



All In: Towards Tangible Solutions for Equity and Inclusion in Education

Promising practices to ensure the most marginalized children enjoy their right to quality education

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Acronyms

ADT	Accessible Digital Textbooks
ALP	Accelerated Learning Programme
CFM	Child Functioning Module
EAPRO	East Asia and Pacific Regional Office
EGRA	Early Grade Reading Assessment
EiE	Education in Emergencies
EMIS	Education Management Information System
EQUAL	Education with Quality and Inclusive Learning
GBV	Gender-based Violence
GPE	Global Partnership for Education
HATUTAN	Hahán ne'ebé Atu fó Tulun ho Nutrisaun no Edukasaun (Food to Support Nutrition and Education)
ICT	Information and Communications Technology
INEE	Inter-agency Network for Education in Emergencies
IRC	International Rescue Committee
LGBTIQ+	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer or Questioning and Other Terms
LSN	Learning and Support Needs
MHPSS	Mental Health and Psych-social Support
MoE	Ministry of Education
NYHQ	New York Headquarters
OPDs	Organizations of Persons with Disabilities
PTA	Parent-teacher Association
SBC	Social and Behaviour Change
SDGs	Sustainable Development Goals
SEL	Social and Emotional Learning
SMC	School Management Committee
SRHR	Sexual and Reproductive Health and Rights
TPD	Teacher Professional Development
UDL	Universal Design for Learning
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
VSO	Voluntary Service Overseas



A girl with visual impairment, listens to the audio description of photos on display during a photo exhibition in Beijing, China

About this publication

All In: Towards Tangible Solutions for Equity and Inclusion in Education showcases promising practices in education systems around the world, to bring the most marginalized learners into - and back to - school and learning.

This publication provides examples of strategies that were successfully implemented to ensure that inclusive education really does include all children, so that the most marginalized learners – including children with disabilities, children who are out of school, children living in poverty, marginalized girls, and refugee children – have access to quality education. The 15 promising practices highlighted in this solutions book exemplify work in 18 countries (Figure 1).

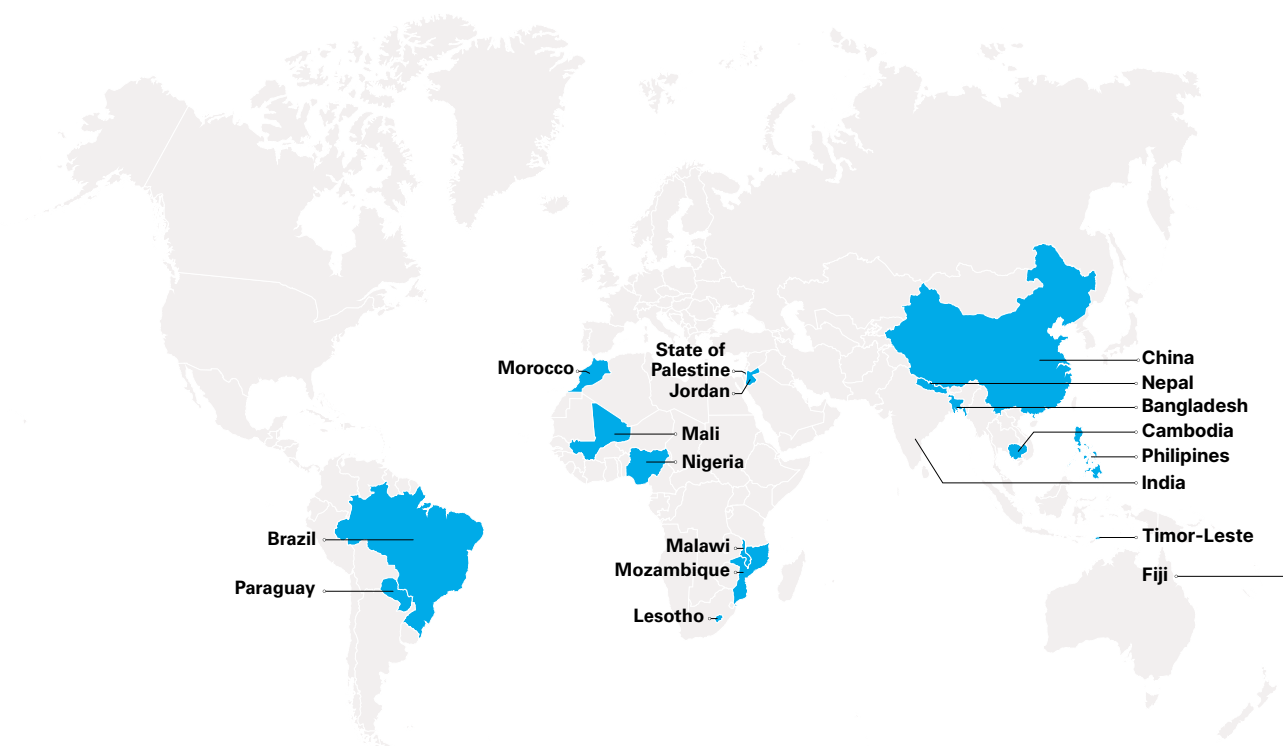
While many of the promising practices were initiated in response to the COVID-19 crisis, or draw upon the pandemic experience, they go beyond the immediate focus of pre- or post-COVID-19 education systems to an overall view of child well-being and the need to focus on skills for the 21st century.

Many of these practices have the potential to be applied more widely within education systems and can be adapted and replicated in any context where innovative and inclusive approaches

are needed to protect and promote children's right to education. Ingenuity, flexibility and a commitment to true inclusion and forward-looking policies are the common thread of promising practices in this document.

This publication is a complementary resource to the 2021 report: Reimagining Girls' Education: Solutions to Keep Girls Learning in Emergencies.¹

Figure 1: Locations of identified promising practices



This map does not reflect a position by UNICEF on the legal status of any country or territory or the delimitation of any frontiers.

What did we find?

A summary of key learnings and solutions

Enablers of inclusion

Specific education strategies

Executive Summary

What did we find? A summary of key learnings and solutions

The 15 promising practices documented in this publication highlight a range of lessons learned which can inform the design and delivery of inclusive education programmes across many contexts. These include key enablers of effective inclusive programming and specific education approaches and strategies, as summarized below.

Enablers of inclusion

The following lessons highlight good practices that act as enablers of inclusion in programming.

Multisectoral coordination

Several of the promising practices are explicitly multisectoral in nature or use a whole-school approach. Multisectoral coordination and programming approaches are highlighted as being particularly important for efficient organization, avoiding duplication of effort, ensuring a child's holistic needs are met, and supported with other needed services such as child protection, which ensures that no child falls through the cracks between vertical systems. The School Active Search Strategy in Brazil for example (Case 2) unifies the work of different sectors (e.g., Education, Healthcare, Social Assistance, Planning) to create a common

online database of affected and at-risk children who, once identified, can be supported with a multisectoral package of services.

Strong partnerships

As well as being important for multisectoral programming, partnerships – from local to global – are key to identifying, and addressing gaps in inclusion of marginalized children. Flexible donor funding, and an established in-country partner is noted in Case 7 (State of Palestine) as being key to a rapid response of an education in emergencies (EiE) and remedial education programme, including programme design, contracting and delivery in less than two months. In Cases 10 (Bangladesh) and 14 (Mozambique) partnerships successfully created common frameworks to reconcile



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Fariya, aged five, attends the Anondo Dhara Pre Primary School in Sunamganj, Sylhet, Bangladesh. Fariya enthusiastically participates in her classes at the Let Us Learn (LUL) programme.

implementing partners' different methodologies and approaches regarding teacher professional development and mental health and psychosocial support (MHPSS) respectively.

Work may be needed to enhance partnerships, for example on school feeding, where in Case 13 (Timor-Leste) the linkage between schools and farmers remains weak, due to delays in funds, leading to unpredictable purchasing by schools. Case 5 (India, Lesotho, Malawi, Mali, Morocco, and the Philippines) highlights how collaboration with organizations of persons with disabilities (OPDs) could enhance effective implementation of adapted Early Grade Reading Assessments (EGRAs) for children with disabilities, including for logistical issues like translation, facilitation and equipment.

Enhanced accountability, monitoring and knowledge management

Documentation of case studies, human interest and other stories are highlighted as important for learning and programme development. Case 8 (Cambodia), and Case 15 (Nepal), have a particular focus on the valuable role of demonstration classrooms in modelling inclusive education and learning environments. To enhance accountability and further learning, Case 4 (Malawi) highlights the need for better documentation of programme activities, as well as improved monitoring of how many children

returned to school as a result of the intervention, and to report back to community, schools and district education authorities.

UNICEF is exploring innovative monitoring systems to collect feedback and improve communication messages and materials for inclusive education, such as QR codes on videos and posters (Case 12, China) with simple questions to gather audience feedback and emerging needs.

Digital solutions

In many cases, information and communication technologies (ICTs) were used with positive outcomes. Case 3 (Jordan) highlights the value of using available platforms such as UNICEF's Learning Passport website to enhance accessibility and cost effectiveness.

There is however a need for 'no-tech' and 'low-tech' solutions (Case 10, Bangladesh). While a technology-based Teacher Professional Development (TPD) model has the potential to transform and improve how teachers continuously develop their competencies, in resource-poor contexts like the Rohingya camps in Cox's Bazar district, simple technology adjustments, such as the distribution of digital content and videos through hard drives, are being considered for a new phase of the TPD programme.

WhatsApp proved a useful platform for providing virtual peer support Teacher Learning Circles (TLCs) (Case 10, Bangladesh) and for volunteers to provide real-time information to teachers on student progress with home-study (Case 1, Malawi).

ICTs also proved very important in scaling interventions through, for example, using free software for government programme managers (Case 2, Brazil) that allows the School Active Search Strategy to be readily scalable by municipalities and states. Free and customizable communications materials also allow efficient and cost-effective ownership by participating municipalities. Other applications include maximizing the potential and reach of safe school reopening messages by sharing them through multiple social media platforms to reach over 62 million users (Case 12, China).



What did we find?

A summary of key learnings and solutions

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Evidence and data

Reliable data collection and use is especially important for supporting the most marginalized children. Case 2 (Brazil) shows how a comprehensive multisectoral data platform can be used to track children who are out of school or at risk of dropping out and support evidence-based decision making through evaluating the school dropout situation by geographic coverage, in addition to the profile of students (e.g., disability, location and ethnicity). Case 6 (Fiji) highlights how combining data from the UNICEF-Washington Group on Disability Statistics Child Functioning Module (CFM) with learning and support needs (LSN) data increases accuracy in identifying and supporting children with disabilities.

Community engagement

Face-to-face grassroots engagement is a vital complement to the use of ICTs in ensuring access to education for the most marginalized learners. The community mechanisms in Case 1 (Malawi) increased the quality, scalability and sustainability of the programme which sought to strengthen caregiver involvement to deliver literacy instruction at home and reduce school dropout rates. Creating a pool of trained teachers, volunteers and families within the community ensures that the cycle of intervention will continue and have a wider reach. By engaging parents, caregivers and the larger community in

project planning, implementation and ongoing monitoring, Case 7 (Cambodia) was also able to secure community commitment and ownership.

Two case examples (Case 1, Malawi and Case 3, Jordan) engaged with community centres or community clusters to provide additional support to marginalized learners and their families. In Malawi, many students could not access the government's radio programme for remote learning because they didn't have a radio at home. To address this challenge, solar-powered radios were distributed to clusters of households, who supported children by listening to lessons together, with the support of a caregiver. In Jordan, to increase engagement among poorer households that lacked the technology, connectivity and/or parental support to participate in remote learning, Learning Bridges Clubs were established through linkages with community centres, which provided additional support.

Case 4 (Malawi) highlights the value of face-to-face meetings both in school and through community outreach as an invaluable entry point for engaging directly with out-of-school children and the community. The community meetings formed a vital bridge – and mechanism for accountability – between community duty bearers, young people (including marginalized learners) and multisectoral service providers, such as police and social welfare, on the handling of gender-based violence (GBV) cases.



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(Center) Ester, 7, sits at a desk and writes in her notebook with a pencil during a class at school in Maputo, Mozambique. “I spent so much time in hospitals, I want to be able to help kids like me, and I will know what to tell them,” says Ester, who is in second grade and wants to become a doctor.

Specific education strategies

The following lessons highlight good practice specific to programming in the education sector.

Universal Design for Learning

Universal Design for Learning (UDL)ⁱ provides a valuable framework to support inclusive education. Case 5 (India, Lesotho, Malawi, Mali, Morocco and the Philippines) explores how UDL can be applied to educational testing to ensure all learners, including learners with disabilities, can engage in rigorous, meaningful learning. Meanwhile, Case 11 (Paraguay) explores the application of UDL principles to convert standard textbooks into Accessible Digital Textbooks (ADT) so all learners can participate in learning opportunities.

Teacher capacity and development

The promising practices contain particularly rich lessons around teacher capacity and development for inclusive education, including the identification of children with disabilities and enhancing the learning environment. In Case 8 (Cambodia), for example, addressing the attitudes and mindsets of teachers around their teaching practices and building their motivation was a key component of improving literacy and numeracy rates through promoting

inclusive education. Several examples of support to teachers are outlined in the promising practices, including through conducting school exchange visits to provide learning opportunities; recognition of good or outstanding teaching; building teachers' knowledge and capacity around pedagogical strategies, including for children with disabilities; and creating a Teacher Competency Framework, standards, and benchmarks to enable teachers, educators, and EiE implementers to monitor and improve the quality of teacher training.

Challenges emerged around the gap between established curricula for social and emotional learning (SEL) as a formal concept and indigenous understandings of the skills SEL entails, which highlights the importance of localizing and contextualizing SEL content and resources. Interestingly, while participating schools may be recognized as inclusive schools, few teachers may have received any formal training on inclusive education. In addition to planning for teacher capacity development, there is also a need to provide ongoing support, as well as adequate time and freedom to teachers to practice and integrate technology-enabled learning tools into lesson planning.

Learning assessments

While progress has been made in adapting an Early Grade Reading Assessment (EGRA) for children with disabilities (Case 5), the promising practice noted that no single method or tool can provide a complete picture of each learner's strengths, weaknesses and educational needs. As such, it is important to utilize different approaches to gather as much information as possible to monitor learning of learners with disabilities, including formative assessments. Critically, education stakeholders must integrate these principles during the design of assessments, especially in contexts where such assessments are nascent in the education system.



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Priyanka Das, 17 (left), and Rani, 13 (right), who were born with hearing and speech impairment, pictured while communicating with each other at Asha Bhavan Centre in Kathila Village in Howrah, West Bengal.

ⁱ UDL is a framework to guide the design of learning environments that are accessible and challenging for all. UDL aims to change the design of the environment rather than to change the learner. See <https://udlguidelines.cast.org/>

1. Why focus on the right to education for the most marginalized children?

1.1 The right to inclusive education

Ensuring inclusive and equitable quality education

A child's right to education is embedded in Article 28 of the UN Convention on the Rights of the Child 1990, and Article 24 of the Convention on the Rights of Persons with Disabilities 2006. Several Sustainable Development Goals (SDGs) and targets refer directly to equity, inclusion and non-discrimination, including SDG 4 which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Equality refers to the principle or outcome of all individuals and groups enjoying equal dignity, rights, opportunities and outcomes, unfettered by injustice and discrimination. Equity refers to processes, policies and actions that treat all individuals and groups justly, by addressing present and historical inequalities in order to work toward equality in outcomes. Thus, equity is a means to equality.²

However, education access and participation are inequitable across all education levels, and the world is failing to protect this most basic of human rights. The global out-of-school population of primary and secondary school age is 244 million (2021), a rate of 15.9 per cent (1 in 7) of school-age children and adolescents.³ And within this number are vast disparities affecting specific groups of children (Section 1.2).

