REFUGEE EDUCATION STRATEGY

Towards inclusion

UNHCR ETHIOPIA

JUNE 2020- 2025

ABBREVIATIONS

ARRA Agency for Refugee and Returnee Affairs

CRRF Comprehensive Refugee Response Framework

CTE College of Teacher Education

DEED Digital Education Enrolment Data

DFID Department for International Development of UK Government

ECCE Early Childhood Care and Education

ECW Education Cannot Wait

ESDP Education Sector Development Plan

ETWG Education Technical Working Group

GCR Global Compact on Refugees.

GEQIP-E General Education Quality Improvement Programme for Equity

GER Gross Enrolment Rate

GIZ German Corporation for International Cooperation

GoE Government of Ethiopia.

GPE Global Ppartnership for Education

GPI Gender Parity Index

GRF Global Refugee Forum

ICT Information Communication Technology

IDP Internally Displaced Person

IGAD Intergovernmental Authority on Development

KPI Key Performance Indicator

MoE Ministry of Education.

MoSHE Ministry of Science and Higher Education.

MoU Memorandum of Understanding

NCRRS National Comprehensive Refugee Response Strategy

NER Net Enrolment Rate

NGO Non- Governmental Organization

OOS Out-of-School

REB Regional Education Bureau

SDG Sustainable Development Goal.

TVET Technical and Vocational Education and Training

UASC Unaccompanied and Separated Children

UNESCO United Nations Educational, Science and Cultural Organization

UNICEF United Nations Children's Fund

UNSDCF United Nations Sustainable Development Cooperation Framework

USAID United States Agency for International Development

WASH Water, Sanitation and Hygiene

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EXECUTIVE SUMMARY

The five-year UNHCR Ethiopia Education Strategy covering mid-2020 to 2025 confirms the importance that UNHCR and partners accord to education as a key social sector and means of protection. It details priorities and ways of addressing them, furthering the commitment to the realization of the arrangements set out in the Global Compact on Refugees (GCR). In this regard, the strategy articulates UNHCR's emerging 'catalytic and supportive role' in pursuing the GCR more as an advocate and convener of a broad range of stakeholders rather than a traditional implementer and funder of in-camp education projects. Overall the strategy directly relates to the emerging vision of UNHCR; that "Refugees (POC) in Ethiopia are primarily self-reliant, residing out of camps, engaged economically in the larger society and included in improved national services and protection systems, and at the centre of decision-making that affects their own lives and livelihoods."[1]

The strategy translates necessary arrangements into action, applying the principles of solidarity, responsibility sharing and drawing on cooperation between humanitarian and development partners towards increasing the access to quality learning opportunities from pre-school to tertiary education for refugees and host communities. The strategy is aligned with the UNHCR

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[1] Draft vision statement emerging from working groups following Nov. 2019 Senior Management Group Retreat.

Global Refugee Education 2030 Strategy, as well as the emerging 2020-2024 United Nations Sustainable Development Cooperation Framework (UNSDCF) in Ethiopia and specifically SDG 4.

The strategy builds on the Government of Ethiopia's (GoE) numerous pledges and commitments on refugee education by ensuring that refugees hosted in Ethiopia are increasingly accounted for in the national education sector and investment plans alongside nationals at the same time, as these national systems are being improved in refugee-hosting areas. The shift in the provision of refugee education from largely camp-based (humanitarian) to national host-area (development) is essential, as well as achievable. This calls for alignment and concerted efforts among different partners and the Government in addressing education policy issues, and modification of the sector investment modalities that catalyze and sustain inclusion of refugees in the national system.

Importantly, funding predictability for refugee education in Ethiopia needs to be established on a medium- and long-term basis. This will enable the Ministry of Education (MoE) to follow through on commitments to service provision and inclusion and ensure that refugee and host community students are prepared equitably to achieve their highest potential in the national education system, wherever they live.

The strategy sets out approaches for achieving the education sector objectives and targets that resonate with the plans and policies. The Strategy further aims to enhance integration with the Protection and other inter-sectoral pillars in Ethiopia, strengthen partnerships, capacity development, innovation and evidence-based planning in order to provide inspiration and guidance for a wide spectrum of stakeholders both within the country and the Intergovernmental Authority on Development (IGAD) region.

UNHCR's Global Refugee Education Strategy 2030: Strategic Objectives

- Promote equitable and sustainable inclusion in for refugees and other people of concern[2] in national education systems.
- Foster safe enabling environments that support learning for all students, regardless of legal status, gender or disability.
- Enable all learners to use their education toward sustainable futures

The strategy aims to domesticate these global strategic objectives in a contextual manner that will align with the vision for quality and inclusive education for all. The key areas of focus will include: **(i)** Inclusion of refugee education in the national education system; **(ii)** Access to a safe, protective and inclusive learning environment; and **(iii)** Improvement in teacher quality development and management. The first strategic objective will require identification of catalytic activities and undertaking of policy analysis and advocacy by UNHCR and partners at the national and sub-national level. The second and third strategic objectives will focus on improving access to equitable quality education in a protective and conducive environment. It also looks at learners' access to skills and knowledge for self-reliance and solutions. The strategy also seeks to proactively enhance education for girls and children with disabilities during the plan period. The objectives are complementary in ensuring that education service delivery and the inclusion of refugees in the national system are pursued concurrently. The strategy also emphasizes the need to strengthen linkages with other sectors of Child Protection, SGBV, Health, Livelihood, Nutrition and Water, Sanitation and Hygiene (WASH).

The implementation of the strategy will require development of annual action plans and setting of yearly milestones. Strategy reviews will be conducted on an annual basis by education stakeholders. Monitoring, evaluation and learning will be informed by reviews and assessments done within the validity of this strategy. Yearly monitoring will provide continuous feedback for planning reviews and thus enhance continuous communication that will contribute to any strategy modification. Finally, this strategy will be measured against UNHCR's Result Framework, global commitments such as the SGDs, and the MoE Key Performance Indicators as related to the Government of Ethiopia's Pledges and other commitments.

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[2] People of concern (POCs) include refugee and asylum-seekers, returnees, stateless and internally displaced persons – and increasingly Ethiopian communities hosting current, or formerly displaced persons.

SECTION 1: INTRODUCTION

1.1 Background and Context

The Government of Ethiopia (GoE) is among the leading countries in the IGAD[3] region hosting a high number of forcibly displaced persons. The majority of the refugees are South Sudanese, Somali and Eritrean followed by Sudanese, Democratic Republic Congolese and Yemeni among others. Most refugees originate from countries with limited education opportunities as a result of protracted crises. Ethiopia is sheltering approximately 766,563 (UNHCR, 2020)[4] registered refugees and asylum-seekers in twenty-six camps. Addis Ababa and other cities of the country also host refugees. As of June 2020, Addis Ababa city had 27,492 refugees registered of whom the majority are Eritrean nationals under the Out-of-Camp Policy (OCP). Over 50% of the population is comprised of school-going age children between the ages of 3-18 years. The majority of refugees are located in the four peripheral regional States of Ethiopia, which are: (i) Afar; (ii) Benishangul-Gumuz; (iii) Gambella; and (iv) the Somali region. In addition, refugees are

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[3] IGAD Member States: Djibouti, Ethiopia, Somalia, Eritrea, Sudan, South Sudan, Kenya and Uganda.
[4] https://data2.unhcr.org/en/country/eth- UNHCR Ethiopia Monthly Refugees and asylum seekers' population data as of June 30, 2020.

hosted in settlement areas located in Dillo Megado area of the Oromia region and the South Omo area the of Southern Nations Nationalities and Peoples Regional State (SNNPR).

The four regional States above are categorized as "emerging regions", which means that they are the country's underserved regions in terms of development and provision of basic social services. This implies that public social services like education face a myriad of challenges and score poorly on development indicators.

This is demonstrated in the low performance of education indicators captured in the Annual Ministry of Education (MoE) Abstract (Federal Democratic Republic of Ethiopia Ministry of Education, 2018) publications for the last three academic years. The publications affirm that refugees are in regions, where children from host communities are also likely to have limited access to quality learning opportunities.

