



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa



HNA
海航集团



海南省慈航公益基金会
HAINAN PROVINCE CHIHANG FOUNDATION

Regional Experience Sharing and Consultation Workshop on Quality and Relevance of Education for Adolescent Girls in Africa

Report

Jupiter International Hotel, Kazanchis

Addis Ababa, Ethiopia

17-18 December 2019



Introduction

Background

Evidence from research and practice indicates that girls continue to have fewer opportunities than boys to gain access to, complete and benefit from educational systems. About 258 million children and youth are out of school, according to UNESCO's Institute for Statistics (UIS) data for the school year ending in 2018. There are significant gaps between out-of-school rates in the world's richest and poorest countries. At primary level almost every child in high income countries has access to education, while only 80% of children have the access in low income countries. Girls face the greatest barriers: 9 million girls of primary school age will never start school or set foot in a classroom, compared to about 3 million boys. Four of those 9 million girls live in sub-Saharan Africa. The situation is even worse in rural areas where poverty and gender stereotyping greatly impact girls' opportunities for education. While there are general improvements in access and gender parity at the primary education level since the EFA initiative, there is much more to be done on girls' and women's education.

This workshop was organized by UNESCO International Institute for Capacity Building in Africa (IICBA), under the umbrella of the HNA project, facilitated knowledge-sharing on girls' education in Africa as well as discussed sustainability issues. In this workshop, key policy and technical personnel from Ethiopia and Ghana worked in tandem with partners highly experienced in girls' education. This expert group was invited to learn from each other's experiences. The workshop also focused on how to sustain previously achieved progresses while building a plan of action for future policies in order to achieve SDG 4, sharing the achievements and obstacles of this project with important continental stakeholders.

Objectives

- Share experiences and lessons learned from the implementation process with participating countries acknowledging achievements of the past five years;
- Map best practices to for future use;
- Enhance interactions and institutional networking between countries on issues related to girls' education
- Discuss and set future prospects to meet gender equality in education in Africa

December 17 2019

Opening Ceremony

Facilitator: Mr. Saliou Sall, UNESCO IICBA

The first day of the workshop begun with security briefing by Mr. Lamin Sanneh, Finance and administrative officer, UNESCO Liaison Office (LO) and IICBA. Then, introduction of participants followed, and remarks from Yumiko Yokozeki, Director of UNESCO IICBA, Ms. Anna Elsia Santana-Afonso, Director of UNESCO LO, Mr. Zhang Minjing, Political Counselor, the Mission of People's Republic of China to the African Union (AU) (hereafter China Mission to AU), and Ms. Tsion Teklu, State Minister of Education Ethiopia followed.

Overview of the meeting

Facilitator: Mr. Solomon Andargie, UNESCO IICBA

Mr. Solomon Andargie, Project Officer, UNESCO IICBA, introduced the objectives of the workshop, the expected outcomes, format of the workshop and the agenda.

Presentations on Project Progress

Facilitator: Ms. Justine Sass, UNESCO HQ

UNESCO-HNA Girls' and Women's Education: Global Perspectives

Dr. Yuchi Zhao, UNESCO HQ

Dr. Yuchi Zhao presented an overview of HNA project. He discussed the objectives of HNA project, which were institutionalizing gender mainstreaming in teacher education institutions, building the capacity of education policy makers and planners, empowering female teachers with the capacities and skills to take leadership roles in schools and facilitating gender-sensitive pedagogical innovations through school-based action research and girls' engagement in Science, Technology, Engineering, Art, and Mathematics (STEAM) subjects. He also spoke to the key implementation area of IICBA on technical support Ghana on the girls' education unit, and Ethiopia focusing on teacher training institutions.

