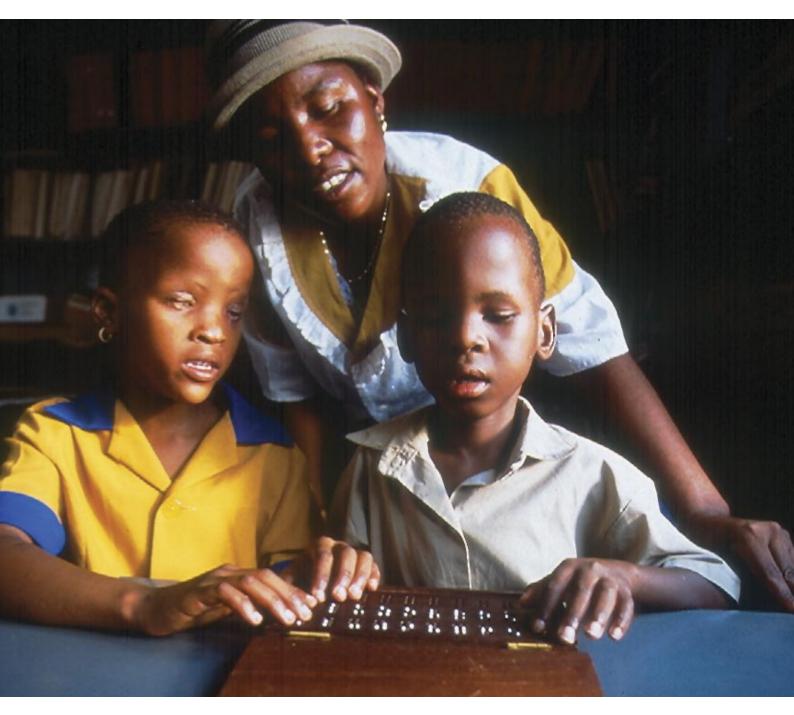
FORUM



Child Friendly Schools and Care and Support in Schools



Editorial

Volume 5, Number 3 of the UNGEI FORUM, ESAR Education Newsletter has the theme of Child Friendly Schools and Care & Support in Schools.

Nelson Mandela, Nobel Peace Laureate and former president of South Africa has a dream for schools in Africa: to have every child in Africa to go to school and have learning environments that are child friendly. In December 2004 the Nelson Mandela Foundation, the Hamburg Society for the Promotion of Democracy and International Law and UNICEF launched a joint international initiative "Child Friendly Schools for Africa". This global initiative attempts to accelerate access to quality basic education for all children and especially for girls, orphans and other vulnerable children in six ESAR countries: Angola, Malawi, Mozambique, Rwanda, South Africa and Zimbabwe.

The initiative desires to create and support learning environments that e.g. use participatory learning / teaching methods; ensure safe, protective, equitable and gender sensitive environment for children; provide access to clean water and sanitation; have strong links to surrounding communities; and have care, support and outreach services for orphans and other vulnerable children. In a nutshell, a child-friendly school is a quality school in all possible ways as it is:

- inclusive school
- effective school
- safe and protective school
- equity and equality promoting school
- health promoting school
- school with school/community linkages and partnerships.

The first article of the UNGEI FORUM provides an overview of the first Multi-country Child Friendly Schools for Africa Capacity Development Workshop held in Malawi in August 2005. The following three articles highlight what the Schools for Africa Initiative offers to the participating countries. The first article from Malawi reports on a visit to a rural primary school whereas the second one gives voice to the Champhemvu community

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Fax: 254-20-7622199/77622780 Fax: 254-20-72622679/8 cmannathoko@unicef.org nairobi@unicef.org www.unicef.org members in Malawi and informs on how the beneficiaries feel about the initiative. The third story from Angola shows how one of the country's poorest communities and a hard working child benefit from the Schools for Africa (SFA) Initiative.

The article by Tizie Maphalala introduces the Education Ministers' Forum on Care and Support in Schools held in Swaziland in September 2005. It also focuses more on the safe and protective component of the CFS by arguing how African schools need to be transformed to centres of care and support to respond to the growing needs of the orphan generation. What follows are reports written by young people from Botswana and Lesotho who participated in the Swaziland Forum. Inspired by the Swaziland Education Ministers' Forum and the powerful communiqué endorsed by the ministers, Dr. Cream Wright continues envisioning the new "third wave schools" that must be for much more than learning and teaching. Finally, the Communiqué on ESSENTIAL SERVICES FOR CHILDREN: Care and Support in Schools has been included for your reference.

Do not forget to learn about the two books on School Sanitation and Hygiene Education (SSHE) and see the information resources and websites.



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Congratulations to GEM in Kenya! The State House Girls' High School in Nairobi, Kenya had an official launch of its GEM Club on September 24, 2005.

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Overview of the Multi-Country Child Friendly Schools for Africa Capacity Development Workshop. Blantyre, Malawi, August 2005

The International Child Friendly Schools for Africa Initiative was launched in South Africa in December 2004 by The Nelson Mandela Foundation, UNICEF and the Hamburg Society for the Promotion of Democracy and International Law. The initiative aims to accelerate access to quality basic education for children, with special focus on girls, orphans and vulnerable children in six African countries, namely Angola, Malawi, Mozambique, Rwanda, South Africa and Zimbabwe. Nelson Mandela Foundation (NMF) is UNICEF ESAR's major partner in these efforts to create safe and rights-based child friendly learning environments. The other partners (Hamburg Society and many European Natcoms: German, Swiss, Dutch and U.K. Natcoms) focus on advocacy and fundraising in Europe. Angola was the first country to receive funds in January 2005. This initiative is part of UNICEF's efforts geared towards achieving the Millennium Development Goals (MDGs) in education. Teija Vallandingham reports.

The very first Multi-country Child Friendly Schools for Africa Capacity Development Workshop was held in the end of August 2005 at the Ryalls Hotel in Blantyre, Malawi. The purpose of this capacity development workshop was to provide government counterparts, UNICEF officers, the NMF and other partners with an opportunity to plan the provision of rights-based Child Friendly Schools (CFS). The workshop had seven specific objectives with related outcomes and a variety of participatory activities to achieve them.

There were 29 participants from eight countries, plus three members of UNICEF's East and Southern Africa Regional Office (ESARO) and one representative from UNICEF Headquarters in New York. Among the participants were nine Government partners, a representative from the Forum of African Women Educationalists (FAWE) in Malawi, a representative from the NGO CARE in Rwanda and one school construction expert. The Nelson Mandela Foundation (NMF) was represented, as well as the Hamburg Society and UNICEF's Swiss National Committee (Natcom).

