

THANK YOU!

10-YEAR UNICEF-ING PARTNERSHIP



unicef 

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UNICEF/INDIA



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In this publication, the Netherlands National Committee for UNICEF, in cooperation with UNICEF Private Fundraising and Partnerships (PFP) in Geneva, highlighted some of the achieved results for education for children within the global UNICEF-ING partnership.

Netherlands National Committee for UNICEF, 2015.

COVER: UNICEF/ETHIOPIA/J.OSE



ING and UNICEF joined hands to improve the quality of education for the most marginalized children. With great results.

UNICEF AND ING: 10-YEAR PARTNERSHIP

The year 2015 marks the 10th anniversary of the UNICEF-ING partnership. UNICEF looks back on ING's investments in children since April 2005. For 10 years, ING employees have been supporting UNICEF and raising funds for education programmes all over the world – resulting in better quality education for over 1 million children.



Over the past decade, ING employees have helped raise more than € 29 million for UNICEF's education programmes around the globe. This makes ING one of the largest corporate partners for UNICEF. All financial contributions from employees were doubled through the ING matching scheme, resulting in this impressive amount. Involving employees in the global strategic partnership between ING and UNICEF has proven to be successful, resulting both in teamwork among ING employees and in achieving better quality education for children in countries such as Brazil, Ethiopia, India, Nepal and Zambia. These children have been able to better learn how to read, write and count, and discover their talents with ING's support. UNICEF takes this opportunity to thank ING and especially all ING employees for their ongoing commitment and support of the partnership.

"THROUGH THE PARTNERSHIP, ING AND UNICEF HAVE REACHED OVER 1 MILLION CHILDREN WITH BETTER QUALITY EDUCATION – A RESULT WE ARE EXTREMELY PROUD OF."

**JAN BOUKE WIJBRANDI, EXECUTIVE DIRECTOR,
NETHERLANDS NATIONAL COMMITTEE FOR
UNICEF**

ETHIOPIA

ING'S IMPACT ON EDUCATION SPREADS NATIONWIDE

In 2005, UNICEF faced a challenge in providing basic education for pastoralist children in Ethiopia. Young pastoralists, who make up a significant part of Ethiopia's population of children, grow up in areas far from primary schools. As these children and their families move with their livestock, their lifestyle makes it difficult to enrol the children in primary education. But with ING's support, UNICEF and its partners initiated a new approach to provide education for these children – an approach that turned out to be the first step towards a new, successful education model.

With funds raised by ING employees, a concept called **Alternative Basic Education Centres (ABEC)** was introduced in the pastoralist region of Afar. These alternative learning centres introduced education into the pastoralist lifestyle so that the school calendar and the

time schedule were adapted to the daily chores of the children who take care of the livestock. This approach turned out to be so successful that, over the years, 458 centres have been built in Afar and other regions of Ethiopia. Furthermore, the government raised the standard of →



In all, **3,433** facilitators -teachers from the community- have been trained to apply a 'childfriendly' teaching method.

“WE NEEDED A PARTNER WHO DARED TO INVEST IN A SIMPLE SCHOOL STRUCTURE FOR PASTORALIST CHILDREN IN THE REGION OF AFAR. NOW, MANY YEARS LATER, THIS STRUCTURE IS ROLLED OUT NATIONWIDE TO BENEFIT ALL HARD-TO-REACH CHILDREN THROUGHOUT THE COUNTRY.”

**HAILUH WORKNEH, PROGRAMME OFFICER,
UNICEF ETHIOPIA 2014**

these alternative schools to meet that of regular primary schools. As a result, many of the schools have now been formalized or will be formalized in the future; teachers receive professional training and pastoralist children can continue their education in formal secondary school.

LONG-TERM ACHIEVEMENTS

The Government of Ethiopia has incorporated the ABEC system into its National Education Strategy because of its successful implementation and potential to provide education for all hard-to-reach children in the country. Thanks to ING's early investments in this pilot programme, many more children in Ethiopia will have access to a quality education for the years to come.



A total of **458** Alternative Basic Education Centres for pastoralist children have been built. Of these, 155 schools have since been upgraded or renovated, benefiting 50,000 children.

