

UNICEF East Asia and Pacific Regional Office

Education Thematic Report *January-December 2018*



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UNICEF EAPRO

March 2019

I. Map of Countries in the UNICEF East Asia and Pacific Region



The boundaries and names shown and the designations used on this map do not imply any opinion on the part of UNICEF concerning the legal status of any country, territory or area, or of its authorities, or concerning the delineation of its frontiers or boundaries. EAPRO covers the following UNICEF Country Offices: Cambodia, China, DPRK, Indonesia, Lao PDR, Malaysia, Mongolia, Myanmar, Pacific (Fiji), Philippines, PNG, Thailand, Timor-Leste and Viet Nam.

The heart of UNICEF's work is in the field. Each country office carries out UNICEF's mission through a unique programme of cooperation developed with the host government focusing on practical ways to realize the rights of children and women.

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III. Abbreviations and Acronyms

| | |
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| ARNEC | Asia-Pacific Regional Network for Early Childhood |
| ASEAN | Association of Southeast Asian Nations |
| CO | UNICEF EAPR Country Office |
| DPRK | Democratic People's Republic of Korea |
| DRR | Disaster Risk Reduction |
| DPOs | Disabled People's Organisations |
| EAP | East Asia and Pacific |
| EAPRO | East Asia and Pacific Regional Office |
| ECCE | Early Childhood Care and Education |
| ECD | Early Childhood Development |
| ECE | Early Childhood Education |
| EiE | Education in Emergencies |
| EMIS | Educational Management Information System |
| GPE | Global Partnership for Education |
| MICs | Middle Income Countries |
| MLE | Multilingual Education |
| MLE WG | Asia Pacific Multilingual Education Working Group |
| OOSCY(I) | Out Of School Children and Youth (Initiative) |
| PNG | Papua New Guinea |
| PRC4ECCE | The Pacific Regional Council for Early Childhood, Care and Education |
| ROSA | Regional Office for South Asia |
| SDGs | Sustainable Development Goals |
| SEAMEO | Southeast Asian Ministers of Education Organization |
| SEA-PLM | Southeast Asia-Primary Learning Metric |
| SEL | Social Emotional Learning |
| STEM | Science, Technology, Engineering, and Mathematics |
| TWG | Thematic Working Group |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNGEI | United Nations Girls' Education Initiative |
| UNICEF | United Nations Children's Fund |
| WHO | World Health Organization |

IV. Executive Summary

Overview

In 2018, the Education Section of UNICEF East Asia and Pacific Regional Office (EAPRO) continued to support 14 UNICEF Country Offices in their efforts to ensure that all children across 28 countries fulfil their right to education and learning¹. During this period, EAPRO Education support focussed on two Results Areas: (1) Quality pre-primary and primary education and learning and (2) Adolescents education and learning.

This report highlights the key results achieved and challenges encountered through the implementation of Education Thematic Funds by EAPRO in 2018. It focuses on the regional level rather than across UNICEF Country Offices - although in reality these dual levels of funding combine to have impact upon children ultimately at the country level. Aside from this regional report on the use of Education Thematic Funds in 2018, EAPRO has reviewed all 14 country annual reports to ensure that UNICEF demonstrates value for money across all its programmes.

Key Strategies

EAPRO leveraged multiple strategies in order to achieve results for children in the region, including the following:

- 1) System strengthening and capacity development
- 2) Data, evidence and knowledge
- 3) Governance, policy and budgets
- 4) Behaviour Change
- 5) Partnerships and Alliances

Major Achievements in 2018

Promotion of early childhood education and care: EAPRO supported policy and investment strengthening on early learning and ECD as well as implementation of innovative models to expand access to quality pre-primary education in Kiribati, Vanuatu and Fiji, China, Cambodia and Indonesia.

Strengthen government capacities to assess learning: Building on the 2017 work, EAPRO continued to support Lao PDR, Vietnam, Malaysia, Myanmar, Cambodia and Philippines to develop the first learning assessment at primary level for the Southeast Asia region. In collaboration with the Southeast Asia Ministries of Education Organization (SEAMEO) and in close partnership with the Country Offices and their Ministries of Education, South East Asia – EAPRO finalized the pilot phase of Southeast Asia Primary Learning Metrics (SEA-PLM) and launched the main survey, which is the first-ever large-scale regional learning assessment. SEA-PLM will collect data on learning from more than 50,000 grade 5 students by assessing reading, writing, math and global citizenship.

¹ UNICEF EAPRO supports UNICEF Country Offices in Cambodia, China, DPRK, Indonesia, Lao PDR, Malaysia, Mongolia, Myanmar, Pacific (Fiji), Philippines, PNG, Thailand, Timor-Leste and Viet Nam.

Leveraging results for children through Partnerships: EAPRO, jointly with ASEAN, hosted a conference on 21st century skills and young people's participation in Singapore in November 2018. Some 80 participants were gathered, including senior government officials, UN organizations, ASEAN social entrepreneurs aged under 30, representatives from the private sector and academia, and young people. Concrete results of the conference included the agreement between ASEAN delegates and EAPRO to partner with regional research bodies and invest in research and evidence generation on specific themes, including: industry, digitalization and youth engagement; pathways for girls' empowerment through 21st century skills and innovation; and development of typologies for public-private partnerships for skills development. The conference demonstrated that the private sector is interested in actively engaging on adolescent programming. It also showed the importance of strategically involving the private sector at an early stage in the development of programming approaches and strategies, because it can enrich discussions and bring innovative approaches, which are also welcomed by government and civil society partners.

Strengthening emergency response; EAPRO supported Lao PDR, PNG and Indonesia Country Offices and partners regionally to respond to emergencies through provision of technical support and assistance, including deployment of regional staff on surge to Indonesia. The regional office also supported development of the Education Cannot Wait (ECW) programme in Indonesia and PNG. 4. In November 2018, UNICEF EAPRO launched a regional evaluation of DRR programming in the education sector, to be finalized in mid-2019. The purpose of the evaluation is to take stock of successes and challenges in DRR programming in education and to develop a Theory of Change for going forward. This will be a combined formative and summative evaluation that will assess the relevance, effectiveness, efficiency, impact and sustainability as well as equity, gender equality and human rights considerations of DRR in education programming strategies and interventions.

Enhancing data, evidence and knowledge: EAPRO provided tailored and timely technical support to the finalization, dissemination and/or follow up of Out-of-School Children (OOSC) studies in 6 countries (Lao PDR, Malaysia, Myanmar, PNG, Vanuatu, Viet Nam) while drafting a Regional Synthesis Report on OOSC in Asia Pacific (which will be disseminated in 2019). EAPRO, in collaboration with UNESCO Institute for Statistics, also enhanced capacity of key staff from Ministries of Education in 16 countries in the region to improve the collection, processing, analysis and utilization of education data and national statistical systems (incl. Education Management Information System: EMIS) with a reference to global SDG4 indicator framework.

