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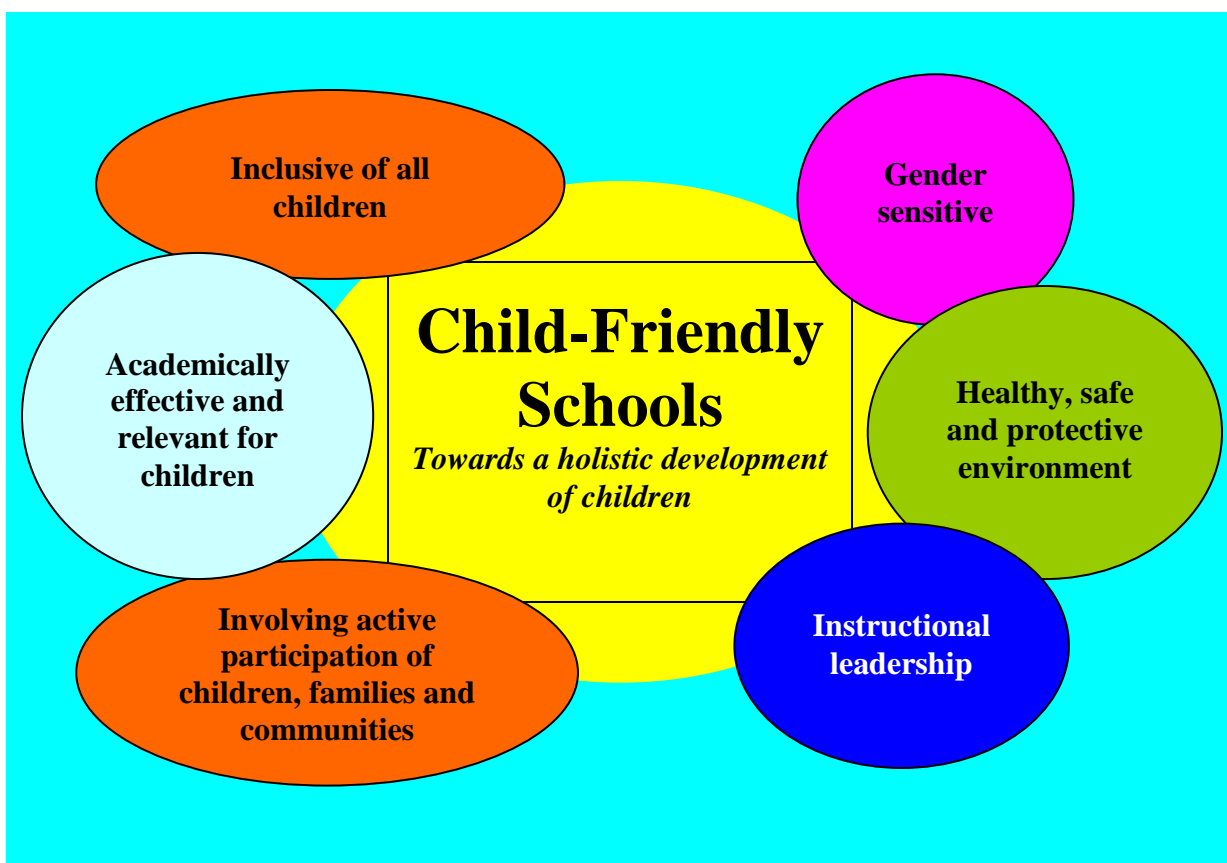
CASE STUDY: ETHIOPIA

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UNICEF'S CHILD-FRIENDLY SCHOOLS: ETHIOPIA CASE STUDY



UNICEF Ethiopia
May 2010
Addis Ababa, Ethiopia

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ACKNOWLEDGEMENTS

We would like to express our thanks and appreciation to the many institutions and people who assisted us in our work. First, we gratefully acknowledge UNICEF Ethiopia for offering us the chance to undertake this study. We would like to express our deepest appreciation and thanks to Dr. Augustine Agu, Chief, Education Section, Maria Mdachi, Education Specialist, and Sitotaw Yimam, Education Specialist, for their unreserved provision of insights, experiences and technical comments throughout the process of the case study. We would also like to express our heartfelt indebtedness to Eleni Mamo, Education Project Officer and Focal Person for CFS, and Lilian Kastner, Education Officer, for their valuable technical advice and comments as well as provision of overall support and organization of multiple sessions for discussion and feedback throughout the study period. We would like to extend our thanks to Mekonnen Ashenafi, Monitoring and Evaluation Specialist, for his guidance and technical assistance during the design of data collection instruments.

For their unconditional cooperation in providing responses to key strategic issues and future direction of the education sector in Ethiopia, our sincere thanks and appreciation go to His Excellency Ato Fuad Ibrahim, State Minister, General Education; Ato Tizazu Asere, Head, Education Sector Development Planning and Policy Analysis Department; and Ato Paulos Anulo, Coordinator, School Improvement Program, Ministry of Education. We also owe our special thanks to heads of Regional Education Bureaus, planning and programming department heads, education focal persons and UNICEF field officers for their unreserved cooperation and provision of their perspectives on Ethiopia's child-friendly schools.

Woreda education officials, experts, primary school cluster supervisors, parent-teacher associations, school principals, teachers and students who have responded to our multidimensional focus group discussions and questionnaires also deserve our special thanks and appreciation.

In addition, we would like to thank all who took the time to provide feedback following the distribution of earlier draft versions of this report. In preparing this final version, we have taken account of the observations and comments received.

Without all the above help, it would have been far more difficult and time-consuming to successfully complete the study. Any errors of fact or analysis contained in this case study remain the full responsibility of the researchers.

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ACRONYMS

AIDS	acquired immune deficiency syndrome
CFS	child-friendly school
CPAP	Country Programme Action Plan
ECD	early childhood development
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
HIV	human immunodeficiency virus
KETB	Education and Training Board
MDG	Millennium Development Goal
MoE	Ministry of Education
NGO	non-governmental organization
PASDEP	Plan for Accelerated Sustainable Development to End Poverty
PTA	parent-teacher association
REB	Regional Education Bureau
SIP	School Improvement Program
SNNPR	Southern Nations, Nationalities and People's Region
TESO	Teacher Education System Overhaul
TDP	Teacher Development Program
ToT	Training of Trainers
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WEO	Woreda Education Office

EXECUTIVE SUMMARY

Since 2007, UNICEF Ethiopia has been assisting the establishment of child-friendly schools (CFS) in Ethiopia, covering all nine regional states and the two city administrations in the country. The programme started in 51 selected primary schools with the intention of establishing CFS prototypes from which innovations could be adapted at a wider scale nationwide.

The CFS model is a child-seeking, child-centred, gender-sensitive, inclusive school. These schools emphasize teaching effectiveness and community involvement. To this end, the introduction of the CFS model is aimed towards encouraging schools and education systems to move progressively towards quality standards to ensure the development of the whole child. The current target in the Government of Ethiopia-UNICEF country programme is to have 1,000 primary schools certified as child-friendly by 2011. The Ministry of Education (MoE) has also shown keen interest in making all of its primary schools child-friendly by 2011. This interest, however, seems to have been constrained by concerns about affordability and securing funds, and of building capacities for planning, implementation, monitoring and evaluation.

UNICEF Ethiopia is aware of the challenges of a large-scale programme and realizes the need to make informed decisions, followed by careful and creative planning, before going to scale. The Education Section at UNICEF headquarters also wishes to share Ethiopia's experience with child-friendly schools worldwide. To this effect, UNICEF Ethiopia commissioned this study to (i) identify, document, analyse and draw lessons from the experience of child-friendly schools in Ethiopia and assist the efforts of the Ministry of Education and UNICEF Ethiopia in developing a strategy for scaling up/mainstreaming to cover a substantial number of primary schools by 2011¹ and (ii) share Ethiopia's CFS experience to promote shared learning worldwide.

A descriptive case study method was employed to assess the progress of child-friendly schools in Ethiopia and mirror lessons on what works well, what does not and why, in terms of process, outputs, outcomes and impacts using a pragmatic mix of data collection tools.

Key findings and lessons learned

Reportedly, before the introduction of the CFS programme, physical conditions, associated facilities and services in the majority of schools were far from being child-friendly. Thus, it was decided to first focus on addressing the perceived school-based barriers affecting access to education and the actual participation of children in schooling. Creating the minimum conditions for schools to operate as safe, healthy and attractive

¹ UNICEF Ethiopia has targeted replication of the CFS model in 1,000 primary schools by 2011; the number of primary schools nationwide was 20,660 in the 2006/07 academic year (MoE 2008), and by 2011, the number of primary schools is expected to surpass 23,000.

learning environments became the first priority and entry point to progressively deal with quality issues in a child-friendly environment.

The CFS intervention included renovation or construction of classrooms, pedagogic centres, libraries, early childhood development (ECD) centres, water points and teachers' residences; provision of furniture, science kits, mini-media equipment, computers, printers, duplicating machines, supplementary reading materials, indoor and outdoor games, and tutorial classes for girls; support for capacity building and incentives to encourage best performance; and supply of uniforms and school supplies as appropriate.

Although much remains to be done, stakeholders at all levels of planning and implementation indicated their satisfaction with accomplishments in the child-friendly schools, especially in relation to physical learning environments, which in turn contributed to increased enrolment and community participation. As articulated by parent-teacher associations (PTAs), school principals and students, the difference in general appearance and attractiveness of the physical environment before and after introduction of CFS was significant.

Eighty-five per cent (85%) of student respondents indicated their satisfaction with overall improvements in relation to quality of classrooms and libraries, adequacy of desks and provision of learning materials. About 75 per cent of students were also happy with access to water and sanitation facilities. In certain cases, however, children reported that access to water services was restricted and sanitary facilities were less than hygienic.

Enrolment since the introduction of the CFS initiative has been growing steadily, in favour of girls, in 67 per cent of the child-friendly schools visited. Actions taken to improve physical infrastructure were considered to be responsive for the increased enrolment. The various enrolment mechanisms used by child-friendly schools to identify, enrol and retain out-of-school children were also found instrumental in boosting timely enrolment.

Seventy-three per cent of the visited child-friendly schools indicated their satisfaction with the extent and nature of community participation. Some were exceptionally successful in their approach to community participation and have demonstrated their capacity to solicit funding from local sources, which is very important to the continuity and sustainability of the CFS programme. Some teachers, however, still have a view that community participation is characterized by a 'tell mode' that does not go beyond asking communities to contribute cash, materials or labour – making community participation less meaningful in the decision-making process on core issues affecting the future of their schools.

In spite of the efforts made, child-friendly schools did not show progress in reducing drop-out and repetition rates over the programme years. Compared to 2006, the baseline year, the drop-out rate was higher by 2 percentage points. The repetition rate was also slightly higher, by 0.3 percentage points. It was observed that more boys than girls deserted schooling in the child-friendly schools. Reasons for dropping out mentioned by students include sickness, family problems, and the need for child labour, lack of parental support, poverty and hunger. Factors attributed to causing low performance and/or repetition were recurrent absenteeism, lack of textbooks and difficulty of the subject matter. Forty per

cent of students indicated dissatisfaction with the teaching-learning process in the classroom, implying that there is a long way to go to reach a CFS level of student-centred, active learning and teaching practice.

All of the visited child-friendly schools were aware of gender issues and claimed to be more gender responsive than they were before participating in the initiative. But they still seem to lack a clear gender strategy for action that goes beyond quantitative targets of enrolment. This is true even at the policy level, where gender is treated as a 'cross-cutting' issue.

Planning, implementation, management and monitoring of the CFS initiative were generally found to be weak at all levels. The child-friendly schools have not yet tailored their baselines and monitoring systems/indicators to gauge these factors in line with the five CFS dimensions. Furthermore, the advantages of collaboration and well-developed relationships with the existing education system have been weakened by lack of a strong coordination mechanism to meaningfully impact the CFS initiative.

Ways forward

More capacity-building programmes for principals, teachers and PTAs on micro-planning techniques are needed to enhance existing enrolment mechanisms. Involving children in the training process would have a paramount benefit. Close follow-up, mentoring services, monitoring and evaluation of training outcomes and impacts are also required to help implementers internalize and institutionalize capacity gains from the intervention.

There is an urgent need to develop a sound national and regional policy on minimum standards and indicators that provide a framework for CFS operation. To help schools become consistently more child-friendly and determine which interventions are most effective in the attainment of CFS objectives, the MoE, Regional Education Bureaus (REBs) and Woreda Education Offices (WEOs) need to ensure that the CFS framework is included throughout education sector development plans and budget exercises. REBs and WEOs also need to ensure the quality of teachers and adequate supplies of textbooks and supplementary curriculum materials.

The MoE and UNICEF Ethiopia should assist the efforts of REBs, WEOs and child-friendly schools both technically and financially. In collaboration with PTAs, child-friendly schools need to create synergy with partners to mobilize additional resources from the community. Training teachers and parents in non-violent, child-based strategies for dealing with disciplinary issues is also required to ensure quality, and school clubs could have a significant role in promoting this aspect of school life.

In addition, there is a need to establish gender-specific, results-oriented qualitative plans with an earmarked budget to more strategically advance gender issues in all child-friendly schools. Outreach plans may also help mobilize communities and social systems to ensure gender equality outside the school compound.

Taking CFS to scale

The following items are some of the perceived risks to be addressed before taking the CFS initiative to scale:

First, there is an urgent need to develop national minimum standards, flexibly tailored to local contexts, followed by needs-based capacity building. Provision of basic minimum funding should be regarded as the first strategic choice that would best benefit the scaling-up strategy for the CFS model. CFS features may need to be synchronized or integrated with the School Improvement Program (SIP). Because the goals of both CFS and SIP are essentially the same, owners of the programmes need to be flexible in adapting elements of one model to the other with a view towards realizing the best interests of children. The minimum standards should also indicate the resources required through a shared understanding of quality in an effective child-friendly education system. This should be followed by capacity building to enable child-friendly schools to more effectively collect baseline data, develop quality improvement plans and guide implementation with the help of checklists to monitor progress.

Second, the current level of support from the MoE and REBs needs to be strengthened, and inter-sectoral and inter-agency collaboration and partnership need to be well planned and coordinated. In this regard, the MoE will take the lead role, with support from the Ministry of Finance and Economic Development. The CFS approach is ideal for incorporating many forms of child-centred activities. To coordinate CFS activities with other social service sectors such as health and water, and with other community learning interventions, it is essential to build on existing systems and structures.

Third, to realize the goals of the CFS initiative, quality standards need to be set, and local capacity and ownership need to be addressed with actions to enhance community efforts to enable adaptation of the full-scale CFS model along all five dimensions. It will be increasingly crucial to ensure that the full diversity of partners and stakeholders involved understand the what, why and how of CFS. It seems that more attention should be given to the conceptual issues and readiness of local communities to sustain the process of change and continued innovation. Key capacity-building areas for principals, supervisors and teachers revolve around classroom practices and monitoring systems.

Fourth, CFS programmes need to become more assertive in aligning themselves with national policy, especially with respect to links to the Education Sector Development Program (ESDP) and budgets within decentralization policies. It is important to use the CFS framework within the ESDP to guide planning, but more can be done regionally to strengthen buy-in from local governments and major donors so that going to scale is a shared investment, as it was in Cambodia.

Furthermore, social mobilization, which could take the form of traditional meetings of the *woredas* or districts, may be key to successful adaptation of the CFS model on a large scale in Ethiopia.

1. BACKGROUND AND CONTEXT

1.1 Country overview

Located in the Horn of Africa, Ethiopia occupies a vast area of land – 1.127 million square kilometres – and is the second most populous country in Africa, surpassed only by Nigeria. In 2008, the total population was estimated to be 76.9 million, of which about 57 per cent were 0–19 years old and 45 per cent were below age 15. The male-female ratio in Ethiopia was almost equal, at 51.5 per cent male and 49.5 per cent female. The rural population constituted 84 per cent of the total (Ethiopian Central Statistics Authority 2008).

