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EDUCATION THEMATIC REPORT

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ABBREVIATIONS AND ACRONYMS

ADEA	Association for the Development of Education in Africa
CESA	Continental Education Strategy for Africa 2016–2025
CPD	Country Programme Document
DFID	UK Department for International Development
DHSs	Demographic and Health Surveys
ECD	Early childhood development
EMT	Emergency Management Team
ERT	Emergency Response Team
ESAR	Eastern and Southern Africa Region
ESARO	Eastern and Southern Africa Regional Office
ESP	Education Sector Plan
FAWE	Forum for African Women Educationalists
GBV	Gender-based violence
GNI	Gross national income
GPE	Global Partnership for Education
GPI	Gender Parity Index
HARP	Humanitarian Action Resilience & Peacebuilding
IIEP	International Institute for Educational Planning
MICS	Multiple Indicator Cluster Survey
MTR	Mid-Term Review
RIASCO	Regional Inter-Agency Standing Committee
RO	Regional Office
SACMEQ	Southern and Eastern Consortium for Monitoring Educational Quality
S4YE	Skills for Youth Employment
SDGs	Sustainable Development Goals
SFA	Schools for Africa

SMR	Strategic Moment of Reflection
UNESCO	United Nations Educational, Scientific and Cultural Organization
IIEP	UNESCO International Institute for Education Planning
UNGEI	United Nations Girls' Education Initiative
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	US Agency for International Development
WASH	Water, sanitation and hygiene

EXECUTIVE SUMMARY

The Eastern and Southern Africa Region (ESAR) has made considerable progress in regard to access to primary education. However, challenges remain, with many children still out of school, children in school but not learning, and a concentration of fragile contexts affecting educational continuity for children.

To build on the gains and respond to the educational challenges, the United Nations Children's Fund (UNICEF) Eastern and Southern Africa Regional Office (ESARO) provided support to 21 country offices in the region to assist governments, in collaboration with other partners, to ensure that every child in the region fulfils his or her right to an equitable, inclusive, and quality education. ESARO Education Section fulfilled this role by contributing thematic funds.

Within the framework of the UNICEF Strategic Plan 2014–2017, and in line with the Eastern and Southern Africa Regional Priorities, the focus was to support country offices to *improve education quality and learning outcomes to prepare children for the future* (Regional Priority 3). This priority emphasizes a focus in four areas: Early Learning; Quality Education; Secondary Education; and Out-of-School Learning. This is complemented by responsive work on education in emergencies, given the context of the region.

Across these five areas – Early Learning, Quality Education, Secondary Education, Out-of-School Learning and Education in Emergencies – ESARO Education Section has achieved significant results by harnessing partnerships and generating evidence to support programmes, and through providing direct technical support to country office education programmes.

In 2016, the intellectual and political case for the mass provision of good quality **early learning opportunities and pre-primary education** was further established. However, access to early learning remains low, so in 2016 ESARO worked to increase governments' awareness of the return on investment in early learning and supported countries to improve their education policies so that early learning is prioritized in political and budgetary terms. Country offices were also supported on developing cost-effective early learning programmes, including parent support programmes.

To promote **quality education**, ESARO supported relationships between 17 country offices and the Global Partnership for Education (GPE) to strengthen education systems. New evidence on improving learning assessments, the importance of language of instruction for learning, and increasing the demand for quality education was published to inform programming. The ESARO Education Section also supported countries in enhancing their learning assessments.

On **secondary education**, ESARO's focus was providing technical assistance to country offices, building regional partnerships for advocacy and generating evidence on removing the barriers for girls to transition to, and staying in, secondary school. This continues to be a regional priority as girls in many countries in ESAR fall behind boys in their progression through secondary school.

In 2016, to improve the inclusion of **out-of-school** and marginalized groups in schools, evidence was generated on improving access to education for children with disabilities, and ESARO worked with Comoros, Kenya, South Sudan and Somalia country offices to ensure

that funding from Educate a Child was used effectively to bring out-of-school children back to school and to keep them in school.

In 2016, 12 of the 21 ESAR countries were ranked as high or very high risk countries by the INFORM Index for Risk Management¹. In this context, the ESARO Education Section supported the El Niño-affected countries in southern Africa in their **education in emergency** response, raised new funding for large refugee hosting nations (particularly in East Africa), and strengthened capacities and plans for conflict-sensitive and risk-informed education planning in 15 countries.

Throughout the year, the ESARO Education Section worked to quality assure and support the work of the country offices. An example of this work included the biennial Regional Education Network Meeting, which was hosted by the ESARO Education Section in order to facilitate country office Education Teams' strategic reflection and planning for their education programmes. This work of the Education Section was highly appreciated, as illustrated by a near perfect response in the Client Satisfaction survey.

Looking forward to 2017, ESARO Education Section's work will continue to be guided by ESAR Regional Priorities, focusing on providing technical support to country offices to expand access to early learning, reduce the numbers of out-of-school children, improve the quality of education and expand secondary education, with a particular focus on girls. Support to country offices in regard to responding to humanitarian crises with education will continue to be a high priority, given the ongoing and newly arising emergency contexts in the region. Additionally, ESARO will be publishing 21 'Out-of-School Children' briefs, evidence on improving teaching and learning, and insights into what works for promoting girls' education.

In 2016, significant gains for children's education were achieved thanks to the technical support provided by the ESARO Education Section. This was possible as a result of flexible Thematic Education Funds. As such, UNICEF ESARO would like to express its sincere appreciation to the donors, particularly the United States Fund for UNICEF and the Norwegian Government, for their contributions to the Global Education Thematic Fund.

¹ <http://www.inform-index.org/Results/Global>.

SECTION 1: STRATEGIC CONTEXT OF 2016

1.1 THE REGION

Eastern and southern Africa is a large geographically diverse region that stretches from the Red Sea in the north to the Cape of Good Hope in the south. The United Nations Children's Fund (UNICEF) Eastern and Southern Africa region (ESAR) encompasses 21 programme countries: Angola, Botswana, Burundi, Comoros, Eritrea, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mozambique, Namibia, Rwanda, Somalia, South Africa, South Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe (see Figure 1).

Eastern and southern Africa² is home to approximately 250 million children under 18 years of age – a population that is expected to double by the end of the century. The region is also experiencing rapid urbanization. Among developing regions, sub-Saharan Africa alone accounts for 56 per cent of the total increase in the number of slum dwellers between 1990 and 2014³.

Economic growth in sub-Saharan Africa was projected to fall to 1.6 per cent in 2016, the lowest level in over two decades, and well below population growth⁴. Economic growth across countries is heterogeneous: while most non-resource-intensive countries continue to perform well, as they benefit from lower oil prices, an improved business environment, and continued strong infrastructure investment (with countries including Ethiopia, Rwanda, and the United Republic of Tanzania growing at annual rates of over 6 per cent), commodity-exporting countries (including Angola and South Africa) are under severe economic strain⁵.

Figure 1: Map of countries in the UNICEF ESAR



Most countries in the region (Burundi, Comoros, Eritrea, Ethiopia, Madagascar, Malawi, Mozambique, Rwanda, Somalia, South Sudan, Tanzania, Uganda and Zimbabwe) belong to the group of World Bank-defined low-income countries with a gross national income (GNI) per capita of \$1,045 or less in 2015. Kenya, Lesotho, Swaziland and Zambia belong to the lower middle-income group of countries, with a GNI between \$1,046 and \$4,036). The remaining countries – Angola, Botswana, Namibia and South Africa – are upper middle-income countries, with a GNI of above \$4,036 and below \$12,475⁶. The region also has several countries that are characterized by the most severe income inequalities in the world. South Africa and Namibia rank number 1 and 2 globally when it comes to disparities,

² Data covers population aged 0–19 years for 21 countries of Eastern and Southern Africa. Source: United Nations Department of Economic and Social Affairs, *World Population Prospects: The 2015 Revision*, <http://esa.un.org/unpd/wpp/DataQuery/>.

³ United Nations Human Settlements Programme (UN Habitat), *World Cities Report 2016, Urbanization and Development: Emerging Futures*, 2016.

⁴ The World Bank Group, *Africa's Pulse*, No. 14, October 2016.

⁵ International Monetary Fund, *Regional Economic Outlook: Sub-Saharan Africa*, October 2016.

⁶ For reference to the classification boundaries, visit:

<https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>.

with Botswana, Comoros, Zambia and Lesotho also in the top 10 most unequal countries according to the Gini coefficient. Swaziland, Rwanda and Kenya follow shortly afterwards, being among the top 20 most unequal countries⁷.

1.2 EDUCATION IN EMERGENCIES

ESAR continued to face multiple humanitarian crises, including cyclical drought and flooding, epidemics, cyclones, acute malnutrition, migration, insecurity and conflict. Experts predict that ESAR will be critically affected by climate change, with countries variably experiencing prolonged drought, increased storms and higher ocean levels⁸.

In 2016, 12 of the 21 ESAR countries were ranked as high or very high risk countries by the INFORM Index for Risk Management⁹. Humanitarian emergencies disrupt education: they delay initial access, contribute to higher dropout and lower completion rates, and also contribute to lower quality education, as essential resources (e.g. maintenance of instruction, materials and teachers) and support to schools are restricted.

The 2015-2016 El Niño-induced drought was the worst to hit southern Africa in 35 years. Angola, Lesotho, Madagascar, Malawi, Mozambique, Swaziland and Zimbabwe were the most heavily affected countries. Malawi and Mozambique were also subject to severe flooding in parts of the country. The El Niño event caused a lack of access to clean water and basic sanitation for more than 4 million people, more than 634,000 livestock deaths¹⁰, a maize production shortfall of 9.3 million tonnes, and sharp increases in food prices.