GRF Pledge 2019

Expand government TVET system and facilities to provide quality and accredited skills training that is linked to the labour market demand to 20,000 host and refugees by 2024.

GRF Pledge 2016

Increase enrolment in primary, secondary and tertiary education for all qualified refugees without discrimination and within the available resources

Ethiopia is implementing the Global Compact on Refugees (GCR). Following the New York Declaration at the *Leaders' Summit* in 2016, the GoE made nine specific pledges, which included a specific education pledge. As the GoE moves towards its own ten-year national CRRF strategy, education will be included under the human development pillar[5]. The education pledge in 2016 and the subsequent additional pledge made during the Global Refugee Forum (GRF) in December 2019 are in line with the objectives pursued by the international community under the Comprehensive Refugee Response Framework (CRRF), IGAD instruments following the

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[5] The draft National Comprehensive Refugee Response Strategy (NCRRS) has 2016 has six Pillars (i) Capacity and System Development (ii) Targeted Emergency Humanitarian Responses; (iii) Community-Based Public Works / Productive Safety Net (iv) Livelihoods and Job Creation (V) Human Development (vi) Durable Solutions.

Djibouti Declaration in 2017 and the Sustainable Development Goal 4 (SDG4). In 2016, the GoE pledged to increase the enrolment of students at all levels of education, from pre-school to tertiary education, without discrimination and within available resources. These pledges contribute towards the enhancement of refugee protection through increased access to improved inclusive quality education and life-long learning. Further, Ethiopia is one of the IGAD Member States that made a commitment to and is a signatory to the Djibouti Declaration on Regional Refugee Education. The Declaration emphasizes the inclusion of refugees in national systems by 2020 (IGAD, 2017). The adoption of the Djibouti Declaration is interpreted as a regional domestication vehicle for the CRRF that will be enforced by relevant government line Ministries. The Declaration advocates for all Member States to include refugees, internally displaced persons (IDPs) and returnees in national systems as a collective responsibility sharing by all stakeholders.

At the national level, the strategy fits into the 2019-2021 Ethiopian Country Refugee Response Plan, Refugee Proclamation No. 1110/2019, the GoE education pledges, the draft National Comprehensive Refugee Response strategy (NCRRS), the MoE Directives on refugee education, and the 2019 Memorandum of Understanding (MoU) between the Agency for Refugee and Returnee Affairs (ARRA) and the MoE. This strategy also aligns to the distinct legal status and rights of refugees, asylum-seekers and stateless persons under international law that guide UNHCR's responses. These include the 1951 Convention Relating to the Status of Refugees, the 1969 Convention Governing the Specific Aspects of Refugee Problems in Africa, the 1954 Convention relating to the Status of Stateless Persons and the 1961 Convention on the Reduction of Statelessness.

This strategy, therefore, provides contextualized overarching guidance to education partners and other stakeholders on the provision of education for refugees in Ethiopia. The effective implementation of this strategy on inclusion is envisaged in the incorporation of refugees into government policies, plans, budgets and the Education Management Information System (EMIS), as well as being mainstreamed into national and sub-national education levels in recognition of the different roles each level contributes in terms of provision of education in Ethiopia. The regional States are administratively responsible for management of general education and

Technical and Vocational Education and Training (TVET), while the national level provides policy guidance, financial contributions and management of tertiary education.

1.2 The Strategy's Rationale

The foundation for UNHCR Ethiopia's Refugee Education strategy is the GCR, SDG 4 and the national Education Sector Development Plan (ESDP) of the GoE and is further guided by UNHCR's Global Refugee Education Strategy (2030). The strategy reflects UNHCR's catalytic role as a convener, advocate, mobilizer, liaison and partnership builder in Ethiopia, where humanitarian and development education partners can converge more meaningfully. It also affirms UNHCR's complementary role to that of the GoE regarding decisions related to refugee education, where the GoE does not have full practical support of education for all persons of concern within the national system. The strategy draws its focus from four thematic areas identified in the draft 2020-2024 Education Sector Development Plan (ESDP) as: (i) Access, equity and internal efficiency, (ii) Quality and relevance, (iii) Quality assurance, and (vi) Governance and system strengthening. The latter thematic area provides an entry point for inclusion of refugees in the national system. Lastly, the strategy acknowledges that there is a need to engage in effective collaboration with other sector coordination platforms in order to ensure quality service delivery of refugee education and emergency preparedness in education. The emergencies may include new influxes of refugees and any pandemics such as COVID-19 that has severely impacted the education sector.

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SECTION 2: SIT. ANALYSIS

2.1 Trend Analysis on Inclusion of Refugees in the National System

Refugee education in Ethiopia covers pre-primary, primary, secondary and tertiary education through formal and non-formal programme opportunities. According to MoE guidelines, children between the ages of 3-18 years are eligible for enrolment in general education before transitioning to post-secondary institutions. Provision of refugee education in Ethiopia remains a challenge from one refugee-hosting region to another, as the contexts differ. Low student participation and internal efficiency[6] within the refugee context continue to persist when compared to the national indicators (Federal Democratic Republic of Ethiopia Ministry of Education, 2018). Participation of girls drastically drops between the first cycle (Grade 1-4) and second cycle (Grade 5-8). The participation further reduces, when it comes to transition from primary to secondary level for both girls and boys. The Gender Parity Index (GPI) at primary level

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[6] Internal efficiency is the relationship between the outputs and inputs of an education system

stands at 0.64. The GPI means that for every ten boys enrolled in a school, there are only six girls. Over 40% of children enrolled in primary education are over-age, and there are limited alternative learning opportunities to address any gaps. Secondary education GPI is 0.39. Compared to national GPI, the refugee GPI performs dismally. The national GPI for primary and secondary stands at 0.90 and 0.87 respectively in the same academic year 2018/19. The GPI reduces further in post-secondary institutions. Less than 20% of refugee students enrolled in tertiary education are girls. In addition, most of the refugee children with specific needs are out-of-school (OOS).

The overall Gross Enrolment Rate (GER) in ECCE in the 2018/19 academic year stood at 50.84 % (Federal Democratic Republic of Ethiopia Ministry of Education 2019) above the national GER, which is at 41%. Regional disparities exist between different refugee caseloads. Shire and Afar score low GER of 19.6%, and 7.45% respectively below refugee average GER. Available ECCE services are overcrowded, unable to accommodate out-of-school children. Primary education GER among refugees has remained low at 67% for the last two years compared to national average GER of 79.8%. The majority of students enrolled at primary school level drop between the ages of 12-15 years, mainly among girls. The primary school age group 7-14 years contributes to the highest number of school enrolment of children within the camp setting. Secondary Education GER scored a percentage of 13% below the national GER of 32%. A similar pattern in regional disparities exists at all levels of general education. In general, the GoE is facing similar challenges as those experienced in the refugee setting, when it comes to enrolment in pre-primary and secondary education. This low enrolment calls for policy change and strategies to address the high number of Out-of-School (OOS) children to increase efficiency and safeguard the dividends that accrue as a result of investment in primary education. Parents are likely to not send their children to school, if post-primary education does not yield tangible results. The opportunity cost[7] of schooling becomes more pronounced to parents, as children progress from primary to secondary education. Nearly two thirds of refugee children, who attend primary school do not make it to secondary school in Ethiopia due to limited available school

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[7] Opportunity cost refers is the value foregone at home like supporting family livelihood to supplement their income in search for education.

opportunities, lack of adequate infrastructure and examination bottlenecks that pre-maturely terminate children's rights to education at their highest level of general education[8].