The ultimate goal is fully inclusive education, which means all children in the same classrooms with individualized supports and accommodations, in the same schools. It means real learning opportunities for groups who have traditionally been excluded and children's individual needs and requirements for meaningful learning being met. Individual identity remains at the heart of inclusion including, for example, one's own language as a right and an essential part of any group's ethnic identity.⁴ Inclusive education systems value the unique contributions that students of all backgrounds bring to the school and recognize

that diversity enables children to grow side by side, to the benefit of all.

The opportunity

Reopening, recovering and transforming education, post-disruption requires that an education is provided to learners that is 'at least as good as or better than' that which learners experienced prior to the disruption.⁵

The impact of a quality education cannot be overstated. In addition to being a fundamental right in and of itself, the right to education is a 'multiplier right' and is instrumental in enabling children to benefit from and claim other key rights, such as those related to work, participation, access to justice, freedom from violence and health. The reverse is also therefore true. Marginalized children who are denied their right to education have multiple other rights compromised. This is particularly significant in an emergency when all rights are further

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challenged. Moreover, when children are out of school they not only miss out on learning but on nutrition and health interventions delivered at school, including school feeding, which could have additional detrimental effects on their ability to learn.

As well as being a fundamental right for all children, the value of education to those

affected by emergency situations is consistently highlighted by parents and learners themselves as crucial to bringing stability, emotional and physical protection, and continuity.⁶

Finally, learning is a vital component of human capital development towards inclusive growth and sustainable development, as reflected in the SDGs.

1.1 Why focus on the right to education for the most marginalized children?

1.1 The right to inclusive education

1.2 Who and where are the most marginalized children?

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Intersectional discrimination

Intersectionality, a concept first coined by Kimberlé Crenshaw in the late 1980s, helps understand how we all carry multiple and overlapping social identities.⁷ People's lives are shaped by these identities, relationships and social factors, which combine to create intersecting forms of privilege and oppression, depending on context and existing power structures.⁸ UNICEF defines intersectional discrimination as "a situation where several grounds operate and interact with each other at the same time in such a way that they are inseparable and thereby expose relevant individuals to unique types of disadvantage and discrimination."⁹

Marginalization is thus the result of challenges and discrimination related to social identities informed by, for example, disability, gender, poverty and education status, religion, indigeneity and race, age and other factors (Figure 2).^{10,11} The multiple layers of discrimination arising from intersectionality, and the associated legal, social or cultural barriers hinder a person's access to and participation in society.¹²

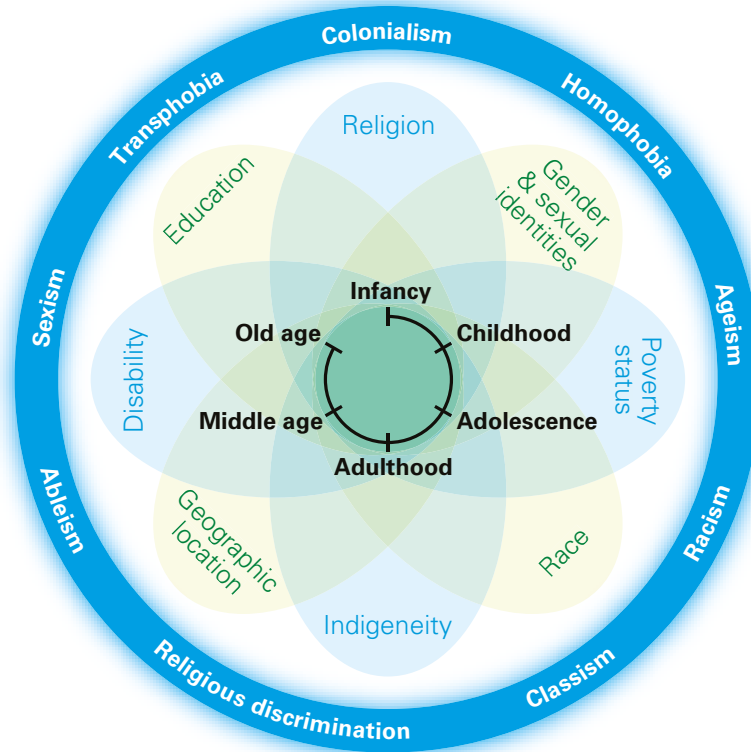
An intersectional approach identifies hidden structural barriers and supports an understanding of how individual experiences differ, even within already marginalized or underrepresented groups. Applying an intersectional lens helps policymakers and planners to reach the furthest behind first to ensure the fulfilment of their human rights and address the multiple forms of discrimination they face.¹³



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At eight months old, Aseel (center) was left partially paralyzed after undergoing surgery. UNICEF provided her with a customized wheelchair, making it easier for her to move independently and focus on school in Za'atari refugee camp, Jordan.

Figure 2: Intersectionality Wheel



Source: UN Women UN Women, *Intersectionality Resource Guide and Toolkit: An Intersectional Approach to Leave No One Behind*, 2021 The original design is adapted from The Equality Institute's version of the Intersectionality wheel

The use of intersectionality as an analytical lens in this document highlights the ways in which interventions mitigate against the multiple obstacles children face in accessing education, and invites a critical review of existing programming, so that it explicitly takes into consideration all the elements that contribute to a child's marginalization.

Children most excluded from education

While every child has a right to education, some children find themselves more often excluded from learning opportunities. The picture is far from simple, as children may have multiple social identities, and as these intersect, this can compound discrimination, entrenching barriers to quality education. It should be noted that it is not the social identities themselves, but their interaction with various barriers (e.g., attitudinal, structural, environmental, financial) which hinder full and effective participation in society, as illustrated by the examples below:

- 1. Children living in poverty:** Adolescents from the richest 20 per cent of households in low- and middle-income countries, are three times as likely as those from the poorest to complete lower secondary school.¹⁴
- 2. Indigenous, ethnic, linguistic and other cultural minority communities:**ⁱⁱ Nearly 40 per cent (two in five) of children do not have access to education in a language they understand.¹⁵ Evidence shows that when minority and indigenous students are taught in a language that is not their mother tongue, they are disadvantaged and their educational development is adversely affected.¹⁶

ii An ethnic, religious or linguistic minority is any group of persons that constitutes less than half of the population in the entire territory of a State whose members share common characteristics of culture, religion or language, or a combination of any of these (UNICEF, "Glossary of Terms", page 42). However, the child may not be a linguistic minority in their locale, but be "minoritized" there, as the national language of instruction will ignore the language of the local setting.

3. **Children with disabilities:** Children with disabilities are more likely to be out of school than children without disabilities, regardless of education level.¹⁷ Estimated out-of-school rates increase during secondary school – from 19 per cent of children with one or more functional difficulties at primary school – to 35 per cent at upper secondary school; compared to 13 per cent and 28 per cent of children without functional difficulties, respectively.¹⁸
4. **Girls and disability:** Over a third (35 per cent) of girls of upper-secondary school age who live in a household that has a child with a disability are not attending school, compared with 27 per cent of boys in a similar situation.¹⁹
5. **Adolescent mothers:** Pregnant girls are often prevented from attending school and sitting exams, and mothers often lack access to bridging programmes which allow girls to catch-up on their missed education in order to re-enter mainstream education. This is compounded by a lack of free early childhood care and social norms that dictate child rearing be the primary responsibility of the mother.²⁰
6. **Children on the move:** Only 6 in 10 refugee children attend primary school compared to 9 in 10 globally, and only around 2 in 10 refugees get a secondary education, compared to the world average of more than 8 in 10.²¹
7. **Children in detention:** Many children are deprived of their liberty because of ‘status offences’ (acts that are not considered offences for adults but are for children) such as: truancy, begging, running away from home, consumption of drugs or alcohol, living on the street, curfew violation, etc.; many of which are a greater risk for out-of-school children. Children’s right to education is often denied both before, and during their incarceration, even though education can play a key role in rehabilitation and reintegration back into society.²²
8. **Children experiencing homelessness:** Homeless children experience frequent school absences attributed to poor diet, inadequate rest and poor living conditions, which exacerbate disease.²³
9. **Child headed households:** Children living in homes with no adult caregiver are extremely vulnerable and face multiple barriers to education including impoverishment and the need to work, and discrimination leading to erratic school attendance.²⁴
10. **Children in institutions:** Many children in institutions around the world, especially those with disabilities, have no access to education and no formal schooling.²⁵
11. **LGBTQI+ children:** Students seen as gender non-conforming are more at risk of school violence and bullying than those who fit into traditional gender norms.²⁶

12. **Children associated with armed forces or groups:** In protracted armed conflict, generations of children, especially those associated with armed groups, are likely to miss out on critical school years.²⁷

A world of complex emergencies requires a redoubling of efforts for inclusive education

The call for inclusive education has never been more urgent. Progress towards meeting SDG 4 on quality education was hindered by the COVID-19 pandemic, which deepened a crisis in education worldwide. Already marginalized children are now further impacted, due to the current global polycrisis including the continuing socioeconomic impacts of the pandemic, increased conflict, global energy crisis, rising inflation, spiraling food insecurity and effects of climate change.²⁸ Added to this are regional or national protracted or recurrent crises.

In some regions and countries, and among specific groups of learners, the number of out-of-school children is increasing. For example, there has been a global decline in the number of out-of-school children and youth by 9 million since 2015, to 244 million in 2021. However, during this same period, the out-of-school population in sub-Saharan Africa grew by 12 million.²⁹

1.1 Why focus on the right to education for the most marginalized children?

1.1 The right to inclusive education

1.2 Who and where are the most marginalized children?

2. Theoretical frame

2.1 RAPID Learning Recovery Framework

The RAPID Learning Recovery Framework (Figure 3) is used as an organizational frame for the document. It was developed in 2022 to tackle the learning losses caused by the pandemic and build forward better, in partnership with the World Bank and in collaboration with the Bill and Melinda Gates Foundation, Foreign Commonwealth & Development Office, UNESCO, UNICEF and USAID.³⁰ RAPID is based on five evidence-based policy actions: Reach all children; Assess learning; Prioritize the fundamentals; Increase the efficiency of instruction; and Develop psychosocial health and well-being.³¹

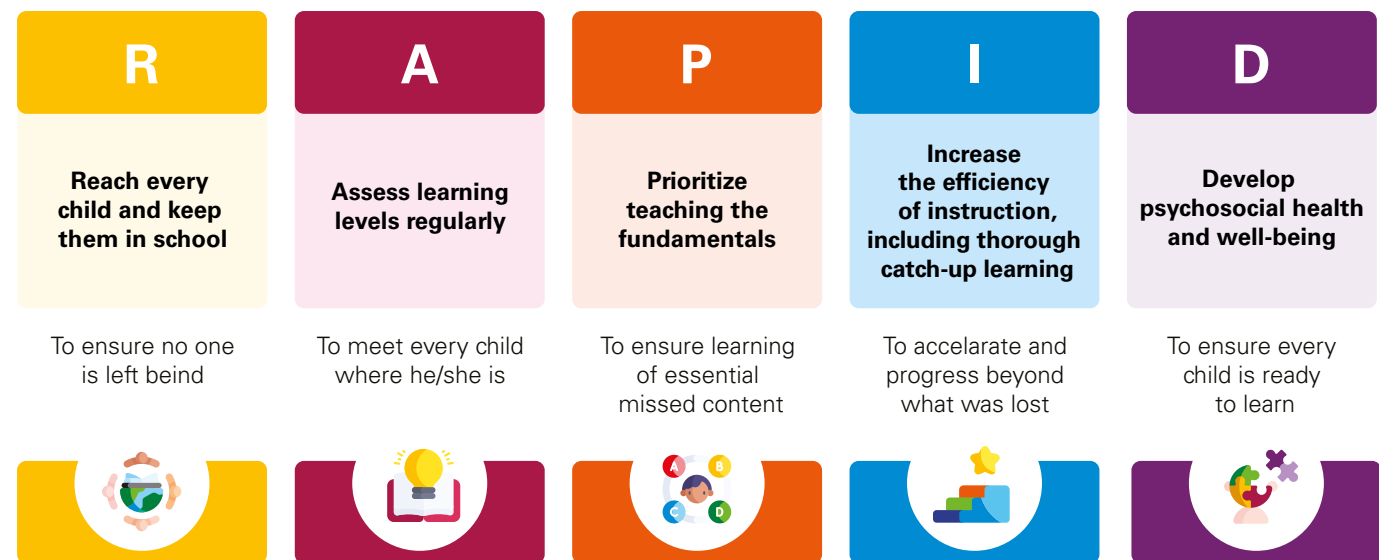
RAPID remains more relevant than ever, as a framework, in helping education authorities make decisions needed to recover and accelerate learning and in doing so to reach the most marginalized children.

In 2022, UNICEF urged every government to endorse and commit to the RAPID agenda,³² and in 2023 launched findings from a RAPID analysis which found that average overall scores were highest for the Reach component,

which is at the Established level, and lowest for the Increase and Develop components, which are at the Initiating level. Average policy action scores were lowest for the Assess component, suggesting a need to reinforce implementation of measures to assess learning, including

socio-emotional skills. Average system effectiveness scores were lowest for Increase and Develop components, indicating a need to strengthen systems to support areas such as teacher professional development and MHPSS.³³

Figure 3: The RAPID Learning Recovery Framework



Source: Adapted from World Bank, the Bill & Melinda Gates Foundation, FCDO, UNESCO, UNICEF and USAID. 2022. *Guide for Learning Recovery and Acceleration: Using the RAPID Framework to Address COVID-19 Learning Losses and Build Forward Better*. Washington, DC: World Bank.

2. Theoretical Frame

2.1. Rapid Learning Recovery Framework

- 2.2. How the promising practices align to RAPID
- 2.3. Multisectoral and whole school approaches

2.2 How the promising practices align to RAPID

The 15 promising practices are organized according to the strategies of the RAPID Framework (Table 1). The table below provides a summary of the case studies, the countries where they were implemented and the intersectionalities addressed.

