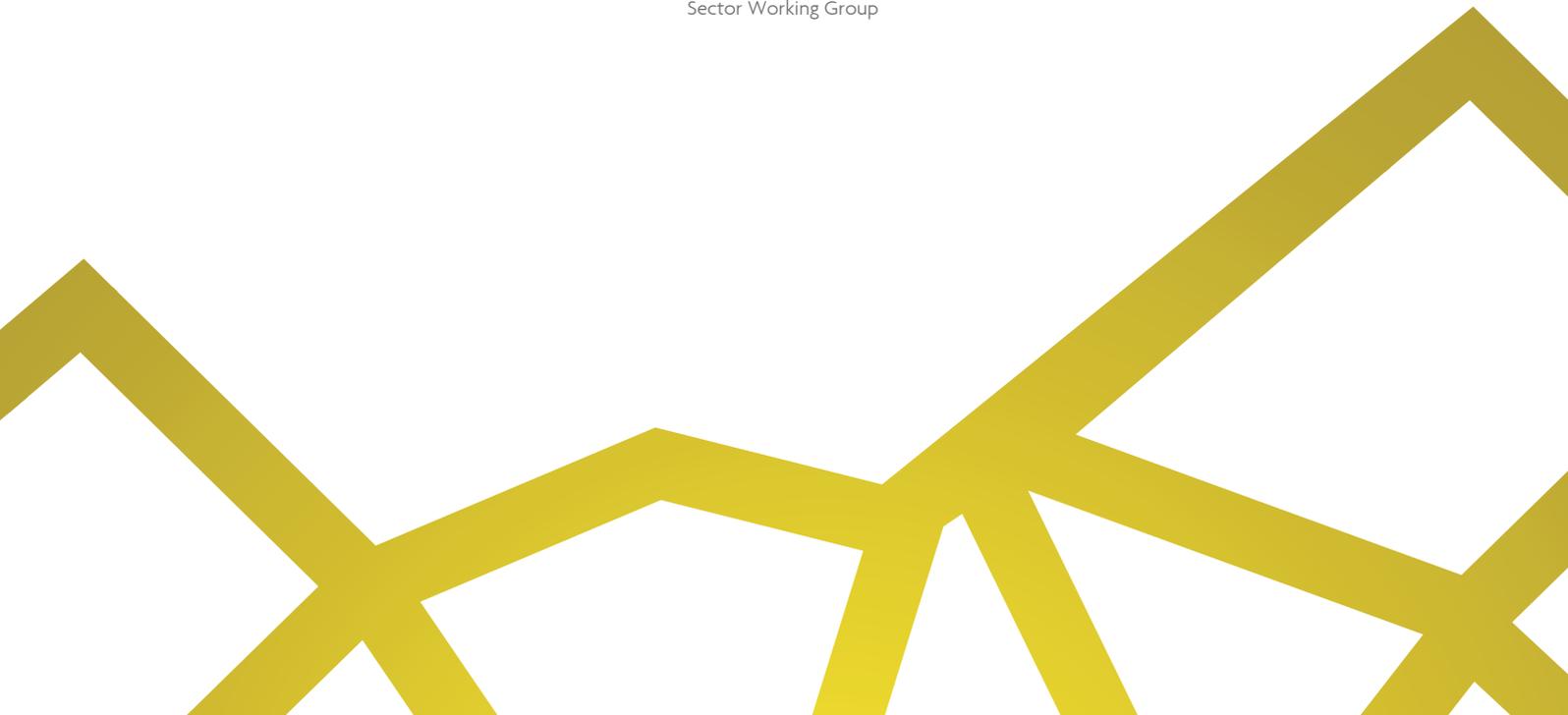


AUSTRALIAN
COUNCIL
FOR
INTERNATIONAL
DEVELOPMENT

REACH, RELATIONSHIPS AND RESULTS

CASE STUDIES OF AUSTRALIAN
NGOS' WORK IN EDUCATION

Compiled by the ACFID Education
Sector Working Group



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- Door of Hope Australia Inc.
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- Engineers without Borders
- Every Home Global Concern
- Family Planning New South Wales
- Foresight (Overseas Aid and Prevention of Blindness)
- Fred Hollows Foundation, The
- Global Development Group
- Global Mission Partners
- Good Shepherd Australian New



- Zealand*
- GraceWorks Myanmar
- Grameen Foundation Australia
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- Partners in Aid
- Partners Relief and Development Australia
- People with Disability Australia
- PLAN International Australia
- Project Vietnam
- Quaker Service Australia
- RedR Australia
- Reledev Australia
- RESULTS International (Australia)
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- Royal Australasian College of Surgeons
- Royal Institute for Deaf and Blind Children
- Salesian Society Incorporated
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- Save the Children Australia
- Service Fellowship International Inc.
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- Sight For All
- SIMaid
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- World Vision Australia
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* Denotes Interim Full Member

** Denotes Interim Affiliate Member



FOREWORD

Australia's development assistance for education has been steadily growing since 2005, with a focus on East Asia, the Pacific and South and West Asia. The Australian Government recognises education as a key enabler of development and a vital way for people to escape poverty.

Members of ACFID's Education Sector Working Group and other interested Australian NGOs have prepared these case studies as evidence of the scale, range and diversity of their work in the field of education in developing countries. The studies highlight activities in both formal and non-formal education, across a range of age and life stages. They highlight work predominately in the Asia Pacific region, but also show the reach of Australian NGOs with examples of work in Africa and Afghanistan. Some of the case studies describe large-scale projects which reach hundreds of schools and many thousands of children, youth and adults, while other examples are more sharply focused on particular marginalised groups or specific barriers which can be addressed through education. The case studies include examples of how marginalised communities have been engaged, innovations introduced at the grassroots level, and effective programs and approaches scaled up to drive changes in government systems, policy and practice at both a local and national level.

Most of the case studies document work supported by Australian NGOs that are members of ACFID and accredited by the Australian Government under the Australian NGO Cooperation Program (ANCP). Many of the programs and projects drawn on for the case studies are funded under ANCP or other Australian Government supported schemes.



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EXECUTIVE SUMMARY

Education is one of the most important investments countries can make in their future. Education unlocks a country's potential for economic growth, improves long-term health benefits, is central to ensuring greater gender equality, encourages transparency and good governance and gives people critical skills to provide for themselves and their children.¹ These case studies, compiled by the ACFID Education Sector Working Group (ESWG),² demonstrate the distinctive contributions Australian NGOs (ANGOs) are making in their work in education across the world and highlight that ANGOs are well placed to continue designing, delivering and monitoring programs in this important sector.

Education is a priority of the Australian International NGO sector. There are 58 ACFID member agencies working in the education sector, encompassing:³

- 55 countries around the world, including Australia.
- 693 projects in education across the life cycle and framed by the Education For All goals.
- More than \$51 million invested in education projects.
- Strong in-country partnerships, including with government bodies at all levels and local non-government/civil society organisations, such as disabled peoples organisations and churches.
- Active engagement in a number of international networks and organisations for education.
- Research and technical relationships with academic institutions in Australia and abroad.
- Development education of the Australian public.

These case studies highlight six key themes:

- I NGOs can reach the unreached.
- II NGOs work across the whole education sector but target the gaps.
- III NGOs build long-term relationships at community level and strengthen civil society.
- IV NGOs work locally but have a range of relationships with government up to national level.
- V NGOs are an effective, and often efficient, way of bringing about change at system level
- VI NGOs' work is technically sound, evidence-based and able to document long-term impact.

1. Global Partnership for Education (2013), 'The Value of Education.' Retrieved 8/11/13 from <http://www.globalpartnership.org/who-we-are/the-value-of-education/>

2. The Australian Council for International Development (ACFID) Education Sector Working Group (ESWG) has an active membership of representatives from Australian Non-Government Organisations (ANGOs) working in education, including CARE Australia, CBM Australia, ChildFund Australia, Plan International Australia, Save the Children and World Vision Australia.

3. Statistics taken from ACFID Annual Survey, FY2011–2012, unpublished.

Evidence-Based Interventions

ANGOs routinely compile and compare baseline and endline data, even on small-scale projects, and use controls and counterfactuals on large-scale interventions. Evidence of improvement in student learning is included in many case studies. Additionally, by documenting their initiatives and collecting evidence of results, ANGOs are able to demonstrate that innovations and reforms are worthwhile, affordable and manageable in local contexts. National education systems, characteristically conservative and highly risk averse, recognise that NGOs and their partners play this role more effectively than other organisations. In this way, NGOs can work from a modest base to leverage fundamental change in education systems which larger players (such as UN agencies, development banks, multilateral and bilateral programs) often fail to do.

Reaching the Hardest To Reach

These case studies demonstrate that NGOs are often the most effective way to reach the unreached. They show how NGOs are offering educational opportunities for people unable to access mainstream programs. Barriers preventing individuals from accessing education opportunities may include gender and disability, geographical remoteness and isolation, minority ethnicity, language or religious beliefs, itinerant lifestyles or extreme poverty. ANGOs are working to address these barriers and ensure that all are able to access educational opportunities. The focus of national governments is often predominately on reaching the majority of students and as such governments often lack the capacity to address education gaps. In this environment, NGOs are able to connect the most marginalised groups with access to crucial education services.

ANGOs identify and work to fill the gaps within the education sector in their countries of work. These studies highlight how ANGOs provide early childhood education services, ensure girls have access to education in areas where they may otherwise miss out, provide equal access to school for children with a disability, and extend the provision of lower secondary schools to continue the quality of children's education. These studies also demonstrate the innovative curriculum and learning materials produced by ANGOs and highlight educational opportunities provided for children and youth who may be out of school. In all these areas, ANGOs are filling gaps in the education lifecycle to ensure quality and relevant access for all.

Working in Partnership

Most case studies in this compilation demonstrate that the educational interventions of ANGOs are dependent on the relationships forged with, and participation of, local communities. This usually involves a range of activities including extensive consultation before activities begin; project staff who come from, or know, the project area well; building on and integrating local culture and mother tongue languages (especially in early childhood programs); offering unprecedented opportunities for professional development to local teachers; linking school managers and teachers directly with parents and families through measures including introducing or revitalising joint governance structures; and community involvement in monitoring.

As well as working at the community level, ANGOs and their partners are able to work with government at local, sub-national and national levels. These relationships have always included a strong presence at national level, with direct access to government through membership of planning, policy and technical committees. These case studies highlight examples of ANGO programs which have been handed over to and scaled up by national governments.

It is important that international aid continues to support under-resourced and under-achieving state education systems through established global and bilateral mechanisms. Many long-standing recipients of Official Development Assistance (ODA), particularly in Asia, are now becoming middle-income countries. However, the main challenges of access to education in the future in such countries will be in reaching the unreached, rather than in delivering mainstream services. These case studies demonstrate that ANGOs are well placed to assist in the design and delivery of education programs into the future.

THE NGO ADVANTAGE IN EDUCATION

Introduction to the case studies

Members of the ACFID Education Sector Working Group (ESWG) have compiled these 19 case studies to demonstrate that NGOs bring qualities and capacities to their work in education and development that are unique, efficient, strategic and often underestimated. NGOs are unique because of their direct relationships with people, communities and schools as well as with local, sub-national and national government. Other development actors are often too big, too busy, too risk averse, too transient or too foreign to maintain such connections. NGOs are efficient and strategic actors because their access, flexibility and independence allow them to innovate, trial, learn and feed back evidence from local experiences directly to the national level. NGOs also possess technical expertise in both development and education, both of which are required for effective implementation of education programs. In particular, many NGOs ensure a sound evidence base in program implementation through university partnerships and adherence to pedagogical strategies relevant to the contexts in which they work. This dispels the myth that NGOs do not possess adequate evidence-based technical expertise in education. The case studies in this booklet demonstrate the range of knowledge and capacity that NGOs possess in designing, implementing and monitoring education programs in a wide variety of contexts in developing countries worldwide.

The commentary that follows identifies six prominent themes from the case studies which highlight the distinctive contribution of NGOs in extending the reach and improving the quality of education in developing countries.

The six themes are:

- I NGOs can reach the unreached.
- II NGOs work across the whole education sector but target the gaps.
- III NGOs build long-term relationships at community level and strengthen civil society.
- IV NGOs work locally but have a range of relationships with government up to national level.
- V NGOs are an effective, and often efficient, way of bringing about change at system level
- VI NGOs' work is technically sound, evidence-based and able to document long-term impact.



NGOs can reach the unreached

The case studies provide much supporting evidence for the argument that NGOs are the best way to reach the unreached. NGOs offer educational opportunities for people unable to access mainstream programs. Barriers preventing individuals from accessing education opportunities may include gender and disability (see, for example, case studies on Act for Peace, CARE and Save the Children projects in Afghanistan and Pakistan and CBM's work in Cameroon), geographical remoteness and isolation (CARE in Cambodia, Plan in the Philippines, UnitingWorld in Tonga), minority ethnicity, language or religious beliefs (CARE in Cambodia and Timor-Leste, Plan in the Philippines), itinerant lifestyles or extreme poverty. They are able to do this because of their commitment to long-term relationships with local partners and community members, and the confidence engendered by such partnerships to adapt, innovate and work together for change. The focus of national governments is often predominately on reaching the majority of students and as such governments often lack the capacity to address education gaps. In this environment, NGOs are able to connect the most marginalised groups with access to crucial education services.

It is notable how many of the case studies stress the importance of working with the first language of learners and developing curriculum and materials for learning and teaching which draw on local cultures and environments. Again, it appears that in many countries NGOs are best placed to work in this way because they are able to overcome barriers such as geographical remoteness and/or cost (for example, Plan's case study from the Philippines), lack of technical capacity (for example, CARE's work in Cambodia) or politics around language use (CARE's study from Timor-Leste). In countries which are highly culturally diverse, the long-term relationship of NGOs with particular communities supports the development of culturally appropriate curriculum, or at least curriculum content, in textbooks, supplementary readers, teachers' guides and other teaching and learning materials.



NGOs work across the whole education sector but target the gaps

Many countries across the world are now approaching the Millennium Development Goal 2 target of universal primary education (UPE), but this has meant a concentration of attention and resources on access to schooling at primary level, typically measured by enrolment. While part of the broad coalition of actors working towards UPE, particularly in countries where progress has been slow, NGOs have also sought to identify and fill other gaps within the education sector.

Many of these gaps have already been mentioned in this commentary but a summary would highlight the following:

- Providing early childhood education (case studies from Plan in Uganda and Indonesia, World Vision in Sudan and the Solomon Islands, Save the Children in Pakistan, UnitingWorld in Tonga)
- Education for girls (Act for Peace and CARE in Afghanistan)
- Education for people with a disability (CBM in Cameroon, UnitingWorld in Tonga)
- Extending provision of education to lower secondary schools (CARE in Afghanistan and Cambodia, Oaktree's BSI project in Cambodia)
- Introducing innovative curriculum applications and learning materials (Plan in the Philippines, CARE in Cambodia, Save the Children's work on Education in Emergencies, CARE's Lafaek magazine in the Tetun language in Timor-Leste and World Education's TRAC project in Cambodia)
- Providing educational opportunities for out-of-school children and youth (ChildFund's project in Laos).



NGOs build long-term relationships at community level and strengthen civil society

Many of the case studies demonstrate how ANGOs work directly with individuals, communities and civil society organisations at a grassroots level. Patience, listening and long-term presence are required for effective work of this kind. Two case studies drawing on the work of ANGOs with ethnic minority peoples in South East Asia are good examples. Plan's case study on the establishment of learning centres and the development of teaching and learning materials based on traditional stories in the children's first language in Mangyan communities in Occidental Mindoro in the Philippines has evolved over four years. CARE's work with ethnic minority communities in Cambodia's Ratanakiri Province highlights how an intervention, built up and expanded over more than ten years, was based on an initial relationship with community members and children in six remote villages through community schools, school boards and annual assemblies which brought all stakeholders together.

Act for Peace describes how its current project on strengthening girls' rights to education in Afghanistan was also built on a ten-year relationship with its implementing partner, Church World Service Pakistan/Afghanistan, and with local communities. The case study states that a key foundation in the work is 'the support of local Shuras [community consultative councils and religious elders] to sensitise the wider community to the value of girls' education and to encourage parents to ensure young girls are given educational opportunities'. UnitingWorld, through its partner the Free Wesleyan Church of Tonga Education Department, is working with individual village communities in Tonga to raise the quality of informal kindergartens based on successful models of community-run Early Childhood Education facilities in other parts of Tonga.

ANGOs also support the emergence and development of civil society organisations (CSOs) through assistance to CSO networks and peak bodies, which are then able to give voice to the experiences, opinions and aspirations of their members at a national level. The case studies of the work of ASPBAE Australia in Timor-Leste and the Solomon Islands with national CSO education coalitions exemplify this role. In the Solomon Islands, the Ministry of Education has invited the Coalition for Education in the Solomon Islands (COESI) to join national technical working groups as well as to participate in annual reviews of the National Education Action Plan. In Timor-Leste, ASPBAE Australia support has enabled the Timor-Leste Coalition for Education (TLCE) to monitor standards in selected schools. The evidence collected, on video and in print, has been publicised through national media and brought to discussions with leading figures in education and human rights.

Most other case studies in the compilation emphasise that the educational interventions they document are dependent on the participation of local communities. This usually involves a range of activities including extensive consultation before activities begin; project staff who come from or know the project area well; building on and integrating local culture and languages (especially in early childhood programs); offering unprecedented opportunities for professional development to local teachers; linking school managers and teachers directly with parents and families through measures including introducing or revitalising joint governance structures; and community involvement in monitoring.

IV

NGOs work locally but have a range of relationships with government up to national level

It is clear from many of the case studies that ANGOs and their partners, while acting locally, maintain a range of relationships. These relationships have always included a strong presence at national level, with direct access to government through membership of planning, policy and technical committees. Many NGOs are now also finding partnerships at sub-national levels very productive as they offer more space to innovate and learn away from the spotlight that often falls on large-scale national level reforms and the pressure to demonstrate immediate, and successful, results.

Through its TRAC project in Cambodia, World Education and its local partner, Kampuchean Action for Primary Education (KAPE), have been able to bring a number of innovations to the notice of Cambodia's Ministry of Education, Youth and Sports (MoEYS). Project staff have made presentations to national technical groups on methods in the project. These have included training rural teachers to teach reading in a systematic way based on the content of the national language curriculum, tracking the progress of individual children and responding to specific learning difficulties using locally-produced materials. Teachers are also able to seek advice from specialist 'reading coaches'. The role of families in encouraging learning will soon be enhanced by the launching of an app which will be accessible in and out of school on tablets or through smartphones.

World Vision's case study on an ECCD program in the Solomon Islands describes a range of partnerships from grassroots to the national level but also features formal relationships through Memorandum of Understandings (MoUs) at sub-national level (with the Provincial Education Authority of Makira-Ulawa Province) and with participating communities, as well as the Solomon Islands College of Higher Education (SIHCE). Under the MoU with SIHCE, the project introduced a model of distance education which allowed local community members to be trained on-site as Early Childhood Education (ECE) teachers to a level which would previously have required them to travel and live in Honiara, the national capital. As a result, the College now offers four of its courses in a distance mode. Other provinces that have now adopted an on-site model for training ECE teachers include Guadalcanal, Temotu and Malaita.

Save the Children's case study on Education in Emergencies demonstrates how NGOs can work effectively at a national and regional level, in this case in a coordinating role in partnership with UNICEF and the governments of Fiji, the Solomon Islands and Vanuatu under the Education in Emergencies Asia Pacific Capacity Building Project. Save the Children, as a co-lead with UNICEF in the Education Cluster, helped integrate existing responsibilities for disaster preparedness with management of disaster response.

Other case studies in the compilation which discuss the importance of a mix of local, sub-national and national partnerships include World Vision's study on peace building in Sulawesi, Indonesia; CARE's program in ethnic minority areas of Cambodia; CBM's work in Cameroon; Save the Children's study from Malawi; and the Oaktree and World Education projects in Cambodia.



NGOs are an effective, and often efficient, way of bringing about change at system level

NGOs working in education are often the best placed of all the actors in the sector to bring about change. They do this by negotiating the space to work innovatively at a community level, with strong support from schools, teachers, parents and children, and local government. By documenting their initiatives and collecting evidence of results, NGOs and their CSO and local level government partners can demonstrate that particular innovations and reforms are worthwhile, affordable and manageable in the local context. National education systems, characteristically conservative and highly risk averse, recognise that NGOs and their partners play this role more effectively than other organisations. In this way, NGOs can work from a modest base to leverage fundamental change in education systems which larger players (such as UN agencies, development banks, multilateral and bilateral programs) often fail to do.

This can be done on a large scale as set out in the case study on Save the Children's early childhood education project in Pakistan. It has reached over 200,000 children and around 400 schools through a strong partnership with the provincial government of Khyber Pakhtunkhwa. Advocacy based on the work of the project has brought changes to laws lowering the age of admission into schools for children attending early childhood programs and the allocation of funds under the province's Annual Development Plan.

Projects which begin as small, highly focused interventions can also, if resourced and supported, exert influence within state education systems. There are examples among the case studies of projects which have already exerted broad or profound influence, and there are others which, while offering potential, are nascent. CARE's study from Cambodia describes how supporting a small group of schools to develop a bilingual curriculum and train community teachers, outside the state system, led over a 10-year period to changes of education policy and law at the national level. Some of the students in the original community schools have now completed lower secondary education and progressed to study at a regional teacher training college. Some 4,000 students are currently learning in bilingual or bicultural programs in over 40 schools in north-eastern Cambodia.

World Vision's peace building project in Indonesia, which began at a local level in the wake of outbreaks of religious intolerance and violence by working through teachers, was recognised nationally, gave rise to the production of a magazine and resulted in changes to the national curriculum. The project is now being implemented in five other Indonesian provinces. A second example, the replication of the model of remote training of ECE teachers in the Solomon Islands in other provinces, mentioned earlier, was also assessed in a recent project evaluation as being much more efficient than residential study in Honiara. The evaluator calculated that the cost of training 52 ECE teachers on-site in Makira-Ulawa Province was equivalent to the cost of training six teachers in the Honiara facility.

There are other case studies in the compilation which report the beginnings of change – how results are being seen at local levels but still have to break through at a national level. The study on the Socio-Economic Empowerment of Persons with Disabilities Program (SEEPD), for example, describes how CBM and its partners are working in 14 primary and secondary schools, two in each of the seven districts of north-west Cameroon. In assessing progress to date the study reports: 'While the 14 mainstream schools involved in the education component have readily accepted an inclusive education approach, the Ministry of Education is not completely convinced of the benefits of allocating national resources to support inclusive education.' From this learning, the CBM partner has strategic plans for future engagement with the Cameroon Government.

ChildFund's study of youth leadership and sport in rural Laos also describes a modest initiative which uses innovative partnerships to respond to an obvious need. Yet the project has been able to attract attention at a national level, sparking interest which could lead to policy changes which address imbalances in the national school curriculum as well as opening up opportunities for non-formal programs for out-of-school youth.

Finally, the Beacon Schools Initiative (BSI) established by Oaktree and KAPE offers a radical re-definition of schooling at the lower secondary level in rural Cambodia. Conducted in a small number of state schools, through agreements

with provincial and local education offices, the project aims at nothing less than an overhaul of the whole culture of government schooling – from management and administration through teaching and learning to facilities and the environment. The BSI initiative has clear potential for replication but also, perhaps more importantly, to educate and mobilise public opinion around the effectiveness and quality of education and what can be achieved in Cambodia.

VI NGOs' work is technically sound, evidence-based and able to document long-term impact

The case studies also demonstrate the capacity of ANGOs to manage educational interventions which require specialist knowledge and experience and which gather quantitative and qualitative evidence of results. ANGOs routinely compile and compare baseline and endline data, even on small-scale projects, and use controls and counterfactuals on large-scale interventions. Evidence of improvement in student learning is included in many case studies.

Plan's case study on its ECCD projects in Uganda and Indonesia describes the high level of education specialist involvement in the design and planning stages. The impact of the projects is being tracked through academic-led research assessing the quality of the preschool program, school readiness and school achievement in Grade 1, as well as comparing children who had attended Plan-supported preschools with children who had not. Parental skills, knowledge and practice in each country are also being tracked.

