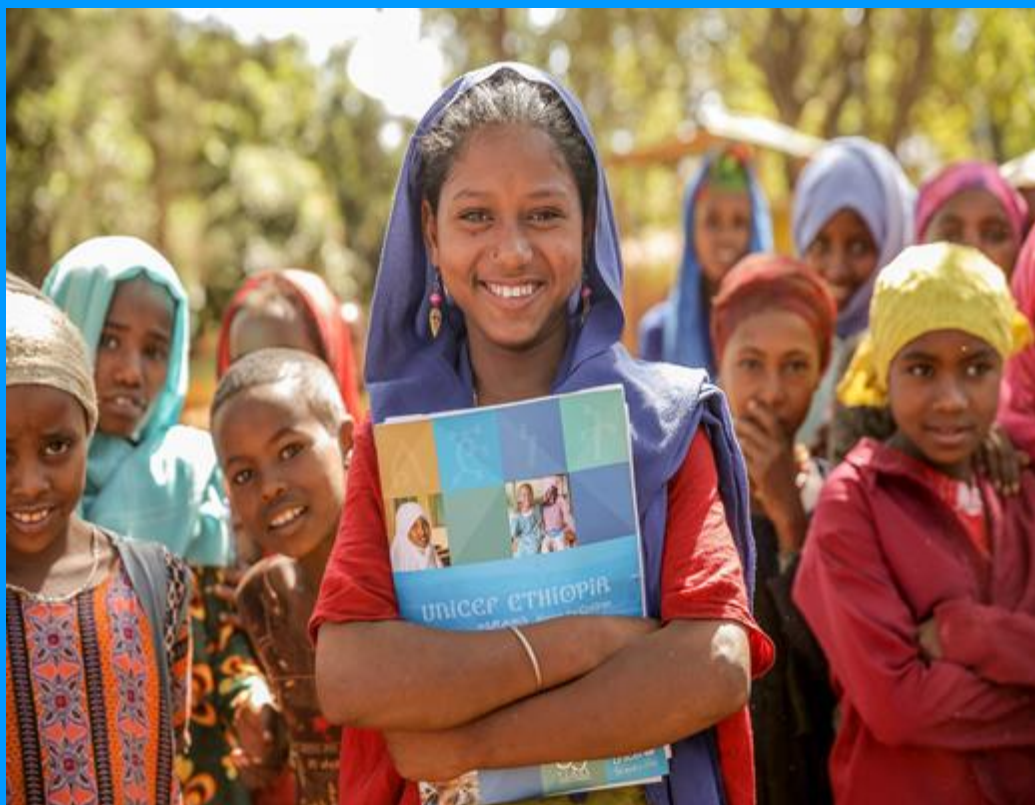


**Ethiopia**

**Education**

**Sectoral and OR+ (*Thematic*) Report**

**January – December 2018**



*Primary school girls in UNICEF supported IDP camp, Dallo Mannaa, Bale Zone, Oromia, Ethiopia @UNICEF/Ethiopia 2019*

**Prepared By:**

**UNICEF Ethiopia**

**March 2019**

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## Abbreviations and Acronyms

ABE	Alternative Basic Education
AfL	Assessment for Learning
ASR	Accelerated School Readiness
CCA	Continuous Classroom Assessment
C4D	Communication for Development
CPD	Country Programme Document
CPD	Continuous Profession Development
CtC	Child-to-Child
CTE	College of Teacher Education
ECD	Early Childhood Development
ECE	Early Childhood Education
EiE	Education in Emergencies
EMIS	Education Management Information System
ESDP	Education Sector Development Plan
GEQIP	General Education Quality Improvement Programme
GEQIP-E	General Education Quality Improvement Programme for Equity
GER	Gross Enrolment Ratio
GIS	Geographic Information System
IDPs	Internally Displaced People
IIEP	International Institute for Educational Planning
LnD	Learning and Development Programme
MLC	Minimum Learning Competency
MoE	Ministry of Education
MTE	Mid Term Evaluation
NER	Net Enrolment Rate
NLA	National Learning Assessment
NPES	National Pastoralist Education Strategy
OOSC	Out of School Children
SDGs	Sustainable Development Goals
SNE	Special Needs Education
SNNP	Southern Nations and Nationalities Peoples
SRGBV	School Related Gender-Based Violence
REB	Regional Education Bureaus
UNESCO	United Nations Education, Science and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nation Children's Fund
US\$	United States Dollar
WEO	Woreda Education Office

## Executive Summary

In Ethiopia, UNICEF's interventions in education have supported the Government's goals laid out in their fifth Education Sector Development Plan (ESDP V), second Growth and Transformation Plan (GTP II) and the second and third editions of General Education Quality Improvement Programme (GEQIP II, GEQIP-E). The Government's overarching vision for the education sector is to improve equitable and inclusive access to quality education at pre-primary, primary and secondary levels so that all children, adolescents and adults acquire the competencies, values and attitudes to participate fully in the social, economic, cultural and political development of Ethiopia.

UNICEF's Learning and Development (LnD) programme is aligned to the Government's vision, of improved, and equitable access to quality pre-primary, primary and lower secondary education services as evidenced through increased attendance, completion and learning achievement rates. The programme focuses in the five developing regional states (Afar, Somali, Benishangul-Gumuz, SNNP and Gambella) and hard-to-reach and disadvantaged areas within the more developed regions of Ethiopia such as Oromia, Amhara and Tigray.

UNICEF's upstream work supports evidence-based and equity-focused policy making, strategic planning, knowledge generation, and advocating for budget allocations towards education. UNICEF supports system strengthening through capacity building by developing norms, standards and innovative tools for measuring and improving equitable and inclusive access to quality education. UNICEF's downstream support includes the provision of equitable and inclusive access to quality education services at the pre-primary and primary levels, with a focus on girls' progression to the lower secondary school level. UNICEF contributes to the Government's efforts of expanding both formal and non-formal education services by demonstrating innovative and alternative programmes that reach the most vulnerable, such as the Accelerated School Readiness (ASR)<sup>1</sup> and Child-to-Child (CtC)<sup>2</sup> early learning programmes; 'Back to School' initiatives for refugees, internally displaced, and other out of school children; teacher training interventions that are child-centred, such as Assessment for Learning (AFL)<sup>3</sup>; capacity development and system strengthening in sector planning and management; and other innovative education services for children.

Considerable progress was achieved in 2018. Under the Early Childhood Education (ECE) component as part of UNICEF's demonstration support, 130,036 children (47.3 per cent are girls) accessed quality ECE programmes ranging from formal pre-primary education to the community-based ASR and CtC modalities. Within the Equitable Access to Quality Education component, UNICEF supported over 380,000 displaced children (43.7 per cent are girls) with access to educational services, including 66,530 children internally displaced from humanitarian crises within the country. Under the Quality Education component, progress was achieved in integrating AFL within the pre-service Colleges of Teacher Education (CTE) professional courses, thereby sustaining and scaling up the innovative teacher training initiative. At a modelling level, UNICEF reached 2,175 teachers and 249 education personnel through AFL, who have been using new skills to improve the quality of education for approximately 40,600 children. Within the Adolescent Girls' Education component, 124,000 girls participated in UNICEF-supported skills development programmes focusing on ending child marriage and school-related gender-based violence (SRGBV). Under the Sector Planning and Management component, UNICEF continued to support to the Ministry of Education (MoE) and Regional Education Bureaus (REB) in the development of ESDP V Result Frameworks which has led to a robust midterm evaluation of the ESDP V in addition to the preparation of improved annual operational plans.

Over the course of the year, UNICEF worked alongside the MoE and other development partners to finalize GEQIP-E, a critical framework which outlines key programmatic priorities and cross-cutting issues for progressively improving the quality of education and student learning outcomes with an equity lens.

UNICEF's Country Programme Document (CPD) annual budget for education is US\$ 13.26 million, and US\$ 16.85 million was secured from all funding sources in 2018,<sup>4</sup> of which US\$ 5,000 came from Country Specific Thematic Contributions. Global Thematic Funds available in 2018 within the UNICEF Ethiopia Learning and Development programme amounted to US\$ 3.7 million, accounting for 21.96 per cent of the total programmable budget secured for the reporting period. The percentage of expenditure levels for the total programmable budget (from all funding sources) and for Global Thematic Education Funds was 17.2 per cent (US\$ 2,895,274) implying a commendable fund absorption capacity of UNICEF Ethiopia for achieving education results for children.

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<sup>1</sup> ASR is a school preparedness initiative where young children receive quality pre-primary classes over the summer to prepare for primary school. ASR is set in a classroom with 40-50 children and one qualified and trained facilitator.

<sup>2</sup> CtC delivers developmentally-appropriate early learning activities for pre-primary aged children, facilitated by older children in Grades 5, 6 or 7 who volunteer their free time to support young children in their neighbourhoods.

