
**THE MULTI-COUNTRY
CHILD-FRIENDLY SCHOOLS FOR AFRICA
CAPACITY DEVELOPMENT WORKSHOP II
REPORT**



**21- 24 August 2006
ROVUMA HOTEL, MAPUTO, MOZAMBIQUE**

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ACRONYMS

ADE	Apoio Directo as Escolas (Direct Support to Schools, Mozambique)
AIDS	Acquired Immuno-Deficiency Syndrome
CBO	Community Based Organisation(s)
CFS	Child-Friendly School(s)
CO	Country Office(s) (UNICEF)
CRC	Convention on the Rights of the Child
CSO	Civil Society Organisation(s)
ECD	Early Childhood Development
EFA	Education For All
EMIS	Education Management Information System
EPO	Education Project/Programme Officer (UNICEF)
ESARO	Eastern and Southern Africa Regional Office (UNICEF)
ESSP	Education Sector Strategic Plan (Mozambique)
FAWE	Forum of African Women Educationalists
FBO	Faith-based Organisation(s)
FTI	Fast Track Initiative (EFA)
GEM	Girls' Education Movement
HACT	Harmonised Approach to Cash Transfer
HIV	Human Immuno-deficiency Virus
HS	Hamburg Society for the Promotion of Democracy and International Law
HSRC	Human Sciences Research Council
IEC	Information, Education and Communication
KZN	KwaZulu-Natal province
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MEC	Ministry of Education and Culture (Mozambique)
MiET	Media in Education Trust
MoE	Ministry of Education
MTEF	Medium Term Expenditure Framework
Natcoms	UNICEF's National Committees
NCU	National Coordination Unit
NGO	Non-Governmental Organisation(s)
NMF	Nelson Mandela Foundation
NYHQ	New York Headquarters (UNICEF)

OVC	Orphans and other Vulnerable Children
PLWHA	People Living with HIV and AIDS
PRA	Participatory Rural Appraisal
PRSP	Poverty Reduction Strategy Paper
PSD	Private Sector Division (UNICEF)
SADC	Southern African Development Community
SCCS	Schools as Centres of Care and Support
SWAp	Sector-wide Approach
TWG	Thematic Working Group(s)
UNDAF	United Nations Development Assistance Framework
UNGEI	United Nations Girls' Education Initiative

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Mozambique ESSP II
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Workshop Group Photo
Workshop Press Clippings Mozambique

Videos:

CFS Cambodia
CFS for Africa - Angola
CFS for Africa - Angola 2
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OVERVIEW OF THE CHILD-FRIENDLY SCHOOLS FOR AFRICA CAPACITY DEVELOPMENT WORKSHOP

The second multi-country Child-Friendly Schools (CFS) for Africa capacity development workshop was held from Monday, 21 August through Thursday, 24 August 2006 at the Rovuma Hotel in Maputo, Mozambique.

The CFS for Africa initiative is almost two years old after being launched in South Africa in December 2004 ([Schools for Africa website](#)). Its goal is to improve equitable access to quality basic education in six countries including Angola, Malawi, Mozambique, Rwanda, South Africa and Zimbabwe. The initiative supports schools to be 'Child-Friendly' through a variety of interventions such as school construction and rehabilitation; provision of teaching and learning materials; school-based water, sanitation and hygiene education; life skills and HIV prevention education; teacher development and curriculum reform that caters especially for girls and orphans and other vulnerable children (OVC); and strengthening school community linkages. The initiative is supported by the partnership between UNICEF, the Nelson Mandela Foundation (NMF), the Hamburg Society for the Promotion of Democracy and International Law (HS), and the National Committees for UNICEF (Natcoms) in several countries until 2009.

This capacity development workshop catered for 57 participants from nine countries in the Eastern and Southern Africa Region (ESAR), plus three members of UNICEF's Eastern and Southern Africa Regional Office (ESARO) and two members from UNICEF's New York Headquarters (NYHQ). Among the participants were 23 Government partners, plus representatives from the Non-Governmental Organisations (NGOs) such as the Forum of African Women Educationalists (FAWE) and UNICEF officers. The NMF was represented, as well as the HS and UNICEF's Private Sector Division (PSD) in Geneva. There were also experts from three organisations including the Human Science Research Council (HSRC), Media in Education Trust (MiET) and Miske Witt & Associates (**see Appendix 1 Participant List**).

The purpose of this capacity-development workshop was to provide Government counterparts, UNICEF officers, the NMF and other partners with an opportunity to develop their capacity and knowledge base for the effective planning, implementation and monitoring of the rights-based and gender-sensitive CFS programme, especially for girls and OVC in each country. There were seven specific objectives with related outcomes and a series of participatory activities to achieve them (**see Appendix 2 Workshop Purpose and Objectives**).

The agenda was seen as an evolving tool to achieve the objectives presented in the most effective manner. It covered a number of presentations and activities, including experience-sharing, updates, knowledge-building sessions and analytical activities (**see Appendix 3 Final Agenda**).

WORKSHOP PROCEEDINGS

Day 1 - Monday, August 21, 2006

1.1 Opening Remarks

1.1.1 Vice-Minister of Education in Mozambique

Stella Kaabwe, the Head of Basic Education for UNICEF in Mozambique, welcomed all distinguished guests and participants to the workshop. She introduced the first speaker, Antonia da Costa Xavier Dias, the Vice-Minister of Education, who addressed the participants by stating that the meeting was particularly important for Mozambique as education is one of the Government's main ways to eradicate poverty in the country.

"It is vital to improve the quality of teaching in order to create and sustain new opportunities for the poor and for orphans and vulnerable children." -
Antonia da Costa Xavier Dias, Vice-Minister of Education, Mozambique

The new Strategic Plan for Education and Culture 2006 -2011 was noted as an important tool that emphasises expansion of educational opportunities through improved quality of teacher training, gender equality and inclusiveness. Ms. Dias noted that from the 4 through 8 of September, 2006, Mozambique will host the Ministers of Education from Africa under the auspices of the African Union, which highlights the importance that the Government places on the education sector, through which Mozambique will increase its motivation and commitment to achieve its education and development goals (**see Appendix 4 Opening Speech by Vice-Minister of Education**).