The workshop agenda was seen as an evolving tool to achieve the objectives presented in the most effective manner. It covered a variety of presentations and activities including updates, knowledge building sessions, analytical activities and a one day field trip to the local schools. The agenda included sessions such as situation analyses and updates from the six participating countries, exploration of the child friendly schools model and briefings on many areas of interventions: school construction and rehabilitation; water, environment and sanitation (WES); school feeding; educational materials, lifeskills, teacher development and learning achievement; safe school environments, sexual harassment and violence policies; community participation, and school governance and PTAs.

The workshop participants also discussed the partnerships, networking and fundraising elements of

the initiative and began designing the regional CFS communication strategy. Monitoring and evaluation of the CFS initiative was regarded as an important component of the programme. Another crucial element addressed during the workshop was documentation and reporting schedules and guidelines. Many documents were distributed and examined as possible examples of report formats. A suggested reporting schedule was also presented which clarified the reporting period, the key substance required and whom to report to.

One of the most liked activities was the field trip. The purpose of the field trip was to visit schools in Malawi and utilize the experience throughout the capacity development workshop through participants' observations and through the development of indicators for monitoring the components of the CFS Model.

The workshop participants agreed that the six components of a CFS are: inclusive school, effective school, safe and protective school, equity and equality promoting school, health promoting school and a school with community



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linkages and partnerships. The workshop was aiming to reach program consensus through selecting indicators for monitoring the six CFS components. Changu Mannathoko led a participatory session in order to agree on and tighten up the indicators to use for monitoring the six components of the CFS model. The participants tried to narrow down the compiled indicators to only three for each component and see how far it would be possible to share indicators between countries. A new list of indicators was compiled but it was agreed to take this work further by getting expert advice on how to make all the indicators SMART, finding a balance between process and outcome indicators, deciding on the use of numbers or percentages, how to include all aspects of a minimum quality package and finding a balance between dual levels. At the close of the session the consensus of the participants was that much more discussion was needed on this topic.

In the end of the workshop the country group participants worked together and created a country action plan of what the CFS Initiative would concentrate on from September 2005 to December 2005. In this plan the countries had to take their National Communication Plans into account and critically review the reporting format.

The six components of a CFS:

- inclusive school
- effective school
- safe and protective school
- equity and equality promoting school
- health promoting school
- school with school/community linkages and partnerships

Lauch of the Multi-Country CFS for Africa Initiative: Visit to Mfera Primary School

By Catherine Chirwa, Project Officer - Education, Malawi

Malawi was a proud host of the launch of the great multicountry initiative, which will improve the teaching and learning environment of millions of children in Sub-Sahara Africa. The launch's capacity development workshop took place in Blantyre, Malawi's commercial city, situated in the Southern Region of the country from August 22 to 26, 2005.

The second day of the workshop was set aside for field trips to primary schools in order to give participants an appreciation of the environment in which the initiative will be making interventions to many children. The current 2002-2006 Malawi Government/UNICEF Country Programme of Cooperation for Basic Education designed around girls' education that focuses on improving access, quality and equity by making schools child-friendly for all children, especially girls and orphans and vulnerable children. This is achieved through provision of improved physical infrastructure, mobilization of communities, in-service teacher development programme based on 'joyful learning', child-centered gender sensitive teaching and learning methodologies. The other component of

interventions is the introduction of Life Skills Education in response to HIV/AIDS pandemic.

Although the Programme is in all primary schools (5,168 schools) supporting Life Skills Education Programme for Standard 1 – 4, only 1,109 schools have been benefiting from the package described above because of UNICEF's limited resources. With funding from the Multi-Country Child-Friendly School Initiative, an additional 1,000 schools will be targeted for rehabilitation of school blocks and provision of sanitation facilities and another 130 schools will benefit from the construction of additional school blocks. This will bring the total number of schools benefiting from the Programme to 2,239 primary schools – approximately 43% of the total number of schools in the country.

Currently, the expectations from District Education Managers is very high, characterized by an increased number of proposals to UNICEF office requesting funds for improving the physical infrastructure of schools in their education districts. Mfera Primary School in Chikwawa District is one of the schools that were visited during the field visits, as part of the launch programme. This school is earmarked to benefit from the initiative/programme. The school enrolment at Mfera is 1,051 children (502 girls and 549 boys). There are 27 orphans and 14 children with special needs at the school.

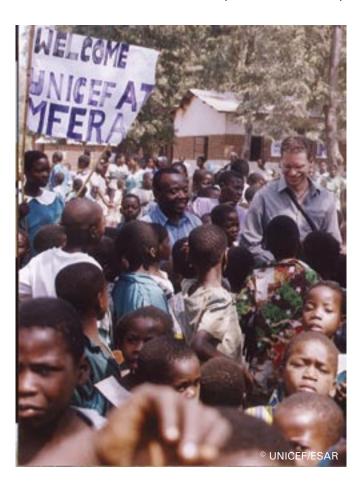
The evidence of high expectations was also demonstrated through the warm welcome of teachers, school children and members of the community carrying placards with different positive messages on UNICEF support and songs of praise in appreciation of what UNICEF is doing to the education of children in the Malawi.

The community has started supporting the programme by mobilizing themselves and moulding bricks for the construction of school blocks, teachers, houses and latrines in readiness for the construction/rehabilitation of school blocks and latrines.

The community's contribution will assist in the construction of an additional school block and rehabilitation of the dilapidated school block (shown below). The school block has remained in that condition, with bricks falling off from windows and veranda for some time due to lack of funds for rehabilitation.

The outlook of the above dilapidated school block at Mfera Primary School is expected to change after rehabilitation work has taken place next year. There will be an additional school block, water point and separate latrines, urinals and hand-washing facilities for girls and boys constructed in the school. The school will also benefit from the package of what constitutes a school

to be child-friendly. It is therefore anticipated that by July 2006 the children at Mfera Primary School will be learning in a rights-based school – promoting quality, gender sensitive, and protective learning environment, as well as addressing the physical mental and emotional health and good nutrition of children. It is hoped that the school will be turned into a safe haven children where each one of them is allowed to build, practice and develop



What the Beneficiaries Say About CFS....

By Margaret Fabiano; Education, UNICEF Malawi

Community participation in primary school is a strong foundation for CFS in Malawi. This is because community participating brings the parents, teachers and children both in and out of school together to gather to create a conducive learning environment in the home and at school. It is a known fact among the trio mentioned above that learning starts at home, it is maximized at school and continues in the home. It is for this reason that the Malawi government Education Act includes the participation of communities in all education activities.

