Zimbabwe both had high levels of education expenses in 2018, a sharp contrast with 2017.

FIGURE A1-7: Total expenses by strategic outcome area, 2018

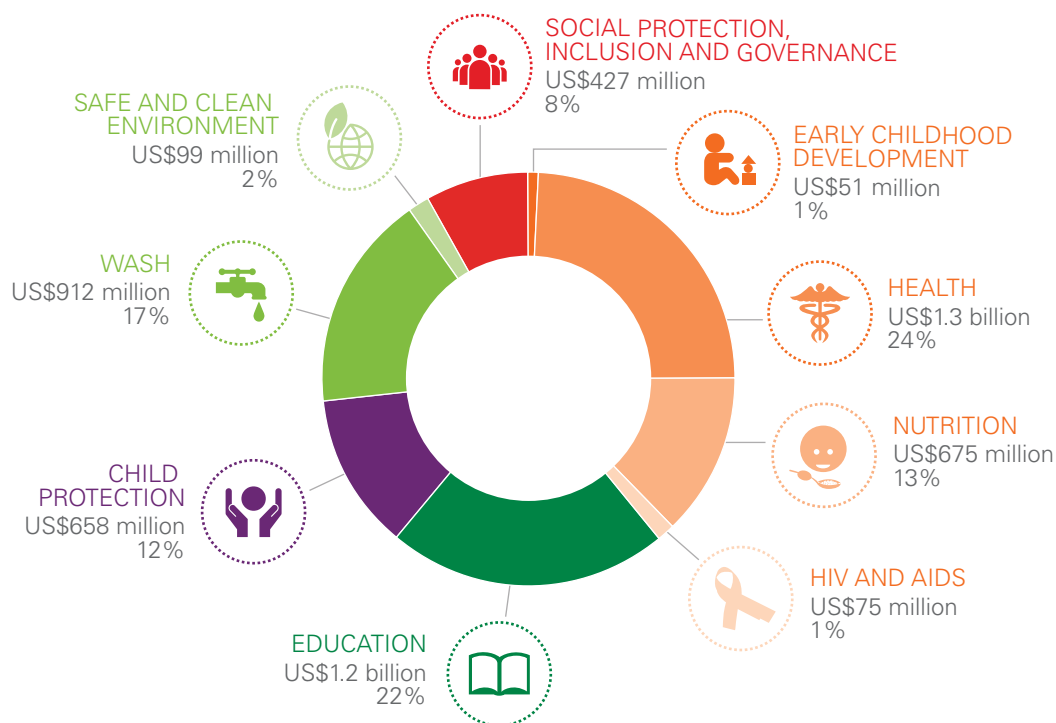


FIGURE A1-8: Education expenses trend, 2014–2018

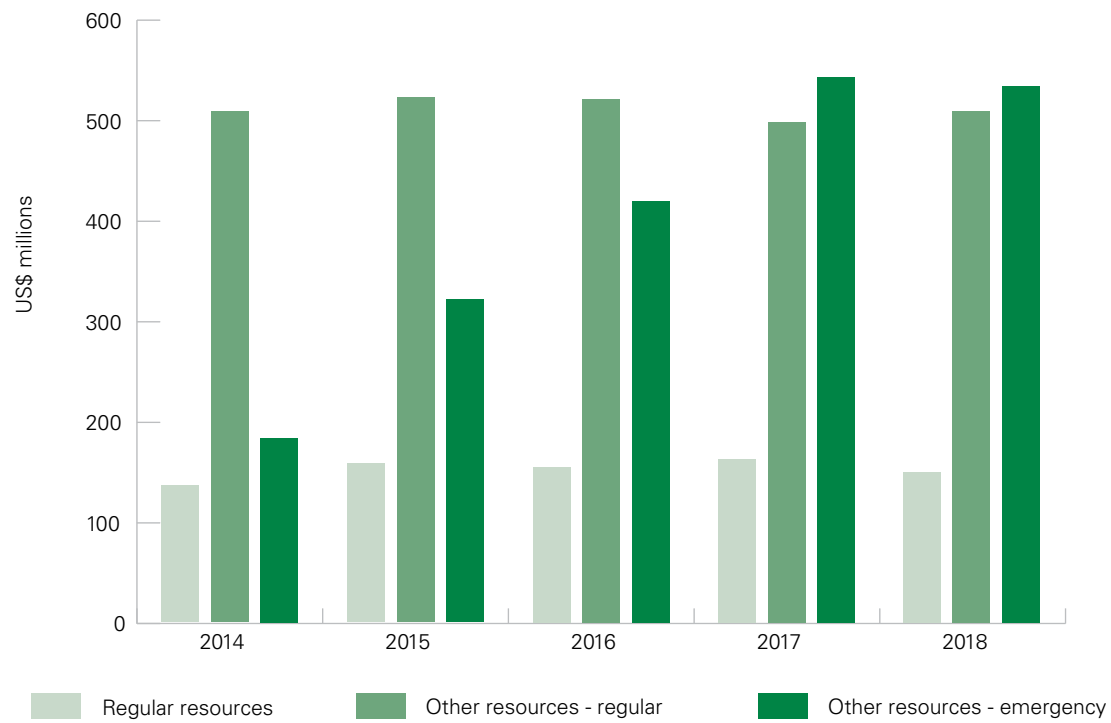


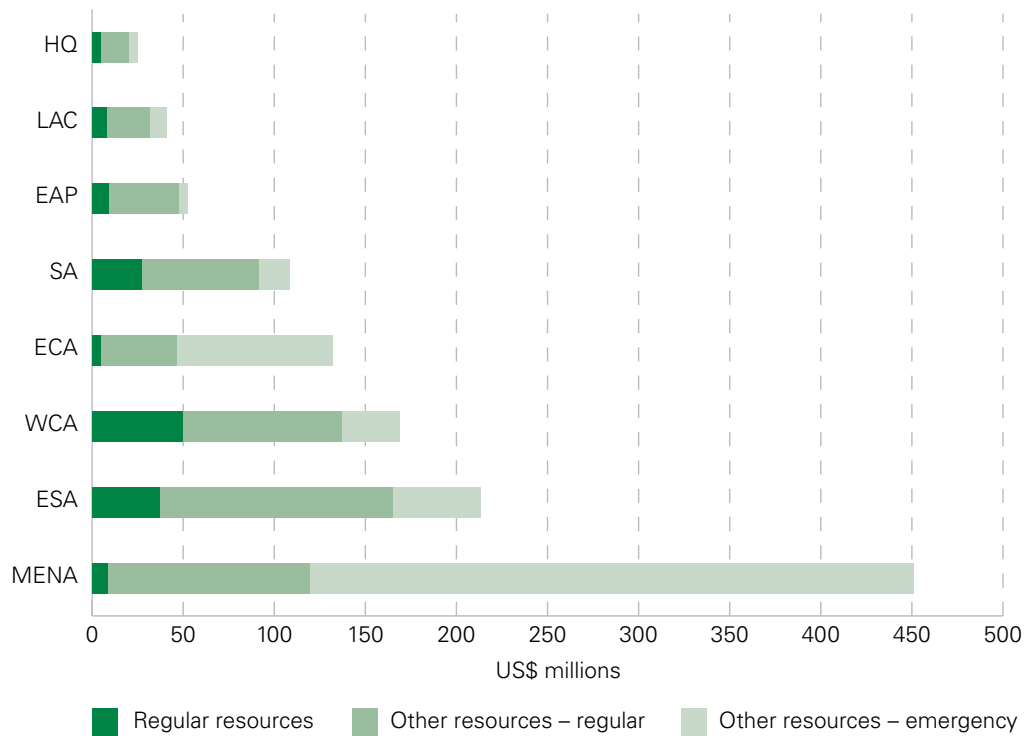
TABLE A1-6: Top 20 countries in expenses for education, 2018 (US\$ millions)