Strengthening governance, policy and budget: EAPRO provided strategic advice and technical support to (i) education sector analysis in 3 countries (Lao PDR, Timor-Leste, Vanuatu), and (ii) education sector planning at various stages at national and/or sub-national levels in 8 countries (Cambodia, Lao PDR, Mongolia, Myanmar, Philippines, PNG, Timor-Leste, Viet Nam), often in collaboration with UNESCO, UNESCO International Institute for Educational Planning (IIEP) and Global Partnerships for Education (GPE). EAPRO also supported equitable budgeting and financing in education in 3 countries (Thailand's Equitable Education Fund, Myanmar's Education Budget Brief, Viet Nam's school fee abolition at pre-primary and secondary education as well as IMF costing paper). Finally, EAPRO contributed to UN-led SDG4 costing exercise in the Asia Pacific region.

Financial Status

In 2018, UNICEF EAPRO received the total contribution of US\$ 1,918,908 of which US\$ 1,878,316 came from Global Thematic Education Funds (ORR), and US\$ 40,592 from Danish Committee for UNICEF (ORR). The contributions received have significantly supported programme achievements in many education and ECD areas at country and regional levels in 2018 and 2019.

Future Plan

Building on the achievements and lessons learned in recent years, and in line with UNICEF's global 2018-21 Strategic Plan and EAPRO Headlines Results, EAPRO will continue its work to support the right of all children in the East Asia and Pacific region to quality and relevant learning and development opportunities.

In the area of pre-primary and primary education, UNICEF's programme priorities will be to: (1) expand access to and improve the quality of pre-schooling, particularly for disadvantaged children; (2) reach 100 per cent primary school enrolment, attendance, completion and transition through targeted, equity-enhancing interventions; and (3) improve pre-primary and primary school learning outcomes through more inclusive learning environments, better quality teaching-learning processes and strengthened accountability frameworks.

In the area of adolescents education and learning, UNICEF EAPRO will prioritize support to: (1) expanding and diversifying secondary education and learning options and improving their quality, particularly for disadvantaged adolescents; (2) improving learning outcomes and skills development among young people, addressing their diverse, specific needs while empowering them to achieve their full potential. For both results areas, EAPRO will prioritize: (1) strengthening education systems, including services, finances, data and assessment; (2) promoting equity-focused and cross-sectorial initiatives, together with innovative partnerships; and (3) embracing innovative ideas in terms of delivery modes, service providers, partners and stakeholders, and education and learning pathways. UNICEF EAPRO will maintain and further strengthen regional partnerships and relationships as the catalyst in the achievement of its targets in 2018 – including UNESCO Bangkok Regional Bureau, UNESCO Institute for Statistics, ASEAN, South East Asia Ministers of Education Organization (SEAMEO), United Nations Girls' Education Initiative (UNGEI), Global Partnership for Education (GPE), OECD, the Education Commission, as well as academic institutions in the region. New partnerships with the private sector and start-ups working on education will be identified and models of engagement further explored.

V. Strategic Context of 2018

Regional overview

The East Asia and Pacific region is home to over one-quarter of the world's children – around 580 million girls and boys – with around 30 million children born in the region every year. Geographically, it stretches from Mongolia in the north to Tonga in the south, and from Western China to the Cook Islands. There is significant diversity – the smallest country in East Asia and the Pacific, Niue, has 1,700

people while the largest, China, has 1.3 billion people. It includes some of the fastest-growing economies in the world as well as ten of the least-developed countries – six in the Pacific and four in East Asia. The development context is rapidly changing and almost all countries are expected to achieve Middle-Income Country (MIC) status by 2020. In the meantime, such rapid economic growth has widened social inequalities, and socioeconomic status continues to be a major determinant of access to quality services. Several countries continue to struggle in expanding access to and improving quality of essential social services, particularly for vulnerable groups including poor and/or rurally located people – especially girls and women, but in some cases mainly adolescent boys; migrant and refugee populations; and people with disabilities.

The latest information on government expenditure on social services presents a mixed picture across countries and sectors. Government education expenditure ranges from around 20 per cent of total government expenditure (UNESCO recommendation) in Malaysia, Viet Nam, Thailand, Indonesia and China, to less than 10 per cent in Lao PDR and Cambodia, based on World Bank data.² Government health expenditure ranges from close to 15 per cent of total government expenditure (the ‘Abuja Target’) in Viet Nam and Thailand, to around 10 per cent in the Philippines, 6-8 per cent in Malaysia, Indonesia, China and Cambodia, and less than 4 per cent in Myanmar and Lao PDR, based on WHO data.³ There has been a general trend of steadily increasing government revenue to GDP ratio in recent years, particularly in countries where social sector spending remains low, creating potential fiscal spaces for these under-funded social sectors.

The East Asia Region continues to experience fast-paced urbanization and is home to nearly half of the world’s urban population. While the ‘urban advantage’ fuels economic growth and poverty reduction, major attention was given in 2018 to the so called ‘urban Paradox’ whereby disadvantaged urban citizens fail to benefit from the urban advantage due to inequality and exclusion.

The East Asia and Pacific region is also one of the most disaster-affected regions in the world. In recent years, the complex combination of disasters, from climate change impacts to conflict and violence, has further challenged the vast and diverse economies and populations of the region, exacerbating existing vulnerabilities. Migration is on the rise both within and between countries spurred by such instances of conflict and natural disaster, as well as inequality in economic opportunity and development. The combination of inter- and intra-national migration, the reclassification of national administrative boundaries and natural population increase all contribute to the rise of urban poor populations and vulnerable children (e.g. refugee, migrant, undocumented etc.) across East Asia and the Pacific. Regionally, of the estimated 1.2 billion people living in urban areas, the World Bank estimates that more than 250 million people live in slums and 75 million people live below the poverty line of US\$ 3.10 a day.

Within the network of committed actors and considering the needs of children across East Asia and the Pacific area, UNICEF EAPRO has committed to three mutually reinforcing Headlines and 18 Results Areas, aligned with the UNICEF’s global 2018-2021 Strategic Plan and Sustainable Development Goals (SDGs). These three headlines are ‘Early Moments Matter’, ‘Children Grow in Safe and Sustainable Environments’ and ‘Adolescents Potential Unleashed’. Through this frame, UNICEF EAPRO aims to

² Except the figure from China, which comes from government sources.

³ Ibid.

continue to support UNICEF Country Offices and national counterparts, partners and actors across the region to ensure the rights of every child are protected and fulfilled.

How vital were thematic funds to enhancing UNICEF's impact in the region?