To this effect, the Ministry of Education has developed and distributed the 'National Strategy For Community Participation In Primary School Management. At school management level the community is represented by the

School Management Committee in addition to Parents Teacher Association. One of the lessons UNICEF has learnt is that unless women take the leading role and participate in all education activities at all levels, the education of girls and OVC may not improve. Mothers play an important role in creating child friendly environment in the home and at school. For example it is a common scenario in this country to see long queues of mothers at school to enrol their children and when rustication is required, again it is the mothers, who respond to call of the school authorities. UNICEF in collaboration with District Education Managers have established and trained mother groups and out-of- school- girls club at each target school.



My name is Thokozani Zimba. I am a girl of 17 years. I am in Std 7 here at Champhemvu school in Kasungu. I want to tell you that things are changing for the better at this school. Imagine we now have lockable latrines. The school block has been rehabilitated. It is beautiful and comfortable with a big chalk board. The school community structures with the teachers are doing their best to make us feel comfortable. The community also constructed a shelter in which we sit and eat our porridge free from dust. As a needy child I now feel more at home in the school than at home. Recently when I stopped going to school because of lack of some basic materials, the mother group attended to my social needs. They bought me soap, uniform and other basic needs, they encouraged me to continue schooling. I was happy when the school committee and Head teacher announced that more school blocks will be constructed. This is exiting it means that all classes will be held in classrooms. Meanwhile a teachers house is under construction. Our parents have contributed bricks. I am happy that our community is developing strong ownership and responsibility over the school. This will make more parents to enroll their children in school, and school facilities will be cared for. I am

Women have a great role to play in the home and at school too in CFS. They are trained on CRC, CEDAW, importance of Education, monitoring child abuse, protection and reporting. They sensitize parents, guardians, chiefs, girls and OVC. They carry out visits and conduct campaign talks in communities and schools and ensure that facilities are gender friendly, and user friendly to children with special needs. Parents especially mothers, always wish the best for their children.

The impact of the work of the mother groups in promoting CFS, is expressed below by two girls from Champhemvu school, which is one of the schools benefiting from Schools for African Initiative.

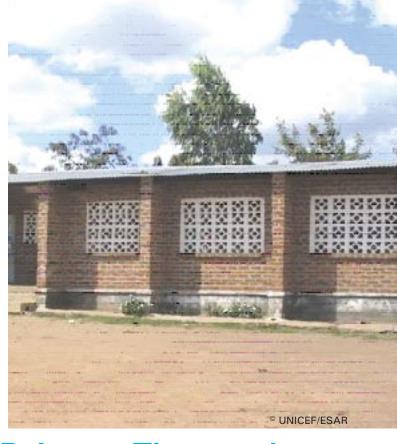


also happy that responsibilities and school chores are equally distributed among boys and girls and our hygiene and sanitation master, Mr. Phiri is good at this. How I used to hate general work time, when only girls were forced to do all the indoor leaning of classrooms, toilets Hi, I almost took a transfer, but to where? But not any longer.

My name is Alice Liwonde and I am 17 years old. I am in Std 7 here at Champhemvu school in Kasungu district. In 2005 I dropped out of school for many reasons. Here at school, there were very poor latrines made of grass and without doors. As a girl it was very difficult for me to use those latrines because boys used to pip at us. The teachers and boys used to tease girls including me that we are ready for marriage. Here in Kasungu, it is a habit of girls to get married to a married man, especially during the tobacco season when men fetch a lot of money from tobacco sales. At home my parents also enticed me with marriage. I nearly got married in 2004 but I found out that my fiancée was a crook. In February 2005 a group of women visited my home several times. The talked at length with my parents, especially my mother about

the importance of education to girls, the need for me to return to school. I am happy that there are beautiful latrines with hand-washing facilities. The teachers and boys are very friendly because they have been sensitized by the school management committee and mother group on the importance of girls' education. I am also happy that the mother group visit us at school and talk to us regularly about the dangers of falling into risky behaviours, HIV/AIDS and they encourage us to continue with school. The good part is that they also advise our parents especially mothers not to burden us with house chores but give us adequate time for studies. My parents have benefited from the sensitization and awareness campaigns conducted by the school community bodies.

They now discuss with me school work and encourage me to concentrate on education. We need more classroom blocks. I want to advise others, boys and girls that we should care for the facilities in our school also that they look clean and last long.



Angola: A New School Raises a Thousand Smiles

In the heart of the poorest Angolan communities, where up to 65% of children are excluded from education due to the prolonged civil conflict, newly rehabilitated schools under the Schools for Africa (SFA) initiative are raising the happiness of thousands of children. José Luís Mendonça, Information Officer, UNICEF Angola reports.

The newly red and green painted primary school in Dengue municipality, about 200 km from Malange town (450 km far from Luanda, the capital of Angola) makes for a stark contrast with the surrounding community clay houses covered with grass.

Albino José, 13 years old, is attending the one classroom school in Dengue. He was among the 45 happy children singing in Kimbundu, the local language, a song which said "Tuende mu xicola, tu dilonga" (We go to school to learn). That one classroom school has just one teacher, Santos Miguel, who teaches the three primary degrees. But the small school is enough to raise a thousand daily smiles among the students and their parents.

"With the peace process, many previously isolated areas of Angola have become more accessible. Over the past two years, UNICEF has provided support to both Government and communities to establish low-cost community-based programmes for the development of basic education," Mario Ferrari, UNICEF Angola Representative outlined. "The Schools for Africa initiative is the refreshment needed to keep and expand that initial effort and the hopes of the families."

The ongoing Schools for Africa initiative, supported by UNICEF, by which 1,500 schools throughout Angola will be constructed or rehabilitated in the coming two years, is a unique opportunity to enhance schools as the centre for development and recovery.

School as Central Community Centre

In Malange province, UNICEF and the Provincial Government already planned 35 interventions in three municipalities: Malange, Kalandula and Cacuso, following an exhaustive process of assessment, data collection, identification and prioritization of schools, carried out during the first quarter of the year. In October this year, the first 9 rehabilitations started and two more started in November. Social partners have been involved in order to ensure community participation. Dengue school's construction was carried out in partnership with Danish Council for Refugees.

Albino's family is confident about the future of that remote village. During the long night of civil war they were just like automatons moved from a place to another, by the impositions of the war. Today, Albino's father expresses his hope: "I could not go to school in

the colonial time, but now I see my son going every day to get prepared for a different life, and I believe one day when I will become old, he will support me and his mother."