Rank	Country	Total
1	Lebanon	241
2	Turkey	105
3	Jordan	73
4	South Sudan	44
5	Afghanistan	43
6	Syrian Arab Republic	35
7	Nigeria	31
8	Iraq	29
9	Democratic Republic of the Congo	27
10	Zimbabwe	26
11	Bangladesh	21
12	Yemen	20
13	Somalia	18
14	Ethiopia	17
15	Central African Republic	16
16	MENA, Jordan	15
17	Burundi	15
18	Pakistan	15
19	Chad	14
20	Kenya	13
Grand		818

In 2018, the largest expenses for education were in Middle East and North Africa (MENA), followed by Eastern and Southern Africa (ESA), and West and Central Africa (WCA)

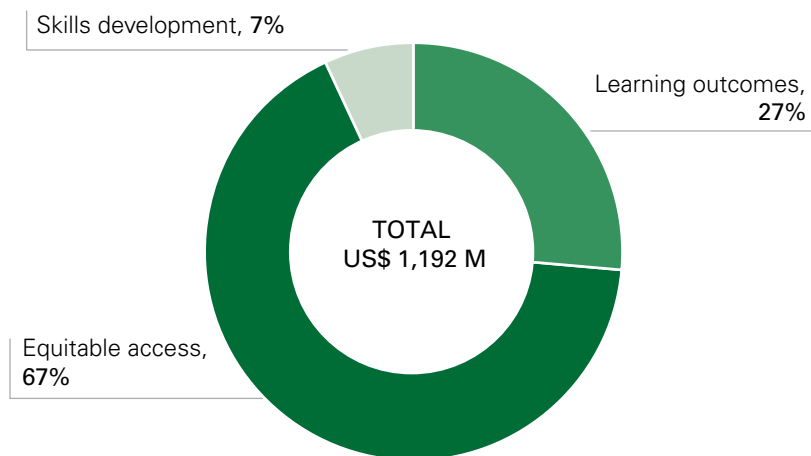
(see Figure A1-9). These regions together accounted for 70 per cent of all UNICEF expenses for education.

FIGURE A1-9: Total expenses for education by region and fund type, 2018



EAP, East Asia and the Pacific; ECA, Europe and Central Asia; ESA, Eastern and Southern Africa; LAC, Latin America and the Caribbean; MENA, Middle East and North Africa; SA, South Asia; WCA, West and Central Africa.

FIGURE A1-10: Expenses for education by result area, 2018



Equitable access to quality education accounted for 65 per cent of expenses in the sector in 2018 (see Figure A1-10). Activities related to learning outcomes accounted for 27 per cent of education spending, while 8 per cent of total expenses went to skills development. For the purposes of this report, US\$1.2 million expenditure relating to the UNGEI Secretariat, hosted by UNICEF, was not included as expenditure under the three UNICEF education result areas.

In 2018, three cost categories accounted for nearly 80 per cent of education expenses: Transfers and grants to counterparts (US\$661 million); staff and other personnel costs (US\$161 million); and supplies and commodities (US\$111 million) (see Figure A1-11). The higher share of expenses in 'transfers and grants to counterparts' is consistent with the increasing use of partnerships to achieve greater impact for children in education interventions.

FIGURE A1-11: Expenses by cost category for education, 2018

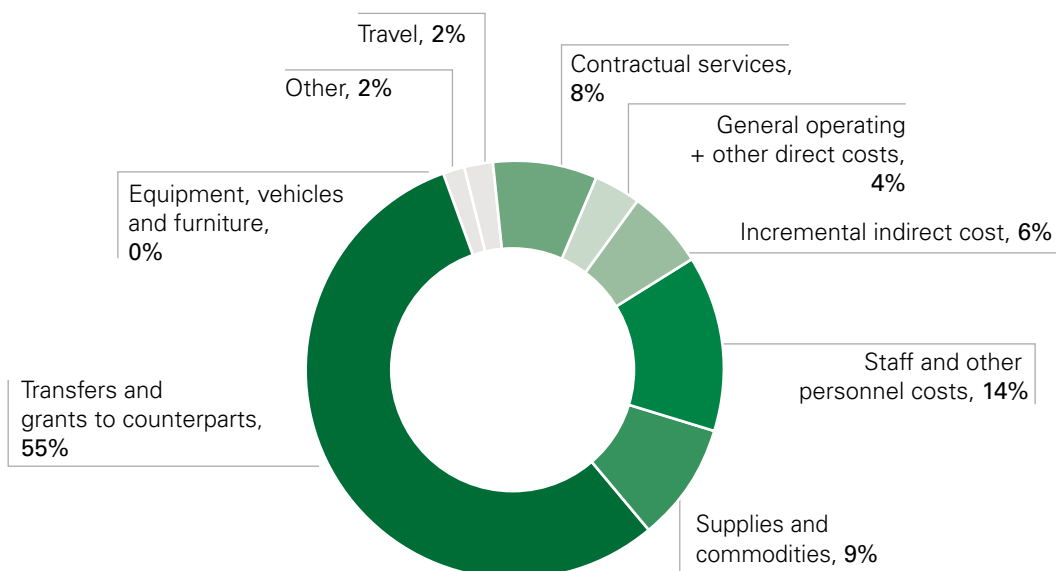


TABLE A1-7: Expenses for education by cost category, 2018 (US\$)*

Expense	Other Resources - Emergency	Other Resources - Regular	Regular Resources	Grand Total
CONTRACTUAL SERVICES	27,401,682	55,563,629	13,555,297	96,520,609
EQUIPMENT, VEHICLES AND FURNITURE	155,768	106,839	766,107	1,028,714
GENERAL OPERATING + OTHER DIRECT COSTS	12,040,354	14,748,770	15,812,368	42,601,492
INCREMENTAL INDIRECT COST	38,066,867	35,527,551		73,594,418
STAFF AND OTHER PERSONNEL COSTS	37,946,564	70,534,444	52,289,793	160,770,800
SUPPLIES AND COMMODITIES	53,033,107	48,154,344	10,623,623	111,811,074
TRANSFERS AND GRANTS TO COUNTERPARTS	349,890,778	265,125,222	46,319,037	661,335,037
TRAVEL	3,951,537	9,674,193	6,863,686	20,489,416
Other	11,160,089	9,301,272	3,502,565	23,963,926
Grand Total	533,646,746	508,736,265	149,732,476	1,192,115,487

*Totals may not match sums due to rounding.