Education Thematic Funds were critical to the implementation of UNICEF EAPRO's Education programming throughout 2018. Without the benefit of predictable and flexible thematic funds, UNICEF would not have been able to:

- Ensure that equity continues to be a key highlight of the policy agenda, including at the regional level through the Education 2030 TWG.
- Enhance attention/increased momentum on system strengthening, high level advocacy and regional partnerships for holistic and inclusive early learning
- Provide leadership in addressing school-related gender-based violence in collaboration with key partners in the region
- Enhance government capacity to ensure that all children access and complete education through OOSCI
- Develop and roll-out new regional initiatives to measure learning to improve the quality of services for vulnerable children across EAP
- Maintain momentum in building and funding robust programming for inclusion of children with disabilities across the region
- Ensure the prioritisation of young children and their needs in national planning processes and budget allocations
- Support longer-term learning agendas (e.g. OOSCI, SEA-PLM , pre-primary social emotional learning curriculum and child development measurement scales) to ensure all girls and boys develop skills for the 21st century.
- Generate other complementary funds and to influence government investment in more equitable education systems.
- Strengthen partnerships and South-South collaboration

VI. Results Achieved

The specific results achieved by UNICEF are presented below according to the two relevant Regional Headlines and related Results Areas.

6.1 Regional Headline: Early Moments Matter (UNICEF SP Result 2).

Quality pre-primary and primary education and learning (EAPRO Result Area 1.5)

To promote quality pre-primary and primary education and learning for every child, UNICEF employed some of its key programme strategies, including strengthening the capacity of national education systems, promoting data, evidence and knowledge on what works to improve learning, leveraging traditional partnerships and new alliances, and supporting countries to strengthen governance, policy and planning processes. The sections below summarize key programmatic milestones achieved by UNICEF in the region in 2018 against each key strategy. These milestones provide just a sample from the region and are not all encompassing.

Systems and capacity

- **EAPRO**, in partnership with the Southeast Asian Ministers of Education Organization (SEAMEO) and the Australian Council for Educational Research (ACER), strengthened the capacity of Ministries of Education in six countries - Cambodia, Lao PDR, Malaysia, Myanmar, the Philippines and Viet Nam - to measure learning outcomes.
- **Indonesia's** UNICEF-supported innovative early grade literacy programme in Papua was recognized by the national government as an effective, scalable model to improve learning outcomes among disadvantaged children. A Circular Letter was disseminated by the Ministry of Home Affairs to all 34 provinces encouraging local governments to allocate budget for educational quality enhancement using the model. Training and learning materials used in the Papua programme are also being integrated into national resources of the MoEC to be accessed nationwide.
- **Myanmar**, as co-lead of the education in emergencies sector working group at national level and in Rakhine and Kachin States, UNICEF continued to work in a very complex environment to strengthen the capacity of national and sub-national systems to ensure children's access to school. As a result, UNICEF enabled nearly 30,000 children to access pre-primary, primary and secondary education and provided 78,000 children educational supplies in Kachin and Rakhine where protracted conflicts continue to affect children's education.
- **Cambodia's** work to improve access to education for young children in indigenous communities contributed to an increase in national enrolment in pre-school slightly exceeding the target (68 per cent), with 68.5 per cent of 5-year-olds enrolled in 2017–2018. This increase resulted from strategic investment in MLE teacher training, scholarship programmes and communications initiatives in the northeast of Cambodia.

Data, evidence and knowledge

- **EAPRO** provided tailored and timely technical support to the finalization, dissemination and/or follow up of Out-of-School Children (OOSC) studies in 6 countries (Lao PDR, Malaysia, Myanmar, PNG, Vanuatu, Viet Nam) while drafting Regional Synthesis Report on OOSC in Asia Pacific (which will be disseminated in 2019). EAPRO, in collaboration with UNESCO Institute for Statistics, also enhanced capacity of key staff from Ministries of Education in 16 countries in the region to improve the collection, processing, analysis and utilization of education data and national statistical systems (incl. Education Management Information System: EMIS) with a reference to global SDG4 indicator framework.
- **EAPRO** supported the parent mapping study- to explore the typology of parenting programmes emerging in the region to respond to the needs of young children and how the early learning environment impacts education outcomes
- In a regional consultation, **EAPRO** finalized the pilot phase of Southeast Asia Primary Learning Metrics (SEA-PLM) and launched the main survey, which is the first-ever large-scale regional learning assessment and will collect data on learning from more than 50,000 grade 5 students.
- In **Vietnam**, UNICEF supported MOET to develop an in-service teacher-training curriculum, which was rolled out nationwide in the 2018/2019 school year. Both curricula are now included in all regular pre- and in- service training of teachers. Plans are in place for MOET to take over the full financing by 2020.

- **China** finalized a Child Friendly Schools impact study (2016-2019) that analyses data from 106 schools in four project counties. It shows that the CFS model and principles have helped create an enabling environment for teaching and learning which help improve students' learning.

Partnerships and alliances

- UNICEF in **Cambodia**'s success as fund manager for the Capacity Development Partnership Fund (CDPF) Phase II led to a Phase III (2018–2021) with an estimated \$27 million budget for implementing the MoEYS Capacity Development Master Plan, aimed at realizing the Education Strategic Plan. This achievement attracted new financing partners in 2018, and renewed funding commitments from existing donors.
- As part of Singapore's presidency of ASEAN, **EAPRO** contributed to the 4th Asia Pacific Meeting on Education 2030/SDG4 focused on SDGs 4.3 and 4.4 and policies to achieve equal access to vocational, technical and tertiary education, and skills development for employability and entrepreneurship.
- In Mongolia, the CO successfully facilitated replication of the inclusive education model in several geographical areas, which involved strategic advocacy and capacity building in partnership with a wide range of stakeholders, including central and local governments, communities, parents, schools, kindergartens, and NGOs.

Governance, policy and budget

- **EAPRO** provided strategic advice and technical support to (i) education sector analysis in 3 countries (Lao PDR, Timor-Leste, Vanuatu), and (ii) education sector planning at various stages at national and/or sub-national levels in 8 countries (Cambodia, Lao PDR, Mongolia, Myanmar, Philippines, PNG, Timor-Leste, Viet Nam), often in collaboration with UNESCO, UNESCO International Institute for Educational Planning (IIEP) and Global Partnerships for Education (GPE). EAPRO also supported equitable budgeting and financing in education in 3 countries (Thailand's Equitable Education Fund, Myanmar's Education Budget Brief, Viet Nam's school fee abolition at pre-primary and secondary education as well as IMF costing paper). Finally, EAPRO contributed to UN-led SDG4 costing exercise in the Asia Pacific region.
- **Lao PDR** supported the MoES to develop a national assessment policy framework that will lead to improved system effectiveness and coherence, and teaching-learning practices, by ensuring the necessary alignment of relevant policies, learning standards, curriculum and materials, teacher education, classroom practices and quality assurance
- In **Papua New Guinea** success at the policy level resulted in the revision and development of the National Literacy and Inclusive Education Policies and a National Curriculum Qualification Framework for out of school children.
- **Thailand**'s advocacy effort supported the establishment of the Equitable Education Fund (EEF), through the Equitable Education Fund Act, which aims to address inequities in education and to support the education of disadvantaged children.
- UNICEF **Pacific** supported efforts in Vanuatu, Fiji, and Kiribati to strengthen policy and investment in early learning. Kiribati developed Early Childhood Care and Education (ECCE) Act, to guide registration and regulation of ECCE centers and developed quality standards to improve ECCE center quality. Vanuatu piloted quality standards and improvement planning guidance in one province and provided training, pictorial guidance, and planning tools to 69 ECCE centers. SLB set aside funding to advance universal pre-primary education. Vanuatu expanded its Education

Management Information System (EMIS) to improve data on early learning. Kiribati, SLB, and Fiji tested new models to expand access to quality early learning with support from UNICEF, including accelerated school readiness programme (ASRP) in Kiribati. A new pre-primary year programme prepared for its nationwide implementation is starting in early 2019 in Solomon Islands and a Mobile Kindy programme to expand access to preschool in squatter settlements and other high-density urban areas is implemented in Fiji.

