

THROUGH THE LENS OF EDUCATION

GPE Transforming Education

Cover photo:

Maria Abdi Mohammed (13), a Somali refugee and student at Kulmiye College in the refugee village of Ali Addeh, Djibouti. GPE and partners, including the World Bank and Education Above All, are supporting the government of Djibouti to ensure inclusion of refugee children in the national education system. Credit: GPE/Federico Scoppa

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FOREWORD



Laura Frigenti
CEO, Global Partnership for Education

Education is a powerful agent of change, unlocking doors to opportunity and prosperity. The level and relevance of skills gained today impact an individual's employment, wealth and well-being tomorrow, as well as the economic stability and resilience of societies. One additional year of schooling increases earnings by 10 percent.

Yet in lower-income countries, hundreds of millions of girls and boys have not mastered even basic reading skills by the age of 10, and close to a quarter of a billion children are excluded from school.

The Global Partnership for Education (GPE) is the world's only partnership and fund focused exclusively on bringing quality education to children in lower-income countries. We support 90 partner countries to deliver quality education so that every child can have hope and agency and contribute to building a better world.

Through compelling photography, this publication offers a glimpse into the lives of the children and teachers who have benefited from the funding and know-how that GPE has marshalled since our inception in 2002.

Discover the power of education through their stories and witness how lives are changed: children overcoming social and physical obstacles to unlock their full potential; teachers working to empower their students and inspire more girls to go to school; students immersed in their lessons, even as crisis clamors beyond the sanctuary of their classroom; preschoolers getting the strong start they need to perform well in school and throughout life; more children in school thanks to inclusive education measures and critical school feeding programs, and more.

I hope this publication will inspire others to join the global community of people and institutions recognizing the urgency of GPE's goal: to accelerate access, learning and gender equality through equitable, inclusive and resilient education systems fit for the 21st century.

BANGLADESH

Adolescent girls in the Rohingya refugee camp in Cox's Bazar face high barriers to education, including cultural beliefs and practices, a shortage of learning spaces and safety concerns. GPE and UNICEF are supporting the government of Bangladesh to ensure these girls can complete primary level education and successfully transition to secondary level. With female community volunteers, who chaperone the girls to school, and the provision of girls-only classes in some of the 600 GPE-supported learning centers in the camp, more adolescent girls can continue their education.



"When Rohingya girls become adolescents, they often stop coming to school. Those who want to continue are not allowed to go alone. That is why I am helping. I try to explain to the families that when girls study, they will gain experience and be able to pursue higher studies. I also check if they are facing any problems in sending their girls to the learning center."

Rubaida, Rohingya community volunteer



Ismat Khatun (12) attends grade 6 in an all-girls class at the Chayabithi Learning Center in Camp 4, Cox's Bazaar. Ismat's favorite subject is science and she wants to become a doctor to help people in her community. Credit: GPE/Salman Saeed

BURKINA FASO

With support from GPE and Agence Française de Développement, Burkina Faso's curriculum has been transformed as part of a system-wide reform designed to drive education progress and ensure that all children and youth have the skills they need to contribute to their country's growing economy. The revised curriculum aims to make learning relevant to the local job market and to tackle topics that have never been discussed in the classroom, including environmental issues, early marriage and female genital mutilation.

"When I was in primary school, we had to learn everything by heart. We were not allowed to speak and they used to beat us. Now there is a new curriculum and way of teaching. It's an awakening of the children's minds. They are more involved and interact more. I want to be a different kind of teacher. I want my students to feel they can express themselves freely."

Jeneba Diallo, teacher trainee



Jeneba Diallo was one of the first teacher trainees to be trained to teach Burkina Faso's modernized curriculum, thanks to GPE funding, as part of the government's aim to improve the quality of basic education. Here she passes out textbooks to grade 2 students at Sandogo "B" Primary School in Ouagadougou. Credit: GPE/Kelley Lynch

BURUNDI

In 2018, 56 percent of children under five in Burundi suffered from chronic malnutrition—one of the highest rates in the world—and 61 percent of children suffered from anemia. This has impacts for both children's health and for their education. School feeding, often achieved through the establishment of canteens, has been identified as one way to reduce the vulnerability of children in food-insecure areas. For this reason, the government prioritizes the provision of school meals—and all recent GPE support to Burundi includes school feeding activities.



"Eating at school has helped me and I can easily focus."