1.1.2 UNICEF Representative in Mozambique

The next speaker, Leila Pakkala, the UNICEF Representative in Mozambique, noted the progress that countries in the region have made, but regretted that not all countries would reach

the Millennium Development Goals (MDGs). She invited the participants to use their reflection skills to evaluate the Mozambique programme; its progress, challenges and the best ways to overcome them. The CFS was cited to be a model to support and expand quality

“Through Child-Friendly Schools, the expectation of African children of access to an increasingly better education is a reality we can be proud of.” - Leila Pakkala, UNICEF Representative in Mozambique

education and Mozambique needs to invest more time, creativity and resources to further support this initiative. Ms. Pakkala stated that this workshop was an opportunity to exchange and document lessons learned to ensure that children can claim their right to attend school and receive quality education (**see Appendix 5 Opening Speech by UNICEF Representative**).

1.2 Overview of Workshop

Dorothy Southern, the facilitator, gave the guests and the participants an overview of the purpose and objectives of the workshop and followed up with a summary of the main activities over the four days of the workshop (**see Appendix 6 Workshop Overview**).

1.3 Statements by Partners

1.3.1 Nelson Mandela Foundation (NMF)

The education programme manager of the NMF, Makano Morojele, introduced her colleague Brian Lwazi Ramadiro, a research and development officer of the education unit. Ms. Morojele said that NMF was delighted to be part of the workshop and restated their commitment to work with UNICEF on the CFS for Africa initiative. She noted a need to raise the bar, not only for intellectual gain, but for overall better functioning schools. In this respect, NMF's work in the Eastern Cape of South Africa is contributing interesting lessons and now the education unit is particularly keen to develop its monitoring and evaluation (M & E) knowledge and skills.

1.3.2 UNICEF ESARO

Aster Haregot, UNICEF's acting Regional Education Advisor in ESARO, noted that the partnership for CFS for Africa between UNICEF, the NMF and the HS/German Natcom for UNICEF is over a year old now and this is the second capacity development workshop to be held. To assess the strengths and weaknesses of this partnership, an assessment of each partners' view of the programme was carried out and presented at a review meeting in

February, 2006. Overall, the CFS for Africa initiative is seen to be on track, fuelling the demand for education and, as completion rates increase, the outcome will help the countries involved meet the MDGs. A new education project officer, Akihiro Fushimi, is now on board at ESARO who will focus on strengthening coordination of the partners as UNICEF further promotes the CFS activities in the countries in the region.

1.4 Country Updates and Experience Sharing

Prior to the workshop, each participating UNICEF Education Project/Programme Officer (EPO) had been requested to develop a 15-minute presentation that gave an overview of the country context, financial update, objectives and targets, achievements and results, challenges and solutions, lessons learned and future plans. This format was requested in order to have more solid focus and consistency in the analysis of programme implementation and for comparison purposes. The NMF also presented its recent work in the education unit (**see Appendices 7 - 13 Updates for Mozambique, Angola, Malawi, Rwanda, South Africa, Zimbabwe and the NMF**).

A recap of the presentations highlighted the following issues, challenges and lessons learned:

1) Importance of linkages with national policies and plans:

- Some critical documents, e.g., sector plans, teacher and gender mainstreaming policies, etc., still to be approved.
- Lack of agreed upon national framework and guidelines for implementation leading to scale-up.
- Implications of new aid environment/modalities and SWApS on UNICEF: support for a pooled fund, e.g., in Mozambique and Rwanda.
- Lack of integration, fragmentation and duplication of services by stakeholders.
- Lack of joint planning and consultation on programmes (working in silos).
- Challenges in effectively coordinating different sectors due to the holistic nature of CFS and intersectoral interventions.
- Need for clarity on the roles of NGOs and Civil Society Organisations (CSOs) in government programmes.

2) Strengthening linkages with the decentralization processes:

- Communication between central level, provinces and districts very slow.
- Mismatch between district expectations/needs and the CFS philosophy.

- Administrative restructuring has meant new projects and drastic changes in national and district staff.
- Need to sensitize parents and communities at the beginning of the process.

3) Importance of building partnerships with other ministries, NGOs, CSOs, Faith-based Organisations (FBOs), Community-based Organisations (CBOs), communities and the private sector:

- Ministry of Education must be the link between all the inputs to develop a multi-sectoral integrated approach.
- Roles between Government, partners and UNICEF must be clarified through the development of a communication strategy.
- Create strong leadership in all areas, from school to community to local authorities to Government, with school principals as key leaders and motivators.
- Meaningful participation of children and communities is essential as dependency on external support increases.

4) Need for data and information through an Education Management Information System (EMIS):

- Difficult to reach some vulnerable areas and wide geographical spread of UNICEF projects leads to lack of reliable data.
- Draw not only on baseline quantitative research, but deeper ethnographic research using qualitative methods.
- Emphasise the documentation of research and study outcomes.
- Monitor agreed-upon indicators using an EMIS.

5) Importance of predictable funding and resource mobilization:

- Unpredictability of funds makes forward planning difficult.
- Less funds received than requested means that activities are only implemented according to available resources.
- Need to mobilize resources to meet sector goals: EFA Fast Track Initiative (FTI) assessment for catalytic funding ongoing e.g. in Rwanda.

6) Challenges for construction / rehabilitation of infrastructure:

- Lack of national standards for construction regulations and high cost of materials.
- Inadequate coordination among players in construction work.
- Search for in-country partnerships to support the expanded construction package.

- Implementation of the school construction especially time consuming: possible solution includes the use of Harmonised Approach to Cash Transfer (HACT) in UNICEF procedure and increased partnership with CSOs.

7) Need for HIV & AIDS Education and Care & Support to OVC:

- Limited support for Life Skills initiatives.
- Ways to extend safety net initiatives to all needy children, e.g. Malawi.
- Educators not comfortable sensitizing/teaching about sexuality, abuse, reproductive health etc. because of social and cultural norms.

8) Importance of post-primary education:

- Dialogue beginning about redefining basic education to include several years of secondary education.