Save the Children's Literacy Boost project in Malawi, WEI's TRAC project and World Vision's Solomon Islands case study make comparisons between learning outcomes for children in schools targeted by their projects and levels of achievement by children in non-targeted schools. Save the Children collected and analysed data from nine intervention and 12 control schools and were able to demonstrate significant gains in literacy even after the first 12 months of the project. Statistically significant gains were also noted when comparing intervention schools against control schools in the TRAC project in Cambodia and in World Vision's ECCD project in the Solomons.

The All Children Reading Global Challenge (ACR), set up by Australian Aid, USAID and World Vision, attracted submissions from NGOs worldwide. The TRAC project was implemented in Cambodia by World Education and a local NGO partner, KAPE. TRAC was successful in the first round of ACR grant funding, a clear recognition of both the technical quality of the proposal and its innovative edge. Although a relatively small project in terms of reach, duration and budget, the case study shows TRAC to be an intense set of complementary interventions around teaching and learning of reading in early primary school.

CARE's bilingual education case study from Cambodia, documenting more than ten years of engagement, is also a longitudinal study of impact. CARE's work began in community schools at primary level and grew to include early childhood education, secondary schooling and progression to tertiary level teacher training. CARE is also able to quantify results over a period of almost 15 years in the case study on its Empowerment through Education project in Afghanistan (EEA). The study describes how CARE worked with NGO partners and the Ministry of Education to build on predecessor Community Organised Primary Education (COPE) and Lower Secondary Community-Based Education (LSCBE) projects to reach some 220,000 students in over 7,000 community schools in eleven provinces in Afghanistan.

Building on the strengths of NGOs' work in education

It is important that international aid continues to support under-resourced and under-achieving state education systems through established global and bilateral mechanisms. Many long-standing recipients of Official Development Assistance, particularly in Asia, are now becoming middle-income countries. The main challenges of access to education in the future in such countries will be in reaching the unreached, rather than in delivering mainstream services.

Furthermore, it is well documented that many state systems of education, despite impressive results in expanding access to formal schooling at primary level, are making little progress in improving quality. In part, this is due to lack of resources and mismanagement (clearly seen in the widespread shortages of qualified teachers caused by poor working conditions and pay), but it is also a result of an entrenched conservatism at the central level in education ministries, in teacher training institutions and in school leadership.

Members of ACFID's ESWG have compiled these case studies to support the argument that ANGOs and their local partners can and should play a more prominent role in education and development. They have the flexibility to operate at sub-national and local levels, form partnerships, develop innovative and alternative approaches, bring evidence of results back to national level forums and inform education policy development. By working with community members and civil society organisations, ANGOs are able to build pressure from the bottom-up to complement the work of national governments and global and multilateral bodies on improving the quality and accessibility of education and realising the rights of citizens.

Case Studies and Key Themes

Note: many of the case studies included in this compilation touch on all or most of the six themes identified in the introduction. To assist readers to locate case studies of interest to them, the table below highlights prominent themes in each case study.

	Case Study	Page	Build long-term, local relationships and strengthen civil society	Reach the unreached	Target the gaps in coverage in the education sector	Work with government at national, sub-national and local levels	Bring about change at system level	Technically sound, evidence-based work
AFRICA	Socio-Economic Empowerment of Persons with Disabilities; Cameroon (CBM Australia)	16		✓	✓			
	Developing a Community-Managed Approach to Early Childhood Care and Development; Uganda and Indonesia (Plan International Australia)	19			✓			✓
	Integrating Early Childhood Care and Development into Nutrition Programs in South Darfur; Sudan (World Vision Australia)	24		✓	✓			✓
	Literacy Boost in Malawi (Save the Children)	28			✓	✓		✓

	Case Study	Page	Build long- term, local relationships and strengthen civil society	Reach the unreached	Target the gaps in coverage in the education sector	Work with government at national, sub-national and local levels	Bring about change at system level	Technically sound, evidence-based work
SOUTH ASIA	Strengthening Girls' Educational Rights in Afghanistan (Act for Peace)	31	✓	✓	✓			
	Empowerment through Education in Afghanistan (CARE Australia)	34		✓	✓			
	Giving Children a Head Start in Education through Early Childhood Care and Education; Pakistan (Save the Children)	38	✓		✓	✓		
	Bilingual Education for Ethnic Minority Groups in Cambodia (CARE Australia)	40		✓			✓	✓
	Raising Educational Quality through Public Private Partnerships; Cambodia (Oaktree and KAPE)	42			✓	✓		
	Total Reading Approach for Children; Cambodia (World Education Inc. and KAPE)	45			✓	✓		✓
	Harmony Education; Indonesia (World Vision Australia)	48			✓		✓	
	Youth Leadership through Sport in Rural Laos (ChildFund Australia)	51		✓	✓	✓		
	The Journey to Literacy for Mangyan Children; Philippines (Plan International Australia)	54		✓	✓			
	Civil Society Engagement on Education for All; Timor-Leste (ASPBAE Australia)	58	✓					
	The Lafaek Children's Magazine; Timor-Leste (CARE Australia)	60		✓	✓			
PACIFIC	Building the Credibility of Civil Society Organisations; Solomon Islands (ASPBAE Australia)	63	✓					
	Education in Emergencies and Disaster Risk Reduction for the Pacific (Save the Children)	65			✓	✓		
	'The Reef of Today Is the Island of Tomorrow'; Tonga (UnitingWorld)	69	✓	✓	✓			
	Integrating Local Culture and Language into ECCD; Solomon Islands (World Vision Australia)	74			✓	✓	✓	

AFRICA

Socio-Economic Empowerment of Persons with Disabilities Program (SEEDP)

CBM

Cameroon



Aim

The Socio-Economic Empowerment of Persons with Disabilities Program (SEEDP) has been established to ensure people with a disability are socially and economically empowered and have access to education.

Overview

SEEDP commenced in 2009, operating through a cluster approach, with knowledge exchanged across government, community, development and disability organisations. This program works across seven districts of north-west Cameroon, the most socially and economically deprived region of the country. The education element of this project is focused on establishing disability-inclusive education skills and facilities in 14 primary and secondary schools as well as encouraging enrolments in special schools where relevant. Activities include altering teaching methods to cater for children with a disability, educator workshops targeting attitudinal change, development of a handbook on inclusion, an Inclusive Education Adviser, mini-workshops each term to support teachers in inclusive pedagogy, forums for teachers to celebrate successes and brainstorm inclusive solutions, and scholarships to assist children with a disability to attend school.

Background

People with a disability in Cameroon face a range of barriers including poor access to rehabilitation and assistive devices, with an estimated 90% of people with a disability not currently accessing school or other services. Mainstream schools do not cater for children with disabilities and very few special schools exist, leaving the majority of children with a disability uneducated and excluded from mainstream community activities.

The disability inclusive education approach within SEEDP

SEEDP is a cluster of individual projects including livelihood, health and inclusive education. In striving to improve the attendance rates and quality inclusion of children with a disability in the project's schools, a strategy was developed through consultative meetings with directors of teacher training colleges and education authorities in the region. Educational challenges for children with impairments were highlighted including the challenges of low achievement levels and poor school attendance. The project was then designed following this consultation.

SEEDP used two main strategies to increase access to education. The first was to increase enrolment in special schools by raising awareness of the importance of education in communities and reducing stigma. The second involved working with one primary school and one high school in each of the seven divisions to increase mainstream inclusion of children with a disability. The project team were aware that simply increasing school enrolments through community awareness campaigns would be insufficient to enable children with a disability to learn effectively. As a result, workshops were conducted with mainstream teachers to change attitudes and equip teachers with simple inclusive strategies. This was supported by a handbook on inclusive education developed by the project's Inclusive Education Adviser.

Inclusive education is a new concept in Cameroon. As a result, broader community and government activities focused on advocacy on the rights and benefits of inclusive education and raising community awareness. In addition, specific advocacy efforts targeted barriers to education, with SEEDP advocating to the General Certificate of Education Board to make specific provisions for candidates with a vision impairment to sit for school examinations. The Education Board agreed to provide accessible exam papers and the Communication Unit of the project assisted the government to produce exam scripts in Braille.

The need for disability specific resources became apparent during monitoring visits. Teachers identified progress with some students but also identified the need for assistive devices and additional specialist support for the inclusion of some disability groups. To respond to this, Learning Support Resource Centres are being established with a range of assistive technology including computers, Braille embossers, vision assessment packs, talking dictionaries, live scribe pens and text-to-speech software. As a result, students with specific support requirements such as profound vision impairments are now being included in the mainstream classroom as well as receiving specialist support through training in the use of a computer with speech-to-text software. SEEDP is currently rolling out the resource centres across all 14 schools with the requirement that the school provides a well-secured electrified room and allocates a permanent staff member to work in the room and receive inclusive education training.

SEEDP is also engaged in research to support the implementation of their programs. The Centre for Inclusion Studies is its research partner and helps to address the lack of reliable information on disability in the region. Research and communication activities have also supported SEEDP with implementation of other program components. A research centre was established because there was a lack of reliable information on disability available in the region. This centre has been involved in completing baseline assessments, documenting best practice approaches and conducting research on key areas that support program implementation and management.

Partnerships with government

A good relationship between government and SEEDP has been built through ongoing awareness raising and advocacy efforts. In addition, partnership with the Ministry of Education and the government has been enhanced by working with state-run schools. The work with local governments has resulted in the establishment of scholarships for children with a disability to attend school. The uptake of examination accommodations for students with a disability is also credited to the good relationships with government and the Education Board. The project has been invited by the Higher Teacher Training College in Bambili to teach a course on inclusive education in the Department of Guidance Counselling with the plan to make this a mandatory course for all teachers in training in the college. SEEDP also plans to meet with and present their work to the ministers of basic and secondary education as part of their ongoing relationship-building efforts with government.

Key success factors

This project is a strong example of the benefits of partnering with government and other community-based organisations to provide a comprehensive, coordinated approach to disability inclusion in education. In order for this complex network of partners to operate effectively, the central coordination unit has been critical, as has the stakeholder committee. The presence of people with a disability on the stakeholder committee has ensured that key concerns are heard.

Uniting under one cluster program has increased the success of each individual program. The inclusive education component of SEEDP has been enhanced due to advocacy efforts and through alliance with referral services such as rehabilitation and medical services.

The provision of practical resources including an inclusive-education handbook for teachers has been valuable alongside advocacy in including children with a disability in schools. Resource centres are also being established with an aim to have staff with specialist inclusive-education knowledge to support schools with educational plans, provision of inclusion materials and assistive devices.

Evidence of change

SEEDP's recent evaluation has found that the project has made a wide and varied impact on the quality of life of people with a disability. At an individual level, people with a disability are more aware of their rights, more assertive and have increased self-esteem,⁴ and more children with disabilities are enrolled in schools. At a societal level, the attitudes of family and community members towards people with a disability have also changed. Parents appear more positive about sending their children with a disability to school due to the combined impact of communication and advocacy activities.

Lessons learned

An external evaluation of the project contributed significantly to identifying the strengths and weaknesses and lessons learnt to inform phase two. One of the key findings was that although the project has been successful at including people with a disability in planning and monitoring, people with a disability have not been directly involved in program implementation. As a result, more activities in the future will be implemented by people with a disability.

While the 14 mainstream schools involved in the education component have readily accepted an inclusive-education approach, the Ministry of Education is not completely convinced of the benefits of allocating national resources to support inclusive education. As a result, more activities focused on advocacy to the government will occur in the next phase of the program. The long-term hope is that the government will see the importance and benefit of the approach and the programs being overseen by SEEDP and will take ownership in the future.

The project also found that it is vital to have a central coordination unit when working with multiple partners to implement, communicate and cause change effectively.

⁴ As reported during discussions with CBR workers and through most significant change stories of people with disabilities collected during the 2011 evaluation.



CBM Australia – Teachers of the 14 schools at group work during a capacity-building workshop on inclusive education.

Developing a Community Managed Approach to Early Childhood Care and Development

Plan International Australia

Luweero West, Bamunanika and Lira, Uganda; and
Lembata, Kefa and Flores, Indonesia.



Since 2008, Plan International Australia has led the development of an approach to Early Childhood Care and Development (ECCD) programming called Community-Led Action for Children (CLAC). Plan has worked with international ECCD consultant Deborah Llewellyn to develop and extensively field test the approach, across a range of countries in Africa and Asia.

CLAC seeks to demonstrate that the poorest children can achieve development outcomes, social potential and school success through a sustainable system of home and community supports that address barriers and strengthen early childhood outcomes. The approach is closely aligned with *4 Cornerstones to secure a strong foundation for young children*, the conceptual framework of the Consultative Group on Early Childhood Care and Development.⁵

Although numerous Plan program countries have adapted and applied the CLAC approach, the development and field testing of CLAC has been strongest in Uganda and Indonesia and has been supported with funding from ANCP.

CLAC in Uganda

Prior to the implementation of CLAC in Uganda, a range of approaches to ECCD programming had been undertaken, but there was no consistent national approach and it was difficult to measure program impact.

In 2008, Plan Uganda hired international ECCD consultant Deborah Llewellyn to undertake a comprehensive study of issues confronting the poorest children in Plan Uganda's program areas.⁶ This was followed by an internal process of learning and reflection, culminating in an ECCD Model Development workshop. The strategies identified to take ECCD forward included prioritising ECCD as a country program; putting the poorest families at the centre; strengthening families to provide the support that children needed; focusing on outcomes at the child level; ensuring a multi-sectoral, integrated approach; improving the quality of ECCD centres and caregiver training; building community leadership; and rethinking partnerships.

These strategies formed the basis for developing a preliminary model for a high-impact, community-managed ECCD program with the goal of ensuring that all children aged birth to 8 years in targeted Plan communities develop and learn to full potential through effective ECCD supports. These supports come in the form of a parenting program to increase knowledge and skills of parents to support the development of their children aged birth–8 years; early childhood education programs targeted at 3–6-year-old children; school and community supports to ensure successful transition to primary school; and collective action at community, district and national level to meet the development needs of children.

⁵ The Consultative Group on Early Childhood Care and Development, accessible at www.ecdgroup.org

⁶ Llewellyn, D. (March 2008), 'Developing a Model for Community-Led ECCD Trip Report', Plan Uganda, unpublished.



Plan International Australia – Outdoor activities are a valuable part of the daily routine at Plan-supported ECCD centres in Uganda.

With support from Plan International Australia, the CLAC project was piloted from 2009 to 2012 and provided the basis for ongoing action, research, experimentation and documentation to achieve learning about best practices for child development. During this time, the project was scaled up to all five program areas of Plan Uganda – Lira in the north, Tororo and Kamuli in the east, Luweero in the west and Kawempe in Kampala City.

Using research for learning and project improvement

In 2011, a longitudinal study was initiated to track the impact of the program. Two reports have been produced by Dr Frances Aboud, McGill University, Canada, and Elias Kumbakumba, Mbarara University of Science and Technology, Uganda.⁷ The first, released in 2011, measured the impact of the ECCD centre program on children aged 3–5 and found that children in Plan-supported centres performed far better developmentally in all areas than their counterparts in non-Plan centres, and that this difference was greater again compared with children who were not attending centres at all. The parenting evaluation released in 2012 had more mixed results. While the Plan parenting program had some significant impact on caregivers – namely in practising more health prevention, recalling more messages about parenting, and in some sites having children with better nutritional status – it was felt that parents were not adopting better dietary or stimulation practices, and needed to be more aware of milestones for child development. New parenting messages were developed and are now being implemented in parenting groups in new program areas. Program staff will closely monitor the changes and compare results.

A study of gender in the Uganda ECCD program was also undertaken by independent gender consultants Di Kilsby and Anna Trembath in 2012, with the support of Plan offices in Australia and Finland. The aim of the study was to ascertain how ECCD could be a vehicle for transforming gender relations and to develop a practical training toolkit to assist in this process.⁸ The report concluded that girls and boys are being socialised into traditional gender roles by parents and within ECCD centres, despite efforts to implement a ‘gender-neutral’ curriculum and to promote gender equality through the CLAC program. It also found potential entry points for introducing a gender-transformative approach, including through the development of a gender training toolkit. This training addresses different levels of consciousness about gender in order to get people thinking differently about traditional roles and how girls and boys can have equal rights and opportunities in the ECCD program as well as in later life. This gender study and toolkit, as well as the learning from the longitudinal study, will inform activities for the second phase of CLAC program implementation in Uganda.

⁷ Aboud, F. & Kumbakumba, E. (2011), ‘Evaluation of Preschool Quality and Children’s School Achievement’ and (2012) ‘Evaluation of the Plan Uganda Parenting Program’, Plan International Australia, both unpublished.

⁸ Kilsby, D. & Trembath, A. (2013), ‘Moving Toward a Different Gender Horizon: Gender in Early Childhood Care and Development in Uganda’, Plan International Australia and Plan Finland, unpublished.

Incorporating innovative use of technology

Also in 2012, through an innovative partnership between Nokia and Plan International in Uganda, Australia and Finland, a project titled 'Mobile Videos for ECCD'⁹ began using mobile technology to record, deliver and share project information through the interactive medium of video. The videos capture practical examples of implementation and interactions with caregivers, parents, community leaders, government officials and children. They have multiple uses, including to communicate good practice, aid training and capture change at community level. Nokia Education Delivery (NED) is also being used in rural communities which lack grid electricity and equipment for showing videos. Mobile phones running NED provide an easy-to-use interface to manage video content and download material via the internet. A screen, battery-powered projector and portable loudspeaker mean videos can be shown to larger audiences.

CLAC scale-up

Building on the promising lessons and good practices emerging from the Plan Uganda CLAC pilot, a regional approach to ECCD aims to strengthen the capacity of country teams in eastern and southern Africa to effectively plan, deliver and monitor comprehensive ECCD programs. Five country programs funded by Plan International Australia and Plan Finland in Mozambique, Kenya, Uganda, Ethiopia, and Zambia now use CLAC as their national approach to ECCD. Other countries showing interest include Egypt, Rwanda and Tanzania. All countries in the region participate in ECCD mentoring, capacity building and learning initiatives, which are supported by a Regional ECCD Coordinator appointed in 2012.

The CLAC approach applied by Plan in the context of eastern and southern Africa has also been adapted to countries in Asia, including Indonesia, Timor-Leste, India and Vietnam, with a strong focus on parenting.

CLAC in Indonesia

In Indonesia in 2010, Plan undertook an early childhood curriculum review and situational analysis in target districts in Nusa Tenggara Timur (NTT) in eastern Indonesia. The curriculum review found that outmoded curricula and teaching methodologies were being used which required high levels of human and physical resourcing inappropriate for rural areas. The review made recommendations for curricula incorporating best practices from Indonesia and globally.¹⁰ At the same time, a situational analysis explored parenting practices (including traditional indigenous practices), child protection issues, and health and nutrition status, as well as access, availability and quality of ECCD services. The situational analysis found low levels of community understanding of the importance of ECCD and patchy access to early learning programs. A parental focus on physical needs was identified, which contrasted with a lack of knowledge of the value of early stimulation and support for social-emotional development, prevalence of physical punishment, poor breastfeeding practices, food taboos and poor nutrition.¹¹

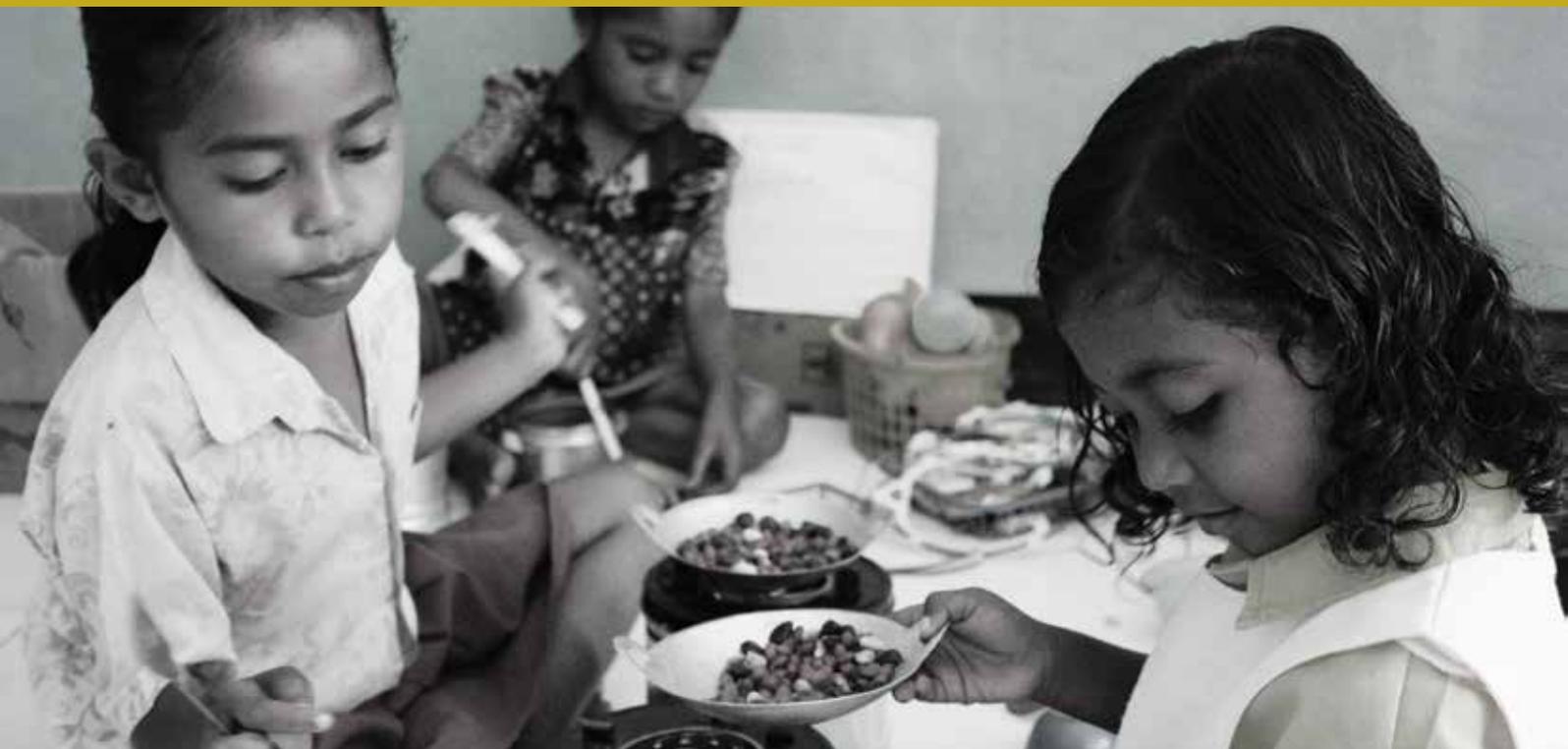
Past project experiences of Plan and results from the curriculum review and situational analysis contributed to a deeper understanding of the situation for young children in rural and remote communities in Indonesia and shaped the application of CLAC to three areas in NTT – Flores, Lembata and Kefa.

The focus of CLAC in Indonesia is on delivering high impact, low cost and culturally appropriate community-managed ECCD. The project targets children aged 0–8 years and their parents/caregivers and incorporates the same four key components of the CLAC approach as in Uganda, aligned to the *4 Cornerstones*.

⁹ Plan International (2012), 'Voices from the Field', unpublished.

¹⁰ Aboud, F. (2010), 'Recommendations of ECCD Curricula Review in Indonesia', unpublished report for Plan Indonesia.

¹¹ Crisis Centre of the University of Indonesia (PUSKRIS-UI), (2010), 'The Situational Analysis of ECCD and Parenting Practices in Sikka and Lembata', unpublished report for Plan Indonesia.



Plan International Australia – Children enjoy the imagination corner at an ECCD centre in Indonesia. This corner encourages creativity and socialisation.

Working with communities and government

When establishing CLAC as a new approach, Plan recognised the importance of using the Posyandu (community-based health service) as an entry point for implementation because they reach every child aged 0–5 in the community, with physical infrastructure already in place in most communities. Also, there are existing trained staff at the Posyandu who can take leadership roles in promoting ECCD, and Posyandu can serve as an entry point for different local institutions such as the District Health Office, District Education Office, Family Planning Board and Family Welfare Movement to integrate their support for young children.