In the eastern Africa region, close to 24 million people were facing critical and emergency food insecurity levels as at August 2016, double the number during the same period the year prior. In Ethiopia alone, nearly 10 million people required emergency food assistance to meet their basic food needs. El Niño-related weather events affected several countries in the region, with the World Health Organization reporting cholera and acute watery diarrhoea outbreaks in Kenya, Uganda, United Republic of Tanzania, Ethiopia, and South Sudan¹¹.

In 2015, an estimated 12.4 million people were internally displaced by man-made emergencies, with South Sudan being among the top 10 countries for populations displaced by violence and conflict. International migration pathways within Africa reflect both the continent's regional and linguistic groupings as well as its history of protracted humanitarian crises¹².

During and immediately after emergencies the right to education is most at risk and is, simultaneously, most needed. Children and adolescents are at risk of dropping out of school, putting them at increased risk of engaging in harmful labour and early marriage, being victims of sexual and gender-based violence (GBV) or trafficking, and increased likelihood of being recruited into armed militia. While communities are displaced, access to quality education is commonly restricted and in drought situations children and adolescents are often required by their families to find water and food, or to generate income, thus missing out on school. The longer learners stay out of school, the less likely it is that they will ever return, meaning that prevention of disruptions to education is critical. When the education

⁷ For World Bank Gini Coefficient estimates of countries visit: <http://wdi.worldbank.org/table/2.9>.

⁸ http://reliefweb.int/sites/reliefweb.int/files/resources/JAN-MAR_Regional_Outlook_Doc_24FEB2017.pdf.

⁹ <http://www.inform-index.org/Results/Global>.

¹⁰ United Nations Children's Fund (UNICEF) Eastern and Southern Africa Regional Office (ESARO), 'Rapid Internal Stock-taking of the UNICEF Response to the 2015/2016 Southern Africa El Niño-Induced Drought', December 2016.

¹¹ <http://www.unocha.org/el-nino-east-africa>, last accessed in January 2017.

¹² UNICEF. 2016. *Uprooted. The growing crisis for refugee and migrant children*. UNICEF, New York, September 2016.

system *is* resilient to emergencies, it can be the case that the emergency negatively affects children's well-being and consequentially creates a barrier to learning.

By providing education as a component of every humanitarian response, life-saving actions are maximized, through the implicit targeting of the populations' most vulnerable, and strategies for resilience to crises are realized. Learning for peace, integrating children from those communities that have never accessed education into schools and strengthening the resilience and effectiveness of current education systems changes the cyclical nature of most emergency situations and provides a strong link between the humanitarian–development nexus.

Ensuring that the education system is used as a platform for services such as water and sanitation provision, and hygiene promotion nutrition and health services; transmitting critical public information messages and providing psychosocial support to emergency-affected populations; and preventing the disruption of education by creating safe learning spaces.

A desk study shows that, as at January 2017, emergencies have affected the education of some 12 million children in eastern and southern Africa, most of them for an extended period. More than 570,000 refugees remained out of school in 2016, including a large majority of children and adolescents who have spent their whole life in camps. Access to secondary education for refugees is at a critically low point: as few as 2 per cent of secondary-school-aged learners are enrolled in Kakuma refugee camp in Kenya and only 9 per cent in Ethiopia, compared to a global average secondary school enrolment rate of 22 per cent. In 2016, more than 2.3 million¹³ internally displaced children had restricted or no access to quality education. Over 4 million children in the seven southern Africa countries and 2.9 million children in Ethiopia needed support in 2016 to make sure they remained in school, as a result of the 2015–2017 El Niño-induced drought. In Somalia, the education of 3 million children was affected by a combination of conflict and natural hazards that has sent many families on the road in search of safety, protection, water and food.

1.3 ACCESS TO PRIMARY AND LOWER SECONDARY EDUCATION

In recent years, ESAR has made considerable progress in regard to access to primary and secondary education. An increasing number of children are enrolled in school, and a higher number are completing a cycle of primary school education each year. However, countries in ESAR fell short of achieving the universal primary education goal of at least 95 per cent net attendance, with the average primary net attendance being 79 per cent in 2015. The challenge is especially acute in Angola, Eritrea, Ethiopia, Madagascar, Mozambique, Somalia, South Sudan and the United Republic of Tanzania, where at least one in every four children of primary school age does not attend school. Eastern and Southern Africa also has the lowest secondary net attendance in the world, with less than a third of secondary school-age adolescent girls and boys attending secondary school. In Angola, Burundi, Ethiopia, Somalia, South Sudan and Uganda, 80 per cent or more of adolescents of the appropriate age did not attend secondary school in 2015¹⁴.

¹³ http://reliefweb.int/sites/reliefweb.int/files/resources/EA_Humanitarian_Snapshot_21FEB2017.pdf.

Approximately 25 per cent of displaced populations are school-aged children and adolescents.

¹⁴ Data from UNICEF global databases, 2016, based on Multiple Indicator Cluster Surveys (MICSs), Demographic and Health Surveys (DHSs) and other nationally representative surveys, 2009–2015. The regional averages are based on countries with available data on the period 2009–2015.

In terms of out-of-school children, 19 million children are still out-of-school at the primary school level and 8 million at lower secondary school level¹⁵. The large number of out-of-school children means that many countries commenced the period of the Sustainable Development Goals (SDGs), 2016–2030, having not achieved Millennium Development Goal 2 of universal primary education by 2015.

The barriers that keep children out of school are numerous. Children who are vulnerable to being out of school or dropping out of school include children in pastoralist communities, children in informal settlements, orphans, children from the poorest families, children living in rural areas, girls, working children, children with disabilities, children speaking languages that are not used in schools, and children affected by HIV and AIDS. Countries where children's access to education is hampered by armed conflict and natural hazards are at particular risk of missing out: over 85 per cent of out-of-school children are concentrated in the 10 most fragile states, where government capacity to deliver services is weak¹⁶. Furthermore, when learning is not significant, the added value of attending school is limited, creating push factors towards keeping children out of school.

In addition to many children not being in school, many children do not experience a smooth schooling path. There are high rates of dropout: one out of three children who start school in ESAR drops out before graduating from primary education. Also, many children are overage for their year due to delay in starting the first grade of primary late and high rates of repetition and these children are at high risk of dropping out of school or completing education with low learning outcomes. It is also clear that girls fare worse in the

Box 1: Headline education data across ESAR

- Gross enrolment rate (GER) male pre-primary (18 countries): **31 per cent**
- GER female pre-primary (18 countries): **33 per cent**
- Net enrolment rate (NER) intake for Grade 1 (17 countries): **60 per cent**
- NER all primary (17 countries): **80 per cent**
- NER female primary (17 countries): **79 per cent**
- NER male primary (17 countries): **81 per cent**
- Overage primary (18 countries): **20 per cent**
- Primary completion rate (9 countries): **64 per cent**
- Average girls to boys ratio in primary enrolment (Gender Parity Index (GPI)) (18 countries): **0.81**
- NER male lower secondary (15 countries): **26 per cent**
- GER male lower secondary (20 countries): **62 per cent**
- NER female lower secondary (15 countries): **31 per cent**
- GER female lower secondary (20 countries): **66 per cent**
- Secondary GPI (14 countries): **0.64**

The data take an average of the most recent value reported for each ESAR country in the 2011–2015 period from the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Institute for Statistics database (<http://data.uis.unesco.org>). Countries that do not have reported data in the 2011–2015 period are not included. For the two GPI data points, the rate was estimated by averaging the last available data point available in the United Nations Millennium Development Goals indicators metadata database (<http://unstats.un.org/unsd/mdg/Metadata.aspx?IndicatorId=9>) for each country within the 2011–2015 period. The number stated in parenthesis is the quantity of countries for which data were available for that particular indicator or rate. Data extracted 07 March 2017.

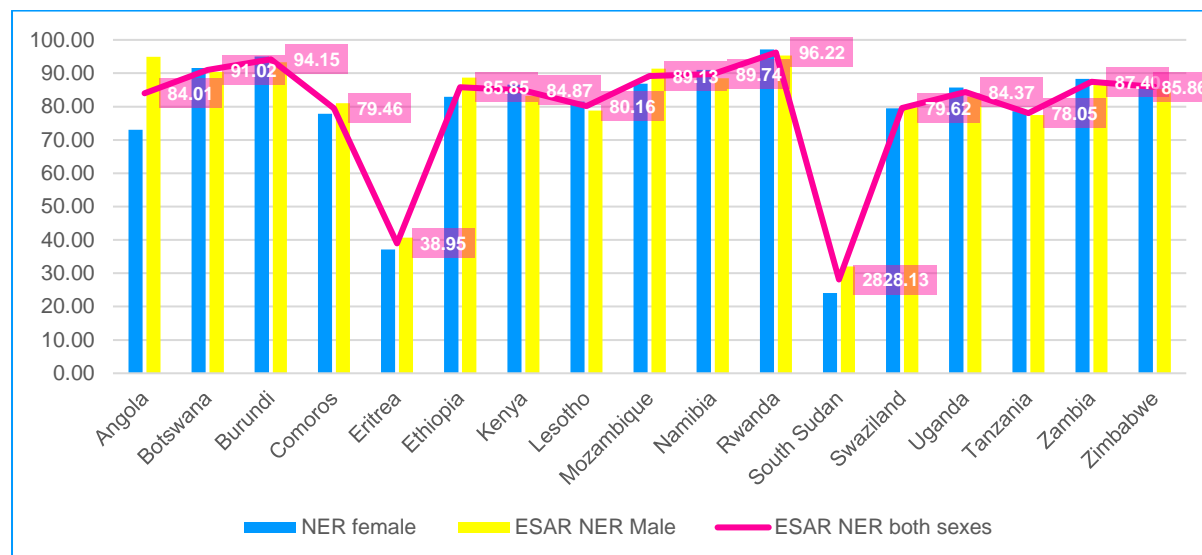
¹⁵ UNESCO Institute of Statistics/UNICEF, 2014: <http://allinschool.org/wp-content/uploads/2014/08/140116-ESARO.pdf>

¹⁶ Ibid.

education systems in ESAR, with a primary GPI of 0.81,¹⁷ which drops to 0.64 at secondary level (see Figure 3 for detailed figures).

