



Knowledge hub - Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Anticipatory action to mitigate the negative effects of drought shocks on the education of vulnerable populations in Debub A'ari and Dassenech Woredas of South Omo Zone(Ethiopia)

2. Country or countries where the practice is implemented *

Ethiopia

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

World Vision Ethiopia

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Anticipatory Action, CASH Plus , integrated sector approach (CPHA, WASH, Education)

6. What makes it a best practice? *

Anticipatory Action reduced school drop out before the eruption of a climate shock. It reduced impact on education disruption. The program integrated multiple elements to address children well being from a multisectoral perspective, promoting integrated outcomes. It operated on the demand side but had effects also on the supply side (mitigating effects on the school system). Prevention of risks decreased the cost of responding to exacerbated needs.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

Climate change and global warming increased the frequency and the severity of those events in Ethiopia. There was a high probability of an out of the ordinary drought shock. The target population are found in two districts mentioned in the subject are pastoralists and semi pastoralists community in southern part of Ethiopia, South Omo Zone where there was nearly 50% projected food insecurity, drought and rainfall deficit. In addition, the districts are characterized by limited access to safe water, poor sanitation, hygiene, nutrition as well as education services. Further, both districts are underserved by the government. 16 schools with total number 7726 children (50% girls) and 440 Vulnerable households.

As a result of the projected food insecurity and other problems, school absenteeism and potential drop out which exposed children particularly girls to negative coping mechanism (SEA, GBV and etc.) was the major problem. The project aimed to mitigate the potential impacts caused by extreme drought shocks in two districts and the objective was to mitigate the humanitarian impact of projected drought and ensure school attendance and mitigate potential drop out

Multipurpose cash integrated with child protection and WASH. The child protection component focusses on training of teachers, education experts, cluster supervisors on child protection, Sexual Exploitation and Abuse and Gender Based Violence. On the other hand, the WASH component focusses on rehabilitation of water facilities in the targeted schools, provision of WASH supplies (such as water tanker, soap etc.). the multipurpose cash focusses on the provision cash(50USD/month) support for 440 selected vulnerable households on a monthly for six months.

Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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The main activities of the project are provision of cash(50USD/month) for the period of 6 months for 440 vulnerable families. Under the cash support activities such as sensitization and mobilization of school communities on the project and the cash support program, development of beneficiary selection criteria with active participation of key stakeholders, Digital beneficiary registration and Data management using Last Miles Mobile solution (LMMS), Cash grants or vouchers for EiE disbursed to vulnerable families and Organizing learning & knowledge sharing event were the key activities carried out. Under WASH component, procurement of water tanks, distribution of water tanks, procurement of material for water point rehabilitation, rehabilitation of water points and water tracking for 9 schools out of the 16 schools were key activities carried in the project life time.

Under the child protection outputs, teachers, supervisors, education experts, PTA and club members were trained on protection, CP, SEA and GBV mainstreaming. A total of 636 participants (142 teachers, 4 cluster supervisors, 160 P-T-A members and 10 Woreda education officials & 320 club members) attended the training. In addition, a joint monitoring visits were organized and technical guidance were provided to school teachers, directors and education experts to ensue protection mainstreaming is instilled in the target schools. In addition, referral systems were established and made functional in targeted schools. The project was implemented in 8 months from 18th March,2021 to 30th November 2021.

The project was supported by OCHA CERF (Central Emergency Reserve Fund) through UNICEF and World Vision Ethiopia Implemented the project. Memorandum of Understanding was signed by World Vision Ethiopia, Education Bureaus, Bureau of Finance and Economy Development, Women and Children Affairs Bureau and Disaster Reduction Bureaus. respective zonal level, Education, Women and Children Affairs, Finance, Disaster Risk Reduction Offices were also actively involved in the implementation of the activities (in organizing a project kick of meeting, community mobilization, facilitating trainings, organizing a joint monitoring visit and learning and knowledge sharing events). UNICEF also actively participated in the project designing process, participating a joint monitoring and provide technical guidance/support.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

Yes, post distribution assessment and final project evaluation was carried. The finding of the assessment has shown that there is an improved attitude towards children from low economic status family members. During learning and knowledge sharing event invited beneficiaries reported that economic discrimination was common among children from low economic background by their school friends. In support to this the school principal of Shishir (one of the targeted school) disclosed about a 12-year-old girl that “once she was exposed to sexual exploitation and abuse because of economic dependency. Thus, cash support for such families is indeed very important to send their children to school. Children such as Shishir primary school are beneficiaries”. One of the beneficiaries from this school informed that children from low economic family are discriminated by their school friends. Changes have been observed in the course of the project implementation.