A small number of refugees in Ethiopia are studying in government colleges and universities, including those pursuing post-graduate studies. The qualifications and knowledge that they gain in Ethiopia are not only meant to serve them while in exile but is also extremely beneficial in the post-exile period, resettlement, during the reconstruction and development of their respective countries. Refugee students, who sit for national examinations and meet the minimum "cut-off[9]" points, are placed in public universities on par with nationals. The number of refugees enrolled in higher education is less than 3% of those eligible. The main challenge for low enrolment nationally is attributed to low absorption capacity at the university level. The new draft GoE 2018-2030 Education Roadmap recommends a new education structure that seeks to abolish grade ten national examinations. The abolition will result in more students completing the secondary cycle, but who are likely unable to access higher education, if access to universities in the country is not rapidly expanded to meet the demand. As a result of this expected increase in the number of students completing secondary education, TVET is given much prominence in the MoE roadmap beyond the secondary level. It acts as a vehicle that provides relevant labour market skills to the youth. Therefore, TVET becomes essential in the ever-changing and dynamic economic and social sector environment for employment and entrepreneurship development. Short-term skills programmes offered to refugees in the camp setting by partners lack accreditation, have poor linkages with labour market demands and skills set viable for economic integration in the refugee-hosting regions. The lack of relevance of skill sets among refugees, is an impediment to the realization of the GoE's pledges on work and livelihoods geared at economic inclusion. It is against this background that the GoE and partners have identified TVET as a major gap in provision of refugee education geared at offering relevant skills training linked to the job market and self-reliance. As a result of missing links in skills training and the job market demands, the GoE pledged in 2019 to include refugees in the national TVET system during the GRF held in Geneva. This would be achieved through the expansion of existing government TVET facilities to accommodate refugee and host community students.

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[8] General education covers pre-primary, primary and secondary education levels
[9] Minimum requirement points determined by the MoSHE on a yearly basic for admission to public university.

Several education activities in Ethiopia demonstrate partial mainstreaming of refugees in the national systems as outlined in section 2.1 above. These activities are implemented according to the MoE's two Directives in the form of circulars. Circular number 11/1-3456/1098/35 was issued to all Regional Education Bureaus (REBs) and the Addis Ababa City Government Bureau to allow refugee children to join secondary education and higher education using three pathways, (1) Placement examination, (2) Use of certificates from their country of origin and (3) After sitting for the national examination administered by the MoE. In 2013, the State Minister of General Education issued a second Circular No 13/1-11795/8297/35 to all Directorates of the MoE and REBs identifying five broad areas for collaboration on refugee education. These areas include (i) The use of the national curriculum; (ii) Supply of textbooks in refugee schools; (iii) Ensuring teacher training both in service and pre-service training; (iv) Allowing for supervision and inspection of refugee schools; (v) Including refugees in education sector development plans and strategies. The Directives and the MoU signify a gradual shift, which should be accompanied by clear milestones to catalyze the inclusion process at the national and sub-national level and anchoring these commitments in national education policy documents, including the Education Sector Development Plan (ESDP). In the urban environment, refugee children face language barriers and high travel and housing costs that prevent refugee children from accessing quality education.

Past efforts made by the MoE and ARRA to include refugees in the national education system was through the adoption of the national curriculum for all camp-based schools and the enactment of Refugee Proclamation No. 1110/2019 in February 2019 (Democratic Republic of Ethiopia, 2019).[10] The new Proclamation provides refugees with access to ECCE and primary education in the same circumstances as nationals. Regarding secondary education, tertiary education, technical and vocational education, as well as adult and non-formal education, the Proclamation aims to meet the standards set out in the 1951 Refugee Convention with a remit to refugee access to basic elementary education. This strategy aims to support and work with the GoE towards inclusion of refugees in the education system covering all levels of education from

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[10] The Refugee Proclamation came into force upon publication in the National Gazette in April 2019, dated 27 February 2019.)

ECCE to higher education. Existing Directives and commitments on refugee education by the GoE are fragmented and will require education sector policy formulation.

2.2 Overview of Provision of Refugee Education in Ethiopia.

The aim of UNHCR's Global Education Strategy 2030: "*A Strategy for Refugee Inclusion*" aims to have sustainable access for refugee education and lifelong learning integrated in national host country systems (UNHCR, 2019). In pursuing refugee inclusion, expansion of government facilities and a shift in investment targeting host and refugee communities is critical. The GoE has taken several steps to include refugees in the national system, but there still exist two government entities in the management and administration of refugee education. The Ministry of Education (MoE) and the Regional Education Bureaus (REBs) are responsible for management of host community education, while the Agency for Refugee and Returnee Affairs (ARRA) administers education for refugees. The responsibility for management of higher education is now under the Ministry of Sciences and Higher Education (MoSHE) since 2018. Refugee students have access to the national curriculum and certification. Refugee data is included in the MoE's Education Information Management System (EMIS). Where accessible, refugees are accorded the same treatment as nationals, when it comes to admission to national schools and tertiary education. According to the Education and Training Policy (Federal Democratic Government of Ethiopia, 1994), regional States are responsible for management and administration of general education except for tertiary education, which is managed by the federal authority. The latter also provides the policy and strategic direction for the entire education system in the country. The Ministry of Science and Higher Education (MoSHE) oversees TVET and university education offering degrees and diploma certification. Teacher development and training falls under the MoE and MoSHE, depending on the level of certification. In addition to the universities administered by MoSHE, there are Colleges of Teacher Education (CTEs) under the Regional Education Bureaus (REBs) that provide training services for teachers at the diploma level. Refugee education in Ethiopia follows the national curriculum. However, the MoE and the Regional Education Bureaus (REB) do not manage the administration of schools within the camp setting. This falls under the Agency for Refugee and Returnee Affairs (ARRA) remit of responsibilities. ARRA acts both as a coordinator and the lead partner for primary education in the refugee camps while NGO partners support Early Childhood

Care and Education (ECCE), as well as secondary education. The Memorandum of Understanding (MoU) signed between ARRA and the MoE in May 2019 itemizes areas of collaboration towards gradual integration of refugees in the national education system. The collaboration between ARRA and MoE aims to ensure the protection of refugees and that the right to services like education are anchored in the national system.

2.3 ARRA and MOE - Memorandum of Understanding.

In recognition of the fragmented efforts in management of refugee education in the country, ARRA and MoE signed a MoU in May 2019. The MoU outlines the principles, technical and coordination arrangements between the two government entities with a long-term aim of facilitating joint efforts on the integration of refugee education. As a result of the signing of the MoU and domestication of the GoE's commitment to the Djibouti Declaration, the MoE and ARRA embarked on drafting an integrated 3-year costed plan[11] targeting refugee and host communities in consultation with education partners and respective REBs. Similarly, the MoE envisages to include refugees in the next five-year 2020-2024 Education Sector Development Plan as outlined in the IGAD Declaration and the MoU. The two major plans signal a shift towards gradual inclusion of refugees in the national plans anchored in the Government planning cycle and policy under the education sector. Regional States are mandated to provide general education services and play a critical role in translating the ESDP into action plans and activities from the lowest planning unit (woreda). According to the NCRRS ten-year plan, the vision is to: 'ensure self-reliance and resilience of refugees and host communities and to prepare the refugees for durable solutions by supporting their socio-economic integration and strengthening their contribution to the country's socio-economic development".[12] The overall goal for the NCRRS is to gradually transform Ethiopia's refugee operation approach and model from encampment towards hosting refugees in village-style development-oriented settlements.

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[11] According to the IGAD Declaration, each Member State is required to develop specific plans targeting refugee hosting region. In Ethiopia, the draft Costed Plan targets 16 refugee hosting woredas.

[12] Draft (Feb 2019) National Comprehensive Refugee Response Strategy has four objectives to achieve its vision (i) Enhance capacity to manage sustainable responses for refugees and hosts (ii) Ensure refugees and hosts have access to and benefit from diverse economic and livelihoods opportunities(iii) Improve the individual capacities of refugee and hosts through access to water, sanitation and health (WASH), nutrition, health and education services (iv) Gradually increase the voluntary repatriation and resettlement opportunities through collective responsibility.

2.4 Challenges related to Inclusion of Refugees in the Ethiopian National Education System.

The inclusion of refugees in the national system in Ethiopia has several challenges. First, refugees reside mainly in camps in the peripheral and most impoverished regions of the country. In these regions, public investment in the development of service sectors like education in the host community is relatively low. Secondly, refugee education relies largely on humanitarian funding that is short-term and unpredictable. Thirdly, there are multiple administrative and management structures of refugee education within the country, and lastly Directives on refugee education are fragmented and practiced outside the education sector national policy framework.