The following trends characterized the education sector in 2018:

- The relative share of expenses for education in emergencies was similar to that of 2017, which suggests that after doubling in 2017, this situation has stabilized, albeit at a high level.
- Education's overall share of UNICEF expenses is unchanged.
- There has been little change among the top five or so countries with the greatest expenses from UNICEF for education, but some significant shifts immediately below these. For example, educational expenses for Yemen have dropped considerably, while those for Bangladesh and Zimbabwe have suddenly increased. These may be one-off trends reflecting the project cycle.
- Expenses for supplies and commodities have declined rapidly; 2018 levels are only 75 per cent of 2017 levels, and just 65 per cent of 2016 levels. This is consistent with the stated intent of UNICEF to invest less in direct provision of supplies and commodities, and more in strengthening country capacity to deliver goods and services.
- Expenses for transfers to counterparts continue to increase; 2018 levels are 6 per cent above 2017 levels, and 26 per cent above 2016 levels, and almost 80 per cent above 2014 levels. This may reflect the impact of emergencies. In this context, it will be important to understand how the use of funds by counterparts is similar to or different from the use of funds by UNICEF itself, in terms of priority areas of expenditure.
- Expenses for equipment, vehicles and furniture are barely 25 per cent of levels in each of the previous 4 years. This is a dramatic shift, and it would be useful to understand what it represents (maybe part of the same policy change that has reduced funding for supplies and commodities?).
- Expenses are increasingly concentrated geographically in 3 regions – Eastern and Southern Africa, West and Central Africa, and Middle East and North Africa represented about 69 per cent last year, and again this year.
- Investment in early childhood education appears to be continuing a downward trend seen over the past several years. This is not consistent with UNICEF stated policy priorities under its Strategic Plan, 2018–2021.

Annex 2: Data Companion

The Strategic Plan system strengthening indicators are based on one to five dimensions, which in turn are based on one to six subdimensions. If the UNICEF country office has supported the subdimension, it assesses the in-country situation using a 1–4 scale, ranging from 1 ‘weak’ to 4 ‘championing’. The average of these subdimension scores is then used to determine whether a country satisfies the particular dimension, and ultimately the overall indicator. An average of less than 2.5 is considered a ‘no’, and an average of 2.5 or more is a ‘yes’.

Figure A2-1 shows that in 2018, forty-four per cent of UNICEF-supported countries had an average score of 2.5 or more across the related subdimensions of effective early childhood education: (1) governance; (2) teaching and learning environment; and (3) policy, leadership and budget. In 2018, forty-five per cent of UNICEF-supported countries had a score of 2.5 or more for the governance subdimension.

FIGURE A2-1: System strengthening indicators for early childhood education

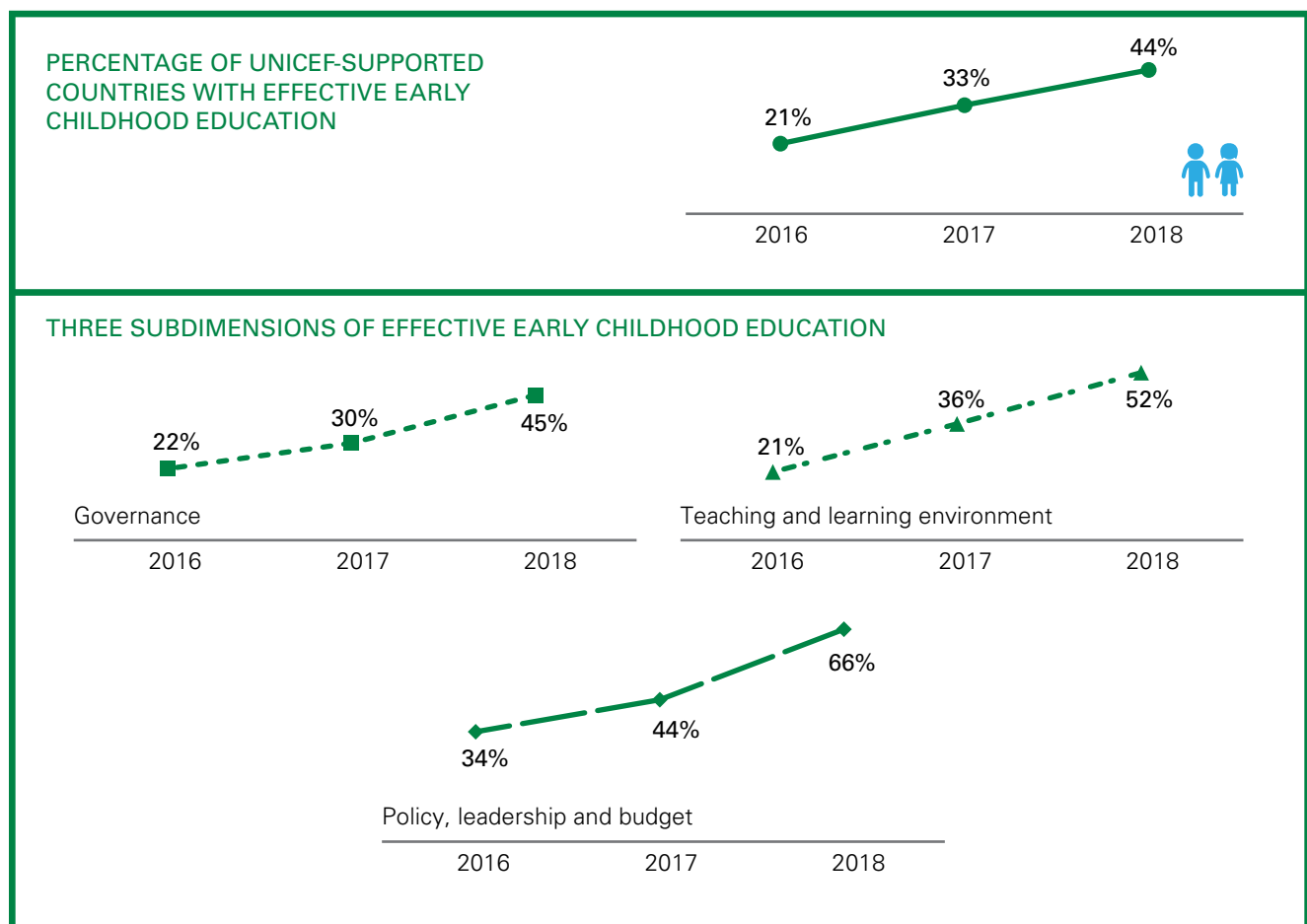


FIGURE A2-2: System strengthening indicators for mother-tongue/multilingual education