The cash support enabled vulnerable families to send their children to school. beneficiaries start saving some money and also engaged in different forms of income generation activities (such as renting farm land, animal rearing and other small business). Further, 117 HH linked with available Financial Institute. In relation to this the case study in one of the school supported this:

Meselech lives in Shishir kebele. She has 6 children (all boys); three of them attending in grade 7, one is in grade 8 and one in grade 6. She is amongst the cash supported households at Shishir primary school. She used to worry about the education of her children as she had not income to cover expenses including education. Out of her children five had been attending school, but the five of them had discontinued their education and refused again to go back to school because they had nothing to eat before they go to school. Besides, the children were shabbily dressed and they were ashamed of attending with their school-mates.

Meselech used to work as a daily agricultural laborer cleaning bushes from farm land earning 10 Birr per day. It was difficult for her to afford lunch and dinner expenses for her children.

Explaining the desperate situation, she stated that, “Even I was thinking to run away from children and always asking where should I have gone? It was in such condition that the Kebele screening committee informed me the privilege I have been given to be part of cash supported group. I was so stunned and excited by the time I received the first-round cash transfer (1,954.5Birr). the money was too much for me and it was my first time to count such a thick of bill. From the first-round cash support, I bought maize, salt, cabbage, oil for family use. In addition, I bought two hens with 750 Birr. The hens are now laying eggs. Currently, my children are eating eggs and diversified food items. In the second cash support, I bought three goats (all nannies) aiming to generate income from the sale. I also bought logs with 1500 Birr and grass with 700 Birr to construct a Tukul. I have also saved 1300 Birr at Berhan Bank. ”

In addition, school enrollment and attendance records have shown improvement. With regard to this, enrollment has increased in Dasenech District from 1594 in 2020/21 to 2310 in 2021/22 (44.9%) and in South A’ari Woreda from 4337 in 2020/21 to 5,594 (28.9 %) in 2021/22 academic year. Similarly, drop out decreased in Dasenech district from 13% to 6 % & in South A’ari from 13% to 6.9%.

There was good coordination at all levels both internally with in World Vision between EiE, CP,

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

The key triggers for the transformation was strong coordination at all levels. In this regard from the launch (Kick off) of the project to end of the project, there was a strong collaboration between the education, cash, WASH and child protection sectors within the World Vision Ethiopia. In addition, experts from the government offices (Zonal and District Level Education, Women and Children Affairs, Disaster Reduction) were actively participated mobilizing the community, selection of beneficiaries, organizing a joint monitoring visits and facilitating a training. Further, the coordination between the fiancé and supply chain was one of the triggering factors for the transformation. Last but not least the readiness of the community and ownership of all activities was another key element that contributed to the success of the project. The already established partnership with financial institution (in this case Berhan Bank) and availability of Last Miles Mobile Solution ease the implementation of the project.

Registration of beneficiaries, verification and timely cash support went well. In addition, provision of WASH supplies and training of teachers, education experts, and club members on Sexual Exploitation and Abuse, Child Protection and Gender Based Violence as well as linking Beneficiaries with financial institutions went well as planned.

Due to lack of potential suppliers from local market to provide the water trucking coupled with the pre and post national election process the water trucking was delay for some time. However, with strong commitment from world vision supply chain the provision of services was managed to be executed with in the project life time.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”.

What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

Anticipatory Action reduced school drop out before the eruption of the climate shock. It reduced impact on education disruption. The program integrated multiple elements to address children well being from a multisectoral perspective, promoting integrated outcomes. It operated on the demand side but had effects also on the supply side (mitigating effects on the school system). Prevention of risks decreased the cost of responding to exacerbated needs.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

Case study under development. Link soon to be made available