Behaviour change

- **Malaysia** led the promotion of positive behaviours around kindness and bullying by partnering with civil society organizations, the corporate sector and the Ministry of Education, among others. This resulted in the incorporation of the national youth manifesto into the global youth manifesto for #EndViolence in South Africa, which will be presented to education ministers across the world during the Education World Forum 2019.

6.2 Regional Headline: Adolescents' Potential Unleashed (UNICEF SP Result 2).

Result Area 3.1: Adolescents' Education and Learning (EAPRO Result Area 3.1)

To improve adolescents' education and learning, UNICEF employed some of its key programme strategies, in particular strengthening the capacity of national education systems and leveraging traditional partnerships and new alliances. The sections below summarize key programmatic milestones achieved by UNICEF in the region in 2018 against each key strategy. These milestones provide just a sample from the region and are not all encompassing.

System and Capacity

- **Regional Office** provided technical support to the Country Offices, including introduction of the new skills framework and guidance on strategies for improving in and out of school adolescents' learning, helping to build a strong foundation for regional programming on Second Decade Education programming and skills development.
- In **China**, life skills modules for use in secondary schools on 1) social-emotional learning; 2) financial education; 3) life skills for girls; 4) self-management; 5) career guidance and development; and 6) climate change, were updated to meet the rapidly changing needs of this age group. Modules were piloted in junior high and vocational schools in 28 counties across 13 provinces. An estimated 12,768 in- and out-of-school adolescents (5,628 males, 7,140 females) participated in these trainings. Two new modules on interpersonal skills and SEL for senior secondary vocational school students were also drafted. At MoE's request, these were adapted for post-secondary school vocational students (aged 18-19 years), together with two others prepared earlier on self-awareness and problem-solving. To date, a total of 6,660 students (3,391 males and 3,269 females) received training on self-awareness and problem-solving in five provinces.
- In **Cambodia**, UNICEF supported life skills curriculum and syllabus development for Grades 4 to 6 and Grades 7 to 9. The syllabus was distributed to schools in target provinces where a baseline assessment to measure the impact of the programme will be conducted. Simultaneously, UNICEF is supporting the expansion of local life skills education, as well as training for young people on entrepreneurship. In 2018, a total of 80 schools were engaged in local life skills education and an additional 66 lower secondary schools received entrepreneurship skills training.

- In **Indonesia**, Life Skills Education (LSE) was integrated into the curriculum in Junior Secondary Schools in West Papua. In Sorong, this programme has received city funding for in-service teacher training and to strengthen the monitoring system. LSE has also been integrated in the pre-service teacher training curriculum of one teacher training institute. By mid-2018, 1,750 (62% female) teacher trainees received life skills training and 4,591 adolescents (53% female) attended LSE classes in school and community learning centres, learning key soft skills such as stress management and self-awareness, as well as topics such as, gender, HIV and puberty. Before the programme, only 25% of adolescents felt they had the capacity to manage risks, this increased to 47% by the end of the programme.
- In **Mongolia**, the life skills programme “My Family” that was launched in 2017 has now reached all adolescents in secondary schools in Zavkhan province (6035 adolescents aged 10-14). The life skills program “My World” reached 3001 adolescents aged 15-17. It is equipping adolescents with social and emotional skills to increase their self-awareness and effective communication within their families, communities, and peers.
- In **Vietnam**, UNICEF continued to promote the UPSHIFT programme, which enables adolescent and youth-led innovation and promotes social entrepreneurship through 21st century skills development and practice. 8 UPSHIFT modules were piloted in 13 schools, after-school, out-of-school and university-based social innovation clubs, directly impacting almost 300, 12 to 20-year-old, adolescents and youth, with a majority (66 per cent) of participants being girls. To better understand barriers faced by ethnic minority children to access quality inclusive secondary education, UNICEF and MOET conducted the 'Qualitative study on equitable access to lower secondary education' which will serve to strengthen policy and programming in 2019.

Partnerships and Alliances

- **EAPRO**, jointly with ASEAN, hosted a conference on 21st century skills and young people’s participation in Singapore in November 2018. Some 80 participants were gathered, including senior government officials, UN organizations, ASEAN social entrepreneurs aged under 30, representatives from the private sector and academia, and young people. Concrete results of the conference included the agreement between ASEAN delegates and EAPRO to partner with regional research bodies and invest in research and evidence generation on specific themes, including: industry, digitalization and youth engagement; pathways for girls’ empowerment through 21st century skills and innovation; and development of typologies for public-private partnerships for skills development. The conference demonstrated that the private sector is interested in actively engaging on adolescent programming. It also showed the importance of strategically involving the private sector at an early stage in the development of programming approaches and strategies, because it can enrich discussions and bring innovative approaches, which are also welcomed by government and civil society partners.
- In **Thailand**, UNICEF has developed a Life Skills Education partnership with OBEC to create a new skills framework for education in Thailand and strengthen Life Skills Education in the curriculum and teacher training systems. This work will involve a wide range of education stakeholders, including private sector representatives and young people.

VII. Constraints and Challenges

The following constraints have impeded the delivery of programmes:

Early learning and ECD: There has been a rapid expansion in pre-primary education access in East Asia and Pacific. Governments in the region have rushed to expand the provision of preschool – and in the process, quality has been impacted. Some of the challenges that impact the implementation of programmes include limited knowledge and understanding of how children learn and develop. While the national leaders have heard key ECD messages like, “#earlymomentsmatter”, these have not fully reached the young parents and other marginalized families so that all caregivers are empowered to help their children reach their full potential. Furthermore, while more children in the East Asia and Pacific region have access to preschool programmes today than in 1990, the new challenge is to use existing services to ensure robust health and development of children by combining access to quality health, nutrition and early learning services. As national preschool programmes expanded in East Asia and Pacific, increasing resources are allocated to help families stimulate and protect preschool children. The new challenge is to offer developmentally appropriate family support services for the youngest children, during the first 1000 days of life. Finally, there are issues related to quality of ECD/E, including inadequate number of qualified pre-primary teachers and the lack of formally trained ECD experts in the region who would be able to drive a national or regional policy, research and/or advocacy agenda.