There are wide variations in access to primary and secondary schooling between countries, as illustrated by Figure 3. The primary NER ranges from 28 per cent in South Sudan and 39 per cent in Eritrea to 97 per cent in Tanzania. This is illustrative the variation in education contexts across the region.

Figure 2: Primary NER for 17 countries in eastern and southern Africa 2011 to 2015¹⁸



1.4 IN SCHOOL, BUT NOT LEARNING

While education access issues are improving, the region is facing a ‘learning crisis’, where a large proportion of children in school cannot master the basics of literacy and numeracy by the end of primary education.

A survey of learning outcomes published in 2016 found that “average test scores for literacy and numeracy in international and regional assessments undertaken in the ESAR were generally low, with a considerable proportion of students not achieving basic skills in reading and mathematics”¹⁹.

As with patterns of access, there are wide disparities in basic reading and mathematics skills across the region. Results from SACMEQ III²⁰ show that by the end of primary education in three of the 12 participating countries in ESAR (Kenya, Tanzania and Swaziland) between 80 per cent and 93 per cent of students achieved the minimum reading level in SACMEQ. In six countries (Botswana, Zimbabwe, Namibia, Mozambique, Uganda and South Africa), between 50 per cent and 80 per cent of students achieved the minimum level. In Lesotho, 48

¹⁷ GPI calculates the girl to boy ratio in enrolment. If the GPI is less than 0.97, girls are worse off, and if it is 1.03 boys are worse off.

¹⁸ Estimates are based on UNESCO Institute for Statistics data. Rates reflect the average of the most recent data point for each country in the 2011-2015 period.

¹⁹ UNICEF/ACER (2016), p. 27: [https://www.unicef.org/esaro/UNICEF-ACER\(2016\)QualityofEducation-ESAR-MainReport\(SinglePageview\).pdf](https://www.unicef.org/esaro/UNICEF-ACER(2016)QualityofEducation-ESAR-MainReport(SinglePageview).pdf).

²⁰ SACMEQ III is the third regional learning assessment; it was conducted in 2007. The learning assessment monitors learning outcomes for children at Grade 6 (the end of the primary cycle) in countries across eastern and southern Africa on a sample basis. SACMEQ stands for the Southern and Eastern Africa Consortium for Monitoring Educational Quality. More information can be found here: <http://www.sacmeq.org/?q=about-sacmeq>.

per cent of students in Grade 6 achieved basic reading skills; in Zambia and Malawi, only 27 per cent of students reached this level. In mathematics, the proportion of primary students reaching basic skills was considerably lower, with less than 50 per cent of students in Grade 6 reaching the minimum level in three-quarters of the countries. In the remaining quarter of participating countries (again Kenya, Tanzania and Swaziland) between 56 per cent and 62 per cent of students learned basic mathematics skills²¹.

These national averages hide dramatic in-country variations, with children from lower socioeconomic groups, speaking minority languages, and those with fewer access to learning resources in the home or school experiencing significantly lower learning outcomes.

The issue of increasing learning outcomes is now one of the key challenges facing the region. How can learning outcomes be improved at all levels of education? How can children acquire the required knowledge, skills and capacities for a fulfilled life, become part of an employable workforce and gain sustainable livelihoods based on local economic realities?

1.5 EARLY LEARNING

Early experiences matter. During the early years of life, the brain grows at its fastest pace, making almost 700–1,000 connections per second. These early connections form the basis of a lifelong capacity to learn and adapt to change. Early brain development is best nurtured in quality child environments that are supportive, stimulating and safe. Young children, especially the poorest and most disadvantaged, who have access to early learning services at the right time are more likely to be healthy, ready to learn, and stay longer and perform better in school. Yet it is exactly the most disadvantaged children – due to poverty, ethnic and linguistic minority status, gender discrimination, remoteness, disability, violence, and HIV/AIDS status – who are least likely to participate in good quality early learning programmes.

However, in eastern and southern Africa the large majority of pre-primary-age children do not have access to formal pre-primary education (see Figure 3 for detailed figures).

1.6 STRENGTHENING CROSS-SECTORAL STRATEGIES AND PARTNERSHIPS

Improving access to, and the quality of, education cannot be achieved by focusing on education alone. Cross-sectoral strategies need to be implemented to ensure both access and quality. Inadequate water and sanitation facilities in school, malnutrition, direct and indirect costs of education creating financial barriers to access – particularly for the poor – negative social and cultural norms, practices such as child marriage or early pregnancies, and insecure and unsafe environments are preventing children from attending and staying in school. Hence the need for close collaboration between UNICEF's Eastern and Southern Africa Regional Office's (ESARO's) sections (such as Gender, Nutrition, Water, Sanitation and Hygiene (WASH), Child Protection, Social Protection, Health, HIV/AIDS, Communication for Development (C4D), Innovations and Humanitarian Action) to address the education issue holistically. In addition, exploring flexible learning options is key in order to increase access to learning in an out-of-school environment and for overaged children.

Moreover, the ESARO Education Section works in close collaboration with partners such as UNESCO, United Nations High Commissioner for Refugees (UNHCR), Save the Children, Schools for Africa (SFA), Hilton Foundation, Educate a Child, Association for the

²¹ UNICEF/ACER (2016), p. 27: [https://www.unicef.org/esaro/UNICEF-ACER\(2016\)QualityofEducation-ESAR-MainReport\(SinglePageview\).pdf](https://www.unicef.org/esaro/UNICEF-ACER(2016)QualityofEducation-ESAR-MainReport(SinglePageview).pdf).

Development of Education in Africa (ADEA), and Forum for African Women Educationalists (FAWE), and is part of global partnerships such as the Global Partnership for Education (GPE), United National Girls Education Initiative (UNGEI). ESARO has also built links with a new fund focused on education for children affected by emergencies: Education Cannot Wait.

1.7 SECURING RESULTS

In order to achieve equity in education, target our initiatives to the most hard to reach and respond to the 'learning crisis' by increasing learning outcomes, ESARO has implemented systems to improve our effectiveness.

In 2016, ESARO mainstreamed the use of the Results-Based Management framework to enhance analysis, programming, monitoring and evaluation to achieve better results for the most marginalized children.

To enhance our results for children, ESARO provides essential services to the 21 ESAR country offices to ensure the education programmes are evidence-based, represent value-for-money, are contextually-appropriate and are well-managed through the life cycle of the country programme. The services ESARO provides can be categorized into five areas:

- cutting-edge technical support to refine and enhance education programme design
- essential quality assurance of key elements and stages of education programmes to sustain high standards of work
- critical oversight of education programmes to ensure they achieve the intended results
- timely and targeted knowledge management and sharing to ensure country offices access vital evidence and data to support their programmes
- strengthening and expanding regional and global partnerships to create the platforms for country offices to be more effective for children

ESARO provides these support services to improve country office effectiveness in the context of the UNICEF Global Strategic Plan 2014–2017, which in education strives towards “Improved learning outcomes and equitable and inclusive education”²², and the ESA Regional Priorities, which under this strategic plan goal aim to reduce the number of school-age children that are out of school and to improve students’ learning outcomes.

The next section provides detail on the programming results ESARO achieved in 2016, starting with an overview of the Regional Priority on education, which is where ESARO’s attention was focused.

²² UNICEF, 2013: https://www.unicef.org/strategicplan/files/2013-21-UNICEF_Strategic_Plan-ODS-English.pdf.

SECTION 2: PROGRAMME RESULTS

Within the framework of the UNICEF Strategic Plan 2014–2017, in 2014 the ESAR Regional Management Team identified five programmatic priorities to focus cross-country action and learning and to reinforce joint accountability. The five programmatic priorities are: 1) Enabling children to survive and thrive; 2) Reducing stunting to provide opportunities for children to realize their full potential; 3) Improving education quality and learning outcomes to prepare children for the future; 4) Achieving results for adolescents that help them manage risks and realize their full potential; and 5) Scaling up social protection interventions to reduce child poverty and other vulnerabilities that impede the full realization of child rights.

Within the education priority, *improving education quality and learning outcomes to prepare children for the future*, four focus areas were identified: 1) Early Learning; 2) Education Quality; 3) Secondary Education (For an Employable Workforce); and 4) Out-of-School Learning, including conflict and disaster risk reduction as a way to reduce the impact of emergencies on education and to strengthen social cohesion and resilience.

1. In Early Learning, the focus is to explore affordable, quality (and sustainable) early learning programmes, particularly in communities where primary enrolment is poor and students are under-achieving. This includes promoting early learning and school readiness in education sector plans, increasing the resilience of children, increasing social cohesion among communities, and increasing education budget allocations dedicated to supporting early learning. This focus area also includes developing and implementing and/or scaling up a quality learning curriculum, and standardized teaching methods and assessments.
2. In Education Quality, the aim is to introduce specific measures such as evidence-based pedagogical approaches, curricula and provision of appropriate support for teachers, including training, incentives and professional opportunities, to enhance teachers' performance and to promote in-classroom learning. This focus area includes the incorporation of conflict and disaster risk reduction into curricula, teacher training and education sector planning. In addition, to improve education quality there is a need to implement systems for monitoring learning achievements at primary education level and to use the data to improve learning, especially among disadvantaged children.
3. In Secondary Education for an Employable Workforce, which is a new priority for many countries in the region, the attention is on developing and implementing plans to address challenges in access to and quality of secondary education, supporting student preparedness for the labour market, and contributing to the development and implementation of specific policies and programmes to keep girls in school and learning. This includes measures to combat GBV and other sociocultural norms and practices that impede girls' education. In coordination with the C4D section, secondary education will be supported by evidence-based behaviour and social change strategies to increase demand for quality services and adoption of supportive attitudes and practices towards education.
4. The Out-of-School Learning focus area aims to implement and scale up gender-sensitive and evidence-based policies, programmes and interventions that keep the most disadvantaged children in school, support out-of-school children to go to school, and provide flexible options to overaged children. It also aims to implement and track policies and programmes on inclusive education at preschool and primary school levels targeting children with disabilities.