Despite its long history in providing education, Ethiopia's literacy rate of about 40 per cent falls behind many African countries. The country is also marked by low socio-economic indicator performance. As indicated in the 2005 Plan for Accelerated Sustainable Development to End Poverty (PASDEP), about 40 per cent of the population was living in absolute poverty, and rural inhabitants constituted more than 90 per cent of the poor. Hence, the situation of most Ethiopian children was characterized by pervasive poverty, compounded by inadequate implementation capacity at the local level, disparity in gender equality, disproportionate service provision between urban and rural areas, and underserved vulnerable groups, including pastoralist communities (CPAP 2007). In 2006, Ethiopia ranked 170 out of 177 nations on the Human Development Index and 92 out of 95 countries on the Human Poverty Index (CPAP 2007).

In response to these conditions, the Government of Ethiopia is determined to scale up its poverty reduction and sustainable development efforts, as demonstrated in policy and programme documents including the Sustainable Development and Poverty Reduction Programme (SDPRP) 2002/03–2004/05, PASDEP 2005/06–2010/11, and sector development programmes such as education, health, agriculture and water. In the PASDEP, the Government has clearly articulated its goals, strategies and investment priorities, placing education at the top of the agenda, with a firm belief that long-term, sustainable development rests upon the expansion and provision of quality education to all citizens.

Within the framework of the 1994 Education and Training Policy, and the 20-year education sector indicative plan, the Government of Ethiopia launched the first five-year Education Sector Development Programme (ESDP I) in 1997/98, followed by ESDP II in 2002/03 and ESDP III in 2005/06. ESDPs I and II concluded in 2001/02 and 2004/05, respectively, with remarkable success in expanding access to primary education. Primary school enrolment was boosted from 3.7 million in 1999 to 8.1 million in 2000/01, and grew to 13.5 million in 2005/06. During the same period, the gross enrolment rate was increased from 61.6 per cent to 91.3 per cent, and the net enrolment rate grew from 52.2 per cent to 77.5 per cent (MoE, GEQIP 2007).

In addition to the rapid expansion of formal primary schooling, the introduction of Alternative Basic Education Strategies, responsive to the lifestyle of pastoral communities and disadvantaged children, also contributed to the overall growth of primary school

enrolment. The success in primary education enrolment was partly attributed to the support and participation of development partners, including UNICEF.

It is also notable that this remarkable achievement in primary education enrolment was recorded at the time when major strides in the expansion of secondary education, technical and vocational education and training, and higher education sub-sectors occurred. For instance, enrolment in the first cycle of secondary education showed significant increases – i.e. the gross enrolment rate increased from 17.1 per cent in 2001/02 to 33.2 per cent in 2005/06 (MoE, GEQIP 2007).

Currently, ESDP III is being implemented with particular attention given to ensure universal access to quality primary education by 2015 and to quality secondary education by 2025. In 2006/07, the gross and net enrolment rates for primary education reached 91.3 per cent and 77.5 per cent, respectively. The gender parity index also improved, to 0.915 (MoE 2008). The Government of Ethiopia has made its ambition to strengthen the education sector performance clear through increased funding. It intends, for example, to increase the gross domestic product share of education from 3.1 per cent in 2003/04 to 4.1 per cent in 2009/10 (MoE, ESDP III 2005). The issues presented in the following section, however, remain a challenge in the education sector.

1.2 Issues and challenges in the education sector of Ethiopia

The failure of schools in addressing children's right to quality education has become manifest by the scores of the National Learning Assessments conducted in 2000, 2004 and 2008. When compared to the 2000 baseline, academic achievement of students in Grade 4 shows a slight improvement, from 47.9 per cent in 2000 to 48.5 per cent in 2004, whereas achievement scores for Grade 8 deteriorated, from 41.1 per cent in 2000 to 39.7 per cent in 2004 (MoE, GEQIP 2007).

A look into the 2008 assessment report also gives a rather bleak picture compared to the previous two assessment results. Only 13.9 per cent of students scored more than 51 per cent – the standard to pass the national examination – 24 per cent of students scored 51 per cent, and the majority, 62.1 per cent, scored below 51 per cent. The key factors attributed to low student achievement included: poor school organization and management, inadequate teacher training on subject mastery and pedagogic skills, inadequate school facilities, and insufficient curricular and instructional materials (USAID and the Government of Ethiopia Quality Assurance and Examination Agency 2008). These issues have been widely acknowledged by all partners, including the Government.

Furthermore, from a review of the available literature and observations of the consultants, the following could be added to the problems plaguing the quality of education in Ethiopia: large average class size, at a 1:64 class-student ratio; high average number of students per teacher, at 1:59, in contrast to the national standard of 1:51; low motivation of teachers and students; lack of and/or non-use of teaching-learning aids; insufficient provision of reference materials; weak capacity to correctly interpret, plan, implement and monitor policies and programmes; and inadequate resources for operations. The MoE has clearly noted the challenges facing the country with regard to education quality,

stating, “The achievements in enrolment have not been accompanied by sufficient progress in the quality of education – in fact, in some areas, quality has deteriorated, at least partly as a result of rapid expansion” (MoE, GEQIP 2007).

The net enrolment rate has not yet reached the target set for education, especially among the pastoralist communities in the Afar and Somali regions. Furthermore, addressing the gender gap in national primary school enrolment requires a 1 per cent reduction per year to achieve the second Millennium Development Goal (MDG 2), universal completion of primary education. High drop-out rates across the system, especially at Grade 1 (20.1 per cent), and the low completion rate in primary education of 44.2 per cent at Grade 8 (MoE 2008) have also been considered as challenges to be addressed (MoE, GEQIP 2007). Factors leading to non-enrolment and dropout include seasonal and household child labour, indirect and forgone opportunity costs, socio-economic and cultural barriers to girls’ education, ill health, hunger in drought-prone areas and parental dissatisfaction with children’s learning achievement.

A major challenge identified by the MoE in its effort to meet the ESDP III targets set for 2009/10 is the inadequacy of education financing. Trends in education expenditure generally show that teacher salaries consume more than 90 per cent of the recurrent budget. If this trend continues, other inputs critically needed for quality improvement – such as textbooks and supplementary reading materials, classroom furniture and equipment, maintenance and training – may fall short of the required budget.

1.3 Current situation

In response to the dire education scenario, the MoE and its development partners have placed a high priority on improving the quality of education during the years to come. In 2007, the MoE developed a new package of interventions to remedy identified weaknesses of education at both the primary and secondary levels. This reform package, the General Education Quality Improvement Program (GEQIP), encompasses four key areas of intervention – (i) the Teacher Development Program, (ii) curriculum improvement, (iii) leadership and management, and (iv) the School Improvement Program – and two complementary packages, ‘Civics and Ethical Education’ and ‘Information Communications Technology’.

Within the GEQIP framework, SIP focuses on four key domains: the teaching-learning process; instructional leadership and management; conducive and attractive learning environment; and community participation. In fact, the CFS model introduced by UNICEF corresponds with the Government’s GEQIP initiative. GEQIP is quite broader than the CFS model, whereas CFS seems broader than SIP in concept and content, though some stakeholders tend to equate the School Improvement Program with the CFS model as a school improvement framework.

Table 1, on the following page, summarizes the major statistical data pertaining to the primary education system of Ethiopia.

Table 1 : Primary education statistics for Ethiopia – Selected proxy indicators (Grades 1–8), 2006/7

Indicator	Status 2006/07
Share of education budget from the total government budget	24.6%
Kindergarten gross enrolment	3.1%
Primary gross enrolment rate	91.3% (girls 85.1%)
Primary net enrolment rate	77.5% (girls 75.5%)
Primary net intake rate	62.6 % (girls 60.9%)
Primary gender parity index	0.87
Primary pupil-teacher ratio	59:1
Share of primary teachers qualified	74.5%
Primary pupil-textbook ratio	1:5
Primary drop-out rate, 2005/06	12.4% (girls 12.1%)
Primary repetition rate, 2005/06	6.1% (girls 5.7)
Completion rate for Grade 5	66.6%
Completion rate for Grade 8	44.2%

Source: MoE, Education Statistics Annual Abstract, 2008

2. PURPOSE AND METHODOLOGY OF THE ETHIOPIA CASE STUDY

2.1 Purpose of the study

UNICEF is piloting, advocating for and rolling out child-friendly schools in 99 countries according to UNICEF 2008 Country Office Annual Reports. Interested by the inherent values embodied in the CFS model, governments such as Ethiopia have been keen to promote CFS in all primary schools nationwide. UNICEF headquarters also wishes to compile lessons learned for replication. Thus, studies that describe best practices and highlight success factors, strengths, challenges and weaknesses are sought so that valid information can be provided to policymakers and advocates alike. To this end, UNICEF Ethiopia has commissioned this study to achieve two main objectives:

- To document, analyse and draw lessons from the CFS experience in Ethiopia and assist the efforts of UNICEF Ethiopia and the Ministry of Education in developing a strategy for scaling up/mainstreaming a substantial number of primary schools.
- To share Ethiopia's CFS experience of what worked well, what did not and why, and promote institutional learning worldwide.

2.2 Methodology for the study

2.2.1 Scope and focus

The study was carried out in two phases. Phase one was concerned with gathering and documenting a case study on Ethiopia's experience with child-friendly schools, thereby highlighting strengths, weaknesses, successes and challenges. The scope and focus of the study is on the process, outputs, outcomes and impact of the CFS model in the Ethiopian education system, followed by lessons to be learned and future directions. The second phase is concerned with analysis of strategic issues and formulation of recommendations geared towards scaling up at the national level – including developing standards to help plan, implement and monitor child-friendly schools.

2.2.2 Significance

The outcome of this study is expected to generate useful information to gauge policy strategies regarding what CFS implies and/or requires at various levels, specifically:

- **At the community level**, for school staff, parents and other community members, the results of the study may serve both as a goal and means for community mobilization around education and may also be used as a tool for localized self-assessment, planning, implementation and monitoring of outputs in the best interest of children and parents.
- **At the national and regional levels**, for MoE, REBs, development partners and civil society, the outcome of the study may serve as a normative goal for devising policy and programme responses, leading to child-friendly systems and environments to succeed in achieving the MDGs. It may also serve as a means for

enhancing collaborative programming, leading to greater resource allocation, and it could be used as a key component in staff training targeted towards quality improvement.

- **At the international level**, UNICEF is interested in sharing Ethiopia's CFS experience and making the findings part of the larger compilation of case studies in different countries being coordinated by headquarters, with the aim of feeding into the existing body of knowledge about CFS around the world.

For both the implementing partners and UNICEF Ethiopia, this study could contribute to the baseline database against which future progress could be measured.

2.2.3 The conceptual framework

The philosophical foundation of the CFS model is influenced by the principles of child rights as expressed in the Convention on the Rights of the Child. Since the 1990s, UNICEF has been advocating for rights-based child-friendly schools in various countries as a viable model for realizing the fulfilment of children's rights within educational settings. To this end, UNICEF has developed a conceptual framework guiding the assessment of child-friendly schools along five generic domains, or key principles, which are thought to successfully activate the process of making schools child-friendly. These are (i) inclusiveness, (ii) safe, healthy and protective environment, (iii) academic effectiveness, (iv) gender responsiveness, and (v) key actor involvement. These domains served as the basic reference points while undertaking this case study. *Assessing Child-Friendly Schools: A guide for programme managers in East Asia and the Pacific*, developed by the UNICEF East Asia and Pacific Regional Office in 2006, was also used as one of the core documents in the process of this study.

Quality stands at the heart of the CFS model. Thus, in the process of planning, implementing and monitoring child-friendly schools, it is also desirable to conceptualize this study from a quality perspective. In this regard, the UNICEF paper entitled 'Defining Quality in Education' identifies five dimensions of quality: (i) learners, (ii) environments, (iii) content, (iv) processes and (v) outcomes, which are founded on "the rights of the whole child, and all children, to survival, development, protection and participation" (UNICEF 2000)². These dimensions of education quality are also in line with those identified by the United Nations Educational, Scientific and Cultural Organization (UNESCO in Pigozzi, 2004). According to UNESCO these central dimensions influencing the core processes of teaching and learning are: characteristics of the learner; the contextual dimension; the enabling inputs dimension; the process/teaching and learning dimension and outcomes dimension (UNESCO, 2005).

2.2.4 Methodology

A descriptive survey method was employed to mirror what was actually happening in the context of Ethiopian child-friendly schools. Prior to fieldwork, the methodological framework and data collection tools were devised, discussed and refined as per the inputs provided by UNICEF Ethiopia and feedback received from schools during the pre-testing period. The study employed both quantitative and qualitative methods, with a pragmatic mix of seven separate data collection tools:

² Quoted from Rwanda Education Quality Standards, MoE, 2007

- **A desk review of all available documentation** – including baseline indicators, relevant policy and programme documents, e.g., Education and Training Policy, PASDEP, GEQIP, ESDPs, the Country Programme Action Plan (CPAP), UNICEF fact sheets, draft CFS guidelines and CFS manual introductory chapters, school-level data and relevant international literature on child-friendly schools – were reviewed, summarized and documented.
- **Top-level interviews** targeted policy advisers, planners and decision makers at the federal and regional levels, including the MoE, Regional Education Bureaus and the UNICEF Ethiopia office.
- **Key informant interviews** were designed for government counterparts and UNICEF focal persons at the Regional Education Bureaus, UNICEF staff both at the country and field offices, *woreda*/School Cluster Resource Centre supervisors and school principals.
- **Focus group discussions** were prepared for PTAs, and Education and Kebele Training Boards (KETBs) at the community/school level to solicit opinions, information on experiences and expectations.
- **Guided questionnaires** were targeted to reach students and senior teachers in the child-friendly schools.
- **Secondary data collection tool/fact sheets** were employed to collect basic school data for comparison and analysis of study results in line with the baseline as appropriate.
- **Observation checklists and visual data/photography** were used both to cross-check/ triangulate the responses given at different levels as well as to document the current state of CFS facilities and services.

2.2.5 Sampling and respondents

All 11 national regional states, 14 zones and 15 child-friendly schools (29.4 per cent of child-friendly schools) were covered by the study. The selection of sample CFS facilities was based on a simple random sampling method to allow for equal chance of representation and thus avoid any possible bias. A total of 631 students, with equal representation by gender, 84 teachers, 15 school principals, 42 PTA and ETB members, and 93 key informants at the MoE, REBs and WEOs as well as UNICEF country and field offices were involved in the study.

2.2.6 Limitations of the study

The attempt to assess what has been done in model child-friendly schools, how it was done, and how well in terms of input, process, output and outcome was challenged by lack of a full-fledged documentary base and baseline data as well as inadequate monitoring and reporting systems. This posed challenges in precisely tracking progress and analysing planned activities and targets vis-à-vis actual outputs and outcomes as desired in the terms of reference. Support from UNICEF staff in the Education Section, and attempts made to log institutional memory from key informants and trace statistical data collected from sample schools, have helped the consultants compensate for the lack of data from documentary bases. Still however, valuable information may be missing that could have been gained from better records. Many of the findings of the study, therefore, depend on UNICEF Ethiopia's Country Programme Action Plan, and the qualitative and quantitative information gathered during the fieldwork.

3. AN OVERVIEW OF THE CFS PROGRAMME IN ETHIOPIA

3.1 Programme description

Since 2002, UNICEF and the Government of Ethiopia have been working with development partners in creating the integrated poverty reduction and sector development plans targeted towards achieving the MDGs. On the basis of the Basic Cooperation Agreement reached between the Government and UNICEF in 1994, a Country Programme Action Plan was prepared and further elaborated in the Country Programme Document for Implementation, covering 2007–2011. The Country Programme consists of six main programmes, of which Basic Education is one. The Basic Education Programme, in turn, consists of three sub-programmes: Quality and Girls' Education, Innovative and Complementary Education, and National Capacity Enhancement.