335 School-in-a-Box
kits with education materials
were distributed



UNICEF/ETHIOPIA/JOSE



UNICEF/ETHIOPIA/JOSE

ZAMBIA

QUALITY OF EDUCATION IMPROVED FOR RURAL CHILDREN

Luapula is one of the most remote provinces in Zambia, making it challenging to provide good quality education. Furthermore, many children in Zambia have little knowledge of the effects of climate change and HIV/AIDS in Zambia, which compelled UNICEF and ING to educate and inform children on these topics.

ING's support for children in Luapula contributed to a range of activities beginning with building community schools in remote villages in the province, where local volunteers were striving to educate the children. The next step was to provide these schools with water and sanitation facilities, education materials, and teacher training in the entire region. The project expanded over the years to

improve the health and lives of children by raising awareness of children's rights and HIV/AIDS, gender equality, hygiene, child protection and climate change. Recently, new investments have helped the programme expand into pre-school education.

LONG-TERM ACHIEVEMENTS

Thanks to ING's investments children of



A total of **9,683** children who had never attended school are now enrolled.

“THANKS TO ING, MANY COMMUNITY SCHOOLS ARE NOW FORMALIZED, MEANING TEACHERS GET PAID AND EDUCATION FOR CHILDREN IS ACKNOWLEDGED AS A BASIC RIGHT.”

MARIEKE ROELFSEMA, SENIOR PROGRAMME OFFICER, NETHERLANDS NATIONAL COMMITTEE FOR UNICEF

primary school age in Luapula’s most remote villages now have access to better quality education. Furthermore, young people in Luapula and other regions now know about the challenges related to climate change and how to protect themselves from HIV/AIDS.

IMPACT IN NUMBERS

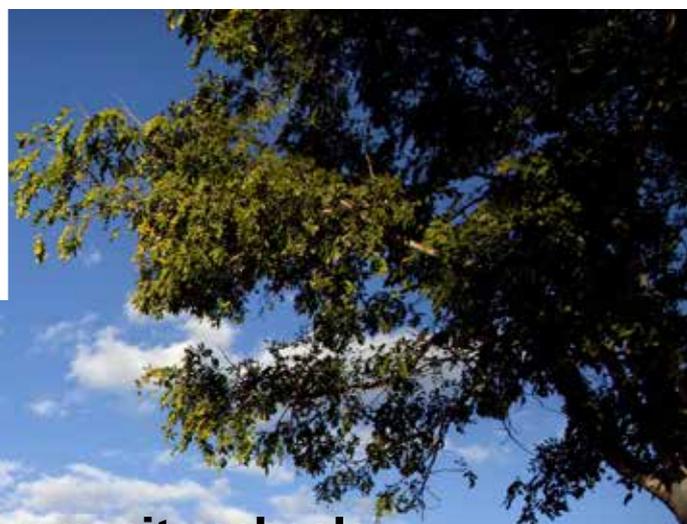
The project is supporting **61** Early Learning Centres.

Some 750 climate ambassadors have reached **3,000 peers** with sensitization talks on climate change and HIV/AIDS.

The project has trained 344 teachers in village schools in social skills and providing HIV/AIDS information; **84,851 children** have been reached with education on HIV/AIDS and life skills.



UNICEF/ZAMBIA/MVDVELDEN



13 new community schools now provide quality education for thousands of children.



UNICEF/ZAMBIA/M. VDVVELDEN

INDIA

SUPPORT FOR THE MOST EXCLUDED CHILDREN

Working in states ranging from West Bengal and Tamil Nadu to Rajasthan, ING has focused on the most disadvantaged children in India. For example, ING has supported casteless children growing up as child labourers, and underprivileged girls deprived of the opportunity to attend school in Rajasthan. ING's support has resulted in great improvements in enrolment and quality education.

ING's cooperation with UNICEF has improved the access to education for child labourers in the Indian state of Tamil Nadu, with support for 720 National Child Labour Elimination Programme schools. These are alternative education schools in which former child labourers receive extra tutoring in preparation for standard schooling. In Rajasthan, casteless girls and girls from ethnic minori-

ties were often deprived of education. Thanks to ING's support, the vast discrepancy in the number of boys and girls attending school has been reduced.