Given the regional context of ESAR, where 12 countries are categorized as very high or high risk within the INFORM index²³, ESARO has also been providing 'Education in Emergencies' support to country offices. The remainder of this section provides an account of how ESARO has strengthened education programming across the four Regional Priority focus areas, plus Education in Emergencies.

2.1 EARLY LEARNING

HIGHLIGHTS

The efforts by the ESARO Education Section in Early Learning have led to:

- Greater government and stakeholder awareness of the return on investment of early learning across the region.
- An improved policy environment in Angola, Kenya, Namibia, Uganda and Zambia that prioritises early learning nationally and that will lead to increased political and budgetary commitment.
- Better evidence in Ethiopia and regionally on how to design and develop cost-effective sustainable early learning programmes.
- Country offices and governments are better able to implement strategies and tools to enhance parents' role in children's early development.
- Better school readiness assessment tools in the region.

In 2016, the intellectual and political case for the mass provision of good quality pre-primary education was further established. Overwhelmingly, ESAR governments were convinced that providing early learning services improves children's holistic development and school readiness, and has long-term social and economic benefits for individuals, families and nations.

Despite a growing body of research on the importance of investing in early learning on primary school attendance and cognitive outcomes, as well as advocacy efforts by UNICEF, international development partners have yet to allocate adequate funding for early learning. Governments continue to struggle with ways to expand access to early learning opportunities. Access to early learning remains very low in the region – only three out of 21 ESAR countries achieve a pre-primary GER that is over a 50 per cent (Angola, Kenya and South Africa)²⁵. Early learning continues to receive low proportions of national education budgets and thus efforts to promote its expansion remain limited.

Box 2: Factors that influence the early learning experience

- Professional development of the preschool workforce
- Broad and balanced preschool curriculum²⁴
- Appropriate learning pedagogy (for example, active learning and the role of play)
- Quality learning environments (such as space and lighting)
- Promotion of peer-to-peer interactions

²³ For more information about the INFORM index visit: <http://www.inform-index.org/>.

²⁴ A curriculum that is broad and balanced might cover, for example, the seven domains of learning identified through the Learning Metrics Task Force, which are: physical well-being, social and emotional development, culture and the arts, literacy and communication, learning approaches and cognition, numeracy and mathematics, and science and technology.

²⁵ UNESCO Institute for Statistics 2016.

To equip ESAR country offices with the ability to accelerate change, a Regional Early Childhood Development and Early Learning Strategic Framework²⁶ was developed and approved by the ESAR Regional Management Team in 2016. The Strategic Framework establishes the case for early learning, its key components (see Box 1) and the strategies, including cross-sectoral collaborations, to expand access to quality early learning.

ESARO worked as a member of the Global Learning Metric Task Force to support the ESAR learning champion countries in their promotion of effective early learning assessments that would drive improvements in quality early learning education.

Furthermore, technical support to countries across the region was provided across six domains: advocacy; policies; cost-effective programmes; sector planning parents; and learning assessments. Table 1 provides the detail.

Table 1: Early Learning technical support provided to countries

Support provided to countries	Countries
Advocacy for more government resources focused on early learning in 2016	Angola, Ethiopia, Kenya, Malawi, Mozambique, Namibia, Rwanda, South Sudan, Somalia, South Africa, Tanzania, Uganda, Zambia,
Support to countries to develop early childhood development (ECD) and early learning policies	Angola, Kenya, Namibia, Uganda, Zambia
Developing cost-effective programmes	Ethiopia, in relation to the School Readiness Programmes, which was given an innovation grant and documented in the publication 'Journeys to Scale' by UNICEF and the Centre of Education Innovations ²⁷
Integrating early learning into education sector planning	GPE country offices were supported to include ECD and early learning in education sector plans and GPE proposals
Enhancing the role of parents in the early learning of their children	Tanzania, Namibia, Rwanda, Zambia, Kenya, Mozambique participated in a regional Care for Child Development workshop, which emphasized how to empower parents to support young children's learning and development during the early years
Developing school readiness learning assessments	Kenya, in relation to the Kenya School Readiness Assessment. United Republic of Tanzania, in relation to piloting the Measuring Early Learning and Quality Outcomes learning assessment

²⁶ Strategic document available upon request.

²⁷ The full report can be read here:

<http://www.educationinnovations.org/sites/default/files/Journeys%20to%20Scale%20-%20Full%20Report.pdf>.

The Ethiopia case study is found in pp. 62–79.

2.2 EDUCATION QUALITY

HIGHLIGHTS

The efforts by the ESARO Education Section in Education Quality have led to:

- Better evidence for all 21 ESAR country offices on good quality learning assessments, the levels of learning in the region, effective practices to improve teaching and learning, the importance of language of instruction for learning, and increasing the demand for quality education.
- Improved capacity of 17 Country Offices to manage GPE grants and report to GPE.
- Enhancements in learning assessments in Ethiopia, Rwanda, Somalia, United Republic of Tanzania and Zimbabwe, and the development of a new global early learning assessment tools as part of UNICEF's Multiple Indicator Cluster Survey (MICS).

In 2016, promoting the quality of education in the region centred around two main areas of work: strengthening education systems, in particular with GPE grants; and assisting country offices and governments in pivoting their education systems towards learning, in particular through a focus on pedagogy, curriculum and assessment.

At the end of 2016, 17 ESAR countries had joined the GPE: Burundi, Comoros, Eritrea, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mozambique, Rwanda, Somalia, South Sudan, Swaziland, Uganda, United Republic of Tanzania, Zambia and Zimbabwe.

UNICEF acts as the Grant Agent in five of these countries (Burundi, Comoros, Eritrea, Somalia, South Sudan and Zimbabwe), managing a total amount of \$104 million. ESARO helped each of the GPE countries to effectively manage the funds, playing a particular role at four stages:

- **New GPE processes:** all 17 country offices were trained on GPE's new funding model.
- **Extensions:** ESARO Education Section supported the Comoros, Eritrea and South Sudan Country Offices to apply for the extension of the GPE implementation grant.
- **Proposal development**, which includes the development of an education sector analysis and plan. ESARO supported Lesotho, Tanzania (with a focus on Zanzibar), Zambia and Zimbabwe Country Offices to develop their education sector analysis and plan as the basis of their GPE grant application. Out of these countries, Zimbabwe has already received new GPE funding in 2016. During 2016, the Regional Office Education Team collaborated with UNESCO International Institute for Education Planning (IIEP) to ensure the South Sudan Education Sector Plan (ESP) 2017–2021 was risk-informed and conflict-sensitive. Eritrea applied to the ESP development grant in 2016 and was approved.
- **Reporting to GPE** on the progress of the disbursement of the grant and delivery against the plan. GPE reports for all countries (except Burundi, which has not started reporting) were quality assured to meet high UNICEF standards.

Furthermore, ESARO played a critical risk management role by providing technical support and oversight across all the GPE countries. This role was activated specifically in:

- South Sudan, when increased emergency-related complexities required the country office to adapt quickly during implementation; and

- Eritrea, where a sudden ban on construction throughout the country brought implementation of GPE to a temporary halt.

To equip country offices with the ability to increase their focus on learning outcomes, ESARO published two major studies, which act as a benchmark for policy and practices in the region. The first examines the impact of language policy and practice on children's learning outcomes²⁸. The research highlights the benefits of an education that uses the mother tongue in the classroom, it enhances family and learner participation in education, decreases attrition, and improves a child's cognitive learning processes. The research also provided a 21 country-by-country review of language and education policy and practice. The country-by-country review highlights that while national language policy environments support the use of local languages of instruction in early primary grades, classroom practices frequently favours international languages.

The second study reviews the learning assessment systems of the 21 countries and the situation of learning across the ESAR countries, and identifies education interventions that have been evaluated as having an impact on learning²⁹. The study finds that while low learning levels are common in the region – adding to the emphasis of focusing on learning – many countries have good learning assessments systems and a few well-evidenced practices that could be drawn upon to improve the quality of teaching and learning.

Box 3: Full list of education reports published by ESARO in 2016

'The Fulfilment of the Right to Education of Children with Disabilities'. UNICEF/Education Development Trust. <https://www.unicef.org/esaro/Regional-children-with-disabilities-UNICEF-EDT-2016.pdf>

'A Study on Children with Disabilities and their Right to Education: The Union of Comoros'. Ministry of Education of Comoros/UNICEF/Education Development Trust. <https://www.unicef.org/esaro/Comoros-children-with-disabilities-UNICEF-EDT-2016.pdf>

'A Study on Children with Disabilities and their Right to Education: Madagascar'. Ministry of Education of Madagascar/UNICEF/Education Development Trust. <https://www.unicef.org/esaro/Madagascar-children-with-disabilities-UNICEF-EDT-2016.pdf>

'A Study on Children with Disabilities and their Right to Education: Rwanda'. Ministry of Education of Rwanda/UNICEF/Education Development Trust. <https://www.unicef.org/esaro/Rwanda-children-with-disabilities-UNICEF-EDT-2016.pdf>

'Addressing Social Norms and Gender in Support of Equity in Education'. UNICEF. https://www.unicef.org/esaro/Program_Brief_-_Social_Norms.pdf

'A Social and Behaviour Change Agenda for Inclusion and Equity in Education'. UNICEF. https://www.unicef.org/esaro/Program_Brief_-_Inclusion.pdf

'Investing in Communication for Development to Enhance Quality Education and Learning Outcomes'. UNICEF. https://www.unicef.org/esaro/Program_Brief_-_Quality.pdf

'The Impact of Language Policy and Practice on Children's Learning: Evidence from Easter and Southern Africa'. UNICEF. https://www.unicef.org/esaro/5481_language-report.html

'Improving Quality Education and Children's Learning Outcomes and Effective Practices in the Eastern and Southern Africa Region'. UNICEF/ACER. https://www.unicef.org/esaro/5481_quality-education-report.html

²⁸ Full report and all the country reviews are available here: https://www.unicef.org/esaro/5481_language-report.html.

