

Capacity Statement on Education Programs

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1. Introduction

Plan International Ethiopia has been striving for a just world in general and working together with children, young people, and communities and other partners. Plan International Ethiopia is using its expertise to ensure that girls fulfil their full potential in education. Our education projects made girls at the center. Objectives of the Projects were in general to increase rate of girls' school attendance, enable communities and partners engage in the empowerment process of children, young people and parents. This further aimed to tackle the root causes of discrimination against girls, exclusion and vulnerability. Plan works with children and communities to prepare for and respond to crises and to overcome adversity. Indeed, we support the safe and successful progression of children from birth to adulthood.

Plan program principles and Child Centered Community Development approach, provides a special emphasis on strategies that have an impact for as many children as possible and include segments of the population especially poor and marginalized women and children. We are using our extensive expertise in education and child development to improve children's start in life in Ethiopia. Our skilled teams focus on major child development interventions such as parenting, the provision of home-based play, quality early childhood care at our dedicated centres, and children's transition to primary school, improving the early-age stimulation of children aged two to three years. We are also forming partnerships with key influencers to ensure the continuing evolution of the current national Early Childhood Care and Education policy. Our support for primary education supports improving the quality of education as per the national standard, as our experience proves that this eventually enhances the competency of the children who transit to the secondary education system.

PIE have trained more than 2000 people in school governance, child protection and the promotion of safety, learning styles, gender equality and children's wellbeing, mentoring, model lesson preparation and gender-responsive pedagogy. At least 148,750 children from 150 preschool and primary schools have so far benefited from our education program.

2. Major Achievements in Humanitarian, Development and Nexus

PIE has been operational since 1994, with a portfolio of over 50 projects supporting interventions in five of the eleven regions (Addis Ababa, Gambella, Amhara, SNNP and Oromia), with sub-offices also situated in Afar and Benishangul-Gumuz. Interventions cover Child Protection, Education both in an emergency setting and development, WASH, Food and Economic Security, Emergency Response and Resilience Building in over 180 kebeles. In 2011, Plan Ethiopia expanded its long-standing development capacity into humanitarian programmes as part of the East Africa drought response. In 2014, this was expanded as part of the South Sudan Emergency Response in the Gambella region.

As a highly regarded and specialist development and humanitarian actor, Plan Ethiopia has amassed an annual portfolio of over £14.3 million (for 14 years), with programmes funded by institutional donors including the European Commission, USAID, US BPRM, DFAT, GAC, Danida, GIZ and UN agencies including UNHCR, UNICEF and OCHA. Furthermore, fruitful partnerships have been established with a range of government ministries and agencies, including the Ministry of Education, the Administration for Refugee and Returnee Affairs (ARRA), Ministry of Women and Children

Affairs and Ministry of Labour and Social Affairs, among others. Moreover, PIE continues to maintain a strong presence at national, regional and community-levels, with PIE highly recognized for its own evidence-based interventions and partnerships with over 1,200 CBO's, 22 national NGOs and CSOs, as well as a number of INGOs and institutes.

Innovation in its response to children's needs has also been sought through public-private partnerships (PPP), with an innovative program with SAMSUNG launched aimed at improving education access. With its impressive portfolio, broad partnerships and adaptive strategic approach in development and humanitarian Contexts has led to PIE's status as one of the leading Education NGO actors in Ethiopia.

The organization constructed more than 54 ECCD centers and 65 class rooms with a separate and segregated female toilets, and water points and four lunch shades which serve more than 25,000 students and able to meet the desk to student ratio of 25 primary schools.

- Plan International Ethiopia has a strong link with the education offices both at higher, middle and lower level. It has a very good reputation for the contributions it does in different intervention areas. PIE has a direct link with primary schools (more than two hundred) cluster schools (more than 50) and district education offices (more than 25). The education bureaus of the regions where PIE has been working (Amhara, Oromia, SNNPR and Addis Ababa City Administration) have strong and smooth relations document and field review, document approval and signing and other higher level capacity development. The working relation PIE has with the federal ministry becomes stronger through different national level clusters, forums and conferences; and campaigns like Learn without Fear.
- *Plan International Ethiopia, as a child centered organization strongly believes that making schools and centers child friendly is a major factor to improve quality of education. As one of its efforts, SIP (School Improvement Program) was introduced in 2003 in Plan's supported schools. One of the basic facilities to realize the idea of child friendly school is avoidance of violence in schools such as sexual abuses, corporal punishment and bullying. Hence, Plan Ethiopia puts violence – free school issue at the first compartment in its focus and has been organizing and leading a action moves called **Learn without fear and Because I am a Girl.***
- **The CLTS (Community Led Total Sanitation) and Schools:** Schools are in the community and of the community. Whatever introduced in the larger community influences schools and vice versa. Community led total sanitation program is of course expected to influence schools positively and it does. This approach by now is linked directly to the schools and it bears SLTS (School Led Total Sanitation) which is activities in the community and led by children/the school. It benefits in strengthening of the tie between the school and the local community, enhance participation of children (Boys and Girls) and children has got the chance of exercising leadership.
- **Active Learning Teaching Methodology:** Active learning teaching methodology is somehow taken as an achievement. The tools for analyzing and improving teacher performance could be used more vigorously and rigorously. This is the central concern of a "School Improvement Plan". Short term trainings at cluster level and support system from District Education offices were strengthened. Besides, providing activity oriented reading materials to school teachers too were emphasized.
- **Children's Clubs:** Evaluations have identified the positive outcomes of children's clubs, both as a valuable addition to the experienced curriculum and as a way that children have developed increasing self-confidence and skills. The evaluation has taken a strong lesson from child respondents as to the importance of child-to-child clubs as a contribution both to the experienced curriculum and to children's motivation and self confidence. PIE so far strengthened more than 125 clubs.
- School PTAs are increasingly important in Ethiopia and Plan has unique experience from its SIP initiative of supporting PTAs. PTA respondents have received training from Plan. The trainings and workshops, discussions with the community, participation in school activities, and joint planning, monitoring & evaluation are creating awareness and developing a sense of ownership at the grass roots level through PTAs. PTAs are able to design and implement their own school based projects through active involvement of local communities. This exercise is increasingly devolving responsibility and power to schools and the communities, increasing their accountability and ownership, which is consistent with plan's Child Centered Community Development program framework.

