

Focus where Learning Begins!

Education and Life Skills Department

June 2019



Message From The National Director

World Vision is a child-focused organization. Childhood without education is a tragedy. As such, World Vision is whole-heartedly committed to contributing to increasing access to and improving quality of education. The Education and Life Skills Technical Programme (TP) is designed to contribute to the nation's effort in providing access to quality education. The TP is primarily designed to reach school age children of 3 to 18 years old. The Program follows a life cycle approach for project models implementation with greater integration and continued improvement. Those project models that the TP strongly implement are the Learning Roots (ECD), Unlock Literacy and BESIP (Basic Education School Improvement program). Those project models are the ones that have been tested and proved impacting the lives of several children and adolescents.

Extraordinary achievements have been recorded which contributed to the nation's effort towards availing quality basic education to vulnerable children. This booklet shows and tells just some of the stories of lives transformed by the power of education.

We were all once children and our adult lives are largely the products of all we learned growing up. In my own case, my mother was a teacher and my father was a truck driver who dropped out school as a teenager. I would work on his truck loading heavy boxes and household items during school summer breaks and he always encouraged me to 'use my brain, not my back' to make a living. I have done so, earning advanced degrees and even now, pursuing a PhD. If you are reading this, you too have benefitted from education. I hope you will relate to and be inspired by the stories and statistics that show how World Vision's work in education is truly transforming this great nation.

Kebere hulu le Egziabher Yehun!



Edward Brown
National Director





Introduction



Quality education is the greatest investment a country can make in its future and its people. It is the enabler for all other development sectors. Ethiopia has made significant progress in the education sector with a rapid expansion rate from just 10 million learners a decade ago to more than 27 million learners today.

Ethiopia set forth a five year (2016 to 2020) Education Sector Development Programme plan aimed at expanding equitable access to quality general education, establish technical and vocational education and training institutes in all woredas, strengthen tertiary education institutions and provide lifelong learning opportunities so that all can contribute and benefit from rapid growth and economic change in Ethiopia.

Despite remarkable expansion, quality of education has been compromised. Some observers consider the Ethiopian education system to be in a state of crisis, and that quantitative achievements in areas like elementary enrolments mask stagnation in terms of quality and learning outcomes.

Investing in early childhood education is believed to be the foundation for character building and skill development easing the way for children to reach their full potential. However, as the 2017 MoE report indicated 4 million children aged between 4 and 6 do not have access to early learning programmes clearly implying the existing gap in the sector. In addition to the small coverage, the existing services do suffer from poor quality, which in turn is the result of poor preparation of teachers and poor provisions of facilities (UNESCO, 2006) . Most importantly, lack of ELP access for the most vulnerable children, lack of awareness about the value and type of care and education of young children, unattractive learning environment, insufficient learning materials, high staff turnover;

and lack of early child care education (ECCE) professionals are the major reasons for low enrolment ratio and for the poor quality of the existing services. MOE (2012) , and World Bank, (2015).

Ethiopia has made impressive enrolment gains in primary education and in creating access to education over the last three decades. These days, 99 percent of primary school aged children attend school, a threefold increase from 1994. And yet, literacy still lags behind. The Ethiopia's National Learning Assessments revealed that student learning at grades 4 and 8 fail to meet standards. USAID's 2016 Early Grade Reading Assessment (EGRA) suggests that only about a third of grade 2 and grade 3 students can read at a functional level (more than 20-25 words per minute). The assessment further explains that 34 percent of Ethiopian students in grade 2 were unable to read a single word of a grade-level story, while 48 percent could not answer one comprehension question. One of the cause for children's reading failure is the fact that most teachers had little experience with modern pedagogy or research-based instruction.

The Ethiopian education system has expanded rapidly from 7.1 million learners in 2000 to 25 million in 2015 (World Bank report No: 121294-ET). The report further reveals that although primary and secondary education enrolment has expanded in the past two decades, education quality still remains a challenge. The government's report also share the idea of poor quality education citing increasing repetition and dropout rates in primary schools which resulted in educational wastage in the country. According to the report , the repetition rate from grades one to eight has increased from 4.9 percent in 2009 to 7.2 percent in 2016/17. Dropout rates have also increased, reaching 11.65 percent in primary schools.



WV Ethiopia's Contribution in the Ethiopian Education System



WVE has committed itself to access and improvement of education programmes in the country with a special focus on educating learners for life. The programme approach emphasizes improved children's enrolment and retention, completion of primary education and increased entrance to secondary education in different regions of the country.

World Vision Ethiopia contribution on education dates back to 1975 when the organization started its operation in Ethiopia. Since then, as data indicate until 2014, the organization reached and benefitted over 3.9 million children from the most marginalized communities making them educated for life in achieving their full potential. During those period, WVE undertook extensive investment primarily focusing on constructing elementary and secondary schools, providing school materials to vulnerable children, and training school teachers and education actors to help the government realize its plan of accessing education for all children.

Since 2015, the Education and Life Skills technical programme made a strategic shift from infrastructure development to innovative education models such as Early Child Development, Unlocking Literacy, and Basic Education School Improvement Programme which focuses on children's software skill development.

The effort was mainly aimed at contributing to the nation's effort in rendering access to education through improving the quality of education and life skill for children and youth aged between and 18 years old.

In this regard, the department has planned to reach an estimated 6.2 million children and 2.5 million men and women over its current strategic period.