Fabrice Ntirandekura, student



Students enjoy their school meal (beans with pounded yam) at École Fondamentale Kibonde in the province of Kirundo. The meals are provided with support from the World Food Programme through a GPE-funded project. Credit: GPE/Ingomag

CAMBODIA

Low-quality learning in the early grades is a critical issue in Cambodia. A GPE-supported program, implemented by UNESCO, aims to improve the quality of teaching with the ultimate goal of improving learning. The program focuses on establishing systems that support continuous professional development for teachers, including in-service training and mentoring for early-grade teachers in Khmer and mathematics as well as renovating provincial teacher training centers and upgrading the qualifications of center trainers.

“Continuous professional development helps improve my teaching, through obtaining new skills and peer exchange of experiences. I have noticed that my students have changed. They are happy to learn and are no longer nervous to come to school because we have educational games and methodologies that draw their attention.”

Chhay Kimsak, teacher



Chhay Kimsak, a grade 1 teacher at Chambok Haer Primary School in Siem Reap, prepares lesson plans at home. She has benefited from in-service training as well as the support of a mentor who taught her new methodologies and shared ideas for lesson planning. Credit: GPE/Roun Ry

CENTRAL AFRICAN REPUBLIC

In the Central African Republic, 39 percent of students drop out of primary school. The government aims to keep that number from growing, in part by identifying low-performing students and providing them with additional literacy and numeracy instruction. The GPE-funded program, which scales up an intervention developed and piloted by the World Bank, is taught by qualified teachers who receive training on accelerated-learning teaching methods for struggling students.

> **"I participated in the remedial course because I want to be a journalist. I have to speak languages well. I'm taking part so that I will have a good level when I go back to school after the holidays."**
>
> **Naomi Bakeré**, 16-year-old student



Naomi Bakeré (16) attends catch-up classes at Boyali 2 School in the village of Boyali. Naomi's teacher noticed that her literacy skills were lagging and recommended she take the remedial education courses. Credit: GPE/Eduardo Soteras

CHAD

Children make up 54 percent of the displaced population in Chad, putting significant pressure on the country's already underfunded education system. GPE KIX funded research to explore whether existing education technology programs like Can't Wait to Learn—an engaging digital educational platform developed by War Child—can be scaled sustainably to enhance the quality of education for more refugee and displaced children. Results from the research suggest that between November 2021 and March 2022, displaced children participating in the program learned 50 percent more than children who weren't in the program.

> **"At home we use pen and paper. We write and we memorize. With the tablet, reading and studying are becoming easier with time. This program is useful for us."**
>
> **Sumaya Abdel Rahman Mahmoud Mohamad**, 16-year-old student



Sumaya Abdel Rahman Mahmoud Mohamad (16) studies on a tablet at a school in Djabel refugee camp. Sumaya's family fled Sudan during the War in Darfur and the recent uptick in violence in the region means that families such as hers remain in a state of uncertainty for the near future. Credit: GPE/Michael Knief

CÔTE D'IVOIRE

In Côte d'Ivoire, only 10 percent of children between the ages of 3 and 5 were enrolled in preschool in the period 2015–2016, and in rural areas, only 5 percent. The government of Côte d'Ivoire, with support from GPE and the World Bank, targeted six regions with the lowest learning results and the highest poverty rates. The program supported the country's two main strategies to expand the preschool offering: create community pre-primary education centers and add a pre-primary class in public schools—as well as training teachers for these classes. This new and expanded preschool offering makes it possible to welcome 30,000 children and better prepare them for primary school.

"I chose to become a teacher because I like to help children learn. At first, this job was hard because the children did not understand what I was saying. But after putting in the effort, I started seeing results and that made me happy. I am proud of myself, because I am making a contribution. When the children see me, they come and give me hugs. That is the most beautiful gift!"

Rose Yabisio, preschool teacher



Rose Yabisio and her students in class at the community preschool in Nambirghékaha, near Korhogo. Rose attended a three-month training course for preschool teachers and teaching assistants followed by another six-week continuing education course, as part of a GPE-funded program to support early learning. Credit: GPE/Rodrig Mbock

DEMOCRATIC REPUBLIC OF CONGO

In the Democratic Republic of Congo, multiple crises including health emergencies, armed conflict and population displacement have impacted access to education. Natural disasters, like recurring heavy rains and severe flooding, have also interrupted schooling and caused significant damage. Since 2020, GPE emergency funding, implemented by UNICEF, has helped build and repair 330 classrooms in eight provinces most affected by crises. Applying the UNICEF modular classroom model, which engages local communities in the construction process and is designed to be adaptable to local materials, school construction can be completed in as little as three months.