Presentation available online:

http://www.iicba.unesco.org/sites/default/files/sites/default/files/UNESCO_Overview%20of%20HNA-FIT%20Project.pdf

HNA Girls' and Women's Education: Experiences in Africa

Mr. Solomon Andargie, UNESCO IICBA

Mr. Solomon discussed about the enrolment of girls in primary and secondary school in Ethiopia and Ghana and their school completion rate. Regarding the achievement of the project in the two countries (Ethiopia and Ghana) some points were summarized; Science, Technology, Engineering and Mathematics (STEM) training for teachers and teacher educators, helping girls reached through various programs (STEM, life skills and girls clubs), and Gender Responsive Pedagogy (GRP) training for teachers and education professionals, revision of teachers' module and policy guides and tools were produced. Besides, the HNA project brought positive impacts so far, from improving girls' participation and leadership in school and local initiatives to collaborating different organizations for future positive impact.

On the other hand, the challenges faced in implementing were mentioned such as budget constraint to address much schools and TTIs, local unrest and shifts on academic calendars and mobility of the project in Ethiopia.

Presentation available online:

http://www.iicba.unesco.org/sites/default/files/sites/default/files/HNA%20Girls%27%20and%20Women%27s%20Education%20Experiences%20in%20Africa_0.pdf

Lessons from HNA Ethiopia

Dr. Demelash Zenebe, UNESCO LO

The general and specific objectives, the achievements and key results of HNA project in Ethiopia were demonstrated.

Dr. Demelash highlighted major outcomes, which are:

- Attitudinal change among teachers and other school personnel on gender issues along with framing their practices, improved teachers' support of girls' success in life.
- Retention and academic performance through assessing gender responsiveness of their lesson contents and methodology.
- Teachers began to analyze the academic performance (grade reports of girls) and a remedial support (tutorial program) to lift up their achievements.
- Improved schools' efforts towards creating safe learning space and friendly learning environments.
- Enhanced community participation and their contributions in management, planning and budgeting in project schools to strengthen safe space and school environment, to purchase sanitary pad from its income were briefly mentioned.

The lessons learned from the project include: the importance of linkage between and among Universities and CTI and primary and secondary school, linking with different levels of education system (MOE, REB, HEIs and schools), close follow-up and monitoring of the project assist for timely implementation of the planned activities, work more on documentation of project activities and performance and reporting in terms of results.

Presentation available online:

<http://www.iicba.unesco.org/sites/default/files/sites/default/files/HNA%20Ethiopia.pdf>

Lessons from HNA Ghana

Mr. Prosper Nyavor, UNESCO Accra

Mr. Prosper presented HNA project experiences from Ghana including its specific objectives of the project, national objectives on gender equality in education, strategies, main impacts, strength, challenges major lessons, and the way

forward.

During the presentation, Ghana team addressed four main lessons learned:

1. Collaboration with other UN agencies and CSOs is key in enhancing project results and visibility at a minimal cost.
2. Deliberately budgeting for documentation of project results is very useful. It has enabled us in Ghana to be identifying the real impact of the project.
3. Partnership with key national institutions (GEU and MoE) in implementation of the project has led to increased results at a relatively minimal cost and pointing to long term sustainability.
4. The support from IICBA has added a lot of value to our work in promoting GRP and active learning methods.

Presentation available online:

http://www.iicba.unesco.org/sites/default/files/sites/default/files/HNA%20regional%20workshop_%20Ghana%20country%20presentation_10%20Dec.pdf

Video presentation

Videos can be found from following links:

Ethiopia:

https://www.youtube.com/watch?v=fyV5h_9mY40

<https://www.youtube.com/watch?v=NZfnVkf0PC4&t=27s>

Ghana

<https://www.youtube.com/watch?v=Xuj0AK3QiVo&t=2s>

One video of Ghana has not been published online.

Panel Discussion: Girls' and Women's education

Facilitator: Dr. Demelash Zenebe, UNESCO AALO

Progress and Current Status of Girls' and Women's Education in Africa

Mr. Jerry Laurence Lemogo, AU/CIEFA

Girls' education should not be more than an issue for us, in many sub-Saharan African countries, there is a real revolution in the last 35 years in terms of life expectancy of girls in Africa. In some sub-Saharan Africa countries like Chad and Mali, girls are only allowed to stay six years to the maximum in schools. Even though 150 million girls in Africa need education, they didn't get the opportunity to learn, and from 52 million girls out of school in the world, 4 million of them are in Africa.