LONG-TERM ACHIEVEMENTS

Thanks to ING's support, UNICEF assisted the government in making schools in Rajasthan child friendly. A child-friendly school provides children the opportuni-



Some **10,560** schools have adopted a new child-friendly teaching method.



A total of **4,340** underprivileged girls have successfully completed vocational training.

UNICEF/INDIA

ty to learn in a positive and stimulating environment. Systemic change was achieved through the establishment of child-friendly school standards and indicators, training of teachers and school heads, and support to school management committees.

“Without my teacher, I would still be working in the mines,” says Jayaseelan, a former stone carrier. “Thanks to ING and UNICEF, I was able to go to a special school for former child laborers.”

JAYASEELAN, FORMER STONE CARRIER, INDIA

IMPACT IN NUMBERS

Between 2005 and 2008, the number of child labourers dropped by **63 per cent**.

Another **37,622 girls**, for whom school was either too far away or the road too dangerous to travel, received free transport so they could attend school.

Nearly **8,000 children** and adolescents are receiving assistance in their transition from the alternative education schools to standard schools.

A total of 720 education centres for former child labourers and **3,000 primary schools** have received training materials and the teachers have been trained in how to use the materials.

THE STORY OF MOHAMED

“If it weren’t for ING, I would still be herding goats,” says Mohamed, 19 years old, who was among the first pastoralist children in his community to enrol in school thanks to the ING-UNICEF partnership. His story is exemplary for the 1 million children UNICEF and ING have reached with better quality education since the partnership started in 2005.



UNICEF/ETHIOPIA

↑ Mohamed when he just started his education in what was then one of the basic school structures.

→ Mohamed 13 years old, making his homework.



UNICEF/ETHIOPIA

“I was 11 years old when I heard children in my community say exotic words like ‘flower’ and ‘football,’” says Mohamed. Mohamed’s curiosity awakened: “From that moment on, all I wanted was to go to school.” While going to school should be a normal thing for a 11-year-old child, this was not the case for Mohamed and other pastoralist children in Ethiopia.

ALTERNATIVE EDUCATION

Mohamed grew up in one of the most forbidding environments on the planet, the Afar region in Ethiopia. The region contends with heat, thorny trees and bushes, and yearly droughts, and has no infrastructure for miles and miles. “When I was young, I had no idea schools existed or towns existed,” says Mohamed. “Herding goats was all I knew.”

“To enrol pastoralist children who are on the move during the school year, looking for water and grass for the cattle, a special schools system needed to be put in place,” explains Hailuh Workneh, Education Programme Officer at UNICEF in Ethiopia. “Thanks to ING, UNICEF was able to roll out a pilot



↑ In 2008 Mohamed received his diploma for graduating the first years of primary school.

→ Mohamed continues into the second cycle of primary school.

called the Alternative Basic Education Centres, a school system providing flexible school hours, allowing pastoral children to fulfil their household responsibilities while still finding time for school. The system demands the parents to be involved in building the schools, and the instructors are called facilitators instead of teachers since they are trained locals from within the community."

"At the time we only tried out the system on a small scale. We needed a partner who was able to support us to roll it out. With the commitment of ING, we were able to do so. We started constructing schools, first in Afar, then in other regions where children were deprived of education," says Hailuh Workneh. As the first funds from ING employees arrived by the end of 2005 – doubled by ING – the first schools were opened in 2006. An Alternative Basic Education Centre opened in Alula, and Mohamed was one of the first to enrol. "We were sitting on stones, and the teacher had no chalk to write on the black board," he says about this period. "The school building was made of sticks and we shared one book with five students; we simply had no idea what to

→



"IN THE BEGINNING WE ONLY HAD ONE BOOK FOR FIVE STUDENTS, SO WE TORE THE BOOK INTO FIVE PIECES.

SO MUCH HAS CHANGED SINCE THEN. RIGHT NOW, THE CHILDREN IN MY COMMUNITY HAVE THEIR CLASSES IN A REAL SCHOOL BUILDING INSTEAD OF IN A SCHOOL MADE OF STICKS, AND EVERY CHILD HAS A TEXTBOOK!"