Discussions that followed the presentations focused on how each country linked CFS to other initiatives and how CFS positioned itself within national plans and priorities. Some participants expressed the view that CFS is a comprehensive approach/framework under which all other dimensions are linked together to address quality education

“Child-Friendly Schools can become small islands of excellence to import issues of care and support using entry points to include children with disabilities and then widen the scope to OVC.”

- Claver Yisa, Director of Education Planning, MoE, Rwanda

issues. It was felt that for CFS, there needed to be an essential package of services depending on the country context so as to find a match with the available resources. Participants felt it was important to continue to advocate for incorporation of CFS framework and dimensions into education sector plans, or national plans and programs, at all levels including sub-national (provinces, districts) and schools level. Inclusion of CFS into the United Nations Development Assistance Framework (UNDAF) was also suggested.

1.5 School Visit

During the opening ceremony, the Vice-Minister of Education had invited the participants of the workshop to visit a local government school. The UNICEF Mozambique Representative facilitated this short-notice visit and the participants were able to walk to the nearby school. The school, ‘Escola Primaria a 25 de September’, has an enrolment of about 1,400 with 650 boys and 750 girls students and, due to its size, operates on a three shift system. The participants split into three groups and had the opportunity to see different classrooms and offices and to ask a number of questions which revolved around textbook availability, management issues, and access, retention and achievement. The school was well managed and the teachers were

required to sign-in and take daily attendance records. Comments which were captured included references to happy students, but bare classrooms with few teacher aids. Only one disabled child was reported to be enrolled, along with 38 orphans.

1.6 CFS Experiences in Asia

Pawan Kucita, UNICEF's Head of Basic Education in Zambia, presented that CFS works towards the survival, protection, development and participation ideals embodied in the Convention on the Rights of the Child (CRC). Of these

"CFS is needed in all countries whatever their GNP. Every country needs to measure their GNH or Gross National Happiness." -
Pawan Kucita, UNICEF's Head of Basic Education in Zambia

four, he noted that real participation of children needed to be strengthened and that adults and teachers tend to underestimate pupils' capability to identify 'Child-Friendly' dimensions in schools and to express their views and articulate their ideas. He also proposed using the EMIS system in a participatory way and using Participatory Rural Appraisal (PRA) tools to involve the community in developing plans and monitoring their progress. He gave example of how CFS is applied differently in Thailand, the Philippines, India/Bangladesh/Sri Lanka/Central Asia, and Cambodia. The lessons learned thus far include:

- CFS is a broad perspective that emphasises the process, rather than inputs/outcomes
- Must start small and then scale up (initial focus on immediate outputs)
- The quality of assistance is crucial...need systemic support and commitment
- School principals play an essential role
- Don't underestimate pupils' capability
- Use of data and information is power
- Use self-evaluation, which can be motivational and proactive
- Involve partners including NGOs, CSOs, FBOs and CBOs
- It is a long-term process...it is a means, not an end
- After the initial phase, use dialogue for a continuous process

The discussion after his presentation brought out issues of when and how to start implementing CFS. Participants from South Africa suggested using the life-cycle approach starting with baby-friendly initiatives, parenting interventions and Early Childhood Development (ECD) schemes. Other participants agreed that ECD is a more advantageous entry point as parents are very cooperative at this stage of their children's lives. It was recommended to use a 'small scale', or dimension-by-dimension, approach through existing structures before going to scale and to

initially focus on immediate outputs while waiting until the medium-term to examine impacts on child learning (**see Appendix 14 CFS Experiences in Asia**).

1.7 CFS Manual and E- Learning Package

Changu Mannathoko, Senior Education Advisor in UNICEF NYHQ, alerted the participants to an exciting new global promotion of CFS through the development of a CFS manual and E-Learning package. A global literature review was done to collect current information on CFS activities, and over the past year, an array of experts has gathered at two writers' retreats to develop the manuals' eight chapters. All materials will be available in English, French and Spanish and the manual has been written in a broad style that will allow each country to individualise the learning material by adding relevant case studies and stories. A global launch is planned for December 2006 in South Africa and the ESAR will be the first region to utilise the materials. To roll out capacity development for CFS, the E-Learning will be offered to UNICEF staff along with Government policy makers, local education authorities, NGOs, CSOs, FBOs and CBOs. To facilitate the link with people in all environments to access this information, UNICEF can work with local organisations or use radio to broadcast the modules (**see Appendix 15 CFS Manual and E-Learning Package**).

Day 2 - Tuesday, August 22, 2006

2.1 Recap of Day 1

Dorothy Southern started the day with a presentation that highlighted the context of Day 1 and underscored main points and ideas. She also drew attention to the agenda for Day 2 (**see Appendix 16 Recap of Day 1**).

2.2 The Mozambique Education Sector Programme

2.2.1 Mozambique Ministry of Education and Culture Strategic Plan 2006-2011

Mr. Manuel Lobo, the Advisor of the Mozambique Ministry of Education and Culture (MEC), informed participants about the process of developing the Education Sector Strategic Plan II

(ESSP II), which used a simulation model to project enrolment figures and costs. This model forecasted huge increases in numbers of students over the next 10 years and highlighted the lack of teachers and classrooms. To cope with this influx, the Government budget allocation will need to increase from its 2005 rate of 19.8 per cent to 30 per cent in 2010, or increase its external funding to cover the deficit. The plan has three objectives: expanding access, improving quality and strengthening institutional capacity. There is however a broader mission to build capacity of appropriate life skills so children can contribute to the overall development of the country. With a strategic plan in place, the Government will now focus on implementation in line with its decentralisation policy. Quality issues will be targeted, including reforming the curriculum, strengthening the sector to deal with the impact of HIV and AIDS, and focusing on secondary and technical/vocational education. One of the major challenges is out-of-school children, estimated to number 440,000, with the Central Region most affected. However, with no compulsory primary education, strategies must be developed to reach parents with messages about importance of schooling and how to solve problems of access (**see Appendix 17 Strategic Plan 2006-2011**).