Table 1: The RAPID framework and associated promising practices

Core Strategy	Sub-Strategies	Implementation geography and programme name	Intersectionalities and barriers addressed
R Reach every child and keep them in school	<ul style="list-style-type: none"> Reopen schools safely and keep them open. Promote returning to the classroom through back-to-school campaigns. Provide cash transfers to poor families. Use early warning systems to identify at-risk students. 	<p>Malawi: The Caregiver Home-schooling Instruction Programme.</p> <p>Brazil: Busca Ativa Escolar (School Active Search Strategy).</p> <p>Jordan: Learning Bridges.</p> <p>Malawi: Ifenso Tingathe! We too can!</p>	<p>Children living in poverty; low educational level of families; out-of-school children; children at risk of dropping out children from indigenous, ethnic, linguistic and other cultural minority communities; children who are refugees; gender; children with disabilities; children at risk of sexual abuse and exploitation.</p>
A Assess learning levels regularly	<ul style="list-style-type: none"> Assess learning losses at national/sub-national level. Provide teachers with tools for classroom level measurement. 	<p>India, Lesotho, Malawi, Mali, Morocco, the Philippines: Adapted Early Grade Reading Assessment for children with disabilities.</p> <p>Fiji: Inclusive Data Collection Mechanisms.</p>	<p>Children with disabilities.</p>

Core Strategy	Sub-Strategies	Implementation geography and programme name	Intersectionalities and barriers addressed
<p>P</p> <p>Prioritize teaching the fundamentals</p>	<ul style="list-style-type: none"> Adjust curriculum across and within subjects. Prioritize numeracy, literacy, and socioemotional skills. Focus instruction on closing the gaps between desired and actual student learning in specific subjects. 	<p>State of Palestine: Addressing Learning Loss through EiE and Remedial Education for Children in Gaza.</p> <p>Cambodia: Education with Quality and Inclusive Learning (EQUAL).</p> <p>Nigeria: Accelerated Learning Programme (ALP) model.</p>	<p>Children who are refugees; children affected by displacement; children affected by armed conflict; children from indigenous, ethnic, linguistic and other cultural minority communities; children with disabilities; children living in poverty; gender; under-resourced schools</p>
<p>I</p> <p>Increase the efficiency of instruction, including through catch-up learning</p>	<ul style="list-style-type: none"> Use approaches that align instruction with learning needs: targeted instruction; structured pedagogy; tutoring; self-guided learning. Support teachers continuously: build practical pedagogical and digital skills. Expand instructional time. Enhance learning with technology. 	<p>Bangladesh: Teacher Professional Development programme.</p> <p>Paraguay: Accessible Digital Textbooks (ADT) initiative.</p>	<p>Children who are refugees; children living in poverty; children with disabilities.</p>
<p>D</p> <p>Develop psychosocial health and well-being</p>	<ul style="list-style-type: none"> Build teachers' capacity to support their students' well-being and identify students in need of specialized services. Support teacher well-being and resilience. Invest in students' safety, nutrition, and access to water, sanitation, and hygiene facilities. 	<p>China: Home Study Initiative.</p> <p>Timor-Leste: HATUTAN (Food to Support Nutrition and Education) programme.</p> <p>Mozambique: Building Teachers' Capacity to Provide MHPSS Support Before, During and After Crises.</p> <p>Nepal: Sisters for Sisters' Education II.</p>	<p>Children living in poverty; children affected by armed conflict and/or by natural disasters; children affected by displacement; out-of-school children; children with mental health concerns; children exposed to violence and/or GBV; girls from marginalized communities; children with or at-risk of disabilities; gender; low educational level of families</p>

2. Theoretical Frame

2.1. Rapid Learning Recovery Framework

2.2. How the promising practices align to RAPID

2.3. Multisectoral and whole school approaches

2.3 Multisectoral and whole school approaches

The RAPID framework does not explicitly address multisectoral or whole school approaches. However, it does acknowledge the significance of multisectoral approaches and coordination under 'D' Develop psychosocial health and well-being, noting that many sectors can incorporate MHPSS in their work.³⁴ Cross-sectoral work is also implicit in other aspects of the RAPID framework. For example, SEL under 'P' Prioritize teaching the fundamentals, has a vital role in psychosocial health and well-being ('D'). Similarly, supporting teachers' digital skills and enhancing learning with technology ('I') can offer solutions to 'R' Reaching every child, etc.

The following are some of the promising practices which highlight strong multisectoral and whole school approaches:

- **Case 2 Brazil:** Multisectoral stakeholder platform for identifying and tracking children and teenagers that are out of school;
- **Case 4 Malawi:** Multisectoral support to prevent GBV and harmful practices and retain or bring girls back to school;
- **Case 8 Cambodia:** A whole school holistic approach to improving literacy and numeracy rates through promoting inclusive education;
- **Case 12 China:** Supporting home learners with emotional support during COVID-19 lockdowns;

- **Case 13 Timor-Leste:** Holistic intervention package to respond to the multiple factors affecting student education and health outcomes.
- **Case 15 Nepal:** Equipping marginalized girls with skills and strong learning outcomes through mentoring, coaching for teachers, school management, and community action.

Importantly, these multisectoral examples in the education sector go beyond simply strengthening schools as integrated platforms for essential services, which can exclude out of school and hard-to-reach children.



Morn Sambo, a primary school teacher, teaches a student in Trom Village, Laminh Commune, Cambodia.

3. Promising practices

3.1 Reach every child and keep them in school

Overview

Steady worldwide progress in education access and enrolment was halted by the COVID-19 pandemic. Many students, particularly those from low-income households and older children, failed to return to school. Meanwhile, many students who did return to school are now at greater risk of dropping out.³⁵ As schools reopened after the COVID-19 pandemic, it became crucial to understand that drop-out is multi-causal and to look at which groups of children did not return to school.³⁶ Also critical for marginalized children is identifying children who were never in school in the first place: Prior to the pandemic, 258 million primary- and secondary-school age children and youths were out of school.³⁷

Despite online learning, the digital divide prevents many children from accessing any academic content, due to the cost of internet access; lack of equipment such as a mobile phone or tablet, software and/or learning materials and opportunities that are not

accessible to children with disabilities; and lack of parental support due to (digital) illiteracy or time constraints. The risks posed by digital insecurity and threats have an impact on adolescent participation in the digital world, and many girls do not actively use various forms of technology.³⁸ During closures, the number of hours students spent on schoolwork and accessing remote learning dropped. Since schools re-opened, disengagement with learning, a dropout risk factor characterized by students' lack of interaction, interest or investment with learning, has emerged as a concern.³⁹

What the promising practices tell us about solutions for reaching every child and retaining them in school

There are multiple interesting lessons which emerge to help reach every child and keep them in school. The following are four key lessons to highlight:

Lesson 1: Multisectoral coordination avoids duplication, different approaches and resource waste, and meets the holistic needs of children comprehensively and seamlessly:

Durable relationships with government partners across different ministries, a joint approach among United Nations agencies and implementing partners, and across sectors, are key to generating success and sustainability, and harmonious implementation of activities in support of marginalized children. In addition, children can greatly benefit from a multisectoral package of services, so that in addition to being supported in education, they are assisted by social assistance, health and protection services, among others.



3. Promising practices

- 3.1. Reach every child and keep them in school
- 3.2. Assess learning levels regularly
- 3.3. Prioritize teaching the fundamentals
- 3.4. Increase the efficiency of instruction, including through catch-up learning
- 3.5. Develop psychosocial health and well-being

All In: Towards Tangible Solutions for Equity and Inclusion in Education

Promising practices to ensure the most marginalized children enjoy their right to quality education

Lesson 2: School platforms as an invaluable entry point for youth engagement and social change:

School platforms which provide a meeting space for students and stakeholders can form a vital bridge between the community, education and other service providers, and children and their families, which drives accountability for inclusive education and child rights.

Lesson 3: Foundational partnerships at the global level help support country action: New learning materials can be placed on existing platforms such as UNICEF's Learning Passport website in Jordan, as preexisting contracts allowed students free access to these sites, and students incur no costs for downloading data.

Lesson 4: Create linkages with community centres to provide additional support to the

most marginalized children: Many children may lack the technology, connectivity and/or parental support to enable them to engage in studying from home. To increase engagement among poorer households, linkages with community centres to establish Learning Clubs, and organizing households into clusters to access joint listening to solar-powered radios with the support of a caregiver volunteer, are being explored.

3. Promising practices

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Promising Practices**Case 1****Malawi: Strengthening caregiver involvement in delivery of literacy instruction to reduce school dropout**

Programme title:	The Caregiver Home-schooling Instruction Programme ⁴⁰
Organization:	World Vision, Government of Malawi
Location:	Malawi
Target group:	Teachers, parents, and children aged 3–5 years and children aged 6–9 years
Intersectionalities and barriers	Children living in poverty; low educational level of families
Background:	Despite progress made in improving overall enrolment and reducing dropouts, challenges remain in the Malawi education system, including in the completion and repetition rates, and quality of education. The onset of COVID-19 further compounded the challenges with the closure of schools.



Children in classroom, aged four, are cheerfully participating in class at Makankhula CBCC in Dedza district, Malawi.

Note: Image is for illustrative purposes and may not depict the specific program mentioned.

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	<p>Meanwhile, limited parental involvement resulting from prevailing negative attitudes about the utility of school, acts as a barrier to attendance.</p>
Interventions/ activities:	<p>The intervention sought to overcome limited parental involvement and poor student performance through strengthening the capacity of caregivers to lead their children's education. To this end, the initiative built on existing literacy programmes, especially Unlock Literacy.ⁱⁱⁱ</p> <p>World Vision trained 590 teachers, who subsequently trained 7,451 parents and caregivers on (1) children's basic learning processes, (2) guidelines for supporting children's reading at home, (3) development of conducive home learning instruction space, (4) how to support children's reading, and (5) creation of games and instruction aids using locally available materials. Because many parents do not have an education themselves, simple instructions and guidelines were developed, such as providing a conducive space for reading and maintaining a daily learning routine.</p> <p>A cadre of 1,200 community-based volunteers were trained to provide individualized home support visits to engage families in their child's learning. Each volunteer monitored an assigned number of students and provided real-time information using WhatsApp to teachers and World Vision staff. This allowed targeted feedback and additional technical and mentoring support, where necessary.</p>
Total coverage/ population reach:	<p>The programme reached 23,721 children between the ages of 3 and 5, and 57,093 children between the ages of 6 and 9. The programme ran from March 2020 with successful scaling by the end of 2021.</p>
Impact:	<p>Based on staff observation, there was an increase in parental interest in their children's education because of the initiative, and lower levels of school dropout in programme areas. Training enabled teachers and parents to ensure education access, and has built their capacity in remote learning going forward.</p> <p>The programme was found to be easily scalable, and by the end of 2021 the initiative that started in three pilot areas at the onset of COVID-19 was successfully scaled to 26 areas.</p>
Key learnings:	<p>World Vision identified gaps in remote learning support needed by families and leveraged the programme to increase impact: Many students could not access the government's radio programme for remote learning because they didn't have a radio at home. To address this challenge, the project incorporated the radio programmes into the daily lesson plans by distributing 2,000 solar-powered radios, organizing households into clusters, and establishing a time for children across all households to listen together with the support of a caregiver volunteer.</p>

ⁱⁱⁱ World Vision's Unlock Literacy programme supports the continuing professional development of teachers with child-focused methods to build reading and literacy skills at school; it provides parents - of all literacy levels, tools and tips to foster literacy and learning at home and provides communities support to engage all readers in fun community activities outside of school. <https://www.wvi.org/Education/unlock-literacy->

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High coverage supports normalizing home education routines: The high level of coverage was pivotal in normalizing children's routines and keeping them in the habit of learning and instruction.

Having community-level mechanisms increased the quality, scalability and sustainability of the programme:

Creating a pool of trained teachers, volunteers and families within the community ensures that the cycle of intervention will continue and have a wider reach; having a community level monitoring and feedback mechanism maintains the quality and increases the effectiveness of the programme intervention; finally, the community volunteers provided vital real-time support to caregivers to sustain children's learning.

Case 2

Brazil: Multisectoral stakeholder platform for identifying and tracking children and adolescents that are out of school

Programme title:	Busca Ativa Escolar (School Active Search Strategy) ^{41,42,43}
Organization:	UNICEF; Brazilian Union of Municipal Education Managers (UNDIME); National Council of Municipal Social Assistance Managers (CONGEMAS); National Council of Municipal Health Secretariats (CONASEMS)
Location:	Brazil
Target group:	Children already in vulnerable situations who did not have access to learning at home during the pandemic and who were at risk of not returning to school; those who were out of school before the pandemic; those at risk of dropping out of school.
Intersectionalities and barriers	Children living in poverty, children from indigenous, ethnic, linguistic and other cultural minority communities; ⁴⁴
Background:	In Brazil, children and adolescents continue to be the most affected by poverty with Afro-Brazilians, and those living in the North and Northeast regions, the most affected by income insufficiency. ⁴⁵



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A girl sits in class on her first day back to in-person school in Lagoa dos Gatos, Pernambuco, Brazil.

Note: Image is for illustrative purposes and may not depict the specific program mentioned.

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<p>Interventions/ activities:</p>	<p>In 2019, almost 1.1 million school age children and adolescents were out of school in Brazil, most of whom were aged 4 to 5 and 15 to 17. Most of the children who were out of school were racial minorities and indigenous. The numbers were also proportionally higher in the North and Midwest regions of the country. Out of every 10 children and adolescents who were out of school, 6 lived in families with a family income of up to ½ minimum wage per capita.⁴⁶</p> <p>Launched in 2017, Busca Ativa Escolar was adapted to reflect the emerging challenges associated with COVID-19 related school closures and made available, free of charge, to public managers of states and municipalities. The online platform utilizes community engagement to identify and track children and adolescents who are out of school or at risk of dropout.</p> <p>Professionals identify out-of-school children and the reason, and input details into the Busca Ativa Escolar platform through SMS, app or web interface (there are also printed forms where there is no access to mobile devices).</p> <p>There are free resources, guidelines and tips for municipalities and states to create community engagement campaigns, directed at four main audiences: families, schools, public administration and local media. A communication campaign “Now, everybody is at school” (“Agora, é todo mundo na escola”) was created targeting families, schools and the media, with customizable materials for local governments to add their logos.⁴⁷ There are also other free resources such as a Busca Ativa Escolar Crises and Emergencies guide which aims to support state and municipal governments in guaranteeing the right to education in emergency situations,⁴⁸ and a networking guide which points out the role of different professionals and social actors and how each of them can contribute to ensuring the return and retention of out-of-school children.⁴⁹</p>
<p>Total coverage/ population reach:</p>	<p>By 2023, the platform was being used by 3,535 cities.⁵⁰</p>
<p>Impact:</p>	<p>Over 400,000 children and adolescents (430,253) are being monitored by Busca Ativa Escolar, and of these, almost half (209,365) have been (re)enrolled.</p>
<p>Key learnings:</p>	<p>Enhanced multisectoral coordination: The system unifies the work of different sectors – education, healthcare, social assistance and planning – and, as all public officials have access to the same Busca Ativa Escolar database, multisectoral coordination is enhanced in support of out-of-school children, to ensure no child is left behind. Children are supported with a multisectoral package of services, so that in addition to being supported in education, they are assisted by social assistance, health, and protection services, among others.⁵¹</p>

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Free software and communication aids support scalability: The Busca Ativa Escolar platform uses free software for government programme managers that allows the programme to be readily scalable by municipalities and states. Free and customizable communications materials also allow efficient and cost-effective ownership by participating municipalities.

Data platform supports evidence-based policy making: The platform evaluates the school dropout situation by geographic coverage, in addition to the profile of students by for example, disability, location and ethnicity. This data then contributes to making more consistent diagnoses to support the planning of back-to-school and school retention strategies.