MOHAMED ALI (19), ONE OF THE FIRST CHILDREN TO BENEFIT FROM ING SUPPORT IN ETHIOPIA



UNICEF/ETHIOPIA/JJOSE

← In 2014 we find Mohamed again. This time we meet up in the school where he once sat on the ground sharing one book with five students. Much has changed at the Alula Primary school!

→ The Alula Primary School has gone through major improvements. From a school made of a few sticks to a proper school building with well trained teachers, chairs, desks and enough textbooks for each and every student.



UNICEF/ETHIOPIA/JJOSE

do with it, so we tore the book into five pieces.” Mohamed laughs as he recalls the incident.

MANY SCHOOLS UPGRADED

“So much has changed since then. Right now, the children in my community have their classes in a real school building instead of in a school made of sticks. They have tables and chairs, and every child has a textbook! Parents really understand now why children should go to school,” Mohamed says.

Ten years have passed in the UNICEF-ING Partnership, and the education of these hard-to-reach children has progressed tremendously. While the Alternative Basic Education Centres

were a new concept in 2005, they have been incorporated by the government into the National Education Strategy. The system is now being used throughout the country. Over the years, the schools have been integrated into the regular school system: out of the 458 basic centres built, 155 have been upgraded into regular primary schools, with all the equipment a school needs. “The community is so involved and in many places the government takes over the support for the school, just how it should be. I owe my future to ING,” Mohamed says with a broad smile. “I am very thankful for that. I still face many challenges to continue – I want to become a doctor, so I will study hard!”

BRAZIL

QUALITY EDUCATION FOR CHILDREN IN THE AMAZON

Even though Brazil is close to achieving universal primary education for its children, the country faces a lack of quality education. In Pará in the Amazon, 41 per cent of children enrolled in primary education were in a grade below the level considered appropriate for their age. Almost 15 per cent of the children dropped out of school. Poor management at the state, municipal and school level was the main reason for their leaving.



UNICEF/BRAZIL

ING has supported a special education programme with the slogan 'EducAmazonia!', aimed at reaching every child in the Amazon and beyond with good quality education. ING's contribution focused on 143 municipalities in the state of Pará. Over 2 million children have benefited, directly or indirectly, from better quality education. As a result, illiteracy and age-grade distortion were reduced, school absence and repetition rates decreased, and school performance and management improved.

LONG-TERM ACHIEVEMENTS

A key success factor of this project was the participation of children, adolescents and their parents in school councils, which contributed to a more democratic school management. Through a combination of all the activities, the quality of education improved significantly. This will reduce the dropout rate and positively affect the completion rate.



UNICEF/BRAZIL

The quality of education has improved for **570,000** children in rural areas.

"THROUGH THE PARTNERSHIP WITH UNICEF, ING HAS DEMONSTRATED TIME AND AGAIN THAT ITS EMPLOYEES, FINANCIAL RESOURCES, LEADERSHIP AND EXPERTISE CAN BRING ABOUT REAL AND LASTING BENEFITS FOR THE WORLD'S CHILDREN."

GÉRARD BOCQUENET, DIRECTOR OF PRIVATE FUNDRAISING AND PARTNERSHIPS, UNICEF



National radio has aired 26 episodes of an adolescent radio show. The show reaches **7.2 million** adolescents nationally, and 1.2 million adolescents through shows in four regional languages.

UNICEF/NEPAL

NEPAL

ING SUPPORTS YOUTH EMPOWERMENT

About one quarter of Nepal's population is between 10 and 19 years of age. The majority of this enormous group lacks opportunities to be successful in life. UNICEF and ING are working together to provide Nepali teenagers with the knowledge and social and financial skills needed to be better equipped for the future.

ING is helping UNICEF empower young people in Nepal. Primarily, ING and UNICEF have worked with the Government of Nepal to develop national policies and plans. The collaboration has also entailed adolescent radio shows that allow the voice of young people to be heard throughout the country. The shows have covered topics such as money and savings, possibilities of continued education for school dropouts, and the prevention of corporal punishment.

LONG-TERM ACHIEVEMENTS

The holistic adolescent development programme was new to Nepal, so training

materials for various stakeholders had to be developed and tested. Adolescents participated in developing guidelines on how to involve adolescents and in producing a social and financial skills training package on how to incorporate financial education in the school curriculum. Now that these materials have been developed and tested and trainers have been educated, implementation on a large scale can bring about systemic change.