2.2.2 Education Sector-Wide Approaches in Mozambique

Dierdre Wilson, UNICEF Mozambique Education Project Officer, said that in Mozambique an Education Sector-Wide Approach (SWAp) has been in place since 2000 with over 20 external organisations/agencies, including 6 UN agencies, contributing through a variety of modalities including budget

“The role of UN agencies in the PRSP/SWAp environment is to make what money is available work for the poor through advocacy, leveraging and capacity strengthening.” - Deirdre Watson, UNICEF, Mozambique

support, pooled funds, projects and technical assistance. There is a collective dialogue process, with every agency participating on a rotating basis in a coordination team, 10 Thematic Working Groups (TWGs) and focal points. This dialogue has links to the process of developing the Poverty Reduction Strategic Paper II (PRSP), which UNDAF is now aligned to, leading to a major advance for a coordinated approach starting from 2007. UNICEF contributes through two mutually supportive approaches that highlight reducing disparities and promoting quality, including (i) facilitating national policy dialogue, advocacy and capacity development and (ii) implementing CFS activities in 7 model districts. There is a systematic approach to promoting the use of knowledge for evidenced-based policy, planning and budgeting, accountability for education outcome and entitlements, and improved service delivery through effective communications. UNICEF will advocate for direct support to schools as a core school-level finance mechanism (**see Appendix 18 Mozambique SWAp**).

2.2.3 School Fee Abolition Process

Ms. Cristina Toma, the National Director of Basic Education, informed the participants about how the process of abolishing schools fees, in order to meet the Education for All (EFA) goals, led Mozambique to develop a system of direct support to schools (ADE), starting with Phase 1 in 2004. The objectives of ADE are to promote decentralisation of decision-making in resource management and promote quality of education through the supply of basic learning materials and increased involvement of the community in the school. This initiative has brought new life to schools through training a set of elected officials in management skills so that decisions are made by school councils, not only by the school principal. ADE funds are based on the number of students attending a school and currently approximately \$0.80 per child is given for inputs that benefit the students in specific contexts, for example provision of de-worming and health education, including HIV and AIDS. Now in Phase 5, all new initiatives, including CFS, need to be in line with ADE. Although targets have not been met, the system is felt to be making progress toward transforming schools into centres for development (**see Appendix 19 Direct Support to Schools**).

2.2.4 Response to HIV and AIDS

Teodora Magai Cassamo, an officer in the MEC's OVC department, notified the participants that a Directorate for Special Programmes has been created to focus on cross-cutting issues of gender, HIV and AIDS and school health. In Mozambique, the HIV prevalence rate is 16 per cent overall, but higher in the Central Region. Now, HIV and AIDS has been integrated into the ESSP II with areas of action targeting both prevention and mitigation. At both central Ministry and provincial levels, there are HIV and AIDS focal points with groups that meet monthly, plus there are Thematic Working Groups at the provincial and community levels. Life Skills is part of the primary curriculum with a focus on prevention for 10-14 year olds in the 'Window of Hope' project, which uses People Living with HIV and AIDS (PLWHA) activists for extracurricular activities. An ADE/OVC initiative is being implemented in partnership with school councils in four districts and OVC indicators were included in the 2006 annual school survey. Progress to date includes reaching the teachers and students in 450 primary schools in 28 districts with HIV and AIDS information. Challenges include coordinating and monitoring wide-spread CSO activities, providing sustainable psycho-social support to OVC and developing a strategy against abuse in schools (**see Appendix 20 Response to HIV & AIDS**).

2.2.5 Panel Discussion on Mozambique's Education Sector Programme

The four presenters above responded to questions and comments from the participants in a panel session. Responses included:

"There are no secrets. It is easy to come up with strategies, but difficult to develop financial frameworks. We have to slice the budget cake through painful and protracted negotiations." -Manuel Lobo, Ministry of Education and Culture, Mozambique

Financial framework

The separation of primary and secondary allows the budget to be managed more efficiently. Currently it is 49 per cent to primary and 18 per cent to secondary. The diagram of projected enrolment showed the need to plan for increase of students and funding into secondary level. Currently external funds make up 50 per cent of the budget and an evaluation to determine what resources are going where is currently going on.

Out-of-school children

The abolishment of school fees was giant step, but there is a need to tackle other hidden costs such as uniforms and textbooks. Some schools provide kits and through ADE, schools now can reach children who are vulnerable. The Education Act needs to be changed so that up to Grade 5 is compulsory and parents, especially of young girls who drop out because of social or cultural reasons, need to be targeted with multi-channel communication messages that put a value on education for the community.

SWAps

There is a need to involve all other ministries according to their links with CFS, including the Ministries of Planning, Health, Water and Sanitation, etc., and find the right balance between competing demands of the sectors. Coordination is essential and to prevent disparities, especially in terms of construction of schools and provision of water in remote areas, there is a need for a well-managed centralised coordination system.

M & E

Quantitative data collection is important, but qualitative one is also essential for deeper understanding of socio-cultural issues. Within M & E education framework, there is also a need to monitor other ministries and partners. Integrated quality education is relatively new and until an M & E framework has been established, there is a need for mainstreaming and gathering inputs from TWGs and annual reviews.

2.3 Advocacy, Fundraising, Partnerships and Communication Strategies

2.3.1 Hamburg Society (HS) for the Promotion of Democracy and International Law

Mr. Volker Vormberg, representing the HS, provided a short history of the endowment fund founded three years ago by

“Education is the key for the future.”
- Volker Vormberg, Hamburg Society

Peter Kramer, an entrepreneur and philanthropist. He informed the participants that the campaign has raised 15 million US dollars and that the Schools for Africa campaign is in full swing in many European countries. A great deal of media exposure was created when Peter Kramer came to Mozambique and met with Graca Machel, the former Minister for Education and Culture in Mozambique and United Nations Secretary-General's Expert on the Impact of Armed Conflict on Children. Mr. Vormberg encouraged the UNICEF partners to ensure proper planning and implementation of CFS activities while he vowed that the HS would take care of fund-raising to keep the partnership on the right track.