Additionally, the majority (59%) of teachers are not trained. A trained teacher is required to have an accredited diploma certification licensed by the MoE. Consequently, not all teachers with diploma qualifications are qualified as teachers and therefore they lack pedagogical skills[13] (Joseph Wales, May 2020), which brings the dilemma of professionalism versus practice.[14] This has led to long-standing challenges of quality teaching and learning in refugee settings. Investments in in-service training is challenged by a high turnover of eligible teachers after completion of the course. The situation is compounded, when a majority of the practicing teachers in the refugee setting do not meet minimum entry requirements to join in-service training program established by the MoE. This has resulted in shortage of qualified teachers over the last five years. Teacher policies and management in the refugee context is varied and not aligned with the government standards in terms of entry qualification, policy, management and remuneration. This has contributed to high teacher mobility and turnover among teachers in refugee settings.   Effective teacher management is critical in improving the quality, inclusiveness, and equity in refugee education during the transition period.

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[13] Strengthening coordinated education planning and response in crises Ethiopia case study
[14] Some of the teachers engaged teaching in refugee context lack formal qualification to teach at primary school
   despite acquiring training in other fields not related to teaching and training.

2.5 Standards of Safe and inclusive Learning Environment.

Over 60% of all refugee schools in Ethiopia do not fulfil standards of safe learning environments[15]. Schools lack minimum basic facilities, including furniture, water, appropriate sanitation facilities, ventilated classrooms, lack separate latrines for girls and boys and have inadequate functional handwashing facilities. The few available permanent classrooms are dilapidated, while some temporary ones are made of iron sheets. The semi-permanent or temporal makeshift classrooms expose children to dust, wind and require regular maintenance. Most schools are not accessible to children with disabilities and do not have the right structures to cater for them. The student classroom ratio at primary level is 1:101 with a large ratio in the lower classes against a national target of 1:50. Due to classroom shortages and overcrowding, a double shift system is operated. The shift system limits the amount of time students spent on learning to only three to four hours per shift against the national curriculum guidelines that require on average 6.5 hours minimum instructional time per day. At secondary level, classroom ratio stands at 1:65. Teacher pupil ratio is 1:82 and 1:65 for primary and secondary level, respectively. Pupil to section ratio at primary is 1:101, while the national level is 1:4. Across all the camps, student to latrine ratio is on average 1:200. [16] Additionally, most schools lack segregated latrines for boys and girls.

> **GLOBAL REFUGEE EDUCATION STRATEGIC OBJECTIVE 2**: *FOSTER SAFE ENABLING ENVIRONMENTS THAT SUPPORT LEARNING FOR ALL STUDENTS, REGARDLESS OF LEGAL STATUS, GENDER OR DISABILITY*

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[15] According to the MoE School Inspection Framework, schools are graded into four levels: Level 1-schools below the standards, Level 2-schools that are improving to meet the standard, Level 3-schools that meet the standard and Level 4-schools that are well above the standard. The 2018 School Inspection Report by REBs indicate that over 60% of the refugee schools are classified as level 1.

[16] School feeding assessment report May 2019 jointly carried out by UNHCR, ARRA and WFP revealed a huge gap in WASH in schools that affects school feeding programmes.

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SECTION 3: STRATEGIC FOCUS

3.1 Strategy Vision

UNHCR believes inclusion of refugees in the national system is progressive and requires strengthening of the national system's capacities reflected in the education sector plans and strategies supported by legislative, budgetary and policy frameworks. Refugee education inclusion in the national system should be pursued simultaneously with the expansion of the current education services in the camps and host communities to address the high number of out-of-school children. Education programming is a continuum from early childhood through primary, secondary to tertiary education. In pursuit of inclusion of refugee education in the national system, "an effort should be made to ensure children do not forfeit their inalienable right to education in the short and medium-term transition to the national system, particularly children with special needs.

Underpinning this strategy are the following guiding principles of **protection, partnership capacity development, innovation and evidence-based data**. All these principles are mutually inclusive and interconnected.

3.4 Strategic Objectives, Targets and Activities.

3.4.1. Strategic Objective 1: Inclusion of refugees in the national education system

UNHCR commits to support the coordination of refugee education interventions for refugees with the aim to shift from a parallel to the national system reflected in government policies, budgets and plans at federal and regional level and inter-connected with other education coordination and investment mechanisms in the country. UNHCR and partners will work with the relevant government entities[17], development partners, donors, the private sector and academic institutions to

> *GLOBAL REFUGEE EDUCATION STRATEGIC OBJECTIVE 1: PROMOTE EQUITABLE AND SUSTAINABLE INCLUSION IN NATIONAL EDUCATION SYSTEMS FOR REFUGEES, ASYLUM-SEEKERS, RETURNEES, STATELESS AND INTERNALLY DISPLACED PERSONS.*

implement a combination of interventions that bridge the gap between humanitarian and development interventions. At the same time, support will be targeted at the existing government education sector plan to extend services and targeted investments to schools in the refugee camps. This support should be accompanied by a policy framework, as well as predictable and sustainable multi-year funding streams embedded in development financing modalities. It is anticipated that all the five refugee-hosting regions will move at different paces on inclusion in sub-national plans to be supported through institutional strengthening, studies and careful analysis of the social and political context to address potential risks within the refugee education environment and social system that may hinder inclusion initiatives.

Thus, advocating for humanitarian-development integrated systems in financing, resource tracking and strategies is vital. It is imperative to have predictable and sustainable international and domestic financial support for inclusion of refugee education in the national system alongside the host community. This calls on UNHCR to work on formation of strategic

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[17] Government entities include: Ministries and Agencies ARRA, REB, MoE, MoSHE, TVET Agency,

partnerships in the country, regionally and globally to collaborate in the mainstreaming of resource mobilization and tracking for refugee education in the national system that is seamless and complementary. To this end, UNHCR will continue to support the integration of refugee education in national education systems, embedded in government plans, strategies, the IGAD/Djibouti Declaration and the United Nations Sustainable Development Cooperation Framework (UNSDCF). Upon inclusion of refugees in the sector plan, the MoE, ARRA and other key partners will develop a transition strategy for refugee education services into the national system. However, inclusion should be implemented in phases: short-term, mid-term and long-term, which allow sector plans, policy formulation and the institutional capacity of the MoE to be strengthened to systematically absorb refugees and to be compounded by collaborative international support. Sub-national implementation plans that prompt inclusion of refugees in the national systems should be identified, in order to: (a) Test new approaches on inclusion, identify successes and share relevant lessons-learned to further inform government-led dialogue on national policies; and (b) Support government and humanitarian-development partners efforts to incorporate and review education sector plans, to incorporate Key Performance Indicators (KPIs) for refugee education alongside the MoE and the SDG 4 indicators , GRF pledges and the GCR Outcome 2.2. This will be in addition to the ongoing integration and publication of refugee data in EMIS and MoE's literacy assessment. As part of UNHCR's general drive for data enhancement, UNHCR will ensure quality data for refugee education is synchronized from different sources and is made available to the MoE, education partners, donors and other stakeholders for effective planning, implementation and research. EMIS data collection will be strengthened to ensure data collection is fully managed by the MoE at all levels.

Areas of intervention:

i. Donors should embed education in multi-year funding in core planning for refugees in the national system and support the transition period.

ii. Develop and disseminate education guidance notes for the inclusion of refugees in the national system at the national and sub-national level.

iii. Advocate for the extension of the school grant program under General Education Quality Improvement Program for Equity (GEQIP-E)[18] for camp-based schools at all levels of education.

iv. Strengthen the national and sub-national MoE institutional capacity to extend services to schools in camp settings across all MoE departments.

v. Advocate for inclusion of refugee education in government and development partners' investment strategies and modalities at national and sub-national level.

vi. Actively engage education partners at all levels of the education system: national, regional and at zonal level to raise awareness and inclusion of refugees in national and sub-national plans.

vii. Regularly monitor and report indicators on inclusion alongside SDG4, GCR, and GoE pledges.

viii. Support Education partners and the MoE in developing and implementing projects based on empirical studies that assess and analyze education needs and the capacity of the MoE to facilitate inclusion of refugees in the national system.

ix. Facilitate the dissemination of GCR related policies, plans, strategies and commitments on refugee inclusion to refugees, host communities, partners and government entities at federal and regional level.

x. Contribute to coordination mechanisms convened by line Ministries, UNSDCF, academic institutions and relevant studies related to inclusion of refugees in the national system.

xi. Strengthen UNHCR's participation in and engagement on the Local Education Group (LEG) and other education policy making bodies at the national and sub-national level.

xii. Strengthen refugee education data collection, analysis and sharing in conformity with national standards and indicators.