- School Cluster network: The clustering of 5 schools in each of the PAGES schools have brought the following results:
 - organizing cluster level training for teachers
 - sharing of resources such as printers, duplicating machines, computers that resulted in improvement in students assessment
 - Proper support and monitoring of the schools through a coordinated supervision
 - Smoothen relationship and sharing of ideas among clustered teachers

Identification and enrollment of Disabled Children: The coordinated effort between PIE and Association of Education & Training Service for Disabilities South Ethiopia (AETSED) has helped to contact disabled children parents in SNNPR and provision support for disabled children in two of Amhara PU primary schools (about 60 special needs children) which resulted in

- Enrollment of disabled children to school (two classes of children)
- Establishment of task force to reach disabled children and consult the community
- Increased in parents, religious leaders and elder's awareness to the rights of children. As a result, Primary schools has allocated two classrooms for disabled children for one year which the children will attend inclusive education the next year.

3. Track Records

i. CURRENT PROJECTS

Project Topic 1: Longer-term refugee and host community programmes

Donor: ECHO

Project value:

Time line: April 2018 -2022

Implementation area:

Description: Building on the success of the short-term ECHO projects, in April 2018, PIE launched a four- year EC funded project focused on 'Building Resilience: Education Opportunities in Fragile and Crisis Affected Environments. The programme spanning Ethiopia and Somalia, in partnership with Relief International, the Puntland Peace and Development Research Centre (PDRC), the University of Sussex and Gambella University will be working towards improving access to safe, quality ECCD and basic education in fragile, IDP/refugee camp settings and host communities for nearly 40,000 children, as well as strengthening data collection and EMIS data usage for creating and disseminating a solid evidence base of what works to enhance access to quality and safe education in crisis-affected environments.

Approach:

- **Infrastructure support:** Building on our strong partnership with UNICEF, PIE has been requested to lead the construction and outfitting of 44 classrooms and sanitation facilities in three refugee camps in Gambella to provide primary school education services for 3300 primary school children. PIE also partnered with UNICEF to enable the construction of pre-school classrooms at Tsore and Bambasi refugee camps of Benishangul-Gumuz region.

Project 2: Play Matters: Sparking Lifelong Learning Through Play for Refugee and Host Community Children in Ethiopia

Donor: The LEGO Foundation

Project Value: \$ 100 million initiative, being implemented in Uganda, Ethiopia and Tanzania. The PIE budget share among the six consortium members is 10 million USD.

Timeline: 5-years – (2020 – 2025)

Brief Description: PlayMatters reimagines childhood for 800,000 refugees across Ethiopia, Tanzania, and Uganda. It will redefine education and cultivate a generation of lifelong builders by improving holistic learning outcomes for

children ages 3 through 12+ by ensuring that children are reached with learning through play (LtP) methodologies within the social ecosystem in which they live and learn. Inspired by the LEGO Foundation's call to challenge the status quo, PlayMatters will promote the sustainable integration of LtP into children's lives to offer children the quality education they dream of.

By working as a technical assistance project, rather than a direct service delivery project, PlayMatters will reinforce and enhance learning and support to children primarily through local organizations, government stakeholders, and international NGOs and agencies active in-country, reaching target user groups via existing avenues — schools, homes, community centres, and other venues

Approach: The PlayMatters initiative is working with various actors in nurturing Learning through Play within existing learning curriculum and education services. These include parents and caregivers to enhance positive, safe, and playful learning interactions with children; and teachers to help integrate Learning through Play in the teaching curriculum. It also involves working with national, regional, and local system actors in integrating Learning through Play in their education and children's affairs agenda, plans, and strategies. The PlayMatters initiative is also working with other humanitarian actors in promoting Learning through Play and its application through resource, policy, and program decisions.