Early Childhood Development (ECD) – Learning Roots

In an attempt to address the challenge of early childhood development in Ethiopia, World Vision Ethiopia started to work on early childhood development model as of 2010. Following its early childhood development model called Learning Roots Project, World Vision Ethiopia, has supported communities to lead, manage and sustain high quality early learning services for children and parents as of 2016. From 2010 to 2015, it constructed and furnished fancy kindergartens in its operational areas. In this regard, it established 238 kindergartens in the rural Ethiopia that enrolled 17,800 preschool aged children from 2016 to date, while building community capacity to establish low cost quality early learning centers.

In collaboration with the local government, WVE provided extensive awareness raising programme to community members, introduced cost effective and quality ECD modality, trained 2,433 ECD teachers and education leaders on selected topics and engaged 2,493 parents in bimonthly parental discussions. It also empowered ECD Center Management Committees (CMC) to mobilize resources and serve us a bridge between the ECD center and parents and community to support the teaching learning process.





Enabled and mobilized the Community in **31** Districts of the Country to develop and equip the centers with locally crafted appropriate learning and play materials.

ECD Center Management Committees are now establishing/renovating ECD centers, enrolling children to ECD, advocate for the value of ECD, and establish linkages with other service providers for integration of key services.

With industrial material support from WVE, the community has built **481** community-managed ECD centers which benefited **10,303** (5109 girls) rural and vulnerable children

Local government structures have started expanding the ECD centers employing locally made learning and play materials in non-World Vision operational areas. A case in point, Jabi Tehnan District alone, the local government along with the local community opened **125** ECD centres

Parents knowledge and skills is uplifted to nurture their children's optimal development Which is signified with the study conducted at Gechi District in Oromia region where WVE supported ECD center parents support their children development in a significant way.

Children's social interaction, academic performance, interest to attend school has grown which has been with the overflow of children in to WVE supported ECD centers due to its child friendly environment and engaging and playful teaching methods

ECD Stories

Capacitated partners boost ECD in Jabi

Access to pre-school programmes of any kind have historically been very low, and almost non-existent in rural areas of Ethiopia. Hence, the most disadvantaged children in rural and hard to reach communities are either coming to grade 1 without having the necessary preparation or are enrolling late. Animut Yeneayehu, Jabi Tehnan District ECD focal person has this to say, "Our district had no pre-school programmes of any sort earlier. Parents had to keep their children at home up until they reached seven years. When they joined primary education at seven, they used to struggle to learn alphabets, face difficulties socializing themselves with the school environment, peers and teachers. For this reasons, many were forced to drop out of school."

In a bid to ease these challenges, World Vision started its ECD programme in the district. It capacitated 1,058 teachers on early childhood development, provided training on learning and play material development utilizing local resources, supported the community with industrial materials to construct ECD centres and created awareness on the importance of ECD. In the last three years, 42 ECD centre were opened through World Vision industrial materials support. 125 ECD centres opened across the districts by the government and community participation. "Children's social skills, school performance, interest for education has improved significantly. The dropout rate at primary education has reduced from five percent to below one percent," Animut happily explains

Animut is very grateful to World Vision for introducing and supporting children development and learning at the district. He says, "World Vision has shown us the road map as to how to enhance our children's future potential. We will do all our best to sustainably run the early childhood development works going forward flourishing." It is true local level capacity building makes a difference in sustainably expanding the services at the heart of the community.





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Quality training for quality results!

Selamawit Ferede is a diploma holder in preschool education and has been teaching at ECD center for the past couple of years.

She is one of the teachers that took World Vision ECD training and it brought about a progressive change on the way she teaches and manage classroom. She says, "The knowledge I had from my diploma course was theoretical. I was bored, sleepy and lacked interest to stay long in the classroom. Neither was I satisfied with the way I offer the teaching learning process."

Selamawit continues explaining its significance "World Vision ECD training is absolutely practical. The presence of structured daily routine and organized learning corners in the classroom makes the day very engaging, and exciting for children and me as well. Now Children no longer show a sign of tiredness and lack of interest. They rather wish to stay longer."

Yetsedaw Melesew, 6, is one of the student at this early childhood development centre. He says, "Our school is a good place to stay at. I am able to learn both Amharic and English Alphabet. I play various games. Our teachers are reading stories of animals and people to us. I always long to visit our school every day. I love to be here all day long."





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High Enrollment and learning Interest with the launch of ECD

ECD started in Hulla District in 2014 and now the number of ECD has reached 21 benefiting more than 1,000 children. Before World Vision's ECD programme intervention, the local government was implementing "0" class in 13 Kebeles out of 31 kebeles in the district. More or less, about 200 children were attending '0' class in the district every year despite its hurdles, in this regard.

Speaking of the challenges of the "0" class, Abegaz Mihirka, Hulla District ECD Focal person says, "The teaching methodology was not student centered and teachers were not trained in a professional way. There were little or no games, reading materials, and other learning materials to attract children. For this reason, parents were unwilling to send their children to school neither were children interested to attend. The classrooms were dark, narrow exposing them to discomfort."

Abegaz witnessed that the ECD center is by far better and effective than the "0" class underlining that children are learning by touching, seeing and sensing the teaching materials .

Significant change has been seen since the ECD started in district. He says, "Children school performance has significantly increased. They are able to read and write. Number of children joining school has reached to 99 percent. All community member are willing to send their children to school. The children social interaction, result, and cooperation among themselves increased."