Primary Education: A key initiative in the area of primary education was launching of the first ever regional learning assessment – South East Asia Learning Metrics (SEA-PLM). As it is a new initiative several constraints arose in 2018. One key challenge was to lay the foundation for SEA-PLM to be embedded into national systems and structures, reflected as government long-term commitment and budgetary allocations. During the field trial all seven participating SEA PLM countries committed national budgets to the regional assessment and, in most cases, are continuing to do so as the program moves into the main survey. However, the country commitment and budget allocations are not secured on a repeated basis and some countries have failed to allocate sufficient funds to cover costs at country level for implementation of SEA-PLM. To mitigate the potential risks associated with these challenges, UNICEF is working very closely and transparently with government so that they are aware of the costs and benefits of participating in SEAPLM. A second key challenge is the low level of technical capacity among governments to design and implement learning assessments. To mitigate this risk, UNICEF and partners have included a capacity building component to the SEAPLM workplan and are training national teams at each step of the process.

Out-of-School Children and Youth: There has been a momentum in the region in terms of mobilization of political will and commitment towards the issues around out-of-school children and youth (OOSCY), particularly since the adoption of the ASEAN Declaration on Strengthening Education for OOSCY by 10 heads of state in 2016. However, the follow up on the Declaration, including fundraising for three regional initiatives⁴ to translate its vision into concrete actions, have been slow, despite support provided by UNICEF EAPRO and UNESCO. A key bottleneck during 2018 was an unexpected change of the whole team of the ASEAN Secretariat’s Education, Sports and Youth Division, which coordinates and drives the follow up actions of the OOSCY Declaration. This subsequently delayed a number of planned activities. However, since the 2nd half of 2018, EAPRO and the partners started working with the new team at the ASEAN Secretariat to accelerate the regional collaboration among the member

⁴ They include: (i) Development of Regional Inclusive Equivalency Programme (Lead Country: Philippines), (ii) Common Voice for OOSCY – Advocacy, Communication and Knowledge Sharing (Lead Country: Thailand), and (iii) Evidence and Statistical Capacity Enhancement for OOSCY in ASEAN (Lead Country: Malaysia).

states. There will also be key joint events and actions around OOSCY scheduled during the course of 2019, including a Regional Conference on OOSCY which will involve several hundreds of participants from government, civil society, academia, private sector and development partners.

VIII. Financial Analysis

In 2018, UNICEF EAPRO received the total contribution of US\$ 1,918,908 of which US\$ 1,878,316 came from Global Thematic Education Funds (ORR), and US\$ 40,592 from Danish Committee for UNICEF (ORR). The contributions have significantly supported programme achievements in many education and ECD areas at country and regional levels in 2018 and 2019. The financial data provided in this report is accessed as of 28 February 2019.

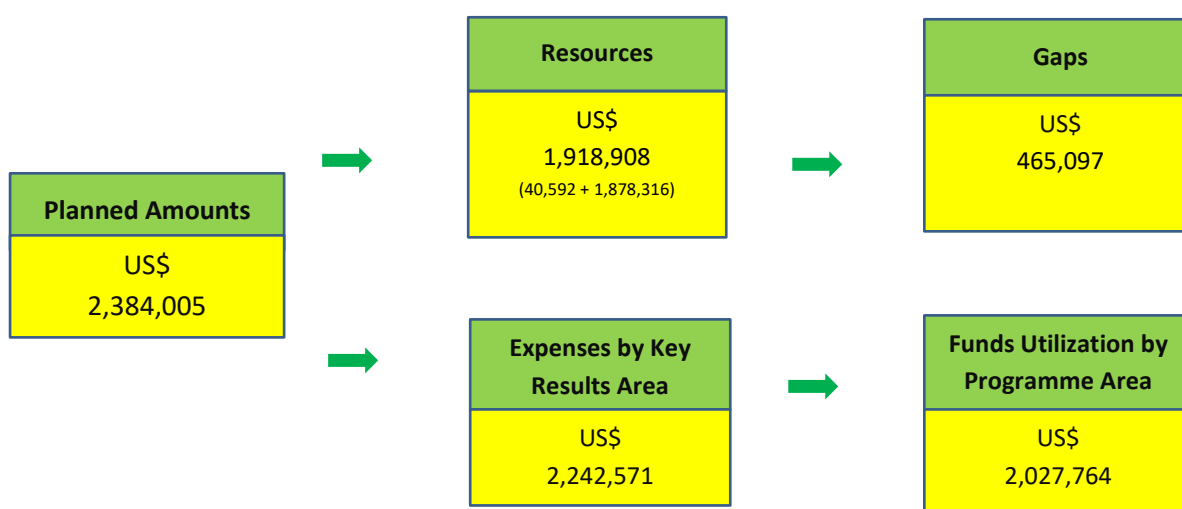


Table 1: 2018 Planned Budget for by Thematic Sector (Education, EAPRO)

| Intermediate Results | Funding Type | Planned Budget (USD) |
|--------------------------|--------------|----------------------|
| 5.2 Programme Excellence | RR | 0 |
| | ORR | 325,614 |
| 5.2 Education | RR | 0 |
| | ORR | 2,058,391 |
| Total Budget | | 2,384,005 |

Data from EAPRO Education Section Work Plan

Table 2: Regional-level Thematic Contributions to Thematic Pool received in 2018 (Education, EAPRO)

| Donors | Grant Number* | Contribution Amount (USD) | Programmable Amount (USD) |
|-----------------------------|---------------|---------------------------|---------------------------|
| Danish Committee for UNICEF | SC1899040001 | 40,592 | 40,592 |
| Total | | 40,592 | 40,592 |

Data as of 28 February 2019. All expense amounts are provisional and subject to change.

Table 3: Expenditures in the Key Results Areas in 2018 (Education, EAPRO)

| Organizational Targets | Expenditure Amount* (USD) | | | |
|---|-----------------------------|---------------------------|-------------------|------------------------|
| | Other Resources - Emergency | Other Resources - Regular | Regular Resources | All Programme Accounts |
| 22-01 Equitable access to quality education | 40,684 | 593,851 | 40,718 | 675,253 |
| 22-02 Learning outcomes | 78,667 | 1,148,234 | 78,732 | 1,305,633 |
| 22-03 Skills development | 15,858 | 229,957 | 15,871 | 261,686 |
| Total | 135,209 | 1,972,042 | 135,320 | 2,242,571 |

Data as of 28 February 2019. All expense amounts are provisional and subject to change.