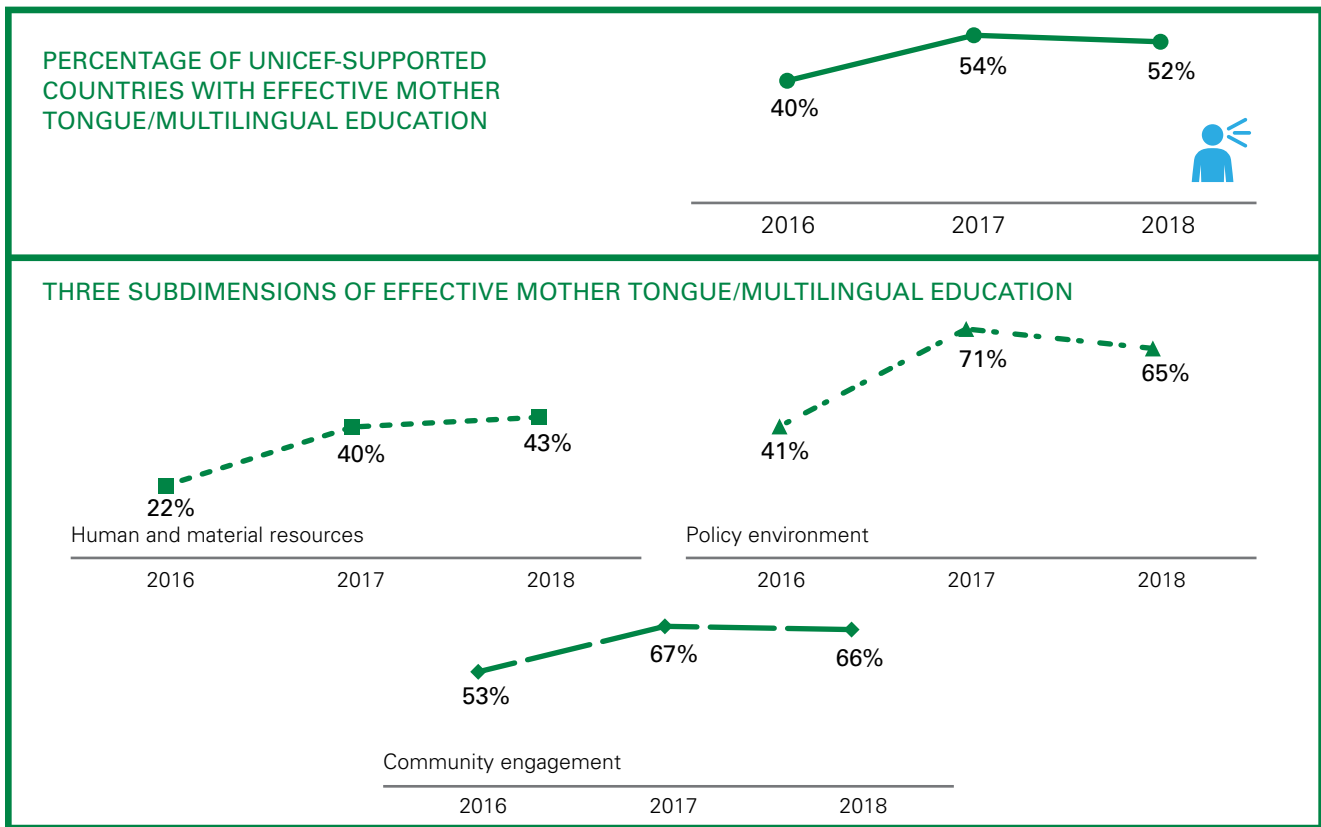


FIGURE A2-3: System strengthening indicators for learning assessment

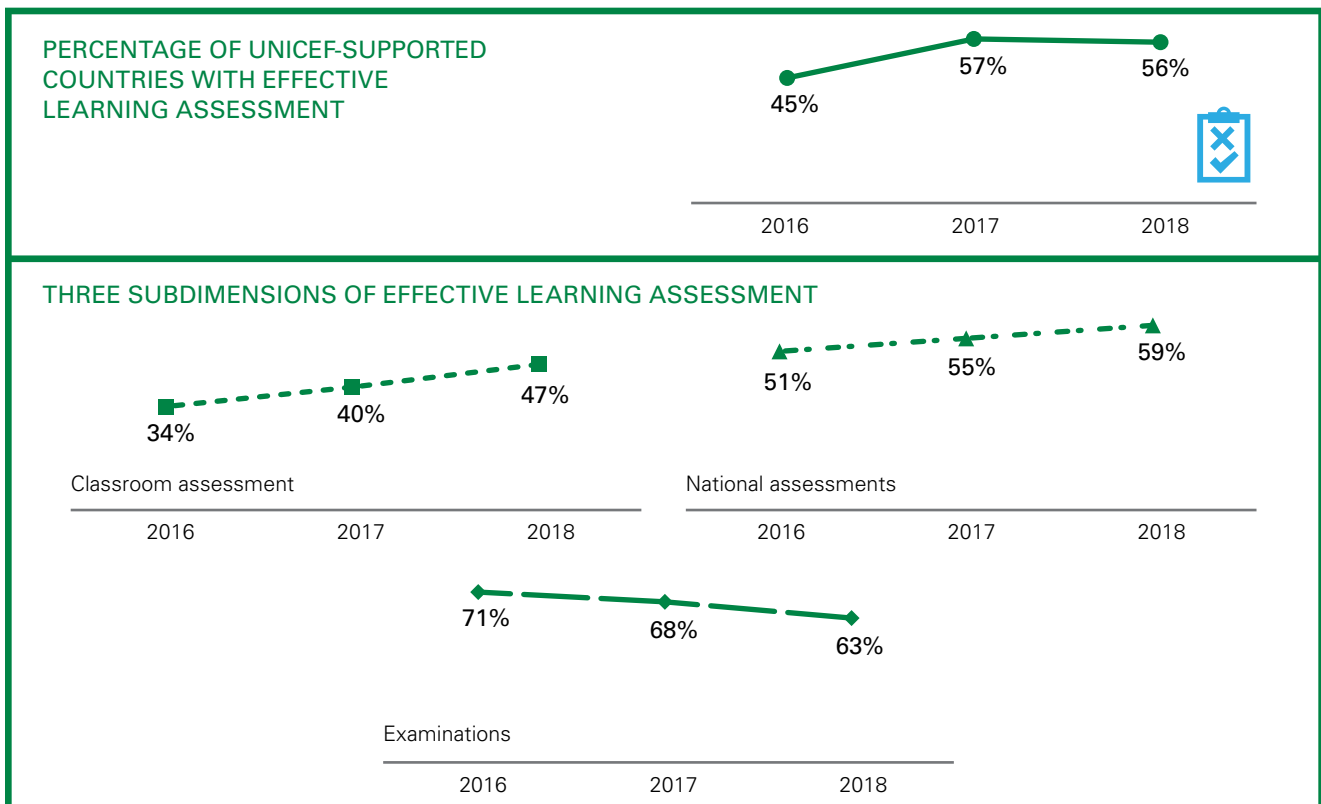


FIGURE A2-4: System strengthening indicators for community participation

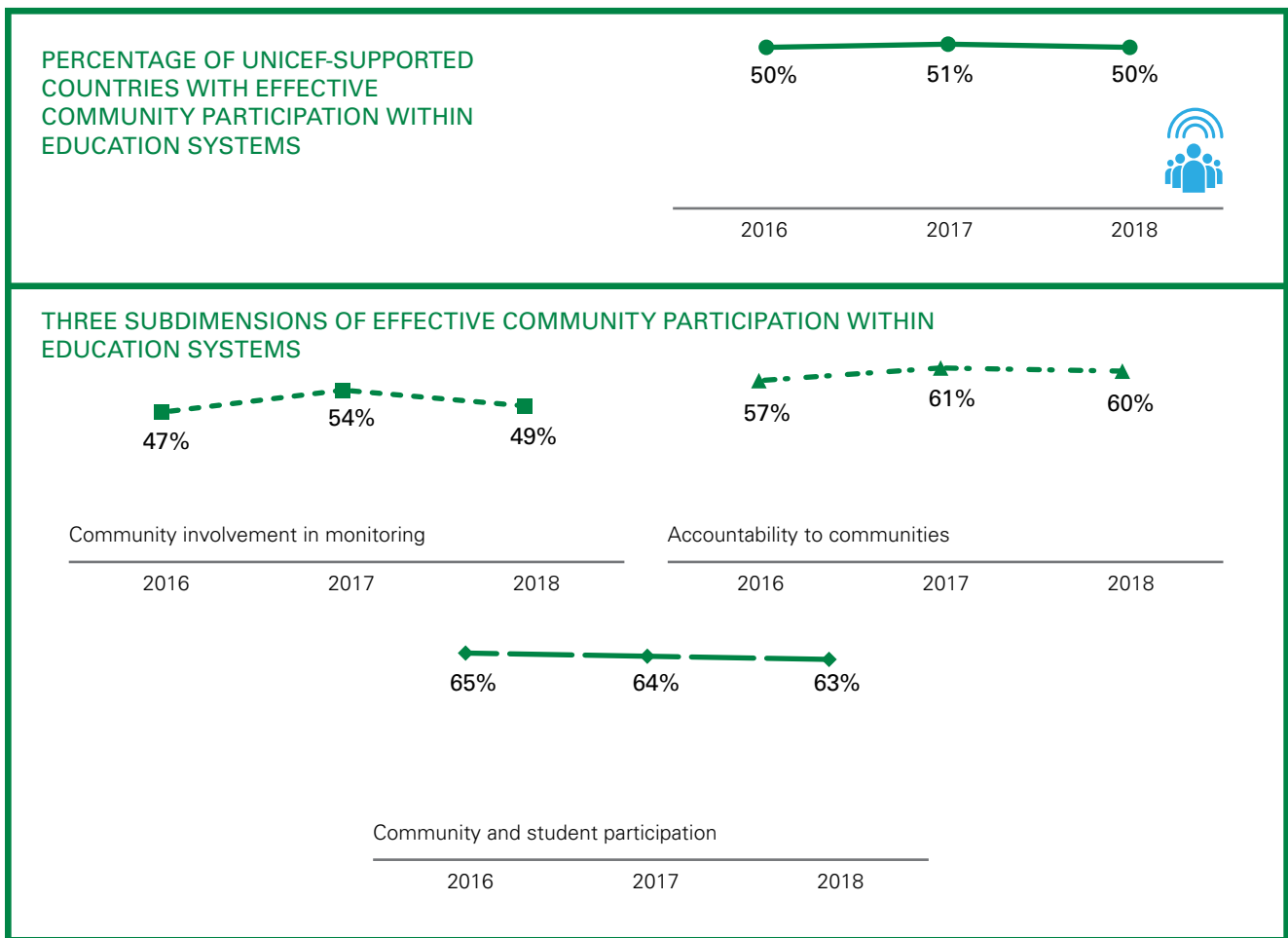