Continental Practices on Application of GRP in Africa

Dr. Marygorety Akinyi, FAWE

In most sub-Saharan Africa teachers are not trained in gender, especially gender in terms of pedagogy. For this reason they are not aware of gender as a factor in their teaching and learning process.

He also discussed the lessons learnt: GRP is an effective intervention to improve the quality of teaching and learning process; GRP contributes to increased enrolment, access, retention, performance and performance especially among female students; for GRP to be sustainable it must be integrated in to the college curricula supported by the TTC senior management team.

Encouraging teachers to use friend-like approach so that the students will no longer fear to present in front of many people, whenever we have evaluation we need to know how many boys and girls passed and failed the tests.

Finally, he concluded his presentation giving some important recommendations:

- GRP should be integrated in teacher training programs both in pre-service and in-service teacher trainings.
- Gender responsive learning materials
- Advocacy on integration of GRP in teacher training curricular in 10 countries.
- Government should embrace the ongoing GRP roll out by allocating resources to support the process
- Lobby ALL African Governments to scale up GRP in all Teacher Training Colleges

- GRP should be made a pre-requisite for teacher employment at all levels (from ECE to higher education).
- Partnership is essential for successful roll out of GRP
- Undertake more research work around GRP in TTC for continuous learning and improvement of the model

Presentation available online:

<http://www.iicba.unesco.org/sites/default/files/sites/default/files/FAWE%20GRP%20Transforming%20Learning%20%2017%2012%202019.pdf>

STEM Education for Girls in Africa

Ms. Justine Sass, UNESCO HQ

Ms. Justin presented UNESCO's support to STEM Education for Girls in Africa. She stated that STEM helped to make the sustainable goals happen. In Africa, only 35% of higher education female students are in STEM. UNESCO is focusing on students especially girls who are left behind and need more support; what are the barriers that are pulling them back.

Then, a short video on gender inequality followed. The video explains that the inequalities between male and female arise from the gender roles set by the society at early stages of children. From birth male and female are expected to play certain roles and behave in different ways in the society.

Presentation available online:

http://www.iicba.unesco.org/sites/default/files/sites/default/files/UNESCO_Girls%20Education%20in%20STEM%20i n%20Africa.pdf

Girls' Education Experience in Western China

Prof. Zeng Xiaodong, UNESCO International Research and Training Centre for Rural Education (INRULED), Chinese National Commission for UNESCO and Beijing Normal University

Professor Zeng introduced girls' education programs in Western China and specifically explored the influence of the interventions on both boys and girls. She demonstrated that China has a different situation in which the proportion of female students in Higher Education in China is growing and generally larger than the one of male students from 2008 to 2017. Within this context, the question whether girls are benefited more from the educational interventions than boys was raised. Prof. Zeng presented the studies on this question and showed that there is no significant impacts excepts pro-social behaviors on boys and interventions have enlarged the existed social emotional development among students regardless gender.

Presentation available online:

<http://www.iicba.unesco.org/sites/default/files/sites/default/files/Girls%20Education%20in%20Western%20China.p df>

18 December 2019

Recap of Day 1

Facilitator: Ms. Ruixi Liu and Ms. Danat Tesfaye, UNESCO IICBA

During the recap session, participants were asked to do several activities to review lesson learned from the first day, biggest challenges for the projects as well as possible solutions for them, in order to open the discussion of Day 2 on the way forward.