²⁹ Full report and two country case studies are available here: https://www.unicef.org/esaro/5481_quality-education-report.html.

C4D and Education programme briefs were also published in 2016 to identify effective community-led and community-engagement strategies that can drive quality learning. Strategies include improved accountability of schools to the community, support to parents to engage with their children's learning, and use of communication technologies to enhance the quality of teaching and learning.

At a regional level, ESARO worked as a member of the Global Learning Metric Task Force to establish regional mechanisms for improving learning. The key proposal was that an Africa-wide hub for learning assessments be established. UNICEF worked with ADEA and Rwanda and Zambia Country Offices to develop the basis for a continent-wide body.

ESARO also provided technical support to country offices to develop and strengthen innovations in relation to learning. The Ethiopia Country Office was supported in its development of the Assessment for Learning programme, which is building a rich model of learning assessments that combine both the rigour of high quality test items and accessibility for teachers, to formatively assess learner progress. Somalia and Tanzania Country Offices were supported to develop their strategies to enhance early primary education. Rwanda and Zimbabwe Country Offices were supported to improve their national assessment systems to generate quality data for policy-makers, planners, school leaders and teachers.

To support UNICEF's global efforts to improve learning, ESARO supported the development of the new Learning Assessment Module of the Multiple Indicator Cluster Survey (MICS). The module was piloted in Kenya to ensure it met quality standards and was launched in November 2016 as a tool for countries to use as part of MICs, DHSs or other household surveys. This will generate critical data on learning at the early primary stage connected to the household context.

Eight countries in the region have benefited from SFA, UNICEF's flagship partnership campaign for education. To ensure the campaign's continued success, ESARO provided quality regional inputs for the SFA 2015 Annual Report, highlighting results achieved in the following countries: Angola, Ethiopia, Madagascar, Malawi, Mozambique, Rwanda, South Africa and Zimbabwe.

2.3 SECONDARY EDUCATION

HIGHLIGHTS

The efforts by the ESARO Education Section in Education Quality have led to:

- Improved strategic focus on the education and cross-sectoral issues for adolescents through the publication of a Regional Strategic Framework.
- Strengthened UNGEI regional partnerships to advocate for girls' secondary education at Africa Union and country levels.
- Better evidence on ending school-related GBV in Ethiopia and Zambia.
- Enhanced capacity in scaling up efforts to expand access to secondary education for girls in Ethiopia, Malawi, Rwanda and Uganda.

Improving the access to, and quality of, secondary education is a relatively new area of work for many country offices in the region. To support strategic effectiveness, a Regional Strategic Framework on Working with and for Adolescents was developed and approved by the ESAR Regional Management Team in 2016. The Strategic Framework establishes the case for investment in adolescents and sets out the key education strategies that are essential to support adolescents to succeed in primary education and the transition to lower secondary, and then to further education, training or employment.

The Strategic Framework has set the foundation for more systematic support from ESARO to country offices in the region. This commenced in 2016, with the contribution to the development of global UNICEF guidance on secondary education and analysis of the situation of secondary education in the 21 ESAR countries; both the guidance and the analysis will be published in 2017.

Most children face barriers to continuing their education to secondary level, such as: an ineffective primary learning experience preventing progression to secondary level; a lack of secondary school capacity; and the direct, indirect and opportunity costs of attending secondary school. However, girls face a series of additional barriers to continuing their education, including: poor learning environments that lack appropriate sanitation facilities, resulting in inconsistent attendance, leading to low performance; child marriage or teenage pregnancy that prevent continuation of studies; and violence against girls or the fear of violence, which leads to exclusion from education. This situation is evidenced by the fact that in most ESAR countries girls are significantly less likely to be in secondary school than boys. As such, in 2016 a key focus for ESARO was addressing the inequality of access to, and retention in, secondary school faced by adolescent girls, through advocacy, evidence generation and support to country office programmes.

ESARO is the regional focal point for UNGEI, which is an advocacy platform for a range of United Nations and civil society actors working to promote girls' education. In 2016, ESARO hosted the first meeting of eastern and southern Africa partners and agreed to collaborate on advocacy to accelerate progress on girls' education, and in particular girls' secondary education. A joint advocacy strategy was drafted and will be published in 2017. To support advocacy ESARO is also commissioning the development of What Works for Girls' Education on ESAR Briefs.

In collaboration with the C4D section, ESARO published a programme brief on 'Addressing Social Norms and Gender in Support of Equity in Education'³⁰.

At the regional level, ESARO, in partnership with FAWE, supported an Africa Union girls' education summit held in Kigali, Rwanda, with ministers of education in attendance, to ensure that the Continental Education Strategy for Africa 2016–2025 (CESA) is focused on gender equality as a key priority for educational improvement in Africa.

Studies on ending GBV in schools were undertaken in Zambia and Ethiopia to determine policy and practice around school-related GBV in each country. The findings of the scoping studies, which will be published in 2017, will be used to determine potential areas of support to country offices to address school-related GBV in collaboration with partners.

Technical support to countries on girls' secondary education focused on the three UNICEF global Gender Action Plan Target Priority countries in ESAR: Ethiopia, Malawi and Uganda. In 2016, Ethiopia and Malawi were pilot countries for the development of a gender education section review tool, which strengthened the education programming in terms of gender responsiveness. After the review, Ethiopia Country Office crafted a plan for scaling up girls' transition to secondary education. The review for Uganda will be conducted in early 2017.

Technical support was also provided to Rwanda Country Office to reduce gender-related barriers hindering learning and school progression to secondary school for boys and girls, where gender barriers become evident.

³⁰ The regional study and three country reports are available here: https://www.unicef.org/esaro/5481_c4d-education-briefs.html.

2.4 OUT-OF-SCHOOL LEARNING

HIGHLIGHTS

The efforts by the ESARO Education Section in Education Quality have led to:

- Better evidence for all 21 ESAR countries – with in-depth evidence for Comoros, Mozambique and Rwanda – on improving access to education for children with disabilities.
- Improved support and coordination – at global, regional and country office levels – to secure results from the major funding partnership with Educate a Child that led to over 1/4m out-of-school children returning to and staying in school in 2016.
- Enhanced evidence for the region on using C4D techniques to increase demand for schooling.

Equity remains a big challenge in eastern and southern Africa. In 2016, ESARO launched a series of studies – a regional report and three country case studies – on the right to education for children with disabilities³¹. The regional report found that while most countries had legal or policy commitments regarding the inclusion of children with disabilities in education, the structures to support inclusion were absent. Countries in ESAR do not have effective data systems that monitor children with disabilities' access to education; nor do they have inclusive school environments, or school leaders and teachers that are equipped to effectively include children with disabilities. The report highlights a “rhetoric-reality gap” between policy and practice, meaning that children with disabilities are far less likely to access quality education compared to their peers. The country case studies dive deeper into the situation for the educational inclusion of children with disabilities in Comoros, Madagascar and Rwanda, providing similar insights to the regional report, but accompanied by focused recommendations for these three countries to include children with disabilities in schools.

A C4D and Education Programme Brief was published in 2016 on promoting a social and behaviour change agenda for inclusion and equity in education. The brief highlighted strategies that can improve inclusion, such as directly influencing children's attitudes, self-efficacy and learning motivation through 'edutainment' media, and increasing community engagement and social support for education.

The partnership with Qatar-based Educate a Child expanded to Comoros, Kenya, South Sudan and Somalia and led to over a quarter of a million out-of-school children being returned to school in 2016. ESARO played a critical role in the reporting process by providing feedback on the contents of the technical reports of all participating countries. ESARO has also liaised between country offices and Educate a Child to resolve technical issues regarding the methodologies and mechanisms to monitor and trace the progress of the out-of-school children who have come back to school as a result of the interventions. This included ESARO's effort to support the global strategic partnership. One of the main actions in 2016 in this direction was hosting a meeting in September where issues on monitoring and reporting were discussed to enhance reporting for results in the region.

³¹ The studies and associated materials are available here: https://www.unicef.org/esaro/5481_children-with-disabilities-series.html.

2.5 EDUCATION IN EMERGENCIES

HIGHLIGHTS

The efforts by the ESARO Education Section in Education in Emergencies have led to:

- El Niño-affected countries in southern Africa being better prepared and better able to provide an education in emergency response.
- Improving the refugee education funding in Ethiopia, Kenya, Rwanda, Tanzania and Uganda by securing \$6.5 million from the United Nations General Assembly Summit for Refugees and Migrants and \$14.8 million from the Education Cannot Wait funding platform for refugee education in Ethiopia for 2017 and 2018.
- In partnership with UNESCO IIEP, strengthened capacities and plans for conflict-sensitive and risk-informed education planning in 15 countries.

In the Education in Emergencies response, the ESARO Education team worked in close collaboration with the ESARO Humanitarian Action, Resilience and Peacebuilding section (HARP). ESARO support in education in emergencies was provided to those countries affected by conflict, refugee influxes and/or those impacted by El Niño. Technical advice, quality assurance and oversight were provided remotely (through e-mail exchange, phone calls, reviewing documents and participation in the Emergency Management Team (EMT)). In-country support to education in emergencies strategy development, planning, capacity-building and monitoring was provided to Burundi, Ethiopia, Lesotho, Madagascar South Sudan, Tanzania and Uganda.