Under SFA, communities are required to play an increasingly active role in the management of the school. Domingos and Marta, Albino's parents played that role helping in the construction and are now participating in parents councils meetings with the teacher to keep the school as a centre for change at Dengue community.

UNICEF is working closely with

the Ministry of Education and other partners to increase access to education for Angolan children. As part of this strategy, the quality of schools is being strengthened therefore allowing them to function as central community centres. In addition to basic learning, additional information and orientation will be provided to children in other areas, such as health and hygiene education, HIV/AIDS and mine awareness, to increase the life skills of children as well as their caregivers.

Improving the Quality of Education

The 2001 UNICEF Multiple Indicator Cluster Survey



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school age attend the first level of basic education (Grades 1-4). The quality of education is generally poor, as a result of poorly trained teachers, a chronic lack of school teaching materials and inadequate school infrastructure. Late entry into school and high repetition rates also contribute to the over-burdening of existing facilities.

In this regard, efforts to improve the quality of education delivered have been pursued in order to prevent pupils from dropping out or repeating years. A contribution through the **UNICEF Germany National Committee** made possible the training of 18,500 © J L Mendonca teachers in selected municipalities all

over the country, as part of the broader plan of UNICEF support to the Government of Angola in the area of education.

Since May, the rehabilitation and construction of a total of 125 schools has been completed in ten provinces, while the process of contracting more constructors is ongoing all over the country.

Albino is only in third grade, at the age of 13. But now he is studying very hard. He actually is the first in his class, because he says he wants to be an oil engineer, like the President of the Republic. "I want to contribute to the good of my country," he says. "Do you imagine this path

> were the vehicles bounce, full of wholes during the rain season, totally asphalted and the boarder houses of the village transformed into nice buildings shining lights at night?" asks Albino.

This is Albino's dream. It can become real within the years ahead. SFA is an important step forward towards that day.

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Transforming African Schools into Centres of Care and Support

The Southern Africa Ministers' of Education Forum was held in Swaziland on September 13-15, 2005. The Forum was organized and facilitated by GCYDC for Africa, MiET, UNICEF, WFP, WB, AfDB and UNAIDS. The meetings began with a two-day preparatory technical meeting of senior officials from 13 countries who prepared the technical and analytical documentation for the discussions and conclusions of the Ministers' Forum on 15th September. In the Ministers' Forum the education ministers or deputies from 13 countries discussed the essential package of care and support services in schools. The ministers endorsed a powerful communiqué in which they committed themselves to taking the necessary measures to strengthen their educational systems through making schools viable as both centres of learning and channels through which essential services are provided for children. Based on the Swaziland Communiqué, the EFA-FTI partners have now incorporated care and support into the initiatives they support. The Fifth Meeting of the High-Level Group on Education for All also recommended care and protection in school in its Beijing Communiqué in November 2005. Tizie Maphalala Project Officer, Education, UNICEF Swaziland reports.

At a workshop for children in Swaziland in August 2004, Bongani, a 16- year old pupil in Grade 7 joined others to speak about his 'dream'. His was to finish school, go to university to study for a 'degree'. That is common enough but he went on: he would then be sure to get a good job, he said, so that he "could build a nice big place where orphaned children can be properly cared for and protected".

Bongani's 'dream' took me by surprise, but as I got to know him better it brought home the realisation of the enormous burdens on orphaned children. Bongani is the head of a household. His day begins with household chores including preparing his younger sister and a brother, in readiness for the Neighbourhood Care Point (NCP) where they will be under the supervision of a caregiver and will get a meal whilst he is at school.

Bongani is one of those children who were able to get back into school through the "Community Education for All Grants" which UNICEF Swaziland piloted in 2003, in the poorest community schools in drought-affected regions. Children like Bongani need to be in school even more than those with parents who can afford to pay all the education-related fees. For Bongani, school is the only 'avenue of hope' that indeed the future will be better than the present circumstances, for him and his siblings.

With his face lighting up Bongani told his peers "my teachers say I can be whatever I want if I work hard in school" and he added that the teachers "make me feel good about myself".

Those especially sensitive and committed teachers are making Bongani's dream attainable. All Bongani and thousands of other out-of-school Swazi children need is opportunity: opportunity to feel worthwhile, to dream, and to start building a future.

The Southern Africa Ministers of Education Forum, hosted in Swaziland on 13 to 15 September 2005, was about how to make those dreams attainable for the orphans and vulnerable children whose numbers are now growing into the millions around Africa, as a result of the HIV and AIDS pandemic. Preceding the Forum, a 'technician's meeting' on 13-14 September brought together six young people with senior government officials, including three Principal/Permanent Secretaries of education, to deliberate on the "essential package" required if schools are to play their role in this crisis.

It was clear to the "technicians" that the challenges facing the education sector are colossal in Southern Africa, in this era of HIV and AIDS. Our children, Africa's future, depend on this sector if they are in future to stand shoulder to shoulder with their counterparts from other continents to deliberate on and contribute to the future of our planet.

For most of the countries in this region, post-independence gains in child health and development are being rapidly eroded by AIDS, and there is no way that the health sector, working alone, can meet the challenges of national progress and survival. To play our part, we in the education sector must determinedly enhance the roles of schools. We must go beyond traditional roles of schools as oases of quality education, to take on new roles as centres of care and support for children, where other basic services can also be delivered.

At the Ministers' meeting it was agreed that the obligation entailed in ratification of the Convention on the Rights of the Child, to act "in the best interest of the child", means in the current environment of crisis, for children that all children must have access to good quality education, delivered together with food, life skills education, psychosocial support, protection, and health.



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All children need the security to complete the cycle of basic education, that is relevant and of good quality. But because for large numbers of children, their fundamental needs are no longer able to be met at home, education to be effective requires that educational institutions address those broader needs:

- 1. Children need secure access to regular and nutritious meals at school.
- 2. Schools must have clean water and adequate sanitation for both girls and boys.
- Schools must monitor and facilitate children's access to Health services including first aid, monitoring of growth and development, immunization, regular de-worming, and paediatric AIDS treatment where needed.
- 4. Schools must offer protection from all forms of abuse and violence to all children, and especially girls, and facilitate school-community initiatives that promote safety and security for all children within the community.
- Life-skills education must focus not only on HIV prevention, but also on citizenship, empathy for others, gender awareness and sensitivity, and on empowering children with livelihood skills.
- 6. Psycho-social support in school and within the community must instill in children a sense of connectedness, ensuring that there is a caring adult in every child's life, and that children can have access to counselling services.
- 7. Teachers and caregivers must gain the skills and sensitivity to help build resilience in children, especially for orphans and children in difficult circumstances who need preparation to persevere and triumph over the challenges they will face in life.