Plan has worked very closely with other stakeholders supporting ECCD in Indonesia and has been promoting the CLAC approach. This has led to interest from district and village level government to use and adapt the Plan parenting materials – in 2013, for example, the District Health Offices in Sikka and Lembata and the District Women’s Empowerment and Family Planning Board. The latter will use the Plan CLAC parenting materials for their parenting program (BKB) which will be implemented by the Family Planning Field Officer and monitored jointly with Plan. At village level, some villages have allocated village budget to ECCD activities as a result of CLAC. Also in 2013, Plan signed a Memorandum of Understanding (MoU) with five villages in one sub-district in Sikka to increase access to, and quality of, ECCD services by using the CLAC parenting and ECCD centre materials of Plan. Of these five villages, only one of them was actually a Plan targeted village; the other four have taken their own initiative to replicate the CLAC approach. The MoU also includes a commitment to provide funds from the village budget to support ECCD from 2014.

Building partnerships with government is a key strategy of the project, and Plan has ensured strong alignment with the new national government strategy on Integrated and Holistic Services for Young Children. At a national level, Plan has engaged with government, including through core membership of the National ECCD Coalition of Indonesia, a network of government, local and international organisations working in ECCD who meet regularly, to share their experiences and expertise, drawing on international research and best practice and work being undertaken in-country.

Building an evidence base for CLAC

In 2013, the first evaluation of preschool quality and student achievement was conducted by Dr Frances Aboud from McGill University, Canada, in partnership with the University of Mataram, Lombok, Indonesia.¹² By working with Dr Aboud in Indonesia, as well as in Uganda, Plan is seeking to build an evidence base for the CLAC approach.

The aims of the Indonesian study were to assess the quality of the preschool program, school readiness and school achievement in Grade 1 comparing children who had attended Plan-supported preschools with children who had not. The study found that overall the quality of the Plan-supported preschools was good. Strengths included a daily routine that allows for a variety of activities; a hand-washing routine; freedom given to children for movement and interactions with each other; attentive and friendly caregivers. Areas identified for improvement include increasing variety and complexity of maths activities, more story reading and more material for free play, including sand and water and materials for dramatic play. In the area of school readiness, children from Plan-supported preschools performed significantly better than the control children but did not maintain this advantage in Grade 1. This is likely to be because Plan-supported preschools had been teaching skills quickly acquired by all children in Grade 1. This means Plan needs to focus much more on training teachers to manage activities that support reasoning and problem-solving and on skills for reading like visual recognition and phonetic rules. These findings will help Plan to continue to build program quality and impact, and the evaluation will be followed up in future years.

Overall, the development and testing of the CLAC approach by Plan has stimulated a number of key innovations, including development of comprehensive 'how to' curriculum guides, training and awareness-raising materials using mobile technology and impact studies that evaluate outcomes at the child level. In the countries where CLAC has been implemented in Africa and Asia, there has been government buy-in and support, particularly at village and district level, and this can be seen in multiple examples of cross-monitoring, commitments to increase village and district budgets to support ECCD, promotion of the CLAC approach and materials by government staff, and formalisation of arrangements between Plan and other stakeholders, including government. CLAC has demonstrated clear potential for scale-up and replication, with evidence of this in both Uganda and Indonesia. CLAC has also proved to be innovative in the way it has built early childhood expertise and leadership in Plan, and in the communities in which Plan works. Plan is confident that CLAC is an approach with enormous potential to change the lives of many, many children and, by extension, the lives of their families and communities too.

¹² Aboud, F. & Apriatni, M. (2013), 'Evaluation of Preschool Quality and Student Achievement', unpublished report to Plan Indonesia.

Integrating Early Childhood Care and Development into Nutrition Programs in South Darfur

World Vision

South Darfur, Sudan

World Vision

Overview and background

Darfur has been affected by violence for several decades, escalating into civil war in 2003. Fighting between militia groups and the government of Sudan has caused large-scale suffering and displacement. Inadequate humanitarian access and systematic violence against civilian populations, especially women and children, has given way to one of the world's most desperate humanitarian situations. According to UNHCR, over 4.7 million people have been directly impacted by the conflict and are receiving humanitarian assistance, and 2.3 million of them have been forced to flee their homes and seek refuge in Internally Displaced People's (IDP) camps.¹³ To add to the crisis, increasing desertification has led to competition over natural resources. As a result, over the past decade people in Darfur have suffered from poor food production and insufficient access to water, education and health services.

World Vision Sudan (WVS) has been providing humanitarian assistance to war-affected populations in Southern Darfur state since the height of the conflict in 2004. Core interventions are primarily focused on food security, health, maternal and child health and nutrition, water and sanitation and, most recently, early childhood development.

As the crisis has eroded the community's usual coping capacities, over the past eight years WVS has been implementing emergency nutrition interventions addressing acute malnutrition with support from the World Food Program (WFP), UNICEF and the Ministry of Health (MoH). During this period, several food security and nutrition assessments have been carried out by the MoH revealing almost one out of every three children in South Darfur is stunted, despite the ongoing nutrition interventions. Community interviews found that the general community perception was that malnutrition was a direct result of food insecurity. However, the survey also revealed that only 51% of households use soap and water for hand washing at key times and only 49% of women with children under the age of 5 reported to practise safe disposal of children's faeces, making their children more susceptible to diarrhoea and thus malnutrition. Not surprisingly, 59.6 % of children under 5 had suffered from diarrhoea two weeks prior to the survey. In addition, the results indicated alarmingly low rates of exclusive breastfeeding up to 6 months of age, being another risk factor for malnutrition. These results highlighted the need to couple nutrition interventions with behaviour change messages related to hygiene, health and nutrition.

Furthermore, WVS staff began to recognise the links between malnutrition and a lack of stimulation a child was experiencing, as having an impact on a malnourished child's recovery rate in addition to their long-term development. An increasing amount of evidence suggests that programs aimed at improving infant stimulation and responsive parenting not only result in better nutritional outcomes and faster recovery rates but also have a beneficial effect on children's long-term development and mental health. It is well documented that the first three years of a child's life are critical for optimal physical and cognitive development. According to UNICEF and WHO, the absence of adequate nutrition, coupled with a lack of physical and emotional stimulation from caregivers (in the form of sounds, objects, touch and movement and a positive emotional attachment), can lead a child's brain to develop abnormally resulting

¹³ UNHCR (2013), '2013 UNHCR country operations profile – Sudan.' Retrieved 6/8/13 from www.unhcr.org/pages/49e483b76.html

in developmental delays and an increased vulnerability to mental illness later in life. UNICEF and WHO highlight that during a food crisis it is even more vital to consider physical and emotional stimulation. A child experiencing nutritional deficiencies may show reduced activity and become apathetic; therefore, the caregiver may reduce the amount of stimulation provided to the child as the child stops reacting. In addition, many caregivers are unable to provide psychosocial stimulation to their children during a food crisis due to their own poor physical or mental health.^{14 15}

Therefore, in 2012, WVS, in partnership with WFP, began implementing an 'Integrated Blanket Supplementary Feeding Program' (IBSFP) in Otash and Deriege IDP camps.¹⁶ The program has a focus on nutrition for children under 3 years old who are vulnerable to or experiencing malnutrition, in addition to pregnant and lactating mothers. However, unlike similar projects implemented in the past, there now exists an increased emphasis on behavioural change to reduce illness that may lead to malnutrition, in addition to education on early childhood development and the importance of stimulation for all children, most especially those who are malnourished.

14 WHO (2006), Mental Health and Psychosocial Well-Being among Children in Severe Food Shortage Situations, Geneva: WHO.

15 UNICEF (2012), Mission sur Diourbel (20/12/2012) Visite du projet d'appui psychosocial des enfants accueil au Centre de Récupération Nutritionnel (CREN).

16 WVS Sudan (2012), End Project Narrative Report for EMOP 200312 Integrated Blanket Supplementary Feeding Program.



World Vision Australia – Caregivers receiving behavioural change messages within caregivers clubs.



World Vision Australia – World Vision Sudan staff show off toys they have made during an ECCD training session.

Innovations

In addition to providing food rations to children and pregnant and lactating mothers, the project utilises the long waiting periods at therapeutic feeding centres as a cost-effective way to hold ‘caregivers clubs’. Discussions in the clubs are facilitated by community mobilisers and the caregivers are free to share positive experiences in nutrition and childcare practices, including practical cooking demonstrations on nutritious recipes and food preparation techniques using locally available foods. The discussions also include sessions on the importance of appropriate hygiene to prevent disease and the benefits of exclusive breastfeeding.

Moreover, the importance of stimulation for young children is highlighted within the caregiver groups, with practical examples and experience shared on responsive parenting. Canadian organisation Hincks-Dellcrest provided technical support to this aspect of the project, conducting a three-day workshop for community mobilisers in a program known as ‘Learning through Play’. The objectives of Learning through Play are to disseminate knowledge to parents and caregivers on the healthy growth and development of young children, and to empower parents to interact with their children in a way that enhances their physical, cognitive, linguistic and socio-emotional development.

Community mobilisers training in this approach adapted material for the South Darfur context, developing modules for the caregivers’ groups based around simple, culturally appropriate techniques including singing, telling stories, playing games, making toys from local materials and engaging with children emotionally through smiling and looking into their eyes. Furthermore, to ensure messages are being practised within the home, community mobilisers conduct home visits and use this opportunity to reinforce the topics discussed.

Partnerships and sustainability

Globally, World Vision International (WVI) is WFP's largest implementing partner, delivering emergency food aid in over 30 countries with WFP's support in the areas of logistics and food or food voucher provisions. Thus this project, like so many others, would not be possible without close collaboration and partnership between WWS and WFP.

Furthermore, the Sudanese Ministry of Health provided significant support to this project in the form of development and adaption of educational materials and community volunteer training, as well as joint project monitoring. UNICEF, as the lead developer of the guidelines 'Integrating Early Childhood Development (ECD) Activities into Nutrition Programmes in Emergencies: Why, What and How',¹⁷ on which the ECD component of this project was based, was continually consulted for technical guidance in addition to documenting lessons learnt throughout the project cycle.

The example below highlights the impact of behaviour change messages, and the fact that that caregivers carry these messages to other caregivers within their community. This provides evidence of sustainability and that the project impact is more far-reaching than can be measured. Moreover, based on anecdotal evidence, it is expected that the average length of recovery for children within this program will be far more rapid than for children registered in other supplementary feeding programs not addressing behaviour change in the same region of South Darfur. This is based on research findings showing that the average duration in treatment of malnourished children is reduced with the introduction of stimulation. (For example, in Senegal prior to the integration of stimulation and improved caregiver techniques, average recovery was 12 days, with the average duration reduced to eight days after an integrated approach was adopted.¹⁸) Just as UNICEF in West Africa have requested all nutrition partners to include simple stimulation techniques within their program to enhance project effectiveness (based on the evidence coming out of Senegal), it is hoped that once data from the Sudan IBSFP is quantified and disseminated, it will be used to advocate that WVI and WFP adopt an integrated nutrition and ECD approach within all projects aimed at addressing malnutrition.¹⁹ This would apply not only in Sudan but also at a global level across the 30 countries in which WVI and WFP partner. This would enable programs aimed at addressing malnutrition to be more cost effective with a reduction in recovery times for malnourished children, as well as ensuring that children's long-term development is not held back by the dual crisis of malnutrition and under-stimulation.

Key Outcomes

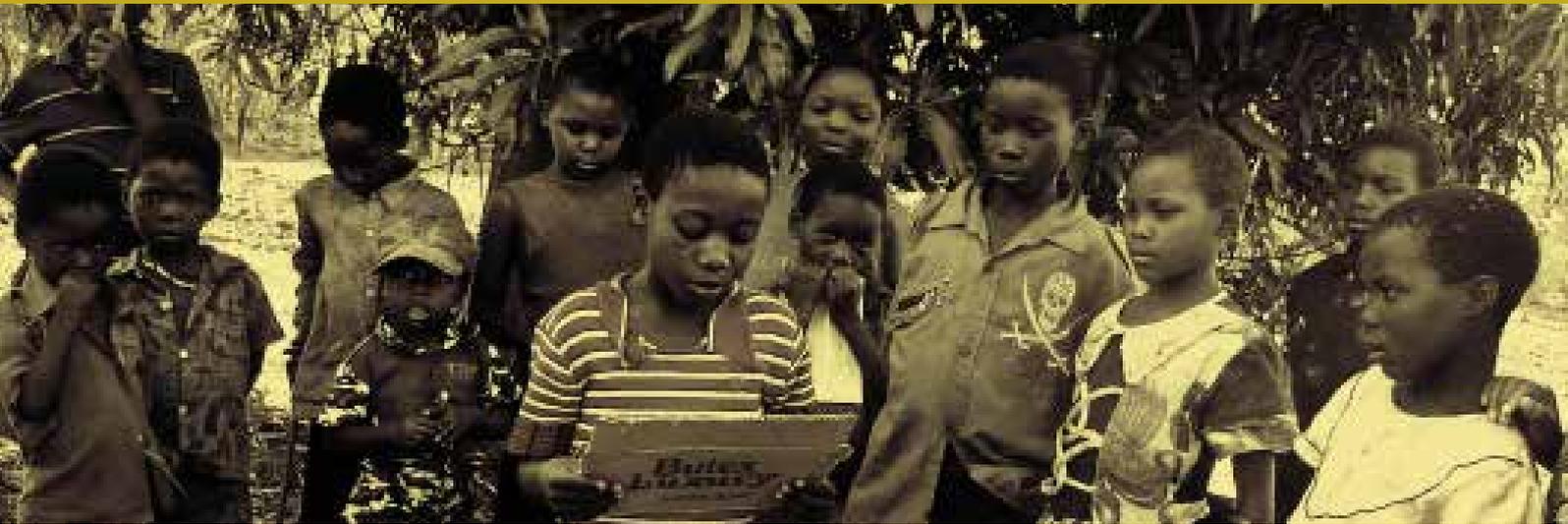
Operating in any conflict zone comes with significant risks, and unfortunately at the time of writing this case study (July 2013), such risks were made clear. During a clash between militia groups, the WWS head office in South Darfur was hit with a rocket-propelled grenade, killing two WWS staff members and injuring numerous others. Unfortunately, the office was also looted, with many assets stolen including monitoring data related to this project. The data that was being collected was aimed at measuring the impact of behaviour change messages. While the data is yet to be recovered, anecdotal evidence from community mobilisers suggest that the indicators of success are being seen via an increase in caregivers who report washing hands before preparing food, an increase in caregivers who exclusively breastfeed their child up to six months of age and an increase in caregivers reporting they are frequently playing with their children, in addition to a demonstrated improvement in caregiving techniques. A great example of this was witnessed within Otash IDP camp by Mohammed, a health intern working with WWS:

“ *As I was participating in a community outreach campaign, I overheard a child crying loudly. I stopped to see what was happening and witnessed a mother beating her child harshly. Soon a crowd gathered and I was pleasantly surprised by what I heard some of the women in the crowd say. They began by telling the mother to stop hitting her child as this was not the way to treat a child. They told her that the child might be hungry or might be in need of comfort, but hitting them would not produce any good results. I overheard the women mention this is what they have learnt during caregiver sessions within the IBSFP, indicating that the behaviour change messages around responsive parenting are making a noticeable difference.*

17 UNICEF & WHO (2012), 'Guidance Note for Integrating Early Childhood Development Activities into Nutrition Programmes in Emergencies', Geneva: UNICEF & WHO.

18 UNICEF (2012), Mission sur Diourbel (20/12/2012) Visite du projet d'appui psychosocial des enfants accueil au Centre de Récupération Nutritionnel (CREN).

19 WVI Sudan (2012), IBSFP, Project Proposal.



Save the Children – Beatrice Kaiwe practises her reading out loud during reading camp. Beatrice is an 11-year-old fourth-grader from a village in the Zomba district of Malawi.

Literacy Boost in Malawi

Save the Children

Zomba District, Malawi



Save the Children
Australia

Literacy Boost is Save the Children's innovative, evidence-based program to support the development of reading skills in young children. Literacy Boost holistically pursues the goal of literacy by using assessments to identify gaps and measure improvements in the five core reading skills (letter knowledge, phonemic awareness, vocabulary, reading fluency and comprehension); training teachers to teach the national curriculum with an emphasis on reading skills; and mobilising communities to support children's reading.

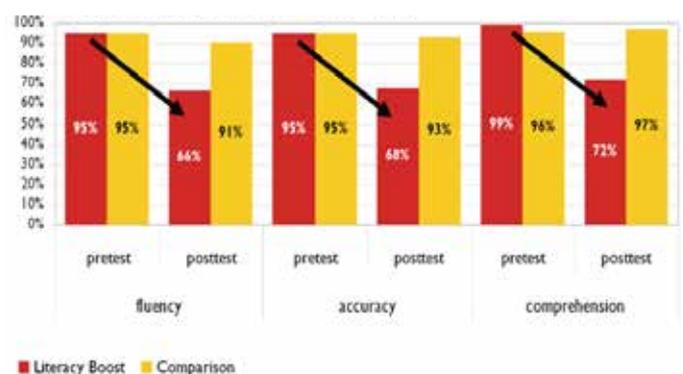
Intervention Summary

Starting in 2009, Save the Children began implementing Literacy Boost in Malawi, which included community and teacher-focused interventions. 20 Literacy Boost community mobilisation activities included reading awareness and materials creation workshops, reading camps, and community book banks in villages and schools. Teachers were trained in classroom management, participatory teaching approaches, and how to teach the five key reading skills through the Malawi National Curriculum. Teachers also were trained to monitor students' progress through formative assessment. Literacy Boost students achieved significantly higher average reading gains than their peers in control schools. Notably, Literacy Boost had a significant impact on learning even in the face of huge class sizes.

Program Approach and Sample

In 2009, Save the Children began Literacy Boost activities in the Zomba District of southern Malawi. Data were collected in nine intervention and 12 control schools. At each school, at baseline, 20 Standard 2 children and 16 Standard 4 children were assessed individually in mathematics, Chichewa and English. Their teachers were observed teaching lessons in these subjects and communities were interviewed about their support for education. Students in Literacy Boost and control schools began the 2009 school year with statistically equal average scores on every measure in the assessment.

Figure 1. Percentage of Standard 2 Students Scoring Zero by Chichewa Reading Skill and School Type.

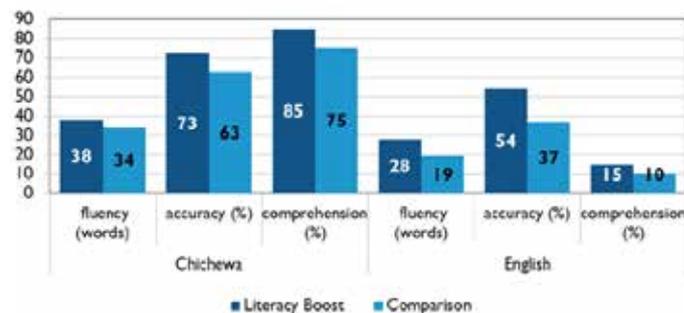


Literacy Boost Results

At the end of the first year of implementation, children in Literacy Boost schools had made significant gains in literacy, compared with the non-intervention group. These findings hold when controlling for age and initial achievement and accounting for sample attrition. By the end of the year, while there was virtually no change in the percentage of control school Standard 2 students unable to read, there was a 31% reduction in the percentage of Literacy Boost students unable to read. There were similar positive changes in reading accuracy and comprehension, demonstrating that Literacy Boost helped Standard 2 students improve their Chichewa reading and comprehension skills.

During the year, for Standard 4 students, Literacy Boost produced significantly greater gains in both Chichewa and English. As with Standard 2, Standard 4 students in both Literacy Boost and control schools had statistically equivalent baseline scores. At the end of the school year, however, Literacy Boost students had significantly greater gains in Chichewa (10 percentage points higher average scores in accuracy and in comprehension) and in English (9 percentage points higher average scores in fluency, 17 percentage points higher in accuracy, and 5 percentage points higher in comprehension; Figure 2).

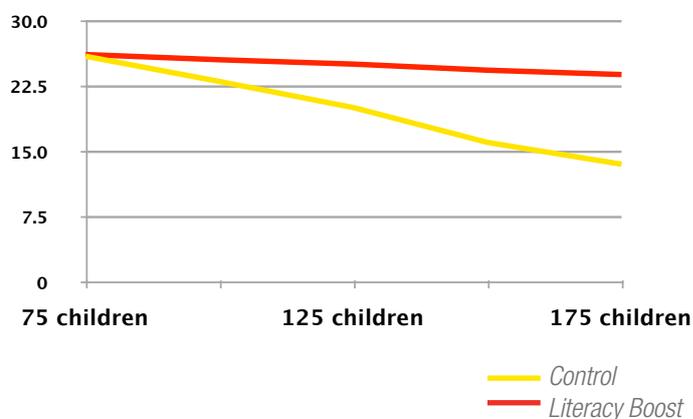
Figure 2. Posttest Scores in Chichewa and English Fluency, Accuracy and Comprehension for Standard 4 Students by School



Literacy Boost Effects in Large Classes

Literacy Boost effectively promoted reading skills across a wide range of class sizes, achieving similar impact in classes of 75 and 175, while comparison school students made far less progress in overcrowded settings. At the end of the 2009 school year, Literacy Boost Standard 4 students read an average of 23–26 words per minute with 90% accuracy and 73% comprehension regardless of class size (Figure 3). In control schools, however, the larger the class, the lower the average scores. This Literacy Boost achievement is critical in a country like Malawi, where class sizes often are very large.

Figure 3. Standard 4 Words Correct Per Minute by Class Size and Group

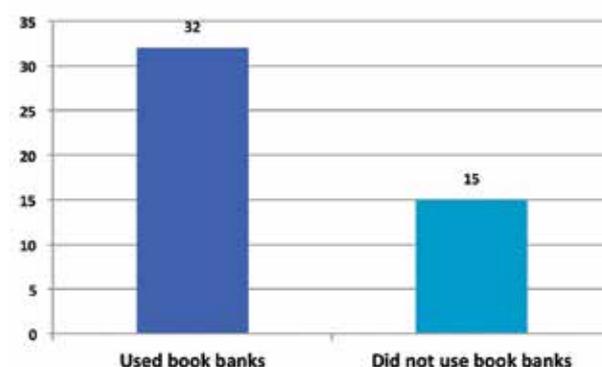


Engaging Families in Literacy

Home visits to a group of Standard 2 Literacy Boost school students found that children whose parent attended a Literacy Boost workshop had significantly greater vocabulary gains (19 points higher, on average) than those who did not have a parent attend.

Meanwhile, children who took home and read books from the Literacy Boost book bank achieved significantly greater vocabulary gains (17 percentage points, on average) than those who did not (Figure 4). Literacy Boost book banks facilitated more reading at home and greater progress in developing key reading skill.

Figure 4. Standard 2 Chichewa: Most Used Words Gain Score by Book Bank Use



Teacher and Community Impact

In 2009, all teachers were observed to deliver lessons between fair (2) and good (3) on a scale from poor to outstanding (1 to 4), with no significant differences between intervention and control schools. By the end of 2010, Literacy Boost teachers outperformed control school teachers in overall lesson delivery.

All Literacy Boost community focus groups reported action on the six program-supported activities: School Management Committees were trained an average of twice in 2010, and communities assisted both orphans and girls with education, helped children read, oversaw libraries and verified that children used them.

National and regional connections

Literacy Boost was designed to map onto, and not replace, existing national curricula. The experience has been that the core reading skills that Literacy Boost promotes can be applied to specific learning competencies in any national curriculum – most readily in language arts subjects, but potentially in other subjects as well. Country programs adapting Literacy Boost to their context analyse the grade level minimum competencies, the learning standards or expectations set out in the national curriculum, and the content and learning objectives covered in standard government textbooks in the first three grades.

Save the Children has used Literacy Boost to strengthen relationships with the Ministry of Education – at the national, district and school levels – to help generate support and ownership of the early grades reading interventions initiated by Literacy Boost. Partnerships with local publishers or NGOs already creating reading materials, particularly in children's mother tongues, are critical to filling book banks cost-effectively. Engaging academic institutions specialising in literacy, reading research and evaluation or in applied linguistics also is important. Local NGOs experienced in mobilising community action are important partners, especially if they are established in intervention communities. In country contexts where education services are decentralised and dependent on local government support, gaining the interest of local government structures early on in the process – particularly by sharing evidence from the reading assessments – is essential.