<sup>3</sup> AFL is a teacher training initiative where teachers are equipped with skills, resources and a supporting environment to shift their teaching approaches to become more active, continuous, competency-based, and engaging for students.

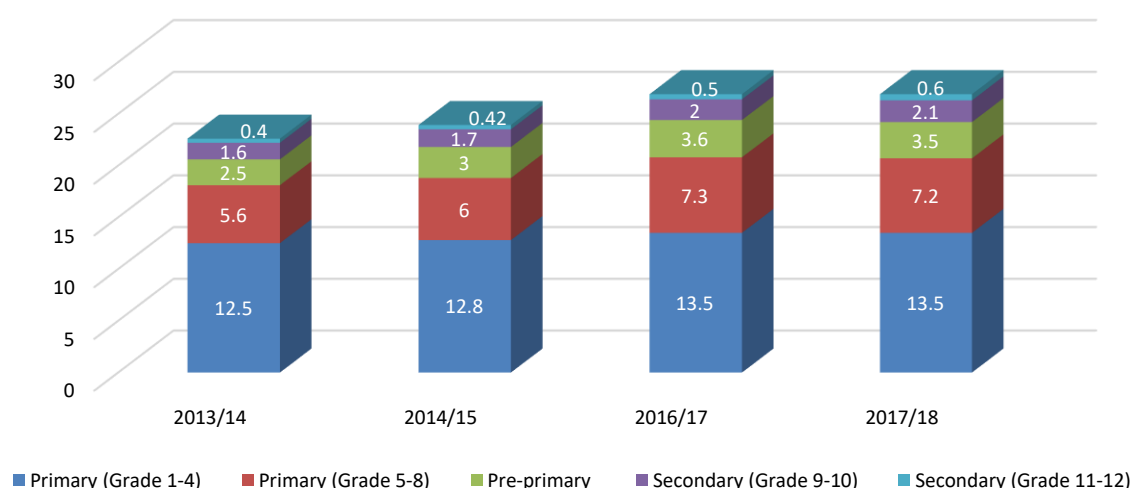
<sup>4</sup> The overfunding is due primarily to additional financing made available for demonstrating refugee-inclusive education systems.

## Strategic Context of 2018

With an estimated population of 108 million, Ethiopia is the second most populous country in Africa. The country has made considerable progress in providing equitable access to quality education over the last several years. The Government has continuously prioritized investments in the sector, which has contributed to a rapid expansion of access to all education levels along with a remarkable increase in the number of teachers and schools. The number of certified teachers under the general education sub-sector of the ESDP has increased to 620,654 in 2017/18 from 323,695 in 2013/14 and the number of general education schools increased from 34,377 in 2013/14 to 40,063 in 2017/18.<sup>5</sup> As a result, the general education system has expanded from 22.6 million students in 2013/14 to 26.9 million students in 2017/18 (see Figure 1). Progress is also underway in making education accessible to the pastoralist community through educational programmes that meet the unique needs of the mobile pastoralist lifestyle, such as the Alternative Basic Education (ABE) programme,<sup>6</sup> mobile and koranic schools, distance and open learning, and functional and integrated adult education, as outlined in the recently updated National Pastoralist Education Strategy.

A four-year trend analysis of enrolment data demonstrates that Ethiopia has registered commendable increments in terms of number of students enrolled at the different levels of the education system, with the highest increases associated with second cycle primary (40 per cent growth rate per annum) which is followed by pre-primary and first cycle primary (each with 25 per cent growth rate). The highest level of increments in pre-primary enrolment can be directly associated with UNICEF's contribution in initiating and advocating for the development and implementation of the National Early Childhood Development (ECD) Policy Framework and Operational Strategic Plan coupled with piloting and introducing different modalities of school readiness programmes such as 'O' Classes, the Government's standard ECE modality, as well as CtC, ASR, and community-based kindergarten.

**Figure 1: General education net enrolment trends (in million), 2012/14 – 2017/18**

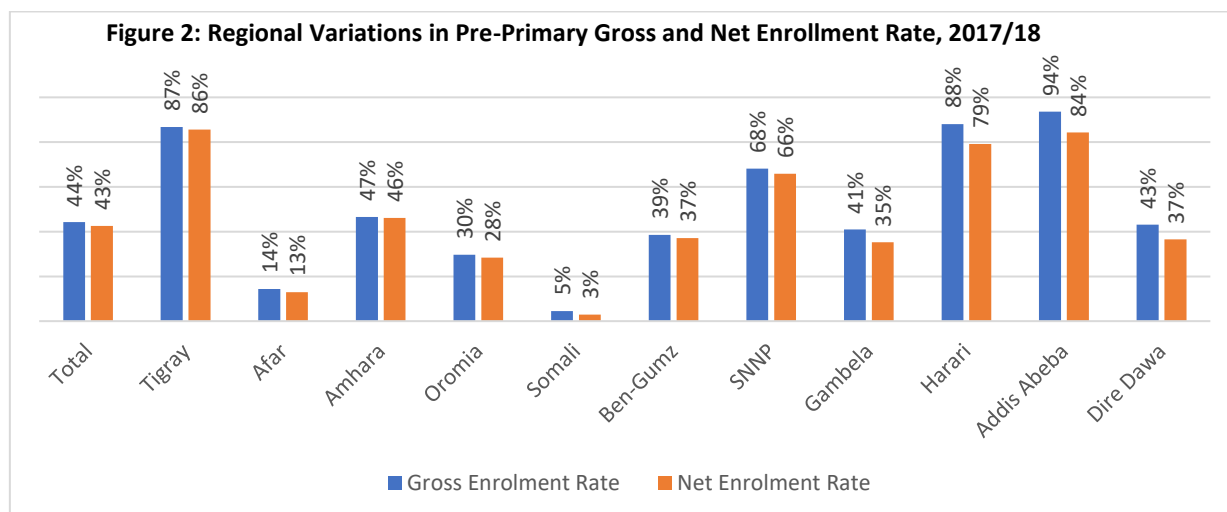


Source: Data compiled from the MoE's Education Statistics Annual Abstracts

Despite these increases in enrolment, there are significant regional variations in enrolment at all levels of the education system in Ethiopia. For instance, the pre-primary net enrolment rate in Somali Region was three per cent compared to Tigray region which was 86 per cent, as seen in figure 2 below.

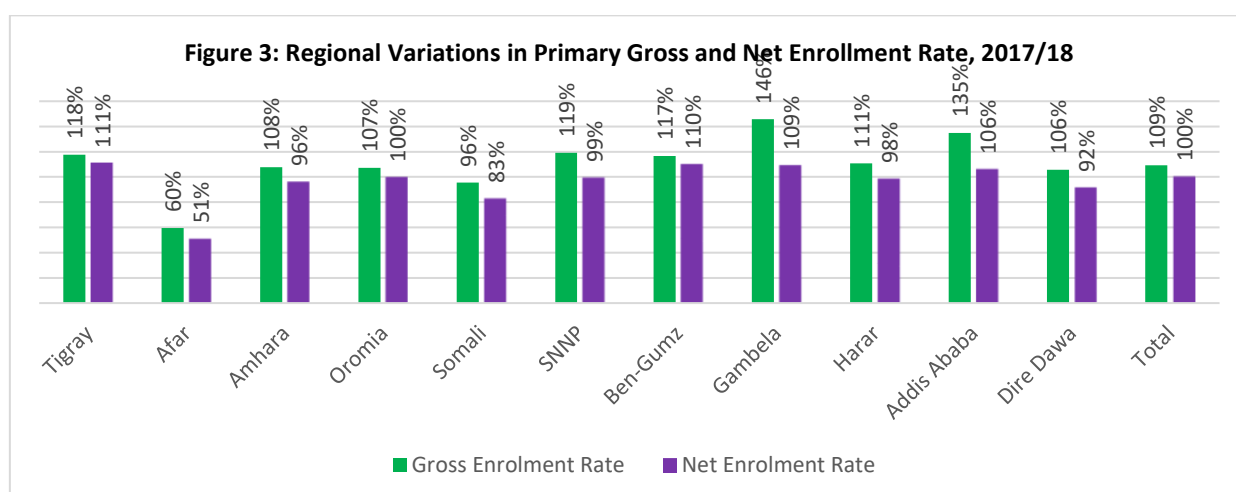
<sup>5</sup> This figure excludes pre-primary schools.

<sup>6</sup> ABE: A flexible schooling system designed for pastoralist children so they can continue traditional livelihoods and also attend school. It allows the school year to start at different times throughout the year, depending on migration patterns, and provides learner networking cards to children so they can start education in one school and finish in another



Source: Data compiled from MoE's Education Statistics Annual Abstracts (2017/18).