FIGURE A2-5: System strengthening indicators for teachers development

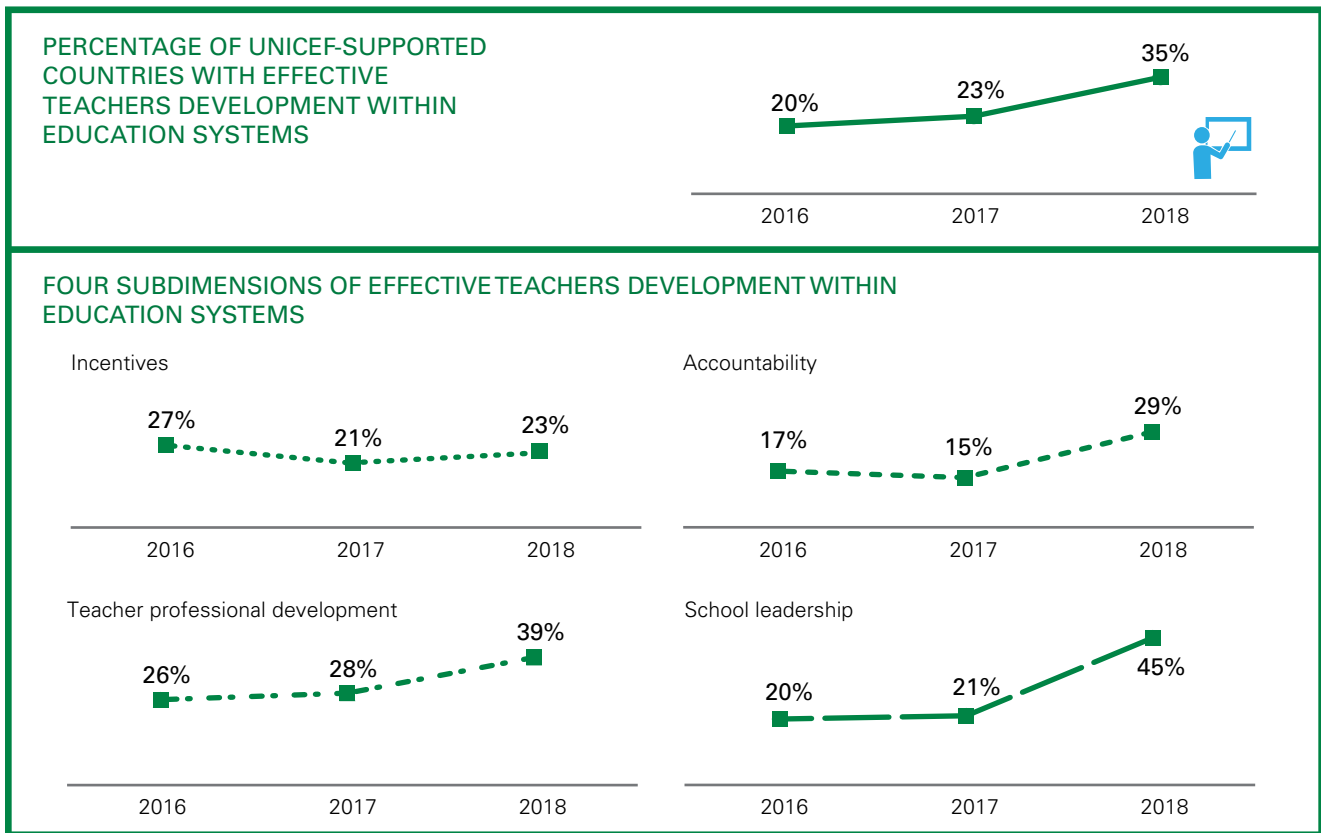


FIGURE A2-6: System strengthening indicators for skills development

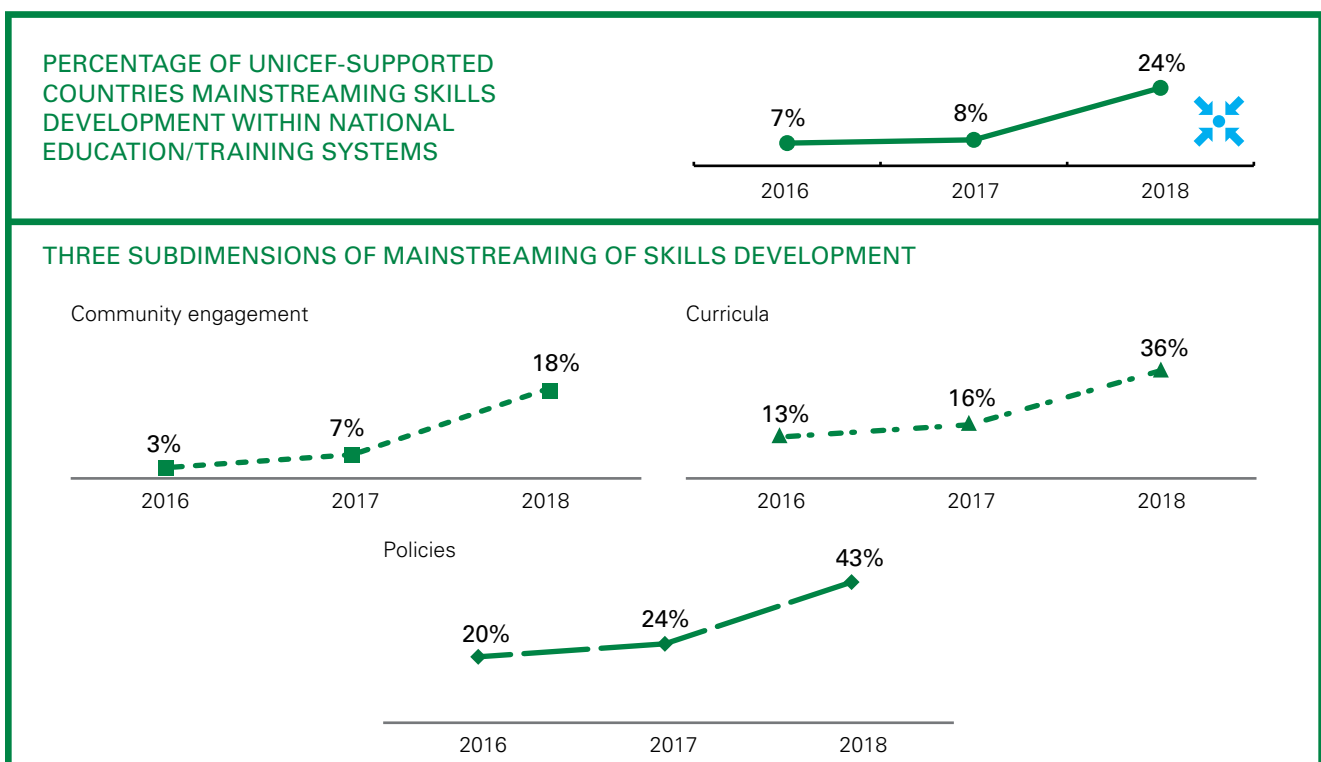


FIGURE A2-7: System strengthening indicators for equitable education strategy/plan