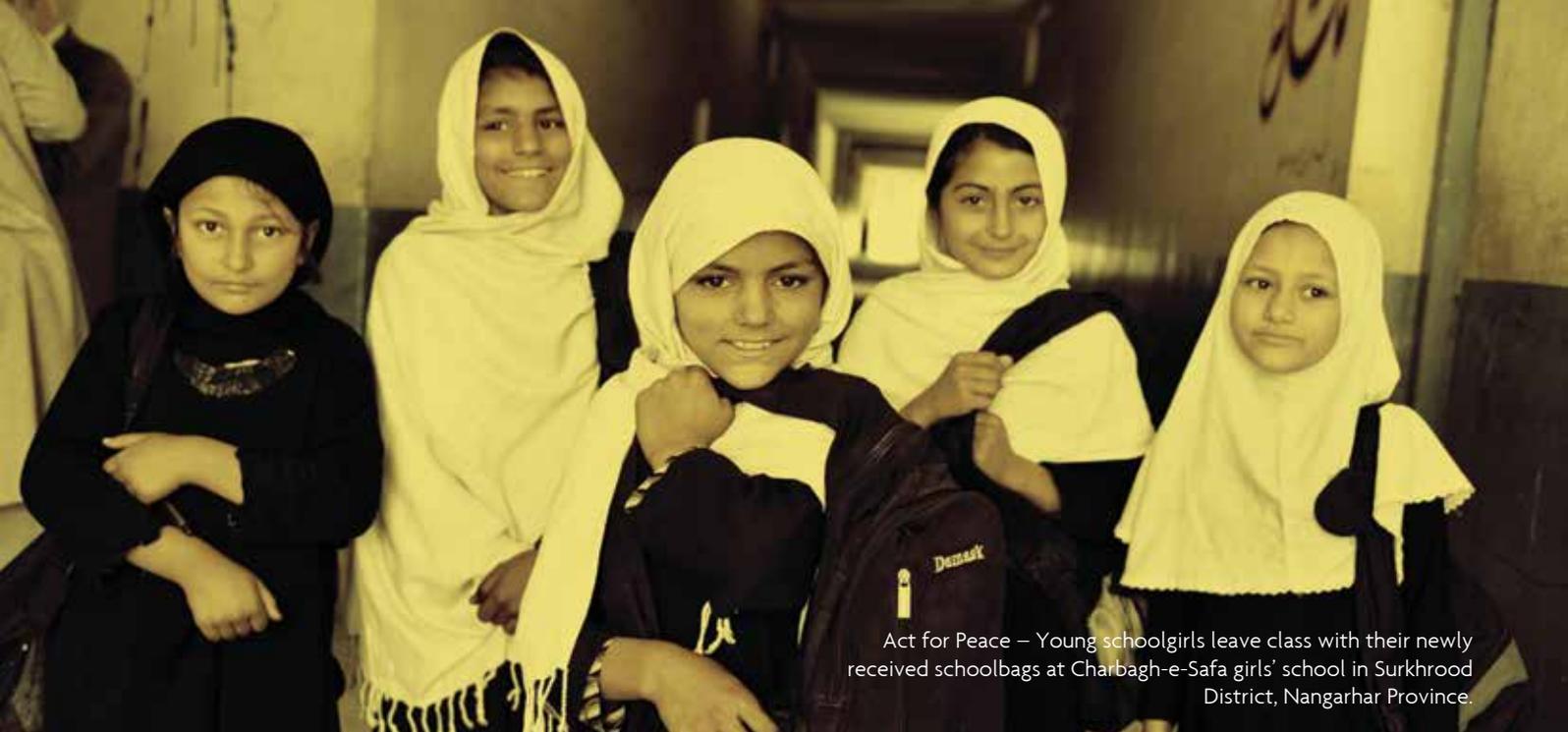
Key lessons and recommendations

Students in the Literacy Boost schools clearly had an advantage compared with peers in surrounding schools. At the same time, results from Literacy Boost in Malawi suggest a few outstanding issues:

- The need for enhanced teacher training and support to create classroom materials and use continuous assessment.
- The need for intensified support of English oral language development and reading skills.
- Further investigation of the potential to support learning effectively in large classes.

Literacy Boost around the world

Literacy Boost assessments and/or activities have been undertaken in 24 countries to date: Guatemala, El Salvador, Peru, Haiti, Mali, Egypt, Ethiopia, Kenya, Uganda, Rwanda, Burundi, Malawi, Zimbabwe, Mozambique, South Africa, Yemen, Pakistan, Nepal, Afghanistan, Bangladesh, Vietnam, Philippines, Indonesia and Sri Lanka.



Act for Peace – Young schoolgirls leave class with their newly received schoolbags at Charbagh-e-Safa girls' school in Surkhrood District, Nangarhar Province.

SOUTH ASIA

Strengthening Girls' Educational Rights in Afghanistan

Act for Peace

Qarghayi District, Laghman Province and Surkhrood District, Nangarhar Province, Afghanistan

ACT FOR PEACE
CONFRONTING INJUSTICE TOGETHER
THROUGH THE **actalliance**

Introduction: Girls' education in Afghanistan

New approaches to education in Afghanistan must confront an array of challenges, many of which are carved deep into Afghan society and traditions. Prevailing negative attitudes to girls' educational rights, a lack of trained and resourced female teachers and limited access to learning facilities are some of the many obstacles facing the Afghan Ministry of Education and the many development agencies working diligently to guide a path towards full acceptance and access to children's educational rights. Educated children, and in particular girls, are one of the best predictors of a well-developed nation and the gains from educating girls have been repeatedly proven to positively impact multiple aspects of a nation's health, including economic growth, child and maternal mortality rates (Millennium Development Goals where Afghanistan remains significantly off track) and, quite literally, happier families. One much-heralded gain in Afghanistan over the past decade has been the huge increase in girls' enrolment whereby millions of young girls have been able to enter the education system. The challenges of bridging the divide between male and female education and literacy rates, retaining girls in the classroom and creating incentives and opportunities for young girls beyond primary school are significant but not insurmountable challenges.

In the words of former Afghan Minister for Education, Haneef Atmar:

“ *People concerned with their day-to-day survival look at what makes sense in that context. Imagine a rural farmer seeing the need to educate his daughter if he has never seen a female doctor.* ”

Act for Peace and CWS

Act for Peace works through its partner, Church World Service Pakistan/Afghanistan (CWS-P/A), to open up opportunities for children denied access to the classroom. CWS-P/A's work is guided by lessons learnt from the past; Child Rehabilitation Centres operated by CWS-P/A from 2002 in Kabul and Bamian Provinces provided academic opportunities for an emotionally traumatised population of children. The focus on complementary support to the social and emotional needs of students is a key component of the current approach to education for young students in Laghman and Nangahar Provinces which is now funded under ANCP.

Local understanding and partnerships

This CWS-P/A Girls' Education Program is underpinned by well-established links to local communities, recognising the need to prioritise grassroots support as both a strength and a leverage point for the acceptance of girls' educational rights. Local villages in Qarghayi and Surkhrood Districts, like many similar communities in Afghanistan, have held concerns over young girls' safety in traveling to and from school, a lack of qualified female teachers and overarching societal attitudes and practices in relation to traditional gender roles in a conservative rural society. Similarly, CWS-P/A has approached this project with a clear understanding of the prevailing challenges including poor quality learning facilities for students, a stark gender bias against women in teaching roles and a lack of innovation and creativity in teaching methodologies and curricula.

The primary aim of the CWS-P/A Girls' Education Program is therefore to increase sustainable enrolment of young girls in the government school system by fostering community-level support for new enrolments and re-enrolments for those who have dropped out of school, as well as providing complementary technical training for teachers to increase the quality of learning for students. A key foundation in this process is harnessing the support of local Shuras (community consultative councils) and religious elders to sensitise the wider community to the value of girls' education and to encourage parents to ensure young girls are given the educational opportunities they deserve.

Teacher, staff and community engagement

The establishment of Parent Teacher Committees (PTCs) and School Support Committees (SSCs) is complementary to this process and has ensured that community members themselves play a leading role in supporting students' attendance and performance, managing routine school affairs with school principals and teachers and advocating for continued enrolments in primary school. These structures will remain as a permanent part of the school structure after completion of the project.

The focus on the professional development of teaching staff is central to ensuring that teachers are able to engage with students effectively and to create a more conducive learning environment in the classroom. CWS-P/A follows a 'Training of Trainers' approach in order to develop a cadre of master trainers who take responsibility for coaching and mentoring other teachers, creating a cascading effect for the participatory training strategy.

Teachers are trained in pedagogical skills but with an emphasis on visual, auditory and tactile learning. Some of these concepts include thematic teaching, learning through play, utilising low-cost local teaching aides, session planning and engagement of families in the educational process. This is an important step in addressing the limitations in school administration or government education budgets for classroom-focused professional development.

There have been numerous success stories illustrating how this process of community engagement and advocacy has directly benefitted young girls out of the school system. One PTC member noted,

“ We are going to houses to talk to parents to send their daughters to school. Our first option is to send letters to them and if there is no response then we opt to visit the homes. We have also started to interact with the local mosque to spread messages on the importance of education.

Civic education

In recognising the need to nurture more expansive learning opportunities for young children, the CWS-P/A program includes a Civic Education Program to create awareness on civic/social/political issues among students. Civic Education is understood to be a means of empowering students as responsible citizens and promoting a democratic culture, particularly in the areas of human rights, gender and peace-building. This sensitisation is delivered through summer camps which give young girls and their teachers opportunities to engage more freely and creatively on issues not traditionally covered under the school curriculum.

Program successes

The combined strategy of providing professional teacher training to strengthen quality education and addressing societal factors preventing access to education has helped build sustainability within the broader educational sector in the two targeted provinces.

In 2012–2013, the project brought an additional 1,422 young girls into the formal education system, trained 82 teachers in new pedagogical methodologies and provided child rights and gender-centred training to hundreds of Shura leaders, community representatives and parents.

In 2013–2014, the goal is to reach 14 schools and support nearly 5,530 beneficiaries, including young girls, male and female teachers, Education Department staff, PTC and SSC members, Shura members and community leaders. Women are becoming more prominent in decision-making processes; Nelofar, a female Shura member in Nangahar, noted earlier in 2012:

“ *Previously, I was also a teacher. I have taught in different schools and now I come to Surkhrood as volunteer and member of educational Shura to teach. I have been given the responsibility of this school from the education committee and primary education department, and I make all possible efforts to perform my duty.*

Conclusion

CWS-P/A has learnt that community participation is a key driver of program success despite the effects of cultural conservatism and faltering security. Strong mutual partnerships with community Shuras and government departments have guided the project to a point where it is now well embedded in local community priorities. This has ensured that more young girls are now given opportunities to learn, achieve and help shape the future of their battle-weary country.

“ *When I grow up, I want to become a doctor or maybe a teacher. I think I may opt to become a teacher so that more girls can learn.*

– Hila, a first grade student, Nangahar.



Act for Peace – A young girl completes a mathematical equation under the supervision of her teacher at Charbagh-e-Safa girls' school in Surkhrood District, Nangarhar Province.

Empowerment through Education in Afghanistan

CARE Australia

Khost, Parwan and Kapisa Provinces, Afghanistan



CARE has been a major player in the education sector in Afghanistan for more than 19 years. CARE's work has focused on providing sustainable community-based education for marginalised children, youth and adults in areas with no access to formal schools. Between 1998 and 2013, CARE directly assisted more than 135,000 students to access basic education.

CARE's Empowerment through Education (EEA) project in Afghanistan (May 2011 – March 2014), which is funded by Australian Aid, provides greater access to quality basic education for school-aged girls and boys in remote and rural communities across the three provinces of Khost, Parwan and Kapisa in northern and south-eastern Afghanistan. The EEA project consists of three broad components:

- a well-established primary community-based education model (Grades 1–6).
- a successful lower secondary community-based education model (Grades 7–9), which develops the leadership potential of girls in remote communities.
- a complementary component to improve knowledge and practices in target communities on individual and environmental hygiene, particularly by promoting access to quality health care information among key project participants.

By June 2013, the project had contributed to the provision of quality basic education for a total of 8,419 students (65% female for primary and 100% female for lower secondary).

The EEA project built upon CARE's Community Organised Primary Education (COPE) Project (1998-2011), which was also funded by Australian Aid. COPE enabled 127,000 students across seven provinces (60% of them girls) to attend primary school.

CARE has also contributed to several multi-agency initiatives, including as lead agency in the USAID-funded Partnership Advancing Community Based Education in Afghanistan (PACE-A) consortium that delivered projects in 11 provinces.

Background

Afghanistan is one of the poorest and least educated countries in the world with large gender and geographical disparities in access to education.²⁰ This is in part a result of a long history of internal and external conflict and repression of women's rights. Even before the three decades of war, Afghanistan's education system was quite weak and suffered from a lack of resources for expansion and improvement. However, despite an almost complete collapse of the education system during the Taliban era, the education sector has seen remarkable progress in recent times. Since 2001, the recorded attendance in formal schooling has increased from one million children to seven million, including 2.5 million girls.²¹ Despite this achievement, there remains much that needs to be done as an estimated 4.2 million children are still out of school, 60% of whom are girls.²²

Girls face many obstacles that prevent them from accessing school such as long distances between their homes and schools, restricted movement, shortage of female teachers, poor facilities and the lack of value placed on female education.²³ However, several sources document that many parents and girls share the desire to complete secondary school and university. Survey findings in the Oxfam 'High Stakes: Girls' Education in Afghanistan' 2011 report showed the following key obstacles to girls' education: poverty, early and forced marriage, insecurity, lack of family support, lack of female teachers, long distance to school, poor quality of education, no girls-only schools, harassment and lack of community support.²⁴

While the government of Afghanistan is working towards the long-term goal of being able to provide education for all children in the country, the needs of children in rural, remote and insecure areas is currently beyond the reach of government education provision. In order to fill this gap, Community-Based Education (CBE) schools are proving to be one of the most effective and innovative educational initiatives.²⁵ In 2011, a total of 7,090 CBE schools were provided by seven Ministry of Education partners²⁶ reaching 219,170 students of which 57% were girls.²⁷ Girls in particular benefit from CBE schools by reducing the distance to schools and by engaging local teachers trusted by the community.

Engaging communities

EEA and its precursor, COPE, were designed to address the major obstacles that keep Afghan children, particularly girls, out of school. The innovative design transfers 'ownership' of the schools to the communities, and ensures that local leaders and parents have a key stake in their children's education.

CARE's role in COPE was to provide technical assistance and classroom supplies, train school teachers, build the capacity of communities and Ministry of Education staff to administer the schools, and, in limited cases, help communities build new classrooms. As the project grew, Village Education Committees (VECs) took responsibility for promoting girls' education and sustaining community financial and in-kind support. In more traditional communities these committees helped to promote the role of women in managing community schools. Ultimately, as the provincial and district education departments obtained additional resources and capacity, CARE, in close collaboration with communities, transitioned community schools into the government's public school system. Going forward, CARE will continue to strengthen the skills and knowledge of the MoE staff, particularly at the provincial level where the need is greatest. Capacity-building activities will largely focus on management planning, resource allocation, monitoring of teacher attendance, the provision of quality education and improved gender equity in education, thus preparing the provincial departments to assume responsibility for CBE schools.

20 UNESCO Kabul, 2010-11, 'UNESCO Country Programming Document – Afghanistan,' p. 7.

21 Kabul Jawsa 1389, June 2010, 'Education Sector Analysis – Afghanistan,' Adam Smith International.

22 Education for All (EFA), 2011, 'Global Monitoring Report.'

23 UNESCO Kabul, 2010-22, 'UNESCO Country Programming Document – Afghanistan,' p. 8.

24 Oxfam, 2011, 'High Stakes: Girls' Education in Afghanistan,' Oxfam, 2011, p. 4. Report used in Afghanistan Education Sector Gender Equality – Situation Analysis Report, July 2012

25 Kabul Jawsa 1389, June 2010, 'Education Sector Analysis – Afghanistan,' Adam Smith International, p. 72.

26 BRAC, CARE, Save the Children, CRS, UNICEF, AKF

27 Afghanistan Education Sector Gender Equality – Situation Analysis Report, July 2012, p. 12..

Access to further schooling

As more girls obtained a primary education it became clear to CARE that greater consideration must be given to making opportunities available for continued schooling for girls. There was and there remains a lack of secondary schools for girls.

To address this need, CARE introduced the Lower Secondary Community-Based Education (LSCBE) initiative under the COPE program in 2006, and lower secondary community-based education is being expanded under the current EEA project. CARE's lower secondary CBE model is the only non-state lower secondary education for girls' program in the country. A feature of the model is the provision of peer group and extracurricular activities that enhance post-graduation opportunities. This component also offers para-professional trainings in teaching and health education. This provides girls with the choice, upon graduation from the ninth grade, either to continue their education in formal high schools (if they have the means and access) or to become a community-based teacher (thus helping to fill a critical gap in female teachers) or a community health worker working to improve health and hygiene in their communities.

Girls' leadership opportunities

The EEA project incorporates CARE's 'Power Within' framework to promote girls' leadership and further women's empowerment by addressing three inter-connected aspects of social change:

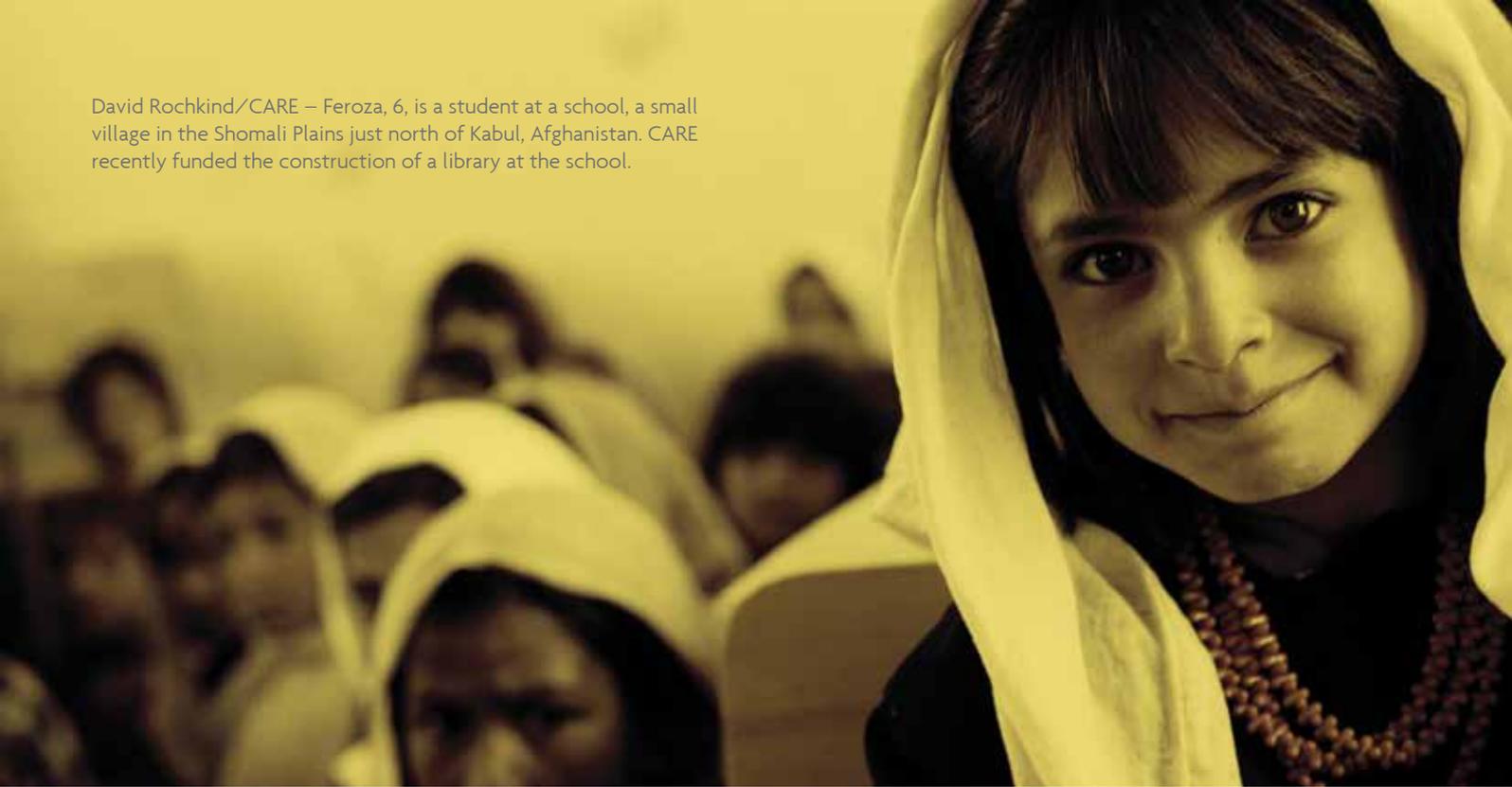
individual agency, structures and human relationships.

These three aspects are considered key drivers in helping young women overcome poverty and gender discrimination through education. The EEA project promotes partnership between the Ministry of Education and influential community members from the targeted provinces to develop and foster a pathway for the development of girls' and women's leadership potential.

David Rochkind/CARE – Students are pictured at Sharin Hezar, an all-girls school that was built with funding from CARE in Bamiyan, Afghanistan.



David Rochkind/CARE – Feroza, 6, is a student at a school, a small village in the Shomali Plains just north of Kabul, Afghanistan. CARE recently funded the construction of a library at the school.



The three domains of change:

1. Individuals change

– girls everywhere have their right to a basic education met, which has benefits for their quality of life and that of their future families. This entails ensuring that schools exist within a reasonable distance of girls' homes and that they have the ability to access them.

2. Relations change

– girls have the skills and confidence to work with others to achieve their rights and inform decisions that affect their lives. These skills can be developed in different ways, such as through the formation of peer groups whereby girls are given the opportunity to plan and lead specific activities and through representing their peers.

3. Structures change

– for improvements in girls' access to and completion of a basic education to be sustained there must be a supportive policy environment in place that addresses current gaps and aligns stakeholders in working toward the common goal of improving education opportunities for girls.

Under the EEA project, CARE has also undertaken a series of studies on issues affecting delivery of education and access to education in Afghanistan, along with in-depth research on attacks on schools. These pieces of work will contribute to the development of education programming and be used by CARE and other stakeholders to inform advocacy to better protect students, particularly girls, and deliver quality basic education. CARE is developing and adopting advocacy strategies for each of its programming areas, and it is anticipated the education advocacy strategy will be finalised and implementation underway by early 2014.

Giving Children a Head Start in Education through Early Childhood Care and Education

Save the Children

Peshawar, Abbottabad, Buner and Battagram in Khyber Pakhtunkhwa Province, Pakistan



Save the Children
Australia

This three-year (2011–2014) Early Childhood Care and Education (ECCE) project, funded by Australian Aid and implemented by Save the Children, pilots an ECCE model in government schools in four districts (Peshawar, Abbottabad, Buner and Battagram) of Khyber Pakhtunkhwa Province (KPK). The primary objective is to develop a cost-effective, community-based ECCE model that can be replicated across the province by the government of KPK. The program targets approximately 205,000 direct beneficiaries in 401 schools and their catchment areas.

Rationale for the project

International research has found that children who participate in ECCE programs are more likely to enrol in school, complete school on time, plan their families, have higher household incomes, become productive adults and educate their own children. In addition, children in ECCE programs are less likely to repeat a grade or drop out of school, or to engage in high-risk behaviours such as smoking, risky sexual behaviour, substance use and addiction, and criminal and violent activity.

In many developing countries, Pakistan included, ECCE is not widely available or understood. To address this issue, Save the Children provides information to communities and families about the importance and benefits of ECCE. It then works to establish ECCE Homes (or kindergartens) in homes in the community, ensuring that the Homes are easily accessible, culturally appropriate and adequately resourced with locally made learning materials.

Project staff help children who have graduated from the ECCE Homes make the transition to government primary schools. Save the Children also works with these primary schools to provide a more child-friendly environment and produce better learning outcomes. Assistance includes teacher training in child development, teaching strategies and the use of newly-developed learning materials. In addition, an ECCE classroom is established in each school, and the schools are refurbished to make them attractive to young children.

Program Aims and Objectives

The ECCE program aims to improve education access and outcomes for children in government schools by increasing opportunities for learning and development, and by improving the transition into primary school. The program has these objectives:

1. Enhance access to quality, gender-sensitive ECCE opportunities preparing children for school success by establishing and/or refurbishing ECCE classrooms in KPK primary schools, and by establishing supplementary community-based ECCE classrooms where needed.
2. Improve the pedagogy of pre-primary, Grade 1 and Grade 2 teachers and strengthen the quality of learning in early primary grades, focusing on learning outcomes – specifically literacy and numeracy – and child-centred approaches to teaching and learning.
3. Develop and institutionalise a sustainable model for pre- and in-service teacher training by building leadership and instructional capacity in provincial teacher training institutes.
4. Improve parent and community knowledge of ECCE and develop strong home–school partnerships.
5. Build district and provincial government officials’ ECCE capacity to improve their support to teachers and classrooms.
6. Initiate and sustain rigorous ECCE research and documentation to build the evidence base for successful policy and advocacy activities.

