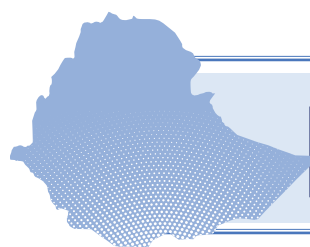


GPE KIX TUSEME – A VOICE FOR INTERNALLY DISPLACED PERSONS (IDPS) AND REFUGEE CHILDREN.



ETHIOPIA : PHASE 2 RESEARCH FINDINGS (APRIL 2025 TO JUNE 2025)

Background

Tuseme in Kiswahili, means ‘let us speak out’. Established in 1996, Tuseme clubs have been scaled in schools across Sub-Saharan Africa with significant impact. Tuseme has achieved impact in mainstream schools, in conjunction with two additional FAWE gender focused models: Gender Responsive Pedagogy (GRP) and Centres of Excellence (COE).

The GPE KIX: Tuseme – A voice for internally displaced and refugee children project is a partnership between the Forum for African Women Educationalists (FAWE), the Higher Education Resource Services – East Africa (HERS-EA), and the Australian Council for Educational Research (ACER), UK. This 3-year (April 2024 to March 2027) multi-country study was implemented in Ethiopia, Kenya and Uganda, under the Global Partnership for Education’s Knowledge and Innovation Exchange (GPE KIX) program.

The study is exploring how FAWE’s Tuseme gender empowerment clubs can be scaled from mainstream schools into refugee and IDP communities by examining enabling and hindering factors within the current model alongside the GRP and COE approaches. The work has so far covered Phases 1 and 2, analysing factors in 12 conventional schools and conducting a scoping exercise in refugee and IDP settings, and is now progressing into Phase 3, which focuses on developing an Adapted Tuseme Model.

Tuseme Girls’ Club in Ethiopia



This Country Summaries summarises findings from the Phase 2 scoping study in IDP and refugee settlements in **Ethiopia**. The study explored how the Tuseme model could be adapted to best support the needs of students, both girls and boys, in refugee and internally displaced communities.



Though it is changing, still a lot of awareness needs to be done to the community on how the girls, how equality can be achieved and how this equality can be of good benefit to the whole community.”

Overview



Phase 2 research aimed to conduct a scoping study in Internally Displaced Persons (IDP) and refugee settings to better understand key enabling factors, barriers, and limitations to the successful adaptation and scaling of the “Tuseme” model.

Methodology:



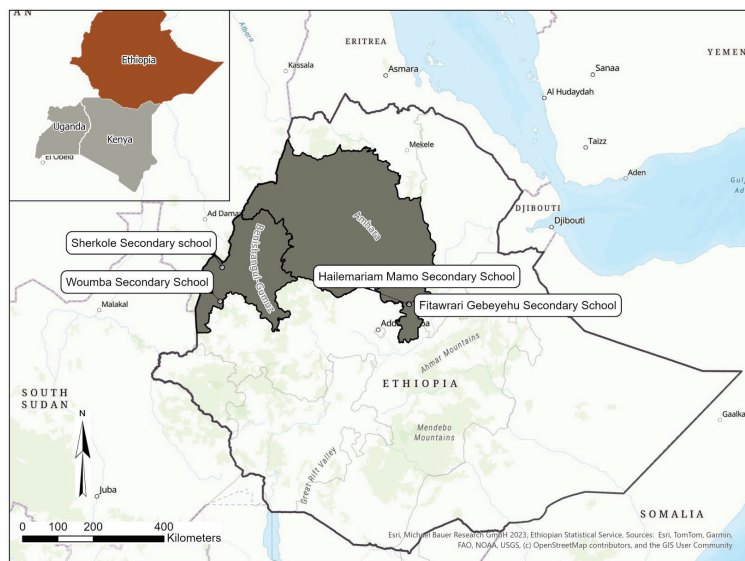
Data were collected through 31 focus group discussions and 10 key informant interviews conducted between April 1 and 17, 2025, in both IDP and refugee settings. Participants included students, teachers, parent–teacher associations, school governance members, camp leaders, government officials, and para-social workers

from schools in Debre Brehan City and refugee communities in the Assosa Zone. High-level education officials provided additional insights through key informant interviews.

This infographic shares the enabling and disabling factors for the uptake of Tuseme in refugee and IDP contexts, aligning with the Monitoring, Evaluation, and Learning (MEL) framework (4.1.2). It focuses on scaling research outputs, presenting insights on how to scale the impact of education innovations



Figure 2: Map of ETHIOPIA showing Location of Schools Sampled.



Key Findings and Messages

Key Findings



- **Teaching in IDP settings and refugee settings** presents unique challenges compared to mainstream schools.



- **Key Issues:** Overcrowded classrooms, diverse cultural backgrounds, and emotional trauma among students hinder effective learning.



- **Positive Note:** Despite these challenges, many IDP students exhibit resilience and achieve high academic performance.



- **Unique information, both in IDP and refugee settings** number of female students is higher than the number of male students.

- **Challenges in Learning and Teaching**



- **Overcrowded Classrooms:** High enrollment limits student-centred learning and teacher-student interaction.



- **Language Barriers:** Diverse linguistic backgrounds complicate communication, affecting academic performance.



- **Emotional and Psychological Challenges:** Many students face trauma and stress, impacting engagement and behaviour; teachers lack training in psychosocial support.

Key Messages



• Socio-economic Barriers to Education:

This is a dominant theme, with “Household Responsibilities,” “Early marriage and parenthood,” “Negative Perception towards education,” “Lack of basic necessity,” and “Poverty” all pointing to significant external factors that hinder educational access and success.