Panel Discussion: Setting future prospects to meet gender equality in education in Africa

Facilitator: Dr. Binyam Sisay, UNESCO IICBA

Panelists:

Mr. Jephthe Mve Mvondo (UNICEF)

Dr. Tayechalem Girma (Plan International AUULO)

Ms. Justine Sass (UNESCO/ED/ESC/IGE)

Mr. Jephthe Mve Mvondo from UNICEF first stated that the context of Africa was mainly characterized by three aspects:

- Population growth of children: by the mid-century, the population of children will reach one billion in this continent. This trend will bring two issues to education: 1) increasing challenge of teaching 2) unemployment.
- Low development indicators: the population growth does not match the social-economic condition of living. Poverty is a key challenge of African development, which causes greater and wider inequality in the society.
- Gender inequality: what we should do to shape our thinking on gender equality in the coming decades.

Specifically, Mr. Jephthe demonstrated four critical issues that education should deal with, how they relate to gender equality and the responses to them.

1. Learning crisis in Africa:

In Africa, although the enrolment rate has been improved, the numbers of children who are actually learning are limited. Therefore, UNICEF promotes Safe to Learn Initiative, identifying issues that are preventing children to learn in classes such as psychological abuse, sexual harassment, bullying, etc. It aims to ensure a safe place for learning for girls and ensure children are benefited from technology (e.g. providing e-learning platform).

2. Teachers' crisis

Early childhood education is overlooked. It is the starting point of the education and should be put in place and widely acknowledged by the society. The early stage is critical for forming gender-responsive thinking and we need to build capacity of teachers to adopt gender sensitive pedagogy to provide a good environment for further learning.

3. Relevance of curriculum

That how we transform learning into employment is crucial. It is important to encourage girls to study science. For example, promoting technical college or provide scholarship for girls to study science are good practices. There are more good experiences that we could learn from.

4. Equity crisis

27 million children are out of school. Within that, many girls are dropping off school because of child marriage. UNICEF also dedicates to reduce child marriage and change the social norms.

Dr. Tayechalem Girma from Plan International African Union Liaison Office gave a presentation. She introduced the organization with regard to implementations for solving gender issues in Africa and shared the experiences and resources to participants.

Presentation available online:

http://www.iicba.unesco.org/sites/default/files/sites/default/files/PLan%20International%20AUULO_Girls%20Education.pdf

Ms. Justine Sass from UNESCO HQ presented UNESCO'S support to gender equality in & through education in Africa, demonstrating UNESCO's role and directions of promoting gender equality. She explained UNESCO's strategic objectives and thematic priorities, which are shown below:

Two strategic objectives:

- Strengthen education systems to be gender-transformative and promote gender equality
- Empower girls and women through education for a better life and future.

Three thematic priorities

- Better data to inform action
- Better legal, policy and planning frameworks to advance rights
- Better teaching and learning practices to empower

Following this structure, Ms. Justine introduced relevant resources including UNESCO's database, events, initiatives, and implementations in Africa. More information can be found on .unesco.org/GenED #HerEducationOurFuture

Presentation available online:

<http://www.iicba.unesco.org/sites/default/files/sites/default/files/UNESCO%27s%20Support%20to%20Gender%20E>

[quality%20in%20and%20through%20Education%20in%20Africa_Future%20prospects.pdf](#)

Discussion:

Led by Dr. Binyam, participants had a discussion with panelists. Main points are summarized below:

- **Teacher motivations:** Gender equality education is holistic. Within it, teaching crisis should definitely be considered. Starting gender-responsive education from early childhood is crucial and should be a social norm. Women teachers should be more involved and to make model difference in the society. Addition to that, there are some work such as Teacher Task Force from UNESCO on teacher motivation.
- **Girls in emergency situation:** in humanitarian context, people focus more on aspects such as sanitary conditions rather than education. Integrating education and emergency situation is also an aspect that needs our attention. Plan International has the program for girls in crisis in Uganda. UNESCO also has works on Prevention of Violent Extremism.
- **Collaboration:** Implementers has been working on these areas of gender equality for years. UNESCO, UNICEF, UNFPA, UNWOMEN and other partners has built networks, platforms and initiatives. But as we think of the future, we need more reflections on what we have done and innovations on the ways of working.