“We were studying in very bad conditions—in sheds, without seats, no toilet, no water—and when it rained, we had to go home. With the new classroom, we are studying in good conditions. We are reading and writing very well thanks to our comfortable desks. There is also a big blackboard.”

Aridja, 11-year-old student



Students gather outside the renovated Esinumbi Primary School in Kindu. With GPE funding, school buildings have been built or repaired with sturdy materials to withstand the elements. Credit: GPE/Elvix Kwanu

DJIBOUTI

Early childhood education is a priority for the government of Djibouti. With this in mind, GPE and partners supported the education ministry's efforts to develop a new skills framework for preschool teachers, approved in 2022, accompanied by modules and pedagogical guides that encourage learning through play. The primary and lower secondary curricula were also revised to focus on the building blocks of early literacy and numeracy as well as life skills. The program—funded by GPE, the World Bank and Education Above All Foundation—supports 252 schools and has provided 2,000 teachers with training on the revised skills framework and curricula.



"Although it is understood that preschool is important, specific practices for this age group are not yet common in Djibouti. This is why it is necessary to support teachers through in-person trainings and in-classroom observation."

Naglah Mohamed, National Preschool Education Inspector



Ahmed attends preschool at École de Balbala III in Djibouti City. Teachers at Ahmed's preschool benefited from training on the new child-centered curriculum, provided through a GPE-supported program. Credit: GPE/Federico Scoppa

ETHIOPIA

Food insecurity—exacerbated by conflict and prolonged drought—remains a pressing challenge for Ethiopia. In the period 2020 to 2022, a GPE-funded program, with support from Save the Children, aimed to provide children with access to quality, safe and inclusive pre-primary and primary education in five target regions—with school feeding as a core intervention. The program has had important consequences, with the government budgeting for school feeding to 9.4 million children in pre-primary and primary school over a one-year period. GPE has since contributed additional funding for this expanded program to help ensure its sustainability.

"The school meal not only fills stomachs, but also boosts enrollment, attendance and academic performance. For just a small sum of money per child per day, this program changes lives—and could ultimately impact the future of our country in a profound way."

Deresa Mohammed, Deputy Bureau Head of Education, Afar Regional Government



Quinch'e (porridge made with oats) being cooked in the kitchen at Yirba Yanase Primary and Secondary School in Hawassa, one of the schools that benefited from a GPE-supported school feeding program. Credit: GPE/Trans.Lieu

GUYANA

In Guyana, the COVID-19 pandemic led to school closures for about 18 months, leaving more than 208,000 children without access to their classrooms. With GPE emergency funding, the government supported education in the most remote regions, helping keep children learning. The GPE-funded program, implemented by UNICEF, provided printed materials to the hardest-to-reach children, especially those without access to internet and online learning options. The education ministry also took care to involve teachers from diverse backgrounds to create these materials and ensure they reflected Guyana's diversity.



"When we first heard of COVID-19, we didn't know much about it because of our remote location. We knew that we had to close schools and go home. Today it's hard to remember how helpless we all felt, faced with this dangerous new virus."

Jennifer Peters, preschool teacher



A grade 2 student at Arapaima Primary School in the town of Lethem. As well as supporting children in remote areas to continue learning during the COVID-19 pandemic, a GPE-funded program supported health and hygiene initiatives to guarantee a safe return to school for all children. Credit: GPE/Kelley Lynch

KENYA

Through the Girls' Education Awareness Program, GPE convenes private sector partners and leverages their resources, networks and communications expertise to support governments to address some of the challenges that affect girls' access to education. In Kenya, the program has led to several dynamic initiatives. For example, online content developed by Avanti Communications is encouraging girls to keep studying; Rotary Clubs are conducting outreach campaigns, speaking to girls and their parents about the value of education; and Ecobank Foundation has hosted a hybrid event that brought together young women from Kenya, Cameroon, Togo and Ghana to share their experience of pursuing careers in ICT and STEM.



"It is important for girls to get an education. Some people create limits for us and say, 'There is no need for girls to go to school or to learn' because they think we will just get married. They forget that girls can be educated and become important people in society."