Case 3

Jordan: Hybrid offline and online home-schooling package for Grades 4 to 9 with teacher capacity development

Programme title:	Learning Bridges ⁵²
Organization:	Ministry of Education; UNICEF
Location:	Jordan
Target group:	All learners including refugees and children with disabilities, Grades 4 to 9.
Intersectionalities and barriers:	Children living in poverty; children who are refugees; children with disabilities
Background:	<p>In response to the COVID-19 pandemic, the Government of Jordan closed all schools, kindergartens and universities, a move that impacted 2.37 million learners.</p> <p>The Ministry of Education (MoE) moved fast to ensure education could continue for students from Grade 1 to Grade 12. Education moved to online spaces and was delivered via remote modalities, and UNICEF collaborated with the MoE to reach all 1 million children enrolled in Grades 4 to 9 to keep engaging and learning for the duration of the school closures.</p>



Refugee children living in an informal tented settlement received tablets and data bundles to support their learning during the COVID-19 pandemic in Jordan.
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<p>Interventions/ activities:</p>	<p>Learning Bridges was launched in September 2020 as a national blended learning programme, to help students recover and accelerate their learning following the disruption caused by the pandemic. This innovative approach links textbooks and technology, school and home, and subject knowledge with applied learning. It was designed to support students to recover lost learning from the previous year, and accelerate learning in the new academic year, regardless of the availability of face-to-face teaching.</p> <p>Learning was accelerated by using a cross-curricula approach where the activity pack distributed to the students was linked with key learning outcomes related to the core subjects of Arabic, English, Mathematics and Science, with the option to build up understanding from the previous year's curriculum.</p> <p>To ensure that students with no or limited access to technology could be reached, each activity pack was printed in hard copy and distributed by the school, but had additional resources accessible via an online 'padlet' interface and QR code. Every student activity pack had instructions for parents on what they could do to help and become involved in the learning, and UNICEF developed a short series of videos and social media messages to encourage parents to support their children's love of learning. UNICEF provided monthly 10GB data packages to all teachers and students in refugee camps to provide access to remote learning. These students also received printed copies of Learning Bridges.</p> <p>To support teachers and community facilitators, UNICEF and the MoE developed an online training programme to strengthen teachers' pedagogical understanding of blended learning, as well as providing practical ways to utilize the Learning Bridges resources. For every activity pack, teachers receive a guidance sheet on how to introduce the activity, support the student's learning and give feedback. Learning Bridges Champions, selected from among teachers and supervisors, encourage teachers to take part in the programme and to share good practices.</p>
<p>Total coverage/ population reach:</p>	<p>The programme aimed to support over 1 million children in Grades 4–9 to recover and accelerate their learning.</p>
<p>Impact:</p>	<p>Almost half a million students (499,765) in Grades 4 to 9 engaged in the Learning Bridges activities. The majority (87.9 per cent) of learners using Learning Bridges activities reported that they received support at home from parents, siblings or another adult in the home. Over 71 per cent of parents agreed their role in Learning Bridges was clear. However, some parents commented on the inconsistent engagement across schools.</p> <p>Seventy-two per cent of the 3,220 public schools with Grade 4 to 9 classes, reported implementing more than 50 per cent of Learning Bridges weekly activities by the end of semester two. Over the school year 2020/2021 a total of 8,806 teachers contributed to the good practice padlets and there were a total of 58,545 posts of students' and teachers' work.</p>

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Key learnings:

Use of pre-existing platforms to enhance accessibility and cost effectiveness: Where possible, materials were placed on Darsak, an official e-learning portal⁵³ and UNICEF's Learning Passport website,⁵⁴ as there were contracts already in place that allowed students free access to these sites.

The programme improved the accessibility and relevance of the curriculum and pedagogical approach, enhancing the possibility of long-term sustainable development of the education system: For example, Learning Bridges uses video lessons hosted by Darsak. However, it was noted that these videos are often very long. Learning Bridges writers were therefore able to edit sections of these videos down to the most relevant points and ensure they were attractive to the learner.

Boys' engagement enhanced through champions and online visualization: The participation of girls and girls' schools was higher than that of boys and boys' schools. A highly visible approach of showing the different engagement of boys and girls on a padlet, along with appointing male Learning Bridges Champions in every district, improved the participation of male teachers and boys.

Teaching material is needed for a greater range of disabilities: Some teachers and schools made the effort to create accessible materials and include children with physical and learning disabilities in the programme, and audio files ensured that the online resources were accessible for those with visual impairment or poor literacy skills. However, in the longer term, the programme should consider developing accessible material that is suitable for a greater range of disabilities.

Create linkages with community centres to provide additional support to the most vulnerable children: Many children in Jordan lack the technology, connectivity and/or parental support for studying from home. Indeed, 12.1 per cent of children did not receive any support from a family member with their home learning. To increase engagement among poorer households, one solution could be to create linkages with Community Centres to establish Learning Bridges Clubs which can provide additional support to the most vulnerable children.



Thanks to the to learning support in the classroom with Syrian Assistant Teachers, the quality of education for the children of Za'atari camp, Jordan has been greatly improved. Note: Image is for illustrative purposes and may not depict the specific program mentioned.

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Case 4

Malawi: Using Social and Behaviour Change approaches to support youth in Malawi reclaim their right for violence-free education and livelihoods, during the Back-to-School campaign

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Programme title:	Ifenso Tingathe! We too can! ⁵⁵
Organization:	UNICEF; Parent and Child Health Initiative (PACHI); Global Partnership for Education (GPE); European Union; Government of Malawi
Location:	Malawi
Target group:	Adolescents age 10-19 years, especially girls, who are in and out of school in six districts of Malawi; Nsanje, Machinga, Nkhatabay, Mzimba, Ntchisi and Dowa.
Intersectionalities and barriers:	Children with disabilities; children living in poverty; children at risk of harmful practices and/or sexual abuse and exploitation; gender.
Background:	<p>Before the COVID-19 pandemic started, Malawi had already been facing challenges with children dropping out of school, especially girls, and heightened GBV. In total, 41 per cent of all girls' dropout in secondary education were attributed to marriages and pregnancies (2017).⁵⁶</p> <p>In March 2019, Malawi was hit by Cyclone Idai, which caused severe flooding in the southern region of the country. At least 922,900 people were affected, according to Government figures, with 86,976 displaced. The situation was compounded by the lean season 2018/2019, whereby 3.3 million people were assessed as food insecure.⁵⁷ Both the cyclone and the lean season were accompanied by heightened protection risks, particularly related to GBV. Moreover, internal displacement caused disruptions in school attendance, which is itself an important GBV prevention measure.⁵⁸</p>



Nelia, aged 18, writes in her notebook in form 4 class at Mpamba Community Day Secondary School in Malawi.

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Interventions/ activities:

In November 2019, UNICEF Malawi Country Office, in collaboration with the civil society organization PACHI, launched 'Education and Adolescent Integrated Communication for Development.' The programme was part of pillar three 'Prevention and Social Norms' of the Spotlight Initiative, part of the Government of Malawi's efforts towards elimination of violence against women and girls, including harmful practices and toward the promotion of sexual and reproductive health and rights (SRHR). Following the school closure due to the COVID-19 pandemic, COVID-19 awareness activities were integrated into the programme.

A strong example of a multisectoral programme, the Spotlight Initiative's Pillar 3 activities adopted a social and behaviour change (SBC) strategy for youth engagement through 'Ifenso Tingathe' (We too can), a young adolescent information sharing, learning and accountability platform providing opportunities for dialogue for adolescents to end GBV especially sexual and gender-based violence (SGBV), and improve livelihoods. The objective was to engage youth in various initiatives that could support prevention of GBV, reduce child marriage, and get children back to school after COVID-19 closures.

Activities under the initiative included:

- Ifenso Tingathe platforms, composed of young people (10-24 years), were established both at school and community level, taking advantage of existing systems and structures, school clubs and youth networks and groups. The young people were oriented on issues of child rights, gender equality including GBV prevention and health, and were assigned tasks and work towards issues related to adolescent health and development. The platform also increased the accountability of the youths towards their assigned activities.
- Community-based structures including traditional and faith leaders, and youth groups were also trained on community mobilization to complement school-level awareness and empowerment initiatives, and on their role in the facilitation of Ifenso meetings.
- UNICEF partner PACHI mapped out the capacities of school-based and youth clubs and support structures and developed the Ifenso facilitator's manuals.
- PACHI used the school health and nutrition teachers for messaging and empowerment of learners and students. The teachers received legal literacy training on child rights and gender equality and integrated protection messages within the school health and nutrition package. Teachers were trained to address issues related to GBV prevention, menstrual hygiene, water and sanitation (WASH), HIV/AIDS, and iron and folic acid (IFA) supplementation.
- COVID-19-related awareness activities were integrated into the programme, which allowed key messages to be circulated within the community, with the youth as key sources of preventive and back-to-school information.
- Ifenso platforms organized interface meetings with community duty bearers to present issues of adolescents dropping out of school due to child marriages, early pregnancies, and child labour. These engagements also promoted the participation of young people into community-level decision making.
- The Ifenso platform also engaged service providers (police and social welfare) on handling of GBV cases.

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Total coverage/ population reach:	PACHI helped establish 305 Ifenso platforms in the six intervention districts (246 in primary schools, 29 secondary schools and 29 community-based platforms).
Impact:	<p>Between March 2020 and May 2021, 338 awareness raising campaigns were conducted through which 154,969 people (62,743 females) were reached with COVID-19 and GBV messages.</p> <p>Between December 2020 and January 2021, Ifenso platforms conducted interface meetings with the community. More than 2,400 Ifenso members attended these meetings (among them, more than 1,500 were out-of-school children and about half were girls). Members of Ifenso platforms are able to demand things from duty bearers after being trained on social accountability and advocacy.</p> <p>The issue of school drop-out was discussed during many of these meetings, and communities took action and managed to bring back adolescents to school through the follow-up of mother's groups and Ifenso members. In many cases, the Ifenso platforms managed to bring teenage married girls back home and, in some cases, even back to school.</p> <p>There is an increased community awareness on GBV and knowledge on where to report it. Overall, the coordination of GBV actors between the district, school and community level has also been strengthened.</p>
Key learnings:	<p>School platforms as an invaluable entry point for youth engagement and social change: School clubs and meetings have proven to be an invaluable entry point to engaging directly with young and adolescent girls on addressing GBV. The platforms formed a vital bridge between the community and out-of-school children, as well as with service providers in driving accountability (along with necessary support), for change in practices and behaviour within the community. This also highlighted youth's power and reach, and the same strategy can be adapted further to other social development strategies.</p> <p>The Ifenso platform extended its reach through the programme: The programme recorded a natural diffusion of the model into non-programme supported areas. There is also good collaboration with other platforms at local level, e.g., child protection workers, mothers' groups, chiefs, parent teacher associations (PTAs) and school management committees (SMCs). All platforms are now working together in addressing GBV.</p> <p>Enhanced monitoring and knowledge management: The project brought out many stories that have been well documented, but to enhance accountability and further learning, there is a need for better documentation of Ifenso meetings, as well as a better monitoring of how many children actually dropped out of school and how many went back, and to report back to community, schools and district education authorities.</p>

3.2 Assess learning levels regularly

Overview

Limited data collection capacity and a lack of learning data have long prevented teachers, school leaders, and principals from obtaining a full picture of student learning levels. Globally, 97 countries (of 195), or 50 per cent, do not have data to measure educational achievement (2021).⁵⁹ Even when data are collected, the comparability and validity of the data and the capacity to use data for decision-making remain challenging. The COVID-19 pandemic further impacted countries' ability to collect timely learning data, as during periods of remote learning, teachers had limited capacity to undertake assessments due to the lack of guidelines and procedures.

Regular assessment (both formative and summative)^{iv} is critical to inform learning recovery, accelerate responses and monitor progress. Assessments are most successful where they have been embedded in data systems and classroom practices, and where countries have invested in the effective use of learning data for decision making.

What the promising practices tell us about assessing learning levels regularly

There are multiple interesting lessons which emerge to help assess learning levels regularly. The following are four key lessons to highlight:

Lesson 1: Use of multiple assessment tools:

It is important to utilize different approaches to gather as much information as possible to inform the evaluation of learners with disabilities, including formative assessment to identify difficulties and help learners overcome them.

Lesson 2: Universal Design for assessment:

Adopting Universal Design principles for assessments is based on UDL principles of accessibility for a wide variety of learners, including learners with disabilities. This includes tests that are amenable to accommodations; and simple, clear and intuitive instructions and procedures. Critically, education stakeholders must integrate these strategies for designing tests from the very beginning, especially in countries where such assessments are nascent in the education system.

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- 3.4. Increase the efficiency of instruction, including through catch-up learning
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^{iv} A formative assessment helps monitor a child's learning progress while a summative assessment evaluates the overall understanding of what a child has learned.

All In: Towards Tangible Solutions for Equity and Inclusion in Education

Promising practices to ensure the most marginalized children enjoy their right to quality education

Lesson 3: The need for trained assessors:

Reducing the barriers to access to literacy requires the deployment of assessors by the MoE who are trained in adapted EGRA tests and who are familiar with its guidelines before administration. Collaboration with OPDs, including for logistical issues like translation, facilitation and equipment, has the potential to support this.

Lesson 4: Comparable and synchronized

data is important for inclusion: It is important that the approach to identifying children with disabilities in an Education Management Information System (EMIS) and in survey data be comparable by using standardized data collection tools, such as the Child Functioning Module (CFM), to create quality and reliable data.

3. Promising practices

- 3.1. Reach every child and keep them in school
- 3.2. Assess learning levels regularly**
- 3.3. Prioritize teaching the fundamentals
- 3.4. Increase the efficiency of instruction, including through catch-up learning
- 3.5. Develop psychosocial health and well-being

Promising practices

Case 5

India, Lesotho, Malawi, Mali, Morocco and the Philippines: Groundbreaking Early Grade Reading Assessment developed for children with sensory disabilities

Programme title:	Adapted Early Grade Reading Assessment for children with disabilities ^{60,61}
Organization:	All Children Reading: A Grand Challenge for Development (ACR GCD), a partnership of the United States Agency for International Development (USAID), World Vision and the Australian Government; School-to-School International; Benetech in India; Catholic Relief Services in Lesotho; Resources for the Blind (RBI) in the Philippines; Sightsavers in Mali; Ministries of Education
Location:	India, Lesotho, Malawi, Mali, Morocco, the Philippines
Target group:	Children with disabilities in school
Intersectionalities and barriers:	Children with disabilities



A student demonstrates how he uses a braille pad in Bamako, Mali.
Note: Image is for illustrative purposes and may not depict the specific program mentioned.

3.1. Reach every child and keep them in school

3.2. Assess learning levels regularly

3.3. Prioritize teaching the fundamentals

3.4. Increase the efficiency of instruction, including through catch-up learning

3.5. Develop psychosocial health and well-being

Background:

There is limited data and research on early literacy acquisition among children with disabilities in developing countries. The Early Grade Reading Assessment (EGRA), a globally recognized standard for measuring foundational skills for literacy acquisition, has been adapted for use in more than 65 countries and in more than 100 languages. However, few, if any, adaptations have been made to make EGRA accessible to children who are blind/visually impaired or deaf/hard of hearing.

Measuring learning achievement for learners with disabilities is important, as this evidence helps teachers and schools respond appropriately to their needs, promote inclusive education and equip teachers with suitable skills to address classroom diversity. Yet, there is extremely limited data on learning outcomes for learners with disabilities; especially regarding reading competencies. Examinations and tests rarely make accommodations for these learners, putting them at a significant disadvantage. Most international performance tests exclude learners with disabilities, which, in turn, reinforces low expectations. In practice, this means millions of learners with disabilities are left out of education systems due to poor data collection and a lack of knowledge on how to include them in education planning and implementation, in large part due to a lack of actionable evidence.⁶²

Interventions/ activities:

At least six countries (i.e., India, Lesotho, Malawi, Mali, Morocco and the Philippines) are now using adapted EGRAs for children with disabilities, based on the application of Universal Design for Learning (UDL) principles.