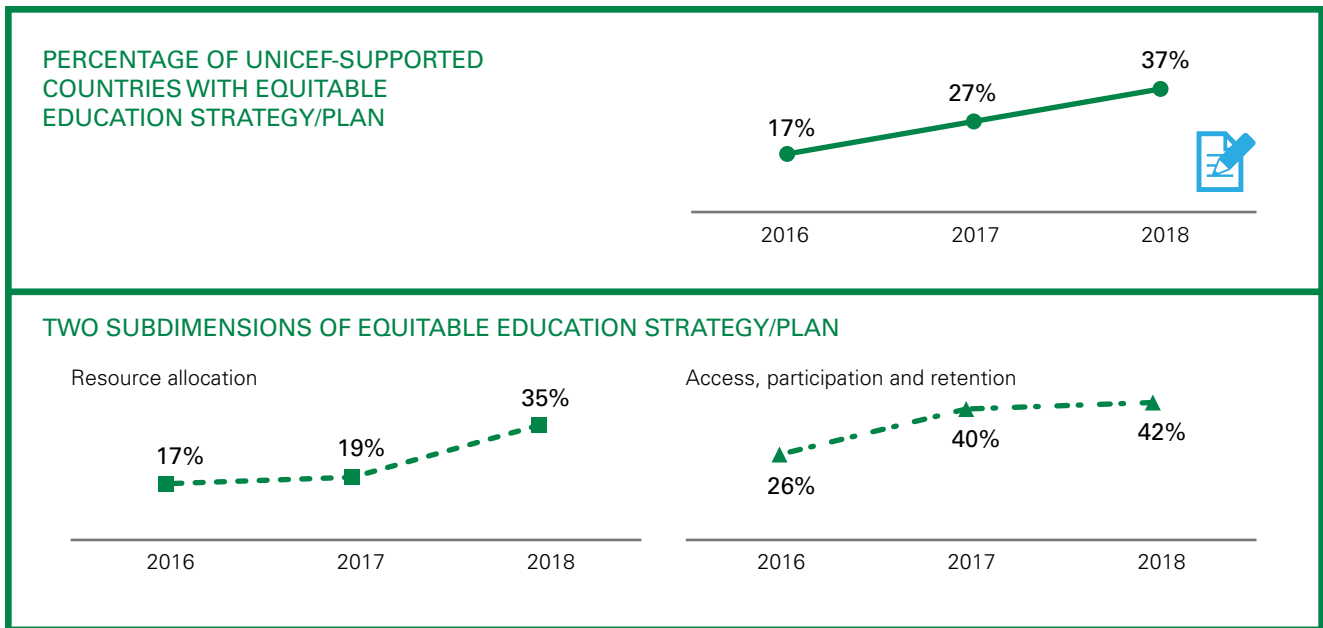


FIGURE A2-8: System strengthening indicators for Education Management Information System/data