Project 3: Building self-reliance for refugees and vulnerable host communities by improved sustainable basic social service delivery (BSRP) – Education

Donor: UNICEF and ECW

Project value: ETB 120,005,570

Timeline: 5 years (2018 – 2021)

Brief Description: In Gambella and Benishangul-Gumuz, strained educational services affect refugee camps and host communities alike, with children in both communities facing inadequate access to quality education.

During the rapid education assessment conducted by Plan International Ethiopia in both regions covering 5 refugee camps¹, it was observed that in the host community school facilities are poorly constructed using local materials, less ventilated, and inadequate for the total school-age population.

In refugee camps, schools are currently excluded from the national school supervision and inspection, national teacher training program, and in the distribution of textbooks, teacher guides, and reference materials by the Ministry of Education.

Despite the introduction of double shift systems, the current refugee educational system is unable to absorb the number of out-of-school children in the camps.

Approach: The BSR project has been working mainly with the Regional Education Bureau College of Teacher education and woreda education offices.

The partnership with government stakeholders the major implementing approach to make the education service inclusive to the refugee and hosting community.

This initiative reduces the service gap between the refugee and the hosting community. It also facilitates the knowledge sharing and support of the hosting government education system.

¹ The assessment included 5 camps Kule in Gambella region and Sherko le, Bambasi, Tsore, Gure Shambolla in Benishangul-Gumuz region.

Project 4: Provide education service for the host community and IDP girls and boys through classroom instruction in safe school operation.

Donor: UNOCHA

Project value: \$ 437,417

Timeline: Jan 2021 to Aug 2021

Brief Description: the rapid assessment and desk review was conducted together with the regional emergency response coordination centre of the Afar Regional State.

A total of 162 schools were affected this the Regional ECC further confirmed that 84 schools are partially damaged; 59 schools are immersed in water (total damage) and the rest 19 schools were occupied by displaced people due to flooding.

Amebara and Hunruka are among the woredas affected by the flooding where Plan International Ethiopia applied for an OCHA/EHF proposal calling to respond to the Humanitarian needs of the communities.

Similarly, in this woredas- 20 of 36 schools were completely damaged (11 partial damage and 5 occupied by IDPs.

On the north-west of Ethiopia, Guba and Wombera woredas which are under the zonal administration of Metkel in the Benishangul Gumuz region is the other priority woredas for this proposal. 68 primary schools were active before the prolonged closer of them due to COVID- 19 crisis. 19,565 students, of which 8, 663 girl students were affected.

Approach: Plan International Ethiopia integrates this project with the existing projects implemented in the regions, i.e. child protection program, to ensure the complementary and leverage with the ongoing response, mainly to mainstream protection, and education service.

- The project aims to ensure the continuity of education and improve the psychosocial well-being of schoolchildren. strategies;
- Support school reopening process that every child girls, boys, and children with disability.
- Support disinfecting of schools, provide adequate hygiene kits to schools and support safe school's operation during the reopening
- Provision of capacity building to teachers, directors, and PTsAs on the prevention and control of COVID-19 in schools and avoid stigmatization
- Back to school campaign – advocacy, mobilization, and communication. Support teachers to engage with parents and children to understand key elements of children's

Project 5: Supporting ECCD girls and boys affected by the COVID-19 crisis in the refugee camps.

Donor: UNICEF

Project value: \$ 425,280

Timeline: Sep 2020 to Jul 2021

Brief Description

- This project aims to enhance the education service of ECCD children in refugee camps. It is designed to meet the requirements of the COVID 19 presentation which reduces the number of children to 25 per class.
- New classrooms to ECCD are constructed and equipped with safety materials. ECCD facilitators are recruited and trained.

Approaches

- The project has been implementing in collaboration with UNHCR, ARRA, and Refugee Community structures.

Project 6: Supporting refugee-inclusive education systems in Gambella and Benshangule-Gumuz regions

Donor: UNICEF

Project value: \$ 873,482

Timeline: Sep 2020 to Mar 2021

Brief Description: The ongoing conflict, food crisis, and disease outbreak situation in South Sudan have caused considerable displacement to Ethiopia.

Currently, a total of 443,352 refugees (244,730 female and 198,622 male) are living in camps in the Gambella region, and a further 63,670 refugees (32,153 female and 31,516 male) are residing in camps in the Benshangule-Gumuz region.

About 50% of the children arriving in the camps are categorized as being of school age (3-14 years old), putting pressure on already inadequate education services. Available information on refugee education, together with first-hand data collected by Plan International Ethiopia in 2017, revealed that the availability of adequately resourced (staffing, learning/teaching materials) ECCD and primary education are insufficient. As a result, children enrolled in the double-shift refugee schools do not benefit from either sufficient learning time or the conducive learning environment required for effective learning.

Approaches: The project has been implementing in collaboration with UNHCR, ARRA, Refugee Community structures and the Regional Education bureau.