Work began in 2016 with innovative approaches in India, Lesotho, Morocco and the Philippines:

EGRA adaptation for learners who are blind/visually impaired: In India, Lesotho, and the Philippines, All Children Reading conducted several of the first EGRA braille adaptations in the world. The approach included:

1. Key personnel from Organizations of Persons with Disabilities (OPDs) and teachers with knowledge of braille supported the adaptation process.
2. Children who are blind/visually impaired pre-tested the instrument to provide feedback on the tool's appropriateness, including braille size, spacing on the page and contractions.
3. Based on the experiences of the children and teachers, the EGRA was revised to better capture the target population's ability range.
4. The tool was piloted with a new, larger sample prior to validation and finalization.

Assessors were trained to administer the braille EGRA on paper and on tablets. Scores were captured using the Tangerine® app and results are included in each EGRA baseline report.

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	<p>Reading assessment for learners who are deaf/hard of hearing: In Morocco, All Children Reading is developing an approach to measure reading abilities for children who are deaf/hard of hearing and use Moroccan Sign Language (MSL). A technical design team is adapting existing reading assessment tools to enable MSL-translated administration and MSL responses from the students.</p>
<p>Total coverage/ population reach:</p>	<p>The programme has the potential to reach all learners with hearing or vision impairments in implementation countries.</p>
<p>Impact:</p>	<p>The programme is being rolled out in many other countries. For example, Malawi recently produced an EGRA Adaptation Guide for Learners with Disabilities (2021).⁶³</p> <p>Baseline studies are conducted as part of the adapted EGRAs. In Malawi, two national baseline studies in 2018 and 2019 to assess the reading skills of school-going learners with disabilities, in Grades 2 and 4 were conducted using adapted versions of the EGRA. Findings from these baseline studies provided key information and insights on learner's achievement that have been used, in part, to improve instruction and reading delivery systems for learners with disabilities in Malawi, as well as shape recommendations for adapting and evolving the National Reading Programme (NRP) literacy instructional resources and teacher training materials.⁶⁴</p>
<p>Key learnings:</p>	<p>Use of multiple assessment tools: No single method or tool can provide a complete picture of each learner's strengths, weaknesses and educational needs. As such, it is important to utilize different approaches to gather as much information as possible to inform the evaluation of learners with disabilities, including formative assessment to identify difficulties and help learners overcome them, and classroom assessments for improving individual learning.⁶⁵</p> <p>Applying UDL for assessments is a particularly relevant approach to educational testing that is based on principles of accessibility for a wide variety of learners, including learners with disabilities: This includes tests that are amenable to accommodations, with, clear and intuitive instructions and procedures. Critically, education stakeholders must integrate these strategies for designing tests from the very beginning, especially where such assessments are nascent in the education system.⁶⁶</p> <p>The need for trained MoE assessors supported by OPDs: Reducing the barriers to access to literacy will require the deployment of assessors who are trained, by the MoE, in the adapted tests. Collaboration with OPDs will be essential, including for logistical issues like translation, facilitation, and equipment.⁶⁷</p>

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Case 6

Fiji: Identifying children with disabilities through the Education Management Information System (EMIS)

Programme title:	Inclusive Data Collection Mechanisms ⁶⁸
Organization:	Ministry of Education; Australian Government - Australian AID Access to Quality Education Programme (AQEP); UNICEF
Location:	Fiji
Target group:	Learners with disabilities in primary and secondary schools
Intersectionalities and barriers:	Children with disabilities
Background:	<p>Educational management information systems (EMIS) contain school administrative data used to monitor student attendance and progress, track resource requirements and allocation, and to budget and plan for school activities. But, too often EMIS contain poor, or even no, data on children with disabilities, rendering these children's experiences invisible and hampering efforts to promote inclusion.</p> <p>Meanwhile, a range of researchers have identified problems with teachers identifying disability using impairment or health condition-based categories. Using the term 'disability' in questions often does not identify people with more mild or moderate impairments that might still put them at risk of exclusion. The functioning approach to identifying students with disabilities and additional needs simply asks teachers to consider whether students have difficulties in a range of functional activities, based on observations which teachers are very capable of making in their standard interactions with their students.</p> <p>UNICEF has developed technical guidance on developing inclusive EMIS⁶⁹ and designed a template for identifying children with disabilities through EMIS that takes the same basic approach as the Child Functioning Module (CFM),⁷⁰ It does not mention the word 'disability,' which can be stigmatizing and misunderstood, nor does it require teachers to attempt diagnoses for which they are unqualified, and which are rarely helpful for educational planning,⁷¹</p>



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Nehal, a student in Fiji, walks back to his classroom after visiting the tuck shop.

Note: Image is for illustrative purposes and may not depict the specific program mentioned.

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	<p>The Fiji Government, together with the Australian Government, tested and adapted the functioning approach for the purpose of establishing a system for disability disaggregation of Fiji's EMIS.</p>
<p>Interventions/ activities:</p>	<p>Whereas in many countries only aggregate data at the classroom level is collected in EMIS, the UNICEF template was adapted and used in Fiji so that the system now collects student-level disability data, so individual students can be tracked. And, whereas many schools collect data only at the beginning of the year, before teachers know their students well enough to identify those with difficulties, the Fiji system is electronic and can be updated continually throughout the year.⁷² This data is important to understand both the students' needs and the environmental changes required to improve school participation.</p> <p>The Fiji Education Management Information System (FEMIS) Disability Disaggregation Package⁷³ provides primary and secondary schools in Fiji with a standardized means of recording and analysing information related to functional difficulties in seeing, hearing, learning, speaking, moving, behaviour, socialization and emotions; disability in children (including type and severity of disability); accessibility of school infrastructure and transport; and qualifications and training of school staff in relation to disability-inclusive education.</p> <p>In Fiji, operationalizing the functional approach to identifying children with disability in the EMIS has required a number of steps:</p> <ul style="list-style-type: none"> • Working with the IT department of MoE to develop online forms and programming for automated data analysis; • Disseminating a guidance package with forms and instructions to schools; • Training programmes for school heads and district education officers, who then train teachers; • Verifying data through school visits; • Monitoring automated reports from the online system; • Teachers complete the form at any point during the year (where possible in discussion with parents) based on everyday observations of the student's functioning in class and on school grounds. <p>While data from the CFM are useful in distinguishing between disability domains, learning and support needs (LSN) data are needed to strengthen the accuracy of data and, crucially, to identify which children have disability amongst those reported as having 'some difficulty' on the CFM. Combining activity and participation data from the CFM with environmental factors data through algorithms increases the accuracy of domain-specific disability identification.⁷⁴</p>
<p>Total coverage/ population reach:</p>	<p>All primary and secondary schools in Fiji.</p>

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<p>Impact:</p>	<p>The implementation of FEMIS has enabled schools to gather comprehensive, accurate and disability-specific data on learners, which has been shared upstream, and helped strengthen national planning and initiatives aimed at making education more inclusive. The response to the needs of learners with disabilities has improved due to the data gathered in the FEMIS Disability Disaggregation Package and the associated toolkit for disability-inclusive education.</p> <p>Teachers' ability to properly identify children using the FEMIS tool was validated through a study.⁷⁵</p> <p>The MoE was previously only able to fund special schools because it could count children with disabilities easily there. There is now a steadily increasing number of children with disabilities in mainstream schools.⁷⁶</p>
<p>Key learnings:</p>	<p>Identifying children with disabilities in an EMIS and in survey data needs to be standardized and comparable: Integrated and comparable data systems are important for inclusion. While data from EMIS can be used to disaggregate completion and drop-out rates by disability, calculating attendance rates requires survey data that captures the total number of children with disabilities. For this reason, it is important that the approach to identifying children with disabilities in an EMIS and in survey data be comparable, through the CFM.⁷⁷</p> <p>Learning and support needs data increases accuracy of disability identification: Amongst children reported as having 'some difficulty' on the CFM, those with disabilities are effectively identified through the addition of LSN data. LSN data, such as requirements for additional time and personal assistance during assessments, modifying or reducing the complexity of lessons, providing personal assistance with cognitive/learning activities, and sitting close to the board or teacher, helps teachers meet individual children's needs better.⁷⁸</p>

3.3 Prioritize teaching the fundamentals

Overview

Overburdened and imbalanced curricula are hampering learning recovery and acceleration efforts. Instructional time was lost during school closures and the need to master the same curricula in less time – including for children who were never in school and need catch-up learning – has spurred reflections about what is most important to learn and brought attention to foundational learning, specifically literacy, numeracy, and socioemotional skills through social and emotional learning (SEL).⁷⁹

What the promising practices tell us about solutions for prioritizing teaching the fundamentals

There are multiple interesting lessons which emerge to help prioritize teaching the fundamentals. The following are four key lessons to highlight:

Lesson 1: Different understandings of

SEL: The gap between established curricula for SEL as a formal concept and indigenous understandings of the skills SEL entails can pose a challenge, meaning teachers may need additional training and contextually relevant teaching and learning materials to support SEL.

Lesson 2: Teacher capacity development is needed to improve inclusive teaching

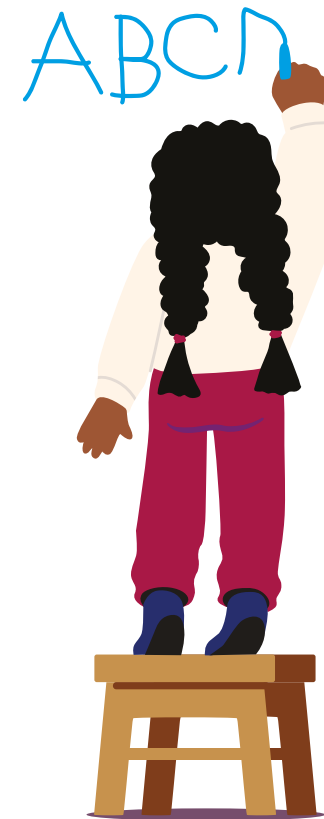
practices: This includes changing the attitudes and mindsets of teachers around their teaching practices and building their motivation. Approaches used included enhancing accountability through standardized assessments and reflections on children's results; conducting school exchange visits to provide opportunities to learn from each other; providing enhanced opportunities for recognition of good or outstanding teaching; and building teachers' knowledge and capacity around teaching-learning approaches and methodologies for children with disabilities or functional difficulties.

Lesson 3: Pre-positioning of EiE tools: A key lesson was that teaching tools can be developed earlier and 'pre-positioned' to enhance the overall speed and quality of an EiE response, and to increase programmatic coherence and quality when activities are implemented across multiple locations.

Lesson 4: Gaining the buy-in of parents for remedial learning:

The stigma associated with remedial learning reduces when parents are engaged as active stakeholders. Teaching parents about remedial learning also increases

the likelihood that their children will attend and complete remedial learning activities. Importantly, active community participation of this nature also increases accountability to affected populations and to the relevance and quality of results for children.



3. Promising practices

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Promising practices

Case 7

State of Palestine: Addressing learning loss through remedial learning classes

Programme title:	Addressing Learning Loss through EiE and Remedial Education for Children in Gaza ⁹⁰
Organization:	Ministry of Education; UNICEF; with support from the Government of Poland
Location:	Gaza
Target group:	Children in Grades 1-4 in 50 primary schools
Intersectionalities and barriers:	Children who are refugees; children affected by armed conflict; Under-resourced schools
Background:	<p>The COVID-19 pandemic, together with the escalation in hostilities in the Gaza Strip in May 2021, significantly strained Palestine's already overstretched education system. As a result, the education of 600,000 children enrolled in public, private, government, and United Nations Relief and Works Agency for Palestine Refugees (UNRWA) managed schools was disrupted.</p> <p>The Education Cluster reported that the impact of the 2021 escalation resulted in 331 damaged education facilities, and an estimated 18,089 children (9,476 girls) at heightened risk of dropping out of school in the Gaza Strip.</p>
Interventions/ activities:	UNICEF provided technical assistance to the Ministry of Education (MoE) and collaborated with established local partners to provide face-to-face remedial education and MHPSS to children experiencing stress or trauma in under-resourced schools.



Dalia, 6 years-old, playing with her doll and with her friends in one of the alleys of the City of Rafah, south of the Gaza Strip.

Note: Image is for illustrative purposes and may not depict the specific program mentioned.

3. Promising practices

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- 3.5. Develop psychosocial health and well-being

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	<p>Newly graduated teachers were also recruited to support established teachers leading the remedial learning classes. Teacher training for remedial learning (e.g., face-to-face learning, home visits) was provided to 300 teachers, 150 of whom were recent university graduates. One hundred youth volunteers, under an established UNICEF partnership, also aided in recreational and after-school activities that children who were enrolled in the remedial learning programme attended.</p> <p>To increase parental engagement and student attendance, 4,300 parents (3,115 fathers and 1,185 mothers) participated in orientation as well as 'Q&A' sessions about enrolling their children into remedial learning classes. These parents were also supported by teachers conducting at-home visits when students engaged in distance/home-based learning.</p>
Total coverage/ population reach:	5,000 children (2,804 boys and 2,196 girls) in Grades 1–4 in the education districts of North Gaza, East Gaza, West Gaza, East Khan Younis and Rafah completed the remedial learning classes in Arabic and mathematics in the period May–November 2021.
Impact:	Pre- and post-tests measurement revealed an increase of more than 60 per cent in each subject: For Arabic, from an average of 36.9 per cent to 97.4 per cent, and for mathematics, from 37 per cent to 95.5 per cent.
Key learnings:	<p>Facilitation by established and flexible partnership: UNICEF's provision of flexible education funding and collaboration, with an established in-country partner, allowed for a rapid response including programme design, contracting and delivery in less than two months.</p> <p>Pre-positioning of EiE tools: The agility and speed of the response was enhanced by the adaptation of existing tools to focus on the specific learning needs of children who experienced learning losses due to multiple crises. A key lesson was that tools can be developed earlier and 'pre-positioned' to enhance the overall speed and quality of EiE response and to increase programmatic coherence and quality when activities are implemented across multiple locations.</p> <p>Reducing the stigma of remedial learning: The stigma associated with remedial learning reduces when parents are engaged as active stakeholders. Teaching parents about remedial learning also increases the likelihood that their children will attend and complete remedial learning activities. Importantly, active community participation of this nature also increases accountability to affected populations and to the relevance and quality of results for children.</p>

Case 8

Cambodia: A whole school holistic approach to improving literacy and numeracy rates through promoting inclusive education

- 3.1. Reach every child and keep them in school
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Programme title:	Education with Quality and Inclusive Learning (EQUAL) ⁸¹
Organization:	Save the Children; Ministry of Education, Youth and Sport; Provincial Office of Education
Location:	Cambodia
Target group:	Children Grades 1-6 in 20 primary schools in Kampong Chhnang province
Intersectionalities and barriers:	Children from indigenous, ethnic, linguistic and other cultural minority communities; children with disabilities; children living in poverty; gender
Background:	<p>Safe and continuous education is still not a guarantee in Cambodia, particularly for marginalized children. Over half (56 per cent) of children with disabilities have either never attended or never completed primary school and only 1 in 3 male third graders are proficient in the Khmer language, compared to 48 per cent of their female peers.⁸²</p> <p>The project used a baseline study to identify the types of discrimination faced by girls and boys. This study outlined discrimination based on gender, minority group and socioeconomic status. The key findings included (1) boys scored lower than girls on all literacy skills and (2) children living in poverty scored lower than high socioeconomic status children on all literacy and numeracy. These findings supported the project's planning and response to discrimination and exclusion.</p>
Interventions/ activities:	Through a quality learning environment (OLE) and school-based management (SBM) approach, the project worked simultaneously to: improve literacy and numeracy rates and the school environment; engage and empower parents, caregivers and community members; build the capacity of school principals, management and teachers; encourage children's meaningful participation; and promote inclusiveness of teaching and learning methodologies.