Students also worked out ideas for livelihood models linked to renewable energy, such as a solar water pump.

IMPACT IN NUMBERS

A total of **491** adolescents participated in the development of Guidelines for ensuring participation of children and adolescents.

The programme has distributed **4,000** storybooks on financial education for students.

10 leaders from various religions have been denouncing child marriages during their preaching and weekly prayer events.

“IN THE GLOBAL EFFORT TO SAVE CHILDREN’S LIVES, TODAY WE HEAR TOO LITTLE ABOUT ADOLESCENTS. WE DO NOT WANT TO SAVE CHILDREN IN THEIR FIRST DECADE OF LIFE ONLY TO LOSE THEM IN THE SECOND.”

ANTHONY LAKE, EXECUTIVE DIRECTOR, UNICEF



UNICEF/NEPAL

Children learned how money works during the 2014 Global Money Week organized by the central bank of Nepal.



UNICEF/NEPAL

MADAGASCAR IT ALL STARTS IN PRE-SCHOOL

While pre-school education is crucial for the development of a child, only 1 out of 10 children in Madagascar attends pre-school. In many regions in Madagascar, there are simply no pre-schools available. That is why UNICEF has chosen to build pre-school classrooms with the support of ING and its clients. Some of the youngest children of Madagascar now get direct access to high-quality education.

UNICEF builds pre-schools in regions where the situation is the worst for children. The pre-schools are built next to existing schools, and UNICEF builds toilets and water facilities next to the classrooms to encourage good hygiene from a young age. All the classrooms include furniture and educational and play materials. And since 80 per cent of the teachers presently is unqualified,

UNICEF ensures that pre-school teachers obtain formal training. The pre-school education project in Madagascar is directly supported by ING's clients. Through the 'Savings Account for UNICEF', clients save for themselves and ING and the client together support UNICEF. In addition, every client can choose to donate directly to UNICEF from the savings account. The combined



The water and sanitation facilities built for the pre-school children have also benefited 4,800 children in primary school.



The project has given
1,280
children access to
a pre-school.

donations of ING and its clients contribute to this pre-school education project in Madagascar.

LONG-TERM ACHIEVEMENTS

By providing pre-school education, ING is giving children a foundation for the rest of their school years and beyond. During its first five years, a child's brain undergoes important development, which is now stimulated to the advantage of the child. UNICEF ensures the pre-school classrooms are environmentally friendly and sustainable. And, as hurricanes regularly ravage Madagascar, the classrooms are also hurricane resistant. Some of the communities in Madagascar will use the classrooms as shelters during hurricanes.

IMPACT IN NUMBERS

A total of **32 pre-school classrooms** have been built attached to existing primary school buildings.

20 pre-school teachers have received formal training.

“EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD”

NELSON MANDELA

ING contributed to the training of more than **2,000** teachers to become sports coaches at **270 schools.**



EXTRA PROJECTS SUPPORTED BY ING

On several occasions during the 10-year partnership, ING and its employees have supported UNICEF's programmes in other countries as well. Among them have been life-changing programmes for children growing up in the shadow of big events such as the World Cup in South Africa and Brazil, and a financial literacy project in India.

SOUTH AFRICA: SPORT CLASSES FOR CHILDREN IN THE TOWNSHIPS

During the summer of 2010, the eyes of the world were on the FIFA World Cup in South Africa. During the event, UNICEF's action focused on disadvantaged children growing up in the shadow of the stadiums – with support from ING and other donors, UNICEF invested in high-quality education in South Africa. With the aim to combat HIV/AIDS and make schools safe, UNICEF used sport as a tool to empower young people by increasing their social skills. More than 2,000 teachers at 270 schools were trained as sports coaches. They served as a positive role model for young people, and during their lessons they brought up issues such as HIV/AIDS and violence. Through this project, UNICEF was able to reach more than 200,000 children in disadvantaged areas.