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[18] Project assists the government of Ethiopia in improving internal efficiency, equitable access, and quality in general education. The projects support the financing of ESDP with Key Performance Indicators.

3.4.2. Strategic Objective 2: Access to safe, protective and inclusive learning environment

Formal education channels alone have proved to be insufficient in addressing the multiple and complex needs of refugees. This is clearly observed in different refugee-hosting diverse settings administratively managed by semi-autonomous regions and administrative cities. UNHCR advocates for refugees to have equitable access to a range of inclusive educational programs in addition to formal education. It includes those aimed at tackling illiteracy, adult education non-formal training, technical and vocational education, as well as language and socio-cultural orientations about the country of integration. A combination of formal and non-formal education supported by the MoE policy should be implemented. The complementarity of two forms of education will increase access to education for refugees at all levels of education in a safe and conducive learning environment that fosters learning for all, including those with special needs. Non-formal programs will offer opportunities for those, who missed school as a result of displacement and collapse of education systems in countries of origin of refugees. In such cases, girls are more likely to be affected than boys.

a) Early Childhood Care and Education (ECCE).

UNHCR and partners underscore the critical role of Early Childhood Care and Education (ECCE), which plays in the foundation for children's lifelong learning. ECCE needs to be scaled up in accordance with the MoE 2018-2030 Education and Training Roadmap. Quality ECCE is a right for every child and is considered the first step towards meeting SDG4 by 2030, ensuring Inclusive and Equitable Quality Education for All. The investment in ECCE is in recognition of the multiple roles it plays in a child's development and learning at later stages in life. Out of the total school-going age population, ECCE constitutes 28.26% (112,751). There are 95 ECCE centres in the 26 camps and a few "O" classes[19] in the host community. The numbers indicate insufficient ability to meet and address the high number of out-of-school children. ECCE have

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[19] The last level in ECCE before joining primary education. There are three levels of ECCE: Kindergarten **1**, 3-4 years, Kindergarten **2**, 4-5-years, Kindergarten **3**, 6 years

no standardized curriculum, as it has been left to the private sector. However, the new Education Roadmap considers ECCE as a key area to embrace as part of general education. Fundamentally, a new curriculum framework for ECCE is expected to be drafted in the near future by the MoE that will benefit both refugee and host community children.

Lack of appropriate infrastructure is a major barrier to accessing ECCE in the refugee camps. The expansion of ECCE requires a strong collaboration between education partners, MoE and parents/guardians. This approach promotes stability in children's learning environments, strengthens the continuity of services, avoids disjointedness and ultimately provides smooth transitions of pre-primary all the way to early grades, 1-4. UNHCR and partners aim at increasing the GER from 50% to 70%. UNHCR and partners will focus on expansion of ECCE linked to formal primary schools to facilitate transition and increase apparent intake in primary education meaning enrolment of children from pre-primary to primary education. ECCE, for children from ages 3 - 6 years require pedagogies and curriculum that consider the specificity of children's developmental capacities, ways of learning, and the social, language and cultural contexts within which they live (Martin, 2006). A standard national curriculum and pedagogical strategy will be incorporated in the cultural, language and ethnic diversity required in each region. Implementing a plan for developing and funding adequate human resource capacity with specialist ECCE skills is fundamental before putting in place large-scale expansion of pre-primary classrooms. Strategies will include setting the minimum number of teachers required, qualification types, providers and remuneration. To address low access at ECCE level, a large-scale expansion of pre-school infrastructure is required. However, this should be preceded by human resource capacity development and transition plan of 2 to 3 years to channel teachers with ECCE skills set with predictable funding.

A qualification framework for ECCE teachers will be essential to link qualifications at different levels – whether as a short-term certificate or a longer-term diploma, which is a useful first step in rapid expansion of ECCE services. The support should include receiving curriculum-based supervision and continued professional development training for school principals to ensure that they have the capacity to manage, supervise and support pre-primary teachers. In order to encourage demand for ECCE and its importance, considerable communication efforts are required to mobilize an all stakeholders approach to promote investment and community

participation. An effective ECCE system will include monitoring to assess the quality of ECCE linked to standards along with learning and innovation to inform changes in delivery. To improve programming and planning, monitoring of activities will be carried out. Comprehensive measures for monitoring will cover the physical environment: the knowledge and experience of staff, the nature and organisation of the educational process, management and administration, the work environment, relationships with parents and the community and attention to health, hygiene, safety and protection.
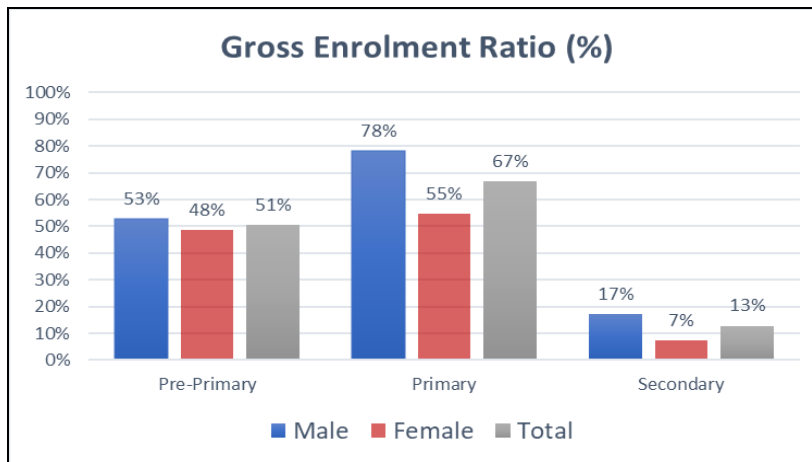

Fig. 1. Graph of Gross Enrolment Ration (GER) for Refugees in Pre-Primary (ECCE), Primary and Secondary Education; Baseline 2020 (2018-2019 Education Year). Source: MoE, ESAA

Areas of advocacy and intervention:

i. Harmonise ECCE provision through coordination among partners involved in ECCE and adopting national curriculum stipulated in the 2018 MoE education roadmap.

ii. Promote positive changes in parent and caregiver behaviours related to support of holistic child development.

iii. Expansion of the existing ECCE centres with additional appropriate and inclusive classrooms and play-based learning approaches.

iv. Incorporate play-based activities in teaching and learning to cover learners' physical, cognitive, language, social, emotional, cultural, motivational and artistic needs.

v. Increase transition of children from pre-primary to primary education in all the refugee camps and host communities through targeted programs.

vi. Liaise with the GoE on inspection standards for pre-primary education

vii.   Strengthen the linkages with other sectors, including Child Protection, WASH, Health and Nutrition through established monitoring and referral mechanisms for children with special needs.

viii.   Equip ECCE learning centres with, play-based materials, a minimum package of teaching and learning materials accessible to children with special educational needs.

ix.   Continuous professional development for teachers/facilitators as an ongoing activity.

x.   Harmonize the training of ECCE facilitators in relevant mother tongues.

xi.   Provide standardized school feeding programmes in ECCE centres to promote nutrition status and attendance in pre-primary level education.

b) Primary Education.