Children draw during the break at Mith Samlanh, local organization, working with marginalized children/youth and their families in Phnom Penh, Cambodia.

Note: Image is for illustrative purposes and may not depict the specific program mentioned.

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- 3.5. Develop psychosocial health and well-being

The project supported the upgrade of nine demonstration inclusive classrooms and provided technical support to upgrade 24 additional demonstration inclusive classrooms (outside of the target schools). Demonstration inclusive classrooms physically highlight the approaches and benefits of inclusive education strategies in schools.

Using the Washington Group Short Set of Disability Questions, 82 teachers were trained to identify functional disabilities in children. The training also included developing teaching materials, visual aids such as pictures and posters, and creating an individual plan based on children's needs. Furthermore, 20 deputy and school principals received training on inclusive education.

Community-based Classroom Committees contributed to community engagement and allowed community members to better understand the needs of children and the important role of child participation. The project supported all 20 target schools to establish children's councils and children received training on soft skills like developing and improving oral presentations, and facilitation and communication skills. The project organized 24 children peer-to-peer support groups to provide extra support to disadvantaged children struggling with learning at selected neighbouring homes and/or learning clubs in communities.

**Total coverage/
population reach:**

8,837 children from grades 1-6 (4,238 [48 per cent] girls, 4,599 [52 per cent] boys), 2018-2021.

Impact:

From the 8,837 children, 673 children (249 girls) were identified with functional difficulties. These significant numbers speak highly of the project's relevance, impact and sustainability, as before these children would not have had their needs identified.

The endline survey highlighted the significant improvements in net enrolment rates (from 87 per cent to 96.7 per cent) and retention rates (from 94.7 to 96.2 per cent). The teacher training programme significantly improved children's learning outcomes. There were gains in both literacy skills (from 37 per cent to 60.3 per cent), and numeracy skills (from 7 per cent to 67 per cent). Marginalized children benefitted; for example, children living in poverty increased literacy and numeracy skills by 29 per cent (32 per cent to 61 per cent) and 56 per cent (6 per cent to 62 per cent) respectively.

Notably, the comparison group scores decreased over the three years of the project implementation (largely due to COVID-19 disruptions) and there is now a sizeable gap between the two groups. In literacy, the increase for girls was 20 per cent (50 per cent to 70 per cent) and for boys 28 per cent (23 per cent to 51 per cent), allowing boys to make significant gains from a very low base.

Demonstration inclusive classrooms were successful in changing attitudes and behaviours towards inclusion of teachers from other schools through classroom visits and engaging with teachers involved in inclusive education. Advocacy resulted in the appointment of two female school principals.

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Key learnings:

Demonstration classrooms and knowledge management support progress: Demonstration classrooms, study visits and the documentation and sharing of learning played an important role in improving education and learning environments.

School systems, structures and capacity were foundational to cope with the shock of the pandemic: The systems, structures and capacity built by EQUAL within target schools were an important foundation for schools' and communities' efforts to ensure continued learning during COVID-19-related school closures.

Efforts to change the attitudes and mindsets of teachers around their teaching practices and to build their motivation was a key component of EQUAL's approach: This was done in multiple ways, including through enhanced accountability through standardized assessments and reflections on children's results; conducting school exchange visits to provide opportunities to learn from each other; providing enhanced opportunities for recognition of good or outstanding teaching; building teachers' knowledge and capacity around teaching-learning approaches and methodologies, including for children with disabilities or functional difficulties.

Strong relationships with local authorities were a key driver of success and sustainability: Government engagement was done primarily through the Project Working Group, a group of education technical persons officially assigned by the MoE to work together across the project cycle.

Improvements regarding inclusive practices were due to the training and capacity development of teachers: This increased their confidence regarding the identification of children with disabilities and enhancing the learning environment.

Creating and strengthening mechanisms for prolonged and active community engagement strengthened the school system and enhanced student learning: By engaging parents, caregivers and the larger community in the initial project planning and then its implementation and ongoing monitoring, the project was able to secure community commitment.

Case 9

Nigeria: Meeting the academic and socio-emotional needs of out-of-school children

Programme title:	Accelerated Learning Programme (ALP) model in Nigeria ^{83,84}
Organization:	International Rescue Committee (IRC); Creative Associates International; UK Aid
Location:	Nigeria
Target group:	Children who had never attended school or had been out of the formal education system for more than two years in Northeast Nigeria (i.e., Borno and Yobe states).
Intersectionalities and barriers:	Children affected by armed conflict; children affected by displacement; children living in poverty.
Background:	<p>In Nigeria, out-of-school rates among adolescents and youth of secondary school age have hardly changed in 20 years, with a resulting increase in numbers by 61 per cent, from 6.3 to 10.1 million adolescents and youth. The number of out-of-school children of primary school age also increased by 50 per cent, from 6.4 to 9.7 million.⁸⁵</p> <p>This educational crisis is particularly intense in the regions hardest hit by the Boko Haram insurgency. While most of northern Nigeria has experienced bombing attacks, three states in the northeast border area (i.e., Borno, Adamawa and Yobe, collectively the BAY states) have been the most impacted by the conflict.⁸⁶</p> <p>An estimated 75 per cent of all children in Yobe and Borno are out of school, and there is an urgent need to address learning losses in these states. The Accelerated Learning Programme (ALP) methodology was therefore developed in Nigeria as part of the response to this crisis.</p>
Interventions/ activities:	<p>The ALP prioritized the development of essential academic and social-emotional skills of children who were out of school. Classes were provided for three hours per day, three times a week, over the course of nine consecutive months, to equip students with the literacy, numeracy and social-emotional skills (SEL) necessary to transition into the formal school system</p> <p>To address the conflict-related shortage of certified teachers, ALPs recruited local community members to work as learning facilitators (LFs) and equipped them with content knowledge and pedagogical skills to effectively teach out-of-school children foundational literacy, numeracy and SEL.</p> <p>Two versions of the programme were implemented:</p>

3. Promising practices

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- 3.5. Develop psychosocial health and well-being

3. Promising practices

- 3.1. Reach every child and keep them in school
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1. The first, the ALP, focused on providing a well-stocked, non-formal learning center (NFLC) and delivering the ALP curriculum. Learning facilitators were provided with face-to-face trainings and monthly Teacher Learning Circles (TLC) for peer support. The TLCs met on a regular basis to provide space for facilitators to discuss classroom best practices.
2. The second, ALP 'plus' (ALP+), also provided ongoing professional development through one-on-one coaching sessions in the classroom for the ALP+ facilitators. This occurred twice per month for five months, for a total of 10 visits.

**Total coverage/
population reach:**

35,500 children aged 9–14 years, through 400 NFLCs across the region; October 2017 through September 2018.

Impact:

Learners, LFs and coaches reported that SEL was valuable and improved students' behaviour and LFs' ability to manage behaviour in the classroom

The programme evaluation found the ALP intervention as a feasible, economical strategy that improved students' academic performance. The basic ALP intervention cost around US\$82 per child and resulted in statistically significant gains in reading comprehension and language fluency, as well as in seven of the eight Early Grade Math Assessment (EGMA) subtasks. It also resulted in a statistically significant decline in the tendency of the children to use aggressive conflict resolution techniques.

Adding on-site coaching to LFs through ALP+ increased costs by US\$52 per child. Results from the impact evaluation show that coaching produced small, negative impacts on letter identification skills, five of eight EGMA outcomes, a decrease in children's self-reported levels of anger dysregulation, and an increase in their orientation toward the use of aggression.

Key learnings:

Different understandings of SEL and the need for localization: The gap between established curricula for SEL and indigenous understandings of the skills SEL entails presented obstacles, and learners, LFs, and coaches reported that it was the hardest subject to teach and learn, and requested additional training and to support SEL. The IRC is undertaking a new project to localize SEL content and resources through a rigorous testing process, in collaboration with Nigerian stakeholders.

Coaches must be skilled and prepared to be effective: TLCs were the most helpful, professional development support, as they provided LFs with an ongoing opportunity to learn, exchange and provide support to peers, and share best practices. Coaches were less effective given their limited training, lack of expertise in subject matter areas and workload. This suggests the coaching model was not cost-effective and needs to be adapted.



Dada, 15, holds her 18-month-old daughter Husseinah where they live in a host community in Maiduguri, Borno State, northeast Nigeria.

Note: Image is for illustrative purposes and may not depict the specific program mentioned.

3.4 Increase the efficiency of instruction including through catch-up learning

Overview

An efficient and effective school system will facilitate student learning within expected amounts of time, with catch-up opportunities to help keep all children on track. Widespread school closures due to the pandemic exacerbated and highlighted inefficiencies in schooling systems around the world. In low-performing school systems, highly-structured support can help to overcome a lack of adequate teacher preparation and training.

For students who fall behind, or who have never been in school, a range of supports such as remedial classes and tutoring can help them get back on track as quickly as possible. All efforts to improve classroom practices and raise student learning outcomes require continuous support to teachers through quality and relevant professional development.⁸⁷

What the promising practices tell us about solutions for increasing the efficiency of instruction including through catch-up learning

There are multiple interesting lessons which emerge to help increase the efficiency of instruction. The following are four key lessons to highlight:

Lesson 1: Creating a common framework is needed for teacher professional development (TPD): TPD programmes can be diverse and create the need for a common competency-based framework, which can be utilized by all stakeholders to enable teachers, educators and EiE implementers to monitor and improve the quality of teacher-training delivery.

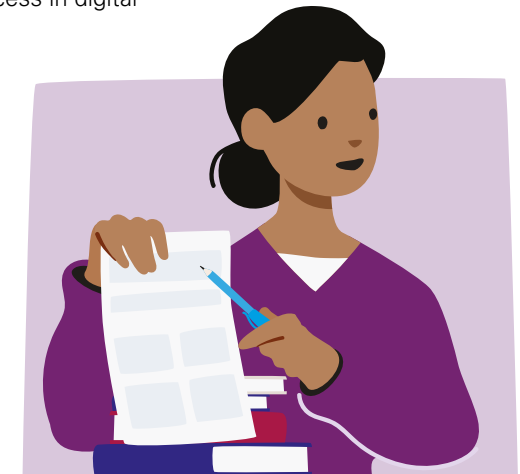
Lesson 2: Inclusive schools may not have teachers trained in inclusive education: Pre-training surveys are helpful as they can identify current teacher capacities and gaps, highlighting areas of need for additional pre- and in-service training on inclusive education as part of a programme.

Lesson 3: 'No-tech' and 'low-tech' learning modalities are necessary in resource-poor contexts:

In resource-poor contexts there is a need to ensure 'no-tech' and 'low-tech' learning modalities are efficiently blended with more advanced ICTs. Some simple technology adjustments, such as the distribution of digital content and videos through hard drives can be considered.

Lesson 4: Adequate time is needed for teachers to practice and integrate technology-enabled learning tools into lesson planning:

This has been shown as a key enabler of success in digital learning programmes, especially with new technologies.



3. Promising practices

- 3.1. Reach every child and keep them in school
- 3.2. Assess learning levels regularly
- 3.3. Prioritize teaching the fundamentals
- 3.4. Increase the efficiency of instruction, including through catch-up learning**
- 3.5. Develop psychosocial health and well-being

Promising practices

Case 10

Bangladesh: Establishing a coherent inter-agency system that promotes and supports teacher professional development in Cox's Bazar

Programme title:	Teacher Professional Development programme ⁸⁸
Organization:	UNHCR; UNICEF; Save the Children; Education Cannot Wait (ECW)
Location:	Bangladesh
Target group:	Volunteer teachers (who are refugees) with a focus on the intersectional challenges faced by children who are refugees and living in poverty
Intersectionalities and barriers:	Children living in poverty; children who are refugees
Background:	<p>Almost a million Rohingya are currently living in refugee camps in Cox's Bazar, Bangladesh. The Rohingya rely entirely on humanitarian assistance for protection, education, food, water, shelter and health, and they are living in temporary shelters in highly congested camp settings.⁸⁹</p> <p>Among the Rohingya communities, only a minority of the population are literate; around 3 in 4 (75 per cent) of Rohingya women are illiterate, and 3 in 5 (61 per cent) of Rohingya men are illiterate.⁹⁰ An absence of qualified teachers means most children are taught by volunteer teachers who often only have a Grade 8 or 9 level education, thus, they lack both capacity and experience to teach effectively.</p> <p>Since the start of the Rohingya response in 2017, different education in emergencies (EiE) actors in Cox's Bazar attempted to tackle the challenge of teacher professional development approaches separately with limited effectiveness and impact of such disjointed efforts. A holistic, coordinated and continuous approach drawn from evidence-based principles for the capacity development of teachers in crisis contexts was urgently needed.</p>



Children work out problems on a chalkboard at a UNICEF learning space in Kutupalong-Balukhali mega-camp in Cox's Bazar, Bangladesh.

Note: Image is for illustrative purposes and may not depict the specific program mentioned.

3. Promising practices

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<p>Interventions/ activities:</p>	<p>Launched in 2019, the Teacher Professional Development (TPD) programme is the Cox's Bazar Education Sector's flagship initiative to promote and support the well-being and development of teachers engaged in the Rohingya response. The TPD programme combines a variety of expert-led, peer-to-peer, and self-directed learning opportunities to provide continuous professional development opportunities.</p> <p>A Teacher Competency Framework (TCF) was created to develop competencies for quality teaching and learning in the refugee camps. Development of the TCF started with a Knowledge, Attitude and Practice (KAP) study that included classroom observations, interviews and focus group discussions with teachers and other stakeholders. The findings supported the mapping of required teacher competencies.</p> <p>Within the TCF priority competencies were identified and related teacher training modules were developed to cover learner-centred pedagogies as well as subject-based content such as Maths, Sciences, English, Burmese, Life Skills, and Social and Emotional Learning. Initially, a Foundation Training module was designed to be delivered through face-to-face workshops, supported by Teacher Learning Circles (TLCs) and practice-based reflections following classroom observations by Master Trainers (MTs). However, due to the pandemic the Foundation Training Modules were digitized and uploaded on UNICEF's Learning Passport. The TPD programme team organized live webinars and set-up virtual TLCs through WhatsApp groups.</p> <p>A fully functioning Cox's Bazar Education Sector Digital Learning and Training platform is now in place. This includes a Myanmar Curriculum Pilot, launched by UNICEF and partners in November 2021, which is a critical step towards ensuring the fundamental right to education for Rohingya refugee children and will help prepare the children for their return to Myanmar.⁹¹</p>
<p>Total coverage/ population reach:</p>	<p>Almost 9,000 teachers from 2019-2021.</p>
<p>Impact:</p>	<p>Despite the pandemic, the Foundation Training module was rolled out, at scale through a blended-learning approach and the TPD programme reached a significant number of educators and resource teachers:</p> <ul style="list-style-type: none"> • 172 MTs from 32 different organizations attended the training of trainers (ToT) session. • 713 Resource teachers (both Rohingya and Bangladeshi) from 32 different organizations received the Foundation Training (44 per cent female). • 8,778 teachers (both Rohingya and national teachers) were reached through TLCs led by the resource teachers, with the support of the MTs.