Project 7: Protection of IDP/ Returnee and Host community Children from CP/GBV Concerns and providing equitable, quality and inclusive education to children in Emergency Affected Zones of Metekel and Kamashi in Benishangul-Gumuz Region and Awi zone of Amhara Region.

Donor: UNICEF

Project value: \$ 1,149,806

Timeline; Feb 2020 to Sep 2021

Project discretion: Plan International Ethiopia and UNICEF have entered into a project agreement on 5 February 2021 to provide integrated child protection and education services in the areas of case management, Psychosocial Support, GBV, MHPSS and PSEA; and education services through providing an equitable and inclusive education for children displaced and hosting community.

Plan International Ethiopia in collaboration with local education authorities and community members will support the setup of temporary learning spaces, provision of school furniture and essential teaching-learning materials, and training of teaching personnel on safe school operation, life-skill, crisis adaptive pedagogy, and Psychosocial First Aid.

Teacher training on non-pedagogical holistic subjects will be provided in alignment with Child Protection in Emergencies standards guided by UNICEF Child Protection and Education integrated programme guidance note currently under development. for the most vulnerable IDPs, Returnees and Host Communities, particularly children, girls and women who have settled and live in Metekel and Kamashi zones of Benishangul-Gumuz Region.

Approach: Plan International Ethiopia has been experiencing to implement the integrated services to children. This project is Education and Child protection integrated project. Children with different abuses can get both services on the same platform.

Project 8: Protection and Education Support for IDP and Host community children, particularly adolescent girls, in emergency affected woredas of Telemite and Adiarkay in Amhara and Magalie and Aba'ala in Afar Regions.

Donor: UNICEF

Project value: \$ 905,900

Timeline: Feb 2021 to May 2021

Brief Description: In this project the outputs of the education component are Emergency affected (IDPs and Hosting Community) school-age out of school; girls and boys access protective, inclusive and equipped learning spaces, and quality and protective learning opportunities in catch-up classes and non-formal education activities including the provision of transferrable life-skills education as well as access to referrals to Child Protection services if/as needed.

The major activities of these outputs are related to mobilization activities through the Back to School Campaign, construction of temporary classrooms and gender-segregated latrines, to create safe learning environment promotion of recreational activities, and provision of stationeries for conflict-affected boys and girls to support their learning.

Besides, the teachers will be given pedagogical and transferable life-skill training as well as training on PSS/PFA to better improve the teaching-learning as well as the co-curricular activities.

The project aims to ensure that the information about services readily available for both teachers and students, ensure that the code of conduct related to the prevention of violence against children and youth are integrated into teacher training, and link children and teaching personnel with available and accessible referral services whenever needed.

Approaches

Plan International Ethiopia has been experiencing to implement integrated services for children. This project is Education and Child protection integrated project.

Children with different abuses can get both services on the same platform. The project has been working with Afar and Amhara regional education bureaus. Direct cash transfer is the modality we had agreed to.

Project 9: Building Resilience: Education Opportunities in Fragile and Crisis Affected Environments

Donor: European Commission

Project value: € 2,712,014

Timeline: Mar 2018 to Fe 2022

Brief Description

Approaches

10. Project Topic: Integrated Education and Child Protection Programmes

Donor: ECHO

Project value:

Time line: 2014-

Implementation area:

Description: PIE has been leading integrated child protection and education projects, in the Gambella region since 2014, which has sought to respond to the protection and ECCD and primary education needs of South Sudanese refugee children aged 3- 14 years. PIE has been able to increase safe access, enrolment and retention of children, particularly girls in ECCD and Primary level through a number of activities including; establishment of learning spaces, accelerated learning programmes, training for ECCD facilitators, community mobilization, training on child protection and referral mechanisms, establishment and support to parent-teacher associations and the mobilization and training of "school mothers". To contribute to their improved wellbeing, PIE has been providing psychosocial support through group based and individual-support, training for social workers and child protection committee members and the running of child-friendly spaces (CFS's).

Approach:

Project 11: Community Led Action for Children /CLAC:

Donor: Department of Foreign Affairs and Trade of Australia /DFAT formerly called Australian Aid and Designated fund from Australia Embassy

Project value: 1,347,400 Euro and 80,000 Australian Dollar from Australian Embassy

Time line: 2012-2019

Implementation Area: Amhara and one City administration, Addis Ababa

Description: CLAC seeks to prove that 100% of disadvantaged children aged birth-8 years in targeted high poverty communities can achieve child wellbeing indicators and school success through effective, quality early childhood supports. CLAC objectives are well aligned with Ethiopia's Policy Framework for ECCE which aims for holistic and comprehensive services for children through parenting, child health and stimulation, early education and non-formal school readiness. This project is an existing project with a full design document and theory of change completed in 2012. Project implementation began in July 2012 for Phase 1 (FY13-FY16) in the outskirts of Addis Ababa, Koyee and Abado Communities and four communities in Bahirdar Zuria districts of Amhara National Regional State. Phase II of the project which has been seeking funding to extend the implementation of this successful project in the existing communities and new ones with integrated and comprehensive approach from FY17- FY19. Following the joint initiative taken by ANO and Plan Ethiopia to develop concept papers and put in IH market place, GNO showed interest to support the Donkey Mobile Library, an innovative intervention which is injected in the project to nurture early grade reading in marginalized communities