8. For children whose circumstances deny them basic material needs, the school must work with their community and other institutions to ensure those needs are catered for, including clothing, toiletries, stationery, and the direct and indirect costs of education.

For schools to take on new roles as service delivery sites, and to mainstream care and support for children, sectors must develop new approaches to collaboration, and schools must develop new types of engagements with community institutions, civil society, and faith-based organizations.

Education sector institutions especially those engaged in teacher training and curriculum development require a paradigm shift if they are to become more proactive and dynamic in response to these new challenges. In these times when for huge numbers of children, families are no longer able to play their full roles in bringing up children, a new and wider set of skills are required for teachers and school administrators. They must be trained how to fulfill the schools' enlarged social roles, and how to work effectively across sectors to ensure the holistic development of Africa's next generation.

Teachers' support is critical to the successful implementation of such "new look schools". These essential changes cannot occur without enlightened leadership from the teachers' unions. In their deliberations on 15 September, 2005, participating Ministers of Education acknowledged that the unions will play the key roles to persuade and prepare teachers to buy into the "care and support movement" that gives them a central leadership role to save Africa's future.

Young People Participate in the Education Ministers' Forum

By Othata Batsetswe, one of the young people participating in the Ministers' Forum, reports.

As one of the young people that were selected to attend the Ministers of Education Forum in Swaziland, 12-16 September, 2005 and the theme of the forum was Care and Support as a Critical Component of an Essential Package of Core Interventions at School Level and out of School. Having participated in the forum I feel obliged to write this article to give a youth perspective on the whole conference.

It would be wrong for me not hail the forum as a success because it was and much respect to the attendants. The ministers that had the opportunity to participate really took the communiqué that was endorsed to another level. They really internalized the communiqué. They showed high levels of commitment on the issues raised. They made it their own and it was a good display of ideas and highly motivating to everybody because of the continuous laughter and very intuitive remarks made.

The signing of the communiqué meant and means a lot to us. We did not just see it as another agreement that was adopted and ratified by our countries. We see it as a reaffirmation and recommitment to The Convention on the Rights of the Child and the Dakar Framework of Action. These three events are supposed to elevate the status of the 'child' to another level and when events of this kind take place we just feel with emotions, emotions of love and appreciation that comes with the understanding that someone out there really cares about us.

The signing of the communiqué really brought the latter events to the table. The package that was agreed to was quite explicit and comprehensible. The main important factor to note was the plight and the amount of consideration that was given to Orphans and Vulnerable children, vulnerable children include children and persons with body mishaps that could hinder or make it difficult for them to undertake a physical activity or any other activity. The above group is highly marginalized by the society and the fact that the forum was able to see ability in disability was most impressive. Due to the break up of family structures the orphaned children in our societies suffer a lot. They are homeless, exposed to early parenting, have to quit school and lose their property to members of the extended family. It is up to the participating countries to take the plight of this important group to another level. Through national registration schemes, vital statistics,

governments can pool resources together and easily identify the groups or persons affected.

One of the key issues discussed at the forum was the



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issue of free education for the first ten years of basic education. All participating countries have a free basic education policy but Swaziland, to our relief they (Swaziland) announced that from next year, January 2006, basic education will be free. This was good information and to me it was mixed with emotions because my country, Botswana, does not see it the way other countries see it. This is sad because currently in Botswana we have 33762 young people that have never been to school, according to Census 2001, and that is a large number. Free education increases retention and besides that alone the important thing is that education is a socio-economic variable and formal education system is the principal institutional mechanism for developing human skills and knowledge. Educational systems of developing nations strongly influence and are influenced by the whole nature, magnitude and character of their development process. The role of formal education is not limited to imparting the knowledge and skills that enable individuals to function as economic agents in their societies but also imparts values, ideas, attitudes and aspirations some of which may be critical to human development and can in so many ways help curve the undesirable behaviour that characterizes our societies. This is also in line with the Millennium Development Goal number two - Achieve a Universal Primary Education and MDG 3 - Promote Gender Equality and Empower Women because most of the people left out of the development process are women and children. There is need to review this stance by the government of Botswana.

The adoption of the essential package also elevated the role, duties and responsibilities of the duty bearers, teachers, to another level. The package simply translates that the teacher is now the social worker, psychological care support giver, child therapist, nurse and surprisingly there was no teacher at the forum to give us a stance on the package. All the participants were policy makers.

The teaching practice is nowadays characterised by strikes because teachers are hungry and the conditions of service are not pleasing and there is no way to know how they are going to cope. There is need for a quick and immediate action for resources to be mobilized in the reward for teachers. Suppose a teacher is vulnerable and is teaching vulnerable children in a vulnerable school that is located in a vulnerable community, there is going to be fallout in communication but if the monetary incentive is good or the alternative package is good (reward) there can be a significant change and improvement.

The role of the community is also critical in providing and fulfilling the realisation of the package provided. Children need to feel loved. Love is the underlying factor behind each an every success or accomplishment. There is need to reinforce parental and family care. The traditional African societies had it all together and now they have lost the strong family support where every adult was a parent. Families need to work hard to provide nutritious meal to the children and the remaining gap will be filled by the government.

The essential package also brought an important issue of partnerships. There is need for harmonization of efforts, projects by partners and active involvement of key stakeholders from the plenary stages to the implementation stages. On issues related to youth, policy makers should not bring the young people on board during the final stages and argue that they were on board. Rubber stamping should be avoided as it is the case now. I highly appreciate that we were involved in the plenary stages and the ratification phase.

The main disappointing thing did not arise from the forum and the participants but from the ministers that

did not show up. I strongly feel that some senior official (commissioned by the minister to act on his/her behalf) could have been sent to endorse the communiqué. When we talk of the plight of the child we are simply saying, let's secure the window of hope. It s about time we begin to see the world through the eyes of a child. By so doing we would empower them and empowerment means providing a conducive environment for growth (be it personal or economic), this environment would provide a pool of resources and productivity will be high due to the conducive environment and the transfer of skills. Children should be seen as lights to be lit and not buckets to be filled. This light will be seen by everybody and they will be hope for the world in its entirety. One should be able to look at their little bright eyes to understand what I am saying. The first thing you'll see is hope; hope for the future for everybody, for the realisation of human/ millennium development goals.