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Key learnings:

Creating a common framework: The programme successfully harmonized a competency-based approach to TPD through creating the Teacher Competency Framework and developing standards and benchmarks to enable teachers, educators, and EiE implementers to monitor and improve the quality of the teacher-training delivery.

Retaining the quality of cascade learning (training of trainers) through monitoring: To reach so many teachers, a cascade model had to be included in the TPD programme. Recognizing this may be associated with a decrease in training quality and effectiveness, the TPD programme established a systematic monitoring process that was used to mitigate such risks. Pre- and post-training tests provided an opportunity for participants to assess their own learning and for the MTs and the RTs to understand the learning gaps, adjust the modules based on the pre-test results, and plan for follow-up training initiatives. This was supported by virtual TLCs through WhatsApp groups.

'No-tech' and 'low-tech' learning modalities: In resource-poor contexts, like the Rohingya camps in Cox's Bazar district, there is a need to ensure 'no-tech' and 'low-tech' learning modalities are efficiently blended with more advanced ICTs. Some simple technology adjustments, such as the distribution of digital content and videos through hard drives, are being considered for a new phase of the TPD programme.

Case 11**Paraguay: Creating digital tools to enable Universal Design for Learning and inclusive education**

Programme title:	Accessible Digital Textbooks (ADT) initiative ⁹²
Organization:	Ministry of Education and Science (MEC); UNICEF
Location:	Paraguay
Target group:	All learners
Intersectionalities and barriers:	Children with disabilities

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Background:

School attendance and completion rates have increased steadily over the last 20 years in the Latin America and Caribbean region, especially at the primary level. However, barriers to quality education are still too high for children and adolescents with disabilities. In Paraguay, disability is a major factor associated with lack of school-based participation, learning achievement, completion and transitioning to the next level. Just 57 per cent of the population with disabilities are literate, compared to a national literacy rate of 95 per cent.

According to the 2018-2023 Education Action Plan, the Paraguayan education system comprises of general, special and other forms of education. The General Directorate of Inclusive Education is supporting a transition from special schools to inclusive education.

Paraguay is part of a global Accessible Digital Textbooks (ADT) multi-country initiative in eight countries (Colombia, Dominican Republic, Jamaica, Kenya, Paraguay, Nicaragua, Rwanda and Uruguay). The objective of the ADT is to integrate accessible textbook content and technology, following Universal Design for Learning (UDL) principles, to ensure that textbooks are accessible to all learners, including those with disabilities and different learning styles so that all learners can access the same content in the same classroom. The technological component enables the textbooks to be made accessible for students who are blind or have low vision, to those who are deaf or hard of hearing, and to those who have intellectual, developmental or learning disabilities, among others.

Guidelines were developed to support ministries of education, publishers, technology and content developers, teachers and implementers, on how to digitally adapt textbooks based on the principles of UDL.

**Interventions/
activities:**

The ADT initiative was piloted in Paraguay with 10 educational centres and a total of 133 students with and without disabilities. During the pilot, the ADT prototype was used as a teaching tool by 10 primary school teachers who guided their students through its use in the classroom. Each teacher, together with the students, engaged with the ADT prototype for two sessions over the course of one month.

In 2018 and 2019, the MEC together with UNICEF started the process of producing ADT by adapting the content of the first-grade textbook *Leo, Pienso y Aprendo* (Read, Think and Learn). The textbook adaptation was accompanied by training for several actors in the education system on UDL and the production of ADT.

Following the experience of developing the first prototype, the MEC created more titles with accessible features. This resulted in a pilot of the ADT prototype in November and December 2021 in 10 schools to conduct usability testing and collect lessons in order to inform the following implementing phase.

As part of the multi-country study, future research will explore the impact of the use of the ADT on student learning on a larger scale.

3. Promising practices

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Total coverage/ Population reach:	10 educational centres and 133 students with and without disabilities.
Impact:	<p>The ADT initiative is a promising pilot based on the fact that teachers indicated that the experience was excellent (5 teachers) or good (5 teachers) and it is very likely or likely that they will continue to use the prototype in the future. Nine out of 10 said the ADT prototype and its content would be very useful for students with disabilities. Teachers and students found the images were very useful to facilitate the learning process for students both with and without disabilities. Students who used the sign language videos and their teachers were happily surprised to see the content presented in this way.</p> <p>No significant differences were found in the use of the prototype between genders and between students with and without disabilities. Spontaneous peer support between students with and without disabilities, to support each other in the use of the prototype was observed, even when not guided by the teachers.</p>
Key learnings:	<p>Prioritizing mobile app development: While the majority of students reported using mobile phones on a regular basis, a limited number of students had access to computers at home. As the ADT continues to be developed, exploring its use on mobile phones should be a priority.</p> <p>Inclusive education training need highlighted: Even though 9 of the 10 participating schools were recognized as inclusive schools, the pre-training survey found that prior to the pilot, just 2 out of 10 teachers had received any formal training on inclusive education. This highlighted the need for additional pre- and in-service training on inclusive education.</p> <p>Providing adequate time and freedom, for teachers to practice and integrate technology-enabled learning tools into lesson planning, has been shown as a key enabler of success in digital learning programmes: Indeed, at the end of the prototype testing in classrooms, only half of the teachers confirmed that they felt ready to use the digital textbook in the classroom, citing the need for more practice.</p>



Samira (right), a highschool student in Paraguay who has been blind since birth, holds a mobile phone to her ear to listen.

Note: Image is for illustrative purposes and may not depict the specific program mentioned.

3.5 Develop psychosocial health and well-being

Overview

Children learn best when they are healthy, well-nourished and safe. Focusing on the health and well-being of children not only contributes to increased attendance and retention but is also essential for the child to be ready to learn. Providing nutritious meals and safe WASH contribute to attendance, especially for the most marginalized.

Evidence from the pandemic revealed a child and youth mental health crisis. Simultaneously, there are increasing risks of violence, particularly gender-based violence (GBV), and child labour that will go under-reported the longer a child remains out of school, and which are exacerbated in an emergency. Comprehensive measures for mental health and psychosocial support (MHPSS) and associated referral systems, and support for school nutrition are needed to facilitate children and youth returning to learning and remaining in school.⁹³

What the promising practices tell us about solutions for developing psychosocial health and well-being

There are multiple interesting lessons which emerge to support psychosocial health and well-being.

The following are four key lessons to highlight:

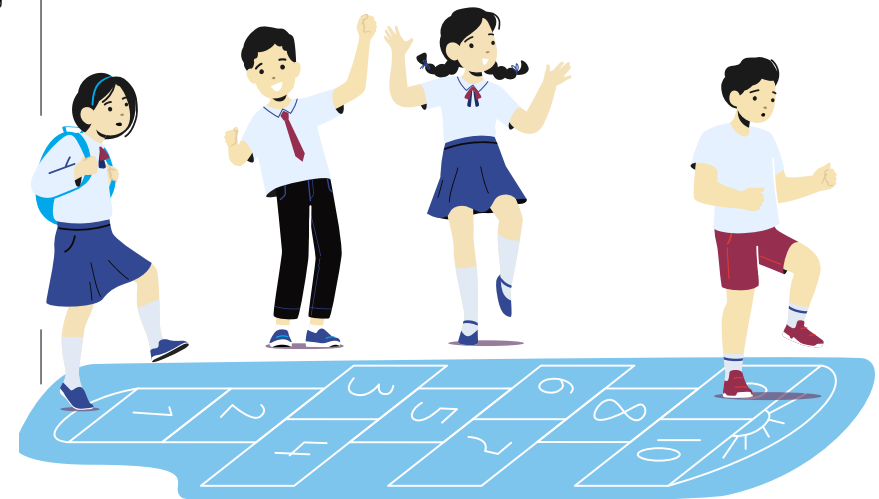
Lesson 1: MHPSS support is also needed for teachers and parents: Developmentally-appropriate MHPSS is critical for children, and similar support for teachers and parents also needs to be factored in, especially in large scale emergencies. Parental support and psychological health are noted as key challenges. Forward planning and training through parents and schools and case studies about good practice, especially targeting disadvantaged groups such as children from families living in poverty and remote regions, are needed.

Lesson 2: Innovative monitoring approaches can improve campaigns: Innovative monitoring and evaluation approaches can be built into communication campaigns to collect feedback on MHPSS and safe schools messages and improve communication campaigns. For example, all posters and videos can include QR codes/links to a short survey with simple questions to gather audience feedback and emerging needs.

Lesson 3: Coordination improves impact: Coordination with the education cluster is important to reconcile stakeholders' different methodologies and approaches into a national,

unified training manual and multiply impacts through collective action.

Lesson 4: School feeding programmes can have greater impact on more disadvantaged students than on students who face fewer barriers to learning: Students without any prior word recognition ability benefit from increased attentiveness and, in conjunction with other learning interventions, school feeding can aid in learning recovery.



3. Promising practices

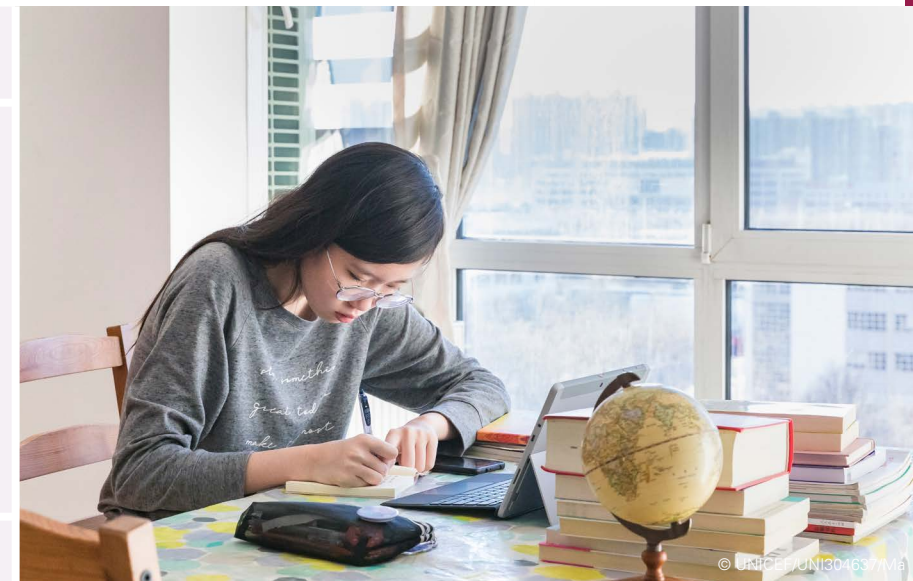
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Promising practices

Case 12

China: Supporting home learners with MHPSS during COVID-19 lockdowns

Programme title:	Home Study Initiative ^{94, 95}
Organization:	Ministry of Education; Chinese Center for Disease Control and Prevention; UNICEF
Location:	China
Target group:	Out-of-school children due to COVID-19-related closure, their parents/caregivers and teachers
Intersectionalities and barriers:	Children with mental health concerns
Background:	<p>China was the first country to face the COVID-19 pandemic, which abruptly changed the lives of over 230 million school-aged children as the country moved to close its schools. To mitigate the impact of school closures, the government launched the 'Home Study Initiative' to enable distance learning.</p> <p>However, according to a joint survey by the Social Survey Center of China Youth Daily and wenjuan.com, 93 per cent of parents felt that home study had negative impacts on their children's mental health.⁹⁶ Many schools found that students were experiencing mental health challenges while studying at home.</p>
Interventions/ activities:	The MoE prioritized the health and well-being of all children. The curriculum allowed space for physical exercise, and comprehensive psychological support was offered at three stages: prior to reopening, part of the reopening process, and with schools reopened.



Xiaoyu, an 11th grader in Beijing, China, was one of the hundreds of millions who was learning from home using her digital device and an internet connection during the COVID-19 pandemic.

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	<p>This support included protocols, hotlines, online lessons and videos. Guidance was also provided through parent committees. MoE also worked jointly with other sectors to create a healthy online environment to protect students from cyberbullying, games and inappropriate sexual content, etc. In addition, MoE collaborated with other departments to offer psychological interventions to children who needed them..</p> <p>UNICEF contributed to three main areas: 1) SEL, 2) child-friendly messages, which were first informed by listening to students, parents, teachers and principals, and 3) MHPSS for all age-groups of children, parents or caregivers, and teachers. For the nationwide safe school campaign, UNICEF prominently included key messages on anti-stigma and bullying as well as MHPSS to address the concerns and stress children and youth face around school reopening. Videos included sign language, and braille posters were developed to be accessible to children with disabilities. The provision of printed materials with key information and tips on the safe, healthy and happy return to school ensured that the most disadvantaged and marginalized children were reached.</p> <p>An intersectoral back-to-school working group led by UNICEF was established early on to ensure a holistic campaign. It included focal points from education, health, child protection, gender, communications, and monitoring and evaluation, thereby leveraging UNICEF's unique inter-sectoral and thematic expertise.</p>
<p>Total coverage/ population reach:</p>	<p>241 million children, their parents/caregivers, and teachers were reached with safe school messages.</p> <p>Weekly activity-based parenting messages and tips to support children's psychosocial needs reached 5,056,571 views across three of UNICEF China's social media platforms in three months.</p> <p>Daily key messages and videos for parents and teachers on early childhood education and care practices reached 6,650,855 in two months.</p>
<p>Impact:</p>	<p>By August 2020 (six months into the programme), more than 60,000 respondents provided evidence of the child-friendly messages communication campaign's positive impact on children, teachers and parents, and ensured its continuous improvement.</p> <p>The SEL promotion project reached 162,027 students and 10,984 teachers in 275 primary schools in 11 provinces.</p>
<p>Key learnings:</p>	<p>MHPSS support needed for teachers and parents: In a large-scale emergency, age-appropriate MHPSS is critical for children. Similar support for teachers and parents also needs to be factored in. Forward planning and training through parents, schools and case studies about good practice, especially targeting disadvantaged groups such as children living in poverty and remote regions, could better support these children.</p>

3. Promising practices

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Building in an innovative monitoring system: UNICEF built innovative monitoring and evaluation approaches into the communication campaign. All posters and videos include QR codes/links to a short survey with simple questions to gather audience feedback and emerging needs.

Providing support at scale: UNICEF maximized the potential and reach of the school reopening by sharing messages through a number of popular social media platforms. Through multiple campaigns, UNICEF reached over 62 million users across channels by June, and government communication channels further amplified the messages. The UNICEF hashtag #BackToSchoolSafely was viewed over 130 million times.

Case 13

Timor-Leste: Holistic intervention package to respond to the multiple factors affecting student education and health outcomes

Programme title:	HATUTAN programme - Hahán ne'ebé Atu fó Tulun ho Nutrisaun no Edukasaun or Food to Support Nutrition and Education ⁹⁷
Organization:	Ministry of Education, Youth, and Sports; Ministry of Health; Ministry of State Administration; Ministry of Agriculture and Fisheries; CARE International; Mercy Corps; WaterAid; McGovern Dole International Food for Education and Child Nutrition Programme
Location:	Timor-Leste
Target group:	445 primary and preschools in the four target municipalities and surrounding communities throughout four of Timor-Leste's most disadvantaged municipalities, Ainaro, Ermera, Liquica and Manatuto. Plus, a national-level advocacy component to address barriers to school feeding programme implementation and improved education outcomes.
Intersectionalities and barriers:	Children living in poverty; children with, or at-risk of, disabilities and with disabilities



In Timor-Leste, Grade 5 and 6 students are taught how to playfully interact with younger students, so they may help them learn basic numeracy, literacy, shapes, and colours. Note: Image is for illustrative purposes and may not depict the specific program mentioned.