Approach: CLAC seeks to prove that 100% of disadvantaged children aged birth-8 years in targeted high poverty communities can achieve child wellbeing indicators and school success through effective, quality early childhood supports. CLAC objectives are well aligned with Ethiopia's Policy Framework for ECCE which aims for holistic and comprehensive services for children through parenting, child health and stimulation, early education and non-formal school readiness. This project is an existing project with a full design document and theory of change completed in 2012. Project implementation began in July 2012 for Phase 1 (FY13-FY16) in the outskirts of Addis Ababa, Koyee and Abado Communities and four communities in Bahirdar Zuria districts of Amhara National Regional State.

Project 12: Enhanced Early Childhood Care in Ethiopia Project:

Donor: Ministry For Foreign Affairs of Finland (MFA) through Plan Finland /FLNO

Project value: 770,000 Euro

Time line: 2015-2017

Implementation Area: SNNPRS and Oromia

Description: Plan International Ethiopia is one of the recipients of Ministry of Foreign Affairs For Finland/MFA funding through Plan Finland and implementing Early Childhood Care and Development Project in SNNPR and Oromiya National Regional States since January 2012. The project demonstrates Plan's community managed model and provides an opportunity to understand how Plan is working with marginalized and vulnerable children, including those with disability. MFA through FLNO supported about 770,000 Euros (100,434.79 15 % sponsorship match) to implement second phase ECCD project titled "Enhancing ECCD in Ethiopia "from January 1, 2015-December 31, 2017 in these regions. This project is a follow-up grant from phase one ETH 2055 which ran from January 2012- December 31/2014 and implemented in partnership with one partner, Ratson Women, Youth and Child Development Program. The second phase project aims to scale-up the achievements of previous project to 12 new communities with comprehensive and integrated approach. PIE signed FAD 2106 with FLNO to make the partnership formal and commence the project officially (read the details of the project from the soft copy).The project has been implemented in Bolososore District, Wolaitta Zone of SNNPR with Wolaitta Development Association and in Toke Kutaye District of West Shoa Zone of Oromiya National Regional State with Ratson Women, Youth and Children Development. The project performance during the ending year 2017 was excellent and the expenditure is about 100 %.

Approach: Our CCCD approach brings children's comprehensive and holistic development: physical, cognitive, social, and emotional development of girls and boys from conception to eight years of age. Our strategy to empower marginalized

girls and women in different ECCD projects able to build and maintain an efficient and harmonious relationship with partners, create collaborative networking, do capacity building, and implement the country's ECCE policy frameworks at the grassroots level. **In relation to the transition of children from early childhood development to basic primary.**

Project 13: Community Led Action for Children (Mobile Donkey Library Service attached)

Donor: GNO, and General Donation

Project Value: 270,000 Euro

Time line: 2016-2019

Implementation Area: Addis Ababa

Description: Children (birth to 8 years of age) in targeted communities will develop and learn to their full potential through effective, inclusive, and holistic ECCD support and strategies is the general objective of the project. The project geographically covers Yeka Abado, a peripheral Sub-city area of Addis Ababa. The project period will be 24 months. The projects directly target children aged 0-8 in Yeka Abado, sub city of Addis Ababa City –Administration. The area was selected because of its high poverty rate. In this semi-rural and peripheral location, the majority of children, especially girls, suffer from multidimensional established cultural norms, illiteracy and long distance from home to school. Among the 24 identified ECCD centers 13 are in urban communities and 11 in rural communities. In relation to the primary schools, 8 are found in the outskirts of Addis Ababa. The project targets about 2870 children and 773 parents who are residing in the intervention sites.

Approach: Plan International Ethiopia's approach aligns with the four basic pillars of National Policy Framework for Early Childhood Care and Education known as parental education, health and early stimulation program, pre-schools: community-based kindergartens and community-based non-formal school readiness. It builds upon a practical, field-tested ECCD model called Community Led Action for Children (CLAC), which is under implementation in these communities. The organization developed its own ECCD implementation model description on the basis of this approach, which aims at holistic, high impact, community managed ECCD, majority of children enrolled in primary school on time, staying at school and performing well. Through applied research, CLAC is developing a strategic approach that builds sustainable community leadership and action to improve early childhood wellbeing (health, learning, protection) in the home and community. CLAC supports an increased focus on social inclusion through targeting the poorest and most excluded children, including girls, children with disabilities and children from ethnic minority groups.