2.3.2 UNICEF's Private Sector Division

Mr. Francesco Ambrogetti, representing UNICEF's PSD in Geneva, presented some of the fundraising efforts of the eight participating UNICEF Natcoms. Approximately 8.6 million US dollars have been raised in 2005, with additional 11 million targeted by end of 2006. A variety of fundraising activities have taken place through direct mail to donors, school functions, corporate sponsors, employee schemes and online interactive opportunities. For example, over 200 schools have used competitive runs in which 15,000 students have raised 2.5 million US dollars. There is also an [interactive site on Schools for Africa](#) where sponsors can contribute funds by 'buying a brick to build a school'.

Mr. Ambrogetti said that the more results UNICEF can show through lively visual communications, e.g. positive photos depicting before and after scenes, human interest stories, and drawings by children, etc., the more the PSD can motivate donors. Participants were keen to get African countries to launch their own fundraising campaigns and they were informed by NYHQ that a fundraising strategy is currently being developed. Two video clips were shown to the participants: one of Angola's war-ravaged schools being used by enthusiastic students, and the other of UNICEF's Goodwill Ambassador, Harry Belafonte, on the importance of being literate (**see Video Clips on CD**). Future campaigns will focus on Christmas activities, a Nelson Mandela greeting card with the message, *'Every other child in Africa does not go to*

school. Help us to give children a future', and linking up with major football clubs in South Africa in the run-up to the World Cup in 2010 (see **Appendix 21 Fundraising for CFS for Africa**).

2.3.3 Nelson Mandela Foundation (NMF)

Makano Morojele, the NMF Education Programme Manager, said that the NMF Education Unit is dedicated to exploring how CFS can improve the functionality of rural schools through a collaborative effort with South Africa's Department of Education. She told the participants of its new strategy to capture the life and times of Mr. Nelson Mandela, which entails collecting materials relevant to his life in a 'Centre of Memory' museum where a collection of his personal work and other biographical works will be on display. However, to reach more marginalized communities, especially youth, a comic book series will be used to give them a deeper understanding of Mr. Mandela's life and his message of freedom. She then introduced her colleague, Brian Lwazi Ramadiro, who spoke about the need for a broader public education effort through a dialogue platform to explore South Africa's historical social problems and to remind society about its commitment to human rights. Currently youth in South Africa have a low level of participation in society and a loss of social memory, and need to find creative solutions through social discourse.

"No child in Africa, or in fact anywhere in the world, should be denied an education." -Nelson Mandela

2.3.4 Communication Strategy

Mouni Chouban, UNICEF's Communication Officer in NYHQ, started her presentation by showing a video clip of Angola's post-war education environment (see **Video Clip on CD**), plus an electronic version of an Info Sheet from the [UNICEF website](#) with details of CFS activities in several countries, including Mozambique (see **Appendix 22 UNICEF Info Sheet on CFS**). Ms. Chouban encouraged participants to identify what UNICEF NYHQ can do to support communication efforts at country office level and vice versa. She said that the communication strategy needs to highlight audiences and key messages and gave examples of overarching messages including: *'Every child has a right to basic quality education'* and *'All schools should strive to be Child-Friendly'*. As an example of high-quality communication materials, a packet entitled "Girls Too" was distributed which contained press-releases, human interest stories and editorials. She emphasised the importance of timing and strategic visibility of workshops and other activities to ensure that the news reaches large audiences and has the most impact, for example, releasing information on Teacher's Day, 5 October. It could also be advantageous to use well-known celebrities such as UNICEF Goodwill Ambassadors and/or local level

advocates and role-model teachers. All participants were asked to log-on to the [UNGEI site](#) to view the [workshop report](#) in the near future (see **Appendix 23 Communication Messages**).

2.4 Monitoring and Evaluation

Anil Kanjee, the Executive Director of Human Science Research Council (HSRC), gave a quick review of CFS indicators for monitoring and evaluation by explaining the overall plan and the progress to date. He emphasised that this was a process that had started over a year ago and now the main task was to revise and finalise the draft indicators before piloting them in schools in several different countries. He asked that all participants taking part in the proposed group work should look at each indicator with the following questions in mind: is this indicator really necessary, and if yes, is it easy for a school principal or teacher to apply it. Each group was to discuss one of the CFS components/dimensions, including the inclusive school, effective school, safe and protective school, equity and equality promoting school, health promoting school and school community linkages/partnership (see **Appendix 24 M & E CFS Indicators**).

After the discussion, the groups were called into plenary and a presenter from each informed Mr. Kanjee and the other participants of the changes that they recommended. These changes were discussed and noted on an electronic copy of the CFS Indicator document (see **Appendix 25 CFS Indicators - Draft with workshop inputs**). Concerns noted in plenary included: the extra load for teachers, need for consistency with government indicators, need to address specific country contexts, e.g. urban vs. rural, and to focus on “things UNICEF can change”. Mr. Kanjee reminded the participants that this exercise is a process and the next step will be to pilot the indicators in UNICEF schools in three countries before analysing the pilot data to update the indicators which will be integrated into the E-Learning programme.

Day 3 - Wednesday, August 23, 2006

3.1 Recap of Day 2

Dorothy Southern started the day with a presentation that highlighted the context of Day 2 and underscored main points and ideas. She also drew attention to the agenda for Day 3 (see **Appendix 26 Recap of Day 2**).

3.2 Schools as Centres of Care and Support (SCCS)

3.2.1 SCCS: Regional Model

Lynn van der Elst, from the Media in Education Trust (MiET), a South Africa-based NGO, presented an overview of an integrated school-based model of care and support, with the overall goal of combating the impact of poverty and HIV and AIDS by strengthening schools and communities. She explained the interdependent relationship between school and community through a diagram of the proposed school cluster model which provides an essential package of care and support services including youth and health centres, a capacity development programme, plus a toolkit of care and support resources. In South Africa's KwaZulu-Natal (KZN) province, MiET is involved in piloting an essential package of services in two districts with the highest HIV prevalence. This has been done through a two-year research phase to assist the KZN Department of Education to take to scale, manage and sustain its strategy for building an inclusive education system as proposed in South Africa's White Paper 6. Ms. Van der Elst said that beginning in 2006, a regional component of SCCS has been implemented in five of the Southern African Development Cooperation (SADC) ¹ countries. Key areas of collaboration include partnerships; research and evaluation; mechanisms for sharing of lessons learned and best practices; materials and course development; and sharing of ideas, resources, data, skills and knowledge. The essential package of services are country specific and can include: health services, psycho-social care, facilitating the access to documents, e.g. birth and death certificates, home-based care activities, feeding programmes, recreational activities etc. Over the past six months, there has been a commitment and buy-in from the participating countries, sharing of material resources including adaptation of the toolkit, collaboration on M & E work and good support from UNICEF. Challenges include coordinating country based human and financial resources, developing communication channels through a National Coordination Unit (NCU), rather than the UNICEF Country office, strengthening the NCU and mobilising community members (**see Appendix 27 SCCS: A Regional Model**).