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ECD management committee: a bridge between the community and ECD centers

Every early childhood development centre has one management committee elected from the community by the community to serve as a bridge between the community and the ECD centers. The committee meets with children's parents every month to discuss the overall performance of the centre. Sewnet Mola, TSION ECD center management committee secretary says, "The committee supports the teaching learning process of the ECD centres, advise teachers, take disciplinary measures, if any, and mobilize resources and the communities to contribute their part and send their children to school."

The entire community have full trust and respect for ECD management committee and so do the teachers and the local governments. The community obeys the ECD management committee in every aspect of education issues. Sewnet says, "There is no community member that does not send preschool aged child to ECD centre. They community are now delighted in their children school performances and count us as the trustworthy leaders. They have also taken ownership of the ECD, contributing their part and working hard for better."

Sewnet is grateful to World Vision. He says, "World Vision is our reliable partner that stands with us in all of our challenges. World vision is the father of education for our little ones and a real partner to end poverty from our community."





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Unlock Literacy

To address these challenges, World Vision Ethiopia in partnership with Ministry of Education and other non-governmental organization launched unlock literacy project in 2012. The aim of the project is to improve literacy skills of early grade children through school, community and home based reading interventions to make children successful in their education and life. It ensures children learn to read, how teachers and parents can help, and create an environment for that to happen anywhere: in school, in the community and at home.

Unlock literacy addresses the problem of literacy by focusing on core reading skills development; namely, letter knowledge, phonemic awareness, fluency, vocabulary and comprehension.

Some of the major accomplishments of World Vision Ethiopia in literacy includes:

-  Trained 76,560 teachers and 16,500 volunteers to incorporate the five core reading skills into their regularly scheduled curricula ensuring children are learning to read and remain motivated to learn while in the classroom.
-  Established 4,692 reading camps all over its operational areas.
-  Benefited about 1.5 million early grade children with reading skill across its operational areas
-  Provided 1.4 million books of over 700 titles to all book banks (4,692 reading camps) where the children and their parents borrow books to use at their homes
-  Mobilized and trained more than 95,000 parents and community members to support children as they learn to read through fun out-of-school reading camps and through the creation of locally relevant reading materials.

Impacts

The concerted effort of World Vision Ethiopia along with local partners, volunteer, families and schools has brought about significant contribution to improving literacy skills of children especially for first cycle primary education.

53 percent of children in World Vision intervention areas are able to read fluently in the language of school instruction (2018 STAR monitoring result report)

879 community members have given their houses for reading camp purposes.

55 percent of grade 3 students in Amhara, 35.8 percent in Oromia and 35.6 percent of children in South Nations and Nationalities Peoples Regional State read in full comprehension (2018 STAR Monitoring report)

442 reading camps are in offices and halls of community provided by the community members.

Testimonies

Reading camp enhances the reading skills of the students

“Some parents were asking us to allow their children repeat at same class for a year or so due to their children’s poor reading skills performance. Others change the names of their children and enroll them in another school at lower grade than the they were in with the assumption that they might improve their reading skills,” Birhanu Desta, Jabi Tehnan District Literacy Boost Focal person, recalls.

In an effort to improve the reading skills of the children, World Vision started establishing reading camps at schools and in the village. At the beginning, it trained 100 teachers, 60 volunteers, and established reading camps at 10 schools and 30 villages. Now the reading camps have grown to 26 at schools and 72 at village and provided 26,000 books of fourteen titles to schools and reading camps benefitting 8,700 children. Gradually, the number of voluntaries and teachers capacitated on reading camps have tripled.

“Now the change is visible,” says Birhanu, “children’s reading speed has improved three folds and their reading skill has increased from 38 percent at the baseline to 90 percent now. Reading habit has greatly improved. School dropout rate has decreased from 6 percent to below one percent in the district.”





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From not differentiating between letters to reading 74 words per minutes

Alemitu Dora, 10, in grade 3 lives in Hageresalam Town, where Hulla Area Program is located. She is one of World Vision supported reading camp learners. When she joined the reading camp at grade 1, she could not be able to identify between letters. She says, "I was not able to distinguish between letters like A, B, C, and so. I try to recognize the sounds when said by others, but can't recall them after the class was over."

Alemitu has attended reading class for the last two years and graduated a couple of month ago from reading camp. "The way I was taught to differentiate between letters and word formation was user-friendly. Our teachers taught us words and letters associating them with the local materials, animals, and things that we were familiar with and use them in our everyday life," Alemitu proudly explains.

Now she is able to read fluently and write very well. Her reading speed has significantly improved from zero words per minutes to 74 words per minutes. She had a reading competition at district level and awarded school bag for her outstanding performance. She says, "The reward I got from the district level competition on the reading day has given me a big courage to continue reading for knowledge. Now I am able to read various story books on different titles and able to learn about nature, domestic and wild animals."