The outcome targets set for 2011 include: establishing 1,000 model child-friendly schools with model ECD centres attached; an 85 per cent net enrolment rate in primary education; a gender parity index of 1; an 85 per cent primary school completion rate; and a net intake rate of 96 per cent at Grade 1. The outcome indicators include: (i) developed and implemented national policies and standards to monitor school readiness in ECD and other learning programmes; (ii) increased net enrolment and net intake rates; (iii) achieved gender parity; (iv) improved quality of education; and (v) provided assistance for 60 per cent of school-going children affected by declared emergencies to continue their education (*see Annex 1*).

UNICEF Ethiopia launched a 'Rights-Based Child-Friendly School Project' in 2007, following the 2006 adoption of the United Nations Development Assistance Framework established by the UN Country Team for 2007–2011. The CFS concept was first communicated to key education officials at the MoE in 2006 and extended to REBs, WEOs and schools in a series of consultative meetings and workshops. The Regional Education Bureaus, the Woreda Education Offices and school communities warmly welcomed the CFS idea and consented to apply the model on the ground. This was followed by joint development of criteria for the selection of schools, taking into account the following parameters: enrolment, accessibility, school readiness, performance record and, where appropriate, prior work experience with UNICEF, especially in the girls' education project. Selected schools were then notified in order to identify needs, prioritize interventions and prepare proposals for funding, with assistance from the REBs and UNICEF field officers.

Prior to launching the CFS programme, it was learned that the physical conditions and facilities of the selected schools were in very bad condition or completely non-functional. Reportedly, the condition of classrooms, furniture, libraries, latrines, and water and sanitation facilities among the first group of child-friendly schools was very poor. The provision of both basic and supplementary learning materials and basic office equipment required for the smooth running of the teaching-learning process was far from sufficient. Thus, consensus was reached to initially target the creation of a minimum enabling environment. Making these schools safe, healthy and attractive places for learning became the first priority for the schools towards adopting the CFS approach – and

improving the physical facilities and services of the selected schools appeared to be the first entry point in dealing with quality issues in primary education.

Soon after the CFS initiative was introduced, the GEQIP/SIP initiative began to take shape. However, there seems to be little understanding about the core values of child-friendly schools at all levels of planning and implementation. Some stakeholders equate CFS with SIP, and others tend to relate the CFS intervention to the improvement of facilities, infrastructure and supplies, implying the need for more work on creating a common understanding about CFS in all its dimensions.

In 2007, the initial year of implementation, 51 schools were covered under the CFS approach and an additional 172 schools were being targeted at the time of the study, raising the number of child-friendly schools to 222 in 2009. While UNICEF Ethiopia intends to expand its initiative to reach 1,000 primary schools by 2011, during a recent consultative meeting the Ministry of Education showed keen interest in expanding the CFS model to all primary schools in the country,³ requesting UNICEF Ethiopia assistance in devising a scaling-up strategy. At the time of the survey, it was learned that the MoE is developing standards or SIP, which only takes up some CFS dimensions, leaving out infrastructure in general as well as early childhood development. At this point in time, the MoE may wish UNICEF Ethiopia to assist both financially and technically in the process of developing standards and further enrich school quality within the GEQIP framework. Whatever the case may be, the core issue for UNICEF Ethiopia was not a question of 'naming', i.e., SIP or CFS, but one of how best to address the basic learning rights of children as enshrined in the Convention on the Rights of the Child.

3.2 Funding

Out of the total amount approved for the current CPAP, US\$53.85 million has been earmarked for the basic education programme. Within the Basic Education Sub-Programme, US\$17.9 million (US\$6.73 million, from regular sources and US\$11.17 million from other sources) was allocated to the Quality and Girls' Education Project (CPAP 2007), of which the largest share goes to the CFS intervention, as reported by one of the Education Section Specialists. An additional US\$17.33 million (US\$2.45 million from regular sources and US\$14.88 million from other sources) has been allocated to child-friendly schools from the Water, Sanitation and Hygiene Sub-Programme under the integrated WASH project in schools. This shows the extent to which UNICEF Ethiopia is determined to aggressively promote the rights of children through primary education (Table 2). It was not possible, however, to indicate the specific amount of funding expended to individual child-friendly schools.

³ UNICEF, Terms of Reference for the Ethiopia Country Case Study on CFS, 2009.

Table 2: Summary of UNICEF budget allocations for basic education in Ethiopia

Programme/project	Fund type	2007	2008	2009	2010	2011	Total	Remark
Basic education budget in '000' USD								
Quality and girls' education*	RR	1,949	1,195	1,195	1,195	1,195	6,729	Grand total 17,897
	OR	2,234	2,234	2,234	2,234	2,234	11,168	
National capacity enhancement	RR	1,098	673	673	673	673	3,791	
	OR	1,256	1,256	1,256	1,256	1,256	6,282	
Innovative and complementary education	RR	2,003	1,228	1,228	1,228	1,228	6,917	
	OR	2,234	2,234	2,234	2,234	2,234	11,168	
Project support	RR	439	269	269	269	269	1,516	
	OR	1,256	1,256	1,256	1,256	1,256	6,282	
<i>Subtotals</i>	<i>RR</i>	<i>5,489</i>	<i>3,366</i>	<i>3,366</i>	<i>3,366</i>	<i>3,366</i>	<i>18,953</i>	
	<i>OR</i>	<i>6,980</i>	<i>6,980</i>	<i>6,980</i>	<i>6,980</i>	<i>6,980</i>	<i>34,900</i>	
Subtotal		12,469	10,346	10,346	10,346	10,346	53,853	
Water, sanitation and hygiene								
Integrated WASH in schools*	RR	711	436	436	436	436	2,453	
	OR	2,560	3,080	3,080	3,080	3,080	14,878	
	Sub total	3,271	3,516	3,516	3,516	3,516	17,331	

* Key budget lines for child-friendly schools. RR = Regular Resources, OR = Other Resources.

Source: UNICEF, CPAP 2007.

All of the visited child-friendly schools indicated they have received funding from UNICEF Ethiopia and other sources, including the community, local government, the private sector, non-governmental organizations (NGOs) and benevolent individuals. Reportedly, support from UNICEF was received in the form of financing, materials and technical assistance. Community and private sector support included cash, materials and labour. Local governments allocate a regular budget to cover teachers' salaries and to provide schools with minimal funding in the form of block grants. The amount and modality of the block grant provided to CFS facilities varied greatly from region to region.

The attempts made to document school unit costs, per capita costs and long-term investment modalities, as well as to analyse the cost-effectiveness of the CFS model, have remained a challenge. Thirteen of the 15 child-friendly schools visited were not able to provide full and accurate information on the amount of funding made available to them over the project period, implying the lack of necessary skills and capacities in the management of resources, particularly financing at the school level. The two schools that were able to provide financial information by source were Edeneba-Agawo and Hogba, both located in the Southern Nations, Nationalities and People's Region (SNNPR).

Table 3, below, illustrates the amount of funding received by these two child-friendly schools, disaggregated by source.

Table 3: Amount of financing received by the Edeneba-Agawo and Hogba child-friendly schools, excluding teachers' salaries

Name of the CFS	Source of financing	Amount in USD				
	Year	2005/06	2006/07	2007/08	Total	Share
Edeneba-Agawo (Grades 1–8)	Community		14,000	80,000	94,000	8.9%
	Self-generated			4,000	4,000	0.4%
	Government (non-salary)			191,595	191,595	18.1%
	UNICEF Ethiopia		560,000	207,108	767,108	72.6%
	Others (NGOs, private)					
	Total		574,000	482,703	1,056,703	100%
Hogba (Grades 1–4)	Community	27,000	0	1280	28,280	4%
	Self-generated	11.51	19,03	37.7	68.23	9.6%
	Government (non-salary)	3,530	4,978	7,451	15,958	2.2%
	UNICEF Ethiopia		304,000	297,510	601,510	84.2%
	Others (NGOs, private)					
	Total	42,030	328,008	343,930	713,968	100%

Source: School financial records, 2008.

As can be seen in Table 3, the initial implementation phase required each of the schools to invest about 700,000 and 1 million birr⁴ (approximately US\$70,000 and US\$100,000), respectively, in their initial steps towards becoming child-friendly schools. Salary cost items were not included in these expenditures. As remarked by the principals, nearly all of the money received was expended for the improvement of physical infrastructure and facilities. It is likely, therefore, that improving physical infrastructure and facilities has thus far been the major cost in the process of making schools more child-friendly in the Ethiopian context. To make these schools more completely aligned with all five CFS dimensions and achieve quality as envisioned by UNICEF, it is clear that additional financing will be required during the years to come.

The most encouraging aspect learned from the experience of these two child-friendly schools was the ability to obtain growing and diversified funding from local sources, especially the community and the private sector. This is very important for the continuity and sustainability of the programme. The financial accounting and information system established in these schools also demonstrates the level of transparency and openness required of effective child-friendly schools, which all would do well to follow, not only for financial accountability, but also as a necessary mandate to win public acceptance, credibility, further support and goodwill in the future.

⁴ Birr is the name for the Ethiopian currency.

Currently, all primary schools in Ethiopia are not on the same level with regard to infrastructure and facilities. In 2007, 10 per cent had health clinics, 33 per cent provided a water supply, 38 per cent had libraries, 55.5 per cent had pedagogic centres, and 90.5 per cent were reported to have latrines (MoE 2008). As informed by several respondents at the REBs and WEOs, during the past 10 years there has been no serious budget allocation for maintenance of classrooms, furniture and other basic facilities. They also noted that community-built school infrastructures were not up to standard, suffering from poor technical design and building materials, and hence appear to be far from fulfilling CFS criteria for a safe and healthy learning environment.

Based on our observations and discussions made with stakeholders at various levels, so far schools have been classified into three categories in terms of infrastructure and facilities to provide indicative school unit costs for instituting a child-friendly school in the Ethiopian context, and support has been provided in two phases of implementation.

Category one includes those schools with damaged physical infrastructure and facilities needing full renovation and/or new construction. This category of schools requires roughly 1.7 million birr (US\$170,000). Category two includes schools that lack basic minimum facilities and require maintenance and additional classrooms. This type of school may require a lump sum ranging from 800,000–1 million birr (US\$80,000–\$100,000). Category three includes schools that have standard facilities but still needing simple maintenance and additional basic facilities. An estimate ranging from 200,000–300,000 birr (US\$20,000–\$30,000) is believed to suffice, including the costs required for attaching an ECD centre.

During phase one operation, an additional 150 birr (US\$15) per trainee per day may be required for capacity building/training of core actors, supervisors, principals, teachers and PTAs; this may require one to two years of implementation. In the second phase of operation and during the preceding years, a lump sum of 100 birr (US\$10) per student per year may be required for the provision of basic minimum office equipment such as computers, printers, duplicating machines, science kits or science laboratory apparatus and basic supplies, sport facilities, first aid kits and mini-media – as well as other resource materials such as supplementary reading materials for the library, hand tools for gardening, Continuing Professional Development and production of teaching aids.

3.3 Major beneficiaries

Primary-school-age children, teachers, principals, supervisors and education experts across the nine regions and the two city administrations are the direct beneficiaries of the CFS initiative. In the sampled 15 schools alone, 23,920 children (11,109 girls and 12,811 boys) were benefiting from the CFS intervention in 2007/08. When projected to all operational CFS facilities during the same year, it was estimated that more than 80,000 children benefited from the first group of 51 model child-friendly schools each year, and by 2008, it is estimated that more than 351,000 children would be beneficiaries in the 222 schools targeted. The relevant education actors at the MoE, REBs, WEOs, School Cluster Resource Centres, school principals and PTAs have also benefited from the programme in terms of training, organizational support and institutional capacity building.

3.4 Working structures and stakeholders

At the policy level, UNICEF Ethiopia works closely with the MoE's Departments of Programme and Policy Analysis, and General Education and Teacher Training. At the strategy level, UNICEF works with Regional Education Bureaus through focal persons designated to link policy with planning and implementation. At the local/operation level, UNICEF field officers in collaboration with government focal persons in REBs and WEOs directly support schools and local communities in the implementation of the CFS project. The day-to-day activities are guided by the WEOs and child-friendly schools themselves under the auspices of the PTAs.

Through delegates in a working task force, UNICEF Ethiopia and the MoE collaborate in policy dialogue, joint programming, funding, experience sharing, and monitoring and evaluation with other ministries, including the Ministry of Finance and Economic Development, Ministry of Health, HIV/AIDS Prevention and Control Office, Ministry of Women's Affairs and Ministry of Water Resources; UN agencies, including the Office of the High Commissioner for Human Rights, UNESCO and the World Food Programme; international development programmes including Development Cooperation Ireland, the Government of Finland, Italian Development Cooperation in Ethiopia, Japan International Cooperation Agency, Swedish Agency for International Development Cooperation, UK Department for International Development and the United States Agency for International Development (USAID); and such NGOs as Save the Children Alliance and World Learning.

4. THE CFS INITIATIVE PROCESS IN ETHIOPIA

4.1 Building on existing structures for sustainability

It would be quite difficult for innovations such as child-friendly schools to survive on their own and operate in isolation from the larger education system. There must be a good fit between the broader educational setting in which child-friendly schools would be expected to operate and the specific conditions within which the model is to be put into practice. By the same token, as a Ministry of Education-UNICEF initiative, CFS uses existing government structures at all levels of the education management system in the process of planning, implementation and evaluation, from the federal to the school level.

The general policy environment offers a good window of opportunity for collaboration between partners at all levels of planning and management to sustain a favourable climate for effective operation of the CFS programme. Top-level education officials at the MoE and the REBs confirmed that CFS principles fit well into the School Improvement Program launched by the Government in 2007. Most of them have also been of the opinion that both programmes can support each other to further impact the quality of primary education.

At the local level, communities are happy with and appreciative of the CFS initiative as a timely response to the ongoing quest for quality education in Ethiopia. For such a strategy to work within the existing structure, applying complementary innovations can help ensure the sustainability of CFS. The level of appreciation and recognition for UNICEF as a genuine partner in the overall development efforts of the country, especially in the areas of education, health and water supply, was widely heralded by all implementing partners and the benefiting communities.

4.2 Collaboration at the government level

CFS facilities in Ethiopia are government schools, and the Government provides all necessary support for smooth programme operation. In addition to the provision of physical facilities, the Government provides supplies other than what is provided by UNICEF or other funding agencies. The MoE and REBs have appointed focal persons to work with UNICEF project officers in planning, managing and monitoring activities. The Government also coordinates preparation of annual work plans, conducts quarterly and annual reviews, meets with implementing partners, organizes reviews of meetings and facilitates donor participation. Although not yet implemented, a memorandum of understanding has been signed by the Ministry of Education, the Ministry of Finance and Economic Development and the Ministry of Water Resources for collaboration in the promotion of school health, sanitation and hygiene at all levels of planning and implementation.

4.3 Partner roles

The Ministry of Education provides a general policy framework and technical assistance for regions in their efforts to promote school quality. The Ministry of Finance and Economic Development coordinates and facilitates overall financial issues, including auditing and reporting as per the agreed schedule and modalities. The REBs and UNICEF field offices jointly prepare annual work plans, detailing the activities to be carried out by the responsible institutions, along with time frames and planned inputs from the Government of Ethiopia and UNICEF. The Bureau of Finance and Economic Development facilitates the timely flow of funding to REBs, Woreda Offices of Finance and Economic Development, and CFS facilities as appropriate. In short, concerned federal-level ministries, regional bureaus and *woreda*/district offices assume full responsibility and accountability for the effective management of UNICEF-supplied resources, and the efficient management and delivery of outputs as outlined in the annual work plans.