3.2.2 SCCS: Dimension of CFS

Changu Mannathoko, Senior Education Advisor at UNICEF NYHQ, clarified for the participants that the CFS initiative promotes quality in schools through a package of essential components. The CFS incorporates care and support under the dimension of a safe and protective school environment including delivery of services such as health, water, sanitation, and care and

¹ South Africa, Zambia, Swaziland, Malawi and Mozambique

support in collaboration with other sectors. The commitment to care and support was confirmed at a meeting in Swaziland in 2005 where Ministers of Education from 13 Eastern and Southern Africa countries² met to discuss care and support in schools as an essential service for children. The resulting 'Ezulwini Communiqué' committed the countries to: creating a disaggregated register of students, especially OVC, plus teachers and key community partners; developing resilience building programmes for OVC, including psychosocial support and home-based care visits; ensuring food security, through the establishment of school food gardens and school lunches; and assuring safety in travel to and from school and protection against corporal punishment, bullying and sexual abuse in school. Partnerships are vital to this commitment to improve the way schools are resourced through social protection mechanisms such as school feeding, cash transfers and public works, along with developing capacity at school, community and local government levels. There is a need to support mutual learning and peer review, research and documentation of good practice through the SADC and the African Union communities. Overall, CFS creates a quality environment that fuels the demand for education and helps children to succeed. The global initiative of Learning Plus captures this broad aim for other regions (**see Appendix 28 SCCS: A Dimension of CFS**).

3.2.3 SCCS: Round Table Experience Sharing

After the previous two presentations detailing care and support through schools, the participants were given a chance to share their specific country experiences through round table discussions in mixed country groups. After the discussion, each table shared the opportunities and challenges of integrating care and support into the CFS quality education framework as follows:

"Whatever is included in the essential package of quality services, capacity building for teachers is essential with a focus on gender equity and equality."

-Joao Assale, Deputy Director of Basic Education, MEC Mozambique

Group A:

1. CFS is not a new idea, but a means to achieve the MDGs.
2. Care and support is just one part of CFS...each country has a specific context and the emphasis on each of the CFS components will be different.
3. Continuously launched 'new' concepts cause confusion and frustration.

² Angola, Botswana, Lesotho, Namibia, Mozambique, South Africa, Tanzania, Malawi, Uganda, Swaziland, Madagascar, Zimbabwe and Zambia.

Group B:

1. HIV and AIDS is a challenge and an opportunity and many countries are responding and restructuring through a process of decentralisation.
2. There is a strong commitment from countries with policies and strategies already in place.
3. CFS activities are already taking place in the schools, but need to be coordinated.

Group C:

1. There is a need for capacity building and multi-sectoral efforts to implement all the components of CFS.
2. Highlighting gender equity and gender equality is crucial for CFS.
3. Policies to abolish school fees and social protection mechanisms to tackle hidden school costs are necessary.

3.3 Assessment of Life Skills

3.3.1 Life Skills and CFS

Sue Godt, UNICEF Project Officer for Life Skills, ESARO, presented a PowerPoint which explained that Life Skills can be many things to many people including social skills, cognitive skills or emotional coping skills. Life Skills evolve quickly in a fast-changing world and should be based on a dynamic 'skills-building approach' that fosters the acquisition of relevant knowledge, values, attitudes and skills that vary over the life cycle and according to gender, culture and social norms. Life Skills should link to three inter-related dimensions for quality education: the content (based on identification of real needs); the learning methods (including participatory methods); and the learning environment (including all children, parents, teachers, peers, communities, school managers, health providers and outreach workers). She highlighted the need to move from a focus on individual risk factors, to understanding a person's overall vulnerability due to the external environment, e.g. issues of poverty and gender inequality. Ms. Godt stressed the need to see children and their caregivers as partners and resources, whose capacity can be strengthened through participation to enable people to protect themselves and act together to achieve goals. She highlighted the need for youth to actively participate and build partnerships for the benefit of the community as a whole (**see Appendix 29 Life Skills and CFS**).

3.3.2 Assessment of Learners' Achievement in Life Skills

Anil Kanjee, from HSRC, emphasised that assessing Life Skills is different from assessing English or Math etc., because Life Skills have so many dimensions. It is a complex task as the chosen indicators need to clarify the link between cognitive achievement and social and/or emotional skills. The question of how to measure attitudes is crucial as attitudes are not a strong indicator of present or future behaviour. Also the external environment plays a huge role as each situation has its own specific context. In an example from South Africa, the overall goal at Grade 3 National Assessment is that students will have the life skills necessary to effectively meet the demands of everyday life through social and emotional communication, health and safety, science and technology, career development and child rights. He elaborated on the sub-goals and the indicators of achievement and gave the 1999 Life Skill results from 11 African countries³ in relation to the literary and numeracy scores (**see Appendix 30 Assessment of Life Skills**).