All this said and done the key and core element is that a child's life is at stake and it is for everybody to act up and take a positive stance against all barriers that hinder progress for children and women. Botswana Girls Education Movement is guided by the saying that 'I'm my sisters'/brothers' keeper'. Children should be able to hold hands together. This will create a more harmonious world. They should be able to do so indiscriminately due to the unconditional love they have.

Donors attending the forum availed their help to all the participating countries and announced that funds are available. This announcement of funds means that the war against child injustice could be won. Hope there will be more youth involvement for future executive forum. Hope all the attendants are well and look forward to working with them in the future.



WHAT IS A CHILD?

A smiling face
A blessing from God
A touch from God - a miracle
Little angels
Alighting to earth
Blessing the souls

A reason for peace
A reason to search your heart
A reason to avoid sorrow
A reason to love
A reason for freedom
An eye opener

A new way of doing things
A plight of joy
A symbol of peace
A window of hope

A reason why the sun shines
A reason why the moon shines bright
A star glowing in the sky
A reason for unity
A child.
A bambino
Ngwana!!

By Othata Batsetswe

Report on the Swaziland Education Ministers' Forum

By Ts'epo Lekola, the Coordinator of Girl-Boy Education Movement in the Northern Districts of Lesotho

To be a representative of the Lesotho Youth together with our Minister of Education and his officers in the Forum held in Swaziland was a great pleasure to me for if I am not mistaken, education is nothing but rubbing shoulders with people from different parts of the world. What made me gleeful was that the atmosphere was educational and inspirational to soil. The Swazis prided us with boundless hospitality. The standard of the highly educated people presenting their countries did not render the youth nonplussed due to the fact that people whom one may judge by mere looking that one's status does not match with theirs were open and sociable including Ministers and Directors as well.

The liberal planning of best educational renovation campaigns threw me into ecstasies when realising how Africans unite and strive for a better education either for growing countries or well standardised countries. It is quite interesting to have a broader knowledge of how NGOs and governmental sectors work and go hand in hand in fighting for the improvement of the infrastructural matters especially education.

As I was contemplating the outcomes of the discussed matters and the final agreements by the honourable Ministers that were to be inaugurated, I wished a large number of youth was present to see how old educated people tackle matters for a particular development. This incident challenged me to such an extent that I wished commitment, concentration and discipline could be my daily bread because both the technical group and the Ministers were my role models. I doubtlessly reckon they followed those three corner stones to reach where they are now or even where they will be. I endeavour say



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the credit that life offers is working hard at work worth doing bearing in mind that successful people take action while others hesitate.

I am insistent that the inauguration of all strategies for the best if not immaculate care and support in schools for children are of great importance owing to the fact that investing in the welfare and well being of all children is critical for the survival and progress of our societies.

Eventually, I thank UNICEF and Lesotho Ministry of Education with its officials for appointing me and my colleague to participate in the international education forum.

"The Third Wave: When Schools Must be for Much More than Learning and Teaching"

By Cream Wright, Global Chief of Education, UNICEF NYHO

1. Schools as social institutions are primarily for learning and teaching. This continues to be their core function in most developing countries, but over the years there have been "tipping points" that have ushered in new waves of concern to change the consensus on what schools are for. One such tipping point was signalled on 15 September 2005, at a Ministerial Forum in Swaziland involving 13 African countries. The discussions of the Ministers of Education and Senior Officials centered on a range of concerns that have been building up in the face of significant threats to the welfare and well being of children in their countries as well as the very future of their societies. Threats such as deepening poverty, recurrent drought and food insecurity, health risks and the impact of the HIV/AIDS pandemic, rising proportion of vulnerable and orphaned children, etc; have compounded each other produced a tipping point in perceptions on what schools are for. The commitments made by Ministers and Senior Officials reflect a new realisation that schools are places for learning and teaching, but it is imperative that they also become the main institutions



for ameliorating the impact of these threats on children, as well as the centers for guaranteeing the rights of all children to education and other essential services, in the face of such threats. This brief "think piece" argues that the Communique issued by Ministers in Swaziland represents the emergence of a "THIRD WAVE" in the evolution of education systems in developing countries. Such a development has profound implications for the central question of the purpose of schools as social institutions, and the ways in which they should be organised and structured as well as how they should be staffed and resourced in the drive to achieve the MDGs.

- 2. The issue of the central function of schools has been explored and elaborated in various ways over many decades since the modern school became the major means of socialising the young and preparing them for roles in society. Controversy has never been far from the surface as key proponents engage in debate on what schools are for. Some of the positions advocated for the function of schools include: teaching the basic skills of literacy and numeracy; initiating the young into the national/local culture; promoting positive attitudes/values; influencing behaviour change; stimulating intellectual development; promoting a wide range of subject matter relating to human knowledge and national development; preparing the work force of the future; building character; teaching livelihood skills; fulfilling the rights of the child; etc.
- 3. These positions fuelled the so-called "politics of the curriculum" in developing countries, triggering a FIRST WAVE of concern over whose "culture", which forms of knowledge and what teaching styles, should be at the heart of schooling. Quality education became more than simply putting together a technical prescription of key content and teaching style for children in a country. It involved tapping into the vision of the political leadership at national and local levels, as well as mapping out the critical economic, social and cultural issues affecting development. Also extensive consultation with different stake holders (parents, communities, employers, etc.) became an imperative in determining priorities for quality education.
- 4. These consultative processes became the framework within which the technical expertise of practitioners was typically used to draw on existing pools of human

knowledge regarding subject matter and pedagogy, in order to construct an optimum school curriculum. Major gains were made in the quality of schooling as a result of this first wave of concerns. New disciplines and pedagogues emerged as indigenous understanding gained legitimacy (e.g. African literature, Asian Art, etc); and alternative ways of structuring/organising knowledge became pivotal for dealing with a rapidly expanding content (E.g.Social Studies; Integrated Science; etc). The curriculum became increasingly anchored in local realities, addressed national development priorities better and catered more fully for the needs and aspirations of children and their parents. At the same time the curriculum also focussed on incorporating the best and latest cutting edge developments in human knowledge and understanding, into the business of schooling.