Project Outcomes to Date

The project has already surpassed its targets by reaching over 200,000 children (54% boys, 46% girls) – considerably more than the original target of 120,000. This additional reach is as a result of working with children in other schools through health-related activities, and of establishing a larger number of ECCE Homes than anticipated.

A total of 121 ECCE Homes have been established in the four districts. The education department is interested in discussing the sustainability options for these ECCE Homes.

In addition, the project has developed effective partnerships with training institutes to take on the lead role in developing Literacy Boost material for the early grades, and to take charge of teacher training programs in the four intervention districts.

The project has established a strong partnership with the government of KPK. Officials from the education department and the teacher education institutions are excited about how the project enhances education opportunities for children. Partly as a consequence of these working relationships, the Secretary of Education has established an ECCE Task Force that is mandated to develop and implement an ECCE Model in the province.

The project’s advocacy with the government of KPK has yielded two other major policy developments. First, the government now requires schools to admit 3- and 4-year-old children. In addition, for the first time, the government has allocated funds for ECCE in the provincial Annual Development Plan. The funds will be used to build ECCE classrooms in 500 government primary schools, including the 401 ECCE project schools, and in 99 girls’ schools in the four districts.

With the establishment of ECCE classrooms and school refurbishment, communities’ interest in the government primary schools and education has been renewed. During the life of the project, enrolment rates have risen in pre-primary classrooms. Clearly, the community-based strategy has been very effective in promoting a culture of ECCE support. Looking forward, in its third year, the ECCE project is intensifying its focus on the relationship between Parent Teacher Councils and schools, in order to build a stronger school–home partnership and improve children’s learning outcomes.

Josh Estey/CARE – A girl from an ethnic minority group in Ratanakiri Province.

SOUTH EAST ASIA

Bilingual Education for Ethnic Minority Groups in Cambodia

CARE Australia

Ratanakiri Province, Cambodia



Background

CARE launched a program in Ratanakiri, Cambodia, in January 2002 to address the education needs of disadvantaged ethnic minority groups through the establishment of community-governed bilingual primary schools.

When the program was established, ethnic minority groups, with their own distinct languages and cultures, constituted 66% of the population of the province. The education indicators for Ratanakiri contrasted starkly with lowland provinces and the situation was at its worst amongst highland communities in the remote areas away from the provincial and district towns. Less than 10% of the population completed primary school. There were large gender disparities in participation, particularly beyond Grade 3, with very few highland children moving on to secondary education. According to the Asian Development Bank, 32% of ethnic minority villages had no schools at all, and even if there were schools they offered only Grades 1 and 2. Typically there were no teachers in these remote schools, as Khmer teachers refused to stay long at such posts. On the occasions when there was a school and a teacher, the teacher and students could not understand each other because of linguistic and cultural barriers. It is therefore not surprising that there were few trained ethnic minority teachers who could bridge the cultural and linguistic divide between students and the school.

Using mother tongue in early years of education

The program aimed to increase the number of indigenous children who could obtain primary education by providing access to culturally relevant instruction in their mother tongue, while transitioning them to the national language of Khmer in Grades 1–3. The program has proved successful in significantly raising the educational standards and opportunities of minority children, as well as establishing community support and ownership of local education. The Ministry of Education, Youth and Sport (MoEYS) is scaling up this model more widely in Ratanakiri Province and in five north-eastern provinces which also have large ethnic minority populations. CARE continues to support the MoEYS to roll out the program in the other provinces through capacity building, bilingual teacher training and the provision of bilingual education materials.

CARE's bilingual education model has developed over time through close partnerships with ethnic minority communities and government and has been continually informed by strong monitoring and evaluation processes. Throughout the project, the three key elements have been community-governed schools; curriculum and resource development for a bilingual and bicultural model of teaching and learning; and teacher training for locally recruited ethnic minority community members.

Over the past 11 years, the program has broadened to include bilingual preschools and secondary schools sensitive to the needs of indigenous students.

Adapting the curriculum to the students

Throughout Ratanakiri, some 800 students are enrolled in CARE-supported schools, where children are instructed in both their local languages and Khmer. CARE has its own resource production unit that has written and produced more than 80 bilingual textbooks – approved by the MoEYS – that not only prepare primary school students for secondary education and better livelihood options but also protect and promote local culture. Moreover, with food security and nutrition being real concerns, many schools have established vegetable gardens that help feed the students and serve as a source of income. Schools have also constructed latrines and educated children about hygiene and water safety.

By building the ability of communities to establish and manage their own schools, as well as select teachers from their own villages, CARE is enabling communities to take ownership of their children's education, using their own languages for the first time. So far, community commitment and ownership have resulted in high enrolment and low drop-out rates. Based on that success, the MoEYS has accorded CARE-supported community schools full registration.

Work with communities is supported by extensive teacher training and curriculum and material development in different ethnic minority languages. The goal is that this community-based bilingual education program will enable ethnic minority children to bridge the linguistic and cultural gap between their communities and mainstream education.

Supporting transition to secondary school

While supporting children to graduate from primary school was a tremendous achievement, opportunities to advance to secondary education were still greatly limited. To continue their studies through to ninth grade, students had to move to government-run district schools, which could be up to 80 kilometres from their homes. In response, CARE expanded the program's mandate in 2008 to provide continued support for these students.

In addition to working with secondary schools and teachers to improve the quality of teaching, learning and infrastructure, CARE provides scholarships that allow highly motivated students from the poorest families to attend secondary school. These scholarships provide for students' basic needs to live at a boarding house, including food, uniforms, learning materials and transport home once a month. For students living less than eight kilometres from the school, CARE provides a bicycle, uniforms and learning materials so they can remain at home while attending school. Subsequently, an unprecedented number of indigenous students have enrolled in secondary schools – CARE currently supports approximately 350 ethnic minority students who study at secondary schools. Some students who began in CARE's bilingual Grade 1–3 program up to 10 years ago have already graduated from the state teacher training college.

Changing the system

This program's real success lies not just in the increased number of students being educated but in the program's adoption by national education authorities. The MoEYS has already scaled up CARE's bilingual model in other communities in Ratanakiri and is working closely with CARE to scale up this model in three other provinces using guidelines that nearly completely match CARE's model. In terms of influencing policy change, Cambodia's new Education Law (Article 24) allows for the use of indigenous languages in formal schooling on the condition that the national language is not ignored. Moreover, in early 2013, the MoEYS officially announced a decree formalising the policy for indigenous education. The government program now includes 43 schools serving culturally appropriate education to almost 4,000 indigenous students in north-eastern Cambodia. This does not take into account the number of students who already completed their bilingual program.

CARE continues to support the government through teacher training, provision of bilingual education materials and improvements to school infrastructure, and have twice been invited to present on bilingual education at the Southeast Asian Ministers of Education Organization conferences. In Cambodia, the education system has changed to better meet the needs of indigenous populations, thanks to the collective efforts of CARE, UNICEF, the government and communities, with the support of Australian Aid and other donors.



Oaktree – BSI students in the library

Raising Educational Quality through Public Private Partnerships

Oaktree and Kampuchean Action for Primary Education (KAPE)

Kampong Cham Province, Cambodia



Program Summary

The Beacon School Initiative (BSI) is an innovative project currently supported by the Australian NGO Oaktree and implemented by a local partner called Kampuchean Action for Primary Education (KAPE). Elements of the project that relate to reading are funded through the support of Australian Aid for the 'All Children Reading Campaign'. The project's time frame is three and a half years with a funding level of \$459,000.

The project seeks to establish multiple development tracks for state schools based on their developmental readiness to utilise technical assistance. The project not only provides sophisticated technical inputs to selected schools with high potential for development; it also stresses specialised governance structures that ensure effective and accountable use of these resources, as well as performance-based pay for teachers based on specific extra tasks that school personnel perform (e.g., organising special projects involving constructivist learning, providing career counselling, advising school clubs, etc.). This second track development approach introduces a model of semi-private management of three public schools by a local non-state actor, in close collaboration with the local education authority. The project seeks to contribute to the development of a 'new' generation of 21st Century schools that focuses on 'maximal', as opposed to 'minimal', learning standards.

Background and Purpose

Most development assistance in Cambodia has been based on a standardised, single-track development approach that assumes a common, minimum standard. This approach wrongly assumes that all schools are equivalent in their ability to utilise development assistance. The result of this approach has been that schools with high potential to move quickly beyond a minimum standard are left languishing. This situation ensures that Cambodia's state education system is not empowered to enter the 21st Century. As private schools become more and more ubiquitous in Cambodia, middle-class parents are increasingly abandoning the state schools for higher quality models in the private sector, exacerbating a trend towards a two-tiered education system with very serious social implications.

Innovations

The project's local implementer has negotiated special 'institutional space' to develop a model of semi-private management of three public schools with the local provincial education authority in a large eastern province of Cambodia. KAPE, as a non-state actor, has not only introduced very sophisticated educational approaches involving constructivist learning and close links between education and ICT facilities but has also set up a special oversight board that ensures high accountability for the use of these resources. In many ways, the BSI model resembles a Charter School but with significant contextualisation to fit the Cambodian setting. This includes special provisions to include local government in oversight boards and maintain strong links with the mainstream state school system such as the use of the state curriculum and state teachers. These provisions address a cultural history of strong state control of the education system and suspicion of the private sector. Student empowerment is also a key feature of strengthened governance with major investments made to enable Student Councils to take increased ownership of their schools.

The project has set the stage for a wide range of innovations by first redesigning physical space in target schools using more up to date principles of architectural school design that deviate from standardised school building designs left over from the colonial period. This includes brighter classrooms, free movement between rooms, inclusion of aesthetic places such as gardens and alcoves within buildings for study, and better utilisation of space.

BSI has also generated considerable experience with regards to the administration of performance-based pay including the need for transparency and strong oversight, as well as for links with teacher career paths in which the school creates a culture of high value for professional development. Teachers receive support for professional development at local universities and technical centres and on-site training in the use of ICT facilities in their teaching. These are very valuable lessons learned that have been recorded in an implementation manual to guide further replication.

Sustainability

Provisions to ensure sustainability of this Public Private Partnership (PPP) model in education are still in progress but include a long-term commitment by a well-established local organisation (KAPE) with a small endowment to support selected schools well into the future. Major investments have also been made in income generation activities linked to life skills activities such as mushroom growing, vegetable cultivation and rubbish recycling. The local implementer and government authority are also advocating for a major policy shift by the central Ministry that would allow PPP schools to introduce tuition fees for those who can afford it while maintaining tuition subsidies for those who cannot. Such provisions, if allowed by the central Ministry, would enable privately managed public schools to compete more effectively with private schools while addressing a public mandate to provide basic education to society's more vulnerable groups.

Partnerships with Government

The local partner has set this project up based on a formal agreement with the local provincial education authority. Local authorities have a prominent role in the oversight board but have allowed the local partner considerable leeway in such matters as the recruitment of teachers, management of school directors and introduction of technical innovations. These are traditionally state-only functions, so the latitude extended to the local partner in this instance is significant. Nevertheless, the state presence on the oversight board ensures that the private role in the management of state schools is a negotiated one.

Results, Lessons Learned, Impact

A key lesson from this initiative is that a PPP education model such as this could never have been introduced at the national level in Cambodia due to the risk-averse nature of Ministry leaders, the firm attitude that education is the prerogative of the state only, and historical suspicion of the private sector. While the central government cannot stop the proliferation of private schools, allowing a private NSA to 'invade' the public education system would have been perceived as untenable and fraught with risk. The strong trust and partnership that existed between the local government and the local partner was an essential ingredient in making this initiative possible. Nevertheless, the ubiquity of civil society organisations in Cambodia and the close working relationship that they frequently have with local government suggest that this model has considerable potential for replication.

Another major lesson from this initiative is the need to recognise that addressing the lack of resources in schools does not necessarily ensure higher quality education. It has frequently been observed that without good governance, resources are often wasted, lost or under-utilised. BSI's stress on good governance features has helped to ensure a high rate of resource utilisation and strategic administration of performance-based pay incentives.

A final lesson learned from BSI is that a single-track development approach focused on the lowest common denominator not only dooms Cambodia's state education system (and those who use it) to a second tier status but also ensures that the state schools will be increasingly ill-equipped to compete with the rapid emergence of private schools. The abandonment of the state schools by middle-class parents will undermine pedagogical strategies that depend on mixed ability groupings and will exacerbate social differences in society.



Oaktree – BSI students weighing the crop at school.

Total Reading Approach for Children: Improving Early Grade Reading Outcomes in Cambodia

World Education Inc. and Kampuchean Action for Primary Education (KAPE)

Kampong Cham Province, Cambodia



Summary

The Total Reading Approach for Children (TRAC) project (October 2012 – September 2014) is working to improve early grade reading in Cambodia. Funded through ‘All Children Reading: A Grand Challenge for Development’ – a collaborative initiative between USAID, World Vision and Australian AID – TRAC is an innovative pilot project implemented by World Education Inc. in partnership with local NGO Kampuchean Action for Primary Education (KAPE). The project operates in eight rural, semi-urban and urban primary schools in Kampong Cham and Siem Reap provinces. The project uses an integrated approach to improve early grade reading outcomes among Grade 1 and 2 students through the development of reading benchmarks, literacy coaches, parental engagement, peer tutoring, a Reading Toolkit with learning games and a Khmer language Learning application.



World Education Inc. – A Grade 1 student practises her reading skills with her father using a reading game from TRAC’s Reading Toolkit.

Background

After testing students in 2010 using a national reading test in the Khmer language, Cambodia's Ministry of Education, Youth and Sport (MoEYS) found that as many as 54% of tested children could not demonstrate expected Grade 1 reading skills. These disappointing reading achievement scores prompted the MoEYS to return to a more phonics-based approach to reading instruction. The MoEYS is in the process of replacing all early grade readers for Grades 1–3: schools began using the Grade 1 reader in 2011 and the Grade 2 reader in 2012. The Grade 3 reader was introduced in October 2013 at the beginning of the school year.

Given that the new curriculum corresponded with the funding award for the TRAC project, the project was in a prime position to assist with the implementation of the new curriculum. The MoEYS was very welcoming to efforts to optimise the implementation of the new curricula, which has allowed TRAC to play a valuable role in helping partner schools successfully adjust to the new curriculum, promoting early grade reading and introducing further interventions beyond the MoEYS textbooks to improve reading outcomes.

TRAC innovations

While many reading projects only focus on one area of a child's reading environment (such as materials or teachers), TRAC is an innovative approach that addresses reading both at school and at home through various interventions.

Reading benchmarks: Prior to the TRAC project, the new MoEYS textbooks did not have any benchmarks for assessing student progress in acquiring reading skills. The project has closely collaborated with the MoEYS, contracting representatives from the Primary Education Department and the Department of Curriculum Development to assist with creating the project's reading benchmark system. In creating these benchmarks, the team divided the grade level reading curricula into nine intervals, with each interval having specific tasks that state which skills the students should have mastered after that interval. Students are assessed at each interval, which allows teachers and literacy coaches to identify which students are struggling and the areas in which they struggle on a regular basis rather than just at the end of a term.

Literacy coaches: TRAC has selected and trained literacy coaches at each school, the first time such a position has been created in Cambodian schools. These coaches work closely with teachers in administering the benchmark assessments and the Rapid Response System interventions. They also act as the liaison between schools and parents.

Rapid Response System: Literacy coaches implement the project's Rapid Response System after using the benchmark assessments to identify which students are struggling with acquiring the necessary reading skills. This Rapid Response System includes parental engagement, peer tutoring, a Reading Toolkit with learning activities and an mLearning smartphone application. The mLearning app will also be the first Khmer language education app for the primary grades. World Education Inc. has divided the Grade 1 and 2 curricula into 31 units that are aligned with the MoEYS textbooks and the assessment benchmarks that TRAC has created as described above. The project provides mobile technology to schools and will download the app onto these devices when it is completed in October 2013. Additionally, the app will be available for free download on the internet. To create this app, World Education Inc. has partnered with education software developer Education Technology for Development (ET4D).

Potential for scale-up and sustainability

An important component of TRAC is the creation of products that support students' acquisition of early grade reading skills. The project either has developed or is in the process of developing a reading benchmark and assessment system for the MoEYS textbooks, protocols to actualise the project's Rapid Response System, a Reading Toolkit with learning games that are linked to the MoEYS textbooks, and an open source Khmer language mLearning application. It is expected that local advocacy efforts of the Primary Education Department and Provincial Offices of Education will further disseminate these products beyond the scope of the project. Additionally, one of the provinces in which TRAC is being implemented is Kampong Cham Province, which has a reputation for advocating for national replication of innovative education ideas that have been implemented in the province in the past.

The project has already seen great interest in terms of sustainability by both the communities in which the project works and by members of the MoEYS who have worked on developing the TRAC reading benchmarks. In the communities, a majority of parents have checked out books and learning materials from school libraries to provide their children with further learning support at home. Furthermore, recognising the importance of TRAC in improving student learning, four of the eight community-level Commune Councils associated with TRAC's partner schools have found the funds to pay a monthly stipend to their literacy coaches. The remaining four schools have expressed their interest in also independently supporting their literacy coaches during TRAC's second year of implementation.

In addition to the communities, the MoEYS has also recognised the value of TRAC. One member of MoEYS has informally stated how pleased he is with the reading benchmarks, which have not been created for the national curricula before. He recognises the necessity of having such benchmarks and has voiced interest in creating similar benchmarks across other subjects and grade levels. While these comments were not formally expressed, they are a good indication of the MoEYS' appreciation of World Education and KAPE's work in implementing TRAC and the possibility of further scale-up and sustainability of TRAC interventions. While at the time of writing TRAC is still in its first year of implementation, it is clear given the level of parental, community and MoEYS interest and support that the project has great potential to reach additional schools and students through continued close collaboration with MoEYS, local communities and schools.

World Education Inc. – Grade 1 students improve their reading skills using an eBook from the TRAC project.



Harmony Education: Integrating Peace-Building, Teacher Training and Civil Society Strengthening

World Vision

Central Sulawesi, West Kalimantan, Nusa Tenggara Timur, Nias Island, Maluku and Papua



Overview

'Harmony Education' is an innovative approach initially piloted in Poso, Central Sulawesi, Indonesia in an attempt to address the religious conflict that had devastated the region between 1998 and 2007. With the significant loss of life, deep psychological trauma, family separation and infrastructure destruction, the community had a common aspiration to create a peaceful environment that would last for generations without the reoccurrence of conflict.

Since 2009, World Vision has partnered with the Provincial and District Ministry of Education, the Muhammadiyah (an Islamic organisation), the Central Sulawesi Christian Foundation and the State University of Tadulako to initiate the integration of a peace-building component within the current curriculum across primary schools in the province. In line with the national development plan, the project contextualised the Active, Joyful and Effective Learning (AJEL) framework to include three aspects of character building: Harmony with Self, Harmony with Others and Harmony with the Environment.

Continuous advocacy efforts and interfaith dialogue between all stakeholders has resulted in a common understanding that children are the primary agents of change to sustain peace within Central Sulawesi. The project has worked to strengthen the local education system by focusing on four key areas:

1. Capacity building of teachers in a select number of pilot schools.
2. Supporting the local partners to secure resources to replicate the approach in other schools.
3. Strengthening the Teachers' Working Group to support the contextualisation, training, implementation and sustainability of the approach.
4. Developing relevant media resources to support the integration of Harmony Education.

The success of the Harmony Education approach is demonstrated by the end of project evaluation, the wide scale-up by government throughout the province and the replication within a variety of different contexts throughout Indonesia, including West Kalimantan, Nusa Tenggara Timur (NTT), Nias Island, Maluku and Papua. Furthermore, the approach has recently been recognised by the President of Indonesia, Mr Susilo Bambang Yudhoyono, by receiving an award at the national Millennium Development Goals awards ceremony.

Innovations

The Harmony Education approach has not been developed in theory by education professionals for implementation by teachers alone, but rather brings together a diversity of stakeholders who share a common vision for children in their community – that is, for sustained peace. Parents, community leaders, leaders of faith-based organisations, the Provincial and District Education Office representatives and the school community came together to identify the specific characteristics, attitudes and values that they would like the next generation to uphold.

Action research was also conducted, in partnership with the State University of Tadulako, to understand the current perceptions and attitudes that children have towards their social environment, including aspects of conflict, religion, ethnicity and peace. The findings were used to further develop and refine the education approach that has peace-building and child protection at the heart. The curriculum was adapted to include the contextualised approach in a selection of pilot schools, which received intensive assessment, training, mentoring and ongoing support for of the teachers.

The approach has been integrated within the existing AJEL framework, which emphasises the interactive, creative, effective and fun method of learning within the formal school system. Children's groups in the non-formal education sector are creating peace-building forums where messages of peace and harmony are disseminated to the wider community in various campaigns. The model also engages the community through the publishing of Harmony Magazine, which is used as an entry point to socialise the harmony values among children, parents and the wider community.

A group of children in school uniforms are posing in a field. Some are sitting on the ground, while others are standing. They are smiling and making peace signs. The background shows lush greenery and a building.

World Vision – Children in Central Sulawesi Province who have been exposed to the Harmony Education approach within their school environment.

Partnerships and sustainability

Since the beginning of the Harmony Education project, World Vision has intentionally focused on strengthening relationships with key partners in order to promote shared ownership, efficiency, relevance and sustainability. As a result, there has been incredible ownership of the project by the stakeholders engaged in the process, who have influenced the contextualisation of the model based on local wisdom of the province, natural resources of the area, cultural-based learning and character strengthening approaches. All stakeholders have signed an MoU which outlines the roles and responsibilities to systematically implement the approach within the school system. To date, there have been 24 schools in addition to the seven pilot schools which have absorbed the Harmony Education model into their existing curricula.

The Harmony Education approach has contributed to the transformation of the education curriculum at all levels of government, including through Presidential Instruction No. 1/2010, which supports the implementation of national curriculum to strengthen the character building element within the school system. The approach has also received continual support from the Provincial and District Education Office as it strongly aligns with the vision for Central Sulawesi of a safe, peaceful, fair and prosperous future. It has been formally acknowledged through Governor regulation No. 39/2011, which outlines the importance of a multicultural education for the nation.

Key outcomes

- Research conducted in 2009 found 36.7% of children responded in favour of having friends of different faith and ethnic backgrounds. A repeat study in 2011 found that 84.1% of children responded in favour of appreciating difference within their peer group.
- Harmony Education has contributed to strengthening social capital within the wider community by enhancing the opportunities for dialogue between people from different organisations. This has indirectly reduced prejudice and suspicion between different groups within the community.
- The Central Sulawesi Provincial Government has replicated the Harmony Education approach within 31 schools and embedded the model within its work plans.
- The project has strengthened the school system within Central Sulawesi, including building the capacity of the government, school community and parents alike.
- The approach is currently being replicated and contextualised in five other provinces in Indonesia, including Papua, West Kalimantan, NTT, Nias Island and Maluku.
- Harmony Education has been embedded within the formal education system at national, provincial and local levels of governance with the development of relevant regulations.

Youth Leadership through Sport in Rural Laos

ChildFund Australia

Nonghet District, Xieng Khouang, Laos



Background

In the rural communities in which ChildFund Australia works in Laos, children and youth consistently identify the lack of opportunities for sport and play as a key development issue in their communities. This is relevant for ChildFund's work both in formal and informal education and in addressing broader societal issues of participation and rights through sport.

This case study focuses on using sport as a tool to create positive change for children in villages in Nonghet District in the Province of Xieng Khouang in northern Laos and on the interest of rural communities and the government in expanding the activities.

Approach

With one eye on how to effect change to scale at the national level, ChildFund adopted parallel strategies to provide participation opportunities. Firstly, a partnership with a national sporting body, the Lao Rugby Federation, resulted in opportunities for participation in activities in communities run by professional and experienced coaches. In addition, the partnership sought to develop community role models by training and supporting two H'mong-speaking interns recruited from the local area. Based at the Federation's head office in Vientiane for a year, the two interns travelled to Nonghet District each month to support trained coaches in conducting activities. The strategy also ensured that the Federation had access to local knowledge and language skills to facilitate delivery.