• Resource and Infrastructure

Deficiencies: Codes like “Lack of laboratory and IT infrastructure,” “Lack of material support from partner organisations,” and “Material and equipment supports” suggest a critical need for physical resources and external aid within the educational system.



• Stakeholder Collaboration and Support:

“Need for collaboration with partner organisation,” “Lack of parental or family support in education,” and “Existing NGO supports” indicate the importance of external partnerships and family involvement for educational initiatives.



• Club Establishment and Student Activities:

While facing challenges, there’s an underlying interest in “Activities done by PTA,” “Joint club membership of boys and girls,” and “Activities that interest students,” suggesting a desire for organised extracurricular engagement.

Justification of this Study

- 1 **Identifies key enabling and hindering factors** affecting the Tuseme model in refugee and IDP settings.
- 2 **Highlights opportunities for strengthening the model** and acknowledges limitations that may affect implementation.
- 3 **Provides a crucial baseline for FAWE Ethiopia** to understand on-the-ground realities in IDP and refugee communities.
- 4 **Supports the adaptation of the Tuseme model** better to meet the specific needs and challenges of these populations.
- 5 **Helps enhance the model’s relevance and impact** on education and gender equality in these contexts.

Phase 2 Schools Sampled in ETHIOPIA

236 Participants, **10** stakeholder groups



A total of 236 participants across 10 stakeholder groups (school management, students, teachers, parents, PTAs, camp leaders, para-social workers, government officials) participated in the study.



Schools sampled included Hailemariam Mamo and Fitawrari Gebeyehu Secondary Schools in Debre-Brehan City, Sherkole Secondary School in Sherkole Refugee Camp and Woumba Secondary School in Bambasi Refugee Camp, Ethiopia (Table 1; Figure 2).

Table 1: ETHIOPIA – Phase 2 Participants by Category, Secondary School (S.S.), and Gender

Participant category	Runyu primary		Central primary Hagadera		Malakal		Somali Bantu mixed		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
Girls	8	0	8	0	8	0	8	0	32
Boys	0	8	0	8	0	8	0	8	32
Teachers	4	4	3	5	3	5	0	8	32
Parents	3	5	2	6	4	4	2	6	32
PTA	2	3	1	4	2	3	0	5	20
Camp leaders	4	4	0	0	3	5	2	6	24
Parasocial	4	4	3	5	0	0	0	0	16
School management	2	6	3	5	2	6	0	8	32
Government officials	0	0	0	0	0	8	0	8	16
Total	27	34	20	33	22	39	12	49	236

Recommendations and Implications for Adaptation; ETHIOPIA

Key Insights & Adaptation Implications:

1) Severe Socio-Economic Hardship:

Students are forced into labour (gold mining, informal jobs, household chores) due to pervasive poverty. This leads to absenteeism and dropout (Hailemariam Mamo, Sherkole, Woumba).



Girls face additional burdens of menstrual hygiene and early marriage.

Adaptation: Tuseme model must be integrated with tangible material support (feeding programs, sanitary pads, school supplies). This alleviates immediate financial pressures, as emphasised by Parkes et al. (2016).

2) Student Demotivation & Psychosocial Distress:

Pervasive lack of student motivation, hopelessness about future opportunities, and psychological stress from conflict/displacement are critical disabling factors (Hailemariam Mamo, Fitawrari Gebeyehu, Woumba).



Adaptation: Tuseme needs to explicitly incorporate psychosocial support mechanisms and hope-building activities (e.g., trauma-informed care, realistic career guidance). This addresses despair and builds resilience, aligning with Freire’s (1970) “conscientization.”

3) Infrastructure & Resource Deficiencies:

Critical lack of modern technology, functional labs, adequate stationery, digital libraries, and clean facilities, along with overcrowding, are major impediments (all schools).



Adaptation: While a pedagogical model, Tuseme’s effectiveness is tied to the physical environment. Adaptations must include advocating for basic resources for clubs and providing dedicated, safe spaces for activities. This addresses the “implementation gap” (Unterhalter et al., 2019).

4) Teacher Overload & Cultural Navigation:

Teachers are overworked, underpaid, and lack compensation for extracurricular involvement (Woumba, Hailemariam Mamo), hindering consistent club facilitation.



Language barriers and traditional gender norms also impede participation (Hailemariam Mamo, Sherkole).

Adaptation: Prioritise teacher support and incentives, alongside culturally and linguistically sensitive facilitation and materials. This effectively engages students and challenges harmful norms, as suggested by Unterhalter & Heslop (2011).

5) Challenges in Learning and Teaching:

Overcrowded Classrooms: High enrollment limits student-centered learning and teacher-student interaction.



Language Barriers: Diverse linguistic backgrounds complicate communication, affecting academic performance.

Emotional and Psychological Challenges: Many students face trauma and stress, impacting engagement and behaviour; teachers lack training in psychosocial support

Key Message: Based on comprehensive cross-country findings

The following recommendations propose strategic adaptations for the Tuseme model and aim to **enhance its effectiveness, reach, and sustainability in IDP and refugee communities** across Ethiopia, Kenya, and Uganda.

Core Focus Areas for Adaptation:

01 Integrate Basic Needs & Holistic Support



02 Contextualize Curriculum & Facilitation



03 Strengthening Teacher Capacity & Incentives



04 Cultivate Multi-Scalar Engagement & Collaboration



05 Advocate for Policy Integration & Sustainable Resource Allocation



06 Prioritize Institutional Memory & Sustainability Mechanisms



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