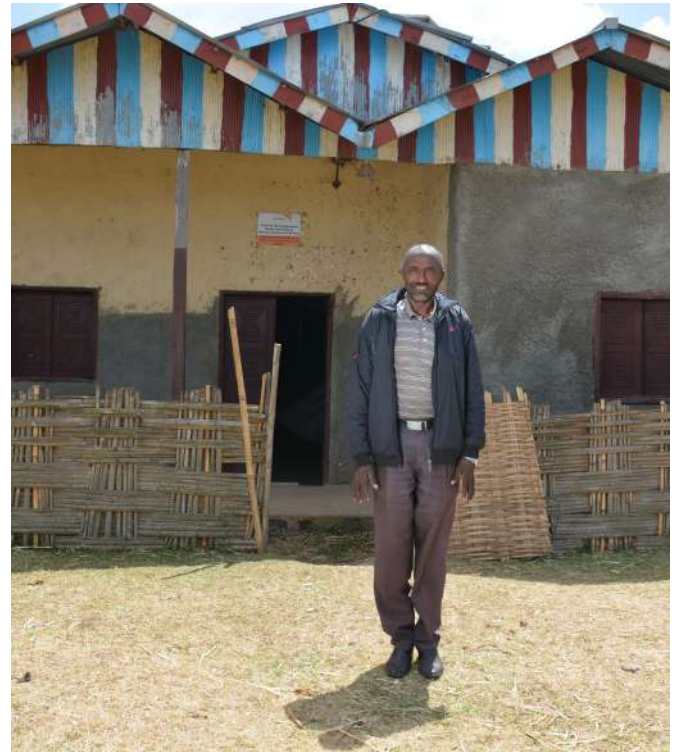
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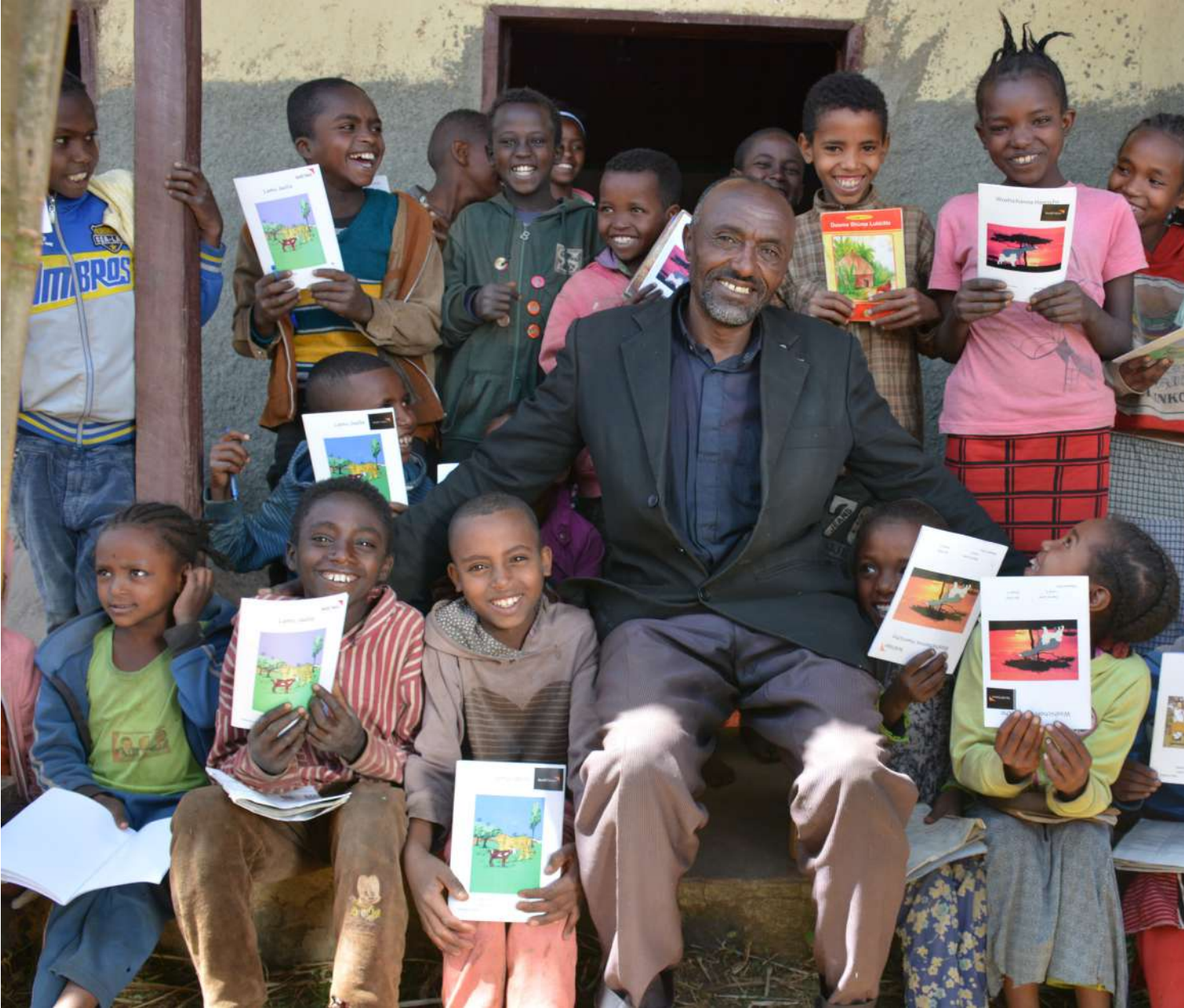
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A Priest Give his House for Reading Skill Teaching

Priest Dora Dogisso, 56, with seven children lives Jore Kebele, some 350km south of the capital, Addis Ababa. Priest Dora is one of the community members whose heart was saddened by children's poor performance in reading. In a bid to contribute his part, he has given one of his residence house room to reading camp, where several grade 1 to 4 children attend every weekend. Speaking of why he decided to give his house, he says, "In the first place, if children are not educated at their early age, their future will be fruitless. Secondly, given that I am the servant of the almighty God, I wanted to do good things for my community. Thirdly, I want to see children educated and be a productive citizen for their country."