Table 4: Thematic Expenses by Results Area in 2018 (Education, EAPRO)

| Programme Area and Funding Type | Expense (USD) |
|---|------------------|
| Other Resources – Emergency | 98,537 |
| 22-01 Equitable access to quality education | 29,650 |
| 22-02 Learning outcomes | 57,331 |
| 22-03 Skills development | 11,557 |
| Other Resources – Regular | 1,929,227 |
| 22-01 Equitable access to quality education | 580,968 |
| 22-02 Learning outcomes | 1,123,323 |
| 22-03 Skills development | 224,936 |
| Grand Total | 2,027,764 |

Data as of 28 February 2019. All expense amounts are provisional and subject to change.

Table 5: Expenses by Specific Intervention Code in 2018 (Education, EAPRO)

| Specific Intervention Code | Total Utilized (USD) |
|--|----------------------|
| 22-01-08 System strengthening – risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness | 34,124 |
| 22-01-12 Education analyses including OOSCI, Education Sector Analyses, etc. | 335,222 |
| 22-01-15 Education sector planning including coordinating role, SDG 4, etc. | 5,390 |
| 22-01-99 Technical assistance – Equitable access to quality education | 175,970 |
| 22-02-07 Provision of early learning / pre-primary education teacher training | 64,027 |

| | |
|---|------------------|
| 22-02-14 System strengthening – early learning / pre-primary policy, leadership, and budget | 71,159 |
| 22-02-18 System strengthening – learning assessment systems | 798,060 |
| 22-02-99 Technical assistance – Learning outcomes | 131,588 |
| 22-03-04 System strengthening – mainstreaming of skills development within national education/training system | 134,996 |
| 22-03-99 Technical assistance – Skills development | 79,655 |
| 26-01-01 Country programme process (including UNDAF planning and CCA) | 49,107 |
| 26-01-03 Humanitarian planning and review activities (HRP, RRP, UNICEF HAC) | 46,394 |
| 26-02-06 Analysis of data | 30,541 |
| 26-02-08 Programme monitoring | 6,266 |
| 26-02-09 Field monitoring | -13 |
| 26-05-02 Corporate, multi country, multi region and multi outcome evaluations | 26,221 |
| 26-05-08 Corporate, multi country, multi region and multi outcome research | 3,419 |
| 26-06-04 Leading advocate | 12,574 |
| 26-06-08 Emergency preparedness (cross-sectoral) | 66,992 |
| 26-07-01 Operations support to programme delivery | 25,596 |
| 27-01-06 HQ and RO technical support to multiple Goal Areas | 7,708 |
| 27-01-07 HQ and RO technical support on gender | 7,260 |
| 27-01-14 RO planning and quality assurance | 17,725 |
| 28-07-02 Management and Operations support from RO | 95,589 |
| Unknown | 17,000 |
| Grand Total | 2,242,571 |

Data as of 28 February 2019. All expense amounts are provisional and subject to change.

Table 6: Planned Budget for 2019 (Education, EAPRO)

| Intermediate Result | Funding Type | Planned Budget | Funded Budget | Shortfall |
|--|--------------|------------------|----------------|------------------|
| 5.2 Programme Excellence | RR | N/A | N/A | N/A |
| | ORR | 588,485 | 203,346 | 385,139 |
| 6.2 Education | RR | N/A | N/A | N/A |
| | ORR | 1,765,455 | 750,300 | 1,015,155 |
| Sub-total Regular Sources | | N/A | N/A | N/A |
| Sub-total Other Resources - Regular | | 2,353,940 | 953,646 | 1,400,294 |
| Total for 2018 | | 2,353,940 | 953,646 | 1,400,294 |

Data from EAPRO Education Section 2019 Work Plan. All data are provisional and subject to change.

IX. Future Work Plan

Going forward, Education Thematic Funds will continue to help EAPRO enhance its strategic engagement and contribution towards equitable learning and development opportunities of good quality for all children and young people in the region. ECD and Early Childhood Education programming will expand work to understand better the living conditions and needs of the region's youngest children and their carers, identify key tipping-points in supporting holistic ECD and support UNICEF Country Offices and counterparts to better meet those needs – especially in situations of extreme adversity, conflict and disaster. EAPRO will continue its support to link access and quality in education through building evidence on inclusion and participation in education services, as well as supporting measurement and strategies to improve learning outcomes for children. Particular attention will be paid to the most vulnerable and hardest to reach – including children with disabilities, children of migrants, refugee children, girls and working children. In tandem, EAPRO will strengthen regional focus on monitoring, evaluation and equitable sector planning to ensure the visibility of these groups in the larger system remains clear. UNICEF will also strengthen second decade education and learning in UNICEF programming. Through strengthening systems, promoting alternative pathways to learning, innovating and partnering to co-create and scale up solutions for adolescents and through working holistically across sectors, UNICEF aims to provide each adolescent with the opportunity to access education, learn and develop relevant skills for lifelong learning, employment, personal empowerment and active citizenship.

UNICEF will continue to co-lead the education development agenda in Asia and the Pacific with the Asia Pacific Thematic Working Group for Education 2030. Other partnerships with key players such as ARNEC, PRC4ECCE, SEAMEO, MLE, and UNESCO will continue to be broadened and strengthened with greater attention to the cross-sectoral linkages required to achieve the SDGs. The partnership with ASEAN will also be strengthened, alongside other inter-governmental bodies and within the overarching framework to promote Education 2030 for Asia-Pacific through co-leadership with UNESCO and in collaboration with UNICEF ROSA.

X. Expression of Thanks

Without Education Thematic Funds, much of what has been achieved in the region and which has been presented in this report would certainly not have been possible. Thanks to the generous support of partners who provide such flexible and predictable funding for children, UNICEF EAPRO and countries in the region have been able to expand quality learning opportunities to more girls and boys in the most challenging and vulnerable situations through evidence generation, enhanced advocacy, capacity development and technical assistance. We have been able to ensure that issues of equity, equality and social cohesion have remained at the centre of government agendas at a time of growing economic inequality and disparity and worsening social division. Thanks to the Thematic Funding, we have been able to support longer-term learning agendas (e.g. OOSCI, SEA-PLM , pre-primary social emotional learning curriculum and child development measurement scales) to ensure all girls and boys develop skills for the 21st century. We have also been able to use the funds to generate other

complementary funds and to influence government investment in more equitable education systems. We have strengthened partnerships and South-South collaboration, and have also provided direct technical support to countries in order to achieve critical results for children.

UNICEF EAPRO is particularly grateful to the Government of Denmark, and other contributors to Global Education Thematic funds and other funding sources to EAPRO for their support. We also thank our UN sister agencies, NGOs and corporate donors, and not least governments and inter-governmental organisations whose collaboration was essential in helping us achieve these results across the 14 countries of East Asia and the Pacific region.