The Gross Enrolment Ratio (GER) for children enrolled in grades 1-8 has increased from 101.3 per cent (104.8% for boys; 97.8% for girls) in 2013/14 to 109.3 per cent (115% for boys; 103.5% for girls) in 2017/18 with an overall enrolment of 20.7 million children. To demonstrate a more accurate picture of children of correct age level attending primary school, the Net Enrolment Rate (NER) can be used. The NER for primary increased from 92.6 per cent (95.1% for boys; 90.1% for girls) in 2013/14 to 100.05% (104.56% for boys; 95.44% for girls) in 2017/18; with a gender parity index of 0.91 at the first cycle and 0.95 in the second cycle primary education. As indicated in Figure 3 below, there are regional variations in terms of enrolment at the primary level, with the lowest NER found in Afar at 51 per cent and highest NER found in Tigray at 111 per cent.



Source: Data compiled from the MoE, Education Statistics Annual Abstracts (2017/18).

Although the achievements are impressive, enrolment gains at the national level have not resulted in bringing large numbers of children from marginalized populations into school, such as those in Afar and Somali regions. Moreover, there continues to be significant challenges in the efficiency of student progression through their education trajectory which in turn challenges progressing towards meeting the education-related 2030 Sustainable Development Goals (SDG) for Ethiopia. One out of five pupils enrolled in Grade 1 left school before reaching Grade 2 in 2017/18. The overall primary dropout rate was recorded as 11.1 per cent (10.9% for boys; 11.4% for girls) in 2017/18. The survival rate to Grade 5 was only 54 per cent (52% for boys; 55% for girls), while the primary completion rate in Grade 8 was 57.8 per cent (59.5% for boys; 55.9% for girls). In addition, the repetition rate is still high in primary education at 5.3 per cent (5.5% for boys; 5% for girls).

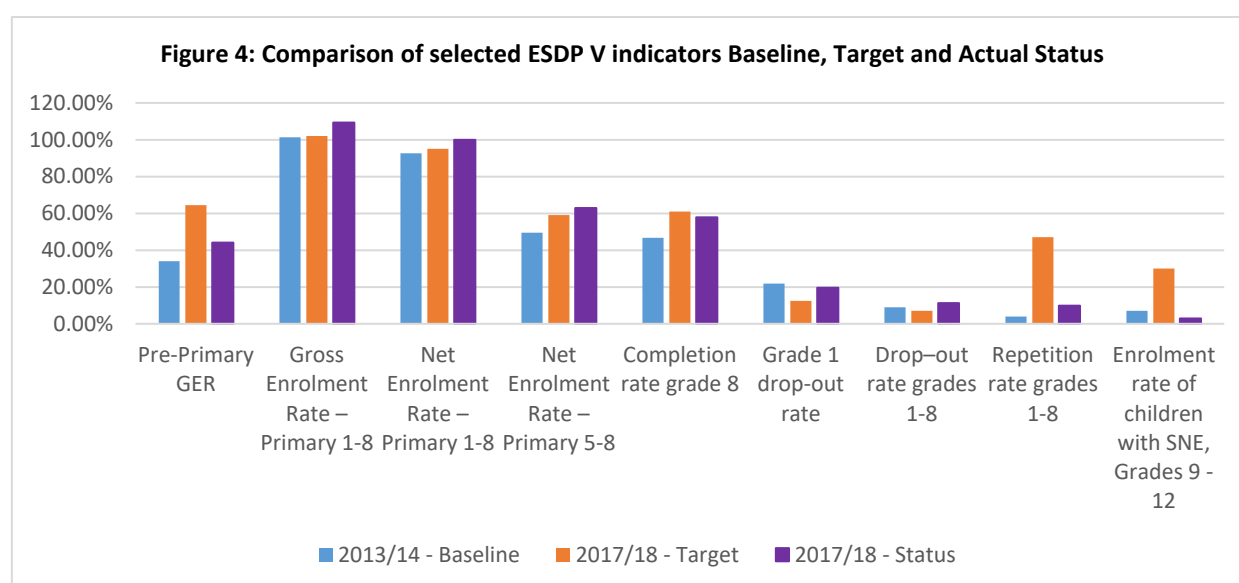
When analysing Ethiopia's achievements in 2017/18 against the targets set in the ESDP V, there has been commendable progress, but barriers remain in accelerating the pace for achieving education-related SDGs (see Table 1 below).

**Table 1: ESDP V Indicators**

Selected ESDP V Indicators	2013/14 - Baseline	2017/18 - Target	2017/18 - Status
Pre-Primary GER	34.00%	64.50%	44.10%
Gross Enrolment Rate – Primary 1-8	101.30%	102.00%	109.30%
Net Enrolment Rate – Primary 1-8	92.60%	95.00%	100.00%
Net Enrolment Rate – Primary 5-8	49.50%	59.00%	62.80%
Completion rate grade 8	46.70%	61.00%	57.90%
Grade 1 dropout rate	21.80%	12.50%	19.50%
Dropout rate grades 1-8	9.00%	7.00%	11.20%
Repetition rate grades 1-8	4.00%	47.00%	9.80%
Enrolment rate of children with SNE, Grades 9 - 12	7.00%	30.00%	2.80%

Source: Data Compiled from ESDP V and Education Statistics Annual Abstract 2017/18

The progress can be further demonstrated by comparing the baseline, target and status values of ESDP V key performance indicators. The achievements summarized in Figure 4 indicate that Ethiopia has performed better in terms of achieving ESDP V education development indicators in most areas except in three key performance indicators, namely pre-primary GER, Grade 1-8 repetition rate, and enrolment rate of children with special needs education in grades 9 – 12, where achievement values for these three key performance indicators are far below the ESDP V target values.



UNICEF Ethiopia, alongside other education development partners, has contributed technically and financially to improvements of the key performance indicators of the ESDP V. The contribution of UNICEF towards the achievements of the education sector has been summarized in the following section.

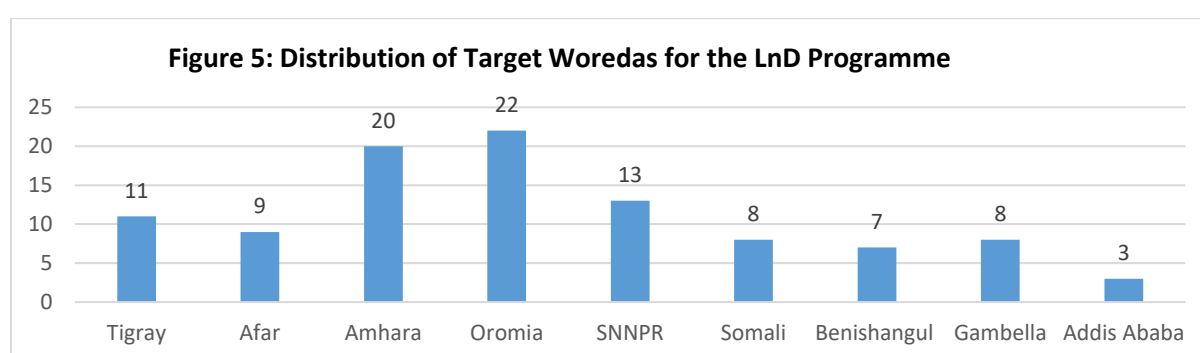


## Results Achieved

The LnD Programme result areas were most recently adjusted through a Mid Term Review (MTR) process completed in late 2017. The following areas were identified for UNICEF's prioritised support within the remaining programme implementation period: i) Early Childhood Education; ii) Displacement and Equitable Access to Quality Education; iii) Effective Primary Education Instructional Practices; iv) Adolescent Girls' Participation in Primary Education; and v) Sector Planning and Management. These areas align with UNICEF's Strategic Plan (2017-2021) and regional sector priorities for UNICEF in Eastern and Southern Africa.

The 2018 Annual Work Plan (AWP) was also prepared based on the post MTR 2017 adjusted priority areas. Different programme interventions were identified and implemented to support effective programme implementation during 2018. This section of the report summarizes UNICEF's programme performance of the education section in each of its result areas.

In 2018, UNICEF's LnD Programme was implemented at the federal level (through the MoE) and in eight regions and one city administration. A total of 101 *woredas* (Ethiopian districts) were covered by the different interventions of the programme (Figure 5).



UNICEF's contribution to the education sector has supported the Government's efforts towards equitable access to quality education for all learners at pre-primary, primary and post-primary levels, with a focus on the most disadvantaged and vulnerable children, populations and localities. UNICEF's LnD Programme outcome statement reads: "By 2020 equitable access created and quality education and training provided to all learners at pre-primary and primary level and girls' access to secondary education increased, with a focus on the most disadvantaged and vulnerable children, populations and localities." The following table presents the key performance indicators, baselines, target values and the progress made in 2018 for the above-mentioned education outcome area of the UNICEF LnD Programme.