The model is based on the following four key components that have been used in ECCD program in Ethiopia: 1. Parenting education, 2. Community Managed ECCD Centers/ Early Learning Programs, 3. ECCD Early Childhood Care and Development and Facilitating Smooth Transition to Primary/ School and Community Support for Transition to Primary Success, 4. Advocacy, Partnership and Collective Actions. The model is in line with the goals of the Ethiopian Government's National Policy Framework for ECCE and with its four main pillars for service delivery.

Project 14: Friendly Primary Schools for Girls and Marginalized Children:

Donor: Sponsorship

Project value: 500,000 Birr

Time line: 2019-2020

Implementation area: Oromia

Description: The overall objective of the project is to improve quality education in primary school and the general academic performance of primary school children, particularly that of rural girls and marginalized groups. Increasing girl's retention and primary completion in the project intervention areas is also another objective of the project. The major activities are capacity building trainings to primary school teachers in psychosocial counseling, primary school physical supports such as ICT rooms establishment, school water point and lunch shade construction, separate and segregated female toilet construction, re-usable sanitary pad production, and support of scholastic materials to marginalized girls and children in schools and strengthening an inclusive learning to children with disabilities and support of an assistive device to children with disabilities.

Approach: inclusive quality education methodology and Collaboration and joint effort. An example in point is that the collaborative and joint effort with one of the NGOs named “Camara Education Ethiopia”, Plan International Ethiopia established three model ICT centers in three selected primary schools in three districts that took the different disabilities of children situations in to consideration.

15. Project topic: Girls Education Challenge (GEC) Leave No Girl Behind programme

Donor: DFID/CFDO

Project value: 490,191 USD

Time line: 2019-2021

Implementation area:

Description: As part of a consortium led by Population Council, the GEC project is aiming to provide non-formal education activities in ‘safe spaces’ to 10,500 adolescent girls in four cities from the following target groups; child domestic workers, rural-urban migrants and girls with disabilities. PIE will lead on supporting girls’ empowerment through establishing girl advisory committees, adaptation of learning materials, strengthening protection mechanisms in 25 schools and supporting community dialogue on the role, status and protection of marginalized girls.

Approach: GEC project transforms the lives of the most hard-to-reach and marginalized girls. Not only are girls provided with education to assist them to enter or re-enter formal schooling, they also have access to safe spaces where they build their social assets, friendship networks and have access to adult female mentors who can advocate for their safety, well-being, and health. In the groups, they build their confidence, voice, and sense of self. Through affiliation with the programme, they gain linkages with local authority and protective structures, such as the Bureau of Women and Children Affairs and Disabled People’s Organizations (DPOs). The scale and visibility of the programme – along with the high-level affiliation with government structures - creates community awareness of different forms of modern slavery, and supports change of attitudes and social norms related to the exploitation of children and the rights and capabilities of the disabled.

16. Project Topic: Anyone Can Code

Donor: Ministry of Finland foreign Affairs- MFA, and Plan Sweden National Office

Start Date: 2019 - Dec.2021

Project value: Euro 187,305

Implementation area: Amhara region, Bahirdar Zuria

Objective: To create access in basic coding skill training to targeted students of aged (10-14 years) in two primary schools through ICT equipped technologies

Description:

To contribute to ICT4D in Ethiopia and bring positive social transformation and impact at individual, community and societal level through innovation and Coding skills that benefits particularly girls and primary student in schools.

Approach:

The project aims to realize the benefits of ICT, and the project gives training for primary students, as an extra circular activity which will give opportunity to introduce the marginalized students with the IT technology and be innovative in due courses. The students get acquired necessary ICT and Coding skills, and equipped with IT related and coding knowledge which will advance them to achieve their better school competence and achievement in their endeavor. The students also will be linked with Bahirdar University STEM center centers to be innovative. This will be in close coordination and collaboration with responsible government ICT centers as well as institutions and private sectors in the locale area.

II. Successfully accomplished projects

Project 1: Girls Empowerment through Education Project:

Donor: USNO, and General Donation

Project value: 678,760.62 Dollar

Time line: 2012-2016

Implementation Area: Addis Ababa and Oromia

Description: The overall objective of the Girls' Empowerment Through Education (GETE) project is to improve access to quality primary education for girls aged 7-14 in 2 sub-cities of Addis Ababa. The project is a four year (July 2012 – June 2016) project funded by Plan USA (USNO) with a total budget of 800,000 USD. It is implemented in 8 primary schools of Addis Ababa City Administration, located in Akaki Kaliti and Yeka sub-cities since July 2012 through implementing partner, RATSON, Women Youth and Children Development Programme.

- School attendance and academic performance of girls improved
- Self-confidence and self-esteem of girls improved
- Girls' sense of security increased
- Girls' ambassadors are taking the lead in project activities
- Schools become girls' friendly
- Quality of education in the target schools improved
- Awareness on girl's education and protection among school community (including boys), parents, community members and government officials increased
- Community members started showing concern in preventing and responding to child problems.
- Teachers started to apply gender sensitive teaching methods, promoting girls' participation in the classroom

Project 2: ABCDE 4 All Thematic Program Area.