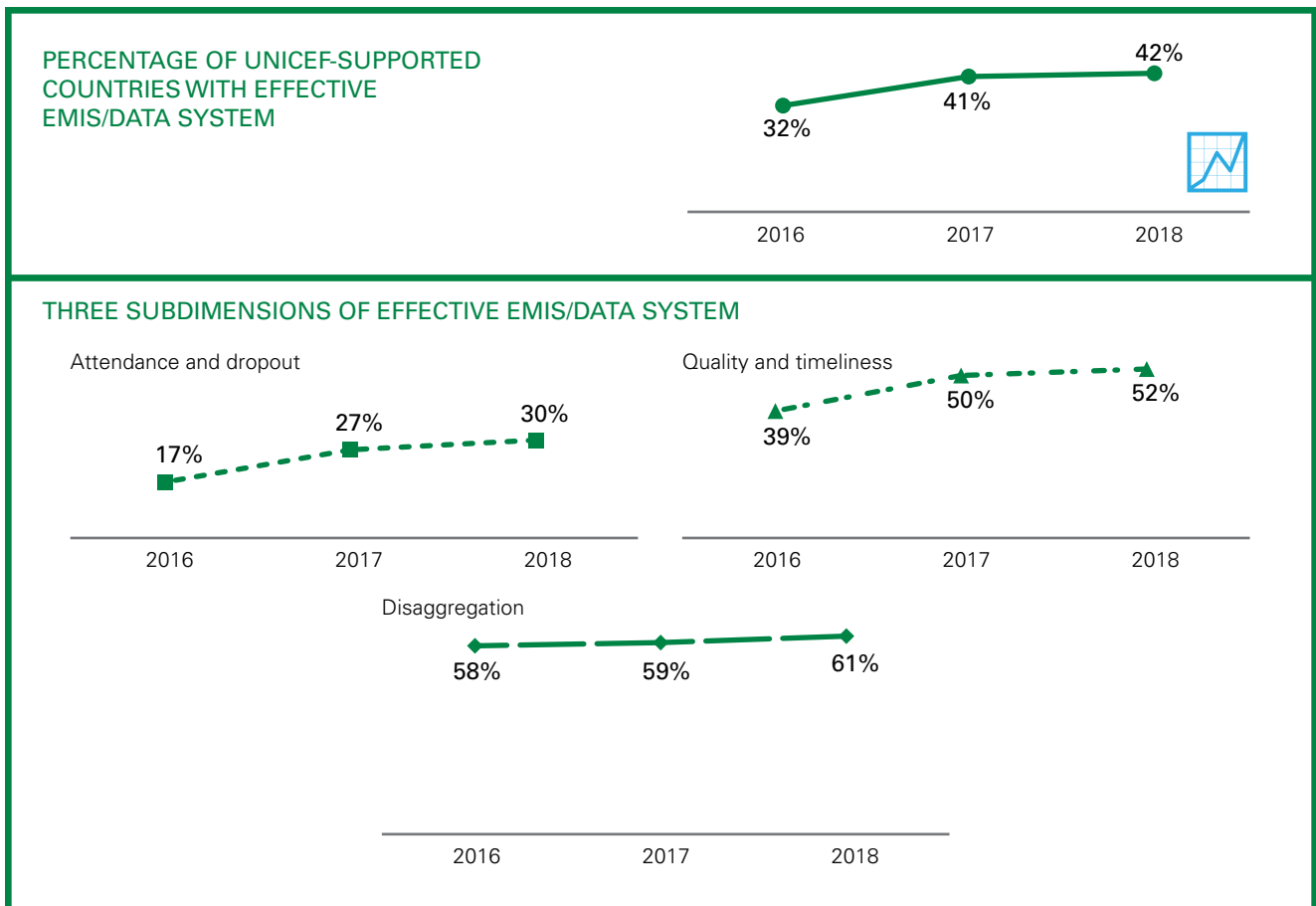


FIGURE A2-9: System strengthening indicators for Inclusive education

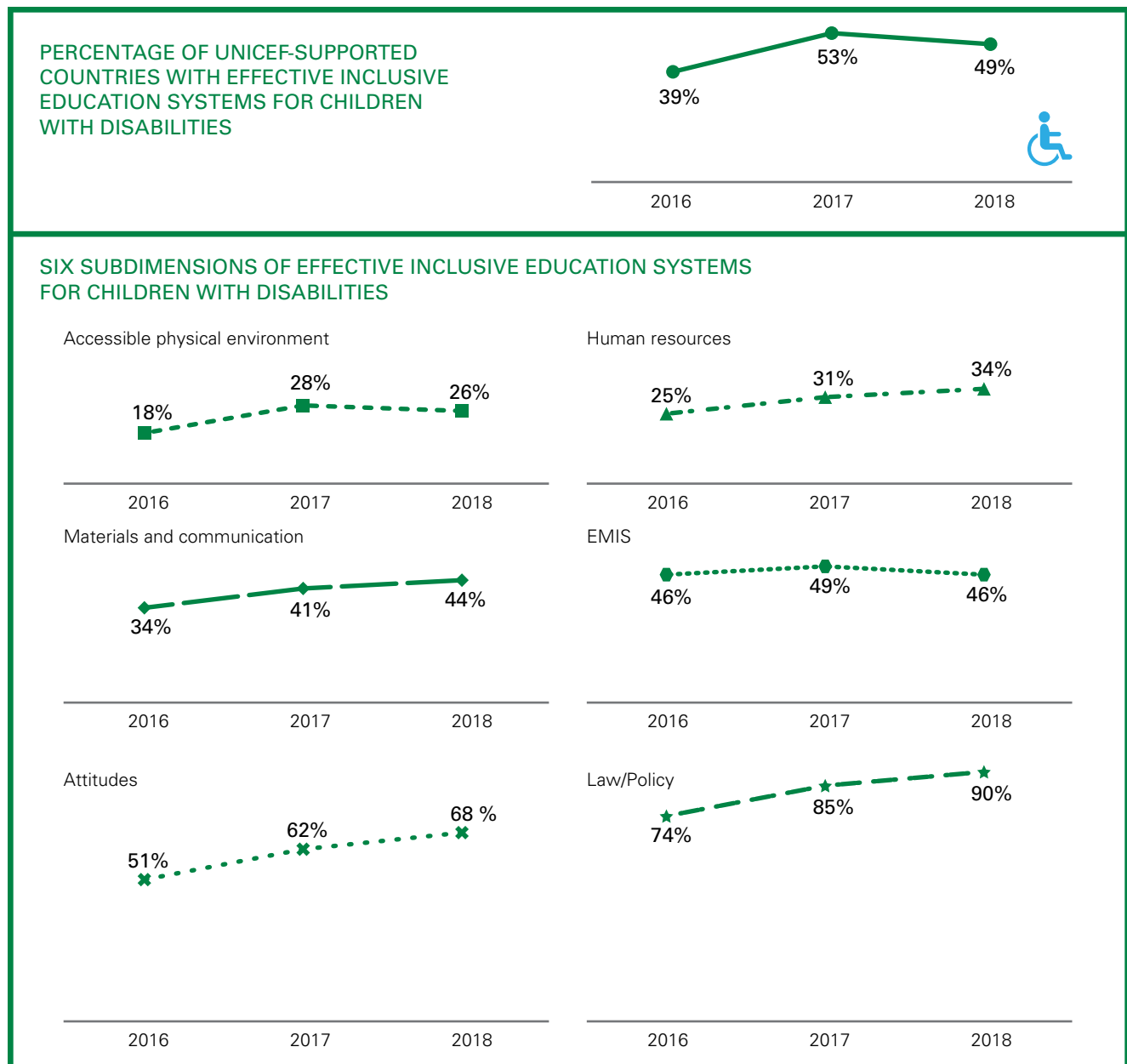