In response to the Burundian refugee crisis, ESARO provided technical support and oversight to the coordination of examinations of Burundian refugee learners' examinations in Tanzania, given the continued use of the Burundian curriculum in that location.

In preparation for the United Nations General Assembly Summit for Refugees and Migrants in September, ESARO produced a briefing note on enhancing education and protection to promote development, resilience and social cohesion among children on the move in eastern and southern Africa. This resulted in a \$6.5 million allocation to the refugee education response in Ethiopia, Kenya, Rwanda, Tanzania and Uganda.

Nine countries identified by UNICEF as high and medium risk³² in relation to El Niño were supported with education preparedness and contingency planning. Technical support was provided to coordinated preparedness efforts in Angola, Lesotho, Madagascar, Malawi, Mozambique, Namibia, Swaziland, Zambia and Zimbabwe. Education components of the Regional Inter-Agency Standing Committee (RIASCO) Action Plan for Southern Africa³³ were put forward by ESARO, in collaboration with affected country teams. Challenges associated with rapidly scaling up relevant emergency preparedness and response actions in, primarily, development contexts hindered the education response, as well as leading to funding gaps. Despite this, 485,060 children aged three to 18 years accessed emergency education services by December 2016.

Education in emergencies capacity-building initiatives took place in Uganda and Madagascar, resulting in improved understanding among UNICEF staff and partners on the new risk-informed education programming approach, resilience and education, UNICEF's

³² UNICEF ESARO El Niño Regional Analysis: Eritrea, Ethiopia, Somalia, Uganda, Zimbabwe, Malawi, Mozambique, Kenya and South Sudan.

³³ For more information visit: <http://www.unocha.org/el-nino-southern-africa>.

Core Commitments for Children, the Inter-Agency Network for Education in Emergencies Minimum Standards, and the Education Cluster mechanism and tools.

ESARO supported the deployment of Global Education Cluster Rapid Response Team members in Ethiopia and Burundi for six weeks and eight weeks, respectively, as well as an Education in Emergencies Standby Partner deployment to Uganda for four months to support the education response for refugees. An Emergency Response Team (ERT) member supported the education response in South Sudan for three months.

Ethiopia and Kenya received technical support and oversight on the process of composing coordinated, multi-country concept notes on refugee education support. Ethiopia's note was successful and led to \$14.8 million being secured from the Education Cannot Wait funding platform for refugee education, to be implemented in 2017 and 2018. Regional and country-level consultations reinforced the partnership between UNHCR and UNICEF, resulting in improved coordination and service delivery for refugee learners.

The work in 2016 also saw the continuing shift of education in emergencies efforts from solely providing essential supplies (emergency education kits or the establishment of temporary learning spaces during emergency response phases) towards building emergency preparedness and response capacities and strengthening the resilience of education systems.

Continuing the partnership with UNESCO IIEP, through the Peacebuilding, Education and Advocacy programme, ESARO hosted a workshop on strengthening capacities for conflict-sensitive and risk-informed education planning. 50 UNICEF and ministry of education participants from 15 countries in ESAR (Angola, Burundi, Eritrea, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mozambique, Rwanda, Somalia, South Africa, South Sudan, Uganda and Zimbabwe) convened in Nairobi, Kenya, to strengthen national capacities in crisis-sensitive and risk-informed education planning. The workshop provided participants with opportunities to share their experiences in conflict-sensitive and risk-informed planning; and resulted in tangible, phased action plans, with support needs identified, for the strengthening of conflict and disaster risk integrated planning.

ESARO supported the high level 'Pan-African Symposium on Education Resilience and Social Cohesion' that gathered ministries from 16 African countries to discuss ways to strengthen policies and practices to build peace in their respective countries and the greater continent. The Addis Ababa Communiqué was signed by all attending ministries at the Symposium, announcing the commitment to strengthening education systems, combating violence through quality education and providing a culture of peace at school level.

This work on strengthening education systems to build their resilience and responsiveness is increasingly valued as a mechanism for sustainable change: to build a bridge between humanitarian response and sustainable national and community development.

SECTION 3: STRENGTHENING PROGRAMME EFFECTIVENESS

ESARO is involved in a number of efforts to create the conditions for effective country office education programming. This involves building durable partnerships, mobilizing resources and quality assuring country office education programmes to ensure they are well planned, focused on results, characterized by good monitoring and evaluation systems, and have a robust enterprise risk management framework. This section summarizes the key progress ESARO has made in strengthening programme effectiveness in 2016.

3.1 PARTNERSHIPS

The majority of the partnerships ESARO formed in 2016 had the aim of enhancing education programmes at country level and achieving direct results for children. These have all been captured in the previous section. The partnerships included partnering with:

- Africa Union
- ADEA
- Educate a Child
- Education Cannot Wait
- FAWE
- Global Education in Emergency Global Cluster
- Global Partnership for Education
- Learning Metrics Task Force
- Save the Children
- SFA
- UNESCO
- UNESCO IIEP
- UNGEI
- UNHCR
- World Bank

In 2016, the partnerships with UNESCO Eastern Africa Regional Office was focused on the country- and region-level implementation of SDG 4. National consultations were completed in 2016 and data were analysed for the regional consultation workshop, which will take place in early 2017.

3.2 RESOURCE MOBILIZATION

ESARO Education Section improved resource mobilization by strengthening existing partnerships and building new ones. ESARO updated the investment case for education and renewed the partnership with the European Union. Major funding was secured for education in emergencies by supporting Kenya and Ethiopia in their applications to the new Education Cannot Wait fund (with Ethiopia selected and receiving \$14.8 million), and building a regional proposal to the United Nations General Assembly Summit for Refugees and

Migrants for improving refugee education in Ethiopia, Kenya, Rwanda, Tanzania and Uganda (\$6.5 million was secured).

Country office applications to the USA First Lady Let Girls Learn fund (Uganda, Ethiopia and Malawi), the US Agency for International Development (USAID) DREAMS Innovation Challenge (Malawi, Zambia, Kenya and Tanzania), the UK Department for International Development (DFID) Girls Education Challenge: Leave No Girl Behind (Zambia and Rwanda), the Partnership to Strengthen Innovation and Practice in Secondary Education funds (Uganda), and the World Bank Skills for Youth Employment (S4YE) platform (Burundi and South Africa) were quality assured.

In 2016, several new private donor partnerships were developed with Nokia (ICT and Learning), Clay Riddell (Canadian donor supporting girls' education) and Salesforce (for improving quality education in southern African middle-income countries), and Bosch (Germany NatCom).

3.3 QUALITY ASSURANCE AND OVERSIGHT

To strengthen country offices' education programming in 2016, the UNICEF Regional Office team (Basic Education and Gender Equality section) ensured oversight and quality assurance for ESARO's 21 countries, through support in education programme planning and review processes such as Country Programme Documents (CPDs), Strategic Moment of Reflections (SMRs), Strategy Notes, Mid-Term Reviews (MTRs), Country Office Annual Reports, Annual Work Plans, Annual Management Plans and Education Sector Reviews. ESARO Education Section also supported effective programming through involvement in senior education staff recruitment.

The full list of support provided by ESARO Education Section is captured in Table 2 below.

Table 2: ESARO's quality assurance and oversight activities in 2016

Country	Recruitment and induction of new staff	Review of new Country Programme information ³⁴	Programme Budget Reviews (PBR) and Programme Cooperation Agreement (PCA) reviews ³⁵	Membership of Emergency Management Teams (EMTs)
Angola				Yes (El Niño)
Botswana	Induction of P3 Temporary Appointment	New CPD (to launch 2017)	PBR	

³⁴ Country programme information includes: Education Strategy Notes – the critical programmatic documents that shape the country offices' five-year education plans; CPDs – the five-year plans for the country office; MTRs – the reviews of progress through the five-year Country Programme; and SMRs – the workshops hosted by country offices to review progress, context and plans, which Regional Office technical staff contribute to.

³⁵ PBRs involve the Regional Office to provide oversight on changes in country office personnel changes; PCA Regional Office reviews are triggered when a country office education section develop a new partnership with a value of \$1m or over.

Country	Recruitment and induction of new staff	Review of new Country Programme information ³⁴	Programme Budget Reviews (PBR) and Programme Cooperation Agreement (PCA) reviews ³⁵	Membership of Emergency Management Teams (EMTs)
Burundi	Chief P4 Temporary OiC Chief P4 P3 Education Specialist (Surge Education in Emergencies)		PBR	Yes
Comoros				
Eritrea	Support for stretch of Programme Assistant Chief P4 Support to stretch of Chief P4	Strategy Note	PBR PCA	
Ethiopia	Education Specialist NOD		PBR	EMT
Kenya		SMR MTR	PBR PCA (Aga Khan)	
Lesotho				EMT (El Niño)
Madagascar	Chief P4 Induction of Quality Education Specialist NOC		PBR	
Malawi	Education Specialist P3		PCA (VSO)	
Mozambique		New CPD (to launch 2017) Strategy Note	PBR	
Namibia		SMR		
Rwanda	Chief P4	MTR) Strategy Note (Gender) SMR	PBR PCA (Plan)	
Somalia	Chief P5 Education Specialist P4	SMR	PBR	
South Africa	Chief P5		PBR	

Country	Recruitment and induction of new staff	Review of new Country Programme information ³⁴	Programme Budget Reviews (PBR) and Programme Cooperation Agreement (PCA) reviews ³⁵	Membership of Emergency Management Teams (EMTs)
South Sudan	Chief P5 Education Specialist P4 (Surge EiE)	SMR Strategy Note	PBR	EMT
Swaziland	Education Consultant P4 level NOC Education Specialist			EMT (EI Niño)
Tanzania	Education Specialist (Monitoring and Evaluation) P2		PBR	
Uganda	Chief P5 ERT stand-by partner allocated		PBR PCA (World Vision)	
Zambia	Education Specialist P3 Education Specialist NOC			EMT (EI Niño)
Zimbabwe				EMT (EI Niño)
Global	Global Talent Pool (x8) P4 Education Specialist P3 (NYHQ)			

3.4 REGIONAL EDUCATION NETWORK MEETING

In March 2016, ESARO Education Section held the biannual Regional Education Network Meeting. The ESAR Education Network meeting happens every two years, to allow the education sections from across the region to review trends, share experiences and agree actions to improve access to quality education for children across the region.