Sereti Matipei, grade 8 student



Grade 8 students from Marble Quarry Primary School in Kajiado, near Nairobi, access the online content that was developed by Avanti Communications as part of the girls' education program supported by GPE. Credit: GPE/Luis Tato

KYRGYZ REPUBLIC

In the Kyrgyz Republic, there is a lack of affordable preschools, particularly for children living in rural areas. To support the government in expanding the availability of pre-primary education, a GPE grant, implemented by the World Bank, enabled the establishment of 120 community-based preschools for children in remote areas, with instruction in their mother tongue. The program engaged the community, parents and local authorities—with the latter providing the building and teacher remuneration for at least five years—generating a shared ownership of the program.



"One of the biggest problems for most parents right now is money; everything is expensive. It is helpful to bring my child to preschool for three hours at no charge. It is really convenient."

Buston Kyzy Nurzat, parent



Students at Ak-Bulak Kindergarten in Grozd start their day with a short exercise routine to raise their energy and focus, followed by singing the national anthem. Credit: GPE/Maxime Fossat

LAO PEOPLE'S DEMOCRATIC REPUBLIC

With support from GPE and the World Bank, the government of Lao PDR introduced a reading readiness program in 2015 to build children's competency in early literacy—a foundational skill that allows children to be adequately prepared for grade 1. Between 2018 and 2021, the percentage of children in target classrooms with awareness of print increased from 35 to 55 percent, meaning that more children open books correctly, know the correct direction of the written language, and can differentiate between text and other graphic elements.



"Parents from ethnic minorities have tended not to enroll their children in preschool. They usually keep their kids at home and then at the age of six enroll them in primary school."

Somchanh Hatsady, preschool principal



A young student gets to work at Khokkham Primary School in Pak Ou district. The school has three multi-grade classrooms that offer a supportive learning environment to 34 students. Credit: GPE/Kelley Lynch

MALI

In early 2020, 12 percent of schools in Mali were closed due to conflict and insecurity, disrupting the education of 338,700 students. More recently, there has been an improvement in security conditions, leading to the return of some refugees and internally displaced persons, and schools are gradually reopening. The distribution of school kits is one incentive to help students continue their education even in places where learning has been severely disrupted. With GPE support, over 312,000 students from more than 1,600 schools received a school kit. In parallel, the education ministry is producing digital content for remote learning programs and training teachers in distance learning methods. Teachers are also being trained to provide accelerated programs to mitigate learning loss due to school closures.

"I received a school kit consisting of a bag, two 100-page notebooks, two pens and mathematical materials. This is very welcome as we had a lot of difficulty accessing school supplies. The materials will help me a lot in my learning. At school, I like reading, math and sports."

Masitan Simpara, grade 6 student



Students at Hamdallaye Primary School in conflict-affected Banamba district, Koulikoro region, receive school kits thanks to a GPE-supported initiative. The learning materials help students continue their studies even in times of crisis. Credit: GPE/Infinitee!

MONGOLIA

Education Out Loud, GPE's fund for advocacy and social accountability, has supported the national civil society coalition All4Education to advocate for more inclusive education in Mongolia. In part due to the efforts of the coalition, new inclusive education measures were passed in 2019. These include a zero-rejection policy (meaning no child can be denied education because of their disability), early identification of disabilities and intervention, infrastructure improvements, appropriate teaching methodologies, guidelines for school principals and support for teachers who have students with disabilities in their classroom. By 2021, over 80 percent of children with disabilities were enrolled in schools.

"We do lots of drawing classes with my art teacher; they are always great. I also enjoy the sign language classes that Mr. Ganbaatar teaches and the classes that Ms. Enkhjargal assists with. I'm successfully studying."

Oyunjargal, 17-year-old student



With no special needs schools near her and without the option to attend regular school, Oyunjargal (17), who has a hearing impairment, studied at home and attended an informal child development center. Thanks to a GPE-supported program, she is now enrolled at Ireedui 21st school in Murun. Credit: GPE/Bat-Orgil Battulga

MOZAMBIQUE

Cyclone Freddy, the longest-lasting tropical cyclone on record, hit Mozambique twice in 2023, wreaking havoc on the lives of almost 1.2 million Mozambicans, destroying approximately 1,500 classrooms and disrupting learning for over 134,000 students. GPE emergency funding, implemented by UNICEF, helped ensure continued access to learning for children affected by the cyclone through the installation of learning spaces and basic sanitation as well as the distribution of school supplies, recreational kits and hygiene materials.

“When Cyclone Freddy passed, I was scared and really sad. The cyclone destroyed a lot of things. It destroyed homes. Destroyed crops. Destroyed schools. We stayed one month without going to school.”