Indicators	Baseline	2018 Target	Progress 2018
Gross Enrolment Ratio (GER) in pre-primary education	F44.5/M47.1	F64/M65	F43.1/M45.1 Education Statistics Annual Abstract (EMIS), (2017/18)
Primary Education Completion Rate	F50/M50	F55/M55	F 55.9/M 59.5 Education Statistics Annual Abstract, (2017/18)
Gender Parity Index (GPI) at primary and lower secondary level	Primary – 0.94 Lower Secondary – 0.92	Primary – 0.96 Lower Secondary – 0.96	Primary - 0.90 Lower secondary -0.89 Education Statistics Annual Abstract, (2017/18)
Learning outcomes improvement	Proportion of students who score 50% or above the composite score in the National Learning Assessment (NLA) Grade 4: - 44.74% (2015/16) Grade 8: - 41.14% (2015/16) Grade 10 - 23% (2014)	Not set as an annual target, as NLA is measured every 4 years	
Out-of-school rate for girls and boys of primary and lower secondary school age	Female 7, Male 4	Female 6, Male 4	Primary (Female: 15 Male: 11); (Calculated using EMIS 2017/18)



As indicated in the table, only one outcome target was achieved in 2018, which was that of primary completion. The progress made in improving the primary completion rate is encouraging as retention of children in primary schools has been a major challenge in the education sector. Unlike previous years, the GER for pre-primary, gender parity index (GPI), and out of school children rate have shown a downward trend. This is mainly due to the vast number of children who have been internally displaced in various parts of the country do to conflict and climate related emergencies. As indicated in the strategic context section of this report, Ethiopia faced large numbers of internally displaced people (IDP) in 2018, of which 59 per cent were children.

UNICEF's collaboration with donors and partners in GEQIP II was used as a strategic platform for UNICEF to demonstrate and transfer strategies from field-tested interventions. UNICEF demonstrated its pre-primary ASR programme and teacher training AfL programme which has influenced the design of GEQIP- E to incorporate best practices from both programmes.

Key indicators, including primary NER, Grade 1 net intake rate, upper primary NER and GER, lower secondary GER, dropout rates, and repetition rates have shown progress. On the other hand, completion rates, dropout rates (particularly in Grade 1) and repetition rates at primary level showed a negative trend as compared to the previous year (2016/17). According to the 2013/14 EMIS data, which was used as a baseline for the development of the 2016-2020 CPD, dropout rates at Grade 1 for female students was 23 per cent, the primary repetition rate for female students was eight per cent, and primary completion rate for female students were 47 per cent. In 2018, these indicators have shown progress, with Grade 1 dropout rates for girls reducing to 19 percent, primary repetition rates for girls reducing to 5 per cent, and primary completion rate for girls increasing to 55.9 per cent.<sup>7</sup>

UNICEF's interventions to the education sector have directly and indirectly contributed to these results. UNICEF's ECE programme has contributed to the increase in access to pre-primary education for pre-school children and reduction in Grade 1 dropout rates. The AfL and adolescent girls' education programmes have also contributed to positive results for children, with improved completion rates. UNICEF's support to pastoralist children and response to emergencies have also contributed to the increased access to education for disadvantaged children, which has resulted in an increase in the enrolment of students both at the primary and the secondary levels.

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<sup>7</sup> EMIS 2017/18

## Result Assessment Framework

This section provides a review of the indicators and demonstrates results achieved in 2018 compared to the baseline (as identified at the MTE) and targets as outlined in the CPD by the five output areas of the LnD Programme.

### **Output 1 ECD: By 2020, enhanced capacity of the education system for delivery of quality early childhood education services in rural, pastoralist and displaced communities.**

This intervention supports the Government's efforts to address the main obstacles towards increasing participation rates of disadvantaged children in ECE. These challenges include an insufficient supply of pre-primary programmes in rural, pastoralist and displaced communities; a lack of a decentralised education authority to oversee the delivery of varied ECE programmes; and a poor quality of pre-primary education.

Various strategies were identified and used to achieve the results in this intervention area in 2018. This includes the demonstration of alternative community-based and cost-effective ECE programmes, the strengthening of parental and community support and increasing their engagement in ECD, and the development of ECE policy and strategies.

The following table summarizes the status of the key performance indicators of the ECD result area as identified in the results framework of the LnD Programme. The indicators and the baseline data were adjusted and are based on the findings of the MTE in 2017.

Output Indicator	Baseline	Target 2018	Progress 2018
Early learning policy and early learning programme including quality early learning curriculum and standards	Score 3	Score 3.5	Score 3
Number of children benefiting from early childhood education through alternative approaches (such as home-based provision of ECD, accelerated school readiness models, parent education, among others) with support from UNICEF	IDP's: 0 Refugees: 0 Regular Programme -0	IDP's: 1,500 Refugees: 7,500 Regular programme - 17,000	IDPs: 11,135 (46% girls) Refugee: 43,836 (49.7% girls) Regular Programme: 75,065 (46.3% girls)
Early learning policy and early learning programme ensuring parents' and communities' involvement	Score 3	Score 3.5	Score 3
Availability of appropriate national policy, leadership and budget for early learning (score)	Score 2	Score 2	Score 2
Share of pre-primary education in the national education budget	2%	3%	3%

There have been remarkable achievements in ECE as indicated in the table above. Though UNICEF support, 130,036 children (47.3 per cent are girls) accessed quality ECE programmes ranging from formal pre-primary education to the community-based ASR and CtC modalities. From the 130,036 pre-primary school age children reached, 11,135 accessed ECE through the emergency IDP programme, 43,836 through the refugee programme, and, 75,065 through the regular programme.

A national pre-primary curriculum was developed and a set of national 'O' Class standards was submitted for approval to the MoE. The 'O' Class standards are being used to inform the development of a national inspection framework for the 'O' Class. The pre-primary curriculum was translated into 42 languages and was then distributed to the REBs for implementation.

UNICEF provided technical and financial support to the MoE and REBs in six regions for the implementation of ECE services, including CtC, ASR, and 'O' class. A total of 2,004 ECE teachers, facilitators and supervisors participated in training with support from UNICEF. The ASR training methodology was adapted into the 'O' Class teacher training manual for in-service training, and efforts were initiated to revise the pre-service training to be in line with the new curriculum.

UNICEF's support also enabled the training of 900 Adult Education facilitators on parenting education in the Oromia and SNNP regions who are expected to reach 18,000 parents through the Functional Adult Literacy programme. In Amhara region, 947 parents and community members were sensitized and actively supported during the implementation of the ECE programmes in their communities.

Through UNICEF's financial contribution to the GEQIP-E, 5,200 pre-primary aged children benefitted from the allocation of school grants to pre-primary 'O' classes, training of pre-primary teachers, and improvements made to the 'O' class curriculum.

**Output 2: Displacement and Equitable Access to Quality Education: By 2020, an increased number of pastoralist and displaced children participate in quality primary education services.**

In migratory and semi-nomadic pastoralist communities, many children and young people are unable to enrol and complete a traditional schooling trajectory, as this requires their full time and 'fixed' participation. Primary school calendars do not cater for mobility patterns, and the formal curriculum is perceived by pastoralist communities as omitting the skills and knowledge required to succeed in their cultural context.<sup>8</sup> For refugee children, key barriers to accessing primary education is the lack of sufficient educational facilities and qualified teachers to cater to all school-age children.

This result area of the LnD Programme addresses the challenges related to accessing education for the displaced and disadvantaged children in Ethiopia. Different strategies were identified and used to support these children. The strategies include the construction of schools (in refugee contexts), delivery of a comprehensive gender-responsive pedagogical instruction package, provision of teaching and learning materials, strengthening of refugee teacher training systems, and strengthening of systems to deliver equitable education services to host and refugee communities.

The following table summarizes the status of the key performance indicators of this result area as identified in the results framework of the LnD Programme. As this result area was identified after the MTE, the indicators and the baseline data are formulated based on the available information during the MTE period.

Indicator	Baseline	Target 2018	Progress 2018
UNICEF targeted children in humanitarian situations accessing formal or non-formal primary and secondary education (IDP's/Refugees)	IDP's: 0 Refugees: 0	IDP's: 75,000 Refugees: 35,500	IDPs: 211,135 (45% girls) Refugees: 169,058 (42% girls)
Cluster coordination mechanism for education that meets CCC standards for coordination in humanitarian action	0	9	5
The education system is gender-responsive (score 1-4)	Score 3	Score 3	Score 2.5

As indicated in the table above, UNICEF supported over 380,000 displaced children with access to educational services over 2018, including 66,530 children displaced from internal humanitarian crises. UNICEF's demonstration of refugee-inclusive educational services has informed the design of two large scale refugee education sector programmes.

In response to the ongoing conflicts in SNNP, Oromia, and Somali regions, UNICEF supported the Education in Emergencies (EiE) Cluster in sharing information on the impact of emergencies on education, as well as in developing six-month response plans. UNICEF supported training on Psychosocial and Emotional Learning (PSS-EL) for 668 teachers and education experts (60 females) that helped to keep schools functional and provide support to 28,750 displaced children (45 per cent girls). UNICEF also supported the delivery of ECE programmes for 6,822 pre-primary aged children (age 4-6) in emergency-affected regions.