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Background:	<p>While Timor-Leste has made progress in addressing malnutrition, the 2020 Timor-Leste Food and Nutrition Survey found that 47 per cent of the children under five were stunted, 8 per cent were wasted and 32 per cent were underweight.</p> <p>HATUTAN's baseline identified that malnutrition had a severe impact on student reading outcomes. 37 per cent of the Grade 2 students reportedly had difficulty remembering things or concentrating, and 22 per cent had extremely low memory scores, reflecting their inability to retain information for short periods of time and potentially indicating cognitive impairment or disability. Not surprisingly, poor working memory scores were strongly correlated with poor literacy scores.</p>
Interventions/ activities:	<p>The HATUTAN programme is a five-year initiative to build a partnership between schools and communities in order to improve literacy, learning, healthy, and nutrition for children and adults in Timor-Leste.</p> <p>Key project activities are multisectoral and are designed to meet two strategic objectives: improved literacy of school-aged children, and increased use of health, nutrition and dietary practices.</p> <p>The programme focuses its interventions in four key areas:</p> <ol style="list-style-type: none"> 1. Increasing the capacity of government agencies, school administrations and community-based organizations (e.g. PTAs, village savings and lending associations (VSLAs)), to better manage, fund and monitor a comprehensive school feeding programme and support nutrition, health and hygiene improvements in homes and schools. 2. Improving tools, techniques and learning environments to increase literacy skills. 3. Overcoming social norms to increase gender equality, reduce sexual and gender-based violence, ensure equal learning opportunities for girls and improve nutrition and WASH practices through targeted social behaviour change communications. 4. Increasing food production and income-generating activities through farmer trainings, establishing VSLAs and enabling community development agents to profitably provide agriculture inputs and technical services.
Total coverage/ population reach:	<p>Over 5 years from 2019, the programme aims to reach an estimated 462,806 target beneficiaries, including 368,548 school-aged children, 1,351 teachers, 502 school administrators, around 2,200 PTA members at 220 PTAs, 280 VSLAs, 48 community development agents, and 4,200 farmers.</p> <p>There was a large and significant increase in schools providing meals, from 1 per cent at baseline to 88 per cent in midline in the treatment group.</p>

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Impact:

Overall, for both the most disadvantaged students and for students with more literacy skills, programme interventions were able to mitigate some of the negative impacts of COVID-19. While students performed worse at midline compared to the baseline on every task, reflecting learning losses resulting from the COVID-19-related school closures in 2020, the negative impact is lower in the treatment schools compared to comparison schools on every test. Results indicate that the programme reduced learning losses by 52 per cent on reading fluency and by 42 per cent for reading comprehension.

Overall, the programme reduced dropout by nearly 3 per cent in treatment schools, while dropout increased by 1.3 percentage points in comparison schools.

Teachers from treatment schools were significantly more likely to use games or exercises in relation to those in comparison schools. The proportion of teachers in treatment schools using games or exercises increased by 16 per cent but declined by 8 per cent in comparison schools. The proportion of classes with students copying from the board (i.e., using a methodology which does not need children to understand learning content) decreased by 32 per cent, while increasing by 3 per cent in comparison schools.

Key learnings:

Need to enhance farmer cooperation: The linkage between schools and farmers remains weak, due to delays in accessing public funds for school feeding at school level. Farmers do not consider schools as a reliable market given delays in distributing government funds that result in unpredictable purchasing by schools.

Use of take-home rations: The reduction in dietary diversity during the ongoing crisis is likely to have a long-term impact on the poorest children, particularly for those affected by natural disasters. The use of take-home rations can complement the government's school feeding programme, providing a safety net for the most vulnerable.

The programme had more of an impact on more disadvantaged students: The programme led to increased enrolment of all students, including the most disadvantaged students with the lowest base levels of literacy. Students without any prior word recognition ability demonstrated increased attentiveness, indicating that, in conjunction with other learning interventions, school feeding can aid in learning recovery.

Case 14

Mozambique: Embedding MHPSS interventions into capacity development for teachers in crisis-hit contexts

Programme title:	Building Teachers' Capacity to Provide MHPSS Support Before, During and After Crises ⁹⁸
Organization:	Ministry of Education and Human Development (MINEDH); UNICEF and Education Cluster partners Save the Children, IsraAID, Right to Play, StreetChild and UNESCO; Aid for the Development of People for People (ADPP); Finn Church Aid; Global Partnership for Education (GPE)
Location:	Mozambique
Target group:	Teachers in crisis-affected provinces
Intersectionalities and barriers:	Children affected by armed conflict and/or natural disasters; children affected by displacement; out-of-school children; children with mental health concerns, children exposed to violence and/or GBV
Background:	<p>In March and April 2019, Mozambique was struck by cyclones Idai and Kenneth in just five weeks, affecting more than 1.5 million people. Due to the COVID-19 pandemic, schools were closed for most of 2020, affecting over 8 million children, 6.9 million of whom were primary-school aged. Furthermore, conflict in the north of the country led to the displacement of more than 800,000 people, at least 400,000 of whom are children.</p> <p>This chronic vulnerability to natural disasters, regional insecurity, and the COVID-19 pandemic highlighted the urgent need to embed MHPSS interventions into capacity development for teachers and other duty-bearers. This is to ensure that children and teachers in crisis-affected provinces have access to MHPSS before, during and after emergencies.</p>



Educators receiving training on MHPSS, including practical guidance on pedagogical approaches to supporting student well-being, Mozambique.

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<p>Interventions/ activities:</p>	<p>An MHPSS training manual was developed to provide MINEDH professionals and school staff with an introductory overview of MHPSS in education settings; practical guidance on pedagogical approaches to supporting student well-being, such as creating learning environments where students feel safe to express themselves; and strategies for identifying children in need of additional support, due either to mental health concerns, exposure to violence and/or GBV, with additional approaches for referring them to justice, health and social welfare services, marking a significant milestone to ensure that the most marginalized children stay in school.</p> <p>Trainings were conducted with national focal points, replicating down to provincial and district facilitators. To ensure quality, a continuous coaching approach was embedded throughout the training process. This included follow-up on trainers' experiences, evaluations and feedback mechanisms to identify areas for improvement. UNICEF collaborated with MINEDH to integrate the manual into on-the-job training for teachers, with the possibility of integrating an MHPSS component in national teacher pre-service training.</p> <p>UNICEF is currently training teachers in six additional provinces, targeting 83,000 primary school teachers.</p>
<p>Total coverage/ population reach:</p>	<p>40,000 children and 7,600 primary teachers from 2020-2021.</p>
<p>Impact:</p>	<p>Trainings have resulted in the provision of MHPSS to more than 40,000 children affected by natural disasters, conflict and COVID-19.</p> <p>More than 7,600 primary teachers participated in trainings to improve their capacities to provide MHPSS support to children.</p> <p>An additional 67 national, provincial and district level focal points, and 290 pedagogical directors received training on the MHPSS manual.</p> <p>A total of 40 national, provincial and district level focal points received training on the two recently added modules on violence against children (VAC) and GBV.</p>
<p>Key learnings:</p>	<p>Importance of government engagement: UNICEF's collaboration with MINEDH was integral to securing the Ministry's commitment to integrate the manual into national teacher training.</p> <p>Coordination with the education cluster: Coordination with the education cluster was critical to reconcile implementing partners' different methodologies and approaches regarding MHPSS in schools into a national, unified training manual and to multiply impacts through collective action.</p>

Case 15

Nepal: Equipping marginalized girls with skills and strong learning outcomes, through mentoring, coaching for teachers, school management and community action

Programme title:	Sisters for Sisters' Education II (SfSE-II) ⁹⁹
Organization:	Voluntary Service Overseas (VSO) Nepal; Foreign, Commonwealth & Development Office (FCDO) Girls' Education Challenge Transition Window (GEC-T)
Location:	Nepal
Target group:	School girls in Grades 6–10 in 49 schools in four districts (Dhading, Lamjung, Parsa, and Surkhet) and out-of-school girls in one district (Parsa)
Intersectionalities and barriers:	Gender; children living in poverty; low educational level of families; children exposed to violence and/or GBV
Background:	<p>More than 95 per cent of children in Nepal are now enrolled in primary school, compared to 80 per cent ten years ago. Despite this, girls still face many barriers to completing their education, including early marriage, taboos around menstruation and a high domestic workload. Widespread school closures, caused by COVID-19, mean these barriers are even greater, and many girls are at risk of never returning to formal education.</p> <p>The social prejudices that hold girls back run deep, from policy-makers to family members and even among the young women themselves. Internalized patriarchal beliefs about their role in society means that teenage girls may not see the value in going to school, believing instead that it is their destiny to marry. Even when they do get to class, a lack of confidence means many don't engage fully.</p> <p>Taboos and harmful traditional practices surrounding menstruation are major barriers to girls' education. Damaging cultural beliefs, combined with limited access to sanitary products, means many girls are forced to miss school completely during their period.</p>



Ashmita, student from Grade 7 in Nepal, listens to the teacher explain the health effects of iron deficiency, specially on adolescent girls and women of reproductive ages.

Note: Image is for illustrative purposes and may not depict the specific program mentioned.

3. Promising practices

- 3.1. Reach every child and keep them in school
- 3.2. Assess learning levels regularly
- 3.3. Prioritize teaching the fundamentals
- 3.4. Increase the efficiency of instruction, including through catch-up learning
- 3.5. Develop psychosocial health and well-being**

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<p>Interventions/ activities:</p>	<p>The first phase of Sisters for Sisters supported thousands of girls from marginalized communities to improve their school attendance and participation by pairing them with volunteer 'Big Sisters', female mentors who offer encouragement, accountability and essential information on SRHR issues. The second phase focused on continuing to support the same cohort of girls as they navigated adolescence and transition from school into livelihood-related employment or continuing their education. The project provided girls with skills, bolstered by strong learning outcomes that improved employability, enhanced confidence and self-esteem to act as leaders, and enabled them to influence and control their own SRHR.</p> <p>Within those targeted, the most marginalized girls were identified as 'Little Sisters' and received additional interventions through the 'Big Sister-Little Sister mentoring scheme' to boost their self-efficacy and deal with everyday challenges.^v Alongside 320 Big Sisters, the project recruited and trained 426 adult champions, volunteers who work to challenge long-entrenched prejudices against girls and convince the wider community of the value of female education.</p> <p>On an individual level, the project benefitted the girls directly through academic support such as learning support classes in Math, Science and English. In addition to this, the project conducted English and Digital for Girl's Education (EDGE) clubs to support girls with digital and literary skills. The school-level support included infrastructural support such as the library, development of model classrooms and wash kits. Additionally, the project also trained teachers in the intervention schools extending benefits to all the school students.</p> <p>At the community level, the project conducted door-to-door campaigns and street performances spreading awareness on the importance of girls' education among parents and community members.</p> <p>Specialist volunteers worked with headteachers and local government officials, strengthening the capacity of Parent-Teacher Associations (PTAs) and School Management Committees (SMCs), and developing school improvement plans that improve the inclusivity and quality of education for all children. Finally, international expert volunteers were embedded within government institutions – including the Ministry of Education, Science and Technology – supporting their Nepali colleagues to build on educational good practice from around the world.</p>
<p>Total coverage/ population reach:</p>	<p>Between 2017 and 2021, SfSE-II reached a total of 16,257 students (8,158 girls and 8,099 boys), among which 7,382 girls were the direct learning beneficiaries. Out of the total, 1,255 were the most marginalized girls identified as 'Little Sisters'.</p>

^v The pioneering peer mentoring approach has been adapted to support 2,660 marginalised and out-of-school girls – especially those living with a disability – in the Terai region of Nepal through ENGAGE (empowering a new generation of adolescent girls with education). <https://www.vsointernational.org/our-work/inclusive-education/empowering-a-new-generation-of-adolescent-girls-education>

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Impact:

At midline, the difference in learning outcomes was an 11.56 per cent increase for numeracy, and 4.70 per cent for literacy. Most of the girls attributed their learning improvement to learning support classes and reported increased confidence to make inquiries with the teachers in the classroom.

The study also found changed parental attitudes facilitated by the project supported girls in their learning, mainly through reduced engagement in household chores and creating a conducive home learning environment.

Schools ensure a gender-responsive environment, including through separate toilets for girls and boys, free distribution of sanitary pads, the appointment of female teachers to listen to female students' issues, and choosing girls to hold leadership positions in school activities.

A vast majority (94 per cent) of the girls were found to have successfully transitioned into re-enrolment in formal or non-formal education, including vocational training or involvement in technical training, safe and self-employment.

Key learnings:

Reduction in child marriage but need for social protection: The midline evaluation showed significant reduction in child marriage among girls with continued intervention from change agents like the Big Sisters and adult champions. However, drop-out among girls increased post-COVID-19, where parents lost sources of income and could no longer support girls' education, indicating the need for shock-responsive social protection measures in coordination with such a programme.

Sustainable child protection outcomes: The project created sustainable outcomes through supporting local governments to formulate child protection policies which are expected to improve education outcomes and contribute to municipalities' education plans.

Benefits of in-school teacher training: In the past, only a few teachers had opportunities to participate in training and learning, and sharing lessons learned upon returning to school. Now, as trainings are conducted at school, reform programmes such as in child-friendly governance and disaster management are better enabled and coordinated.

4. Conclusions and way forward

The impact of the COVID-19 pandemic on education systems has been felt globally, exacerbated by the polycrisis. Many countries responded with extraordinary speed and imagination to an unprecedented education crisis during the pandemic, and their creativity has produced a range of innovative models of intervention that can be used to reach marginalized children and provide them with quality inclusive education.

As many of the approaches are new or nascent, there is a need for more research that provides data on strategies that successfully bring out-of-school children into school, including the effectiveness and quality of teaching, as well as multisectoral and whole-school approaches.

The practices in this document were successful because they specifically considered the discrimination and exclusion faced by different groups of children. While the intersectional elements were taken into consideration in each promising practice, their multiplying effects were sometimes not explicit, highlighting an area for more in-depth learning.

Conceptualizing, developing and implementing practices that are evidence-based and sufficiently robust to warrant replication requires the use of adequate research methods and documentation, with monitoring, data and knowledge management noted as important in many case examples. Recognition also needs to be given to contextualization and the fact that interventions are more effective when they are

inclusive and respectful of the communities they serve. Vital to this is listening to children and young people, parents, community leaders, OPDs, women's groups, teachers and other professionals, and collaboratively building strategies that reflect, and take account of their, lived realities.

To reach SDG 4 and ensure an inclusive and equitable, quality education for all requires the commitment of all governments and all stakeholders from the international to the grassroots level. Education must be a joint social enterprise in which sectors support each other and organizations and communities work collaboratively with one goal: *tangible solutions for equity and inclusion in education*.



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A group of children play in the courtyard of Ranbir Pahal Kindergarten, in Jammu, India. The Early Childhood Care and Education programme of the government focuses on the speaking skills, language, expression, confidence building, emotional stability and cognitive and fine motor skills of children. In this pre-school component, idea is to let children learn in a free environment, without the scare of being humiliated or being corrected.

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