The meeting was helpful in the context of growing fragility in the region (new or deepening conflict environments and natural disasters), the new SDGs and the Education 2030 Framework for Action. It was also the midway point for achieving Regional Priority #3 (Improving education quality and learning outcomes to prepare children for the future).

The week-long meeting, attended by 19 out of 21 country offices, covered the following topics in depth:

- Education in emergencies and building resilience
- Results-based management in education
- Pro-poor education policies and equitable education financing

- Out-of-school children
- Improving the quality of education and raising learning outcomes
- Secondary education
- Early learning

The next Regional Education Network Meeting will be held in 2018.

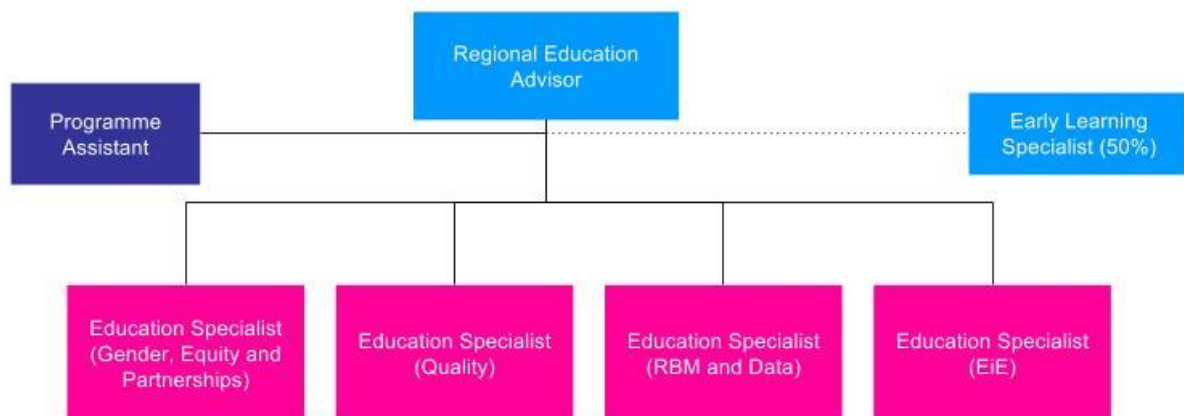
3.5 ESARO EDUCATION SECTION TEAM

2016 saw the transformation of the ESARO Education Section, with the team filling all its posts. Three posts were filled:

- Education Specialist on Results-Based Management and Data (joined March 2016)
- Education Specialist on Education in Emergencies (joined March 2016)
- Education Specialist on Gender, Equity and Partnership (joined November 2016)

2016 saw an increase in the capacity and capability of the team to provide quality assurance and technical support to country offices in securing quality education programmes for children in eastern and southern Africa. Figure 4 shows the organigram for the Education Section.

Figure 3: ESARO Education Section Organigram



3.6 RESULTS-BASED MANAGEMENT AND COMPACT

In 2016, ESARO mainstreamed the results-based management approach, which introduced a more rigorous programme management methodology to regional and country office work.

In efforts to improve efficiency and effectiveness in strengthening country office programming, a Compact of Mutual Accountability between country offices and ESARO was initiated in 2016. The Compact identified key priorities of country offices' education programming for the year, the annual targets and how ESARO could provide support to meet those requirements.

3.7 ASSESSMENT OF PROGRESS, CONSTRAINTS AND LESSONS LEARNED

The overall assessment of progress in 2016 is very positive. Progress was made across all Education Regional Priorities. Country offices were supported in humanitarian and

development contexts, high quality evidence was disseminated to strengthen programming and partnerships were supported and developed.

The achievements can further be observed through the framework in Table 3, which highlights the ESARO Education Section's progress against the two Education Outputs in the Regional Office Management Plan 2014 to 2017. Table 3 illustrates the significant progress made towards the 2017 targets by the end of 2016.

Table 3: Achievements against the two Education Regional Office Management Plan Outputs

Output	Indicator	2014 baseline	Status as at Dec. 2016	2017 target
Enhanced partnerships' commitment to develop, finance and implement evidence-informed policies and programmes for reducing the number of out-of-school children and improving learning outcomes for boys and girls in the region	# of regional public goods developed (e.g. tools, innovations, guidance, strategies)	0	6 ³⁶	10
	# of multi-country research pieces and studies completed	0	4	10
	# of partnerships established	3	14 ³⁷	10
	# of countries benefiting from South–South cooperation (e.g. country visits, conference calls)	10	21 ³⁸	21
Enhanced capacity of countries to design, implement, monitor and evaluate programmes for early learning, education quality, secondary education and out-of-school learning	# of countries achieving pre-primary gross enrolment rate (%) > 50%	2	3 ³⁹	8
	# of countries achieving out-of-school rate by at least 5%, for primary and lower secondary, for girls and boys	2	3 ⁴⁰	6
	# of countries increasing proportion of children achieving national standards in numeracy and literacy by at least 5%	0	No new data	8
	# of Countries achieving GPI = 1 Primary education	4	13 ⁴¹	15

³⁶ Briefs on Conflict and Disaster Risk Reduction, Education in Emergencies (x2) and Communications for Development (x3).

³⁷ Refer to Section 3.1 above

³⁸ South–South cooperation was facilitated for all countries through the Regional Education Network Meeting (refer to Section 3.4); and mapping and dissemination of country office activities in information and communication technology for education and out-of-school children.

³⁹ Angola, Kenya and South Africa, according to UIS.

⁴⁰ Rwanda, Burundi and Malawi for primary out-of-school rate, according to UIS.

⁴¹ Botswana, Burundi, Comoros, Kenya, Lesotho, Madagascar, Malawi, Namibia, Rwanda, Uganda, Tanzania, Zambia and Zimbabwe. (From UN statistics Millennium Development Goal indicator for those countries that are in 0.97–1.03 margin.)

# of countries achieving GPI = 1 Secondary education	4	4 ⁴²	10
# of countries with education sector plan that meets pre-defined standards	0	17 ⁴³	15

However, the year was not without its challenges.

In relation to harnessing our partnerships, the effectiveness of education in emergency work was constrained by human resources gaps in UNHCR and Save the Children. This was addressed by the ESARO Education Section providing additional support to both partners. One of our key funding partners, Educate a Child, updated their reporting requirements, which created challenges for the programmes being led by our country offices. To support country offices, ESARO co-hosted a workshop to provide the necessary technical assistance to country offices. Our long-term partner, GPE, has a strong system-strengthening funding modality that requires an education sector analysis. Whilst this mechanism is supported by UNICEF, countries were finding limited technical support to enable them to complete this task, so the Regional Office identified and quality assured a range of consultants that could provide in-depth, timely support to country offices in this process.

In relation to supporting country offices, a key area of focus was in supporting programming continuity in the context of staffing changes. The ESARO Education Section provided additional support to education teams: to accelerate recruitments, where there were gaps in staff, especially Chiefs of Education; and to induct new colleagues into the ESAR Regional Priorities for Education and ways of working. One area that was highlighted in 2016 was the need for strengthening the capability and technical tools and resources available for education in emergency focal points across the region; this will be a focus for 2017.

Finally, to address challenges of focused and transparent programmes, ESARO Education Section supported the roll-out of results-based management, both within the section and across the 21 Education teams.

3.8 CLIENT SATISFACTORY SURVEY

ESARO conducts an annual satisfaction survey, completed by ESAR country offices, with respect to ESARO's performance. The results at the end of 2016 show that the technical support provided by the Regional Office has been appreciated more over the last two years (from a score of 3.7 out of 4 in 2014 to 3.9 in 2016) and has a very high satisfaction rating (4 out of 4) across most country offices in ESAR.

⁴² Botswana, Comoros, Swaziland and Zimbabwe (ibid.)

⁴³ Burundi, Comoros, Eritrea, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mozambique, Rwanda, Somalia, South Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe - based on countries operating GPE grants.

SECTION 4: FINANCIAL REPORT

The following section provides financial data on the planned budget, revenue and expenditure of the ESARO Education function.

In order to implement the ESARO Education Rolling Work Plan, predictable flexible funding is critical. Thematic funds enabled UNICEF Regional Office to play a strong oversight and coordination role to support UNICEF country offices in the region achieve results around the Strategic Plan Outcome Area, and the Regional Priority on education.

Table 4: Planned budget for Outcome Area 5 – Education (in \$) for 2016

Programme area	Funding type	Planned budget
Education	RR	50,000
	ORR	2,098,772
Total Budget		2,148,772

Notes: RR: regular resources, ORR: other resources, regular. Planned budget for ORR does not include estimated recovery cost. ORR-funded amount excludes cost recovery (only programmable amounts).