Aladina Zacarias, 12-year-old student



Aladina Zacarias (12), a student at Inlima Primary School in Maganja da Costa, Zambézia, does her homework among the wreckage of her home, which was devastated by Cyclone Freddy.
Credit: GPE/Mbuto Machili

NEPAL

Nepal faces significant educational challenges, particularly in disadvantaged areas where socioeconomic disparities and geographic isolation limit access to quality education. To help address this, GPE funding is supporting the government to improve the quality of teaching, bolster early childhood education and enhance gender equality in schools. A key focus of the GPE-supported initiatives is to empower local and provincial governments to develop their educational infrastructure, ensure the training of motivated and competent teachers, and create inclusive learning environments.

"When children from different backgrounds come together as they do in a school, a sense of belonging and compatibility is created. When you have diverse children from different groups and castes in a school, they will share their religions and cultures with each other, learn to respect one another, get along with each other. School is the first place such habits are set."

Jameela Khatun, principal



Jameela Khatun, Principal of Shree Janata Rashtriya Primary School, challenges cultural norms and tirelessly promotes education for all, leveraging her role to empower girls and transform perceptions in the Bode Barsain municipality.
Credit: UNICEF NEPAL/Laxmi Prasad Ngakhusi

PAKISTAN

In Battagram Colony, Khyber Pakhtunkhwa province, the Accelerated Education Program Centre established by the provincial education department, with funding from GPE and support from UNICEF, is bringing education to the 30 children enrolled there. This is just one of 550 GPE-funded centers in the province, which enable more than 18,000 children to learn—many for the first time. While poverty is the leading factor that discourages parents from sending their children to school, the challenging mountainous terrain also presents a significant obstacle when schools are not located within the community.

“I felt very lonely and bored. I was sad because I couldn’t help my mother or brothers with household chores. I would cry and wonder if my life would ever be any different.”

Aiman, 10-year-old student



Until a GPE-funded program, education was a distant dream for Aiman (10), whose physical disability had kept her restricted to her home. The establishment of an accelerated learning center in the heart of her community in Battagram Colony is giving her the chance to learn.
Credit: UNICEF/Pakistan/Alireza Khatri

SIERRA LEONE

A program funded by GPE and Open Society Initiative for West Africa, in partnership with UNICEF, aims to support the government of Sierra Leone to increase access to early learning and improve learning for children in early primary grades. A total of 59 early childhood development centers have been constructed, increasing preschool access for more than 4,000 children across six districts. Each center has two classrooms, a playground, sanitation and hygiene facilities, and a solar-powered borehole. In addition, over 11,000 preschool teachers have been trained on early grade reading and mathematics.



"We are grateful to our partners for their collective efforts and support to ensure every child in our country has access to quality education, so their potential can be realized to the fullest."

Conrad Sackey, Minister of Basic and Senior Secondary Education



Young students in class at Kambia District Education Committee School in the town of Kambia. To stimulate children's social and emotional development, teaching and learning materials, including picture books and locally made toys, have been supplied to GPE-supported early learning centers. Credit: GPE/Ludovica Pellicioli

EL SALVADOR

Working with GPE and other partners, the government of El Salvador aims to increase the access and quality of early childhood learning, especially for girls, by revising curricula, defining quality standards for educational services and developing teacher training with a gender perspective. A GPE Multiplier grant, an innovative finance instrument that offers leverage for new and additional external financing, combined with funding from the Girls' Education Accelerator, GPE's fund solely dedicated to girls' education, will boost efforts to close the gender gap in education. The targeted funding will also address harmful social norms with the creation of gender-sensitive learning materials and gender-equitable learning assessment.



"This grant is not just a financial contribution; it is a catalyst for change. We are showing our girls and boys that their potential is limitless. Through these efforts, we aim to transform our education system into a beacon of quality and inclusion."

José Mauricio Pineda Rodríguez, Minister of Education



Students at Centro Escolar Olof Palme in San Martin proudly show their work. In June 2022, El Salvador became the first GPE partner country to access funding from GPE's Girls' Education Accelerator. Credit: GPE/Julio Roberto

SOMALILAND

In January 2022, the Somaliland National Drought Committee estimated that over 800,000 people in Somaliland were experiencing acute food insecurity and water shortages due to one of the worst droughts in decades. The drought led to many people being on the move in search of food and water, as well as pasture for their livestock, with increasing numbers of children out of school. A GPE-funded program, implemented by Save the Children, supported the government to provide urgent relief that prioritized schools in rural communities devastated by the drought. The program, which included a school feeding project, supported 300 schools to help ensure children in drought-affected areas returned to school.