Donor: Sponsorship fund

Project value: USD 6,173,889 (USD 1,454,812 for ECCD and USD 4,719,077 for primary education).

Time line: From 2011 – 2016

Implementation area: Addis Ababa City Administration and three regional states: Amhara, Oromia and Southern Nations, Nationalities and Peoples Region (SNNPR).

Description: The overall goal of the program is to improve quality and practices for early childhood and development and primary education.

Approach: ABCD for all helps to achieve better childhood development and education for all includes:

- In the course of the Country Strategic Plan 2011 - 2016, Plan intervened in more than 187 primary schools, 12 post primary schools and 49 kindergartens. The interventions included upgrading, expansion, maintenance, material provisions and human capacity building.
- Approximately 37 ECCD centres were established and 223 parenting groups were organised based on Plan's new ECCD model. In addition, more than 2,000 education bureau experts, 3,500 teachers and 1,309 Parent Teacher Student Association (PTSA) members received training.
- Plan led the establishment of regional ECCD networks which bring together government and civil society organisations to facilitate conversations on common issues and to advocate evidence-based policy.
- Plan, in collaboration with local artists, story tellers, the government and other partners, has produced culturally responsive storybooks in local languages to enrich resources for the promotion of moral and intellectual development of children of diverse backgrounds. Five thousand copies of the storybooks were printed and distributed in early learning centres.

- Plan adopted and tested a new approach towards school sanitation and hygiene. The Student Led School Sanitation and Hygiene (SLSSH) approach empowers school students, as opposed teachers, to take control of the cleanliness of themselves, their compounds and their classrooms. They are trained in sanitation and hygiene and draft their own school guidelines. This approach has now been tested in 10 primary schools and has proved hugely successful. SLSSH will now be replicated in other schools.
- Plan established or strengthened more than 187 school clubs with the objective of building children's self-confidence and skills.
- PTsAs are now able to design and implement their own school-based projects through the active involvement of local communities. This exercise is increasingly devolving responsibility to schools and the communities, increasing their accountability and ownership. So far 187 PTsAs and 49 kindergarten management committees have been supported through capacity building training.
- Information and Communication Technology (ICT) centres have been established in more than 100 schools. Teachers and students are applying ICT tools to enhance the quality of education.
- Plan supports vulnerable primary school girls with Girls' Counselling and Service Delivery Blocks. They provide counselling rooms, rest rooms (necessary for menstrual management), reading material and indoor games rooms. The approach is currently operating successfully in 12 primary schools.

Project 3: BLD – Basic Learning Development

Donor: Sponsorship fund

Project value:

Time line: 2000 – 2007

Implementation area: Addis Ababa, Sidama (Shebedino) and Amhara (Lalibela)

Description: In the period of BLD (Basic Learning Development), plan international Ethiopia mainly focused on school, ABE (Alternative Basic Education) center and kindergarten construction, provision of scholastic materials and provision of school supplies to enhance the situation of school environment. The work relation was directly linked with the government – Education district offices and so that there were capacity building trainings for district education office education officials and primary and secondary school teachers and principals.

Through BLD CPO, *Plan* Ethiopia constructed five primary schools in Lalibela, two in Addis Ababa and one in Shebedino. It also upgraded five schools in Lalibela, seven in Addis Ababa and two in Shebedino. In addition to formal primary schools, *Plan* Ethiopia constructed 20 ABE centres (15 in Lalibela, three in Addis Ababa and two in Shebedino). It established eight preschools (four in Addis, three in Lalibela and one in Shebedino). *Plan* Ethiopia trained and/or provided refreshers for over 1,000 people who had direct or indirect functions related to UPE. Several support activities were also undertaken to respond to the direct and indirect educational costs such as provision of school supplies and uniforms.

Due to *Plan* Ethiopia's interventions alone, enrolment in Lalibela has increased fourfold. According to data collected in 2005, enrolment has reached 82% (16,978 students [14,593 in formal and 2,465 in non-formal schools]) in Lalibela operational areas of *Plan* Ethiopia. Local authorities also confirmed that the 10 *Plan* Ethiopia assisted schools alone constituted more than 50% of the total enrolment in the Bugna Woreda. This experience tells us that focusing on both formal and non-formal approaches of schooling helps to boost enrolment rate.

Another key lesson that has been obtained from the previous CPO is the success related to the creation of genuine partnership spirit between *Plan* Ethiopia, communities and government institutions and this need to be further strengthened in this new CPO.

In Addis Ababa, enrolment trends in the first two years of the intervention were incremental, showing an enrolment increase of 14%, for the year 1999/2000, while the subsequent two years showed a decline (a decrease of 5% and 4% respectively). The primary education enrolment rate for the Addis Ababa PU decreased from 94% to 85% percent (15,525 students) from the baseline year perhaps implying that the baseline data were erroneous and we shall collect accurate and reliable data as far as possible. Similar reasons may hold true for pre-schooling in that the enrolment rate of pre-primary education also decreased from 20% in 1999 to 15% in 2004 in the Addis Ababa PU.