Back-to-School campaigns were financially and technically supported by UNICEF, where REBs and *woreda* officials engaged in door-to-door efforts, supported by community radio broadcasts with messages for parents to send their children to school. In the emerging regions of Benishangul-Gumuz and Gambella, the campaigns ensured the enrolment of over 167,000 children (45 per cent girls).

<sup>8</sup> IDP Ethiopia Situation Update, September 2017, International Organization for Migration

UNICEF supported the expansion of ABE centres to cover grades 5-8 in Oromia region, creating access to over 5,500 previously out-of-school children in 10 pastoralist *woredas*. A total of 130 ABE programme facilitators and supervisors in SNNP region received training on the delivery of quality ABE that is expected to benefit over 6,000 children in pastoralist and remote locations. UNICEF provided technical and financial support in the development of the ABE Second Primary School Cycle Manual and the Mobile School Implementation Guidelines.

To strengthen host and refugee education systems, 20 federal and 17 regional level coordination meetings took place in 2018 and advocacy efforts led to the strengthening of the National Comprehensive Refugee Response Strategy.

Through a partnership with UNESCO's Institute for Educational Planning (IIEP), four rounds of training took place targeting 95 officials (7 females) whilst five regional field-based mentoring sessions were implemented with the participation of 55 officials from REBs, Woreda Education Offices (WEOs), and Agency for Refugees and Returnees Affair (ARRA). These officials were supported through workshops on crisis-sensitive educational data collection/analysis, on-site mentoring on the application of data, refugee education data integration, and Geographic Information System (GIS) school mapping data collection, including the piloting of a digitalisation of educational data collection and management. Joint MoE-ARRA integrated planning activities were implemented in all regions in partnership with UNESCO IIEP whereby relevant elements of refugee education were integrated into all five regional sector plans. In some regions, these efforts took a further step and included the integrated activities into *woreda* education sector plans in the regions of Gambella (four), Benishangul-Gumuz (three), and Tigray (three).

**Output 3: Effective Primary Education Instructional Practices: By 2020, education staff are capacitated and accountable for delivering curriculum reform and the corresponding continuous assessment system in primary schools**

A key contributing factor that affects primary children's learning outcomes is teacher pedagogical practices that have tended to focus on the narrow delivery of curriculum as opposed to the development of knowledge and skills identified within the national Minimum Learning Competencies (MLC). Once teachers are assigned to schools, their teaching practices do not favour effective learning. Teaching approaches in remote disadvantaged schools are inadequately adapted to their classroom environments, where recitation and rote learning often serve as the only pedagogical approach. Improving the quality of education is the priority of the MoE which has seen a significant increase in investment. However, the activities that are currently practiced focus on broader improvements to the teacher education systems (pre-service and in-service), and there has been limited focus on providing assistance towards the implementation of a continuous classroom assessment system.

This result area of the LnD Programme is intended to improve the classroom teaching learning practices. Through this intervention, teachers are trained to use continuous classroom assessment (CCA), identify learning gaps, address the gaps in a meaningful way, and incorporate teaching learning materials (TLM) in the learning process.

The following table summarizes the status of the key performance indicators of this result area as identified in the results framework of LnD Programme.

Indicator	Baseline	Target 2018	Progress 2018
Availability of a well-functioning student learning assessment system for the early grades	Score 2.5	Score 3	Score 3
Primary Education Curriculum Revision Road-Map developed and initiated	Not available	Concept note developed, and development of road map initiated	Available
# of education staff trained for increased accountability and support for learning	0	2,500	1,360
Share of the national budget on education (disaggregated by pre-primary / primary / secondary)	24% (2% - pre-primary, 25% -primary, 9% for secondary)	24% (3% - pre-primary, 26% -primary, 10% for secondary)	Data not available
Implementation of Classroom Assessment (score)	Score 2.5	Score 2.5	Score 2.5

Progress was achieved on integrating AfL within the pre-service Colleges of Teacher Education (CTE) professional courses in Oromia region. At a modelling level, UNICEF reached 2,175 teachers and 249 education personnel through AfL, who have been using new skills to improve the quality of education for approximately 40,600 children.

UNICEF continued a two-fold approach to expand its AfL programme. At the system level, progress continued towards system alignment, scale-up, and sustainability of AfL. UNICEF focused on integrating assessment tools and systems into the continuous professional development trainings and pre-service CTE modules, and on linking formative assessment with lesson plans and supervision. At the implementation level, the programme continued to build the capacity of primary school teachers, school directors, WEO and REB representatives, school supervisors, CTE instructors and deans, as well as in building a complete system of classroom assessment monitoring tools for grades 1-4 in the subject areas of Mathematics, English, Environmental Science and Mother Tongue. These monitoring tools have allowed school leaders to engage with teachers on a regular basis while ensuring the regular practice of AfL in the classroom.

The modelling work of the AfL programme continued to expand to new regions with great momentum. The scaling up of AfL saw the regions of Oromia, Tigray, Amhara and Somali expand the reach of the programme to CTEs. The engagement with CTEs has demonstrated that regions who have full ownership of the programme are more willing to dedicate their own resources to support the programme's expansion. As a result, the reach for AfL - especially in the regions of Oromia, Amhara and Tigray - has been expanded to new *woredas*. While using the CTE approach, the scale of the programme has reached more teachers than previously planned in the programme for grades 1-4. In Oromia region, 16 CTE teacher training modules were revised to integrate AfL components. The modules were validated and handed over to the Oromia REB for use across the 13 CTEs in the region in the current academic year. A total of 86 CTE instructors and REB experts were involved in module revision process. Throughout 2018, a total of 2,424 education personnel (primary school teachers, school directors, cluster supervisors, WEO officers) were trained across the seven regions of Amhara and Benishangul-Gumuz, Tigray, SNNPR, Somali, Oromia and Gambella regions on AfL techniques.

In efforts to bring sustainability to the programme, AfL has successfully leveraged GEQIP-E funding for scale up through continuous professional development materials for teachers. The UNICEF-supported AfL package has significantly influenced the materials and tools that the GEQIP –E continuous assessment programme will introduce nationwide.

As a significant step towards the MoE's efforts to undertake a comprehensive revision of the general education curriculum and following the development of the curriculum review road map, UNICEF has successfully procured technical assistance to support the MoE in undertaking a review of the current general education curriculum framework.

Through UNICEF's contribution to GEQIP, 31,200 primary and 3,600 lower secondary children accessed improved education. Half of the contribution was used for school grants which supported schools to improve the classroom teaching and learning processes.

#### **Output 4: Adolescent Girls' Participation in Primary Education By 2020, effective mechanisms are implemented at woreda and school levels to increase girls' primary education completion**

Adolescent girls in Ethiopia face numerous challenges. Girls are strongly disadvantaged compared to boys in several areas, including literacy, and basic human rights. The status of girls is curtailed when looking at empowerment, gender-based violence, and opportunities for employment. Within the home, preference for male children over female children has been found regarding education and employment opportunities.

This result area of the LnD Programme is intended to improve girls' access to education and skills for active citizenship, personal empowerment and learning. The interventions include creating access to education for vulnerable and disadvantaged girls, as well as improving the prevention and responses to gender-based violence.

The following table summarizes the status of the key performance indicators of this result area as identified in the results framework of LnD Programme.

Indicator	Baseline	Target 2018	Progress 2018
Education Sector Policy/Plan with quality prevention & response mechanisms to address gender-based violence in & around schools	Score 3	Score 3	Score 3
# of girls in primary education who participate in UNICEF supported skills development programmes for learning, personal empowerment and active citizenship	0	13,750	124,000

UNICEF supported skills development programmes that focus on ending child marriage and SRGBV. A total of 124,000 girls participated in UNICEF-supported skills development programmes that focus on ending child marriage and SRGBV. Moreover, a financial and social literacy skills development programme for upper primary and secondary schools is being developed through a partnership with Aflatoun and World Vision. The course will be implemented within schools during the 2019/20 academic year.

With UNICEF's support, the capacity of school leadership in Gambella region was strengthened which has resulted in the development of systems to report on SRGBV in 69 schools. In addition, a multi- sectoral alliance was strengthened in the region which helped to map common forms and locations of violence in and around schools. UNICEF supported the activities on awareness creation on the concepts of SRGBV, violence reporting mechanisms, and the services available to respond to violence for 11,950 children from 289 primary and secondary schools in Gambella and Oromia Regions. This has resulted in the cancellation of 88 arranged child marriages (five of which were boys) in seven *woredas* of Oromia region, where the survivors were able to continue their education. The coordination between the MoE and the Bureau of Women's and Children's Affairs structures at the local levels significantly contributed to the cancellation of arranged child marriages.