Plenary Discussion on the Way Forward (Sustaining results, possibility of future support, etc)

Facilitator: Dr. Zhao Yuchi (UNESCO HQ)

This part began with the presentation made by Dr. Yuchi Zhao from UNESCO HQ on the way forward of the project in the coming months. He discussed four aspects of actions, which were implementation, documentation, sustainability and evaluation.

Implementation: all activities will be finished by March 2020. The final 5-year project report should be submitted both to the evaluator and donors. The report should address key activities, achievements, reflections and recommendations for future designing of projects. Additionally, the capacity building for stakeholders especially at country level and ministry level needs to be focused, since there were various discussions which emphasized the importance of policy change. At the final stage, it is better to inform ministries of the achievements and best practices from the projects in order to create impact on the institution.

Documentation: The achievements and outcomes of the project should be recorded and enhanced. Best practices are especially valuable in terms of policy making.

Sustainability: It is the key perspective in the evaluation process which will come soon. The project should aim for sustainable changes for the long way, which requires our collective thoughts on concrete approaches of sustaining the project and its influence. There are three aspects regarding sustainability. 1) Impacts on policies. 2) Institutionalization: 3) continuity of practices.

Evaluation:

Jan - March: preparation for external evaluation.

April – May: external evaluation. The final external evaluation report will be finished by the end of May. Then it will be submitted to the donors.

Evidence is the key in the evaluation.

Thereafter, Dr. Zhao reviewed the objectives and expected outcomes of the project, explaining their significant roles in the evaluation. Following that, he shared key findings and recommendations from mid-term evaluation then led to group discussion on four aspects introduced

Group Discussion

All participants were divided into four groups to discuss the further implementation, documentation, sustainability and evaluation, and reported back after it.

Ghana Team:

Implementation:

- Organize trainings for the remaining tutors of the 3 colleges of education.
- Organize/commission tracer study on STEM Clinic participants to find out the progress of participated girls and how many of them are active for science.

- Undertake a joint monitoring visit to 3 colleges
- Organize 1 STEM Clinic in Jasikan

Documentation & Evaluation:

- Tracer study
- Collecting anecdote evidence of change

Sustainability:

- Support the 3 colleges to select a few schools in their attachment areas to cascade the training on STEM.
- Organize STEM Fair in the 3 colleges, invite various stakeholders including District Education Office to show what we are achieving and spread the impact of the project.

IICBA

- Continue technical backstopping to Ethiopia and Ghana to successfully complete the project activities.
- To support two countries to implement an exit strategy for sustaining and scaling up of achievements
- More knowledge exchange and innovations building on the good practices of the HNA projects. (communication, documentation, advocacy)

Ethiopia team

Implementation:

- Accomplish all activities by March 2020. However, there are several concerns such as security issues and budget release.

Documentation:

- Collect 5-year evidences such as reports or other documents from each university.

Sustainability:

- Try to involve relevant stakeholders at the beginning of project need assessment. Core stakeholders need to take it as the priority. However, the reality is the reverse.
- Some activities can be sustained: teacher education institutions STEM Clinic, community service, research activities.
- Impact evaluation

Examiners:

- Emphasis on policy advocacy
- Come up with policy briefs on what has been done so far
- Document and share the best practices of the project
- Synergy with other programs to ensure sustainability
- Ensure community ownership
- From Ghana: scale-up the STEM Clinic experiences. Propose solutions on how to mitigate challenges.
- Provide Data on quantitative and qualitative progress (before and after the project)
- From Ethiopia: push for TVET and STEM data

Closing Remarks:

Ms. Justine Sass and Dr. Yumiko Yokozeki expressed their gratitude to HNA Group, Hainan Province Cihang Charity Foundation, the China Mission to AU, Beijing Normal University, participants from Ghana, Ethiopia, partner organizations, and colleagues from UNESCO. They highlighted the progress we had made on gender equality and appreciated all discussions regarding lessons learned and the way forward. Dr. Yumiko also emphasized the critical role of teachers on gender. For the following steps, all partners will conclude activities, finalize related documents and prepare for the evaluation in April and May, 2020.