- 5. This curriculum-centered model of the process for determining what schools are for, and what they do, has served many developing countries well in the past. Of course schools have always been about more than the content and teaching style of the curriculum. They have been places that parents and communities can rely on, for the safety and care of their children (teachers were even described as being "in loco parentes"). Schools have also been places where a wide range of so-called extra-curricular activities take place, as part of the overall development of children. They were even used as the most convenient places to reach children with certain services (vaccinations, campaign messages, etc). Despite the range of "other purposes and uses" that characterised schools, good quality learning and teaching for successful achievements by children continued to be the core business of schooling.
- 6. However, as education systems expanded and large numbers of children from a wide variety of backgrounds enrolled in schools, the issue of what schools are for and what they should be doing, became more complex and challenging. For one thing education could not be treated in isolation from other sectors, and schools had to compete with institutions in other sectors for scarce national resources. It was also clear that simply expanding the existing models of schooling to cope with a rapidly expanding clientele was not feasible or desirable. Adjustments needed to be made in the interest of effectiveness and efficiency, as well as to ensure relevance for a more diversified school population. Most significantly, the drive to provide education for all children brought equity issues to the fore and heightened the realisation that there were significant barriers that affected some children's chances of accessing and completing the prescribed cycle of basic education; as well as their performance and achievement while in school. These barriers soon

- became the focus of concern in education for all children. Clearly, there is more to "quality education" than curriculum content and pedagogy.
- 7. The issue for quality education is not only about what children learn and how they learn. It is also about the environment in which they are supposed to be learning, their own status and readiness for learning, as well as the preparedness and competencies of the teachers, and much else. This wider view of quality reveals a range of opportunities as well as barriers for the business of schooling. This in fact is a SECOND WAVE of concerns centered on the child as the focus of schooling. What schools are for, and what they do, should reflect what is in the best interest of children and their right to quality basic education. From this perspective the inadequacies of schools loomed large, in terms of lack of learning materials or trained teachers, but also by way of dysfunctional physical facilities that lacked basic amenities like water and sanitation, and physical/psycho-social environments that posed threats to the welfare and well being of children. Similarly conditions in homes and communities were seen as impediments to chances for some children to access, complete and perform well in school.
- 8. Increased focus on these school-based barriers and home/community based impediments to schooling gave rise to new models for addressing the issue of quality education. These were more holistic models (e.g. Child Friendly Schools) that attempted to address all aspects of the child as a learner and what was in the best interest of the child in the learning situation and environment. Through these models, schools are being transformed into more inclusive institutions that can compensate for disparities arising from home and community factors, while providing a safe, welcoming, equitable and enabling learning environment for all children. All the concerns of this second wave are essentially about creating the right conditions for all children to be able to access and successfully pursue a quality education in schools that are focussed on the best interest of the child, and within communities that are supportive of the conditions for quality education.
- 9. Even before the fruits of this second wave could be fully realised, new challenges have emerged in some countries to threaten the school itself and the conditions that are essential for quality education. Preoccupation with survival in the face of hunger, malnutrition and the threat of starvation; an increased burden of care for HIV/AIDS infected relatives; lack of family support and community safety nets as HIV/AIDS takes a toll on adults; deepening poverty and weakened production capacity; increased social

violence, etc; constitute a compound cocktail of causal factors that work against the rights of many children to education and other essential services. It is in an effort to address this phenomenon that Ministers and Senior Officials have signalled a change in the role and functions of the school in their societies. These changes are intended to safeguard standards for quality education as well as to provide an avenue for delivering a package of essential services to children, through s new type of third wave school.

10. If schools are to serve as centers for learning as well as facilitate delivery of essential services for children, then their purpose (what schools are for) needs to be revisited. There is a clear recognition of this in the Communique, in view of the fact that the essential services for children (especially care and support) that used to be provided by families and communities are increasingly under threat. What is envisioned is that schools will become the place where children will be provided with food, nutrition and health checks, care and support, as well as safety and protection; in addition to the core business of learning and teaching.



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This entails new ways of linking schools with other service providers, new ways of staffing and organising schools, as well as new ways of financing and managing schools. The details of such a bold initiative still have to be worked out to ensure that provision of essential services for children is adequately catered for through schools.

Communique: Essential Services for Children Care and Support in Schools

1. Preamble

- 1.1 We, the Ministers of Education from Angola, Botswana, Lesotho, Malawi, Madagascar, Mozambique, Namibia, South Africa, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe met in Ezulwini, Swaziland on 15 September 2005 at a Ministers' Forum, to deliberate on "care and support" for children, in view of growing threats to the future of our societies. We engaged with external partners and our own "Guidance, Counseling and Youth Development Centre for Africa" to strengthen the possibilities of incorporating care and support in schools as part of the essential services provided for children.
- 1.2 Recognizing that children as the majority of the population in our countries are our present and future and main hope for development, we reaffirm that investing in the welfare and well being of all children is critical for the survival and progress of our societies. In doing so, we recommit ourselves to the Convention on the Rights of the Child as well as The African Charter which our governments have ratified as an indication of the priority attached to providing essential services that are in the best interest of the child.

2. Challenges

- 2.1 We concede that the normal support systems provided by families, communities and governments are being compromised in our countries by the impact of HIV/AIDS, deepening poverty, high population growth rate, recurrent drought and food insecurity. These problems have given rise to a rapid increase in the number of orphans and other vulnerable children, which has further intensified the strain on conventional care and support systems. As a result, we have turned increasingly to delivering services for children through schools and alternative learning centres where they spend a high proportion of their time. Despite some success with this, we now recognise that schools in their current form and mandate are being stretched beyond their original purpose and current capacities in efforts to bridge the gap in service delivery for children.
- 2.2 In the face of these threats to services for children and the resulting strain on schools that are used to bridge the gap, we reaffirm our commitment to accelerating action for achieving Education for All and the Millennium Development Goals relating to

universal primary education as well as gender parity and gender equality in education.

- 2.3 We recognise that if schools are to retain their core integrity and viability as centres for learning, while also serving as places where children are provided with essential services, there must be improvements in the way schools are staffed, funded, equipped, supported, organised and managed.
- 2.4 We assert that these changes should focus on the right to quality education and the basics of freedom from hunger, disease, violence and abuse, as well as the need for a strong sense of self, emotional security, care and support. All these are vital for the realization of children's rights as well as for guaranteeing their participation in the development of society; but we recognise that these basics are also critical requirements for ensuring quality education in schools and alternative learning centres.