A qualitative research on the implementation of the SRGBV Code of Conduct in Ethiopia was conducted in partnership with London University College of Education. The study revealed a growing awareness of the Code which has enabled students to speak out about violence and has acted as a deterrent for perpetrators, thus improving the safety of school environment. However, the study also revealed that many incidences of violence experienced by students were not reported and few reports of violence were reaching SRGBV school committees for investigation. Where committees were well established they were often used for the more serious forms of violence in communities. Students were reluctant to report because they doubted they would be supported or lacked confidence that their cases would be kept confidential. Therefore, education staff sometimes minimized or were unaware of the amount of violence that was taking place in schools. Views also varied on the scope of the Code, with narrow interpretations sometimes excluding corporal punishment and bullying, and violence against boys. A paper sharing Ethiopia's initiative on the Code was presented at an Africa-level Violence Against Children Seminar which drew together representatives from 22 countries and was organized by Young Lives.

UNICEF supported the roll-out of the Code of Conduct to additional regions and districts. Schools have established gender clubs to build girls' and young women's knowledge and skills in this critical area.

#### **Output 5: Sector Planning and Management By 2020, capacity of Ethiopia's general education system enhanced in sector planning and policy implementation at national and sub-national**

The Sector Planning and Management programme aims at promoting and facilitating data generation, and results-based management for the education sector. The programme contributes to strengthening capacities at different levels of the education system to effectively implement programmes within national education sector plans and policies, thereby ensuring the provision of equitable and quality education throughout the country. UNICEF will also support a review of the ESDP V as a means of improving the feasibility of the General Education results framework which will serve as an opportunity to build the capacity of federal counterparts in data analysis for sector planning.

The following table summarizes the status of the key performance indicators of this result area as identified in the results framework of the LnD Programme.

Indicator	Baseline	Target 2018	Progress 2018
Number of MoE and REB staff who receive certification from education sector planning and management course (provided by UNESCO IIEP)	0	37 (6 each from Afar, Somali, BG, GM and Tigray and 7 from MoE)	65 [Afar 20 (F=2), Tigray 18 (F=6) MoE 7 (F=1), B/G 5, UNICEF staff 15 (F=8)]
Number of regions which develop and utilize crisis-sensitive ESDP V plans and associated Results Framework, for informing operational planning, monitoring and evaluation	0	8 (BG, SN, AM, OR, TG, AF, SO & GM)	8 (BG, GA, B/G, Afar, Somali, Tigray on draft form to be finalized in February 2019)
EMIS that transparently feeds findings back to communities or school management committees - score	Score 3	Score 3.5	Score 3

With UNICEF's financial and technical support, experts from the MoE and REBs have received capacity building training on sector planning and management techniques. UNICEF's continued support to the MoE and REBs in the development of ESDP V Result Frameworks has led to a robust midterm evaluation of the ESDP V and the preparation of improved annual operational plans.

Through a partnership with UNESCO IIEP, 27 education staff from the MoE and UNICEF Ethiopia completed a blended course in sector planning and management. The trainees acquired technical knowledge and skills on the key elements and major features of effective Education Sector Plans. The development of the ESDP V Results Framework was completed in an additional three regions (Oromia, Amhara and Afar) whilst also being drafted for Tigray region. A total of 38 sector planners and experts (8 female) from Afar and Tigray regions were trained in the development of regional Education Sector Plan Result Frameworks. The Result Frameworks were utilized for the midterm evaluation of the ESDP V at federal and regional levels (in Oromia and Benishangul-Gumuz regions) and as a tool for preparing the annual operational plans and monitoring and results-based reporting (in Amhara, Oromia, Benishangul-Gumuz, SNNPR and Afar regions).

As a strategy to initiate risk-informed and crisis-sensitive sector planning and management in refugee and host communities, a school mapping exercise using GPS and tablets was conducted in 135 schools in Somali region. In partnership with UNESCO IIEP, UNICEF supported the training of 16 data enumerators in piloting the collection of data on the risks of conflict and disasters in Somali region. The data collected was analysed and key recommendations were identified which will be used for preparing risk-informed and crisis-sensitive school development plans. Similarly, 23 GIS and risk data collectors and data quality supervisors were trained to undertake school mapping exercises in 230 refugee and host community schools in Afar, Tigray, Benishangul-Gumuz and Gambella regions.

A total of 54 (3 female) primary and secondary school EMIS experts and IT teachers in 38 schools in Oromia region were trained on School Management Information System (SMIS) software application and database management. These schools started utilizing the SMIS software for managing school level data (including data on student transcripts, student IDs, and staff and school properties databases) which will improve informed decision-making at the school level. Furthermore, refugee data was validated by the MoE and integrated and analysed within the national EMIS abstract.



## Financial Analysis

As summarized in Table 1 below, in comparison to the annual planned budget of US\$ 12.68 million from all funding sources (RR, ORR) for 2018, a total of US\$ 16.85 million was secured for implementation of education interventions towards the achievement of results within the LnD Programme. This indicates that 127 per cent of the total planned CPD budget ceiling for the LnD programme was secured during the reporting period, due primarily to additional financing made available for demonstrating refugee-inclusive education systems.

**Table 1 for Report: Planned budget by Thematic Sector:**

### Thematic Sector 4: Education

#### Planned and Funded for the Country Programme 2018 (in US Dollar)

Intermediate Results	Funding Type	Planned Budget
001 Early Childhood Education	RR	1,118,969.00
	ORR	1,676,579.59
002 Access and Equity	RR	1,118,994.25
	ORR	1,838,972.47
003 Quality Education and Learning	RR	1,488,209.75
	ORR	2,233,823.73
008 Adolescent Girls Participation	RR	-
	ORR	-
004 Policy, Planning & Knowledge management	RR	537,103.75
	ORR	916,319.47
005 Education in Emergencies	RR	78,332.50
	ORR	
006 Programme Support Salary	RR	687,279.75
	ORR	916,207.40
007 Programme Support Non Salary	RR	14,111.00
	ORR	56,187.35
<b>Total Budget</b>		<b>12,681,090</b>

Table 2 presents country specific thematic contributions that were received for the LnD programme, which only includes US\$ 5,000 from the Slovak Committee for UNICEF. This accounted for only 0.02 per cent of the total education CPD budget ceiling of US\$ 13.26 million and 0.04 per cent of the total programmable budget of 12.68 million that was secured for the LnD Programme during the reporting period.

**Table 2 for Report: Thematic Contributions Received for Thematic Pool:**

Donors	Grant Number*	Contribution Amount	Programmable Amount
Slovak Committee for UNICEF	SC1499050527	5,000.00	5,000.00
<b>Total</b>		<b>5,000.00</b>	<b>5,000.00</b>

Table 3 summarizes the levels of expenditure by key results areas for the LnD programme for 2018. Over 59 per cent was dedicated for the result area Equitable Access to Quality Education, which is followed by Learning Outcomes with over 40 per cent. Since UNICEF Ethiopia is at early stage of initiating and implementing the Skills Development component of UNICEF's Strategic Plan 2018 - 2021, insignificant amount was spent on this organizational target during the reporting period.

**Table 3 for Report: Expenditures in the Thematic Sector:**

**Thematic Sector 4: Education**  
**2018 Expenditures by Key-Results Areas (in US Dollars)**

Organizational Targets	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	1,802,572.90	5,404,856.12	2,792,079.44	9,999,508.45
22-02 Learning outcomes	274,948.39	3,279,017.59	3,298,445.58	6,852,411.56
22-03 Skills development	14.51	1,886.06	2.11	1,902.68
<b>Total</b>	<b>2,077,535.80</b>	<b>8,685,759.76</b>	<b>6,090,527.13</b>	<b>16,853,822.69</b>

As per Table 4 below, the biggest share of Global Thematic funds was used for Learning Outcomes and Equitable Access to Quality Education in 2018. A total of US\$ 3.29 million (including roll over funds) from Global Thematic Education Funds has been fully utilized for the UNICEF supported Learning and Development Programme.

**Table 4: Thematic expenses by Results Area**

<b>Fund Category</b>	<b>All Programme Accounts</b>
<b>Year</b>	<b>2018</b>
<b>Business Area</b>	<b>Ethiopia - 1410</b>
<b>Prorated Goal Area</b>	<b>22 Learn</b>
<b>Donor Class Level2</b>	<b>Thematic</b>

Row Labels	Expense
<b>Other Resources - Emergency</b>	<b>455,119</b>
22-01 Equitable access to quality education	261,511
22-02 Learning outcomes	193,608
22-03 Skills development	
<b>Other Resources - Regular</b>	<b>3,287,274</b>
22-01 Equitable access to quality education	1,319,178
22-02 Learning outcomes	1,967,930
22-03 Skills development	166
<b>Grand Total</b>	<b>3,742,393</b>

Table 5 shows education expenditures by specific intervention codes during the reporting period. The *provision of (formal and non-formal) multiple-levels or alternative pathways of education (including in temporary learning spaces)* amounts to 16.9 per cent of the overall expenditures in 2018, with *technical assistance - Learning outcomes* following at 13.1 per cent, and *System strengthening - learning assessment systems* at 10.5 per cent. This pattern of expenditure is explained by the high levels of support required for refugee and internally displaced children coupled with UNICEF Ethiopia's drive for embarking on improving the learning outcomes of children through technical assistance for learning assessment and system strengthening.