3.4 Reporting Guidelines

3.4.1 UNICEF ESARO

Akihiro Fushimi, UNICEF Education Officer at ESARO in charge of Child-Friendly Schools, led this session and began by asking how we can tell what difference we are making in the lives of children. He said that UNICEF Country Offices (COs) should provide good quality report for various purposes, including to monitor and assess progress of interventions; support fundraising campaigns; evidence-based advocacy and contribution to the sector review processes. Good reports should be able to clearly tell the donors how much money they spent, how it was spent, what changes were made and why more money is needed. In CFS for Africa initiative, this can be done by COs through submitting one annual donor report and two bi-annual updates (**see Appendix 31 Reporting Guidelines**). For the annual donor report, he suggested that the participants follow the instructions in the workshop folder and remember to use both quantitative and qualitative data to show results, plus give reports a 'human face' through human interest stories. The bi-annual updates should follow the given template which includes sections on funds utilization, planned activities for the past period, achievements and details of funds utilization and planned activities for the next reporting period. He urged

³ Botswana, Madagascar, Malawi, Mali, Morocco, Mauritius, Niger, Senegal, Tunisia, Uganda and Zambia.

participants to avoid under-reporting and to use extra photos, maps, graphs, and other visuals **(see Appendix 32 Bi-annual Country Update Template)**. Finally, Mr. Fushimi gave the participants some writing tips and guidelines for a high quality report and urged the participants to know their audience and to follow the key components of quality writing **(see Appendix 33 Writing Tips)**.

3.4.2 Reporting for UNICEF's National Committees (Natcoms)

Francesco Ambrogetti, representing the PSD, presented on tips for reporting to donors from the UNICEF Natcoms. He stressed that what these donors required were human interest stories with different angles for websites and publications including: stories of individual children attending a school in Africa, stories of the schools' positive effects on the community, and/or stories of particular angles of school life, e.g. benefits for girls, OVC, and youth. Suggestions were given for writing human interest stories with examples of possible story angles including building a school, distributing school materials, planning water and sanitation facilities, and promoting hygiene **(see Appendix 34 Reporting for Natcoms)**. Mr. Ambrogetti informed the participants that the Geneva Regional Office (GRO) has developed detailed instructions for Natcom Donor Reports **(see Appendix 35 GRO Reporting Guidelines)**.

3.5 Country Group Work

The last session of the day was set aside as a time for the country group participants to work together and look at issues, actions and impact of implementing the CFS initiative in their specific country contexts. The four questions to tackle and present on Day 4 were:

Q 1: How do you plan to institutionalise / scale up CFS in your country?

- Refer to the national policies, strategies, sector plans etc.
- Roles of stakeholders (Government, UNICEF / UN, other development / cooperating partners, NGOs, CSOs, FBOs and CBOs)

Q 2: What are the challenges you (might) face?

Q 3: How do you address these challenges?

Q 4: To facilitate fundraising, communication and evidence-based advocacy for CFS for Africa, outline Human Interest Story(ies) that you could submit in the September and/or the December report.

3.6 Parallel Session: Second Steering Committee Meeting

While the majority of participants were engaged in the group work, representatives from the NMF and the HS, plus UNICEF staff of ESARO, Geneva and HQ met together for the second annual CFS steering committee meeting.

Day 4 - Thursday, August 24, 2006

4.1 Recap of Day 3

Dorothy Southern started the day with a presentation that highlighted the context of Day 3 and underscored main points and ideas. She also drew attention to the agenda for Day 4 (**see Appendix 36 Recap of Day 3**).

4.2 Transition to Post-Primary Education

Shirley Miske, from Miske, Witt & Associates, gave an update on the concept paper for transition to post-primary education beginning with a rationale for post-primary rather than secondary. She said that post-primary education is understood as a cumulative learning process that seamlessly integrates the formal, non-formal, and informal learning opportunities of good educational quality in a framework that is flexible, relevant, and responsive to the diverse needs of its learners. Post-primary education is important to focus on now because it is not keeping pace with efforts to universalise primary education. According to ESAR data trends, over the next national primary school cycle, the ratio of children entering the last grade of primary education will increase by more than one-third in six countries.⁴ Another reason to emphasise post-primary education is that the gender differences in participation and achievement are more pronounced at this level. Ms. Miske listed and explained the particular needs of adolescent girls' at this stage and described the benefits post-primary education gave to them. Barriers to post-primary education for girls were portrayed as overlapping, intertwining, and multi-sectoral, which need to be tackled through alternative approaches and innovative programmes. Several examples were given including Singapore and India's National Open Schools, along with other alternatives including technical-vocational schools and distance education using radio and television. Effective strategies include reviewing system and macro-

⁴ Burundi, Comoros, Eritrea, Madagascar, Rwanda, and Tanzania

policy levels, plus addressing indirect and opportunity costs. Ms. Miske said she is interested in other strategies being tried, documented, and evaluated in sub-Saharan Africa and would like to include these in the concept paper if available from the participants. Future steps include incorporating the participants' ideas, finalising the concept paper and developing a PowerPoint presentation to be used with development partners (**see Appendix 37 Transition to Post-Primary Education**).

4.3 Country Working Group Presentations

Each country shared the answers to the four questions pertaining to issues, actions and impact of implementing the CFS initiative in their specific country contexts through PowerPoint presentations (**see Appendices 38-45 Group Work for Mozambique, Angola, Malawi, Rwanda, South Africa, Zimbabwe, Zambia and Tanzania**).

Presentations and comments in the plenary highlighted the following issues:

Partnerships:

- Encourage joint reviews and participation in TWGs so as to mainstream CFS.
- Clarify roles between Government, partners and UNICEF through a communication strategy.
- Try to encourage a holistic approach with like-minded, yet multi-sectoral partners, so as to improve coordination between Government, NGOs, CSOs, FBOs and CBOs.
- Aim to engage the private sector for support of school and community activities.

Monitoring and Evaluation:

- Need to strengthen capacity for M & E, specifically to support the EMIS at school level.
- EMIS can incorporate all the essential quality services in the CFS indicators.

Essential / Minimum Quality Package

- Highlight the need to prioritise essential quality services and utilise the CFS indicators to finalise the draft essential / minimum quality package as standards and norms for all stakeholders.

Community Dialogue:

- Use dialogue in order to strengthen the partnership between school and community involving all active players in the resolution of conflicts and for decision making.

Financial challenges:

- Use evidence-based advocacy so that governments will increase budgetary allocation to basic education.
- Incorporate CFS into the long-term financial framework by developing a Medium Term Expenditure Framework (MTEF).
- Highlight the potential for social protection mechanisms and link these to inclusion, equity and quality issues.
- Develop a communication strategy with a fundraising component that can mobilise resources through a variety of channels.