"Water was so scarce that we had to go far to fetch it. We only had a little bit of water for our animals to drink."

Hamda*, 13-year-old student

* Name has been changed.



Hamda* (13), a student at Booldid Primary School in the village of Abaar. She continued to attend school during the drought in Somaliland, but had to travel far as well as take on additional chores at home to help her family. Credit: GPE/AP

SOUTH SUDAN

South Sudan's protracted conflict—as well as unprecedented climate shocks and school closures due to the COVID-19 pandemic—has taken a heavy toll on the education system. The country has one of the world's highest proportions of out-of-school children: about 3 in 5 children do not attend school. A key objective of a GPE-supported program was to enroll 330,000 out-of-school children. A mapping exercise identified locations with the highest concentration of out-of-school children and profiled children's learning levels and educational needs. The data was used to direct interventions to reach the most vulnerable children.

"During and after conflict, the goal of education is to build a peaceful society, to develop good citizens of South Sudan."

Adam Gabriel, teacher



Teacher Adam Gabriel checks the work of his students, Moses Justin, Daniel Adam and Salawa Emmanuel, during a history lesson at St. Bakhita Primary School in Yambio province. Credit: GPE/Jok Solomon

SUDAN

GPE and development partners including the World Bank have taken steps to help Sudan address pressing education challenges. New, structured databases have been put in place to identify teacher training requirements and assess teacher training and levels of experience within the profession. The funding also enabled a country-wide census that gathered information such as attendance, enrollment and school types by locality; this is integral to understanding what level of support is required for schools as well as how many Sudanese children are still not able to realize their right to an education.



A young student uses hand sanitizer in class. Sudan has faced significant challenges, including conflicts, political crises and environmental extremes, with the COVID-19 pandemic placing additional pressure on the country's education system. Credit: GPE/AP

SYRIA

Over a decade of conflict has taken a toll on education in Syria, with many children missing out on all or part of their education. GPE funding is supporting the government to ensure children who are out of school or at risk of dropping out are able to resume learning. Key to this support is an accelerated non-formal basic education program that is based on self-learning materials for core subjects, under the guidance of teachers who have been trained in the management of multi-age classrooms and child-centered pedagogy. Developed through a consultative process by UNICEF and other partners, the program has been implemented since 2015. In 2023, over 28,000 children benefited from the program.

“A new chapter in my life has begun. After going back to learning, I regained a part of my life I thought I had lost.”

Mohamad, 17-year-old student



Mohamad (17), from Kasmieh village in Rural Damascus, lost both parents during conflict in Syria and has lived through displacement and hardship. Mohamad continued going to school irregularly before dropping out to become the family's main breadwinner. He now attends classes at a school as part of an informal education program. Credit: UNICEF/UNI517235/Sandra Awad

TAJIKISTAN

The government of Tajikistan has prioritized competency-based education to transform its education system—and improving infrastructure to give students a positive learning experience is crucial to achieving this. With support from GPE along with cofinancing from the Islamic Development Bank and a government contribution, 68 schools in the Khatlon region and the capital city of Dushanbe are being constructed or rehabilitated, with a focus on spacious classrooms, learning spaces such as libraries and computer rooms, and bathrooms. Thanks to these efforts, 18,000 students in grades 1–11 will learn in better conditions.



“The government of Tajikistan gives top priority to education and the main goal is to provide improved conditions for teachers and students.”

Safarzoda Dilshod, Head of the Construction Department at the Ministry of Education and Science



Pirakov Aliakbar (left) and Hasanova Shukrona (right) attend grade 4 at School 51 in Kulob. School 51 has been largely successful in implementing the curriculum reform that began in 2015/16 and is being rolled out as part of a system-wide transformation. Credit: GPE/Kelley Lynch

TANZANIA (ZANZIBAR)

In 2006, Zanzibar made it compulsory for children to complete two years of pre-primary education. With enrollment at 15 percent, the government prepared to accommodate an increase in students, in part by mobilizing resources from partners to fund the TuTu program. The program started out in community centers, using interactive radio instruction and mentors to deliver pre-primary education. With GPE funding, Zanzibar established 120 TuTu centers, which enrolled almost 16,000 children. The TuTu program is now being formalized, with centers registered as public pre-primary schools; the government is also standardizing the centers by building infrastructure, upgrading mentors to pre-primary teachers and expanding access to teaching and learning materials. GPE funding has supported this transition. As of 2023, pre-primary enrollment was at 87 percent.

