



unicef
for every child

UNICEF Ethiopia

"They were unable to speak or count at first. But now they sing, count, write and even keep trying to learn when I am not here" (referring to children leading the class while participating in the interview). "There are about three children in my class who still fear new people. They cry a lot when new people come. I tell them that the new people are like us and they don't want to hurt us. The training gives me important skills to help them, by using [for example] play, story-telling, puzzles, and color and matching games."

Abshiru Ibro, Female Facilitator for the Accelerated School Readiness Programme at Mede IDP Site, Oromia Region, Ethiopia

Overview and Background

While Ethiopia has demonstrated high economic growth rates during the past decade, it is still characterized by unequal wealth distribution, high rates of poverty and barriers in access to essential services, especially for children from marginalized communities. Inequity and natural hazards, ethnic conflicts and violence continue to undermine the development gains of recent decades.

Internal ethnic conflicts have surged over the past few years causing thousands of families to leave their homes. As of February 2019, there are 2.95 Internally Displaced Peoples (IDPs), with children comprising 59 per cent. Located in 1,453 IDP sites, the majority of IDPs are in the Oromia, Somali, and SNNP (Southern Nations, Nationalities and Peoples) regions, where recent conflict coupled with recurrent droughts and flooding have forced large numbers of children and their families to move from their original communities.

Education Situation

There are currently 1.7 million displaced children in Ethiopia; most are of school-age (approximately 1.39 million) and require educational services. The sheer numbers of IDP children and adolescents have overwhelmed efforts to provide for their schooling, as their situation leads to further strain on already overstretched host education systems.

Providing education is necessary to deliver early peace dividends and a return to normalcy for children. However, few of the temporary settlement sites provide education services, with less than 50 per cent of children accessing education in 417 of 965 IDP sites. To continue their education, many children have been attending school in host communities which often overwhelms local schools as they are unable to support the sudden influx of students. Furthermore, approximately 62 per cent of IDP children are in camps located a considerable distance from the host schools (over 1 km) and therefore encounter more challenges in accessing educational opportunities.

Children Affected by Trauma

Many children have experienced traumatic events during the displacement process. Primary teachers in schools hosting displaced children have registered challenges in accommodating displaced children, who are demonstrating behaviours resulting from fear and anxiety. The majority of IDP sites are not covered by the limited social welfare/protection systems available in these regions, including the identification and referral of children at-risk to services. In addition, many IDP camps have reported risk factors in accessing education, such as distance and safety.

Young children affected by conflict have greater challenges in developing the social and emotional skills required for success later on in life. Such children are more likely to drop out of school, experience academic failure and develop socially aggressive behaviours.

Investing in Education in Emergencies

Participation in certified education services – including formal and non-formal education is a pre-requisite for displaced peoples' self-reliance and livelihood prospects and is one of the surest development investments for improved lifetime economic achievement.

To most effectively influence and encourage communities to foster and maintain peace, education must begin in early childhood and continue throughout the adolescent years. Young children who grow up in unstable environments—exposed to abuse, neglect, and other stress—are less likely to build trusting relationships, which can often lead to low self-esteem and long-term psychosocial and behavioural problems. Quality education and the stability it provides to children can contribute, in the long term, to peaceful societal interactions by teaching children critical emotional, social, and practical skills that impact on their future behaviour to build social cohesion and foster more peaceful communities.

Situation



2.95 million
people affected



1.7 million
children affected
(59 per cent)



1,453
IDP sites in Ethiopia,
mainly in Oromia, SNNP
and Somali regions



311
host woredas
supporting IDPs in
their localities.



414
schools closed due to
emergencies



less than **50%**
of children are
accessing education in
417 of 965 IDP sites

Response

With Government, UN, and NGO partners, UNICEF’s emergency response delivers quality education to displaced children in IDP sites through the following interventions:

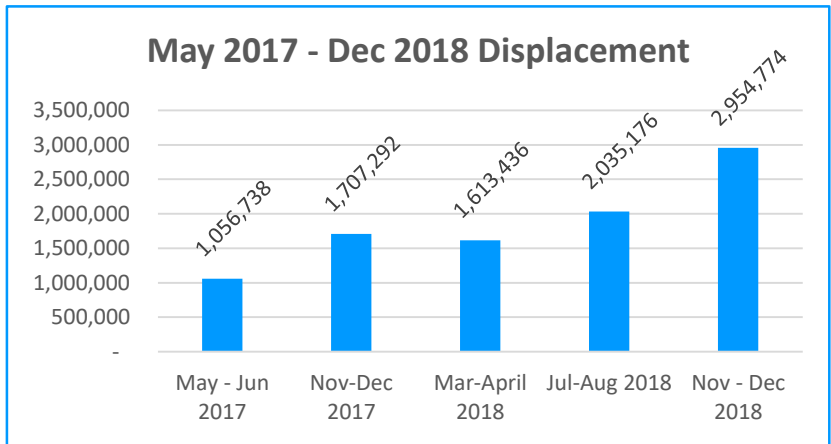
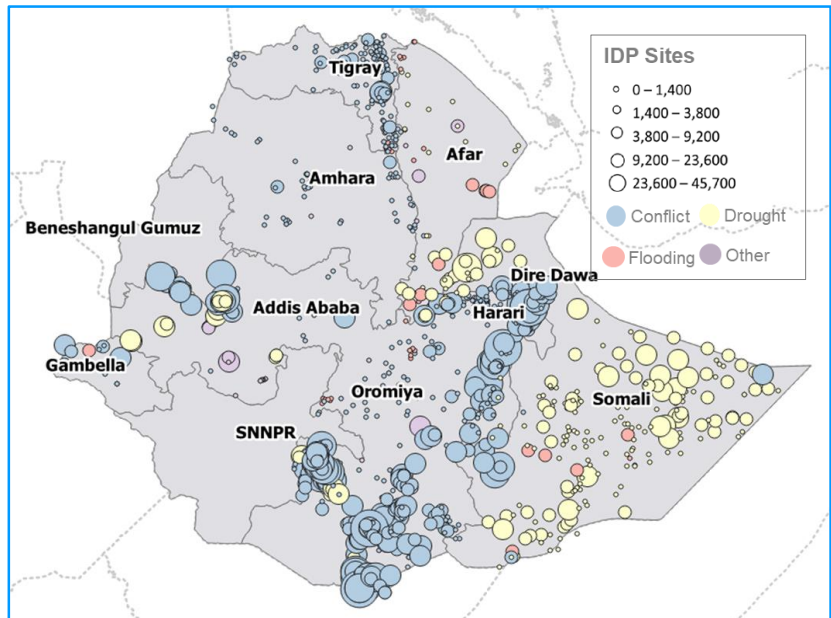
1. Early Learning in Emergencies: UNICEF has significant experience in Ethiopia providing early childhood education (ECE) for displaced children. The interventions include *Accelerated School Readiness (ASR)*, a primary school preparedness initiative where young children receive quality pre-primary classes in their mother tongue. ASR takes place in a classroom with 40-50 children and one qualified and trained facilitator. In addition, the *Child-to-Child (CtC)* initiative delivers developmentally-appropriate play and early learning activities for pre-primary aged children, facilitated by older children in grades five, six or seven. It is a more flexible methodology, taught by adolescents who volunteer their free time to support young children. In doing so, these ‘young facilitators’ learn useful skills to help them prepare for future careers.

2. Temporary learning spaces: Across the IDP sites, temporary learning spaces are set up to provide the stability, structure and routine that children need to cope with the impact of loss, fear, violence and displacement. They keep children safe and protected from risks, including violence, child labour and early marriage.

3. Mobile networking cards: UNICEF is supporting school registration in temporary and host educational facilities where mobile networking cards are provided to children. The cards allow for timely registration at their subsequent ‘permanent’ school placements, providing teachers with adequate information on their educational history.

4. Psycho-Social Support (PSS) and Social and Emotional Learning (SEL) Skills: UNICEF is providing skills-building trainings for Teachers Education Colleges, Regional Education Bureaus and Woreda Education Offices on PSS and SEL. These experts use their new skills to deliver this training to teachers who are working in the Oromia and Somali IDP sites. The skills acquired help them respond to and support children who experience traumatic events.

5. Institutional Capacity Building to Respond to Emergencies: Through various training activities, education stakeholders from regional and *woreda* governments, host schools and temporary learning sites are learning new skills in varying education activities, including ECE, ASR, planning and management in emergencies, and monitoring and evaluation. UNICEF supports risk analysis and emergency preparedness within the national sector plan review process. Since these emergencies may have an impact on achieving sector-wide targets, UNICEF embarks on advocacy work to leverage financing from sector-wide programmes towards humanitarian needs



Impact

As a result of UNICEF’s interventions, over 60,000 children were reached through emergency interventions in 2018.

Activity in 2018	Beneficiaries reached
Early Learning in Emergencies: Number of pre-primary aged children reached through ASR and CtC, and ‘Young Facilitators’ trained in CtC.	19,357 children 124 ‘Young Facilitators’
Temporary Learning Spaces: Number of children accessing education in new temporary learning spaces.	12,709 children
PPS and SEL: Number of education experts/teachers trained in PPS/SEL and children reached with improved teaching that incorporates PPS/SEL	668 education experts/teachers 28,750 children



Zena Boko, a 16-year-old eighth grader in West Guji, Ethiopia, is determined to stay in school. In her region, ethnic conflict has displaced over 190,000 children, including herself. But with dedicated teachers skilled in providing psychosocial assistance, she is receiving support to continue her education. ©UNICEF Ethiopia/2018/Tesfaye

For more information contact:

Shalini Bahuguna
Deputy Representative
UNICEF Ethiopia
Addis Ababa
Tel. +251 11 518 4057
Email: sbahuguna@unicef.org

Emmanuelle Abrioux
Chief of Education
Learning and Development Programme
UNICEF Ethiopia
Addis Ababa
Tel. +251 11 518 4050
Email: eabrioux@unicef.org