The priest is very happy to see children learn how to read and improve their reading skill. He says, "It is a pleasure to see children radically improve their reading skill in two to three months. Children attending in this reading camp stood from 1st to 3rd receiving award at the reading competition held at district level. This change always gives me a huge joy to my mind and heart,"





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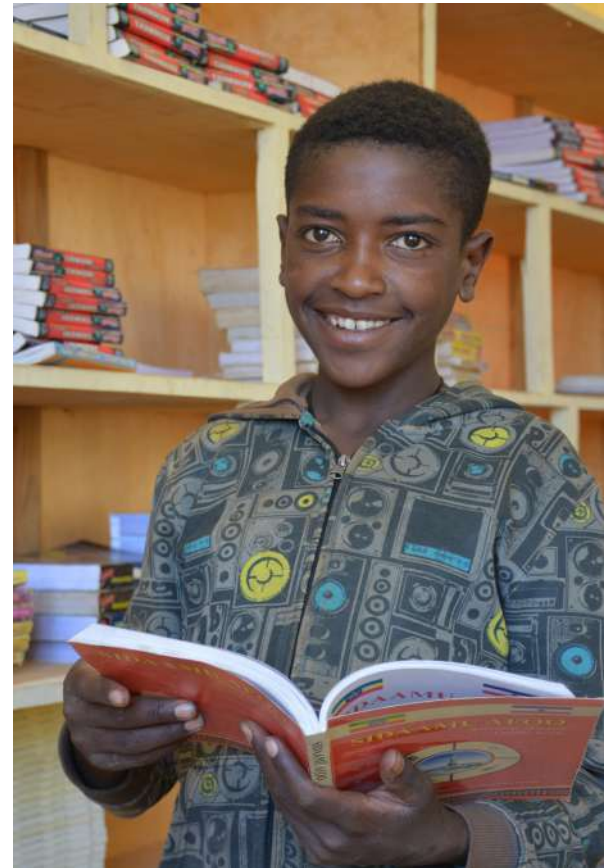
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ECD and LB Graduate Children are High Performers, allrounded

Most children of Hulla District were unfortunate to start their schooling with pre-school or early child development five years ago until World Vision started implementing early child development programme in the area. In fact there was "0" class initiation in 13 out of 31 kebeles of the district, though not that much effective due to budget and classroom constraints.

Alma Girma, 12, a grade 5 student, lives at Mursicho Kebele. Unlike the majority students, he was one of the privileged children to start his pre-school at World Vision supported early child development before joining grade 1. He also got the opportunity to attend literacy boost programme while he was in grade 1 and 2. He says, "My exposure to letters differentiation with their corresponding sounds and word formation, and interaction with my classmates at ECD helped me well prepared for grade 1 lesson and develop relationship with the school environment. The reading camp exposure on the other hand helped me to develop my reading skill, reading habit and numeracy skill."

His reading speed has increased to 104 words per minute. The reading exposure helped him to easily understand his elementary school lesson and made him to be one of the top student in his class. He says, "My involvement in ECD and LB has made my education a successful journey. I always stand first or second if less third from my class all the way so far. Besides academic reading, I also have developed the habit of reading stories of nature, forest, environment, air pollution and the earth in my spare time."





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Teachers' Training and material provision improves children's reading skills

Desu Tufa is a teacher at Abdi Boru Elementary school. She also teaches children reading skills at World Vision supported reading camps. "Before this reading camp was in place, the reading skill performance of most students was embarrassing. A grade 3 or 4 student could not be able to read a word let alone a sentence properly," she sadly recalls.

Firomsa Worku, 10, is in grade 3. He was one of the students who could not be able to read a word properly. He says, "I can't read a single word when I was in grade 2. I only differentiate between letters. I used to get scared when I was asked to read." Teklu Tilaye, Degelu Tijo Literacy Boost focal person says, "Three years ago, over 45% of our school kids of grade 3 and 4 were not able to read. Parents were asking us to let them repeat the same class."

In response to the problem World Vision provided reading skill training to more than 258 teachers and 144 volunteers that were teaching at 23 elementary schools. It also supported each reading camp with books of fourteen titles to support children reading in and out of schools.

Desu was one of the teachers that participated in the training. She says, "The training has helped me to create print rich classroom, use active teaching methodologies and change the sitting arrangements differently. It helped me to associate letters and words that I teach with familiar animals' names, cultural things, and with local materials to let the children easily understand." Now the reading skills of students have changed for good. Firomsa is now able to read 68 words per minutes. He says, "I am now able to read words and paragraphs properly without fear." Teklu says, our district children's reading skills has significantly changed. Now 70% of our district children are able to read due to World Vision's reading skill project intervention."





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Children Reading performance improvement pleased parents

Mustefa Mohamed lives at Digelu Tijo District. He sends Zeyad, one of his children to Abdi Boru elementary school. Before World Vision started reading camp, Zeyad's reading skill was very poor. His poor reading skill performance was his father headache. Mustefa says, "My son's reading skill performance was my greatest concern. Reading a word was a struggle for him. I was always very angry at his reading skill. I even visited school and talked to teachers why my son was not able to read, but the response from his teachers was not satisfactory."

