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Overview and Background

As the second most populous country in Africa, Ethiopia has experienced strong economic growth in recent years – an average of 10.3 per cent per year over the past decade – making it one of the fastest growing economies in Africa.

However when looking through an equity lens and analyzing economic and regional differences, strong disparities can be observed in the poorer pastoralist regions of Somali and Afar, where 74 per cent and 68 per cent of the respective populations belong to the lowest wealth quintiles, compared to the Addis Ababa or Harari city-states, where 0 and 9 per cent of residents belong to the lowest quintile.

Situation for Pastoralists

Pastoralists – people who often live nomadic lifestyles and whose livelihoods depend primarily on livestock – constitute a substantial proportion of the Ethiopian population, an estimated 12 to 15 million people (14 per cent to 18 per cent) and inhabit 60 to 65 per cent of the land area. They reside in the four major pastoralist areas of the country: Afar, Somali, the South Omo Zone of SNNP and Borena Zone of Oromia Regions. The constraints facing pastoralists are very similar to those faced by the rural poor, but are exacerbated because their communities are highly marginalized and socially ostracized.

Ethiopian pastoralists live in some of the harshest and hottest locations in the world, with the Afar Region holding the world record high average temperature for an inhabited location, consistently reaching over 41°C (105°F). Although pastoralists hold traditional knowledge and incredible strength to withstand natural disasters and physically-challenging environments, their stamina can only go so far. Increasing effects from climate

change has made living conditions even more challenging, with less land for cattle grazing and water sources pushed further away, which can also lead to escalating conflicts between communities. All of which have a negative impact on the education of children.

Education Situation for Pastoralists

Despite the remarkable expansion of education services in the country, participation and enrolment in pastoralist areas is far below the national average.

The current primary net enrollment rate for the country stands at 100 per cent, but when looking at the pastoralist regions of Afar and Somali the rate falls to 48 and 73. Drop out, completion, and repetition rates are also significantly worse in these two regions.

Delivering education to pastoralist communities is challenging, due to a number of factors:

- Basic infrastructure and transportation and communications services are poorly developed in pastoralist areas, exacerbating the ability to deliver quality education.
- Cultural livelihood patterns make 'stable' education difficult for communities who travel on seasonal migration patterns.
- Pastoralist girls face several challenges, where school-related gender-based violence, early child marriage and other harmful social norms are barriers for girls' participation in education.
- The country is prone to prolonged and multiple climate-induced and conflict-related emergencies that often occur in pastoralist regions, directly impacting on children's access to education.

Situation



12-15 million
Pastoralists in Ethiopia



60-65%
of Ethiopia's landmass is inhabited by pastoralists



13% & 4%
of pre-primary school-aged children are enrolled in school in Afar and Somali regions, compared to a national 42.5%



48% & 73%
of primary school-aged children are enrolled in school in Afar and Somali regions, compared to a national 100%



3.9% & 5.6%
of secondary school-aged girls are enrolled in school in Afar and Somali regions, compared to a national 16.2%



16.4
is the average age of marriage for girls in Afar region compared to 23.9 in Addis Ababa and a national 17.5

Interventions

1. Alternative Basic Education (ABE): ABE is 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. UNICEF works with the Government to establish and improve the quality of ABE throughout pastoralist regions.