Primary education is the largest segment in general education with over 50% of the children in the age bracket of 7-14 and the majority are out of school. Almost half of the students enrolled in primary school are over-age and fall within the first cycle of Grades 1- 4. The majority of out-of-school children are girls. Girls' participation sharply drops during the transition from the first to the second cycle of primary education. To address low enrolment and girl's participation in upper levels, several approaches are required to address multiple causes of low enrolment with a focus on girls' progression in the second cycle of primary education. UNHCR and partners emphasize the use of formal and non-formal education to increase access in addition to tackling the opportunity cost of schooling, to allow more girls to enroll and stay in school to highest level of education. UNHCR aims to increase GER from 67% to 85% and GPI from 0.64 to 0.85. This would be achieved through targeted interventions for girls to address the GPI. A safe and conducive learning environment in schools will be addressed through a multi-sectoral approach by working closely with the WASH, Health, Child Protection, Nutrition and SGBV sectors. Special focus should be on increasing the participation of girls and children with special educational needs in formal and non-formal education that is complementary.
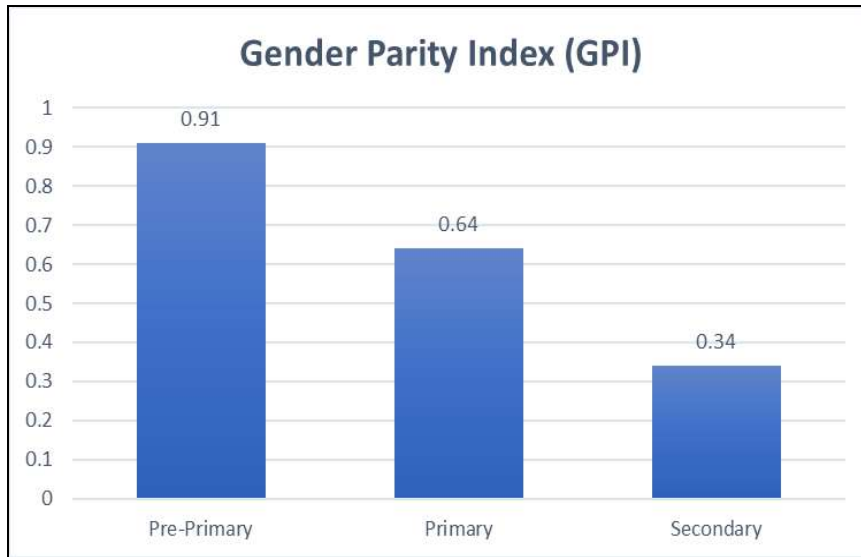
Gender Parity Index (GPI)

Fig. 2. Graph of Gender Parity Index (GPI) for Refugees in Pre-Primary (ECCE), Primary and Secondary Education; Baseline 2020 (2018-2019 Education Year). Source: MoE, ESAA

Accelerated Education Programmes: Very few accelerated programs exist to address out-of-school and over-age children enrolled in the first cycle of primary education. Out of 50% of the over-age children enrolled in primary education, 30% are included in the first cycle. Accelerated programs will expand alternative education pathways to allow children currently out-of-school to (re)integrate into the formal education system at different levels through establishing an equivalency framework for re-entry and acceleration for over-aged children. To achieve the objective of reaching out-of-school children, alterative programs should be complementary to formal education rather than parallel systems. This will require non-formal centres to bridge the gap and facilitate regular linkages to children from non-formal to formal education. Having programs that mainly focus on girls' education with flexible programs and support to teenage girls will be important in addressing low enrolment of girls' progression from the first and second cycle. Behaviour change, and harmful cultural practices, like early marriages, FGM/C and gender roles have impacted negatively on girls' participation and should be at the core in addressing low girl child enrolment.

Promotion of Girls' Education will be carried out through prioritizing the recruitment and training of female teachers or assistant teachers; tutorials for girls and providing girl-friendly infrastructure and learning environments. This will be supported by facilitating child-centered initiatives such as co-ed gender clubs supported by girls' champions, clubs composed of male and female students supported with livelihood opportunities to act as champions of girls'

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education in the community and at school to complement the work of Parents-Teachers Associations (PTAs).

Areas of advocacy and intervention:

i. Expansion of learning infrastructure and gender segregated WASH facilities.

ii. Supply of teaching and learning materials, including textbooks. Provide school feeding programme to improve nutrition status and school attendance and take-home rations for girls.

iii. Assessment to identify, support and strengthen referral systems for children with special educational needs.

iv. Increased use of Information Communication Technology (ICT)/Offline digital technologies as an alternative mode of education delivery.

v. Promote Cash-Based Interventions (CBI) to address attendance, progression of students in upper level and transition to secondary education in particular for girls.

vi. Expand accelerated learning and catchup programs in close collaboration with child protection partners to trace out-of-school children with clear linkages to formal education.

vii. Provide teacher training and support to children with disabilities and bring up to standard those teachers, who have not gone through formal training. Improve the status of the environment to include ramps and other special devices to cater for different needs of the learners.

viii. Mainstream Early Grade Reading and numeracy assessments in countrywide MoE plan.

ix. Facilitate access to education of out-of-school refugee children through provision of education kits and other MoE approved school requirements.

x. Capacity development of teachers and Parents-Teachers Associations on Protection from Sexual Exploitation and Abuse (PSEA).

xi. Provide language courses for refugees, who do not speak the language of instruction, to facilitate their integration in the education system.

c) **Secondary Education.**

The five-year strategy aims to increase GER overall from 13% to 35%, and to effectively double the number of girls attending, with GPI moving from 0.34 (one girl for every three boys) to 0.70. The barriers to enrolment are higher for refugee girls, who often face multiple social and cultural restrictions, along with a much-heightened risk of sexual and gender-based violence and harassment. Recent studies on the transition to secondary education indicate that factors that contribute to low enrolment at secondary level can begin at upper primary. To address these challenges, strong collaboration and planning between education partners at primary level, secondary and the zonal education offices should be strengthened in all refugee-hosting regions. Addressing access challenges and increasing transition rates from primary to secondary education require two approaches:

(i)   Expansion of existing secondary schools targeting refugee and host communities;

(ii)   Establishment of new, inclusive secondary schools that target refugee and host communities under REB management and administration.

These approaches will take into consideration government school administration systems, standards and the MoE 2018-2030 Training Roadmap strategies. Each refugee-hosting region will select a combination of interventions depending on the needs of the refugee and host community. Secondary education provides entry opportunities for integration of refugees in the national system, since refugee children are enrolled in host community and vice versa.

Areas of advocacy and intervention:

i.   Expansion of school infrastructure[20] in refugee-hosting regions in collaboration with REBs to increase their absorption capacity to include refugees.

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[20] MoE standard classification assessment criteria by MoE/REB. The classification measures; Learning & Teaching School facilities, and physical, human and financial resources, Learning Environment, Engagement with parents and the community, Students' attainment and personal development,

ii. Promote inclusive community outreach and change behaviour forums in school and at community level to address negative cultural practices related to education.

iii. Use of ICT to support teaching and learning processes, digitizing the curriculum through e-library and textbook.

iv. Provide dignity kits and gender-friendly adequately segregated latrines and WASH facilities.

v. Initiate remedial support and tutorial classes for slow learners to improve their performance and transition between grades.

vi. Support cash-based interventions for households with specific needs to address the opportunity cost of schooling to enhance girl's participation in secondary education.

vii. Establish transition plans for management of schools from partners to the government mainstream education sector.

viii. Construction of baby care centres (breastfeeding centres) in secondary schools.

ix. Facilitate out-of-camp refugee childrens' access to education through provision of education kits and other approved school requirements.

x. Extension of REBs and MoE at federal level participation in refugee education through awareness raising, school supervision and inspection, field assessment visits, and dissemination of relevant policies on inclusion and protection.

xi. Assessments to identify and support children with specific needs in collaboration with the health sector.

d) Tertiary Education

Access to tertiary education remains challenging with less than 3% of refugee students completing secondary education or moving on to attend public universities and colleges across the country. Since the inception of the UNHCR higher education scholarship programme in Ethiopia, the majority of refugee students, who meet the university entry points, enroll in public higher

> *GLOBAL REFUGEE EDUCATION STRATEGIC OBJECTIVE 3*
> *Enable learners to use their education toward sustainable futures*

learning institutions and are supported by the GoE by cost sharing the tuition fees. However, only a few students enroll at the university level compared to the number of students graduating from secondary education. Alternative access to higher education through distance learning and expansion of scholarships opportunities are critical in addressing the demand for refugees to acquire relevant skills and knowledge useful as a contribution to the country of asylum and upon return to their countries of origin.