**Table 5: Expenses by Specific Intervention Codes**

<b>Fund Category</b>	<b>All Programme Accounts</b>
<b>Year</b>	<b>2018</b>
<b>Business Area</b>	<b>Ethiopia - 1410</b>
<b>Prorated Goal Area</b>	<b>(Multiple Items)</b>
<b>Fund Sub-Category</b>	<b>(Multiple Items)</b>

Row Labels	Expense
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	1,081,369
22-01-02 Provision of parental education for school readiness (including in temporary learning spaces)	108,815
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	139,626
22-01-05 Provision of (formal and non-formal) multiple-levels or alternative pathways of education (including in temporary learning spaces)	2,844,520
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	480,301
22-01-10 System strengthening - gender-responsive access (excluding SRGBV)	43,102
22-01-13 Education humanitarian cluster/humanitarian sector coordination	1,367,867
22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems)	888,888
22-01-15 Education sector planning including coordinating role, SDG 4, etc.	878,404
22-01-17 School Related Gender-based Violence (SRGBV)	941,229
22-02-04 Provision or procurement of multiple-levels (or alternative pathways of education) learning materials	1,105,597
22-02-15 System strengthening - early learning / pre-primary standards and governance	530,143
22-02-17 System strengthening - curricula and learning materials design (excluding early learning / pre-primary)	44,075
22-02-18 System strengthening - learning assessment systems	1,764,898
22-02-99 Technical assistance - Learning outcomes	2,212,502
22-03-02 Provision of skills development for adolescents (10-19 year-olds) (including in temporary learning spaces)	1,866
26-01-01 Country programme process (including UNDAF planning and CCA)	147,930
26-02-03 Data architecture and use	10,327
26-02-08 Programme monitoring	98,658
26-03-07 Strengthening C4D in Government systems including preparedness for humanitarian action	8,092
26-05-10 Research innovation learning, uptake and partnerships for research	8,646
26-06-04 Leading advocate	46,502
26-06-06 Supporter engagement	4
26-06-08 Emergency preparedness (cross-sectoral)	405,239
26-06-10 CRC, CEDAW or CRPD - follow up on concluding observations	46,707
26-06-12 Learning	38,096
26-07-01 Operations support to programme delivery	1,447,790
27-01-06 HQ and RO technical support to multiple Goal Areas	28,031
28-07-04 Management and Operations support at CO	134,600
<b>Grand Total</b>	<b>16,853,823</b>

Table 6 below presents the summary of planned budget vis-à-vis the available budget for the five education outputs for 2019. It is important to note that the LnD programme currently has a funding gap of US\$ 7.64 million for 2019. Efforts to mobilize resources to secure more funding for effective programming are underway.

#### **Table 6 for Report: Planned Budget for 2019**

#### **Thematic Pool Area 4: Education**

#### **Ethiopia**

#### **Planned Budget and Available Resources for 2019**

Intermediate Result	Funding Type	Planned Budget	Funded Budget	Shortfall
001 Early Childhood Education	RR	1,118,969.00	1,118,969.00	-
	ORR	1,676,579.59		1,676,579.59
002 Access and Equity	RR	1,118,994.25	1,118,994.25	-
	ORR	1,838,972.47		1,838,972.47
003 Quality Education and Learning	RR	1,488,209.75	1,488,209.75	-
	ORR	2,233,823.73		2,233,823.73
008 Adolescent Girls Participation	RR			-
	ORR			-
004 Policy, Planning & Knowledge management	RR	537,103.75	537,103.75	-
	ORR	916,319.47		916,319.47
006 Programme Support Salary	RR	687,279.75	687,279.75	-
	ORR	916,207.40		916,207.40
007 Programme Support Non Salary	RR	14,111.00	14,111.00	-
	ORR	56,187.35		56,187.35
Total for 2019		<b>12,602,757.51</b>	<b>4,964,667.50</b>	<b>7,638,090.01</b>

*\*Note that the Emergency output planned budget is not included*

# Future Work Plan

The LnD Programme will prioritise the consolidation of its investments and finalising achievements within this upcoming final year of the CPD. The five LnD result programme areas are aligned with UNICEF's Strategic Plan (2017-2021) and regional sector priorities for UNICEF in the Eastern and Southern Africa region. The LnD Programme outcome statement "By 2020 equitable access created and quality education and training provided to all learners at pre-primary and primary level and girls' access to secondary education increased, with a focus on the most disadvantaged and vulnerable children, populations and localities" will remain the same as it is aligned with the Government's priorities.

UNICEF's future work plans for each of the output areas are summarized below.

## **Early Childhood Education:**

- Demonstrate alternative community-based and cost effective ECE programmes.
- Revise the formal pre-primary curriculum (and associated teaching and learning materials).
- Strengthen parental and community support and increase their engagement in early childhood development and learning.
- Establish, implement and monitor the sub-sector quality service standards.
- Develop ECE policy strategies.
- Improve system financing, management and coordination

## **Primary education services for pastoralist and displaced children and young people**

- Expand access to primary and secondary education for refugee and host community children and adolescents through the construction and/or rehabilitation of education facilities.
- Implement quality-enhancing activities which include the development and financing of school improvement plans for refugee schools, the delivery of a comprehensive gender-responsive pedagogical instruction package and the provision of teaching and learning materials.
- Improved WASH and hygiene practices with a special focus on girls and gender-sensitive approaches to increase girls' enrolment and retention.
- Increase the availability of teachers in refugee hosting schools while strengthening refugee teacher training systems.
- Promote and support the participation of host and refugee teachers, parents, children and adolescents in education in the targeted schools and communities.

## **Curriculum reform and assessment system in primary schools**

- Demonstrate the AfL package in the lower grades of primary schools (1-4) in disadvantaged *woredas* (including refugee contexts).
- Provide technical and financial support to initiate the curriculum review process over the period of the ESDP V.
- Support primary teachers to implement and utilize more diverse pedagogical approaches and continuous assessment practices.

## **Gender-supportive learning environments**

- Improve the effectiveness of primary school gender clubs to deliver relevant knowledge and skills that support girls' empowerment.
- Strengthen prevention and response mechanism to end SRGBV, with a focus on implementing the existing school Code of Conduct and establishing required referral linkages.
- Support pastoralist regions in extending ABE centres to cater to a full primary/lower secondary programme, so that girls have access to education in their immediate localities.
- Support the WASH sector in providing gender-sensitive WASH facilities, particularly in crisis-affected areas and host communities.
- Introduce innovative C4D interventions within communities that promotes social and behaviour development to support girls' progression through the education system and contribute to ending child marriage.

## **Sector planning and management**

- Support a review of the ESDP V as a means of improving the feasibility of the General Education results framework.

- Support the development of multi-year annual sector plans as a means of guiding their investments and measuring progress against planned targets.
- Provide institutional capacity building for sector planning and management.
- Improve the generation, analysis and utilization of data at school and woreda level.