XI. ANNEXES

Annex A: Human Interest Stories

Story 1: Education in Emergencies

Learning Brings Hope Amidst the Rubble in Tsunami-stricken Indonesia's Central Sulawesi

By Lely Djuhari, UNICEF Communication Specialist, UNICEF Indonesia

PALU, Indonesia 28 October – A faint but a determined heartbeat has returned to the provincial capital city of Palu in Indonesia's Central Sulawesi. A month after a powerful 7.4 magnitude earthquake and tsunami devastated this once palm-fringed bayside area, 11-year-old girl Sophia Angelica Majid woke up from her slumber on one sunny morning.



Her room is now a tent, shared with nine other family members and neighbours. Her bed is a mattress, protected by a mosquito net. Her morning routine now includes showering or washing her face and hands with soap; brushing her teeth with water from a large container at the end of a field dotted with white and khaki green canvas temporary shelters.

She no longer has a school bag, full of books. Her laptop, full of homework notes, computer games, and her favourite Disney movies Frozen and Moana, is nowhere to be found.

With only one exercise book and a pen, she started to get ready for her school day. Her mother Evni Majid bid her goodbye as she busied herself filling in a city form to record that she, her husband, Sophia and her two brothers were safe. Though it would be forever imprinted in her mind how they ran desperately to get away from the waves that engulfed large swathes of the shoreline. Sophia's quick reaction made her grab two mobile phones. They became the family's lifeline in the following chaotic days, trying to find food, drink and information on where the rest of the family sought refuge.

On Sophia's 30-minute-walk to school amidst the debris, cars and motorbikes rumbled in the streets as her hometown came back to life.



"Oh my, that entire wall is gone," Sophia gasped, as she arrived to SDN Inpres II Talise and gazed for the first time the surreal landscape at the back of her school, which faced the waterfront. "It's heartbreaking. This used to be a neat row of school buildings. There was a large housing complex over there. There used to be durian fruit sellers (on the coastline). Now it's all gone."

Of the 202 students registered at Sophia's school only 70 from all the six grades showed up that day. However, she and her friends sat down on the plastic-

covered ground ready to learn the first lesson of the day.

It's a long way from normal, but it's a start.

UNICEF was the first UN agency to transport 94 metric tonnes of essential emergency supplies through an airbridge from a neighbouring island of Borneo. Sophie's school was one of the first to receive the 450 school tents and 300 school-in-a-box that UNICEF has committed to deliver to over 1,400 affected schools, more than 184,000 children and nearly 13,000 teachers. UNICEF also successfully advocated a standard-setting first as the Government procured another 150 tents using UNICEF specifications.



The Head of the Education Office Irwan Lahece has issued a back to school appeal. All schools are to resume school from 8 to 11 AM in the morning, with an hour dedicated to psychosocial support – singing, playing games, talking in a group or one-on-one with the teachers about whatever is on their mind.

But aftershocks are still a regular occurrence. Many parents fear that after surviving thus far, their lives may still be changed for the worse.

Officials are still confirming the total number of children who have already regained access to education. They will also step up efforts to clear up broken furniture, mangled metal pieces, shards of glass from the school grounds. Another challenge for the coming months is to set up latrines and handwashing facilities in the school tents.

The searing heat outside of the not-quite-yet noon sun signalled that classes were over. The tent was considerably cooler as the teachers raised the wall flaps to allow air to circulate inside the 72-meter square room. The children – including Sophia - lined up to receive a UNICEF white bag with exercise books, pens, rulers, an eraser, a sharpener and crayons.

A bag full of hope to add to her sole school possession of one note book and one pen.

“Education is for every child. There are hundreds and thousands of children affected by the earthquake and tsunami here. It’s time for them to go back to school and get a sense of normalcy in their lives,” said Yusra Tebe, UNICEF Emergency Education Specialist. He added that with the onset of a monsoon, in some areas their hardships may be compounded by more landslides.

After school, Sophia and her older brother returned to her house stripped of its roof, wooden walls, doors. Only a cement foundation is now left behind, marking the four rooms of her house. She looks through the wreckage to try and find some of her belongings, including her school uniform, shoes or sandals without any luck. She manages to find a white frilly dress belonging to Tasha her friend and promises to tell her of the find.



With the Government of Indonesia leading the response, UNICEF was ready to support in the critical hours and days after an emergency in Central Sulawesi. A six-month plan has been completed. UNICEF now stands ready to support the Government, partners and the community, as the emergency response moves into early recovery.

Story 2: Early Childhood Education

Joyful childhood learning through colour and Saravan classroom

By Tabongphet Phouthavong, UNICEF Laos

Three stops, three classrooms. Arriving at the gate of Ban Doub School, our first stop, in Ta Oi district of Saravan province, we hear a clamour from within. The children are laughing, clapping and singing, “My village! My Village is beautiful! My village is fun! My village has a lot of colourful flowers!” We are surprised how quick children remember and learn to sing this song. The Early Childhood Education (ECD) TV team and the ‘My Village’ Claymation series from which the song comes from is from visited this school months earlier in December 2015.



Ms Vilasone Khounphanith, a pre- primary teacher at Ban Doub, Saravan province, Lao PDR

After the fun of singing the song subsides, children sit in a circle. One of the children ask the teacher if she will tell them the stories using the new colourful storybooks. In a unique example of media crossover, the story books are based on the ‘My Village’ series and were developed and supplied by UNICEF with the support of the Lao Government. The show is aimed squarely at under 5s and embraces early childhood learning. It includes characters from different ethnic backgrounds and those with disabilities and aims to expose children to taught skills such as literacy, numeracy and creative skills. Many children in Laos watch foreign television, often dominated by soap operas and martial arts shows. My Village aims to redress that balance, even in a small way, and offer an educational, informative and fun new world for Lao children to inhabit.



Ms Bounthavy Anongsy, a teacher of Ta Oi kindergarten, Saravan province, Lao PDR

Ms Vilasone Khounphanith, a pre- primary teacher at Ban Doub explains more, “the children like the new storybook very much compared with the previous ones. The new books are very colourful, short and easy to understand. When I bring them to class, children’s eyes visibly light up. When I open the books and tell the stories, children often get up and gather round trying to come closer to see the pictures.”

This picture of a child’s undivided attention does not simply stem from vibrantly engaging material. The material is also being brought to life. Ms Vilasone attended training on storytelling techniques in Saravan

Province in May 2016. “The training provides me more skills in storytelling, how to prepare, how to talk and how to attract children’s attention” says Ms Vilasone.

Our next destination, stop two, is Ban Ta Oi Kindergarten. Upon arrival we hear the unmistakable chime of children loudly speaking words in rote: banana... orange... papaya... We look through the window and see children sitting around a teacher. The question is simple – what do you see in the book?

Ms Bounthavy Anongsy, a teacher of Ta Oi kindergarten tells us that she just came back from the training in Saravan the previous day. “I can see that children like the new storybooks, they can learn the names of fruits quickly by looking at the attractive pictures.” A four years old boy, Max, says he likes orange because it looks very beautiful.