> **“My school’s name is TuTu school. My teacher’s name is Teacher Mati. At school, I sing, I read, I play.”**
>
> **Faizat Juma Hamisi**, 3-year-old student



Faizat (3) participates in her first year of pre-primary education at the Kikaangoni TuTu Centre with the help of her teacher, Mati Haji Khamis. TuTu, short for *Tucheze Tujifunze*, means "learning through play". Credit: GPE/Trans.Lieu/Feruzi

UKRAINE

In Ukraine, students' lives and studies have been upended by the war. GPE, Google, Microsoft Corporation and UNESCO are cofinancing efforts to support education continuity during this time of crisis. As well as cash donations, Microsoft's support includes no-cost access to its software by students and teachers for online and offline use and teacher training on software programs, while Google's contribution includes a donation of 50,000 Chromebooks. The program is implemented by UNESCO and UNICEF, in partnership with the education ministry, and focuses on distance learning and psychosocial support for children in conflict-affected areas, as well as teacher training and education sector planning.



"The air raid started, so our whole school went down to the shelter."

Diana Gumenyuk, grade 11 student



Yaroslava Kot, a teacher of Ukrainian language and literature, at the destroyed School No. 18 in Chernihiv. Credit: GPE/Dmytro Maksymenko

UZBEKISTAN

GPE and the World Bank are supporting early childhood education in Uzbekistan, with a focus on early learning hubs for disadvantaged families. The hubs offer a free learning program to better prepare children for primary school. Meetings are also held regularly at the hub, giving general parenting support.

The achievements of the project are impressive: 60 early learning play groups have been established and 3,471 families have benefited from the hub programs. The project has also provided modern, age-appropriate equipment and furniture to more than 1.9 million children enrolled in 8,875 public preschools.



“The early learning hub was established to build the children’s learning blocks, so they have the skills to succeed in life.”

Zarina Sayitkulovna, Early Learning Hub Coordinator



Anora (6) and Ilknur (7) attend a class at the early learning hub in Samarkand. This early learning hub—one of two pilot sites supported by GPE—follows the national preschool curriculum and welcomes almost 400 children between the ages of 3 and 7. Credit: GPE/Federico Scoppa

VANUATU

When Tropical Cyclone Harold made landfall in Vanuatu in 2020, and the government closed schools in the same period due to concerns about COVID-19, GPE acted quickly so that learning could continue. With GPE's support, more than 7,600 teaching and learning materials were distributed to at least 70 early childhood education centers damaged by the cyclone. In addition, 87 primary schools were provided with water tanks, enabling hygienic practices to help prevent the spread of COVID-19. Thanks to the GPE-supported program, an estimated 13,800 students and 560 teachers benefited from clean drinking water and handwashing facilities.

"The cyclone broke some of the double-story classrooms and took out some of the roofing from class 4B. The teacher gave us a home-school package, because parts of the school were destroyed. My mom helped me learn to speak English and do some of my work."

Paolo, 11-year-old student



Paolo (11) in class at Santo East School in Luganville. Paolo's school was among the approximately 885 schools that were partly or entirely destroyed in 2020 when Tropical Cyclone Harold, the second most powerful cyclone on record to hit Vanuatu, made landfall. Credit: GPE/Arlene Bax

YEMEN

The majority of children out of school in Yemen today are girls. In addition to ongoing conflict since 2015, which has disrupted learning for millions of children, girls face barriers to education, such as early marriage as well as parental concerns about unsafe schools and a lack of female teachers, particularly in rural areas. The latter is the focus of GPE continued funding over eight years, which supported more than 2,000 female teachers in remote areas to continue teaching and enabled more learning opportunities for girls.



“Most parents do not want their daughters to be taught by male teachers.”