Secondly, a cadre of youth leaders undertook training in each village to organise activities related to locally identified sports and games. This component was delivered in conjunction with the Lao Rugby Federation and ChildFund staff, with technical support provided by Sport Matters (an Australian INGO with specific technical capacity in sport for development programming). Youth leaders were supported to provide regular participation opportunities in their communities following a timetable designed in consultation with children and leaders.

ChildFund was also able to compare the effectiveness of the two different strategies in addressing the development challenge identified by children and youth.

ChildFund's Experience

Since July 2012, around 6,000 children and youth have participated in sport events led by trained youth leaders and coaches from the Lao Rugby Federation. More than 40% of children in the 12 ChildFund partner villages in Nonghet are now participating in regular sport. Participation rates for girls are above 50% in some activities, particularly rugby.

Children and youth leaders in partner communities say that girls traditionally had limited opportunities to play sport and many had never played. Girls had a significant household work burden and some parents and peers believed that sport was only for boys. The enthusiastic participation of girls, however, has demonstrated the value they place on sport and opportunities to play. The introduction of an unknown sport (rugby) into communities seems to have made it easier for girls to participate outside of the 'traditional' sports of soccer, volleyball and rattan ball, which are seen as sports for boys. Rugby has been perceived as a sport for girls and their participation rates in partner communities are high. Girls' participation has been reinforced by the Rugby Federation identifying local female role models.

ChildFund Laos has found sport to be a relatively inexpensive tool for development that promotes gender equality and enables children and youth to engage in community decision-making by, for example, negotiating opportunities to play sport. The approach also promotes healthy living practices (complementing an evolving focus within the agency's program on drug use, including alcohol and tobacco), as well as promoting knowledge of child rights. Signs of change at the grassroots level are possible because of ChildFund's strong relations with communities, youth, children and local partners and the flexibility to respond to local challenges.

Songkhang's experience

Songkhang is an 18-year-old H'mong woman from Namkonngoua village in Xieng Khouang Province in the north of Laos. She speaks only H'mong as she dropped out of school after Grade 3 when the death of her father left no one to help her mother manage the household. As a youth leader in her community she was trained to provide sport opportunities for children and youth in her village. Songkhang has five brothers and sisters and lives with her elder brother and sister-in-law as her mother remarried and moved abroad.

Songkhang explained:

“ Before this project started, I was a very shy girl. However, now I have changed and I no longer feel shy. Now I am brave and I have become a sport trainer for many children in my village. I can lead my friends and other children in the village to play sport. I plan the monthly training schedule for playing sports such as rugby, football and volleyball. My dream in the future is to be able to read, write and speak Lao language fluently and to be a good sport trainer.

Lao Kang, who as an intern from Nonghet working with the Lao Rugby Federation plays a support role for youth leaders, recognises Songkhang as a model of bravery and leadership. She said,

“ In the past, Songkhang was a very shy girl; she kept very quiet and only gave short replies to questions. After joining the sport activities, she has changed a lot and she has many stories to share with us. Some sport terms don't have a direct translation into H'mong language, but she explains them to children so that they understand.

These views are also echoed by Songkhang's elder brother and sister-in-law, who added,

“ Whenever she wants to go to train children or her friends in the village, she asks us for permission and then we allow her to go. After training her friends, she also teaches sports to her nephews at home.

ChildFund Australia – Girls playing rugby in rural Laos. Rugby has become a popular sport for girls with high levels of participation.



Niche Programming

Whilst sport is not a new activity in Laos, playing team sports and games is not common in partner villages in Nonghet District. Even though the national curriculum of the Ministry of Education and Sport (MoES) clearly supports the delivery of physical and art education (including sports) and out-of-school sports, team sports are nearly exclusively for boys. Nor is there any recognition of learning outcomes, such as personal development or other life skills, resulting from participation in sport, either within the school system or out of school.

The ChildFund Laos approach to development means it can offer long-term support to the next generation to be catalysts of change in their communities, important in a country where a high proportion of the population is under 25. ChildFund's Organisational Development Effectiveness Framework also enables the tracking of the more 'intangible' benefits of participation in sport. For example, outcome level data is collected on the extent to which participation is supporting child and youth engagement in decision-making in home, school and community contexts or is contributing to children's sense of belonging and positive outlook. Project-level monitoring also tracks changes by using digital media to document children and youth engagement in sports.

Potential for Scaling Up

Although there has been substantial international investment in education in Laos, physical education has been largely neglected. This is despite much evidence in support of physical education and sport as critical components of a balanced and high quality education. NGOs are well positioned to respond to evidence about the part participation in sport can play in community development, especially for girls. NGOs can also investigate how sport for development can be used to deliver learning on sensitive issues including child protection and child rights, utilising sport as a neutral platform for engagement in contexts such as Laos.

ChildFund's approach has enabled the organisation to work with the MoES on increasing the provision of opportunities for sport (and physical education) in formal and informal education at a national policy level, while continuing to be informed by its work at the grassroots. ChildFund is well placed to contribute to closing the gap between policy and practice in coming years by bringing its authentic experience of using sport to the policy level to improve participation opportunities for girls and boys across the country.

Staff of the central Physical and Art Education Department of MoES have visited Nonghet District to observe the use of sport and consider how to offer such opportunities more broadly under the current MoES policy framework on physical and arts education, both in and out of school. Interest in the model, particularly because of its success in rural schools in a disadvantaged area, culminated in a formal MoES request to form a partnership at national level to promote sport and physical education. Over recent months a pilot project has been designed that includes the following activities:

- Workshop to reinforce understanding of the importance of including core learning principles for physical and arts education in schools.
- Consultation workshops to develop a Ministerial Decree underlining the importance of providing quality physical and arts education in schools.
- A review involving research into the links between physical education and arts education in Lao schools and learning outcomes, supported by an international literature review.
- Workshops to review and improve the MoES curriculum guidelines for teaching physical and arts education in schools.
- Capacity building for 15 teachers from five partner schools in Vientiane on comprehensive curriculum guidelines for teaching physical and arts education in schools.
- Capacity building for students and teachers from five partner schools to develop and pilot a methodology for delivering extracurricular, student-led physical and arts education activities.

The pilot project has the potential to provide official endorsement for more sport and physical education opportunities to be provided for children across the country, both as part of a balanced education and to realise their rights to participation and play.

The Journey to Literacy for Mangyan Children

Plan International Australia
Occidental Mindoro, the Philippines



Indigenous education and Mangyan tribes

The challenges that confront indigenous children around the world have been widely acknowledged. Traditional education systems are failing to meet the needs of these children, despite the allocation of extra resources and modifications to the mainstream curriculum. The need to develop alternative strategies more appropriate to the context and cultures in which indigenous children live has been recognised.

Part of the problem relates to issues of access. Another issue is the way young indigenous children are taught. The process of learning to be literate, as practised in early learning centres and primary schools, is often confined to the technical skills associated with learning to read and write. Rote teaching and learning methodologies are common. Such methods are associated with traditions of pedagogy that derive from a view of education as a process involving transmission of knowledge and values by those who know more to those who know less, or know it less expertly. Indigenous community involvement in the 'formal' world of the school is limited at best.

Nowhere are these challenges more visible than with the Indigenous Mangyans of Occidental Mindoro in the Philippines, a remote tribal people consisting of seven unique ethno-linguistic groups. A lack of geographical access and culturally inappropriate education have resulted in communities with no previous experience of mainstream schooling, low attendance and retention rates, and extremely poor learning outcomes and reading culture amongst Mangyan children. Adding to this is an ongoing history of displacement, no security of tenure for ancestral lands and social and institutional discrimination. The hard-to-reach settlements of the Mangyans make it difficult for them to access basic health care, education and other social services provided by government. The lack of support for agriculture, infrastructure and health services has led to high rates of malnutrition and child mortality. Based on government health reports, 60% of Mangyan children are malnourished and 90% of the Mangyans have poor access to potable water. Their knowledge on reproductive health is very limited. Girls and boys marry as early as 10 years of age and 53% of women are between 14 and 17 years old when they marry. The Mangyans experience a hungry period (known in the local language as 'tigkiriwi') during the rainy months of June to September. This is a time when the Mangyan have little to eat as production during this season is almost non-existent. Discrimination by non-tribal people has resulted in a widespread culture of shame in tribal communities, with many elders and parents becoming increasingly reluctant to share their culture and language with younger generations.

Partnerships with Plan and the Philippines Government to realise ‘Education for All’

Plan International Australia, in partnership with Plan Philippines and the Philippines Government, is working to confront the challenges faced by these indigenous children by developing community-led, innovative methods of improving access and enriching education approaches within each of the seven tribal communities. The broader aim is to improve education outcomes for indigenous children and their communities across the Philippines. Since 2009, Plan, in partnership with local government and communities themselves, and with the support of Australian Aid, has had a positive impact on the education opportunities of these remote indigenous communities through the TERM project (Towards Education Rights of the Mangyan).

Plan recognises that education approaches that consider language and culture provide more effective outcomes both socially and economically, and this is especially salient for indigenous communities. Children learn best in the language of their thoughts. Mother tongue education in the early years, moving to bilingualism at the primary level, results in lower dropout and repetition rates, higher female enrolment and increased parental participation (a key and often overlooked factor in successful education outcomes). The Philippines Department of Education has increasingly recognised the importance of adopting these approaches to improve education outcomes across the country. The Department recognises the rights of Indigenous people to education that is responsive to their context, respectful of their identity and supportive of the value of their indigenous knowledge, skills and other aspects of their cultural heritage.

In this project, Plan has worked hard to align education resource development with government requirements, and where possible has adapted already available government materials. For example, in 2009 and 2010, 29 basic literacy learning modules from the Alternative Learning Systems (ALS) Bureau of the Department of Education were



Plan International Australia – Girls in the Philippines enjoy expressing themselves through art. Children are motivated to come to school when there are opportunities for creativity.



Plan International Australia – Plan is supporting children's learning in the Philippines by developing indigenous storybooks and story-centred teaching approaches that provide a meaningful early education experience.

contextualised and translated into the seven tribal languages of the Mangyan and distributed to communities. These modules are suitable for learners up to age 15. In 2012 and 2013, workbooks from the ALS Bureau on beginners' reading, numeracy and school readiness skills were also translated into seven tribal languages, as were 48 self-learning modules aimed at 5–7 year old children. A facilitator's manual was developed to assist the instructional managers who work in the learning centres to teach the translated modules. More than 60 instructional managers have been trained in the use of the ALS workbooks and core curriculum, including being invited to participate in the government accreditation and equivalency examination. Specific training on the REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques) approach was also provided, along with training in the use of the Functional Literacy Test and Assessment for Basic Learners, a government standard. All of these materials went through a validation process in local communities and were reviewed by government education representatives, a consultant and Plan staff. Also during this time, communities have constructed 22 learning centres using locally sourced materials and traditional building approaches. Over 2000 children have attended school for the first time, and families and the communities themselves have been able to champion and direct much of this educational transformation.

Plan's most recent success has been support for early learning centres in six communities that are the first of their kind. Communities have built the centres using traditional building approaches, and 16 Plan-supported and trained Early Childhood Care and Development (ECCD) caregivers, all of whom are indigenous, are providing quality care for young children aged 3–5.

Plan has also been working in partnership with Local Government Units (LGUs). This has been vital for the continuation of project activities and gaining buy-in from local government. Partnerships with the LGUs are being formalised to ensure they include support for the project in their budgets and plans, including allowances for the instructional managers and ECCD caregivers.

Using Indigenous Stories as a Tool to Generate Passion for Learning

A successful component of the TERM project has been Plan's Indigenous Story Initiative and the accompanying Creative Spaces Professional Development Training. These were designed specifically to improve literacy outcomes in remote indigenous communities by developing community-centred learning approaches. Key elements of the Story Initiative include gathering tribal stories from elders; transforming oral stories into written form; the publication of 13 indigenous-owned storybooks in the seven tribal languages, with Tagalog and English translations (a first for the Philippines); and using stories as the centre of learning through the development of curriculum webs. Based on this foundational work, activities, ideas and concepts were developed which are culturally embedded in the lives of indigenous people, and other ways to extend meaning were explored through mediums such as dance, constructive play, drawing and song. Another component has been the training program, Creative Spaces, which inducts teachers into this new approach for learning.

The impact has been notable. For example, a teacher- and student-led performance of a shadow puppet play telling traditional stories, skills learned during Creative Spaces training, was attended by 500 tribal community members, many of whom had walked for up to two days to see the performance. Elders and parents indicated that this was the first time they had seen their own traditional stories reflected and celebrated by an education initiative.

Engaging Communities for Sustainability

Tribal elders have provided all learning centres with traditionally made implements, toys and instruments. These centres are managed by Plan in direct partnership with communities, with the long-term goal of developing a wholly community-managed network of learning centres. Opening up classrooms to the community and parents, Plan recognises that parents themselves are one of the primary sources of learning and support for their children, and the project has been strategic in ensuring parents play a central role in the learning experience. Whilst most Mangyan adults are themselves illiterate, they still play an integral part in helping to develop the foundations of literacy. Often told they have nothing to offer their children's education, there is a failure to acknowledge and integrate the wealth of knowledge inherent in culture and stories. Creating community-owned school settings is more effective and efficient in the long run because parents and elders become champions of the school and the teacher and will assist where they can.

Plan International Australia's TERM project recognises the value of indigenous culture and mother tongue learning in the journey to education for young children. Plan has been able to achieve many important firsts for indigenous education in Occidental Mindoro. Plan continues to strengthen its relationship with the Department of Education to deliver a program with implications and learning for indigenous education initiatives across the Philippines.

Civil Society Engagement on Education for All

ASPBAE Australia

Timor-Leste



Background

The education system in post-conflict Timor-Leste is characterised by a myriad of problems including inadequate school infrastructure, poorly trained and unmotivated teachers, a problematic language used in teaching, lack of programs on adult education and non-formal education, and a poor quality of public education. In light of the current situation, the Timor-Leste Coalition for Education (TLCE) is advocating for a better quality of education and a transparent system of education governance.

In 2012, the Timor-Leste government's budget for education was less than 10%, making it one of the lowest education budgets within the South East Asian sub-region. This situation is further exacerbated by the government's lack of transparency on how the education budget and external aid for education are being utilised. Additionally, Timor-Leste is currently experiencing a 'youth bulge', where in 2009 almost 48% of the population was below the age of 17, making education all the more important.

Despite all these challenges, TLCE notes that the current government's priority is to conduct major changes to the education system. The Ministry of Education's 2013-2017 Plan promised reforms in the education sector, including the rehabilitation of 290 school buildings per year until 2016. The government also plans to rehabilitate 26 buildings for pre-schools with playgrounds and build 50 new pre-school buildings annually.

The Timor-Leste Constitution guarantees access to free and compulsory primary education. However, many children do not go to school because of economic reasons, as parents cannot afford to pay for school materials and uniforms. Moreover, poor school facilities and not enough classrooms mean that children are reluctant to attend class. With the prospect of increased state budget for education, TLCE expects many changes will occur in the coming period. However, it is important for civil society to take a pro-active role in making sure that the government will indeed increase the budget for education to support the changes that are needed in the education system.

Civil Society's Contribution to Education in Timor-Leste

TLCE is a network of local civil society organisations and the teachers' union (Sindikatu Profesores Timor-Leste), established in 2009 to advocate for Education For All (EFA) in Timor-Leste. In 2011, the Coalition was able to secure formal registration as an NGO certified by the NGO Forum in Timor-Leste (FONGTIL). The Coalition aims to uphold the people's right to education and engage the government to bring about reforms in education policies in accordance with the EFA goals. Since its formation, the Coalition has organised activities and initiatives with the active participation and support of its members.

Budget Campaigning

With support from ASPBAE Australia, TLCE has been campaigning for an increase of the state budget for education. ASPBAE Australia is the Asia Pacific Regional Secretariat for the Global Campaign for Education's Civil Society Education Fund (CSEF). In this role, ASPBAE Australia is supporting and strengthening the education coalition in Timor-Leste, as well as coalitions and networks in Papua New Guinea, Vanuatu and the Solomon Islands, to effectively advocate for improved education policies and programs at the local level.

The Coalition conducted training on budget analysis in Dili, with a specific focus on education financing. This event was also used as a space to discuss TLCE's strategy in advocating for increasing the education budget to 20%. To apply what the members' learnt from the training, TLCE, through its member NGO, Forum Tau Matan held a half-day discussion on education budgeting. Several key decision-makers participated in the meeting, including representatives from the Ministry of Education, the Office of National Children Rights Commission and donors.

This event was the first time a Vice Minister had sat down with the Coalition in a smaller group through a roundtable discussion and shared information on education issues and reforms being pushed by the government.

After this meeting, TLCE established a timeline for involving in the campaign representatives from the districts who understand the education challenges in the community. The Coalition believes this breakthrough with the Ministry of Education can help capture the different insights of the people and civil society organisations on the reforms needed in the education system and provide a platform for them to bring their concerns and recommendations to policy makers and implementers.

To complement this initiative, TLCE consistently encouraged the media, both print and broadcast (TV and radio), to put pressure on the government to address education issues which impact on the quality of education in Timor-Leste. For instance, TLCE did monitoring work on the Primary School in Beduku, Dili accompanied by STL-TV News and National Radio (RTTL).

During the Global Action Week for education in April 2013, a TV discussion was held in which there was a strong push for the government to invest more in the education sector. The focus was on support for teachers in various areas such as supervision, improving teachers' facilities and resources, and addressing teachers' welfare by increasing salaries and incentives, especially for those who live and teach in rural areas. TLCE also mobilised different groups of students to deliver key messages calling for more teacher training programs and assistance for teachers in improving and upgrading their knowledge and skills.

Continuing Action

As part of TLCE's strategic plan, one of their top objectives is to advocate for the national education budget to be increased gradually within the range of 15% to 20% by 2015. They plan to hold policy dialogues and engagements with Members of Parliament Committee F (Education Committee), the Ministry of Education, church and religious groups, CSOs and other stakeholders. TLCE also plan to hold a mass mobilisation in Maliana, Baucau and Dili town hall to celebrate National Education Day and highlight calls for increases in the education budget.

From Bangladesh to Pakistan, Vanuatu to the Solomon Islands, these types of civil society initiatives are demonstrating the value of increasing local capacity to work with government and hold it accountable to the cornerstone promises of development – people's right to education for all.



The Lafaek Children's Magazine



Josh Estey/CARE – Girls in Timor-Leste reading their copies of the Lafaek magazines.

CARE Australia

Timor-Leste



Background

The Democratic Republic of Timor-Leste became an independent country in 2002 following a long history as a colony of Portugal and a province of Indonesia. In the period following the referendum in 1999, 90% of the schools in Timor-Leste, like much of the infrastructure, were damaged or completely destroyed. Timorese children were left with a lack of trained teachers and learning materials when almost 20% of primary school teachers and administrators left the country. Physical access to, and quality of, education is also a serious concern. The need for knowledge about children's rights and the desire to address the educational needs of children motivated CARE to develop a magazine for school children that supported the basic education curriculum and was distributed to primary schools across the country.

Timor-Leste is a multilingual society with at least 19 live languages spoken throughout the country. The official languages of Timor-Leste are Tetun and Portuguese, with English and Bahasa Indonesia recognised as important working languages. The selection of the language of instruction in Timor-Leste is one of the most challenging and contentious decisions facing education policymakers, since it has such far-reaching effects and implications as outlined below. Controversy over the role and status of languages in the East Timorese school curriculum has dominated debates about educational quality since independence.

Lafaek Children's Magazine

The Lafaek (translation: crocodile) Project began in 2001 through the publishing of a children's magazine accompanied by a teachers' guide. The project, with funding provided by CARE, was initially focused on raising awareness of the Convention on the Rights of the Child in Timor-Leste. An extensive distribution system was created, which allowed Lafaek to reach every school and it became increasingly popular. Due to this success, the Ministry of Education (MoE) began a partnership with CARE in 2004, and through this the content of Lafaek was broadened to include support material for the newly developed primary education national curriculum. Magazine content was prepared through a participatory process led by local writers and illustrators, with the contribution of teachers, students and community members, and under direct oversight of the Curriculum Division of the MoE. All content was aligned with the 2004 primary curriculum. Four magazines were subsequently developed: Lafaek Ki'ik for Grades 1–2, Lafaek Prima for Grades 3–4, Lafaek for Grades 5–9 and Lafaek: Teachers' Guide.

The magazines produced by CARE were attractive, high quality and child- and teacher-friendly, and were published on a quarterly basis. They supported the implementation of the Basic Education curriculum and promoted child rights and child-centred teaching and learning in the classroom and the home. Up until the end of 2009, CARE distributed Lafaek to all corners of the country with 100% of schools reporting that they received the magazines. In 2008, the United Nations Educational, Scientific and Cultural Organization (UNESCO) reported that the only material that all primary and lower secondary students in Timor-Leste received was Lafaek.²⁸

The Tetun used in the magazines was Tetun Prasa, which is the most widely understood Tetun variant.²⁹ Although books in Portuguese are available in most schools, many teachers and children do not understand Portuguese. The Lafaek magazines' content focused on developing literacy and numeracy skills, critical thinking and healthy living practices. Tying in with the science and civic education curricula, the magazines placed strong emphasis on sustainable development practices and environmental stewardship. Selected articles were translated into Portuguese. As a means of promoting creative and forward thinking, Lafaek regularly featured local entrepreneurs and innovative locally made products. Every child owned her/his own copies and almost all took them home where they were read and re-read by the child, other family members and friends.

From 2010, the MoE fully took over the publishing and distribution of Lafaek and discontinued the magazine for children and teachers, producing instead a magazine aimed at the overall community. This version of Lafaek, called Lafaek Ba Komunitade ('Lafaek for the community'), was piloted between 2010 and 2013 in selected districts of Timor-Leste, targeting approximately 20,000 households. Results indicate that the magazine was received and read by 85–90% of the targeted adult and child population and proved highly effective for communicating key messages on topics such as health, agriculture, small business development, childhood care and children's rights. However, the magazine did not enjoy the same popularity as the children's magazine. Both teachers and students lamented the discontinuation of the children's magazine, claiming that the Timorese had lost out because the magazines previously had 'information about everything'. Indeed, they claimed that given the limited availability of Tetun language literature, teachers were now only able to teach in a very basic manner without student and teacher versions of Lafaek to support them. The MoE have shown interest in re-establishing the children's and teachers' versions of Lafaek and have been in discussions with CARE to re-establish the partnership.

An external evaluation of the Lafaek children's magazine was conducted in November 2010. It found that 100% of teachers, 96% of students in a survey and 100% of respondents in community focus groups and consultations were familiar with Lafaek. Overwhelmingly, those researched attested to the importance and popularity of the Lafaek magazines. Even taxi drivers and street vendors who the consultant engaged in conversation had heard of Lafaek and spoke highly of it. The evaluation also found that 96% of teachers reported using Lafaek magazines to teach and 85% specifically mentioned the teachers' magazine. The Lafaek materials were the only locally created, locally relevant, consistent curriculum support available, and in many schools the only educational materials that 'worked', according to many of the informants interviewed for the study.

²⁸ UNESCO Document on National Education Support Strategy (2008), p. 21.

²⁹ The National Institute of Linguistics (INL) has developed an official orthography enacted in law to ensure consistency in usage and this is the orthography used by Lafaek.

Josh Estey/CARE – Children in Timor-Leste reading their copies of the Lafaek magazines.



‘A Timorese magazine’

Teachers indicated that Lafaek had a positive impact on children’s learning and understanding of curriculum subject matter and information about Timor-Leste and its cultures, and that it helped in the learning of both Tetun and Portuguese. The Lafaek magazines also had an impact on learning at the community level. The magazines served as a means for parents to participate in their children’s education, extend learning to other family members and carry important nation-building messages to the wider community. Previous field research and the recent evaluation validates the claim that adults value the magazine as a learning tool as much for themselves as for their children.

One of the reasons the magazine was successful as a learning tool was that it was widely regarded and in tune with its intended audience. This was no accident. With the exception of the expatriate advisers, the magazines were produced by a team of dedicated and committed Timorese who took great pride in being associated with Lafaek. It was first and foremost a Timorese magazine.