Annex 1: Agenda

Tuesday, 17 December 2019	
08:30 – 09:00	<p>Arrival and registration</p> <p>Responsible: UNESCO IICBA</p>
09:00 – 10:00	<p>Opening Ceremony</p> <p>Facilitator: Mr. Saliou Sall, UNESCO IICBA</p> <p>Welcome Remark: Dr. Yumiko Yokozeki, Director, UNESCO IICBA</p> <p>Remark: Ms. Ana Elisa Santana-Afonso, Director, UNESCO Liaison Office in Addis Ababa (AALO) and representation to the Africa Union Commission and the UN Economic Commission for Africa (UNECA)</p> <p>Remark: Mr. Zhang Minjing, Political Counselor, the Mission of People’s Republic of China to the African Union (AU)</p> <p>Opening speech: H.E. Tsion Teklu, State Minister of Education, Ethiopia</p>
10:00 – 10:30	<p>Objective setting, Overview of the meeting, introduction of participants and group picture</p> <p>Facilitator: Mr. Solomon Andargie (UNESCO IICBA)</p>
10:30 – 11:00	<p>Coffee/Tea break</p>
11:00 – 12:30	<p>Presentation on HNA progresses</p> <ul style="list-style-type: none"> • UNESCO-HNA Girls’ and women’s education: Global Perspectives (Dr. Zhao Yuchi, UNESCO HQ) • HNA Girls’ and women’s education: Experiences in Africa (Mr. Solomon Andargie, UNESCO IICBA) • Lessons from HNA Ethiopia (Dr. Demelash Zenebe, UNESCO AALO) • Lessons from HNA Ghana (Mr. Prosper Nyavor, UNESCO Accra Office) • Video presentation • Discussion on the presentations and wrap up <p>Facilitator: Ms Justine Sass, UNESCO HQ</p>
12:30 - 14:00	<p>Lunch Break</p>
14:00 – 15:30	<p>Panel Discussion: Girls’ and women’s education</p> <ul style="list-style-type: none"> • Progress and current status of girls’ and women’s education in Africa (Mr. Jerry Laurence Lemogo, African Union’s International Centre for Girls’ and Women’s Education (AU/CIEFFA)) • Continental practices on the application of gender-responsive pedagogy (GRP) in Africa (Dr. Marygorety Akinyi, Forum of African Women Educationalists (FAWE))

	<ul style="list-style-type: none"> • STEM education for girls in Africa (Justine Sass, UNESCO) <p>Facilitator: Ms. Eyerusalem Azmeraw (UNESCO IICBA)</p>
15:30 -16:00	Coffee/Tea break
16:00 – 16:45	<p>Girls' education experience in Western China (Prof. Zeng Xiaodong, National Commission for China to UNESCO)</p> <p>Facilitator: Dr. Zhao Yuchi, UNESCO HQ</p>
18:00 – 21:00	Cocktail: Director's residence
Wednesday, 18 December 2019	
09:00 – 10:00	<p>Recap of Day 1</p> <p>Facilitator: Ms. Ruixi Liu and Ms. Danat Tesfaye (UNESCO IICBA)</p>
10:00 – 11:00	<p>Panel Discussion: Setting future prospects to meet gender equality in education in Africa</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Mr. Jephthe Mve Mvondo (UNICEF) • Ms. Justine Sass (UNESCO/ED/ESC/IGE) • Dr. Tayechalem Girma (Plan International AULO) <p>Facilitator: Dr. Binyam Sisay (UNESCO IICBA)</p>
11:00 –11:30	Coffee/Tea Break
11:30 – 12:30	<p>Plenary Discussion on the Way Forward (<i>Sustaining results, possibility of future support, etc</i>)</p> <ul style="list-style-type: none"> • Dr. Demelash Zenebe (UNESCO AALO) • Mr. Prosper Nyavor (UNESCO Accra) • Mr. Solomon Andargie (UNESCO IICBA) <p>Facilitator: Dr. Zhao Yuchi (UNESCO HQ)</p>
12:30 – 13:00	<p>Closing Remarks:</p> <p>Remark: Ms. Justine Sass (UNESCO HQ)</p> <p>Remark: Dr. Yumiko Yokozeki (UNESCO IICBA)</p> <p>Facilitator: Mr. Saliou Sall (UNESCO IICBA)</p>
13:00 –	Lunch