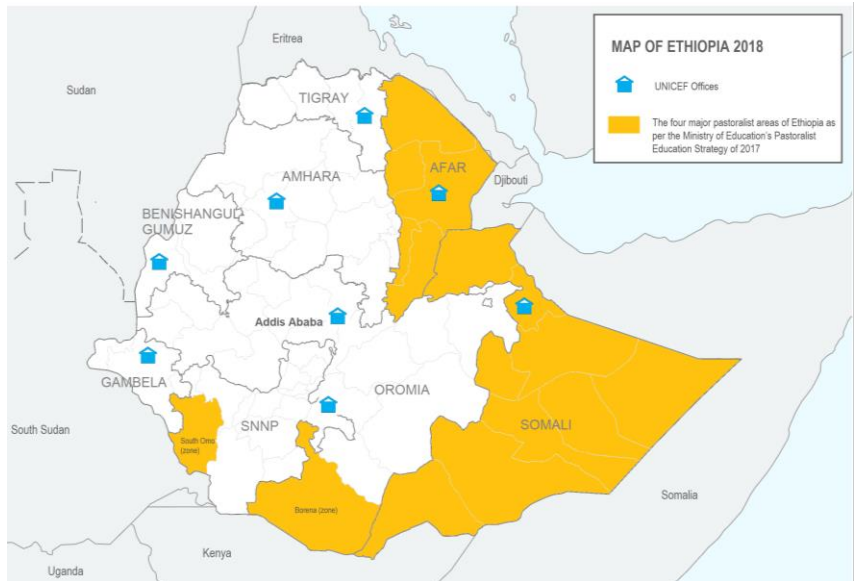
2. "Upgrading" ABE Centres to Primary Schools: ABE Centres often do not offer the full set of primary classes (Grades 1-8), but instead just the minimum required for ABE (Grades 1-4). UNICEF has worked to 'upgrade' ABE centres, by building and renovating new classrooms for upper grades and ensuring quality, so that these schools offer a full primary course.

3. Ensure Quality Education contextualized for Pastoralist Cultures: UNICEF supports the development of educational materials and curriculum that ensures appropriate language and context, given the different cultures in pastoralist regions. UNICEF also works to improve the quality of education for pastoralists by increasing teacher capacity to manage classrooms, teach appropriate lessons, and assess student learning.

4. Special Focus on Girls Education: UNICEF's Girls' Education Programme has a key focus in pastoralist regions, where outcomes for girls are the lowest in the country. UNICEF helps to increase girls' empowerment and retention in school by improving life skills education, strengthening school gender clubs to end gender-based violence and child marriage, and actively engaging communities in supporting girls' education. Support is also given to ensure gender-appropriate WASH facilities in schools.

5. Communications-for-Development (C4D): C4D community mobilization strategies are implemented to ensure local support for education. The interventions also address harmful social norms (like child marriage) that keep girls from going to school so that communities and families can support girls' progression in school.

6. Support Government Capacity Building: UNICEF works with the Ministry of Education to develop and implement a national Pastoralist Education Strategy, so that education services are well planned and carried out, and that there is enough funding and support for the activities. UNICEF supports capacity development of educational experts at national, regional, and *woreda* levels to respond to the specific educational needs of pastoralist children.



Note: Although these are the four major areas as identified by the Government, there are other *woredas* within Oromia and SNNP regions where pastoralists live.

Impact

Over the past decade, UNICEF has supported 276,777 pastoralist children gain access to ABE, as illustrated in the chart to the right. As a result of UNICEF's support, the following are the expected outcomes for pastoralist children in Ethiopia:

Beneficiary type	Result
Primary-aged boys and girls attending ABE	276,777 children (45% are girls)
Newly built or 'upgraded' ABE Centres	1,678 ABECs
Teachers/facilitators trained on ABE	5,000 teachers/facilitators

1. More primary school-aged pastoralist children will have access to quality education through the expansion of primary education facilities.
2. More primary school-aged pastoralist children will stay in school and achieve higher learning outcomes due to improvements in the quality of education.
3. More pastoralist girls will have the opportunity to complete primary school, advance to secondary school, and gain the power to stand up for themselves and combat harmful social norms.
4. More pastoralist communities will be involved in the education of their children and support their children's attendance and completion in primary school.
5. The capacity of Ethiopia's general education system will be enhanced in responding to the educational needs of pastoralist communities.



Luli Ahmed, a 17-year-old pastoralist, advocates for young girls to go to school, stay in school, and put education over child marriage. With UNICEF's support, the ABE Centre she attends was recently 'upgraded' to offer higher-level grades, making her educational aspirations possible since higher level grades were previously not offered in her remote location in the Afar Region. Luli participates in back-to-school campaigns to tell girls in her community to go to school. "[This school year] I convinced a 10-year-old girl to come to school for the first time." ©UNICEF Ethiopia/2018/Amanda Westfall

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