Jawaher, 16-year-old student



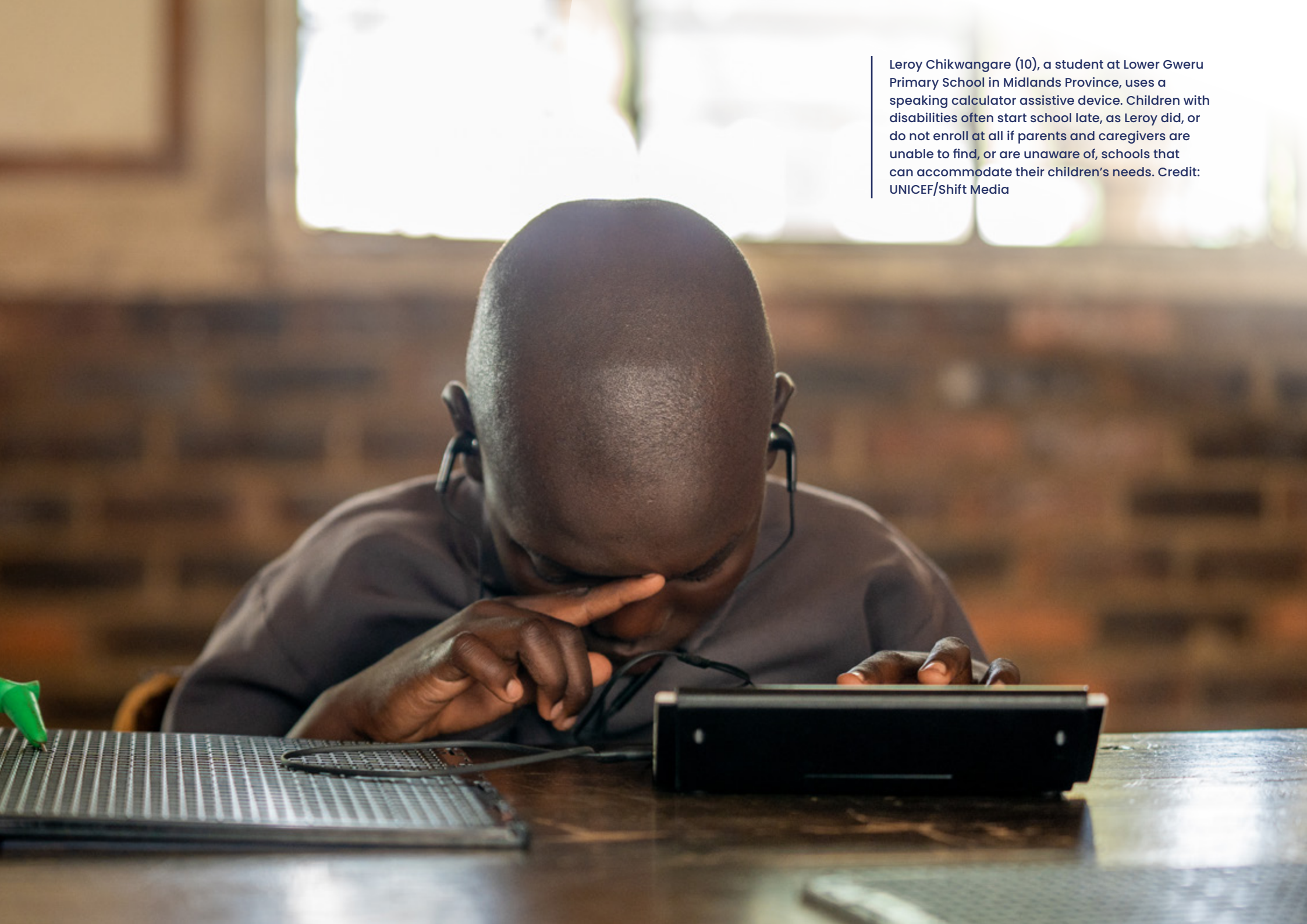
A grade 1 student at Al-Hamzi school in Hajjah smiles at the camera. Al-Hamzi was partially damaged in 2015 due to conflict. Despite the circumstances, the school kept operating using the first floor only. Credit: UNICEF/UN0459559/Marish

ZIMBABWE

Only 10 percent of children with disabilities in Zimbabwe have access to education. In line with the country's regulations for inclusive education, the education ministry is committed to integrating children with disabilities into mainstream schools. In addition, disability resource units as well as specialized schools are being established to address the diverse needs of students with various impairments. To further support the government's inclusive education measures, GPE and the United Kingdom funded assistive devices including speaking calculators, braille orbit readers, wheelchairs, walking frames and crutches, benefiting 77,000 children with disabilities in 2022/2023.

"We ensure that children with disabilities see themselves as valuable members of society, helping them reach their full potential."

Branden Ncube, principal



Leroy Chikwangare (10), a student at Lower Gweru Primary School in Midlands Province, uses a speaking calculator assistive device. Children with disabilities often start school late, as Leroy did, or do not enroll at all if parents and caregivers are unable to find, or are unaware of, schools that can accommodate their children's needs. Credit: UNICEF/Shift Media

Thank you to all our partners for making education a priority. By working in partnership, we are creating lasting change in the lives of children and equipping them with the skills for a brighter future.

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