With interest in protecting and preserving indigenous languages growing internationally, the Lafaek process from conception to distribution can serve as an example to others. CARE’s experience in developing and continually improving the Lafaek magazines to meet the needs of the audience, its careful and extensive consultations with stakeholders, its well-developed production process (including working groups and an editorial board) and its excellent distribution system ensured the success of this project.

PACIFIC

Building the Credibility of Civil Society Organisations

ASPBAE Australia

Solomon Islands



Background

The Coalition for Education Solomon Islands (COESI), with the support of ASPBAE Australia, has worked hard to build its credibility so that its contribution to education policy debates in the Solomon Islands is more effective. Gaining credibility is not achieved overnight. The process of building COESI's credibility with the government and donors has been ongoing since the coalition formed.

COESI is an NGO dedicated to the advancement of educational opportunities for all Solomon Island citizens, especially those from marginalised and disadvantaged groups. COESI is one of the key organisations in Solomon Islands leading CSOs with an interest in education to raise awareness and advocate for compliance with the Education for All (EFA) goals. It is a relatively new organisation, formed in 2009.

Coalition for Education Solomon Islands – Two participants training in the Solomon Islands.



Approach

Evidence of COESI's growing credibility has been the invitation by the Ministry of Education for COESI to become a member of the national Literacy Technical Working Group. However, to get to this point required prior demonstration of COESI's capacity and commitment. In the period before becoming a member of the Literacy Technical Working Group, the COESI staff and board undertook a range of activities, including increasing stakeholder awareness through regular media contributions and participation in ASPBAE Australia-organised or supported regional meetings, and national and provincial education meetings, including the local Education Partners Group. In 2011, COESI also hosted member and partner consultations and undertook public consultations on the draft Disabilities Act, as well as on results of literacy surveys conducted by COESI and ASPBAE Australia.

COESI felt it needed to improve its research policy analysis, writing skills and resource mobilisation skills, so at various times it called on ASPBAE Australia. ASPBAE Australia is the Asia Pacific Regional Secretariat for the Global Campaign for Education's Civil Society Education Fund (CSEF). In this role, ASPBAE Australia is strengthening education coalitions in Papua New Guinea, Vanuatu, the Solomon Islands and Timor-Leste with ongoing capacity support. ASPBAE Australia was able to provide technical assistance to help COESI undertake research, provide quality inputs into the Literacy Technical Working Group and find additional funding support.

COESI demonstrated its commitment to education policy improvement through actively engaging in processes such as the SWAp (Sector-Wide Approach) and preliminary analysis of the National Education Action Plan. COESI continued to be a public advocate for EFA through events such as International Literacy Day and Global Action Week.

COESI also continued its research into literacy and education in the Solomon Islands, which enabled them to make informed contributions, backed by evidence and primary data. When the research done by COESI and ASPBAE Australia was completed and launched, it attracted widespread interest and media coverage, including outside the country. The research report greatly enhanced COESI's credibility with government officials. As a result of its work, COESI was invited to be a member of the Literacy Technical Working Group established to assist the Ministry of Education to develop a national literacy policy for the Solomon Islands. In recognition of their expertise, COESI was asked to draft a concept note with one of its member organisations, the Literacy Association of Solomon Islands outlining the scope of a national literacy policy. COESI had been advocating for the development of a national literacy policy for a number of years and was pleased to see its advocacy having an impact.

Education in Emergencies and Disaster Risk Reduction for the Pacific

Save the Children

Solomon Islands, Vanuatu, Fiji



Save the Children
Australia

Disaster impacts on children in schools can include threats to survival and security; exposure to death and destruction; interruption of schooling due to damage or destruction of schools, books and other essential educational materials; use of schools as evacuation centres; and students being unable to get to school and teachers to work. Interruption to schooling can in turn have long-term ramifications for children, families, communities and ultimately the progress of a nation. By reducing disaster impacts on children and schools, and by quickly restarting education during a crisis, Education in Emergencies (EiE) provides a sense of normalcy to children and communities, facilitates the protection of children and supports fulfilment of children's rights, as well as providing psychosocial support to children, parents and communities.

The Save the Children Education in Emergencies Asia Pacific Capacity Building Project ('The Project') is the first EiE project funded by the Australian Government which integrates longer-term sustainability approaches through focus on capacity building, preparedness, prevention and mitigation within the education sector. The Project aims to improve the education sector's preparedness for emergencies in nine countries in the Asia Pacific Region. In the Pacific these are Fiji, the Solomon Islands and Vanuatu. The Project was strongly supported and implemented through its former EiE adviser and current independent consultant, Nastaran Jafari. Guided by the framework for Comprehensive School Safety adopted by global advocates, key features of the Project's activities are longer-term school disaster management methods and approaches and capacity building activities to support sustainability of local educational actors and institutions within the Pacific. In addition, gender and disability awareness and mainstreaming have been systematically and appropriately embedded into the Project through training programs and metrics, and awareness of psychological support needs and good practices are also being incorporated.

See the End in the Beginning: Sustainability and Innovation

At the heart of the Project is the desire to build towards sustained systems for both protection of children from death and injury and continuity of education, through ownership by government partners and integration with other education activities and community ownership, especially at sub-national and local levels. The Project, implemented by Save the Children along with UNICEF, Ministries of Education, National Disaster Management Offices and other partners, has enabled the following unique contributions, resulting in improved practice facilitated by Pacific organisations, based on the needs of children in the Pacific.

Pacific Education Clusters: In order for EiE and Disaster Risk Reduction (DRR) in Education activities to be developed and sustained at national and, where possible, sub-national level, it is important that there be a focal DRR in Education and EiE taskforce, working group or 'cluster' established as a key consultative and coordinating mechanism in-country. An Education Cluster is such a group, ideally led by the Ministry of Education and supported by the National Disaster Management Office as well as by Save the Children and UNICEF.

The nature and function of these Education Clusters or 'DRR in Education task forces' is evolving from the traditional focus on preparedness and response activities towards more sustainable approaches, including responsibility for and integration of disaster management policy and planning and shifting to a pro-active approach to safeguarding development investments and assuring educational continuity. An explicit finding of the Project is that approaches in the education, development and humanitarian sectors are carried out by the same actors and go hand-in-hand. Therefore the function of an Education Cluster is not just to be 'activated' once a major emergency occurs but also to take the longer-term approach of building the capacity of local institutions to respond to and meet their own needs in small and moderate emergencies. The Pacific cyclone season occurs annually, around October to April, which provides a window of opportunity to work alongside key governments, organisations and community members to be better prepared prior to the cyclone season.

Education Cluster-type mechanisms at national and sub-national level are becoming ongoing mechanisms supporting governments to put into place policies and develop capacities for disaster risk reduction in the education sector. They both stand ready to activate response to a variety of levels of disaster and are simultaneously working to reduce the demand for humanitarian assistance by increasing resilience and self-sufficiency.

EiE stockpiles: The Project has supported and established stockpiles of EiE kits in Fiji, Vanuatu and the Solomon Islands tailored to suit the specific needs of children in the Pacific. Traditionally EiE stocks, which included education, recreation and early childhood education kits, have been developed and packaged overseas and transported to the Pacific, which proved very costly, inefficient and often unsuited to the needs of Pacific children. For example, in the Solomon Islands it was identified through local consultation that children prefer to use coconut shell games, which they are familiar with, rather than imported board games as they return to normalcy post-disaster. Local EiE Focal Points led development of lists of EiE stocks for the Pacific through consultation with the Ministries of Education, National Disaster Management Offices, cluster members, teachers and children, to determine the type of stocks and supplies that were appropriate. Trusted local stationery suppliers in-country were identified for stocks to be pre-packaged into kits as a preparedness measure for the upcoming Pacific cyclone season.

These EiE pre-positioned stocks proved valuable and timely for numerous disasters in the Pacific. For the January and March 2012 Fiji floods, the EiE stocks pre-positioned in Suva were delivered to 6,044 children in 139 schools. In the Solomon Islands, the Project delivered educational kits to assist 424 children during the June 2012 Auki fire response; UNICEF provided tents and tarpaulins to establish a Temporary Learning Shelter), thus providing a holistic response for children to continue their education. In Vanuatu, the Project has established the first EiE warehouse positioned in Port Villa containing EiE stocks which can be easily dispatched during a crisis. The stocks include school kits, teachers' kits, recreational kits, ECCE kits, Library-in-a-Box for all school levels, tents, tarpaulins and mobile blackboards.

DRR in Education: The DRR in Education approaches are undertaken particularly through the three pillars of comprehensive school safety: safe school facilities, school disaster management and disaster risk reduction in formal and informal curricula. In Vanuatu, the Project supports numerous DRR in Education activities including the development of guidelines for using schools as evacuation centres and for setting up temporary learning spaces, supporting the six Provincial Education Authorities to develop their contingency plans, and supporting schools in four provinces to develop their school safety plans. In the Solomon Islands there were EiE responses to June 2012 floods in Makira, Tropical Cyclone Freda in Guadalcanal and Makira, and the earthquake and tsunami in Temotu on 6 February 2013. Following these events, the Project, in collaboration with UNICEF, supported the Ministry of Education and Human Resource Development in piloting EiE and school disaster management plans in 59 schools in Makira and Guadalcanal provinces. This will result in the elaboration of disaster management plans for each of these schools and in the strengthening of the disaster risk management capacity at provincial level. In Fiji, the Project has recently contributed to the elaboration of advocacy messages on DRR aimed at teachers on the occasion of the Fiji Teachers' Union 83rd Annual Conference and Annual General Meeting at the end of April 2013.

EiE institutionalised within government: A key principle in the Project's approach is partnership with and support for governments in their leadership role. All activities have been undertaken in collaboration with the Ministries of Education and National Disaster Management Offices. These government agencies have welcomed the support received from the Project and the numerous activities it has generated. The designation of an EiE Focal Point within the Ministries of Education and support for wider capacity-building to carry on the work on EiE and DRR in Education have been important objectives. In the interests of ownership and sustainability, the Project has successfully engaged each of the Ministries of Education in Fiji, the Solomon Islands and Vanuatu to be able to create and maintain an EiE allocation within the Ministries' own budgets. This encourages the longer-term understanding that with the EiE policy and program responsibility and institutionalisation comes internal funding responsibilities, in turn generating a culture that is less reliant on external aid and favours self-sufficiency over dependency.

Partnerships with stakeholders: Collaboration with development and humanitarian partners has been integral to the approach of the Project. Save the Children works closely with UNICEF, the co-lead agency, particularly for organisation and delivery of the capacity-building training for Ministries of Education and the Education Cluster and DRR in schools at national and provincial level. Co-leadership leverages the complementary strengths of a UN agency and an NGO, with the former typically having strengths at national level and the latter at provincial and local levels. The Pacific Humanitarian Team (PHT) and the UN Office for the Coordination of Humanitarian Affairs (UNOCHA) have played a significant coordinating and supporting role for EiE and the Education Clusters during disasters such as Cyclone Vania in Vanuatu, the Fiji floods and the Temotu earthquake and tsunami response in the Solomon Islands. In particular, the PHT has been most helpful in ensuring that EiE is a visible sector within disaster response in the Pacific. The Project also worked with the Global Education Cluster Working Group as well as the Inter-Agency Network for Education in Emergencies (INEE) and through the regional technical advisers has acted as a significant conduit for dialogue and information dissemination in Asia and the Pacific. The Project has allowed Save the Children to contribute to standards and strategy development through the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, and the INEE Minimum Standards Working Group.

Save the Children - Children in Temotu gather in a child-friendly temporary learning space after being hit by the February 2013 earthquake and tsunami.



Pacific Education Cluster coordination training: The Project delivered and facilitated the first Education Cluster Coordination training tailored to the unique requirements and context of the Pacific region. The training reached 26 key individuals at the forefront of EiE and DRR in Education from four countries. The training departed from previous approaches by introducing a focus on bridging humanitarian and development work and on longer-term disaster risk reduction through the Comprehensive School Safety framework.

Pacific Education Needs Assessment template: In May 2011 partners from the Ministries of Education, National Disaster Management Offices, Save the Children and UNICEF met in Suva to design and develop the first 'Education in Emergencies Needs Assessment' template for the Pacific, based on the Global Education Cluster's Joint Education Needs Assessment template. The draft template was transferred to the Solomon Islands, Vanuatu and Fiji Education Clusters to finalise based on the needs of and relevance to each country, and for translation into local languages for ease of use, particularly by local provincial officers.

Gender

The Project has contributed to the awareness of gender inclusion within EiE and DRR in Education activities, primarily through the trainings conducted at national and provincial level with governments and communities. As a result, in Fiji government plans include timetabling classes at different times to enable girls and boys with other responsibilities to attend, and curriculum includes provisions regarding gender-based violence. In Vanuatu the buddy system is now recommended as part of standard guidance for tsunami and volcano evacuations to lessen the potential for unwanted or opportunistic sexual activity amongst older children. Emergency kits include sanitary materials for girls and female teachers so that they do not need to miss classes during menstruation.

Disability Inclusion

The Project has also contributed to the awareness of the importance of disability inclusion in the education sector in general, and during disasters and emergencies in particular. For example, some of the strategies that the Project plans to adopt to support disability inclusion include:

- Collaboration of Clusters with organisations such as the Fiji National Council for Disabled People and Vanuatu's national association of disabled people, to reach out and to develop plans to support the community's EiE needs
- Involvement of disabled people's organisations in the review of consensus-based key messages for disaster risk reduction, which will be a foundation for school-based disaster management and DRR in education programs.

Conclusion

Many of the Project's activities have led to the introduction of policies and planning by government systems to anticipate and respond to the need for education in emergencies. Remote and dispersed locations of schools, staff turnover and under-resourcing are remaining challenges. Ministries are overloaded with pressing priorities such as curriculum revision and staff training in basic teaching skills. It is therefore important to be clear that a long-term strategy, patience, perseverance and understanding will be needed over the medium-term. Since smaller disasters are frequent, and the location of impact of moderate-impact disasters cannot be known, there remains an important role for a regional approach to EiE, to complement the PHT in the Pacific. The relationships and trust which the Project has built with the Ministries and stakeholders is important to the continuity of meaningful and relevant activities suited to Pacific cultures, for children of the Pacific Islands. Their right to safety and survival in school, and their right to a quality basic education, are at stake.

‘The Reef of Today Is the Island of Tomorrow’³⁰: Facilitating Quality Early Childhood Education in Tonga

UnitingWorld

Tongatapu, Vavaú, Haápai, Éua and Niua, Tonga



Summary

‘Increasing equitable access to pre-school programmes of good quality can play a significant role in supporting children’s success in primary school and helping them to overcome early disadvantage.’³¹

In 2011 the Free Wesleyan Church of Tonga (FWCT) Education Department and UnitingWorld agreed to work together in partnership to establish quality Early Childhood Education (ECE) throughout kindergartens across Tonga. A survey was conducted to see where local community-run kindergartens already existed, the state of existing kindergartens and the demand for kindergartens by communities.

The project was designed with a priority on training, resourcing and supporting the development of quality education in the existing kindergartens. Establishing new kindergartens has also been undertaken in regional centres where a suitable building already existed but where there was no access to ECE or where demand for kindergartens far exceeded existing services.

The project is characterised by training of teachers, curriculum development, infrastructure improvements and resourcing to ensure quality education. As these kindergartens have been established, parents of children with disabilities and special needs have begun approaching the kindergartens to enrol their children. Through this program these children have been enrolled in their local kindergartens and their teachers supported in providing for the special needs of the individual children. Kindergartens have now been established in all the island groups across Tonga.

Research shows that there is a direct link between accessing quality ECE and future school achievements. This can significantly impact on long-term poverty by breaking through early childhood disadvantage (UNESCO 2012). This research also outlines a number of principles that are foundational to maximising the impacts of Early Childhood Care and Development (ECCD). These include:

- Teacher training specific to early childhood development that focuses on age appropriate learning approaches. These approaches ensure that children are not placed under undue academic pressure when not developmentally ready.
- Linking health and nutrition into the ECE provision.
- Linking the early childhood centres with primary schools to minimise the difficulty of transitioning into primary education.
- Making ECE accessible to disadvantaged children and families.

³⁰ Tongan proverb.

³¹ UNESCO (2012), ‘Education for All Global Monitoring Report’ – Policy Paper 3, UNESCO, Paris, p. 6.

These are also foundation principles underpinning the Tongan ECE project.

The FWCT is the largest church in Tonga, representing 37% of the in-country population.³² The FWCT has congregations spread across all the island groups of Tonga, including communities on isolated islands. The FWCT Education Department is the second largest provider of education in the nation and often picks up students that the government schools leave behind.

In 2009, the FWCT Education Department conducted a review of their education system and developed a five-year strategic plan. One of the key priorities identified by the Department within this strategic plan was the establishment and provision of quality ECE, recognising its key role in establishing solid educational foundations in children at a young age and wanting to increase the awareness and value placed on education by families and communities.

In 2011 a survey found that informal kindergartens existed in many communities across Tonga. However, these had been established in an ad hoc fashion and were operating independently of the FWCT Education Department as well as each other.

Island group	Existing kindergartens	Total children enrolled	Boys	Girls	Children with disabilities	Teachers	Teachers with ECE training	Average teacher:child ratio
Tongatapu	9	369	201	167	1	18	3	1:20
Vavaú	3	73	36	37	0	6	0	1:12
Haápai	2	25	10	15	0	3	0	1:8
Éua	2	39	19	20	0	5	2	1:8
Niuas	1	21	9	12	0	1	1	1:21
Total	17	526	275 (53%)	251 (47%)	1 in 526 (0.19%)	33	6 (18%)	

Table 1: Baseline data at July 2011

The lack of trained teachers resulted in limited quality of the education provided. There was a risk that this might produce negative impacts on future educational achievement. As the data shows (see Table 1), 17 FWCT kindergartens existed prior to the commencement of the program; however, of these only three contained teachers who had qualifications in ECE. Most of the kindergartens were little more than child-minding facilities run by local women, working without pay in a role perceived to be a natural part of their cultural gender roles rather than teaching. The lack of training reinforced this perception. At this time there were 526 children attending the kindergartens, with only one child with an identified disability participating.

Innovations and Value Add

Through the partnership between UnitingWorld and the FWCT Education Department, the Tonga ECE project is enabling the following outputs:

- Facilitating a certificate in ECE through the University of the South Pacific Tonga Campus for all teachers teaching in FWCT Kindergartens.
- Curriculum development and term-based teaching programs consistent across all kindergartens and in line with the Tonga National ECE Association.
- Regular professional development workshops for all teaching staff run by the FWCT Education Department.
- Quality resourcing of all the participating kindergartens with educationally relevant and appropriate resources.

³² Tongan census (2006).

- Provision of safe and educationally inspiring learning spaces for the children. This means renovating, furnishing and setting out classrooms to enhance the different types of learning activities as well as including toilets on site so that children can access these facilities in a safe and supervised manner without having to leave the site.
- Establishing new kindergartens, as above, in areas where there was previously no access to ECE.
- Training and support in inclusive education – making it known that the kindergartens are equally open to children with disabilities and supporting teachers to provide for their individual needs.

Intrinsic to the implementation of the above outputs is a specific focus on recognition of the rights of the child, the pay disparity experienced by the women who are working as teachers and social issues that impact child development. Other social issues that impact child development include:

Child Protection:

Specific training on child protection has been done with all the teachers of the kindergartens involved, as well as teachers of other kindergarten providers where the kindergartens are close together. Among other prominent child protection issues covered, this training identifies that physical discipline of children enrolled in the kindergartens is not acceptable and training in alternate behaviour modification techniques is provided to enable teachers to confidently move away from traditional discipline models. All the teachers have committed to this by signing the Australian Aid-compliant Child Protection Code of Conduct. Refresher training in child protection is run annually to reinforce the importance of protecting children and to ensure new teachers are included. The FWCT Education Department is in the initial stages of establishing a child protection policy and implementing training for the whole education department.

Disability Inclusion:

By employing a Tongan early childhood educator with extensive experience in disability inclusion to implement the project, recognition of children with disabilities and their right to access quality ECE became a focus of the project. The Project Officer has connected with local disability service providers working with young children with disabilities and facilitated a progression for these children to enrol in their local kindergarten when they are old enough. Support is given to the teachers to enable these children to fully participate in the education. Plans are in place to facilitate workshops in disability awareness and inclusion in Tonga for the kindergarten teachers and other service providers for the first time as a result of increased enrolments of children with disabilities.

Health and Nutrition:

In Tonga, poor diets are common, especially with increased imports of cheap processed food from overseas. There has been a shift, especially among children, away from locally grown natural foods to processed foods high in salt and sugar. The kindergartens have a health food policy which only allows healthy foods such as fruit to be consumed at school. Many of the kindergartens have access to fruit trees, or teachers will bring fruit to supplement snack times so that no one misses out and processed foods are not consumed.



UnitingWorld – Children attending and participating in a local kindergarten supported by UnitingWorld’s ECE project.

Transitioning to Primary School:

Many of the kindergartens are located on or near the school grounds of a FWCT primary school or middle school. There is an intentional process in place to make it easier for children to transition to primary school.

Financial Recognition for Teachers:

The women working as teachers in the kindergartens are now trained and are implementing an educational curriculum. They are receiving payment for their work. While this is currently supplemented by the project, mechanisms are being developed with the FWCT Education Department for the budgeting and payment of the kindergarten teachers as part of their standard salary system. This will also contribute to the sustainability of the FWCT kindergartens.

Sustainability

The FWCT kindergartens are locally owned and facilitated. Community surveys identified community demand, and local FWCT congregational committees are directing some of their annual budgets into the payment of the local kindergarten staff through the FWCT Education Department. Local families and communities are organising working bees to contribute to the upkeep and repairs of their local kindergartens and to construct outdoor play areas for the children.

Regarding relationships with government, the Tongan ECE Project Officer wrote on 7 March 2013: 'I received a call from the ECE Education Officer from the [Tongan] Government yesterday with some wonderful feedback on how well established and running our kindergartens are. She has seen for herself how well the church/project is looking after the kindergartens and wanted to pass on this information.'

Government provision of ECE in Tonga is limited and ad hoc. The government is looking to the FWCT Education Department kindergartens as a model for quality inclusive ECE in Tonga. Once these kindergartens are established, they are able to register with the government and access funding of 50 Tongan pa'anga per student for resourcing of the kindergartens.

Results, Lessons Learned, Impact

Island group	Kindergartens	Total children enrolled	Boys	Girls	Children with disabilities	Teachers	Teachers with ECE training	Average teacher:child ratio
Tongatapu	16	466	236	230	9	35	26	1:13
Vavaú	4	93	44	49	0	7	5	1:13
Haápai	3	56	28	28	1	4	4	1:14
Éua	2	34	18	16	0	5	5	1:7
Niuas	1	14	5	9	0	2	2	1:7
Total	26	663	331 (50%)	332 (50%)	10 (1.52%)	53	42 (79%)	
Improvement	35%	21%	17%	24%	1 in 66	38%	61%	

Table 2: Current kindergarten data at July 2013



Uniting World - Two of the kindergarten teachers proudly displaying their certificates of ECE successfully completed as part of UnitingWorld's early childhood education project.

As Table 2 shows, in the two years since the initiation of the ECE project in Tonga a number of impacts can be seen. Highlights include:

- A significant increase in the number of children with disabilities accessing ECE.
- Increased enrolment and equal access and participation between boys and girls.
- Increased access and attendance in rural and remote communities.
- A significant increase in ECE trained teachers.
- Acceptable teacher to child ratio in all regions for safe duty of care.

While these results are very encouraging, it is clear that progress is slower in the more remote locations. Establishing quality ECE in more geographically remote areas is difficult and can require extra support. There is now a need to increase the staffing capacity of our implementing partners to enable them to give attention to these remote places to bring them to the same level as kindergartens in the urban centres.

While it is too soon to measure the social and long-term education impacts of this program, research by UNESCO³³ indicates that the achievements so far will be key factors in the educational outcomes of Tongan children, ultimately reducing the disadvantage of poverty and isolation.

33 UNESCO (2011), The Hidden Crisis: Armed Conflict and Education, Education for All Global Monitoring Report, UNESCO, Paris.