BRAZIL INCLUSIVE EDUCATION IN THE 12 CITIES OF THE WORLD CUP 2014

In the 12 cities where the FIFA World Cup 2014 took place in Brazil, UNICEF used sport activities as an entry point to develop essential life skills for children and adolescents. ING supported UNICEF to contribute to the provision of good quality education, safe play and sport for all children, including the physically disabled or marginalized. With support from ING, sport activities were used to teach healthy lifestyles and to facilitate the integration of excluded children with their peers and in their communities.



INDIA CASH TRANSFERS

In 11 villages of Indore district in India, UNICEF piloted a financial literacy project with support from ING. People received cash and/or training in financial education; the combination of receiving cash and training proved to be successful.

The central concept of the project is that financial literacy contributes to building capacity and increases confidence in financial decision making and money management. Financial skills can be particularly empowering for women, and can translate into increased bargaining power within the household. Some of the main outcomes of the training programmes were changes in the attitude of people towards money; the establishment of the habit of saving; and the cutting down of unproductive expenses to save. The programmes taught participants how to open a bank account; borrow for productive purposes; invest in income-generating assets; repay old debts; safeguard their life through insurance; and understand the process of credit, such as interest rates and the repayment process.

UNICEF AND ING IN EMERGENCIES



UNICEF/GUINEA/NAFTALIN

Besides numerous education programmes in countries around the globe, ING has supported UNICEF in emergency situations, making it possible for UNICEF to give immediate aid to children in dire need.

SIERRA LEONE, LIBERIA, GUINEA EBOLA OUTBREAK

In 2014 we found the children in Ebola-affected areas in Guinea, Liberia and Sierra Leone at the heart of the crisis. Children not only faced direct risks from exposure to Ebola, they also risked being left orphaned and alone as their mothers, caregivers and family members fell victim to the virus. ING set up an international fundraising campaign and thereby contributed to UNICEF's response to the crisis, consisting of national Ebola prevention campaigns and -among others- 55 flights with 1,300 metric tonnes of essential supplies, shipping of 50,000 Household Protection Kits and developing contingency plans and stockpiles in countries at risk of an Ebola outbreak.



UNICEF/HAITI

HAITI BACK TO SCHOOL AFTER THE EARTHQUAKE

On 12 January 2010, an earthquake of a catastrophic magnitude occurred in Haiti, affecting 3 million people. The earthquake destroyed 4,228 schools, and 1.3 million children were unable to attend school. Within hours after the earthquake, ING employees all over the world donated money to UNICEF. The funds contributed to UNICEF's work to provide 3,000 school tents along with kits of school materials, recreational items and school furniture to assist children whose school buildings were destroyed.



UNICEF/HORNOAFRICA

HORN OF AFRICA THERAPEUTIC FEEDING FOR CHILDREN HIT BY THE 2011 FOODCRISIS

In 2011, the Horn of Africa (Kenya, Ethiopia, Somalia and Djibouti) was hit by extreme drought, causing a cross-border food crisis. Across the region, nearly 11 million people were at risk. Thousands of women and children fled central and southern Somalia every day. The Ethiopian region of Afar – where ING had been supporting education for pastoralist children – was one of the regions hit by the drought. With ING among the donors, UNICEF rapidly scaled up lifesaving efforts, including the distribution of 63,000 metric tons of specialized therapeutic food in the entire region to treat malnourished children.