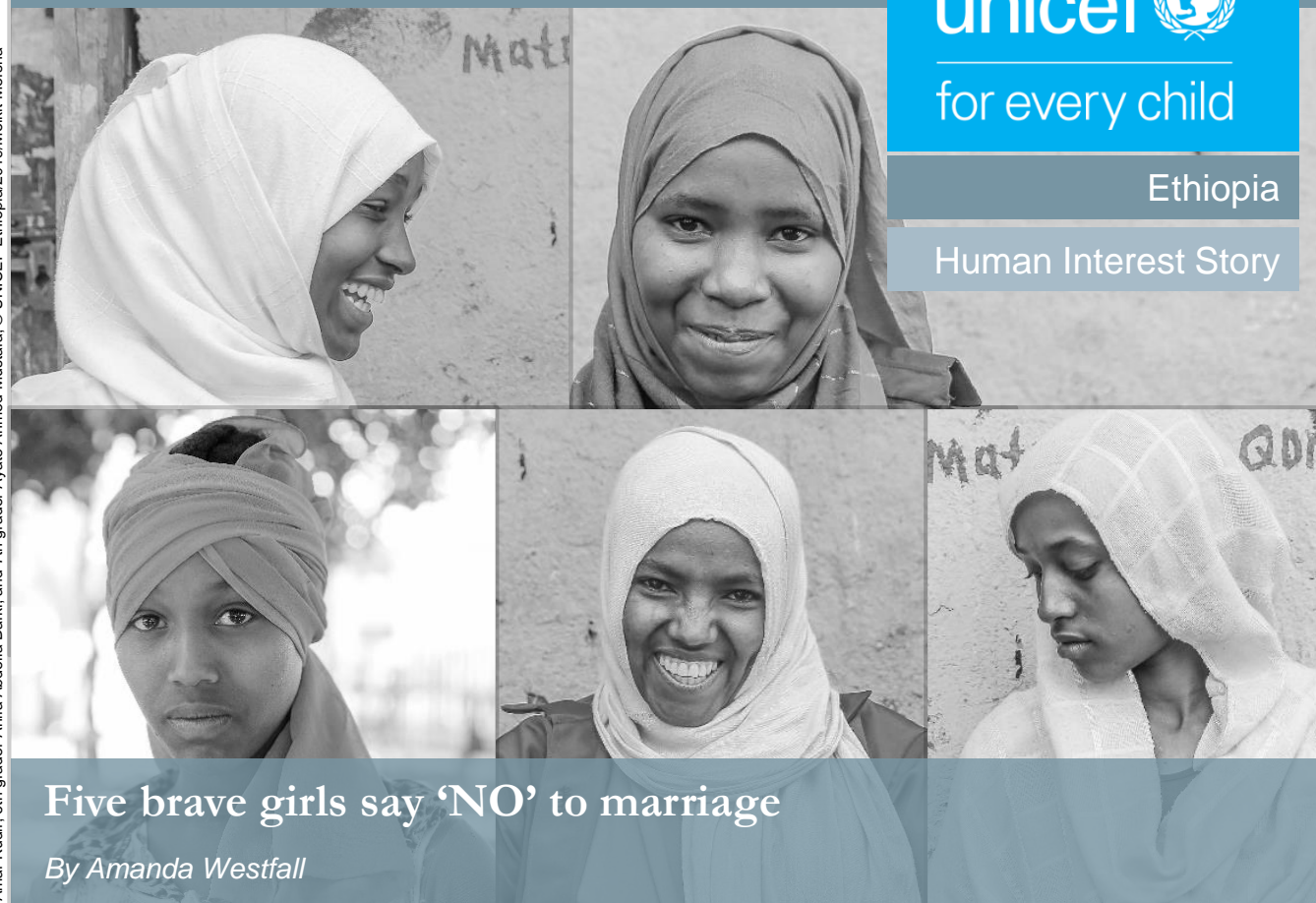
## Expression of Thanks

The 2018 achievements of the UNICEF Ethiopia's Learning and Development Programme would not have been possible without the support of the Global Education Thematic Funds. The country specific thematic contribution received from Slovak National Committee for UNICEF and the generous allocation made to Ethiopia from the Global Thematic Fund have contributed significantly towards progress for the Sustainable Development Goal 4 and the national targets within the ESDP.

The flexible nature of the thematic contributions has allowed UNICEF Ethiopia to target resources on the regions with the lowest educational outcomes and expanding the highest disparities. UNICEF Ethiopia looks forward to continued collaboration with UNICEF National Committees to allow for delivery of an ambitious LnD programme and to meet the high expectations on UNICEF by the Government of Ethiopia.

## ANNEX 1: Human Interest Story





## Five brave girls say ‘NO’ to marriage

By Amanda Westfall

**Bale Zone, Oromia Region, Ethiopia, 16 January 2019: Ayate, Ashe, Biftu, Anifa, and Asiya all said ‘No’ to marriage. Each girl knew her rights and was brave enough to exercise them. And each girl plans to inspire others to do the same in the hope of stopping the harmful practice of men marrying young girls in their community.**

Last year, 14-year-old **Anifa** came home one evening to find people she didn’t know talking to her parents. Among them was a man in his twenties. Her parents called her in to talk. She was confused but approached her parents and the strangers. “Anifa, we have plans to sell you,” they said. Sell me? Anifa was shocked. She didn’t know how to react. Enraged, she yelled, “Sell yourself!” and ran out of the house to the one place she knew she could get help – her school.

The story however was different for 14-year-old **Biftu**. She felt she had fallen in love with a young man from her village and thought marriage was the only way they could be together. They met at her parent’s video-screening home business where the young man was working. After a few months of marriage, she quickly realized it would hinder her goals since her husband, who was initially supportive of her education, had changed his mind. With the support of her school and parents, she pressed for divorce and they were officially separated in September 2018 just in time for the new school year.

For 14-year-old **Ayate**, education was important, and she knew that marriage would bring it to an end. When her parents told her about a marriage arrangement, she convinced them against it. She wasn’t pressured anymore and was able to continue her education, showing that there are families willing to listen to their daughters’ reasons for not marrying young.

But families aren’t always supportive, as happened to 14-year-old **Ashe** who was pressured into marriage by her older brother. He arranged for his friend to marry Ashe, a man ten years her age. When she heard about the arrangement, she refused to be married, which led to contentions and arguments in the family. She went to school the next day to get help. The school summoned her brother to discuss the situation and explain Ashe’s rights. In the end, Ashe was supported by the school and the marriage was stopped.

Ashe had first sought help from 17-year-old **Asiya**, who uses her story to inspire other girls. Asiya was forced into marriage at age 14 and forced to abandon her education. As

culturally expected of married women, her life became a daily drudge of fetching water, cooking, cleaning, and collecting firewood, among others. Before long, she realized that education was her ticket to a new life. Since her husband would hear none of it, she decided to divorce him. After two years out, Asiya returned to school in 2018. She was elected by her peers to lead the school’s gender club, where she regularly inspires its 290 members.



## UNICEF Ethiopia– Human Interest Story

### The Strength of Gender Clubs

How did these five girls come to know their rights and feel emboldened to stand up for themselves, especially in a region where as many as 48 per cent of girls are married as children? One answer can be found in schools. All the girls attend Shawe Primary School in Harana Buluk Woreda in Oromia Region, and all are active members of the school's gender club.

Gender clubs are mandated by the Government and established to empower girls and boys with life skills and support their enrolment in school. They offer extra-curricular activities such as life skills education, menstrual support for girls, and group discussions on how to prevent and respond to gender-based violence and child marriage. Members also undertake back-to-school campaigns aimed at out-of-school children.

Each club has a teacher coordinator, and for Shawe Primary School, is Ms. Sitina Harun, a 24-year-old who is considered a role model. Ms. Harun has never been married and has a full-time professional job, which is rare in the community where most women are married.

In December 2016, Ms. Harun participated in a training organized by UNICEF on how to prevent harmful practices like child marriage and gender-based violence through in-school and out-of-school platforms. She took what she learned from the training to develop a detailed schedule for gender clubs, added additional content and activities for club meetings, and ensured all girls had the help they required should they be forced into marriage.

### Local Government Involvement

School-level efforts would not be possible if it weren't for the involvement of the local institutions of government, such as the police, justice, and education departments, and the Bureau of Women, Children and Youth (BoWCY). Representatives from these institutions also participated in the same training with Ms. Harun where they learned about preventing, responding and working



Gender Club Teacher Coordinator, Sitina Harun, discusses with club members  
© UNICEF Ethiopia/2019/Melkit Mersha

together to end harmful practices. Their roles were clearly explained. The justice department and police get involved when a case requires legal action. BoWCY helps to organize local fundraisers for the poorest families to receive some economic support towards school requirements like scholastic materials, uniforms, and food. The Government understands that when children are in school, they have access to strong platforms like gender clubs that teach them about their rights and how they can access help.

### A New Generation of Empowered Girls

If it wasn't for the support of the gender club, the leadership of Ms. Harun, and assistance provided by the local government and UNICEF, all five girls would most likely be married and out of school, thus continuing the cycle of suppression that child marriage causes to girls' education and their potential to contribute to their country's development.

But just as Ms. Harun inspires the girls, the girls hope to inspire others so that they can stop the cycle of child marriage.

More girls like Ayate will learn how to talk to their families, explain their rights, and gain their families' support to continue their education. As Ayate puts it, they will learn "the drawbacks of child marriage and how to communicate 'my refusal' to my family when they want to marry me off."

More girls, like Biftu, will realize that for children of her age, "love and education is not possible," as she explained.

More girls, like Asiya, will realize that their past can change. There is help; they just need to learn how to access it. They can do a u-turn and re-start school, help girls like Ashe stop their arranged marriages, be a role-model for out-of-school girls who can learn that coming back is an option, and even be elected as the chair of the gender club. They can eventually, as Asiya hopes, "become a university professor so I can teach and help girls every day."

More girls will learn what it means to be empowered. They will learn how to be strong, like Anife, who knows there is no price that will stop her from her education. She is not for sale. None of the girls are.

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Human Interest Story

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**SCORING: 5 indicates "highest level of satisfaction" while  
0 indicates "complete dissatisfaction"**

1. To what extent did the narrative content of the report conform to your reporting expectations? (For example: the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you were not fully satisfied, could you please tell us what we missed out, or what we could do better next time?

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2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0

If you were not fully satisfied, could you please tell us what we missed out, or what we could do better next time?

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3. To what extent does the report meet your expectations regarding the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

If you were not fully satisfied, could you please tell us what we missed out, or what we could do better next time?

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4. To what extent does the report meet your expectations regarding reporting on results?

5	4	3	2	1	0

If you were not fully satisfied, could you please tell us what we missed out, or what we could do better next time?

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5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

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6. Are there any other comments that you would like to share with us?

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**Thank you for filling this form!**