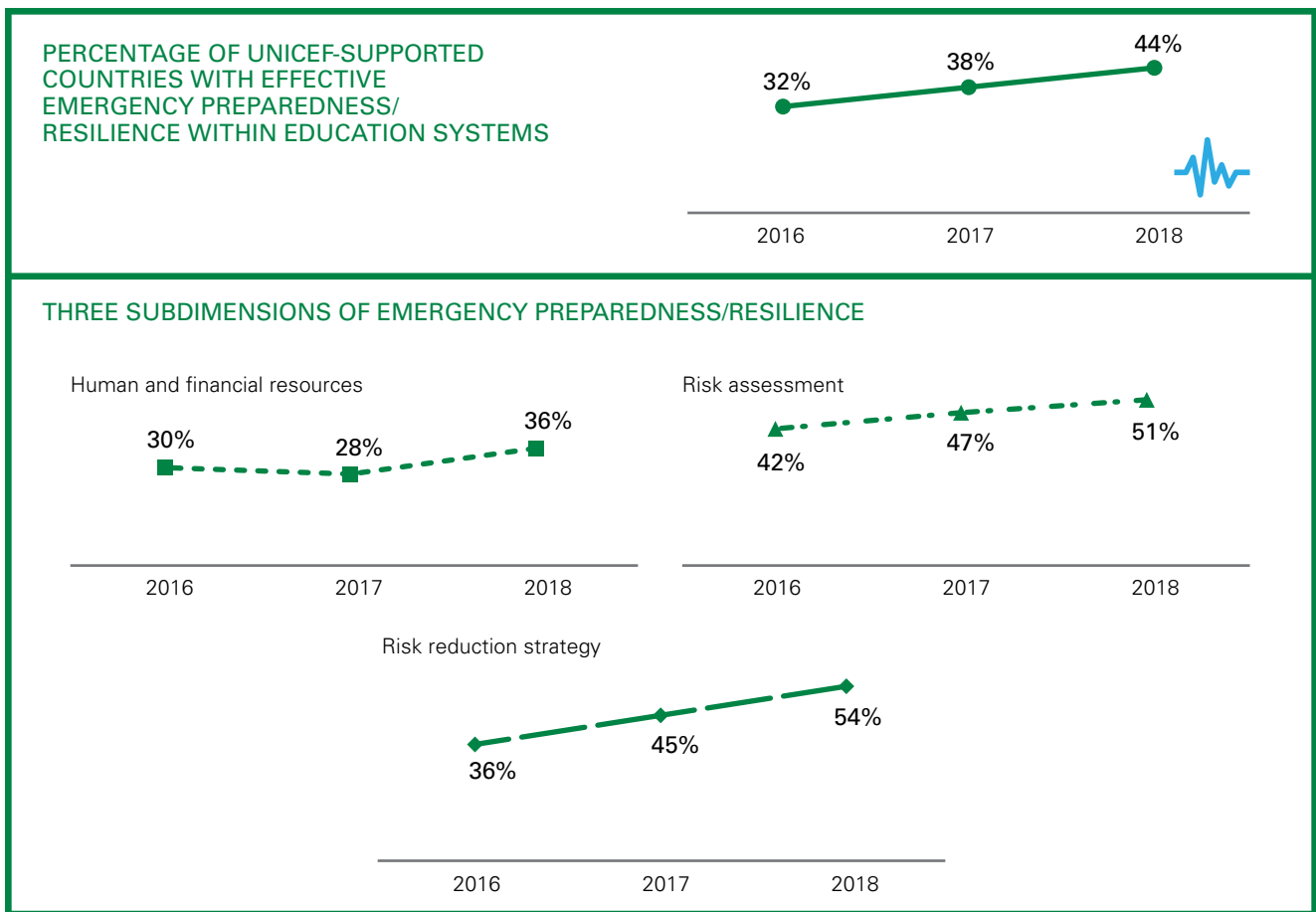


FIGURE A2-10: System strengthening indicators for emergency preparedness/resilience





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