Megertu Bekele also sends her 10 years old daughter, Worki, to the same school. Just like the other students, Worki's reading skill performance was very weak. Megertu says, "My daughter reading performance was scaring, as grade 4 student, let alone reading a paragraph, she was not able to read a word. I was desperate of her reading skill performance."

After joining World Vision supported reading camp, Both Zeyad and Worki reading skill performance has radically improved. Zeyad's reading speed performance has improved from 15 words per minutes to 72 words per minutes likewise Worki's reading speed performance has increased from 13 words per minutes to 62 words per minutes.

Mustefa and Megertu are very pleased to see their children's reading speed performance improved in such a short time. "It was a miracle for me to see my son to read fast and accurately in such a short period of time. Surprisingly, he also begins teaching his younger siblings how to read," Mustafa confirms. Sharing Mustafa's idea Megertu says, "I am very happy of my daughter's reading performance improvement. She is perfect and shows no sign of struggle while reading now."



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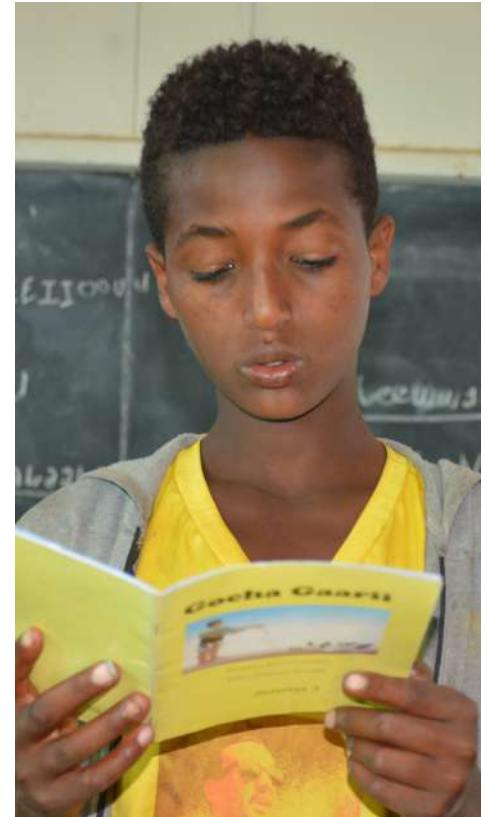
My payment is to see children's reading skills improved and be...

Abdi Aman, grade 8, attends at Abdi Boru Elementary School. He is one of a reading camp volunteers at Digelu Tijo District. He devotes his weekends to teaching children at reading camp. Speaking of why he volunteered, he says, "I saw many grade 3 and 4 children struggling to read a word and even facing difficulties differentiating between alphabets. I also saw parents' worry of their children's poor reading performance. I felt sorry for these children and their parents and decided to contribute my part to improve the children's reading skill and help children productive citizen for my country."

Abdi has seen meaningful change in students' reading performance after he began volunteering. He says, "When I began volunteering some of the children were not able to differentiate between letters some were taking longer time to read a word. Some others were scared to stand in front of their classmates and read. But through time, children are able to improve their reading skills significantly. There is no child who has a problem of identifying between a letter and a word now. They have developed a courage to stand and read in front of their classmates."

Abdi receives no payment of any kind for his volunteerism works. He is very happy to give his time willingly. He says, "My payment is to see children's reading skills improved and be productive citizen for their country. It makes me to feel that I have done my responsibility as a citizen."

Abdi receives worthy appreciation and praise from his school teachers and community members around the school.





Basic Education School Improvement Program (BESIP) Project Model

In a bid to ease this challenges, World Vision Ethiopia in collaboration with the local government, started working in 42 districts across its operational areas. It provided training to 20,221 teachers on teaching methodology/ pedagogical trainings and teaching and learning materials preparation. Teachers professional competency has improved now and they are employing active learning methodology, action research, and got introduced with Teaching and Learning Using Locally Available Resources (TALULAR) approach which encourages using locally available resources. This has contributed to students' creativity, practical teaching and learning and learning by doing as well.

It built 354 additional blocks to schools with shortage of classrooms and 774 renovated primary schools and provides necessary teaching and learning materials to improving and creating safe and child-friendly school environments.

It provided 66,265 various forms of textbooks, and reference books to primary and secondary schools. It also provided 42, 000 higher education reference books for support the teaching and learning processes of ten universities selected by federal MoE. It also constructed and equipped 61 schools laboratories with various sorts of laboratory equipment. This has contributed to quality teaching and learning processes especially in the primary schools

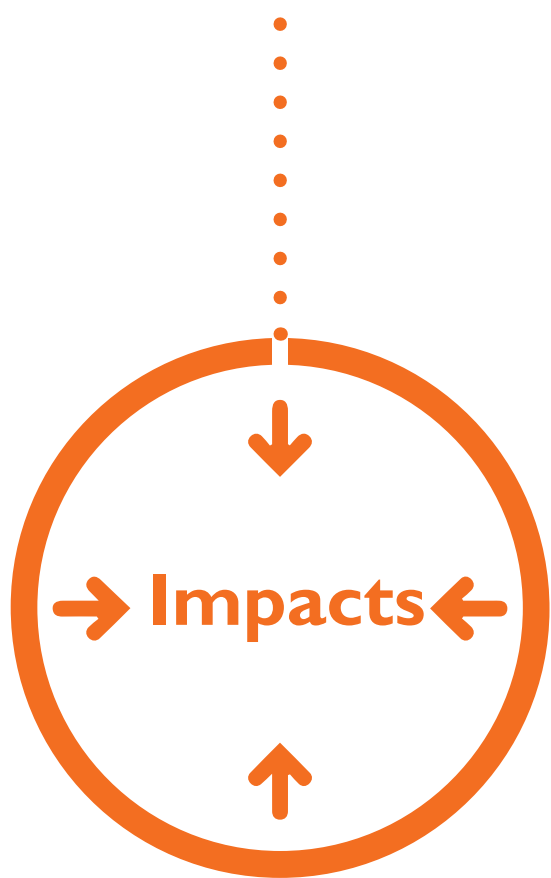
It capacitated 11,928 school parent teacher student associations (PTSAs) to enable them dominate the school decision-making processes. This has contributed to enhancing quality of teaching and learning processes in primary schools. It also empowered the community in its primary focus areas to improve children learning, and create safe and healthy school environment for learners and teachers.