UNHCR envisages a high demand from students completing secondary education as the result of a higher transition rate from primary education to secondary over the last two years. The high demand has also been precipitated by abolishing of the Grade 10 examination, which was a major bottleneck that led to low secondary enrolment. Government TVETs constitute an additional education pathway that requires expansion to accommodate refugees. UNHCR will support the inclusion of refugees in the national TVET system through the development of the TVET roadmap by supporting relevant government agencies, partners and MoSHE. UNHCR recommends a shift from short-term training to accredited training and education offered in national institutions. UNHCR aims to have 15% of the students complete Grade 12 and subsequently access tertiary institutions through the national system (UNHCR, 2019).

Areas of advocacy and intervention:

- Advocate for policy guidelines for admission/placement and recognition of prior qualifications of refugees with MoE.
- Provision of alternative higher education courses through implementation of online (connected learning programmes) tertiary courses directly or through partnership with national universities and colleges to facilitate credit transfer.
- Increase post-secondary pathways, scholarship opportunities and awards for refugee students.
- Advocate for and support expansion of government TVET facilities to accommodate refugees through development of roadmaps on inclusion.
- Emphasise training and education that leads to recognition and certification and which responds to market demands.

- Support integrated TVET projects serving both refugee and host communities
- Support the establishment of linkages between TVET and private sectors participation in TVET training, as well as internship and job placement programs.
- Advocate for inclusion of refugees in the national TVET.

3.4.3. Strategic Objective 3: Improve teacher quality and Management

Increase and retention of qualified teachers in pre-primary and primary is critical in addressing the quality of education provided in camp-based schools. Investments in pre-service and in-service will be employed simultaneously. In-service training will target teachers, who meet the minimum academic qualification set out by the Government. They will be given priority for in-service training in collaboration with College of Teacher Education (CTE) in the respective refugee-hosting regions. There should be a phase-out of unqualified teachers, who can be replaced by graduating Grade 12 students with prerequisite academic qualifications. By employing a phase-out approach, UNHCR and partners aim to reduce the number of teachers, who do not meet the minimum teaching requirement from 50% to 25% and increase the number of qualified teachers through pre-service and in-service training. Online ICT and other specific continuous teacher development programs in partnership with academic institutions and private telecommunication companies will play a major role in improving teacher instructional and pedagogical skills. Increasing the number of qualified refugees among teaching personnel in the camps is a priority that requires medium and long-term interventions by partners. The use of alternative pathways to the teaching profession can be attained through hiring of additional teachers needed for refugee settings. This can be achieved through hiring more female teachers and subsequently providing them with appropriate mentorship and coaching and accelerated career professional development pathways to the teaching profession using the modular[21] approach and ICT. It is recommended that all teacher development programs for refugees should lead to certification and accreditation. This facilitates the integration of refugee teachers in the national systems, as well as addressing continuous

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[21] The learning is organised and delivered around competencies that allows teachers to continue teaching while learning to be certified teachers.

upgrading of teachers' skill and knowledge. Other modalities for integration of teachers is achieved through inclusion of refugee schools into the national teacher professional development and inspection programmes. The approach will enhance sharing of expertise, mentoring and coaching of less experienced and less qualified teachers in both host and refugee schools. (UNESCO study 2019).

Lack of standard teacher management policies in the refugee setting has led to mixed practices and high turnover of staff. This results in wastage of limited resources invested in teacher professional development programs that have remained recurrent. This calls for harmonisation of teacher policies to—ensure qualification, classification, recruitment, deployment and remuneration is standardized across pre-primary, primary and secondary education in accordance with minimum MoE standards. Extension of inspection and supervision by the MoE to include camp-based schools are key among other strategies that will support the harmonization process.

Areas of intervention:

1. Continuous professional/career development programmes for teachers, school principals, school inspectors and supervisors based on the GoE's minimum qualification.
2. Transform continuous teacher training delivery through online technology, including self-assessment tests.
3. Develop and harmonise teacher management policies and renumeration for pre-primary, primary and secondary education to meet the minimum government standard.
4. Advocate for tailored teaching scholarships to allow female refugee graduates entrance into the secondary school teaching profession and address barriers to formal MoE employment.
5. Extend REB inspection and supervision of teachers in camp-based capacity development of host and refugee teachers related to children with special needs and psycho-social support.

6. Teacher training for special education should be provided in regular and in-service teacher training programmers. Address teacher gender gaps and capacity to deliver quality education to refugees and host community learners.

7. Strengthen the linkage of refugee schools with the MoE/REB professional development system.

8. Advocate for strengthening of all Colleges of Teacher Education to train pre-primary teachers for certificate and diploma courses, including refugees through pre-service and in-service channels.

9. Strengthening of peer-to-peer support of teachers in schools with focus on support to untrained teachers.

SECTION 4:
IMPLEMENTING THE STRATEGY

This section describes the strategic approaches that UNHCR and partners will utilize to implement the Ethiopia Education strategy that will be informed by yearly analysis of the risks and opportunities in the country.

4.1. Programmatic Approaches

a) Partnerships

A 'whole-of-society' approach to inclusion of refugees in the national system will be the foundation for expansion of government capacity to extend education services in camp-based schools and in host communities by all levels of MoE. This will be achieved through leveraging on existing mandates, capacities and comparative advantages of stakeholders operating at national and regional levels that would lead to predictable and inclusive responses for refugees. Different partners, government, UN Agencies and development partners like the Department of International Department (DFID), the United States Agency for International Development (USAID), GIZ, the European Union and the World Bank will work towards a

coordinated approach for inclusion in the national system that builds in each entity's comparative advantages. New collaboration with academic institutions, the private and the ICT sector will be spearheaded to include new players and cultivate innovation in education at tertiary level to meet the demand for higher education and training of teachers. UNHCR will play a catalytic and coordination role, including identifying joint advocacy areas and supporting partner initiatives that target refugee and host communities at national and sub-national level. UNHCR and education partners will support operationalisation of the GoE pledges and commitments on inclusion to monitor its implementation and explore new opportunities for inclusion.

At the regional and international level, UNHCR, government and education stakeholders will endeavour to work together in coming up with financing strategies. Long-term and predictable investment for refugee education in the sector plan can be achieved through leveraging global initiatives like the Global Partnership for Education (GPE), Education Cannot Wait (ECW), IGAD, and the World Bank. Strengthening linkages between the Refugee Education Working Group, the education coordination forums in the country is pivotal in supporting the GoE to fulfil its obligations. Participation of UNHCR and partners in the education forums in the regions is seen as the foundation for inclusion of refugees in the national system that can yield long-term sustainable results.

b) Capacity Development

Capacity development of education partners and the MoE at all levels is important in improving education service delivery for refugees and awareness raising on the GRF and protection of refugees. The inclusion of refugees in the national education system requires that UNHCR and partners strengthen institutional and technical capabilities at the national, regional and zonal (woreda) level. Such systematic support would assess existing capacity assets for inclusion and determine future capacity needs. The capacity development program should adopt an all system approach to address gaps that arise as a result of organisational personnel changes, turnover and transfers within the MoE.

Other than capacity development programs, UNHCR will work with education partners, MoE and ARRA to cascade the government commitments, pledges, plans and strategies to all levels within the MoE at national and sub-national level targeting all Directorates within the MoE.

c) Innovation through Connected Education

Resource constraints, limited access to secondary education and pathways to tertiary education, lack of resource materials for all students and limited opportunities for continuous professional development for teachers continue to hamper the expansion of education to refugees. Expansion of education for refugees in Ethiopia requires partners to embrace innovative solutions, including ICT, to address multiple challenges refugees face related to access to education at all levels.

ICT will address unique demands in education that cannot be addressed through mainstream formal education channels. ICT investment in education activities is imperative, and a priority that will require education partners to forge partnerships with the MoE, the private sector, academic institutions and government entities like energy and telecommunication companies. For example, by promoting the digitization of curriculum aligned resources, ICT will play an important role in addressing the shortage of textbooks, as well as resource materials for teachers. Through working in partnership with the MoE, inclusion will promote sustainable impact through a shared approach and leverage the expertise of all key education stakeholders. The joint programming for refugee and host communities will play an important role in addressing low education levels of refugees and host communities.