The PTAs/ETBs mobilize community members to contribute cash, materials and labour. Furthermore, they actively engage in the awareness-raising and sensitization campaigns on child rights and in convincing parents to enrol their daughters and sons at the correct time for schooling. They also monitor the overall progress of day-to-day activities and encourage children to stay in school. Students participate in the identification and enrolment of out-of school children, and through clubs, they advocate for the realization of their rights in their own culture and context.

4.4 Inclusiveness: Attempts to include girls and disadvantaged groups

The concept of inclusiveness is directly related to ensuring realization of the right of all children to education as stated in articles 28 and 29 of the Convention on the Rights of the Child. In this sense, “a CFS is inclusive of children when it seeks out children who are not attending school and does not exclude, discriminate, or stereotype on the basis of differences. It welcomes, nurtures and educates all children regardless of their sex, physical, intellectual, social, emotional, linguistic, or other backgrounds” (UNICEF CPAP 2007).

During the past two decades, various policy measures and strategies have been taken with a view towards making primary education accessible to all children. The construction of new schools, adoption of alternative strategies, provision of free textbooks, prohibition of school fees, introduction of mother tongue education, elimination of gender stereotypes in textbooks and teacher training systems, awareness-raising campaigns, especially to encourage parents to educate their daughters, and affirmative action taken to increase the number of female teachers are all examples of the efforts made to ensure the right of all children to primary education.

The MoE has also developed a strategy for special needs education. All regions have attempted to include special needs education in their ESDPs, and some schools have already started to collect information with regard to children with special needs to encourage their enrolment. Programme responses in terms of implementation, however, tend to be far from the expectation because executing plans may be limited by availability of financial and human resources.

The 1994 Population and Housing Census in Ethiopia estimated that there were 175,000 children below 15 years old who had some disability. Due to cultural issues in reporting and difficulties with the definition of disability, the number may actually have been higher. Taking the World Health Organization benchmark for disability incidence in developing countries, which was estimated to be 7–10 per cent of the total population, the number of primary-school-age children with disabilities in Ethiopia could be more than 2.5 million. Of these, about 33,300 children, or only 1.3 per cent, have been reported by the Ministry of Education to have access to primary education (MoE 2008).

Almost all primary schools are far from being ready to serve the needs of children with disabilities. Until recently, teacher training institutions were not providing courses in special needs education. As a result, senior teachers, who represent the great majority of the teaching force, do not have the necessary orientation and skills to deal with disabled children. Learning mediums such as Braille and the use of sign languages are also in short supply. Classrooms, latrines and desks, as well as the behaviours of teachers, peers and the community at large, do not seem welcoming for children with special needs.

Children who have been orphaned due to AIDS are a growing population, and the Government and school communities alone cannot afford to address the challenges they face. In 2007, as estimated by UNICEF, approximately 4.9 million, or 12 per cent of children, were orphaned – more than 744,000 of them because of AIDS – and it will be difficult for these children to get the support they need to access education (UNICEF, CPAP 2007).

Since their inception, child-friendly schools have made attempts to be inclusive of all children. The work done thus far to proactively seek and admit all missing children – including girls, orphans and other children who are vulnerable due to AIDS, and children with special needs, including those of pre-primary school age – has been encouraging. Key informants at REBs and WEOs noted that the variety and quality of enrolment mechanisms used, as well as the level of effort and motivation exerted by child-friendly schools to enrol and retain children, was much higher, sound and community-engaging compared to non-child-friendly schools. As a result, it was confirmed that CFS facilities have achieved notable progress in enrolment of girls and disadvantaged children, and the gains recorded were found to be highly satisfactory as rated by teachers and supervisors.

The number of mechanisms used by child-friendly schools to track out-of-school children and retain those already enrolled ranged from nine in Melbe (Tigray) to five in Kalicha (Dire Dawa). These included awareness raising and community sensitization on the benefits of education; annual campaigns to identify and register out-of-school children; peer-to-peer influence; exemption from school fees, if any, for poor children; provision of

free textbooks; special school-based support for children in need, including tutorials, provision of educational materials, uniforms, and in certain cases, provision of pocket money and holiday meals for orphans and other children affected by AIDS; and provision of pre-primary education attached to primary schools. (Annex 3 lists the mechanisms used by child-friendly schools to promote inclusion).

Although not specific to child-friendly schools, the door-to-door annual campaign to identify out-of-school children and strategies used to encourage parents to send their children, both boys and girls, to school were the most widely used and powerful enrolment mechanisms employed by the visited child-friendly schools.

Integration of ECD (pre-primary education) is an emerging and unique feature of the child-friendly schools, and an experience that has not yet been practised by other primary schools. Seven of the child-friendly schools visited, or 47 per cent, have already started an ECD strategy attached to primary education, and three more are in the process. The intention to enable a smooth home-to-school transition by ensuring that children are ready for primary schooling before they join Grade 1 was perceived to play a pivotal role not only in boosting enrolment, but also as a basis for improved learning achievement of children in primary education and beyond.

With support from UNICEF Ethiopia, child-friendly schools have performed numerous activities, many of which are aimed at promoting inclusiveness. The list of interventions, specific activities and targeted beneficiaries has been summarized and presented for reference in Annex 2 of this document.

5. OUTCOMES OF THE CFS PROGRAMME IN ETHIOPIA

5.1 Monitoring and evaluation

As indicated in the 2007 Country Programme Action Plan, CFS performance is monitored and evaluated utilizing a results-based management approach. The monitoring and evaluation activities are part of the five-year Integrated Monitoring and Evaluation Plan and consist of (i) Joint Field Visits involving the Government, UNICEF and UN partners; (ii) Quarterly and Annual Project Progress Reports on both physical and financial conditions; (iii) Annual Review Meetings; (iv) Country Programme Mid-Term Evaluation; and (v) the Country Programme Final Appraisal. To provide feedback directly from the communities, the complementary information is to be collected through UNICEF's participatory programming approaches and grass-roots information systems.

The implementing partners have also agreed to cooperate with UNICEF in monitoring all activities supported through cash transfers, as well by facilitating access to relevant financial records for the cash provided by UNICEF. To this effect, the implementing partners have agreed to adhere to the following monitoring and evaluation systems: (i) periodic on-site reviews and spot checks of their financial records by UNICEF or its representatives; (ii) programmatic monitoring of activities, according to standards and guidance set by UNICEF for site visits and field monitoring; and (iii) special or scheduled audits. In collaboration with other UN agencies and in consultation with the Ministry of Finance and Economic Development, UNICEF has also agreed to establish an annual audit plan (UNICEF, CPAP 2007).

With regard to reporting, implementing partners at different levels are expected to undertake the following responsibilities: The Bureau of Finance and Economic Development is responsible for providing periodic financial and physical reports to UNICEF, the Ministry of Finance and Economic Development and the respective sector ministries upon which subsequent advances are to be realized; the sector bureaus at the regional level are responsible for preparation of quarterly and annual reports and submission to the Bureau of Finance and Economic Development; and, in turn, the Bureau of Finance and Economic Development is responsible for checking and submitting quarterly and annual reports to the Ministry of Finance and Economic Development. The federal-level sector ministries are also expected to provide quarterly reports, both to UNICEF and to the Ministry of Finance and Economic Development.

The above-mentioned framework for monitoring and evaluation is applicable to the CFS programme. However, there was little in the way of planning or a documentary base to guide CFS implementation, monitoring and evaluation; hence, it is difficult to track progress and feed these data into the next planning cycle to enable an effective decision-making process. Generally, there is considerable weakness in the way information is gathered and reported, and also a lack of capacity to correct the situation at various levels of management.

5.2 Outputs of the CFS initiatives

Measuring output indicators is an essential part of both the quantitative and the qualitative achievements of CFS interventions. The assessment of outputs used for child-friendly schools mainly focused on the core building blocks – infrastructure, capacity, equipment, materials and supplies – that went into implementation of the CFS model. CFS outputs, though not clearly documented and reported, are numerous, and the intervention areas are diverse, ranging from training on the CFS model to the construction/rehabilitation of school infrastructure and provision of furniture, equipment, basic minimum learning materials and supplies (a summary of the interventions/inputs is presented in Annex 2).

The most vividly observed outputs of the CFS intervention have been the newly constructed or renovated classrooms, pedagogic centres, school cluster resource centres, libraries, ECD centres attached to primary schools (observed in nearly half of the child-friendly schools visited), separate pit latrines for girls and boys, water supplies, and in one case, teachers' residences.

The programme also delivered furniture, equipment and supplies to the selected model schools. Based on the needs of each child-friendly school, this included desks, library tables, chairs and shelves; typewriters, duplicating machines, computers and printers; hand tools for pedagogic centres and for gardening; teaching-learning supplies such as reference books, musical instruments and science kits; and indoor and outdoor games, sports equipment and uniforms for children in need, as well as first aid kits.

Reportedly, a number of orientation seminars and capacity-building activities have been conducted at the regional level. Specific training sessions targeted to reach focal persons, school principals, teachers and PTA members were also conducted by UNICEF Ethiopia staff. Despite all these efforts, more than half of the respondents, both at the policy and the implementation level, tend to be less familiar with the full dimensions of CFS, indicating the need for stronger capacity building, those stakeholders directly involved in the teaching and learning process.

Key participants reported that gender-sensitive awareness-raising materials on child rights – including posters, leaflets, video clips, brochures, fact sheets, theatrical productions, songs and materials for story readers – were developed and distributed to the public at large. To accelerate girls' participation and significantly narrow the gender gap, regions and *woredas* with low female participation in education were also given support to intensify community-sensitization and awareness-raising campaigns.

5.3 Outcomes of the CFS initiative

To share the lessons of what worked well, what did not and why, the terms of reference for this case study required consultants to assess outcomes of the model child-friendly schools, with a focus on results. This case study seeks to illustrate important aspects that may serve as a stepping stone for a similar study in the future. The outcome indicators addressed in this study, and detailed in the following sections, include progress towards a

safe, healthy and protective learning environment; enrolment trends in child-friendly schools; the internal efficiency of child-friendly schools, particularly in terms of drop-out, repetition and pass rates; and education quality.

5.3.1 Progress towards a safe, healthy and protective learning environment

a. Improvements in the classroom environment

Clean, well-ventilated and properly lighted classrooms encourage maximum learning, leading to effective enrolment, performance and achievement. A poor learning environment, on the other hand, could hinder students' engagement with learning, leading to a lack of interest and possible dropout. Improvements in this regard were lauded in most of the child-friendly schools. PTAs, principals and teachers applauded such results of the intervention as maintenance, painting and, in some cases, complete renovations and provision of furniture. In their view, the current classroom situation has been more attractive and motivating to both students and teachers.

As one PTA member in Noble puts it, "Children who used to sit on stone and logs are now comfortably sitting on combined desks, and are enjoying learning." In the opinion of this teacher, it was evident that the organization and management of classroom practice has enhanced learning achievement. Eighty-five per cent of student respondents also indicated their satisfaction with the current quality of classrooms and associated facilities such as desks and blackboards.

b. Sports and play facilities

Children in child-friendly schools have not, however, been happy with their participation in sports. Observations revealed that almost all schools have not managed to organize sports and materials such as balls, nets and poles are quite limited and are not purchased locally or produced from locally available materials. UNICEF's effort to introduce a one-in-all sports field in Dubti was hampered by the contractor's limitations, and may need a close follow-up and a corrective measure from the REB.

c. Water and sanitation facilities and practices

Water facilities: All but one CFS facility visited had access to water within the school campus. In eight of the sample schools, however, water supplies were reported to be irregular and scarce, especially during the dry seasons. In some child-friendly schools, students mentioned that access to water is limited and sometimes restricted. While there was no denial of such restrictions, school principals ascribed the practice to the need to minimize water bills and prevent possible damage of taps by students. Although these concerns are valid, child-friendly schools need to rethink management of water bills and maintenance, engage in discussions with the school community, and become prepared to respond to the needs of the children rather than restricting access.

Latrines: All child-friendly schools covered under this study have separate latrines for boys and girls, though in two, Awash and Edeneba-Agawo, the girls' latrine is not yet

operational due to a delay in construction. Issues to be solved include adequacy of design, facility management and the effectiveness of hygiene education.

The proportion of students to latrines varies from 41:1 in Melbe CFS of Tigray Region to 462:1 in Husen Geri CFS of Somali. In Fitawrari H/Giyorgis CFS (Oromia region) the ratio was 1:390. In 73% of the child-friendly schools, a single latrine hole serves about 130 students on average, implying overcapacity in usage and maximum waiting time to access the facility. Urinals were only observed in the Hogba CFS of SNNPR.

Only four child-friendly schools, or 27 per cent, reported having hand-washing facilities. Lack of an integrated facility for hand washing or a water point inside or in proximity to latrines, and the type of materials children use for personal cleansing of faeces could be major factors leading to poor hygiene and sanitation practices.

Lack of understanding of cultural practices was also a barrier to establishing a child-friendly learning environment. In Dalkoth (Gambella region) child-friendly school, for example, girls refrained from using the newly constructed latrine. When asked why, they responded that the latrine was not in a convenient location: It was constructed amid the classroom buildings, so the girls could be seen walking in and out of it, which is not culturally acceptable. There are also indications of insult and unwanted behaviours from boys where girls share common walls in the use of latrines. To promote regular use and protect students, separate latrines for boy and girls, and male and female teachers should be located far apart whenever possible. Regular discussions with students on gender issues may also help.

Students' hygiene practices and management of latrines also need further improvement; in 11 child-friendly schools, they were found to be very poor. Bad odours coming out of latrines and floors littered with faeces cannot encourage the children to use them properly. Personal cleansing strategies also seem to have been ignored in the design of hygiene and sanitation facilities.

Communities also need to be involved in planning and use of school sanitation facilities. In Husen Geri CFS, for example, school latrines were indiscriminately used by nearby households, especially outside school hours and during holidays, making it difficult to keep the facility clean and ready for daily use by children.

These examples suggest the importance of engaging all stakeholders in building awareness and in planning, in order to make the most effective decisions and use of resources.

d. School disciplinary policies and practices

All schools have been provided with a well-articulated code of conduct to be observed by teachers, students and the school community at large. There have been improvements in promoting the well-being of children in general and girls in particular. School principals and teachers claimed to have adhered to these policies. Students' responses, however, indicated the existence of physical punishment (63 per cent) and verbal harassment (53 per cent). This was further confirmed by

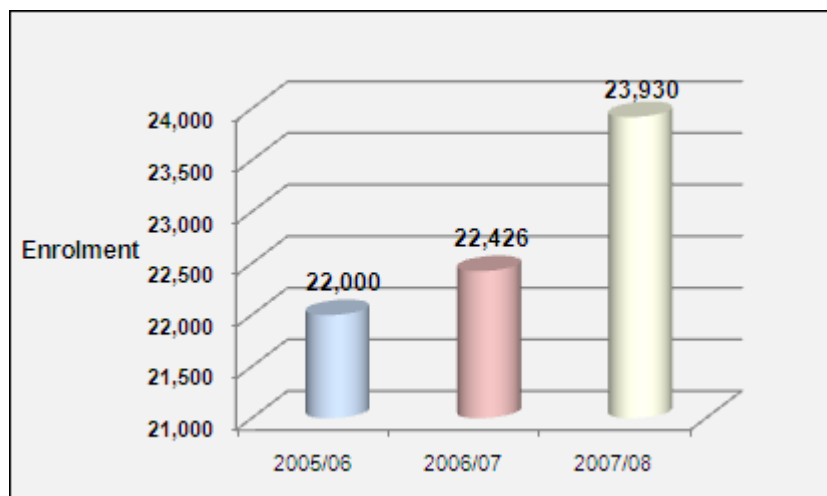
warnings and disciplinary hearings taking place in the schools (69 per cent); more boys than girls were reported to be involved in disciplinary cases. PTAs also asserted that some teachers and guards apply traditional ways of disciplining students and said that it did not help much to simply replace those ‘unwanted characters’, indicating the need to look for a more constructive, system-wide approach to dealing with negative behaviours.