A teacher is reading storybooks for children in NaDou kindergarten, Saravan province, Lao PDR

Story 3: Quality Education

Practicing Positive Disciplines: setting an example for teachers in Timor-Leste

By UNICEF Timor-Leste

MATATA, TIMOR-LESTE – Lurdes Gonçalves stands before her quiet fifth-grade class with a knowing smile on her face. “We’ve been sitting too long,” she announces, as she surveys the sleepy faces before her. “It’s time for a game.”

The children obligingly stand to follow Lurdes through a rapid-fire round of a sing-along game involving arm movements and repeating rhyming phrases, leaving them breathless and giggly after just a few short minutes. Then, the class continues, with her newly attentive listeners poring



Students work in pairs and small groups in this class, which was previously unheard of under a traditional system of rote learning, where teachers merely lectured to students. Things are changing now, teachers like Lurdes Gonçalves are leading the young learners.

earnestly over their reading books. The simple game is just one of a host of new tools Lurdes now has at her disposal for engaging, motivating and disciplining her class after receiving UNICEF-supported teacher training from the Government of Timor-Leste’s Ministry of Education.

In her early days of teaching nearly 20 years ago, Lurdes says she merely copied the old-fashioned ways in which she’d been taught as a child – scolding, singling out and even hitting misbehaving children. But now, things are different.

New ways for student-led learning

Lurdes is one of 1,434 basic education teachers who received child-centred teacher training as part of the child-friendly schools approach known in Timor-Leste as the *Eskola Foun* programme, an innovative programme including teacher training that focuses on students’ active learning and participation in classrooms across the country. Supported by UNICEF, the school-based teacher training was introduced in 2010 to 2014 and integrated by the Ministry of Education into the national teacher training curriculum since 2015. In 2017, specific activities to manage large class sizes and positive discipline approaches were integrated into the national in-service teacher training with the support of UNICEF.

“In the past, we didn’t know an alternative,” Lurdes explains. “The teachers just wrote, and students copied, and we didn’t ask if they understood or not. That was traditional.” She breaks into a grin as she explains her feelings about teaching now. “It’s much better,” she says enthusiastically. “The students are free, they can share ideas, and if I’m wrong they’re not scared to correct me. Compared to the past they were just quiet, just listening, but now it’s not like that,” Lurdes adds sharing how she continues to apply what she learned from the *Eskola Foun* teacher training and how it has transformed her class.

Lurdes has been teaching at the basic school in Matata, a small hilltop village in the rural municipality of Ermera, western Timor-Leste, since 2000. She describes herself as an organiser in the classroom, facilitating children's learning. "If there's a problem, they are the ones who solve it," she says. "I'm here to strengthen them, I'm a facilitator." At her desk in the brightly-lit fifth-grade classroom she sits with pages of colourful, hand-written classroom rules, news and learning materials pinned behind her. The rules are decided and enforced by the class, and punishments for breaking them include reading stories to the class and preparing nutrient-rich soil for the school's leafy garden beds.



Lurdes Gonçalves leading the change in her school.

Not too long ago, punishments handed out to misbehaving children were not the calm, productive discussions and adherence to group-decided rules you see in Lurdes' classroom. Instead, teachers would hit students with bamboo sticks, following decades-long traditions of corporal punishment, which continues in many other schools in the country. A 2015 survey showed 7 in 10 children in Timor-Leste reported experiencing physical violence at the hands of their teachers, and as many as 8 in 10 teachers report believing it's acceptable to beat a child under certain circumstances.

Newly peaceful learning environments

Nearly 50 11-year-olds make up Lurdes' class, but you wouldn't guess it walking past the classroom. Except for the occasional outbursts of song, the class is quiet, diligent; with students listening carefully as their friends present the results of small group work and practise handwriting on the blackboard. "She's a great teacher," 11-year-old student Christian de Jesus says with a grin. "We are happy, we all love her. When she reads, we listen peacefully. She's never angry with us."

Corporal punishment in schools is still common in traditional Timor-Leste. Matata school coordinator Manuel Salsinha says he regularly calls parents for meetings to maintain open communication within the school community, and says some parents come to the school to tell teachers to use traditional violence when disciplining their children.

"They don't yet know the ways we use but they support us to find quality ways of educating," he explains. The school's style of teaching is new to parents, he says, but no one has come to him to complain that teachers have stopped using violence to discipline children, as he could have feared with such a switch. "We always work with parents," Manuel emphasises, "because without their support we can't take action." Manuel praises Lurdes' openness with her students, highlighting her ability to engage students in things that affect them. "She always involves children and encourages participation in learning activities," he says. "She opens discussions for children and they see opportunities to interact."

Giving guidance for future success

Twelve-year-old fifth-grade student Jenevia Presia Francisca Soares Martins says her favourite school subject is maths and answers some rapid-fire mental maths questions before the class to prove it. “I like counting, I like the games; I like it all,” she says, grinning shyly.



With opportunities to take the lead in their learning, students at Matata school are confident, intelligent, hard-working and bright.

Jenevia has just one year of school left at the school in Matata until she goes to the third cycle of the Timor-Leste school system, which still uses more traditional ways of teaching. But Manel says Eskola Foun is so successful he hopes it will soon be adopted for the third cycle of basic education which covers Grades 7-9. “Our students are used to this way now so it’s not new for them,” he says. “There is no problem to adapt. I believe the method we’re now teaching with can be taught in all schools.”

Lurdes has high hopes for her students as they progress, but they’re not the good grades and city scholarships you’d suspect of a teacher in a small rural town.

“We teach so they become clever but that alone isn’t enough,” she says, earnestly. “We need to manage children’s attitudes to change their behaviour. Change them to become good people for the future. We [teachers] fight for three things: their cleverness, their character and their health. I hope they take these things to carry our country into the future.”

Together with hundreds of other schools across rural Timor-Leste, Matata school and its newly trained teachers are doing everything they can to transform learning for children for the future.

Annex B: Donor Feedback Form

Report Feedback Form

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!

Scoring :

5 indicates "highest level of satisfaction" while

1 indicates "Complete dissatisfaction"

*Required

1. Title of Report/Project:*

Enter your answer

2. Type of Report/Project:*

- ☐ Consolidated Emergency Report
- ☐ Thematic Report (Non-Humanitarian)
- ☐ Other

3. UNICEF Office:*

Enter your answer

4. Donor Partner:*

Enter your answer

5. Date (dd/mm/yyyy)*

Enter your answer

6. 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)*

1 2 3 4 5
☐ ☒ ☐ ☐ ☐

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

Enter your answer

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

1 2 3 4 5
☐ ☒ ☐ ☐ ☐

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

Enter your answer

10. 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 to these?*

1 2 3 4 5
☐ ☒ ☐ ☐ ☐

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

Enter your answer

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

1 2 3 4 5
☐ ☒ ☐ ☐ ☐

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

Enter your answer

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

Enter your answer

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

Enter your answer

Submit

Thank you for filling this form!