Only, 93 children were attending preschools in Lalibela indicating that *Plan Ethiopia* and its stakeholders should do their maximum best in promoting pre-primary education in rural areas. Similarly, the adult literacy enrolment rate decreased from 69% to 38% in Addis Ababa, and was estimated to be around 30% in Lalibela and Shebedino. Despite *Plan Ethiopia's* interventions, the CPO I evaluation report showed decrease in enrolment rate in adult literacy programmes in Addis Ababa. There is a doubt that the decline noted in enrolment data may not be real, and may have instead been the consequence of erroneous baseline data; a point that serves to highlight further the need for collecting accurate and reliable Basic Education data in the process of implementing this new CPO.

Project 4: QULF – Quality Universal Learning for Life

Donor: Sponsorship fund

Project value:

Time line: 2007 - 2010

Implementation area: Addis Ababa

Description:

The learning program in its updated Country Strategic Plan (CSP) and its learning program named as Quality Universal Learning for Life (QULF) focused at the following sub-programs:

- Community-based Early Childhood Care and Development (ECCD) initiatives
- The provision of child-friendly quality primary education
- The provision of non-formal education for out-of-school children
- Supporting post-secondary education with quality ensuring inputs
- The provision of functional adult literacy
- Capacity building for the community and other education stakeholders.

Early Childhood Care and Development (ECCD) before 2000 in rural *Plan Ethiopia* operational areas. The urban (Addis Ababa PU) enrolment rate was 20%. The concept of ECCD that concentrates on the whole development of the child under the age of 6 in terms of health care, nutrition, mental and physical stimulation program was non-existent. However, in 2007, enrolment of ECCD has reached 25% in rural and 40% in Urban *Plan Ethiopia* operational areas. According to 2007 baseline data from PUs there are 23 ECCD centers with 140 teachers/ facilitators serving 5,648 children in *Plan Ethiopia* operational areas.

Though the provision of ECCD has not taken root both in urban and rural areas, it is important to acknowledge that *Plan Ethiopia* is a pioneer child-centered organization that introduced ECCD to its rural operational areas

The other major component of *Plan Ethiopia* learning program is primary education. According to Corporate Program Monitoring and Evaluation (CPME) baseline 1999, primary education enrolment rate in rural (Lalibela) was 43%. This was 94% in urban (Addis Ababa) *Plan Ethiopia* operational areas. These have grown to 85% and 98% in rural and urban areas respectively in 2007. The information obtained from PUs in 2007 reveals that *Plan* is directly supporting 31 primary schools and 45 Alternative Basic Education Centers with 52,695 children and 1,122 teachers and 87 ABE facilitators.

The adult literacy rate in rural (Lalibela) was 16% and it was 69% in Urban (Addis Ababa) in 1999. In 2007, it has grown to 32% and 75% respectively. At present, 6,301 adult members are pursuing adult functional literacy with the support of *Plan Ethiopia*.

Though there were only two program units until 2002, new program units were opened in FY 2003 (Shebedino) and in 2007 (Jimma). In addition to ECCD, primary and adult literacy, secondary education has become part of the learning

program during the second round Country Program Outline (CPO) development in 2006. The CSP is updated in 2007 to accommodate the new initiatives in the new CPO. Moreover, the provision of quality education and primary school completion has been given special attention in CPO II.

The following are some of best lessons in the learning program.

- Introduction of ECCD into rural areas with clear guidelines
- The implementation of School Improvement Project that has been found to be successful and adopted at a national level
- Production of child-to-child big book learning materials which has been developed by direct involvement of UK and Ethiopian children
- The establishment of comprehensive yearly school statistics
- High enrolment rate in primary schooling
- The production of clear and comprehensive QULF CPO

Approach:

Project 5: Improved Pupil – friendly Quality Primary Education:

Donor: Sponsorship fund

Project value:

Time line:

Implementation area: Amhara

Description: This sub thematic area is to contribute in the following major areas in primary education: To improve the completion rate of primary school children, particularly that of girls and marginalized and disabled children, To improve the academic performance of boys and girls in primary education and To support the development of an improved curriculum of the primary school.

The program is designed to have more focus on project specific approach than program wide design and accomplishment. This approach is characterized by two major features. First, one grant is only for one PA and at most for two PAs. Second, the projects are made to concentrate on specific schools within a particular district. It is believed in that the specifying of projects helps to make the program more effective and efficient as well as easier to identify learning outcomes.

It is clearly spelt out in the country strategy that PIE (Plan International Ethiopia) has to address its target through partnership. In line with this overall strategy, the ABCDE for All thematic area has begun to work with many local partners.

Approach: Plan adopted and tested a new approach towards school sanitation and hygiene. The Student Led School Sanitation and Hygiene (SLSSH) approach empowers school students, as opposed teachers, to take control of the cleanliness of themselves, their compounds and their classrooms. They are trained in sanitation and hygiene and draft their own school guidelines.