Note: the ORR includes \$796,021 that was re-phased from 2015

Table 5: Regional-level thematic contributions received by UNICEF ESARO in 2016 (in \$)

Donors	Grant number*	Contribution amount	Programmable amount
US Fund for UNICEF	SC1499050278	146,292	139,329
Total		146,292	139,329

Table 6: Expenditures by programme area (\$)*

Programme area	Funding sources (\$)			
	Other resources – emergencies	Other resources – regular	Regular resources	All programme accounts
05-01 Early learning	91	51,181	253	51,525
05-02 Equity (focus on girls and inclusive education)				
05-03 Learning and child-friendly schools	2,170	36,680	6,014	44,864
05-04 Education in emergencies	53,529	823,523	148,328	1,025,380
05-05 Education General (programme support)	94,885	1,603,516	262,926	1,961,327
Total budget	53,529	823,523	148,328	1,025,380

Source: Programme Coding Analysis Cube of 05-Education and SC109901

Table 7: Expenditure of thematic contributions (SC109901) by programme area

Programme area	Utilized (\$) Global thematic funds
05-01 Early learning	
05-02 Equity (focus on girls and inclusive education)	
05-03 Learning and child-friendly schools	31,672
05-04 Education in emergencies	4,508
05-05 Education General (programme support)	1,384,605
Grand total	1,420,785

Table 8: Expenditures by specific intervention codes

Organizational targets	Utilized (\$) All resources
05-01-01 National policies on early learning and school readiness	948
05-03-01 Education materials for learning and teaching including classroom technology	22,504
05-04-02 Peacebuilding education	552,143
05-04-06 Education – Emergency response	3,780
05-05-08 Education – Technical assistance to regional and country offices	75,805
05-05-09 Education – Support to achieving global and regional goals	908,008
08-01-01 Country programme process	1,634
08-01-06 Planning # General	65,681
08-02-03 MICS # General	2,881
08-02-06 Secondary analysis of data	152
08-02-08 Monitoring # General	18,993
08-03-04 RO technical support to countries on C4D	665
08-09-08 Engagement through media and campaigns	11,643
08-09-10 Brand building and visibility	23,754
08-09-11 Emergency preparedness and response (General)	118,747
09-01-08 RO technical support to cross-sectoral areas	354,704
09-05-05 RO support on humanitarian action to country offices	2,711
10-07-02 Management and operations support from RO	790,103
2801 Support for early learning (ECD) programmes from RO/HQ	128,792
5021 Support to MICS, DHS and other data-collection systems and their analyses	273
6901 Staff costs (includes specialists, managers, TAs and consultancies) for multiple Focus Areas of the MTSP	85
Grand total	3,084,006

SECTION 5: FUTURE WORK PLAN

Moving into 2017, ESARO Education Section's responsibilities and accountability will continue to focus on the third Regional Priority – Improving education quality and learning outcomes to prepare children for the future – and the four education focus areas 1) Early Learning; 2) Education Quality; 3) Secondary Education (For an Employable Workforce) and 4) Out-of-School Learning.

At the global and regional levels, the Education Section's key deliverables focus on creating new, and strengthening existing, partnerships to focus on improving access and quality of learning outcomes. Key partnerships will be with UNESCO to facilitate the implementation of SDG 4, with UNGEI to advocate for girls' secondary education, and with UNHCR and Save the Children to enhance the education in emergencies responses. Additionally, ESARO will work with Educate a Child to ensure more out-of-school children return to school, with SFA to renew the funding mechanism to promote quality education and with GPE to continue to strengthen education systems. For continent-wide education reform, ESARO will work with ADEA to build continent-wide networks for improving education policymaking, with FAWA to strengthen the gender component of CESA, with SACMEQ on improving the use of learning assessment data in the region, and with UNESCO International Institute for Capacity Building in Africa on developing gender-responsive pedagogic teacher training materials.

The Education Section will generate evidence and share knowledge on: girls' education, through a series of what works briefs; effective strategies for improving learning outcomes, through a series of learning assessment briefs and the trialling of a new teaching and learning toolkit; ESAR country profiles covering out-of-school children and secondary education; WASH in schools; and a report on cost-effective strategies for early learning. The Education Section will also host regional workshops on ending school-related GBV and improving the inclusion of children with disabilities in schools.

To strengthen country offices' education programming in 2017, the Education Section will continue to ensure oversight and quality assurance for ESAR's 21 countries, through support in education programme planning and review processes such as CPDs, SMRs, Strategy Notes, MTRs, Country Office Annual Reports, Annual Work Plans, Annual Management Plans and Education Sector Reviews.

The Education Section will provide technical assistance to all countries in the region by disseminating latest knowledge, trends, approaches and tools to improve education analysis and results-based management.

The Education Section will provide technical expertise to countries, as per the Compact of Mutual Accountability, across all the four focus areas (Early learning, Education Quality, Secondary Education and Out-of-School Learning) and Education in Emergencies.

Beyond 2017, UNICEF will be commencing a new strategic plan and new regional priorities. There will continue to be a strong focus on quality education and learning. The ESARO Education Section will strengthen partnership and generate tools and evidence as a foundation for country office programming effectiveness and will provide direct technical support, quality assurance and oversight to country offices to ensure high quality education for all children.

In the future period, beyond 2017, where there is no committed funding, ESARO Education Section requires \$1.3 million per year. Flexible thematic resources are required to ensure programming excellence in education in ESAR.

EXPRESSION OF THANKS

The UNICEF Regional Office for Eastern and Southern Africa would like to express its sincere appreciation to the donors, particularly the United States Fund for UNICEF and the Norwegian Government, for their contributions to the Global Education Thematic Fund. Contributions to the Global Education Thematic Fund are particularly valued as they enable ESARO to play the critical role of strengthening country offices' education programme in a way that best responds to their needs and requirements. This funding ensures that UNICEF's programming for quality education and learning is equity- and results-oriented.

We would also like to acknowledge the close collaboration with the GPE, UNGEI, SFA, Educate a Child, Hilton Foundation and Save the Children, as well as UNESCO and UNHCR. This support has allowed UNICEF to accelerate results to help the most disadvantaged children in eastern and southern Africa to fulfil their right to quality education.

ANNEX 1: STORIES OF IMPACT IN THE REGION

The following is a list of articles that capture the impact of UNICEF's education work in the region. Click the links for more information.

Jean-Pierre's reintegration

Powerful story, with photos, about a Burundian teenager's return to education after being charged with involvement in armed groups and imprisoned.

https://www.unicef.org/esaro/5440_bur2016_jean-pierre-reintegration.html

First-time pupil Malyun determined to ensure others can follow her into school

Story of a Somali pupil from a minority group which has suffered marginalization now attending an Educate a Child- and UNICEF-supported school.

https://www.unicef.org/esaro/5440_som2016_malyun.html

Meeting the children in southern Somalia who have never seen a school – or a football

Story highlighting the plight of Somali children who have never been to school.

https://www.unicef.org/esaro/5440_som2016_never-seen-a-school.html

Pastoralist communities believe education will build their children's future

Story that includes quotes about UNICEF Somalia, which, with support from USAID, has given pastoralist children their first taste of education through an Alternative Basic Education programme.

https://www.unicef.org/esaro/5440_som2016_pastoralist-communities.html

UNICEF Uganda, UNHCR providing education to over 26,000 South Sudanese refugee primary school children

Story about a Uganda school that is accommodating 1,876 South Sudanese refugee children in five tents that act as temporary classrooms, thanks to UNICEF.

https://www.unicef.org/esaro/5440_uga2016_edu-for-refugees.html

Bringing basic education to those who have never had a school

Story of bringing schooling to the remote village of Gaafaay, in southern Somalia's Middle Shabelle Region, home to nearly 300 families from the Bantu minority, one of the most marginalized groups in the country.

https://www.unicef.org/esaro/5440_som2016_basic-education.html

Living Schools Project

Documenting the Living Schools Project that has enabled children's participation in visualizing their ideal environment.

https://www.unicef.org/esaro/5440_mlw2016_living-school-project.html

"In teaching there is freedom" – Inspiring the next generation of educators

Story of an instructor in Rwanda who trains teachers in a project supported by UNICEF.

https://www.unicef.org/esaro/5440_rwa2016_teaching-freedom.html

Promoting continuity of education, beginning from pre-primary education

Discusses a school in Rwanda where a UNICEF-supported play-based pre-primary curriculum is being implemented.

https://www.unicef.org/esaro/5440_rwa2016_continuity-of-education.html

Safe havens: Re-education centres protect formerly detained children

Stories on re-education centres for ex-prisoners in Burundi.

https://www.unicef.org/esaro/5440_bur2016_safe-havens.html

UNICEF and Government of Italy ensure education for all

Aspirational stories and quotes from pastoralist communities in Somalia.

https://www.unicef.org/esaro/5440_som2016_education-for-all.html

Water trucking brings relief to remote communities and helps revive local education

Story of how a UNICEF-supported water trucking and government feeding programme in Ethiopia has ensured that students do not quit their education.

https://www.unicef.org/esaro/5440_eth2016_trucking-water.html

After education disrupted, relief as children resume exams

Story of how exams being held after two years brings relief to South Sudanese students facing conflict.

https://www.unicef.org/esaro/5440_ss2016_resuming-exams.html

A donkey for school: Making education possible

Story from Eritrea where provision of a donkey to a family has made education possible for a child with disabilities.

https://www.unicef.org/esaro/5440_eri2016_donkey-for-school.html

South Sudan: Getting children back to learning

Photo essay.

<https://www.unicef.org/esaro/17906.html>

ANNEX 2: REPORT FEEDBACK FORM

Title of report/project: UNICEF ESARO Education Thematic Report 2016

UNICEF office: ESARO

Donor partner: US Fund

Date: 13 March 2017

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report. Thank you!

Please return the completed form back to UNICEF by e-mail to:

Name: Camille R. Baudot, Regional Education Adviser

E-mail: cbaudot@unicef.org

SCORING: 5 indicates “highest level of satisfaction” while 0 indicates “complete dissatisfaction”

1. To what extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

SCORING: 5 indicates “highest level of satisfaction” while 0 indicates “complete dissatisfaction”

3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies for these?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we could do better next time?

4. To what extent does the report meet your expectations with regard to reporting on results?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

6. Are there any other comments that you would like to share with us?

Thank you for completing this form!