WVE has promoted and implementing inclusive education to serve children with special educational needs. It trained 5,528 teachers in sign language and inclusive methodology, 3,387 students with different disabilities assisted in support materials, equipment and walking aids in different regions. This has contributed to improve their school enrolment and attendances.

WVE has introduced and implementing Aflatoun: Child social and financial education in its education program in 48 Districts benefiting 40,814 children and youth at 442 schools. This contributed to improving the Life Skills education of children.

WVE has imparted parents and community members to participate in school affairs and schooling of their children. Community members are now raising necessary funds from local communities, and are engaged in close follow ups to the schooling of their children.

BESIP model has also created a new initiative called resource-rich schools (RRS) approach which comprises standardized library, laboratory, pedagogical center and girls' counselling room for primary schools. Both grant projects and regular sponsorship budgets have used for the piloting it and currently scaled up the approach to many area programs in different regions of the country.



The concerted effort of World Vision Ethiopia along with local partners, volunteer, families and schools has brought about significant contribution to improving literacy skills of children especially for first cycle primary education.

Increased the primary schools with child-friendly learning environments

Increased the number of teachers with quality pedagogical skills and started to implement it

Enabled parents and stakeholders to support boys and girls to learn and increased school and community partnership

Increased life skill development opportunities for school children especially in social and financial education (child savings)

Enhanced the instructional leadership and management skills of school leaders especially in formulating school action plans and implementations



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Testimonies

School toilet facility construction eases students' school life

Lack of a decent toilet at school threatens the health, education and safety of students. According to Water Aid's 2018 fourth annual analysis, one in five primary schools globally do not have any toilets. Genet Elementary school, is a typical example of this analysis. The school did not have any toilet for its students. Children at this school had to either defecate in the bush or go back to their home to respond to the call of nature.

Degisew Azmera, was one of the victims of the challenge. He says, "We were defecating everywhere in the school compound and around the school. This was exposing us to viral infection, common colds and eye diseases."

"As a girl, it was an embarrassing act for me to openly defecate in the school compound. I had to hold back my urine until I went back home. While doing this, I used to face a kind of piercing pain around my kidney," Says Tsehaynesh Alamir another student from the same school.

Now World Vision has constructed two separate toilet blocks for girls and boys. We no longer miss classes and attend regular to the school and enjoy learning much more," happily explains Tsehaynesh.





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Girl's Sensitive Schools

In most rural parts of Ethiopia, openly talking about girls' menstruation period is the most enduring taboos. Parents do not provide advice and sanitary pads to their daughters while they are experiencing menstrual period. If a blood of stain is seen on girls' garments accidentally while attending school, their classmates would tease them badly. In fear of this mockery, they used to absent from the school for about a week when they experienced the pains of menstrual period. This was affecting their school performances.

Selam Abebe, 16 is one of the girls that went through the challenges. She says, "I used to feel ashamed when I experience my period because I had no sanitary pads that I can protect the blood from staining my garments neither did I have any private space where I can replace sanitary materials and clean properly. Scared of my classmates' boys' harassment, I preferred to quit school for a week or so until it stopped."

In a bid to ease children's frequent discomfort and school absenteeism during the menstrual period, WVE constructed one room for girls' counseling club and trained one school teacher who can provide guidance on how to manage their period, keep their sanitation and prepare sanitation pad from locally available piece of clothes. Now whenever, girls feel pains of menstrual period, they directly go to the counselling room, change their sanitary materials and clean properly and go back to class. They also use this office to discuss about any harmful traditional practices that can jeopardize the life of girls.

Selam and her schoolmates are very glad now. She says, "We no longer go back to home when we experience period. We have sanitary pad at girls' club office. We go and wear sanitary pad and return to class. In case, we feel any pain, we have a mattress out there in our office and take rest for a while and go back to class. Our school performance has also improved. Thank you World Vision for alleviating our challenges!"





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Additional block construction makes the teaching learning process a pleasing

Sagure Elementary School is as old as 64 years since it began providing teaching service. Due to its long year service, the walls of every classrooms are falling leaving open holes all over. The floor of the room was not cemented and the dust from the ground was causing respiratory problems on the children. The school did not have adequate student desks. Over 70 children were attending in one class.

Kemal Haji, 17, and a grade 8 student is one of the students who suffered of such school difficulties. "We used to sit four or five on a desk which was meant to accommodate three students. We were congested and felt discomfort while taking note. As we were sitting overcrowded, we used to lose concentration to follow our teachers lecture," Kemal recalls the odds.