5.3.2 Enrolment trends in child-friendly schools

Enrolment since the introduction of CFS in Ethiopia has shown a positive trend in 67 per cent of the child-friendly schools visited. In Hogba, for example, the growth rate in enrolment was more than threefold; in Kalicha, Dalkoth, Edeneba-Agawo and Melbe, it was 73, 54, 44 and 25 per cent, respectively, and in favour of girls (see *Annex 4*). Actions taken to improve physical infrastructure, including new construction and/or renovation of classrooms, separate latrines, and provision of furniture and water supplies, were mentioned as the major ‘pull’ factors for increased enrolment.

Progress in enrolment rates	
2005/06	Base year
2006/07	1.9%
2007/08	6.8%

Figure 1: Enrolment trends in child-friendly schools, 2005–2008



Source: Compiled from school archives, 2008.

On the other hand, 33 per cent of the CFS facilities visited did not show a positive trend in enrolment. As perceived by PTAs and school principals, the major reason for falling enrolment was the construction of other schools closer to children’s homes, as a result of which children who used to come from remote sites have been absorbed in the newly opened schools in their own villages (see *Annex 4 for the full picture of enrolment trends*).

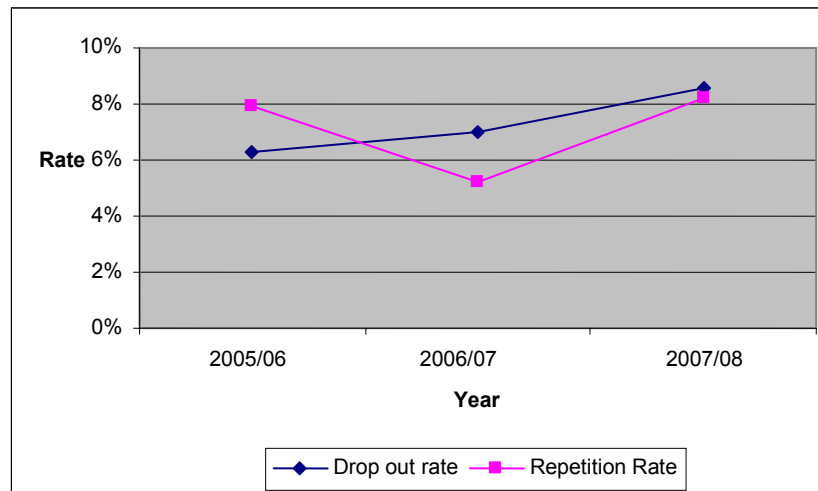
The major reasons children reported for dropping out of school were sickness, family problems, work for family, lack of parental support, cost of materials and hunger.

5.3.3 Internal efficiency of child-friendly schools

Efficiency is an important indicator used to demonstrate the extent of challenges within an education system; the most common efficiency indicators used in Ethiopia are drop-out and repetition rates. The national drop-out rate in 2006/07 was 12 per cent; slightly more boys than girls were reported to drop out, at percentages of 12.6 and 12.1, respectively. The highest drop-out rate, 20.1 per cent, was recorded in Grade 1. The average Grade 4–8 repetition rate was 7.5 per cent for both sexes, 7.1 per cent for girls (MoE 2008).

During the same period, the average CFS drop-out rate appeared to be 7 per cent for both boys and girls, whereas the repetition rate was 5.2 per cent. Compared to the national average, child-friendly schools have performed better in both indicators in their first year of operation. Progress in 2007/08 was less satisfactory, however, exhibiting a drop-out rate higher by 3 percentage points compared to the base year. As can be seen from Figure 2, the drop-out rate continued to increase, from 6 per cent in 2005/06 to 9 per cent in 2007/08. More boys (6 per cent) than girls (3 per cent) had deserted schooling over the past two years. With regard to repetition, the first year of intervention showed a positive trend, but in the second year it relapsed to the base-year figure of 8 per cent, implying little or no improvement in aggregate terms.

Figure 2: Internal efficiency of Ethiopia's child-friendly schools



Source: Field data compiled from school archive, 2008.

Further analysis of internal efficiency in child-friendly schools showed a mixed picture. Of the 15 child-friendly schools covered by this study, 6 appeared to perform poorly in terms of dropouts, 5 recorded a positive trend in keeping the drop-out rate down, and 4 maintained their position of the baseline year. Dalkoth, Dubti and Husen Geri were among the low performers, whereas Acheber Chefe and Kalicha appeared to perform well in minimizing the drop-out rate. The performance gap between the sampled schools ranged from 9 per cent in Kalicha to negative 11 per cent in Dubti, followed by Dalkoth in Gambella Regional state (see Annex 5 for details).

The repetition rate was brought down in six child-friendly schools, or 40 per cent of the CFS facilities covered under this study, but in another six, repetition rates appeared to be higher compared to the base year. The highest repetition rate was observed in the Mandura CFS of Benushangul Gumuze, while the lowest repetition rate was recorded in Husen Geri (see Annex 6 and 7 for details). Girls exhibited lower repetition rates compared to boys in almost all of the child-friendly schools.

The main factors attributed to repetition were recurrent absenteeism and the low level of motivation of children to learn. The reasons mentioned for dropping out may also serve as de-motivating factors to academic achievement, leading to repetition. Further research is recommended in this regard to establish more conclusive evidence. Another item worth mentioning is that, contrary to the automatic promotion policy in Grades 1–3, repetition persists in some of the visited child-friendly schools. The reason mentioned by school principals is largely related to parental decision; whenever parents feel that their children are not achieving academically, they are said to insist on schools to allow failing children to repeat the grade. It may be more effective, however for these schools to revisit the performance and effectiveness of teachers, rather than making young children suffer repetition.

5.3.4 Education quality in child-friendly schools⁵

In this case study, the consultants used teachers' qualifications, student-teacher and student-classroom ratios, actual classroom practices, the student-textbook ratio and pass rates as proxy indicators to assess the quality of the teaching-learning process in Ethiopia's child-friendly schools.

a. Teachers: All CFS facilities have qualified teachers. However, two schools, both in the Afar National Regional State, reported that they lack staff qualified to teach in the local language. Nearly three-fourths of students seem to have been satisfied with the helpfulness of teachers in all aspects. The teacher-student ratio was found to be very good in almost all of the child-friendly schools, with teachers even being underutilized in some locations. The average teaching load and weekly hours devoted to the teaching-learning process was found to be minimal, however, in at least two of the schools.

b. Classrooms: In 60 per cent of child-friendly schools, the classroom-student ratio was found to be higher than the national standard of 51 per class. This may negatively impact the quality of learning at least in two ways. First, it will be difficult for teachers to exercise student-centred, active methodologies in the teaching-learning process, and second, because it reduces interaction time between the teacher and students, it will be difficult to address individual differences, in which case the chance for actual classroom participation of all students will be affected. Very few child-friendly schools have been observed to actively implement student-centred methodologies. This may result in boring traditional teaching methods that would explain the mixed results in terms of improved efficiency.

⁴ Annex 7 provides further proxy quality indicators for the child-friendly schools.

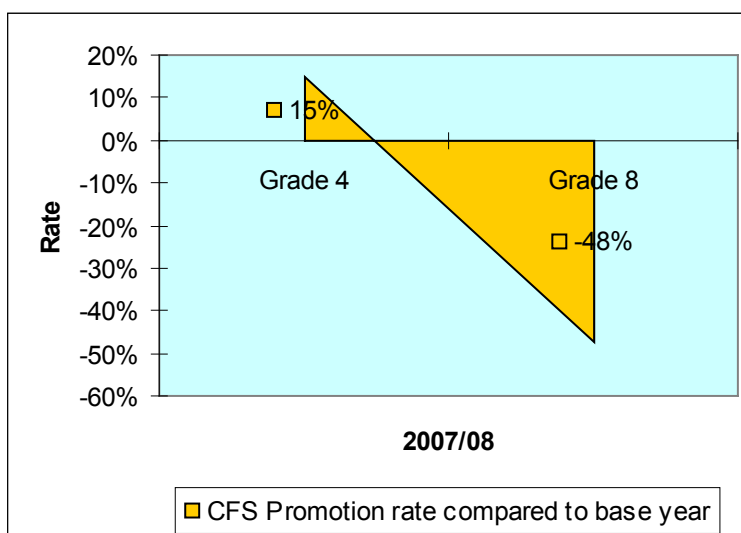
c. Student participation: Overall, 60 per cent of students indicated their satisfaction with the teaching-learning process and learning outcomes. However, 40 per cent of students interviewed expressed dissatisfaction in terms of classroom practices as well as in their academic achievement. When asked about fairness in classroom participation, 75 per cent of students reported they are hardly satisfied; they revealed that teachers tend to favour academically well-performing children, and mentioned as an example favouritism during question-and-answer sessions. During our visits, we also witnessed that teaching-learning methodology was dominated by traditional lecture-type, teacher-centred techniques such as dictation and information-based question-and-answer lessons. About 51 per cent of students also indicated their dissatisfaction with their participation in school clubs.

The limited and/or unfair participation of students in the teaching-learning process will greatly reduce the motivation and confidence of children to learn and develop their talents. To improve the quality of learning, principals and supervisors need to be made aware of the importance of giving attention to low-performing children. Co-curricular activities also need particular attention and should be treated as key tools for imparting life skills and in unleashing learners' potential. The implication is that all the concerned bodies – including child-friendly schools, WEOs, REBs and UNICEF Ethiopia – need to focus more on actual classroom learning during the next phase of the planning cycle.

d. Textbooks and learning materials: To enable quality learning, it is essential to provide students with textbooks, particularly in core subjects. The MoE has developed a policy on textbooks, and most of the regional governments have started to pay particular attention to production and distribution. National reports show substantial improvements vis-à-vis efforts to reduce the need to share textbooks. But despite these efforts, only three child-friendly schools indicated that textbooks are provided in a 1:1 ratio. About half reported that the proportion of textbooks to students is 1:2; in five child-friendly schools – Awash, Dalkoth, Dubti, Husen Geri and Zobel – the lack of textbooks appears to be severe, calling for immediate attention from the REBs. As for learning aids and library books, availability was reported to have been improved, but supervisors indicated that the level of use both by students and teachers tends to be less than satisfactory.

e. CFS progress in promotion rates: The key to success in the CFS approach is the actual learning outcome, as may be measured by achievement scores and/or promotion rates. In this case, the promotion rate has been taken as a proxy indicator for judging how well the child-friendly schools were doing compared to the base year. Generally, trends in the promotion rate at Grade 4 were positive, but they showed a declining trend in Grade 8. Further analysis of data on the pass rates showed that 20 per cent of child-friendly schools exhibited progress, 13 per cent maintained their baseline status, and 20 per cent regressed behind the base year in preparing children for the next cycle. For six of the child-friendly schools, it was not possible to compute progress made due to lack of baseline data. Factors for poor performance could be numerous and contextual.

Figure 3: Progress in promotion rates at child-friendly schools



Source: Compiled from school archives 2005/06-2007/08; (see Annex 8 for detailed information).

Results of this study remind CFS stakeholders to critically think and work more on the academic achievement dimension, which appears to be key in determining success or failure. Therefore, it is imperative to encourage child-friendly schools to conduct action research to more accurately assess in-class interaction and teaching-learning behaviours, proficiency in teaching methods, availability and use of textbooks, and students' learning readiness and level of motivation.

5.4 Impacts of the CFS intervention

5.4.1 Changing attitudes

School principals and teachers believed that the greatest impacts observed in child-friendly schools were the willingness of parents to send their children to school and the increased level of parents' participation in school affairs. A change in parental attitude towards their children's education can be seen in enrolment gains of 67 per cent. The increased level of community participation in education was also asserted by the degree of support given after introduction of the CFS model. These changes were largely attributed to efforts made by the Government, UNICEF Ethiopia and PTAs to raise community awareness on the importance of education in general and girls' education in particular. As can be seen in Table 4, the attitude of parents towards girls' education is improving; although preference for boys is still dominating, 28.6 per cent of student respondents indicated that parents show no preferences between boys and girls for schooling.

Table 4: Parents' preference of children for schooling

Respondents	Parents' preference						Total
	Boys	Girls	Younger child	Older child	Disabled	No preference	
Female	39.9%	10.6%	11.5%	5.8%	0.5%	31.7%	100%
Male	41.7%	13.8%	16.5%	2.3%		25.7%	100%
Both	40.8%	12.2%	14.1%	4.0%	0.2%	28.6%	100%

Source: Compiled from student responses, 2008.

Gender stereotyping is deep-rooted in Ethiopia. Field responses, however, indicated that positive steps have been taken in child-friendly schools. PTAs, teachers and children were asked to rate the extent of gender-friendliness in their school since the introduction of the CFS model. All respondents felt that the schools are becoming more gender sensitive and striving to promote gender equality in several aspects. Girls' participation was reported to have been enhanced in co-curricular activities encompassing girls' education committees, child rights, HIV/AIDS, mini-media and environment protection clubs, and in the actual classroom teaching-learning process, which in turn have resulted in improved self-confidence and retention. The provision of gender-friendly facilities such as separate latrines, water supplies, various gender-sensitive posters, brochures, supplementary reading materials, tutorial and counselling services, and awareness-raising activities were found to be instrumental in promoting the rights of girls to education and in minimizing gender stereotypes in schools and communities.

5.4.2 Positive impacts on communities and children

All of Ethiopia's child-friendly schools have structures that link schools with the community, e.g., PTAs, ETBs and school improvement committees. The introduction of child-friendly schools has increased the level and scope of community participation. More importantly, key study participants in six regional states – Afar, Amhara, Harari, Oromia, Tigray, and the Southern Nations, Nationalities and People's Region – underscored that the mode of community participation is gradually changing from the usual 'tell mode' in which they were asked to contribute labour, cash and material, to a real sense of involvement in all aspects of school affairs – from planning to management, resource mobilization, monitoring and evaluation of school activities.

PTAs were found to be more vibrant community structures, striving to promote the quality of schooling on a voluntary basis. Seventy-five per cent of teacher respondents, school principals and supervisors have witnessed increased participation of communities and listed some of the following key roles of PTAs as positive evidence impacting the education system in Ethiopia:

- Conducting annual censuses to identify and enrol out-of-school children.
- Organizing regular advocacy campaigns on the benefits of education, especially for girls.
- Monitoring classrooms to ensure regular student attendance and actively seeking dropouts to bring them back to schools.
- Mobilizing skilled community members to assist in construction, repair and improvement of facilities.
- Mobilizing communities to contribute resources, including in-kind, labour, materials, land and cash.
- Attending school meetings to discuss issues, prioritize problems, approve plans, decide on resources and manage implementation.
- Monitoring teacher performance and solving problems.

Though still not strong enough, Kebele Education and Training Boards (KETBs), which cover the smallest administrative units in Ethiopia, were in place in some of the child-friendly schools but tend to be less visible and less active compared to the parent-teacher associations in dealing with school issues. Duplication of responsibilities between the ETBs and PTAs was also reported, indicating a need for more clearly defined policy directives. This problem has been identified by all education stakeholders including the MoE, REBs, UNICEF Ethiopia and others. Theoretically, PTAs would focus on the day-to-day management at the school level and the KETBs are meant to approve plans, budgets and suggestions made by PTAs. As revealed by about 80 per cent of respondents, PTAs were found to be more responsible and credible structures in mobilizing community efforts in the best interest of children. In relation to this, a study has been conducted and a new guideline has been drafted, with a financial assistance from UNICEF Ethiopia, though not yet issued for implementation.