Through the promotion of ICT, alternative pathways for tertiary education opportunities can be explored. ICT learning courses should be geared towards accreditation and recognition by the GoE or by recognised international institutions and universities. Open and distance learning offered in partnership with national and international academic institutions, including those from countries of origin, will expand multiple opportunities for alternative education and pathways, recognition and credit transfers upon return and resettlement to third countries However, several factors should be observed when implementing ICT in learning institutions like

the use of alternative energy, sustainability and mainstreaming innovation within the relevant line Ministries of MoE and MoSHE and other institutions in the country.

d) Evidence-Based Interventions

Evidenced programming, implementation, monitoring, and reporting will rely on the quality of data and longitudinal studies commissioned by UNHCR and its partners. UNHCR will use the Level 3 registration data to profile education data and studies accessible online to partners. Through understanding how learning outcomes are measured, UNHCR can also better identify, which interventions increase the quality of learning and the learning environment. A yearly Digital Education Enrolment Data (DEED) updating exercise will be carried out for accountability and verification of refugee data to complement the overall EMIS exercise performed by the MoE.   The outcome of the DEED update will reinforce sectoral linkages with Child Protection, SGBV, WASH, Nutrition and Health.   Through national and sub-national REWG meetings, refugee data collection on refugee qualifications, training and education will be collected to support livelihood partners undertaking skills training and economic inclusion.

4.2. Monitoring, Evaluation and Learning

Monitoring and evaluation of the strategy will ensure that priority actions outlined in the strategy are implemented and measured against stated objectives and desired results outlined in established reporting frameworks. This M&E is framed around the SDG 4 framework, GCR, CRRF and MoE KPIs as outlined in the MoE Education Sector Development Plan. KPI and EMIS data collection by the MoE and other studies carried out by education partners will be integral to monitoring the strategy. Education partners include those outlined in the programmatic approaches under partnerships, refugees and host community at national and sub-national level. EMIS data will be backed by an annual digital enrolment exercise linked to UNHCR proGres data. KPIs will be collected yearly and provided by the MoE/local authority.

Yearly reviews with partners will be critical for assessing achieved progress in terms of output, impact and integration of refugees in the national system.   The UNHCR Education Unit will

work with the Information Management (IM) Unit and CRRF colleagues to produce yearly narrative progress reports accompanied by dashboards on key indicators by gender, camp and population. Impact assessments of the strategy will be carried after two years of implementing the strategy with the support of UNHCR's Regional Bureau Education Unit. The findings from the impact assessment will inform the review of the strategy and an assessment of the risks and opportunities that exist in the context both externally and internally.   The monitoring of strategic objective one on integration will be measured through a study on the education policy, sectoral plans, legal framework and investments to refugees in the country. The study on integration will be carried out during the mid-year review of the strategy.

Since the strategy is aligned to other UNHCR strategic documents, the strategy will seek buy-in from other UNHCR core evaluations that will be undertaken during the period, including participatory assessments and those carried out by partners.   This includes integrating qualitative data through feedback from community members, schools and students themselves that look at academic and psycho-social assessments to understand the impact of the full range of interventions undertaken for refugee children and youth. This will allow a multi-dimensional approach in monitoring and evaluating the effectiveness of the education strategy at various levels.

Monitoring of Refugee Inclusion in the National System Indicator[22].

Activity	2020	2021	2022	2023	2024
Refugee education reflected five-year - ESDP at national and sub-national level[1].	0	Target 6 plans (1 national and 5 sub-national.			
Refugees education reflected yearly (sub-national plans scale-1-5)	0	Target 5	Target 5	Target 5	Target 5
Refugee education reflected in education law/ MoE strategies	0	X			
Budget allocation reflected in MoE/REB plan for refugee education. (regional hosting) Scale 1-5.	0	5	5	5	5
Camp-based schools receiving support from REB: Inspection, supervision, EMIS data collection, standard school classification	80%	90%	100%	100%	100%
Refugee schools fully managed at field level by REB/MoE (no parallel education systems)	1	2	4	5	5

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[22] The indicators on the table will measure strategic objective 1: Inclusion of refugee education in the National system.

The indicator table below outlines Key Performance Indicators (KPIs) targets to be measured over five years

Access Indicators		2020	2021	2022	2023	2024	2025
ECCE GER[1]	Female	48%	49%	50%	50%	50%	55%
	Male	52%	51%	50%	50%	50%	55%
	Overall	50%	55%	60%	65%	70%	75%
Primary GER	Female	54%	60%	65%	70%	75%	80%
	Male	78%	80%	82%	84%	86%	86%
	Overall	67%	72%	75%	80%	85%	85%
Secondary GER	Female	7%	8%	12%	15%	20%	25%
	Male	17%	20%	25%	30%	35%	35%
	Overall	13%	15%	20%	25%	30%	35%
ECCE Net Enrolment Rate (NER[2])	Female	40%	50%	55%	60%	65%	67%
	Male	Missing	50%	55%	60%	65%	65%
Primary NER	Female	43%	45%	48%	50%	55%	55%
	Male	56%	60%	62%	64%	66%	67%
	Overall	50%	52%	54%	56%	60%	62%
Secondary NER	Female	20%	25%	30%	32%	35%	37%
	Male	25%	30%	35%	42%	45%	47%
	Overall	20%	27%	37%	38%	40%	42%
Tertiary Enrolment		8%	10%	12%	14%	15%	15%

Access Indicators	2020	2021	2022	2023	2024	2025
Pre-primary Gender Parity Index (GPI)	0.9	0.95	1	1	1	1
Primary GPI	0.64	0.7	0.75	0.8	0.85	0.85
Secondary GPI	0.34	0,4	0.48	0.55	0.6	0.6
Overall Completion Rate	22%	25%	30%	35%	40%	42%
Enrolment % of Children with Special Needs (M/F)	50%	55%	60%	65%	70%	72%

Quality indicators						
Primary Classroom Pupil Ratio	0.11806	0.11111	0.10417	0.09722	0.09028	0.08333
Secondary Classroom Pupil Ratio	0.09722	0.09375	0.09028	0.08681	I:60	1;55
Primary Pupil Book Ratio	01:15	01:00	01:05	01:03	01:02	01:01
Secondary Pupil Book Ratio	01:10	01:08	01:05	01:03	01:01	01:01
Teachers Appropriately Qualified at ECCE	0%	0%	0%	5%	10%	12%
Teachers Appropriately Qualified at Primary	40%	42%	45%	50%	60%	60%
Teachers Appropriately Qualified at Secondary	80%	80%	85%	85%	85%	85%
Primary Schools at Level Three or Above Classification	0%	10%	15%	20%	25%	30%
Secondary Schools at Level Three or Above Classification (%)	20%	25%	30%	40%	50%	60%

Wider Framework Indicators

	EDUCATION	
1	4.1.1 Proportion of children and young people (a) at the end of primary; and (b)at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.	SDG 4 (Education)
2	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	SDG 4 (Education)
3	4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education, who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in each country	SDG 4 (Education)
4	2.2.1 Proportion of refugee children enrolled in the national education system (primary and secondary).	GCR Objective 2. Outcome 2.2:
5	# of refugees and host community members completing national technical and vocational training	2019 GoE Pledge
6	% increase in enrolment of pre-school aged refugee children	2016 GoE Pledges
7	% increase in enrolment of primary school aged refugee children	2016 GoE Pledges
8	% increase in enrolment of refugees in secondary school	2016 GoE Pledges
9	# increase in enrolment of refugees in higher education	2016 GoE Pledges
10	Expand government TVET system and facilities to provide quality and accredited skills training that is linked to the labour market demand to 20,000 host community members and refugees by 2024	2019 GoE Pledge

4.3 Annual work plans Y1 June 2020 – June 2021

The implementation framework represents an integral part of this education strategy monitored on an annual basis to inform actions for the following year. This strategy is therefore a living document that is required to adopt the ever-changing political, economic and policy reforms that the GoE will adopt and implement. The monitoring of the strategy will be measured against identified indicators under each strategic objective and should involve external stakeholders both at the national at sub-national level. A cascaded approach model form is recommended for each refugee-hosting region to ensure an in-depth assessment of refugee education and host communities before undertaking the national consolidated review and planning for the following year.

Action/Activities	Time frame	Responsibility

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