Biruktait Mamo, in grade 7, Shares Kemal notion. She says, "The debris from the walls was disturbing the teaching learning process. The classrooms were overcrowded and suffocated exposing us to communicable diseases such as common cold."

World Vision has constructed and furnished three more blocks for the school. The teaching learning process is going well now. Kemal says, "There is no scarcity of student desks. Now only three students sit on a desk. We are relaxed and comfortably attending our lesson."

"We have now adequate, wide, cemented and pleasant classrooms. We no longer contract viral diseases of any kind due to suffocation. Everything is now enjoyable," gladly explained Birutait.



Focus where Learning Begins!

Education and Life Skills Department

Saving at early age - Aflatoun!

Aflatoun is all about educating children about their rights and responsibilities and managing financial resources through social and financial education. World Vision started Aflatoun Club in 2015 at Sagure Elementary School with the objective of developing the culture of saving, social life interaction, help children find their talents, and show them how they can make business and benefit themselves and others.

Aflatoun club has 130 members at Sagure Elementary School. The member of the Club has so far saved about 10,000 Birr. Samira Ibrahim, 15, is one of the member of Aflatoun Club as of 2016. She says, "Having saved for a year, I withdrew some cash from my saving and bought chickens to raise eggs. Selling some eggs, I buy clothes, writing materials and other requirement for my education. I no longer ask my parents for any of my school needs." Samira has also bought a sheep for raising.

Fikadu Girma, 17, is the other Aflatoun club member as of 2015. Fikadu contracts plots of land through his saving and plants onion for sale. He earns quite a good amount of cash from the sale of onion every year that can adequately cover his annual needs for school and others. He says, "Saving has helped me to support myself with any of my school need. I have never asked anyone for anything since I started onion farming business through my saving. I also support my mother."



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Education and Life Skills Department

Helping schools to meet National Quality standard

World Vision has contributed a lot to improve the quality of Education at Digeluna Tijo District from its inception to date. Bedaso Robelle, Digeluna Tijo District Education Office Head says, "Before World Vision intervention, there was critical shortage of classrooms, students' desks, reference books and laboratory materials. Teachers' capacity was very weak." Having identified the major challenges of the schools, it capacitated about 1,000 teachers, education experts and reading camp volunteers on various thematic areas. It built additional blocks and furnished them, equipped libraries and laboratories with reference books and laboratory equipment and created income generating activities for some schools."

Speaking of this improvement, Bedasso says, "After World Vision's unreserved support, all schools at our district have met education quality standard criteria set by Federal Ministry of Education. Students' educational performance is improved while students' dropout rate has decreased. Teachers' interest to teaching and students' interest for school has significantly improved."

Bedaso is very grateful to World Vision support and its commitment. He says, "I lack words to explain the good work of World Vision. Its genuine commitment to change the well-being of the children is practically proved. Its long lasting and quality work is printed in the heart and mind of ordinary people. The community are now associating quality work with World Vision. Whenever they see quality work anywhere on their way, you hear them saying this must have been done by World Vision. Goodness and firm commitment is what comes to my mind when I think of WV."



Focus where Learning Begins!

Education and Life Skills Department

Emergency in Education

It was the year 1975 where World Vision Ethiopia has started its operation in the country in emergency response, rehabilitation and integrated humanitarian response and community development programmes to improve the well-being of children and their families. Particularly WVE with its Education in Emergency (EiE) programme provides immediate physical and psychosocial protection, as well as life-saving knowledge and skills for vulnerable children and their families mainly focusing on Accelerated Learning program (ALP), Adult education, Primary and Secondary Education, Girls' Education and Vocational trainings.

World Vision Ethiopia has been implementing integrated emergency activities in Dollo Ado and Gambella refugee camps since the onset of refugee emergency outbreak. WVE has been supporting Somali, Sudanese and South Sudanese refugees with education in emergency at Kule, and Jewi camps in Gambella Region and Helawoyn and Buramino camps of Dollo Ado in Somali Region.

With regard to refugees at Gambella Region, WVE constructed two upper primary schools at Kule camp that benefited 4,645 students. It also constructed a full-fledged secondary and preparatory school and two accelerated learning programme centers at Jewi camp that helped 1,083 students attend school. It established 16 literacy centers that benefited 7,200 children at Kule Camp. It also provided school uniforms for 6,448 students at the camps.

WVE also supported the Somali Refugees at Dolo Ado with a number of intervention. It constructed one primary school with permanent structure, eight additional blocks with permanent

structure and four Alternative Basic Education Schools with semi-permanent structure that benefited 5,842 students at Bur-Amino camp. On the other hand, it built two Functional Adult Literacy centers with permanent structures, benefiting more than 1,300 adults at Helawoyn camp. It also provided school uniforms to more than 20,000 children across the five camps during the emergency period.

Alongside the refugee response, World Vision Ethiopia, also addresses the needs of host communities around each refugee camps. In this regard, it supported more than 2,000 host community children around Bur-Amino refugee camp with school uniforms and supplies annually for the period of 2012 through 2016. It also constructed primary schools that benefitted 1440 children access education.

World Vision is also engaged in building the capacity of teachers at the refugee camps. In this regard, more than 100 teachers and other education personnel were annually provided with on-job short term trainings on the areas of psychosocial support, basic pedagogy, child protection, inclusive education, peace building, and other relevant topics both at Gambella and Dolo Ado refugee camps.