In some child-friendly schools, PTAs have broadened partnerships with the private sector and the Ethiopian diaspora, embassies and NGOs. PTAs in Acheber Chefie, Atse Z/ Yacob, Edeneba-Agawo, Fitawrari H/Giyorgis, Gambella and Gey-Mederesa have coordinated investors and individuals living abroad, in Addis Ababa and nearby towns to support school activities through donations and provide support for children in need to continue their education beyond primary school.

In Gambella, for example, individuals provided 100 desks, and in Edeneba-Agawo, an investor donated a power-supply generator. In Acheber Chefe, investors encourage students to continue their education beyond primary schooling through such support as paying for house rentals, and provision of school supplies and pocket money for indirect expenses incurred while learning. The general connotation is that there is strong momentum for partnership and community participation around child-friendly schools. The experience of PTAs in Fitawrari H/Giyorgis is described here:

After 60 years of operation, Fitawrari H/Giyorgis Primary School, located in Oromia, was on the verge of collapse due to lack of maintenance. The resources required were found to be more than local communities could afford. The PTAs then decided

to broaden their partnerships by establishing a committee chaired by a former patron student of the school. A proposal was circulated to various agencies and individuals including UNICEF, government embassies, NGOs, private investors and previous students. The first response came from UNICEF, followed by the Embassy of Japan in Addis Ababa. One former student responded from Germany, and community members contributed according to their own capacities. Through this initiative, the community successfully rehabilitated a standard primary school to the satisfaction of the people, which appeared to be a truly child-friendly model school.

Some positive impacts for children were also observed. As confirmed by more than 62 per cent of student respondents, the involvement of children in school matters has increased since the introduction of CFS. Some schools have established forums such as children's parliaments, where students can exercise leadership skills and build social values and self-confidence. Through clubs, child-friendly schools are also impacting the lives of children by encouraging children to promote community and child rights issues, sharing ideas among themselves and the community at large. Others have established guidance and counselling offices, for example, in Melbe, where children are helped to cope with their emotions and envision a positive direction for the future.

Positive changes have also been observed in school improvement planning. Almost all schools have a three-year strategic plan with a well-articulated vision and mission statement displayed on signboards or school walls. The work of Dubti was exemplary and worth sharing here:

'A well-thought plan is a road map to CFS success', as it was the case in Dubti CFS. This full primary school for Grades 1–8 is located in Afar National Regional State, about 510 kilometres north-east of Addis Ababa. Dubti CFS began its journey with the first step in the right direction: good planning, a crucial tool for child-friendly schools in achieving their aspirations. With a vision to ensure quality education for all children by 2015, the Dubti CFS has successfully conducted an MDG needs assessment with a master list of out-of-school children disaggregated by age, gender and socio-economic and physical characteristics and needs of children in the villages to be served in their school. The document shows where the school stands, where it wants to be in the next five years, what it takes to get there, how best to act and when, and the amount of resources required to achieve the MDG goal by/or before 2015. For the school principal, it was clear that 'failure to plan means planning to fail'. The Dubti CFS experience relays the message that good training counts when it reaches the right people in the right place and time. The support of UNICEF Ethiopia, which equipped school staff with the necessary skills and knowledge for micro-planning, was appreciated.

5.4.3 Policy and legislation changes

Since 1994, Ethiopia has undergone several changes in the development of education and has initiated the GEQIP comprehensive package of reform to transform education system quality, as indicated in the background and context sections of this case study. At this stage, however, there is little to be said about changes in policy and legislation attributed to the CFS initiative. Nonetheless, experience gained from the introduction of ECD centres attached to child-friendly schools may provide useful information for

development of the national framework and strategy for early childhood development that is currently under way. The CFS model may also provide valuable lessons in the process of developing national standards and indicators to improve the deteriorating quality of primary education.

6. ANALYSIS

6.1 Addressing the challenges of quality teaching⁶

In 2002, the MoE conducted a study on the 'Quality and Effectiveness of Teacher Education in Ethiopia', which concluded that the system's ability to provide education in accordance with the goals of the Education and Training Policy was weakened by several factors – the primary one being teacher performance. The major constraints were identified as (i) large and heterogeneous classes; (ii) minimal teaching resources; (iii) poor physical environment and infrastructure; (iv) weak pre-service preparation and lack of continuing in-service professional development; (v) an overly academic, often irrelevant and not well-understood curriculum; (vi) an examination system that discourages active learning, creative thinking and the development of higher-order thinking skills; and (vii) poor leadership and weak management skills. Further constraints added to this list by teachers included: lack of professional identity as educators; lack of internalized professional values, ethics and self-esteem; poor socio-economic status and regard within society; and low morale, inadequate rewards and poor living conditions.

In response, the MoE developed an extensive series of teacher development programmes – initially known as the Teacher Education System Overhaul (TESO) and later developed into the Teacher Development Program (TDP) to transform the education sector. The programmes formed a coherent package of measures to be instituted within the teacher training system aimed at enhancing the quality of teaching and learning. The Teacher Development Program is now in its second phase of implementation. Despite the remarkable achievements gained as a result of these programmes, the challenges mentioned above still seem to persist in Ethiopia and the recommendations of the 2006 Teacher Development Program Mid-Term Review remain valid and need to be addressed in the second phase of TDP implementation.

In short a comprehensive and systematic training of teachers should be developed, delivered and need to be closely monitored and evaluated. In this regard, the Child-friendly schools are good entry points for targeted teacher development in all areas related to child-friendliness, including learner-centred methods, gender sensitivity and life skills.

6.2 Challenges of organizational collaboration

The design, implementation and evaluation of a child-friendly school call for a multidimensional and integrated approach. Results of this case study, however, indicate limited inter-sectoral collaboration among actors and integration of programmes across sectors. Reportedly, several organizations have agreed to work together towards the realization of the CFS model. Although the Ministries of Health, Education and Water have signed a memorandum of understanding to improve the health, sanitation and

⁵ Teacher Development Program Mid-Term Review, MoE 2006.

hygiene features in schools, the current situation reveals that these sectors follow a linear, piecemeal approach during programme design and implementation.

The level of collaboration with UN agencies and NGOs was not up to the expectations of UNICEF Ethiopia. According to the CPAP, the World Food Programme was expected to collaborate in providing school feeding programmes in drought-prone areas; and UNESCO was expected to assist in micro-planning, the Education Management Information System and research. But these promises were not observed and far from being applied in any of the child-friendly schools visited. Although collaborations between different sections of UNICEF Ethiopia (Education, WASH) are commendable, the issue of joint programming and action needs further integration, joint planning, monitoring and evaluation to effectively move the CFS agenda forward.

As widely aired by respondents, further success of the CFS model also depends on effective relationships between sectors and actors, implying the need to work more on advocacy, lobbying and networking to create synergy and enable effective organizational collaboration between partners and across sectors at all levels of planning and implementation.

6.3 Capacity gap analysis

a. Problems of capacity in terms of knowledge, skill and attitude were evident at all levels of planning and implementation.

Many school principals, PTA members, WEO experts and key personnel at the REBs, including at the Ministry of Education level, were not found to be well versed about the what, why and how of CFS. The capacities needed to successfully plan, implement, monitor and evaluate the programme was weakened by poor conceptual understanding as well as by the low level of technical and human skills among implementers. Frequent turnover of government staff also seems to have played a negative role in the process of implementing CFS. As a result, opportunities created from the introduction of CFS were not fully exploited to impact change in the learning outcome. It therefore seems vital to organize a series of capacity-building strategies in the form of workshops, exposure visits and experience-sharing forums to successfully promote the model and go for economy of scale to cover a substantial number of schools as envisaged in CPAP.

b. Capacity gaps on organizing and using baseline data are more pronounced at the implementation level.

Lack of complete baseline data has challenged the outcome of this study to precisely document, analyse and share lessons from experience attributed to the CFS intervention. This underlines the need to fully fill in the baseline data and develop SMART (Specific, Measurable, Attainable, Results-oriented and Time-bound) objectives, along with costed inputs, outcome indicators and an effective monitoring system.

While an interview with his Excellency Ato Fuad Ibrahim, the State Minister for General Education, the need for functional capacity was crystal clear. “Capacity gaps

at all levels (policy, strategic and operational levels) are self evident and hence needs to be improved continuously in terms of planning, management, monitoring and evaluation of the education service for effective service provision, but more importantly, at the school level, said the State Minister

Regional and School level discussions also revealed similar concerns. There is an urgent need to empower children, teachers, school principals, supervisors and PTAs around each of the five dimensions of the CFS approach.

To keep the current level of enthusiasm and to heighten interest of stakeholders, it is therefore recommended that implementing partners be equipped with the necessary knowledge and skills to conduct baseline surveys, analyse and document results along all the five dimensions of the CFS model. WEOs and child-friendly schools lack the capacities to use school-level data to identify and prioritize school needs, align to policies/programmes, plan strategically, implement and measure progress by clearly setting defined indicators. This could be done through hands-on training that makes use of a reflective approach; training of trainers (ToT) to core teams drawn from REBs and WEOs in a multiplier effect to be cascaded at all levels; organization of forums; and exposure visits to learn from experience. Special training could also be incorporated to train trainers of peer leaders, who will in turn, serve as facilitators for children within their respective schools and communities.

c. Capacities of teachers to apply learner-centred methodology are limited. The effectiveness of CFS will be judged by the quality of academic performance achieved by learners, and this happens when teachers apply participatory, active learning methodologies in the classroom. Classroom observations, however, revealed very few active learning practices in 14 of the 15 child-friendly schools visited. The level of understanding and skills of teachers in applying participatory learning styles were limited. Thus, there is a need to expand training for teachers in student-centred teaching-learning techniques. This should be followed by close monitoring and evaluation to ensure institutionalization of the training, along with measuring the effectiveness and impact of the training to ensure the quality of learning.

d. Curriculum materials are in short supply. Textbooks are required to encourage students at school and while at home to read and write, practise computing skills, and develop higher-order skills for critical thinking. In more than half of the child-friendly schools visited, however, textbooks were in short supply. In about 50% of the CFSs visited, the average textbook-student ratio was as high as 1:5, and the ratio of textbooks in subjects such as mathematics and English was even higher. Significant shortages of syllabuses, teachers' guides and supplementary reading materials were also noted. These are among the priority needs to be fulfilled in child-friendly schools to enhance actual learning.

e. There are limited levels of awareness and abilities to promote co-curricular activities in child-friendly schools. Students indicated that they were not satisfied by the level and varieties of school club activities. They also revealed the fact that most of the clubs claimed by the schools were not active and functional. Club activities can be very useful in implementing many dimensions of the CFS model. Clubs will

provide the forum where children, youth, teachers and other members of the community discuss important development issues, share experiences, find solutions, promote child rights and encourage stakeholders to effectively discharge their responsibilities towards the best interest of children and communities. Activities can include support to strengthen children's parliaments, debates and theatrical performances. Focused interventions should also involve out-of-school children in an effort to introduce them to their rights and responsibilities, and to encourage their participation in education.

f. School facilities are sometimes poorly managed. Problems were observed in the use and management of water and sanitation facilities, equipment such as computers and musical instruments, and in the organization of libraries and pedagogic centres to facilitate maximum learning. The poor management and use of facilities could be addressed through continuous awareness raising and facility management training. In this regard, UNICEF field staff and government counterparts – including all concerned regional and *woreda* education, health and water sector bureaus and offices – need to make a considerable effort in capacity building and monitoring of programme activities at the school level, aimed at reshaping current facility management practices and unhygienic behaviours.

g. The resource needs of model child-friendly schools are far from being met. It remains difficult for some of the schools to cover non-salary costs for administration, maintenance, equipment, furniture and supply of stationery, science kits/chemicals, supplementary reading materials and co-curricular activities. In the 60% of the CFSs visited, classrooms were overcrowded, implying the need to construct additional classrooms and facilities – not only to reduce the current student-classroom ratio, but also to accommodate the ever-increasing number of enrollees attracted to the school.

6.4 The need for continuing advocacy

Stakeholders have generally expressed agreement that the CFS concept provides a powerful agenda for advocacy. In their view, the broadened vision of the CFS model is a more comprehensive approach to providing equal access to quality education. For child-friendly schools to continue to be a positive addition to quality improvement efforts, there is a need to demonstrate results on the ground – followed by advocacy with the Government, using all available communication channels. In this way, it could be possible to influence and broaden partnerships at the policy and local levels. Development of an information package and/or promotional materials such as posters, leaflets and videos will be useful to reach a wider group of actors and deepen understanding about CFS.

6.5 Lessons from the implementation process

a. Strategic support bears fruit. UNICEF provided nominal financial support while sharing the CFS concept – along with a big-picture framework – to school managers and planners. Some child-friendly schools in Ethiopia wholeheartedly bought the CFS idea and tried it on the ground. Indeed, these school leaders have

demonstrated their ability to mobilize local knowledge, skill and resources to make the CFS model work in their own contexts. What they needed was a catalyst in the form of training, funding and an enabling policy environment and limited financial input. UNICEF Ethiopia's assistance was instrumental in building support and resource mobilization from community members, the Diasporas, investors and school alumni to effectively advance CFS objectives. The general connotation is that there is strong momentum for partnership and community participation around child-friendly schools. Currently, there is a view that the introduction of CFS is having a positive impact in reshaping schools towards quality improvement (as a case in point please see a success stories of Hogba and Gey-Mederesa CFSs separately written by the lead consultant).

b. The most remarkable contribution of the CFS model is its extended definition of 'quality education'. The CFS model promotes a more complete concept of school, fostering a child-centred classroom process; a whole-school environment that is safe, healthy and protective of children, inclusive and gender sensitive; a well-managed and academically effective facility; and involvement of children, parents, teachers and the community at large in a coordinated manner to fully address the right to education as established by the Convention on the Rights of the Child. All these dimensions are key success factors towards creating effective CFSs.

c. Human and material capacity-building needs were not given equal attention during the first phase of CFS intervention. The first years of CFS interventions focused more on material capacity building. Despite some efforts made by UNICEF Ethiopia, it was observed that key actors are not well-versed with CFS principles, particularly at WEO and school levels. The school-development planning attempts and management systems in the majority of schools visited are inspired solely by the current SIP framework, leaving out more extensive aspects of CFS concepts and practices.

d. Some stakeholders believe that full implementation of the CFS model is unaffordable. While there is no disagreement with CFS principles in the process of quality improvement, key stakeholders question the affordability of the CFS model in implementation on a wider scale. They think that neither the Government nor the community can bear the costs associated with the full CFS package. They suggest, however, incorporating the missing elements of the CFS features currently not included in the School Improvement Program and/or encouraging schools to use the CFS framework as a reference material while dealing with their school improvement program.

e. A strong and knowledgeable leadership is central to the success of CFS. Gey-Maderesa has demonstrated how the CFS approach can work with the minimum preconditions for success in educational innovations. A positive school policy environment; well-trained, motivated and visionary leadership; a merit-based strategic management system; the presence of a strong PTA capable of linking the school to the outside environment; and provision of basic inputs in terms of infrastructure, number of people available to work in education, supplies, services

and operating budget are key to success in such innovations as CFS. This school transformed itself with little more than training provided by UNICEF on a model of comprehensive quality that the school could aspire to.

f. The SIP and CFS models may need to be synchronized. Although the CFS model goes beyond SIP components, child-friendly schools and the School Improvement Program initiated by the Government are regarded to be similar in content and approach, suggesting the need for synchronization and mainstreaming than dealing with the models separately. Some respondents also aired their fear that parallel implementation of SIP and CFS may create confusion and could pose difficulties for planning and implementation. Others propose to let both programmes grow and mature in their own way and nurture each other as mutually reinforcing and complementary initiatives, as well as to provide comparisons and make sound decisions in the future course of action.

g. CFS requires a well-thought-out plan and monitoring system before going to scale. The CFS initiative has suffered from poor planning exercise and monitoring systems. It thus appears essential to develop/adopt a working manual, guidelines, standards and indicators to gauge planning and implementation at the grass-roots level.

h. The CFS model is multidimensional in approach and requires collaborative action. From the process of implementing child-friendly initiatives, it is learned that CFS is not only about schooling and an endeavour of one sector alone. It goes beyond the technical capacity of the education sector and calls for joint programming and enhanced multi-sectoral collaboration between such areas as health, water resources, justice, labour and social affairs, and actors at various levels of planning and implementation. Thus, continuous consultation, research, capacity building and advocacy efforts are required to create synergy and enhance partnership with relevant sectors and actors as well as similar models seeking to ensure the rights of children, not only to encourage support from key stakeholders, but also to positively influence policy and facilitate mainstreaming of the CFS approach into the broader setting of education in Ethiopia.