Annex 2: List of Participants

No.	Country/Organization	Salutation	First Name	Last Name
1	NATCOM China	Prof.	Xiaodong	Zeng
2	CIEFFA	Mr.	Jerry Laurence	Lemogo
3	FAWE	Dr.	Marygorety Akinyi	Otieno
4	Ghana	Prof.	Mohammed	Salifu
5		Rev. Sr.	Elizabeth Akua	Amoakoh
6		Ms.	Delphine Abla	Azumah
7	UNESCO Accra	Mr.	Prosper Kwasi	Nyavor
8	UNESCO HQ	Mr.	Yuchi	Zhao
9	UNESCO HQ	Ms.	Justine Craig	Sass
From within Ethiopia				
10	Ethiopia: Bahir Dar, Bahir Dar University	Dr.	Temesgen	Melaku
11		Dr.	Tadesse	Melesse
12	Amhara Regional Education Bureau	Mr.	Legas	Ahmedin Ahmed
13	Ethiopia: Hawassa, Hawassa College of Teacher Education	Mrs.	Mintewab	Mengesha Sinkalle
14		Mr.	Berhanu	Desalegn Mirado
15	SNNPR Regional Education Bureau	Mrs.	Alem	Feysa Wodijo
From within Addis Ababa				
16	Ethiopia: Addis Ababa, Kotebe Metropolitan University	Ms.	Mignot	Getachew
17		Mr.	Mahtem	Amare
18		Mr.	Endalekachew	Ademasu
19	Addis Ababa Education Bureau	Mr.	Eliyas	Gebreyesus

20		Ms.	Yeshareg	Negash
21	Ethiopia: Ministry of Education	Mr.	Berhanu	Arega
22		Ms.	Tsion	Teklu
23	Ethiopia: Ministry of Science and Higher Education	Ms.	Elsabeth	Gessese
24		Mr.	Solomon	Teshome
25	NATCOM Ethiopia	Mr.	Mebrahtu	Berhan
26	China Mission to the AU	Mr.	Minjing	Zhang
27	China Mission to the AU	Mr.	Yuxin	Xiao
29	UNICEF Liaison Office	Mr.	Jephthe Mve	Mvondo
30	UNESCO Addis Ababa Liaison Office	Ms.	Ana Elisa	Santana-Afonso
31	UNESCO Addis Ababa Liaison Office	Mr.	Albert	Mendy
32	UNESCO Addis Ababa Liaison Office	Dr.	Demelash	Zenebe
33	PLAN International	Dr.	Tayechalem	Girma
34	PLAN International	Ms.	Yohana	Solomon
35	UNESCO IICBA	Dr.	Yumiko	Yokozeke
36	UNESCO IICBA	Mr.	Saliou	Sall
37	UNESCO IICBA	Mr.	Solomon	Andargie
38	UNESCO IICBA	Dr.	Temechegn	Engida
39	UNESCO IICBA	Ms.	Eyerusalem	Azmeraw
40	UNESCO IICBA	Dr.	Binyam	Sisay
41	UNESCO IICBA	Mr.	Ononuju	Okwaraogoma
42	UNESCO IICBA	Ms.	Elsabeth	Belay
43	UNESCO IICBA	Ms.	Tirsit	Gebreselassie

44	UNESCO IICBA	Ms.	Ruixi	Liu
45	UNESCO IICBA	Ms.	Danat	Tesfaye