Shift from project to programme approach:

- Develop a national operational/implementation framework in line with the national policies, strategies and plans.
- Widen consultations with multi-sectoral stakeholders to ensure that CFS concepts are mainstreamed and scaled up.

Human interest story ideas:

- Highlight access to education, e.g. previously no school or a destroyed school, but now a functioning school community.
- Track student(s) over a period of time.
- Focus on participation for OVC.
- Document teacher preparation in the area of care and support, school nutrition programme, registration and the provision of social grants.
- Re-entry or rescue stories of girls.
- Children providing literacy education to parents.
- Community participation in education provision.

4.4 Avian Influenza and the Human Influenza Pandemic Contingency Plan

Sue Godt stimulated conversation among the participants by asking the question, “Why worry about Avian Flu?”. She then gave an overview of “Bird Flu” as opposed to seasonal influenza and the three influenza pandemics in the last century, along with an update on the current global situation. Ms. Godt said the impact from Avian Flu that the ESAR could face revolved around loss of livelihoods, threat to human health, reduced capacity for governance and security, disrupted social and humanitarian services and chaotic economic systems. Pertaining specifically to education, in the event of an Avian Flu outbreak, a quarantine would be in effect

and schools would close for approximately 6 weeks. This would have implications for other services including school feeding programmes, immunization, de-worming and protection. Possible actions to take in the education sector include: promoting good hygiene practices; establishing inter-agency committee under MoE for emergency preparedness and response; strengthening existing structures to develop local plans; exploring and supporting alternatives to traditional schooling; and developing and disseminating IEC materials as part of Life Skills activities **(see Appendix 46 Impact of Avian Flu)**.

4.5 Workshop Evaluation

The evaluation form was completed by 40 participants. Overall, there was a wide range of comments, with many participants making productive suggestions, especially for how CFS capacity-building workshops could be of more valuable in the future. The majority of respondents indicated that they had gained additional insight into the CFS framework through presentations on SCCS and M & E, while acknowledging that 'new names for old concepts' were confusing. It was also suggested that the workshop could be shorter using an agenda focused on fewer, more concrete issues chosen by assessing the capacity gaps of the participants. A school visit to an area where the CFS initiative is already in progress would be welcomed by most participants. The management of the workshop was highly regarded including timekeeping, facilitation and secretariat duties. **(see Appendix 47 Workshop Evaluation)**.

4.6 Emerging Issues

Concerns were voiced about the confusion arising from different terminologies being used to describe the various dimensions of CFS, specifically of how SCCS fits into the CFS framework. Another concern was how to accommodate UNICEF terminologies while aligning with Government education sector plans/national plans and programs within the context of EFA and the MDGs. Participants also emphasized the need to recognise that CFS is a 'software' process which takes into account that capacity building takes time and effort, while 'hardware' inputs, such as school construction, is more quantitative, time bound and measurable. A suggestion was put forward to use the newly developed CFS qualitative indicators to prove that attitudes and values are changing for the positive. It was reiterated that CFS enhances access to a quality basic education with a proactive and multi-sectoral approach and is a comprehensive framework under which all the dimensions are linked together.

4.7 Conclusions: The Way Forward

A draft 'Conclusions and the Way Forward' was reviewed by the participants in order to clarify issues and gain a consensus on recommended actions for follow-up and the way forward (**see Appendix 48 Conclusions and The Way Forward**). The broad areas highlighted were:

CFS regional programme consensus:

- Clarification of the concept of CFS to include a comprehensive approach/framework under which all dimensions are linked together to address quality education issues.
- Promotion and strengthening of CFS in each country in the region through advocacy to incorporate CFS into education sector plans/national plans and programs for scaling-up, also at sub-national (e.g. province, district) and schools levels, plus into UNDAF.
- Strengthen the safe and protective school dimension of the CFS with particular attention to care and support, especially for girls and OVC.
- Use of lessons learnt to contribute to research, advocacy and social mobilization efforts that strengthen the inclusive dimension of CFS with a special focus on reaching out-of-school children through the life cycle approach and advocating for social protection mechanisms.

Reporting and documentation:

- Commitment to quality and timely reporting through two bi-annual updates and one annual donor report using both quantitative and qualitative data and financial and cost-benefit analysis through which ESARO will produce an annual consolidated report.
- COs should include CFS in the UNICEF annual report under section on innovations and lessons learned.

Communication strategy:

- Finalize the regional communication strategy and provide guidelines for the ethical use of photography for promotional purposes.
- Increase interaction/support between Education and Communication Officers in UNICEF COs and with HQ.
- All involved to inform, influence and strengthen the communication messaging and campaigns through use of high impact, non-discriminatory human interest stories, photographs, video clips, testimonials and children's voices.
- Explore and facilitate the launching of fundraising campaigns specific to each country, or the region.

Capacity development:

- Roll out the capacity development through the launch of the CFS Manual and E-Learning package in 2007.
- Conduct E-Learning for UNICEF staff, policy makers, educators, local authorities, NGOs and CSOs.
- Conduct CFS for Africa capacity development workshops with all partners at rotating locations.

M & E:

- Pilot CFS indicators in schools in several countries followed by a review and revision to harmonize with existing EMIS in the country.
- Integrate and align indicators with CFS manual and E-learning program.

4.8 Closing Remarks

Alex Kaba, a representative of the Ministry of Education in Zambia, said he was honoured to make the closing remarks for the workshop. He noted that it was wonderful to now have the overall picture of what was happening through the CFS initiative in many countries in the ESAR and he was looking forward to fruitfully collaborating with participating colleagues. He urged everyone present to 'Rise to the occasion' and work hard to make quality education a reality.

Aster Haregot of ESARO gave thanks to the Mozambique Government for such a warm welcome and to the UNICEF Mozambique office for hosting the workshop. She thanked all the participants for their hard work and especially noted the Government counterparts who had joined hands with UNICEF. She urged everyone present to 'Use the CFS way' when planning and implementing education interventions in order to make quality education accessible to all children.