7. FUTURE DIRECTIONS

Overview

Future success of the CFS initiative depends on whether it truly lives up to the ideal of extended quality education: schools with child-centred teaching practices; a safe, healthy, protective, inclusive and gender-sensitive environment; academically effective and involving of children, parents, teachers and the community at large in a more comprehensive and coordinated manner. This will require a supportive school policy environment, provision of adequate resources, and above all capacity and strategic leadership geared towards the best interest of children. To this end, there are specific issues to have in mind, chief among them the political changes that are taking place in Ethiopia. Concerted efforts are being taken in the right direction from the central government, and the schools are eager to improve. This will be facilitated by further capacity building at the regional level and stronger commitment to decentralization by allocating appropriate resources to the regions. Directions that have been suggested are detailed in the following sections.

7.1 Adopting national minimum standards for CFS

The national minimum school standards issued in 1987 tend to be an outdated response to the existing realities of Ethiopia's education system, and several changes have taken place since then. Currently, the Ethiopian Ministry of Education has embarked on the massive schooling system reform entailed in the General Education Quality Improvement Program. The new reform package consists of six core areas for intervention. Within the GEQIP framework, the School Improvement Program is designed to promote four key dimensions: (i) a conducive and attractive learning environment, (ii) an effective teaching-learning process, (iii) results-oriented leadership and management systems, (iv) enhanced school-community relations and (v) a thorough and comprehensive social mobilization that involves continuous and active discussion, consultation and involvement of the entire community, including traditional authorities, families, village elders and local council members.

Anecdotal reports indicate that the Ministry of Education is in the process of developing minimum standards for schools in line with the new GEQIP. Because the CFS model shares many of the features contained in GEQIP, especially within the School Improvement Program, there seems to exist a window of opportunity to adopt national minimum standards that are in line with the CFS model. There is strong momentum towards school improvement in Ethiopia, and it is therefore an opportune time to share experiences of global best practices to help the MoE enrich and sharpen standards as deemed necessary. At this point in time, the MoE may require both technical and financial assistance from UNICEF Ethiopia to continue refining its SIP standards framework.

It is clear to the Ministry of Education that support from UNICEF has always been beneficial, and it is eager to enhance and continue the partnerships even further – with

the Federal Ministry of Education, Regional Education Bureaus and Woreda Education Offices committed to taking a lead role in planning, coordination, monitoring, evaluation and development of the CFS initiative. Closer alignment with SIP in content and language, and by streamlining CFS processes, would lead to less confusion and stronger ownership at different levels. In addition, it is necessary to have a benchmark against which standards must be measured.

All stakeholders must be involved in the development and update of these standards, which should go beyond SIP to include: cessation of corporal punishment; elimination of all kinds of abuse inflicted on schoolchildren; an end-of-term assessment test to monitor students' progress; a cut-off point that will determine whether a student has passed or failed; and respectful behaviour of students among themselves and with their teachers. These standards should further incorporate institutionalization of pre-service and in-service training; resource centres where students and teachers may informally exchange views on current affairs, not only on academic issues, but also of global topics akin to their level of perception and understanding; and mainstreaming of gender issues. These criteria contribute to the scaling up of the CFS model and augment a relaxed but effective learning environment.

7.2 Assessing cost-effectiveness of child-friendly schools

Analysis of cost-effectiveness appears to be central to determining the strategy for scaling up the CFS model. Unfortunately, this study was not able to provide answers to these important questions, for three main reasons. First, the short duration of the CFS programme cannot fully offer the basis to compute cost-effectiveness. Second, there have been quite a number of different types of support provided to child-friendly schools by various sources, but most of the facilities lack well-documented financial records. Finally, few schools keep regular records of their finances, thus making it difficult to make cost assessments retroactively.

Hence, we suggest that an in-depth study be conducted to: (i) develop a costing model by collecting data from existing model child-friendly schools on any and all aspects of CFS interventions; and (ii) calculate the resources required, based on comparative standardized cost estimates per unit (school, student) to allow measurement of cost-effectiveness in comparison with competing approaches such as standard education system models or with other innovative models trying to reach CFS-style goals. The cost-effectiveness analysis is instrumental in making decisions on what direction to take in the future and what funding modality to adopt to support CFS efforts – and to set realistic goals for sustainability and to get a clearer picture on how actual and opportunity costs are likely to evolve when CFS systems go to scale.

7.3 Gender mainstreaming in policy and legislation

There are many positive signs with regard to improving gender equity in Ethiopia. School curricula content, for example, has been under continuous revision to achieve gender sensitivity and balance. There have been modifications in family law. And awareness-

raising campaigns through mass media, workshops and seminars have been and still are used to sensitize the public about child rights in general and girls' education in particular. Qualitative analysis and measures such as allocating earmarked budgets for gender mainstreaming, however, tend to be missing. Therefore, it may be beneficial if schools and sector offices consider gender-segregated budgeting in future planning.

7.4 Continuous capacity building

Clear conceptualization and internalization of CFS principles seems to be a stepping stone for direct involvement of stakeholders towards efficient and effective realization of the CFS concept. In respect to programming, Regional Education Bureaus are better exposed to the CFS concept, but a significant number of schools reported that they are not adequately empowered to translate CFS principles into practice at the school level, implying the need for more aggressive hands-on training and exposure visits.

Most teachers are still using teacher-centred methods, and PTAs have limited capacities to discharge their responsibilities, especially in such areas as identification of needs, prioritization of issues, resource mobilization, management and monitoring of day-to-day school activities. School principals need to be empowered in such areas as micro-planning, management of facilities and finances, and Education Management Information systems. District education offices and Regional Education Bureaus have limited capacities in strategic planning, management of funds, budget analysis and supervision of teaching-learning processes. Thus, continuous capacity-building efforts are needed to internalize and institutionalize the CFS model in Ethiopia.

Methods of individual capacity building can follow 'cascade' training, including face-to-face workshops, exposure visits and organization of a networking forum for exchanging experiences. To bring about significant changes in day-to-day practices and behaviours of participants in CFS initiatives, it is advisable that a reflective approach be put in place – whereby target groups continuously reflect on their strengths and weaknesses, draw action plans, implement them, and cyclically reflect upon and improve their plans for future performance.

7.4.1 Child participation

Promoting club activities is another area for continued capacity development. Children do not develop their capacity solely by being taught in schools. They can become members of clubs that provide a forum where students, teachers and other members of the community can share experiences, identify problems, and jointly decide and act towards the fulfilment of children's rights. Club activities – in that they promote peaceful coexistence, self-confidence, self-esteem, environmental protection, and development of the physical, emotional and spiritual well-being of children – are particularly important. These activities are more likely to impact children's lives when facilitated by peers in a child-to-child approach. Focused interventions will also be needed to involve and include Alternative Basic Education Centres and out-of-school children.

7.5 Responding to needs

In today's context of insufficient material and financial resources, extending the benefits of the CFS model will require goodwill, commitment and determination. Every respondent would like to see the CFS model extended to all primary schools across the nation, but some are sceptical about its affordability. The work of some child-friendly schools, however, demonstrates the existence of untapped local resources if the initiative is led with a strategic vision, will, determination, commitment and collaboration.

Local communities may have the answer on how they can best respond to prevailing needs in their own way, if they are properly empowered to own and manage issues directly affecting the fate of their children. Bilateral and multilateral organizations and agencies also have significant roles. Scaling up of the CFS approach will require identifying what it will take to advance improvements in education quality, including documentation and dissemination of lessons and promising practices to potential users.

Above all, the development of national minimum CFS standards, flexibly tailored to local contexts and followed by needs-based capacity building and provision of basic minimum funding, should be regarded as the first strategic choice that would best benefit the scaling-up strategy and let the CFS model bear fruit. This should be followed by capacity building to enable child-friendly schools to more effectively collect baseline data, develop quality improvement plans and guide implementation with the help of checklists to monitor progress.

The MoE, REBs and WEOs need to ensure that the CFS framework is included throughout education sector development plans and budget exercises – and they need to regularly monitor how schools are becoming consistently more child-friendly and determine which interventions are most effective in making this happen. They are also required to decide on the purpose, quality and level of use of the standards, both to determine what child-friendliness measures are and to monitor their attainment. It should be noted, however, that implementing and sustaining such a policy will require full acceptance by those directly affected: parents, children and teachers.

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ANNEXES

Annex 1: UNICEF Ethiopia outcome indicators for basic education, 2007–2011

Key results		2007	2008	2009	2010	2011
(a) Established effective model ECD centres attached to child-friendly schools		National framework/ policy and strategy produced	222	339	339	1000
		ECD curriculum and standards produced				
(b) Access to basic education	Primary net enrolment rate	71	74	78	82	85
	Grade 1 net intake rate	81.0	96.0	96.0	96.0	96.0
(c) Primary gender parity index	Grade 1–8	0.87	0.91	0.94	0.97	1
(d) Quality improvement	Grade 4 and 8 national learning assessment	51%	85% of children retained and at least 51% pass result attained			
	Primary school completion rate	52%	64%	76%	80%	85%
	Average Grade 4–8 repetition rate	3%	3%	2%	2%	2%
	Model CFS established	51	172	339	339	1,000
(e) Emergency education	At least 60% school-going children affected					

Source: UNICEF 2007; CPAP 2007–2011.

Annex 2: Specific activities undertaken by the CFS project

	Activity	Focus area	Target population/beneficiaries	Remark
1	Community sensitization	Benefits of girls' education, child enrolment and survival at school and Harmful traditional practices	Elders, community leaders, religious figures and community at large	PTAs, are being sensitized to meet their obligations through communication, community dialogue and teachers training
2	Orientation seminars/meetings	CFS concept, ECD, policy and practice (in Somali supplemented by video show on school hygiene and sanitation)	REB heads, focal persons both at MoE and REBs, Principals, teachers, supervisors, PTAs/Kebele Education and Training Boards	
3	Training/workshops/ exposure visits	School development planning, financial management, proactive teaching-learning methods, review of curricular, action research gender & HIV AIDS responsiveness, education management information systems	Principals, teachers, supervisors at School Cluster Resource Centre, PTAs/Kebele Education and Training Boards	
4	Civil works/ construction	Construction/renovation of additional classrooms, separate dry-pit latrines, pedagogic centres, School Cluster Resource Centres, ECD centres, teachers' residence, painting of walls, fencing; support provided to child-friendly schools in Edeneba-Agawo for construction of teachers' residence and one-in-all sports fields	Pre- and primary-school-age children, teachers and the whole school community	
5	Water and sanitation facilities (WASH)	Provision of potable water, hand washing facilities, urinals, water tankers	Primary-school-age children, teachers and the whole school community	
6	Furniture	Student desks, chairs, tables, shelves, for office, library, pedagogic materials	Primary-school-age children, teachers and the whole school community	
7	Equipment	Typewriters, duplicating machines, computers with printers, mini-media, sound systems, television, tape recorders musical instruments, radios	Primary-school-age children, teachers and the whole school community	
8	Minimum package of supplies and essential	Learning kits, science kits, first aid kits, indoor and outdoor games,		

	Activity	Focus area	Target population/beneficiaries	Remark
	educational materials	sports materials, reference and reading books		
9	Support to girls' education	Tutorials, uniforms, incentives		
10	Celebration of events and incentives	Parents' days, girls' week, WASH day, African Child Day, question-and-answer sessions	The whole community and incentives for best performing/outstanding children, girls, child-friendly schools and WEOs	
11	Monitoring and technical assistance	All activities	All child-friendly schools, WEOs, REBs and the MoE	
12	Policy	ECD	Children and mothers	

Source: UNICEF Ethiopia, Field Office Annual Reports, 2007–2008.

Annex 3: Mechanisms adopted by child-friendly schools to ensure enrolment and retention

	Regional States →	Tigray	Afar	Amhara	Oromia	SNNPR	Somali	Gambella	Benush angul Gumuze	Harari	Dire Dawa	Addis Ababa				
S.N o.	CFS →	Melbe	Dubti	Awash	Atse Z/ Yacob	Zobel	Acheber Chefe	Fitawrar H/ Giyorgis	Hogba	Edeneba-Agawo	Husen Geri	Dalkoth	Mandura	Gey-Meder esa	kalicha	Kokebe-Tsebha
1	Awareness-raising campaigns using different strategies and media	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2	Annual door-to-door campaign to identify and register school-age children	√	√	p	p	√	p	p	x	√	p	x	√	p	p	x
3	Micro-planning through MDG needs assessment	x	√	p	x	x	x	x	x	x	x	x	x	x	x	x
4	Peer-to-peer influence	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
5	Making schools more attractive and responsive to children	√	√	p	√	√	√	√	√	√	√	√	√	√	p	√
6	Exemption of school fees and provision of free textbooks	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
7	Integration of ECD with primary school	√	p	x	x	√	√	x	√	p	√	x	√	√	p	x
8	Integration of special needs unit	x	X	x	x	x	x	x	x	x	√	x	x	x	x	x
9	Alternative/complementary strategies	√	√	√	√	√	√	√	√	√	√	√	√	√	x	√
10	School feeding	x	X	x	x	x	x	x	x	d	x	x	x	x	e	x
11	Special support for needy children	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
12	Construction of teachers' residence	√	X	x	√	√	x	x	x	√	x	x	x	x	√	x
	Key: √ = yes, x= no, p= planned, d=discontinued, e = essential/in need Source: Compiled from responses of the CFSs															

Annex 4: Enrolment trends in Ethiopia's child-friendly schools

			Base year						Improvement since CFS introduction			
			2005/06 enrolment			2007/08 enrolment			2007/08			
No.	Region	CFS	Boys	Girls	Total	Boys	Girls	Total	Both genders	Growth rate	Girls	Growth rate
1	SNNPR	Hogba	201	260	461	526	692	1,218	757	164.2%	432	166.2%
2	SNNPR	Edeneba-Agawo	434	146	580	519	318	837	257	44.3%	172	117.8%
3	Dire Dawa	kalicha	171	70	241	267	151	417	176	73.0%	80	114.3%
4	Harari	Gey-Mederesa	397	375	772	357	378	735	-37	-4.8%	3	0.8%
5	Somali	Husen Geri	1,637	873	2,510	1,849	1,055	2,904	394	15.7%	182	20.8%
6	Afar	Dubti	779	592	1,371	811	648	1,459	88	6.4%	56	9.5%
7	Afar	Awash	1,047	1,024	2,071	1,081	959	2,040	-31	-1.5%	-65	-6.3%
8	Gambella	Dalkoth	840	399	1,239	1,147	759	1,906	667	53.8%	360	90.2%
9	Amhara	Atse Z/Yacob	923	1,222	2,145	788	1,106	1,894	-251	-11.7%	-116	-9.5%
10	Amhara	Zobel	599	707	1,306	606	747	1,353	47	3.6%	40	5.7%
11	Tigray	Melbe	382	409	791	410	577	987	196	24.8%	168	41.1%
12	Benushangul Gumuze	Mandura	1,006	493	1,499	1,045	584	1,629	130	8.7%	91	18.5%
13	Oromia	Acheber Chefe	1,095	499	1,594	954	475	1,429	-165	-10.4%	-24	-4.8%
14	Oromia	Fitawrari H/Giyorgis	1,447	1,293	2,740	1,560	1,365	2,925	185	6.8%	72	5.6%
15	Addis Ababa	Kokebe Tsebha	1,127	1,553	2,680	891	1,296	2,187	-493	-18.4%	-257	-16.5%
	All CFS		12,085	9,915	22,000	12,811	11,109	23,920	1,920	3.5	1,194	5.5%