3. Commitments and Intentions

- 3.1 Through this Communiqué we commit ourselves to taking the necessary measures to strengthen our education systems, to make schools and alternative learning centres viable as both centres of learning and the primary channels through which essential services are provided for children. In view of this we shall:
- (a) Identify a comprehensive range of services that are essential for children's development in the schools, homes and communities, as well as for their achievement in a cost effective manner. This would involve collaboration and co-ordination with other

- sectors for delivery of services such as school feeding, HIV/AIDS prevention, water and sanitation, protective environments and care and support in schools.
- (b) Determine appropriate means and models for providing the capacity needed to deliver services for children, without overburdening teachers, administrators and weakening the school systems.
- (c) Mobilise existing national resources, including our communities, in support of such service delivery.
- (d) Seek technical and financial assistance from our development partners, foundations and donors, through operational sector financing mechanisms provided by the major multi-and bi-lateral funding and private sector funding.
- (e) Advocate for support to these appropriate models of schooling and service delivery at all national and international forums where decisions are made.
- (f) Learn from each other through exchange of information, documentation of experiences and joint evaluations, as we implement these models of schools for learning plus service delivery.
- (g) Strengthen guidance and counseling as an integral part of the care and support services in schools.
- (h) Facilitate the rapid implementation of appropriate models of schools as centres for learning and channels for delivering essential services for children. Implementation will be in line with our respective national education sector plans and a regional cooperation framework provided by SADC and the

African Union.

3.2 We commit ourselves to actively seek support and endorsement for these models of schooling from regional organizations such as the AU, SADC, EAC, and ADEA. We call on all our development partners to support our efforts and accompany us in this critical process of education reform that is so vital for the future of our children and for our chances of achieving the Millennium Development Goals.



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Reading on School Sanitation and Hygiene **Education (SSHE)**

Life skills-based Hygiene Education. By Postma, Lenonie; Getkate, Renate & van Wijk, Christine. IRC 2004

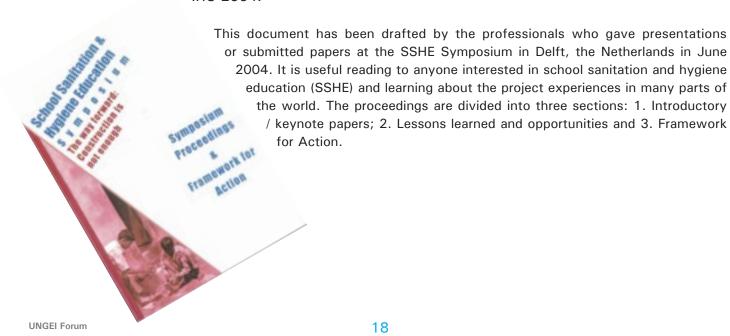
Life skills-based Hygiene Education provides an overview of life-skills based education. It also gives guidance to developing life skills-based hygiene education materials. It is a good resource material e.g. for government policy and decision makers and international and non-governmental organizations dealing with school sanitation and hygiene education programs.

The book focuses on life skills-based sanitation and hygiene education for primary school aged children but covers the age groups from 6 to 14 because of many adolescents attending primary years.

Life skills-based Hygiene Education has three parts: The first part introduces what life skills-based hygiene education is all about where as the second part moves onto presenting content of life skills-based hygiene education. The third and last part offers example lesson plans for life skill-based hygiene education. Download at: http://www.irc.nl/page/10453

School Sanitation & Hygiene Education Symposium The Way Forward: Construction is not enough Symposium **Proceedings & Framework for Action**

> Edited by Mariëlle Snel, Kathleen Shordt & Annemarieke Mooijman IRC 2004.



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Useful Websites and Information Resources

1. Schools for Africa:

http://www.schoolsforafrica.com/

Schools for Africa - welcome

2. Toolkit on Hygiene, Sanitation and Water in Schools

http://www.schoolsanitation.org/

Schools that lack access to basic water supply and sanitation have an increased incidence of major childhood illnesses among the pupils. Poor health is an underlying factor for low school enrollment, absenteeism,

poor classroom performance and early school dropout. Hygiene, Sanitation, and Water in Schools projects can create an enabling learning environment that contributes to children's improved health, welfare, and learning performance. This toolkit offers information, resources, and tools that support the preparation and implementation of Hygiene, Sanitation, and Water in Schools policies and projects.



3. Water Alert!, Voices of Youth

"Water Alert" is a new interactive game and an educational resource on water, environment and sanitation where young people are engaged in an adventure

of strategy and survival. It was developed in partnership between Voices of Youth, UNICEF's interactive website for young people in the Adolescent Development and Participation Unit (ADAP), and the WES section. The object



Available in three languages, English, French and Spanish, the CD version of the game includes a field facilitator's guide with instructions for use of the game as a teaching tool. The game can be viewed on Voices of Youth www.unicef.org/voy.

For additional information, please contact Voices of Youth: Tel: +212-326-7050, e-mail: voy@unicef.org.

4. The GAP Project and Report: http://www.ungei.org/gap/gap.php

Gender Achievements and Prospects in Education (GAP) report is a multimedia project that is designed to assess progress towards gender parity in education by 2005 and universal primary education by 2015. The GAP report is the result of field reports, on-going dialogue, interviews and statistical analyses.



5. New UNICEF Mozambique Website

http://www.unicef.org/mozambique/



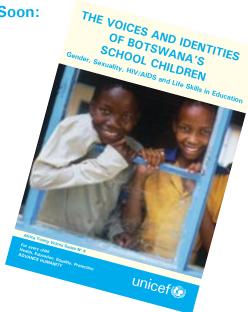
Events Calendar 2006

- Education Network Meeting, 28 Feb 3 March, 2006; Nairobi, Kenya
- 2. SWAps Resource Pack Training in English, May 2006
- 3. Abolition of School Fees Meeting, April 5-7, 2006. Nairobi, Kenya
- 4. Life skills Network Meeting for Designated Life Skills Project Officers, May 2006
- Life skills Workshop, Capacity Development in Life skills Project Management for Designated Life Skills Project Officers, August 2006
- 6. CFS Schools for Africa Capacity Building Workshop II, August 2006
- 7. SWAps Resource Pack Training in Portuguese and French, September 2006
- 8. Training on the INEE Minimum Standards for Education in Emergencies, September 2006

Staff on the Move

- 1. ESARO has a new Deputy Regional Director, Ould Cheikh Ahmed Ismail.
- Sibeso Luswata has left the South Africa CO and joined the South Sudan CO as a Head of Education.
- 3. Bernard Gatawa has moved from the Malawi CO to be a Project Officer in South Sudan.
- 4. Francisco Basili has been appointed as SPO in Madagascar CO.
- 5. Augustine Agu from Ghana CO has joined the Ethiopia CO as a Head of Education.
- 6. Pawan Kucita has joined UNICEF Zambia as a Head of Education.
- 7. Simon Mphisa has moved from Eritrea CO to be the head of Education in Malawi CO.
- 8. Eritrea Country Office has a new Head of Education: Ikem Chiejine from West Africa.

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