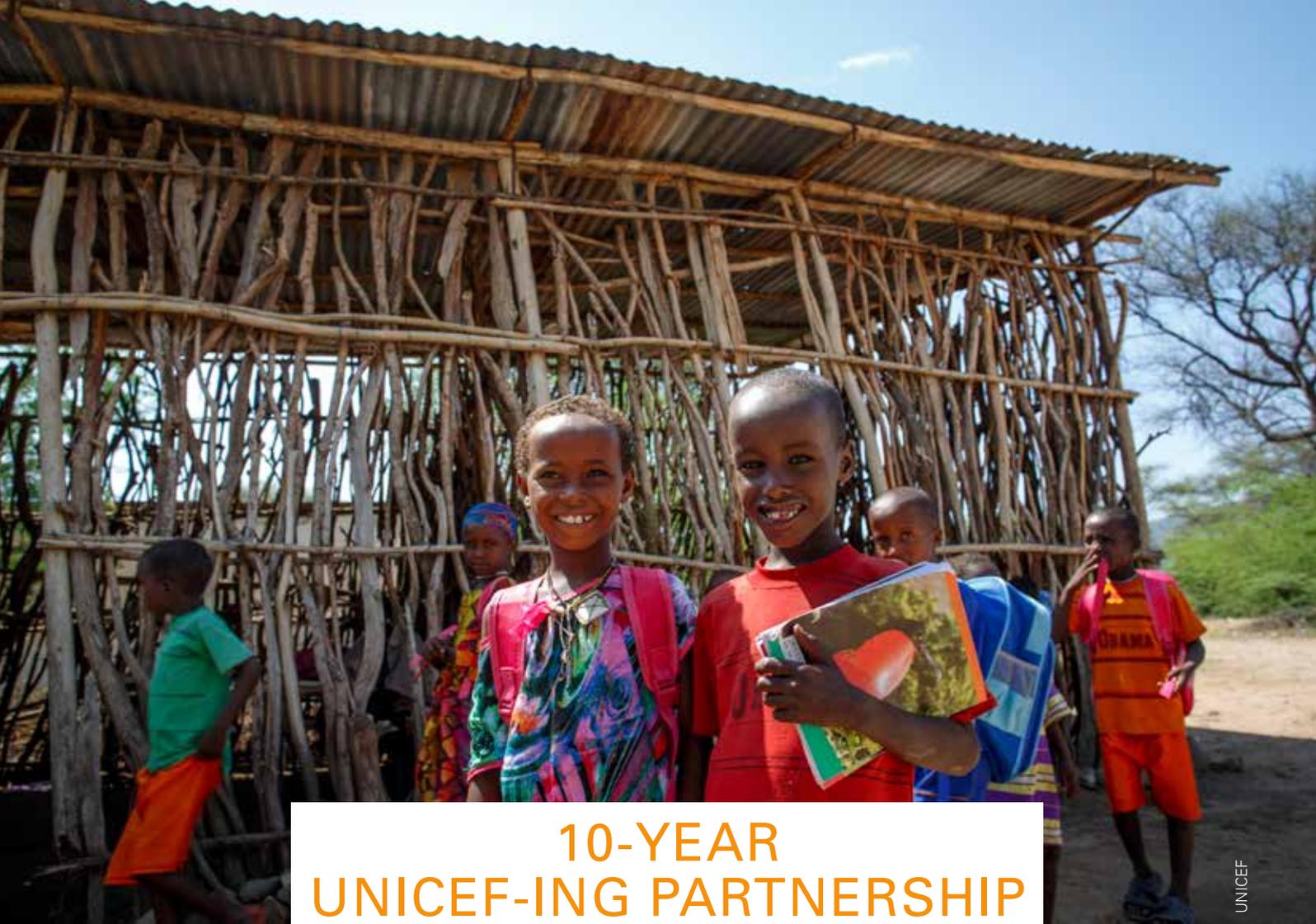
PAKISTAN EMERGENCY AID FOR VICTIMS OF SEVERE FLOODING

Severe flooding in Pakistan due to heavy rainfall affected the lives of 20 million people in 2010. Many children's lives were lost or endangered. ING supported UNICEF's emergency response by helping to deliver health care, food supplies, education, drinking water and hygiene kits. UNICEF's response ensured daily access to clean drinking water to 5.1 million people; 11.7 million children were vaccinated; over 2 million children were screened for malnutrition; temporary schools were set up and supplies given to over 750,000 children; and child-friendly spaces were set up for 400,000 children so they could play and recover.

PHILIPPINES SAFE SPACES FOR CHILDREN AFTER TYPHOON HAIYAN

Typhoon Haiyan, one of the strongest storms ever to reach land, brought terrible destruction to the Philippines in 2013, affecting the lives of 14.1 million people. ING immediately set up an internal fundraising campaign and donation page for ING employees worldwide to scale up lifesaving efforts. ING matched all employee donations to UNICEF's fundraising efforts. UNICEF used the funds to distribute the most needed materials, such as water purification tablets, soap, medical kits, tarpaulins and micronutrient supplements. UNICEF also arranged safe and protected spaces for children to play and resume studying while adults worked to recover their homes and livelihoods.





10-YEAR UNICEF-ING PARTNERSHIP



UNICEF



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