Annex 5: Trends in drop-out rates

Region	CFS	Enrolment		Dropouts							
		2005/06	2007/08	2005/06			2007/08			Comparisons with base Year	
		Total	Total	Total		Girls	Total		Girls	Total	Girls
Dire Dawa	Kalicha	241	417	65	27%	7%	77	18%	6%	9%	1%
SNNPR	Hogba	461	1,218	0	0%	0%	0	0%	0%	0%	0%
Gambella	Dalkoth	1,239	1,906	65	5%	1%	294	15%	7%	-10%	-6%
Afar	Dubti	1,371	1,459	0	0%	0%	160	11%	4%	-11%	-4%
Afar	Awash	2,071	2,040	200	10%	4%	186	9%	4%	1%	0%
Somali	Husen Gire	2,510	2,904	222	9%	5%	476	16%	5%	-8%	0%
SNNPR	Edeneba-Agawo	580	837	83	14%	11%	136	16%	4%	-2%	7%
Harari	Ge Mederessa	772	735	20	3%	1%	13	2%	1%	1%	1%
Amhara	Atse Z/Yacob.	2,145	1,894	61	3%	1%	48	3%	2%	0%	-1%
Amhara	Zobel	1,306	1,353	71	5%	2%	96	7%	3%	-2%	-1%
Tigray	Melbe	791	987	44	6%	2%	29	3%	2%	3%	1%
Benushangul Gumuze	Mandura	1,499	1,629	283	19%	4%	376	23%	5%	-4%	-1%
Oromia	Acheber Chefe	1,594	1,429	85	5%	2%	7	0%	0%	5%	2%
Oromia	Fitawrari H/Giyorgis	2,740	2,925	56	2%	1%	46	2%	1%	0%	0%
Addis Ababa	Kokebe Tsebha	2,680	2,187	121	5%	2%	108	5%	3%	0%	-1%
	Overall	22,000	23,920	1,376	6%	3%	2,052	9%	3%	-2%	-1%

Annex 6: CFS Ethiopia, % students repeating grades, by gender

Region	CFS	Enrolment		Repeaters					Performance compared to base year
		2005/06	2007/08	2005/06		2007/08			
				Total	%	Total	%	% girls	
Dire Dawa	Kalicha	241	417	10	4.1%	9	2.2%	1.0%	-2.0%
SNNPR	Hogba	461	1,218	0	0.0%	71	5.8%	2.6%	
Gambella	Dalkoth	1,239	1,906	187	15.1%	320	16.8%	7.9%	1.7%
Afar	Dubti	1,371	1,459	0	0.0%	152	10.4%	4.5%	
Afar	Awash	2,071	2,040	365	17.6%	161	7.9%	4.6%	-9.7%
Somali	Husen Gire	2,510	2,904	581	23.1%	228	7.9%	3.1%	-15.3%
SNNPR	Edeneba-Agawo	580	837	0	0.0%	19	2.3%	1.1%	
Harari	Gey-Mederesa	772	735	46	6.0%	30	4.1%	1.5%	-1.9%
Amhara	Atse Z/Yacob.	2,145	1,894	123	5.7%	216	11.4%	6.2%	5.7%
Amhara	Zobel	1,306	1,353	18	1.4%	70	5.2%	3.3%	3.8%
Tigray	Melbe	791	987	31	3.9%	75	7.6%	4.4%	3.7%
Benushangul-Gumuze	Mandura	1,499	1,629	45	3.0%	163	10.0%	3.6%	7.0%
Oromia	Acheber Chefe	1,594	1,429	51	3.2%	37	2.6%	1.3%	-0.6%
Oromia	Fitawrari H/Giyorgis	2,740	2,925	53	1.9%	39	1.3%	0.5%	-0.6%
Addis Ababa	Kokebe Tsebha	2,680	2,187	239	8.9%	375	17.1%	1.4%	8.2%
All regions		22,000	23,920	1,749	8.0%	1,965	8.2%	0.1%	0.3%

Annex 7: Indicators of quality in child-friendly schools

CFS	Classrooms	Teachers	% Teachers qualified	Classroom-student ratio	Teacher-student ratio	Textbook-student ratio
Kalicha	8	18	100	52	1:41	1:2
Hogba	6	16	100	203	1:76	1:2
Edeneba-Agawo	15	18	100	28	1:23	1:2
Dalkoth	16	32	100	119	1:60	1:4
Dubti	25	48	84	58	1:30	1:6
Awash	16	56	88	128	1:36	1:5
Husen Gire	19	80	100	153	1:36	1:4
Gey-Mederesa	13	56	100	57	1:13	1:1
Atse Z/Yacob	24	74	100	79	1:26	1:1
Zobel	17	20	100	80	1:68	1:4
Melbe	26	25	100	38	1:39	1:2
Mandura	14	37	100	116	1:44	1:3
Acheber Chefe	17	23	100	84	1:62	1:2
Fitawrari H/Giyorgis	21	68	100	139	1:43	1:2
Kokebe Tsebha	43	95	100	51	1:23	1:1

Annex 8: Promotion rates at Grade 4 and Grade 8 in child-friendly schools

Region	Sample CFS	2005/06	2007/08		2005/06	2007/08	
		Promotion rate G4	Promotion rate G4	Performance gap	Promotion rate G8	Promotion rate G8	Performance gap
Addis Ababa	Kokebe Tsbha	82%	97%	15%	83%	89%	5%
Afar	Awash	91%	90%	-1%	53%	79%	26%
Afar	Dubti	ND	95%		ND	96%	
Amhara	Atse.Z/Yacob	93%	95%	2%	96%	83%	-13%
Amhara	Zobel	100%	94%	-6%	100%	100%	0%
Benushangul Gumuze	Mandura	100%	100%	0%	93%	48%	-45%
Dire Dawa	Kalicha	ND	82%		ND	100%	
Gambella	Dalkoth	ND	51%		ND	75%	
Harari	Gey-Medersa	ND	97%		ND	100%	
Oromia	Acheber Chefe	100%	100%	0%	100%	100%	0%
Oromia	Fitawrari H/Giyorgis	97%	96%	-1%	89%	98%	9%
SNNPR	Edeneba-Agawo	ND	97%		ND	100%	
SNNPR	Hogba	ND	97%		NR	NR	NR
Somali	Husen Geri	ND	ND	ND	ND	ND	
Tigray	Melbe	89%	95%	6%	80%	51%	-30%

ND = no data NR = not relevant

Source: Compiled from school archives (2005/06, 2007/08).

Annex 9: Inventory of WASH facilities

Region	School	Facility	Number of users	Ratio	Location	Security/privacy	Water supply	Hand-washing facilities	Hygienic behaviour	Management and monitoring
Addis Ababa	Kokebe Tsebha	Boys' latrines	891	74	Accessible	OK	Available	Available	Good	Satisfactory
		Girls' latrines	1,296	81	Accessible	OK	Available	Available	Good	Satisfactory
		Staff latrines (female)	53	18	Accessible	OK	Available	Available	Good	Satisfactory
		Staff latrines (male)	42	14	Accessible	OK	Available	Available	Good	Satisfactory
Afar	Awash	Boys' latrines	1,081	270	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Girls' latrines	959	240	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (female)	20	20	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (male)	36	36	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
Afar	Dubt	Boys' latrines	811	270	Accessible	OK	Available	Not available	Very poor	Not satisfactory
		Girls' latrines	648	216	Accessible	OK	Available	Not available	Very poor	Not satisfactory
		Staff latrines (female)	15	15	Accessible	OK	Available	Not available	Very poor	Not satisfactory
		Staff latrines (male)	33	33	Accessible	OK	Available	Not available	Very poor	Not satisfactory
Amhara	Atse Z/Yacob	Boys' latrines	788	99	Accessible	OK	Available	Available	Good	Satisfactory
		Girls' latrines	1,106	138	Accessible	OK	Available	Available	Good	Satisfactory
		Staff latrines (female)	21	21	Accessible	OK	Available	Available	Good	Satisfactory
		Staff latrines (male)	53	53	Accessible	OK	Available	Available	Good	Satisfactory
	Zoble	Boys' latrines	606	121	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Girls' latrines	747	149	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (female)	7	7	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (male)	13	13	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
Benushangul Gumuz	Mandura	Boys' latrines	1,045	209	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory

<i>Region</i>	<i>School</i>	<i>Facility</i>	<i>Number of users</i>	<i>Ratio</i>	<i>Location</i>	<i>Security/privacy</i>	<i>Water supply</i>	<i>Hand-washing facilities</i>	<i>Hygienic behaviour</i>	<i>Management and monitoring</i>
		Girls' latrines	584	117	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (female)	15	15	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (male)	22	22	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
Dire Dawa	Kalicha	Boys' latrines	267	67	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Girls' latrines	151	38	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (female)	5	5	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (male)	13	13	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
Gambella	Dalkoth	Boys' latrines	1,147	229	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Girls' latrines	759	152	Not well considered	Not secure	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (female)	11	6	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (male)	21	11	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
Harari	Gey-Medereza	Boys' latrines	357	119	Accessible	OK	Available	Available	Good	Satisfactory
		Girls' latrines	378	126	Accessible	OK	Available	Available	Good	Satisfactory
		Staff latrines (female)	27	27	Accessible	OK	Available	Available	Good	Satisfactory
		Staff latrines (male)	29	29	Accessible	OK	Available	Available	Good	Satisfactory
Oromia	Fitawrari H/Giyorgis	Boys' latrines	1,560	390	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Girls' latrines	1,365	228	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (female)	33	33	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (male)	35	35	Accessible	OK	Available but unsatisfactory	Not available	Very poor	Not satisfactory
Amhara	Acheber Chefe	Boys' latrines	954	159	Accessible	OK	Available but unsatisfactory	Not available	Good	Satisfactory
		Girls' latrines	475	119	Accessible	OK	Available but unsatisfactory	Not available	Good	Satisfactory
		Staff latrines (female)	13	13	Accessible	OK	Available but unsatisfactory	Not available	Good	Satisfactory
		Staff latrines (male)	10	10	Accessible	OK	Available but unsatisfactory	Not available	Good	Satisfactory
SNNPR	Hogba	Boys' latrines	526	132	Accessible	OK	Available	Available	Very poor	Not satisfactory

<i>Region</i>	<i>School</i>	<i>Facility</i>	<i>Number of users</i>	<i>Ratio</i>	<i>Location</i>	<i>Security/privacy</i>	<i>Water supply</i>	<i>Hand-washing facilities</i>	<i>Hygienic behaviour</i>	<i>Management and monitoring</i>
		Girls' latrines	692	173	Accessible	OK	Available	Available	Very poor	Not satisfactory
		Staff latrines (female)	8	8	Accessible	OK	Available	Available	Very poor	Not satisfactory
		Staff latrines (male)	8	8	Accessible	OK	Available	Available	Very poor	Not satisfactory
SNNPR	Edeneba-Agawo	Boys' latrines	519	130	Accessible	OK	Available	Not available	Very poor	Not satisfactory
		Girls' latrines	318	80	Not well considered	Little privacy	Available	Not available	Very poor	Not satisfactory
		Staff latrines (female)	3	2	Accessible	Okay	Available	Not available	Very poor	Not satisfactory
		Staff latrines (male)	15	15	Accessible	Okay	Available	Not available	Very poor	Not satisfactory
Somali	Husen Geri	Boys' latrines	1,849	462	Accessible	Indiscriminate use	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Girls' latrines	1,055	264	Accessible	Indiscriminate use	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (female)	38	38	Accessible	Okay	Available but unsatisfactory	Not available	Very poor	Not satisfactory
		Staff latrines (male)	42	42	Accessible	Indiscriminate use/vandalism	Available but unsatisfactory	Not available	Very poor	Not satisfactory
Tigray	Melbe	Boys' latrines	410	41	Accessible	Okay	Not available	Not available	Very poor	Not satisfactory
		Girls' latrines	577	58	Accessible	Okay	Not available	Not available	Very poor	Not satisfactory
		Staff latrines (female)	14	7	Accessible	Okay	Not available	Not available	Very poor	Not satisfactory
		Staff latrines (male)	11	6	Accessible	Okay	Not available	Not available	Very poor	Not satisfactory

Source: Compiled from Observation Checklists, 2009.

Annex 10: List of the first group of child-friendly schools in Ethiopia (2006/07)

Regional State	Name of <i>woreda/district</i>	Name of school	Enrolment by sex		
			Male	Female	Total
Tigray	Dega Temben	Aynmbrkekn	457	525	982
	Hintallo Wejereta	Dejen	440	592	1,032
	Enderta	Chlekot	335	360	695
	Hawzen	Dugum			
Afar	Dubti	Dubti	119	69	188
	Chefra	Chifra			
	Aba'al	Aba'al			
	Awash Fantale	Awash			
Amhara	Kobo	Merawi Kebele	1,804	1,934	3,738
	Fogera	Alem Ber	1,538	1,301	2,939
	Mecha	Zobel	591	707	1,298
	Dur Bete	Ayalew Mekonnen	1,790	1,920	3,710
	Hulet Eju Enessie	Motta	1,859	1,876	3,735
	Debre Birhan	Atse Z/Yacob	793	1,222	2,015
Oromia	Seden Sodo	Acheber Chefe	2,931	1,229	4,160
	Tiro Afeta	Busa	2,234	1,776	4,010
	Nunokumba	Robgebeya	2,822	1,781	4,603
	Becho	Fitawrai H/Giyorgis	724		
	Meta	Gola	626		
	Gechi	Chara			
Somali	Jijiga	Husien Geiri	1,637	864	2,511
	Kebri Beyah	Dr. Abdulmejid Hussein	1,286	554	1,840
	Shinille	Shinille	433	365	798
	Gode	Ows	822	382	1,204
Benushan gul Gumuz	Mandura	Mandura	996	493	1,489
	Assosa	Selam Ber	1,180	1,555	2,735
	Metekel	Gilgel Belese	327	224	551

Regional State	Name of <i>woreda/district</i>	Name of school	Enrolment by sex		
			Male	Female	Total
	Belojiganfoy	Angerwaja	725	399	1,124
SNNPR	Burji	Udasa Repi	462		
	Lanfuro	Edeneba- Agawo	434	146	580
	Mareko	Jirer	578	363	941
	Mareka	Mari			
	Awassa Sub City	Hogoba			
	Konso Special	Arfaide	470	272	742
Gambella	Itang	Ilya	364	394	758
	Gambella	Dalkoth	840	399	1,239
	Abebo	Abebo	225	304	559
	Lare	Badyel	524	197	721
Harari	Amir Nur	Gay-Mederesa	415	370	785
	Sofi	Aw Abdul	306	333	639
	Dire Teyara	Dire Teyara	415	370	785
		Gegnoch	516	517	1,013
Dire Dawa	Melka Kulay	Mariam Sefer	733	754	1,485
	Beyo Awel	Beyo Awel	181	532	713
	Wayel	Wayel	663	1,321	1,984
	Sabian	Sabian No-1	1,361	1,236	2,597
	Kalicha	Kalicha	80	230	310
Addis Ababa	Kebele 12/13	Misrak Ber	1,710	2,472	4,182
	Kebele 11	Edget Besira	1,498	1,813	3,311
	Yeka	Kokebe Tsebha			3,146
	Gulele	Medhanialem			2,510

Source: UNICEF Ethiopia Country Office, 2006/07.