Integrating Local Culture and Language into ECCD

World Vision

Makira-Ulawa Province, Solomon Islands



Overview

The literacy rate in the Solomon Islands is one of the lowest in the Pacific, estimated at 60%,³⁴ while the Solomons have been ranked 13th out of 15 Pacific countries related to youth literacy rates in Millennium Development Goal rankings. A 2007 study found nearly half of 15–19-year-olds were not attending school, with significantly more girls non-attending.³⁵ Another 2007 study found 47% of children were not attending primary school because their parents wanted help at home, which disadvantaged girls more than boys as many more girls than boys noted this as a barrier.³⁶ An Education Sector review in 1999 estimated there were only about 14,000 children aged 5–6 enrolled in preparatory classes, which is only about 26% of the total eligible population.

With 80% of the Solomon Islands population living in rural areas,³⁷ many communities have limited access to education facilities, and therefore particularly children living a long distance from kindergartens or primary schools are not attending school. In East Makira, more than 1,000 children from 800 families were not attending school classes due to the limited number of primary schools and their locations far from their communities.³⁸ By the age of 9 years, children are big enough to walk longer distances to school – but entering the education system at this late age makes it very difficult for these children to achieve literacy and progress through the education system. In addition, the Solomon Islands Government was seriously limited in delivering education services throughout the country during the ethnic tension from 1999 to 2003. After the arrival of the Regional Assistance Mission to Solomon Islands and the restoration of law and order, the government has begun the slow process of restoring services in rural communities.

It is important that a culturally and linguistically appropriate model of early childhood education is used across the Solomon Islands. World Vision's experience has shown that first-time literacy learners should still be learning important concepts in their home language³⁹ and that children who receive systematic learning opportunities in their home language from ages 3 to 8 consistently outperform those who attend English-only programs on measures of academic achievement in English during the middle and high school years.^{40 41} Since the Solomon Islands has an estimated 120 indigenous languages, it is challenging to ensure children can access appropriate early childhood education. Therefore, the Makira Provincial Education Office requested World Vision's assistance with early childhood education and was keen to be involved with monitoring the program development.

34 According to the Asian South Pacific Bureau of Adult Education (ASPBAE) (2007), Educational Experience Survey, 17% of the population are literate (male 21.1%; female 14.5%), 42.7% are semi-literate, 40.2% are illiterate.

35 *ibid.* Females: 53.8% not attending school (compared with males: 37.6%).

36 *ibid.*, p. 8. 54% of girls reported this barrier compared with 37% of boys.

37 Solomon Islands (2009), Report on 2009 Population & Housing Census, Solomon Islands National Statistics Office.

38 World Vision Solomon Islands Survey (2005) – Makira-Ulawa Province.

39 Thomas, W.P. & Collier, V.P. (2002), A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement. Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.

40 Campos, S.J. (1995), 'The Carpenteria preschool program: a long-term effects study.' In E.E. Garcia & B. McLaughlin, Meeting the Challenge of Linguistic and Cultural Diversity in Early Childhood Education, New York: Teachers College Press, 1995, pp. 34–48.

41 Gutierrez-Clellen, V.F. (1999), 'Language choice in intervention with bilingual children.' American Journal of Speech-Language Pathology, 8, 291–302.

World Vision – ‘Teachers were trained to certificate level at SICHE and are now receiving formal employment paid by the government.’
Provincial Education Authority Officer



Innovations

Multilevel and whole-of-program approach: Connecting across three levels was a key to success: engaging with communities, the provincial government and national government about early childhood education. For example, World Vision worked to establish ECE services at the community level whilst building the capacity of provincial government departments and advocating to influence relevant national policy – in line with what was seen and experienced at the community and provincial level. This multilevel and whole-of-program approach has been identified in previous research as being an important feature for effective NGO work.⁴² The Program Review outlined that these approaches ‘contributed towards ownership as communities identified World Vision was working in line with national policy, which increased their commitment and engagement. In turn, provincial and national government became more engaged as they could see successful outcomes being achieved on the ground’.⁴³ The project team saw there were several important change areas rather than a discrete task of getting ECE started in communities.

Ownership:

Connecting well across these levels and achieving ownership by all involved in the program requires quality engagement. The program did this through thorough consultations with all stakeholders prior to beginning program activities. The Education Authority demonstrated their ownership of the program by financially supporting the training of 22 ECE teachers in Phase One (World Vision supported 32) and 26 teachers in Phase Two (World Vision supported 52). The program also did extensive awareness raising so communities and other stakeholders understood the value of ECE. The projects in each community did not proceed until at least 50% of the community members were supportive of the activity to establish whole-of-community engagement. While it takes time to garner this support, it was nevertheless crucial to the overall success; as a community ECE teacher explained, ‘I think other kindys may close because communities do not cooperate together. Parents may not support the teacher, and continue with local resources for the kindy.’⁴⁴

42 Kelly, L. & Chapman, R. (2003), ‘A Process to Define and Enhance NGO Effectiveness.’ OECD DAC Working Party on Evaluation Conference ‘Partners in Development Evaluation’, Paris, March 2003.

43 Kelly, L. (2012), ‘Makira Early Childhood Development Review.’

44 *ibid.*

The project staff maintained this level of contact with communities by monthly visits to most communities, enabling current problems to be addressed and demonstrating to communities that they were key stakeholders. Regular project updates were given to key direct and indirect partners (including local churches and provincial government departments outside of education) ‘with the principle in mind that ECE is everybody’s business’.⁴⁵ A less tangible aspect of the program’s success was the attitude of the program team with communities, seeing themselves as equal and thus opening up genuine communication and enabling progress. A project member explained,

“ *If you act a bit high, people will be scared and not tell you anything. They will never contribute... Talk with them, go everywhere in the community, be like them... You must carry the timber with them for the classrooms right from the bush to the village and work with them.*⁴⁶

Local expertise:

World Vision staff sought to utilise and build up local community skills whenever possible, rather than solicit outside help. For example, some community members used their skills creating learning resources to avoid reliance on imported early childhood resources and to promote local culture. This also increased support and ownership by the community and the government as they saw it as a local initiative instead of something Western and irrelevant. Local community members were trained to become ECE teachers and local high school teachers gave their time to support the ECE trainee teachers with their written English skills to help them cope with the formal ECE training requirements. The local ECE teachers had only completed Form 3, but through the project they received training from the Solomon Islands College of Higher Education (SICHE), and the majority of them are now paid by the government. The consensus affirms this approach of building from existing potential of the community, and this is reflected by the Makira Provincial Education Authority which notes: ‘we cannot drop someone out just because they went to Form 3 only. There is still potential in these people. The program exposes this...’⁴⁷

Finally, staff were local to the province, which meant they understood the local culture and customs. They understood that they were role models and embraced ECE by sending their own children to ECE centres. They adopted the principles of the approach which made the program successful: local engagement and ownership, and recognising and advocating for the value in the local people. The way the staff worked as much as what they did made the program successful.

Phased approach:

The project was sequenced to demonstrate the project model to stakeholders and bring them along on the journey. Phase One worked with 33 communities across four wards, facilitating 28 ECE classrooms and training 54 ECE teachers to the Field Based Training (FBT) Certificate level. Phase Two worked with another 24 communities, facilitating 24 ECE classrooms and training 54 ECE teachers to the FBT level, and then up-skilling 78 teachers (from Phase One) to receive their Solomon Islands College of Higher Education (SICHE) certificate. Phase One saw an MoU between World Vision and the Makira Provincial Education Authority, plus another between World Vision and the communities. Phase Two saw the Provincial Education Authority signing an MoU themselves with SICHE, rather than through World Vision. This sequenced approach helped World Vision demonstrate a low-cost, effective education model which led to advocacy to improve pay for FBT-qualified teachers. This model is now being replicated elsewhere by the national government. The FBT certificate was also a good entry point for less educated community members to build their confidence and skills before attempting a more formal type of education. A Makira Education Authority officer reported, ‘those that go through FBT then go to college do better than those that go direct to SICHE. You look at ECE Centres from FBT-SICHE graduates and compare to those that went direct to SICHE – you can see the difference between the schools. This is something good about this project.’⁴⁸

45 ibid.

46 ibid.

47 ibid.

48 ibid.

Success with remote communities:

While previously SICHE students were required to attend teacher training in Honiara (the capital of the Solomon Islands, which is on a different island and requires an expensive flight or long ferry ride to reach it), the Makira Project made it possible for most remote communities to have SICHE level (tertiary) training conducted locally. This required a partnership with SICHE to establish distance-based education. This success is influencing how the Ministry of Education and SICHE considers teacher training across the country. Ongoing support was also possible for the communities with project staff bringing the chairmen of the ECEs along to look at other communities to learn from each other.

Partnerships and Sustainability

The program was undertaken in partnership with communities across Makira-Ulawa Province and with the Provincial Education Authority. In the second phase of the program a partnership was also developed with the SICHE. World Vision also worked with the national government through the Ministry of Education and Human Resource Development (MEHRD), and with the Makira provincial government.

World Vision initiated the project, building upon the foundations of the ECE programs running in the provincial capital, Kirakira.

Communities:

The partnership of communities with the program was demonstrated in the active roles they had to play to bring ECE to life in their communities. For instance, communities built the infrastructure with support from World Vision. Community members became the ECE teachers and formed ECE Committees. ECE learning resources were developed by communities, making the ECE program sustainable, with renewable resources drawn from local places based upon local customs. This elevated the role of the parents, including those with no education. Sustainability is seen in the reflection of one of the provincial government representatives: 'The mentality of the rural people changed from thinking education of the children belongs to the education division... now they realise they are also important stakeholders.'⁴⁹

Provincial government:

World Vision developed an MoU with the provincial government, but only after there was a lot of time spent creating consensus between the two. This meant that responsibilities were clear and agreed to, and then simply formalised by the MoU.

Solomon Islands College of Higher Education (SICHE): Reaching the remote parts of the country that the target communities inhabited presented a logistical and planning challenge. SICHE reflected that the day to day dialogue is what made this possible, as alterations had to be clearly and readily communicated between stakeholders to find feasible solutions together. The college came to own aspects of the program itself.

Communication:

Communication was raised by many partners as the hallmark of this program – and that this simple but vital aspect was noted as unusual in the Solomon Islands. Communication facilitated and supported partnership and trust between different stakeholder groups, and laid a solid foundation for them to continue working together in the future.

Local culture:

The local culture being integrated into the ECE program showed an innovative mix of using the national materials whilst contextualising them. Teaching was done in the local language and Kastom stories, and cultural behaviours were passed on. These drew in more support from local leaders and elders as they recognised the value of passing this on to the next generation. The provincial government supported this promotion of local culture and local resources, declaring,

“ *we don't want to train children to think like Australia or Europe. The project helps communities to think for themselves.*⁵⁰

49 *ibid.*
50 *ibid.*

Key Outcomes

Improved literacy rates: Previously children just remained at home and did not learn how to count or read letters, or prepare themselves for school. Now, as one ECE teacher describes, ‘they can count and read letters... at school... now they know how to wash themselves, prepare themselves... Children are really interested.’⁵¹

An Impact Study was conducted in 2012⁵² to compare primary school education outcomes of children from the ECE program with outcomes of children who had not attended the ECE program. Differences in education outcomes were defined as significant differences in student results in literacy and numeracy tests. The study also compared differences in attendance rates at primary school.⁵³ The results showed that the children from Makira Province scored higher, on average, than the children from Central Province on all scores for numeracy and literacy. The difference between the Makira students and the Central students were shown to be statistically significant.

Improved primary school enrolment and attendance rates: According to the 2011 Project Evaluation at least 90% of children graduating from the ECE program have been mainstreamed into primary school, which compares favourably with a national net primary school enrolment of 83.3%.⁵⁴ The Impact Report conducted in 2012 collected attendance data from teachers which showed that a statistically significant higher numbers of girls and boys attended school if they had attended the ECE program. However, there was a statistically significant lower attendance rate for girls who went to an ECE centre from Phase One compared with those girls who went to an ECE centre from Phase Two.⁵⁵

Improving mental, physical and language development: This was highlighted in two independent evaluations of the program.⁵⁶ For instance, it was noted that children attending ‘kindy’ showed ‘increased confidence, enhanced motivation to attend primary school and develop social skills amongst others’.⁵⁷ The Impact Report also noted ECE graduates’ ability to learn quickly, their interest in learning and their improved social skills.⁵⁸ Physical development is also improved through regular meals as ECE students must bring along food to school and are encouraged to eat breakfast beforehand. Children learn hygiene habits such as washing their hands before/after eating and after going to the toilet, and are encouraged to wear clean clothes to class.

51 *ibid*

52 Kelly, L., McConney, A. & Lee-Hammond, L. (2012), ‘Makira Early Childhood Development – Impact Report’, November 2012.

53 The control group of students was chosen outside of Makira-Ulawa Province due to the significant coverage of ECE in communities sharing similar demographics. Therefore, the control group was chosen from communities within Central Province, where there were similarities in investment level from the national government, low levels of development, poor availability of basic services, remote location (a significant boat trip from the provincial capital) and poor communication systems.

54 Solomon Islands (2009), Report on 2009 Population & Housing Census, Solomon Islands National Statistics Office.

55 Kelly et al. (2012), ‘Impact Report’, p. 15.

56 Chinnery, S. & Orr, C. (2011), ‘Education Projects in the Pacific, World Vision’, final draft report, August; Donnelly, J. (2009), ‘Girl Child Reading and Rescue Project Phase Two Review’.

57 *ibid.*, p. 9.

58 Kelly et al. (2012), ‘Impact Report’.

Increased capacity of communities, government staff and other stakeholders: Communities are supported in forming committees to support local, sustainable ECE centres and community members are up-skilled as they are trained to become ECE teachers. Many community members describe how the program brought people together and led to increased cooperation and respect for each other. World Vision worked closely with the Provincial Education Department throughout the program to bring about the outcomes, and together they advocated for ECE at the national level. Communities also feel more connected to the provincial government through the program, and understand better how to access grants for their community. Through the program, the provincial government supported community members to obtain their SICHE ECE qualification. SICHE recognises the significant learning experience in working with the program to enable the ECE certificate to be run through a flexible delivery mode, as was done through this program, as a significant learning experience. Now SICHE offers four educational qualifications through flexible delivery mode including ECE, primary school teaching, headmaster training and refresher training for primary school teachers. The cost of training 52 teachers in Makira-Ulawa Province was equal to training six teachers on-campus in Honiara. There are now other provinces across the Solomon Islands implementing similar ECE programs including Guadalcanal, Temotu and Malaita.

Improvements in gender relations and equality within communities: The program took an intentional approach to gender – investing time in raising awareness of the right of all children to receive education at the community level and encouraging the enrolment of girls. This resulted in similar numbers of girls enrolled to boys in ECE programs (49% girls). Field-Based Training (FBT) was offered to men and women to ensure it was not only a female domain as it had been traditionally – and resulted in seeing 40 men trained to at least FBT level (about 30% of all teachers).⁵⁹ The program promoted men's active participation in their children's education through parenting workshops; ECE committee involvement; making learning materials; and classroom construction. All of this led to men doing non-traditional roles such as taking children to the ECE class when the mother could not, helping out with household chores when the mother was helping in the ECE class and even a few helping out in the ECE class itself. Women also took on non-traditional roles such as decision-making positions with ECE committees.

59 Chinnery, S. & Orr, C. (2011). 'Education Projects in the Pacific, World Vision', final report, August, p. 53.

Contributing NGOs

Act for Peace

Act for Peace believes in a world where every person is free from suffering caused by conflict and natural disasters. Across the world, Act for Peace works with local communities so they can prepare for emergencies and respond fast to protect the most vulnerable people when disaster hits. Act for Peace also lobbies governments and decision-makers for positive action which promotes peace and supports people affected by conflict and disaster.

Act for Peace is a member of the ACT Alliance, a global network of more than 130 Christian faith organisations, all working together for change. The ACT Alliance is one of the world's largest and most effective networks of grassroots aid organisations and workers. By working closely with ACT Alliance's local partners, Act for Peace is able to respond immediately to emergency situations, wherever and whenever they hit. What's more, we can support those communities most at risk from conflict and natural disasters, by helping them to prepare and adapt. Together, ACT Alliance members deliver life-changing projects across 140 countries, and invest \$1.6 billion every year to help communities in need. At its heart, the network aims to deliver long-term change for people held back by poverty and injustice.

<i>Address</i>	Level 7, 379 Kent Street, Sydney NSW	<i>Web</i>	www.actforpeace.org.au
<i>Phone</i>	+612 9299 2215 Free call 1800 025 101	<i>Email</i>	info@actforpeace.org.au

ASPBAE AUSTRALIA

Asia South Pacific Association for Basic and Adult Education (ASPBAE) is a regional association of more than 200 organisations and individuals working towards promoting quality education for all and transformative, liberating and life-long adult education and learning.

It strives to forge and sustain an Asia Pacific movement dedicated to mobilising and supporting community and civil society groups and institutions in holding governments and the international donor community accountable in meeting education targets and commitments; ensuring the right of all to education; and upholding education as an empowering tool for combating poverty and all forms of exclusion and discrimination, pursuing sustainable development, enabling active and meaningful participation in governance, and building a culture of peace and international understanding.

ASPBAE Australia is a network of organisations and individuals involved in formal and non-formal education, working with and through NGOs, community organisations, government agencies, universities, trade unions, indigenous people, women's organisations, the media and other institutions of civil society across the Asia Pacific.

<i>Address</i>	114 Maitland Street Hackett, ACT, 2602, Australia	<i>Web</i>	www.aspbae.org
<i>Phone</i>	+61 2 6230 6665	<i>Email</i>	aspbae@gmail.com

CARE Australia

CARE Australia was established in 1987 and is a member of the CARE International confederation – one of the world's largest non-political, non-religious, international development and emergency relief organisations. Globally, CARE in 2012 reached 122 million people, working in 84 countries, on over 1025 projects. CARE's programs are created to address the most significant development and humanitarian needs of women and their communities, and to enhance local capacities towards achieving lasting social and economic improvement and environmental sustainability.

<i>Address</i>	GPO 2014, Canberra ACT 2601	<i>Web</i>	www.care.org.au
<i>Phone</i>	+61 2 6279 0200	<i>Email</i>	info@care.org.au

CBM

CBM Australia is an international development agency that focuses on alleviating poverty through disability inclusive development. CBM works to improve the quality of life of persons with disabilities and those at risk of impairment in the world's poorest places. We work with local partners in over 70 countries on programs that aim to break the cycle of poverty and disability. Our vision is of an inclusive world in which all persons with disabilities enjoy their human rights and achieve their full potential.

Address 56 Rutland Road, Box Hill VIC
3128

Phone 1800 678 069

Web www.cbm.org.au

Email cbmaus@cbm.org.au

ChildFund Australia

ChildFund Australia is an independent and non-religious international development organisation that works to reduce poverty for children in the developing world.

ChildFund Australia implements programs with a range of local partners in Cambodia, Laos, Myanmar, Papua New Guinea and Vietnam, and manages projects delivered by partner organisations throughout Asia, Africa and the Americas. Our work is funded through child and community sponsorship, as well as public donations and government grants.

ChildFund Laos is the representative office of ChildFund Australia and has a strong focus on improving access to quality education in partnership with communities. ChildFund Laos has also established projects to improve water, sanitation and hygiene, mother and child health, food security and nutrition, local duty bearer capacity and opportunities for children and youth to participate in decision-making that affects them.

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+856 21 412 966 (in Laos)

Web www.childfund.org.au

Email info@childfund.org.la

Oaktree

Oaktree is young people leading a movement to end poverty. Young people have the unique ability to build and lead this movement. We are Australia's largest youth-run organisation with over 150,000 members.

Oaktree works in three ways. One, we raise awareness about extreme poverty in Australia because movements need widespread public support. Two, we fundraise to work with local organisations that directly tackle poverty overseas. Education is the most powerful tool to help break the poverty cycle for our peers across the Asia Pacific. And three, we influence policy change by ensuring Australia's leaders take action to end poverty. We aim to connect decision-makers with the diversity of our movement to influence policy change.

For Oaktree, change starts with a simple belief – that extreme poverty is unacceptable. Beliefs turn into action, and enough informed action will build a powerful social movement.

Address 605 Camberwell Road, Camberwell
VIC 3124

Phone 03 9889 5677

Web www.oaktree.org

Email hello@oaktree.org (in Australia) or
t.norris@oaktree.org, k.ho@oaktree.org
(in Cambodia)

Plan International Australia

Plan is one of the oldest and largest children's development organisations in the world. It works with communities in 50 developing countries and raises funds to support its work in 21 countries like Australia. Plan's vision is of a world in which all children realise their full potential in societies that respect people's rights and dignity. Children are at the heart of everything Plan does. Its work focuses on children who are living in poverty, children who are excluded and marginalised, and children affected by conflict and disasters. By actively involving children, and working at a grassroots level with no religious or political agenda, Plan unites and inspires people around the globe to transform the world for children.

<i>Address</i>	Level 18, 60 City Road, Southbank VIC 3006	<i>Web</i>	www.plan.org.au
<i>Phone</i>	13 75 26	<i>Email</i>	info@plan.org.au

Save the Children Australia

Save the Children is one of Australia's largest aid and development agencies dedicated to helping children. It protects and supports children in need. It saves lives in emergencies. It speaks up for children's rights. With more than 90 years of experience, it is at the forefront of saving children's lives when disasters strike and its long-term development programs create lasting change for children and their families. It has programs in more than 120 countries overseas, and it also works in every state and territory in Australia. Each year it supports millions of the hardest to reach and most vulnerable children and young people. Its efforts also contribute to Save the Children International's work for children worldwide, which reached more than 125 million children in 2012.

<i>Address</i>	6/250 Victoria Parade, East Melbourne VIC 3002	<i>Web</i>	www.savethechildren.org.au
<i>Phone</i>	1800 760 011	<i>Email</i>	info@savethechildren.org.au

UnitingWorld

The Relief and Development Unit of UnitingWorld aims to empower marginalised and discriminated communities to live healthy and resourced lives. It focuses on building the capacity of its partner communities, helping them to overcome poverty and injustice and create sustainable livelihoods. Program areas include Social and Economic Empowerment, Health (including WASH), Education, Gender Equality and Women's Empowerment and Emergency Relief.

<i>Address</i>	Level 10, 222 Pitt St, Sydney NSW 2000	<i>Web</i>	www.unitingworld.org.au
<i>Phone</i>	+61 (2) 8267 4267	<i>Email</i>	info@unitingworld.org.au

World Education Inc./Kampuchean Action for Primary Education (KAPE)

World Education Inc. (WEI) was founded in 1951 by Welthy Honsinger Fisher through a women's literacy training program in India. Over the years, WEI has worked in more than 60 countries. WEI currently operates in Asia, Africa, the Middle East, Latin America and the United States. Today, WEI's mission is to improve the lives of the poor through education and social and economic development programs. While WEI works in a variety of sectors, its strengths in education include, but are not limited to: Adult/Non-formal Education, Basic Education, Early Childhood and Youth Development, English Language Learning, Girls' and Women's Education, Technology in Learning and Teacher Effectiveness.

KAPE is a registered local NGO working primarily in formal education at both primary and secondary levels in Cambodia. KAPE's mission is to support local schools and communities to fulfil the right of every Cambodian child to a basic education of quality. The immediate objective of KAPE is to assist the government to achieve Education for All through improvements in the learning environments of target schools, using school clusters to deliver technical and material assistance.

KAPE's programs currently reach more than 300 primary and 100 secondary schools with over 200,000 children and several hundred teachers as direct beneficiaries. The agency fosters stakeholder-driven models of development which entail considerable reliance on local committees to implement program activities. KAPE has also invested heavily in conducting evidence-based development with the publication of many research studies to help inform the design of its programming.

Address PO Box 1621, Phnom Penh,
Cambodia

Phone + 855 (0)42 941481

Web www.kapekh.org

Email kape@kapekh.org

World Vision Australia

World Vision Australia is part of the World Vision International Partnership, a relief, development and advocacy organisation operating in more than 90 countries. It is dedicated to working with children, families and communities to overcome poverty and injustice. It aims to effectively engage all Australians in the fight against poverty.

World Vision Australia is motivated by the life and teachings of Jesus Christ and the Christian faith is the foundation for all it does. It seeks to represent all Christian beliefs and expressions, where they are inclusive and non-judgmental in their outlook.

As an organisation inspired by Christian values, World Vision is committed to performing its work by serving people in need regardless of religion, race or gender.

Address 1 Vision Drive, Burwood East VIC
3151

Phone 13 32 40

Web www.worldvision.com.au

Email ausoreception@worldvision.com.au

united against poverty

The Australian Council for International Development (ACFID) unites Australia's non-government aid and development organisations to strengthen their collective impact against poverty.

ACFID

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