

ETHIOPIA REFUGEE EDUCATION STRATEGY 2015-2018

JUNE 2015

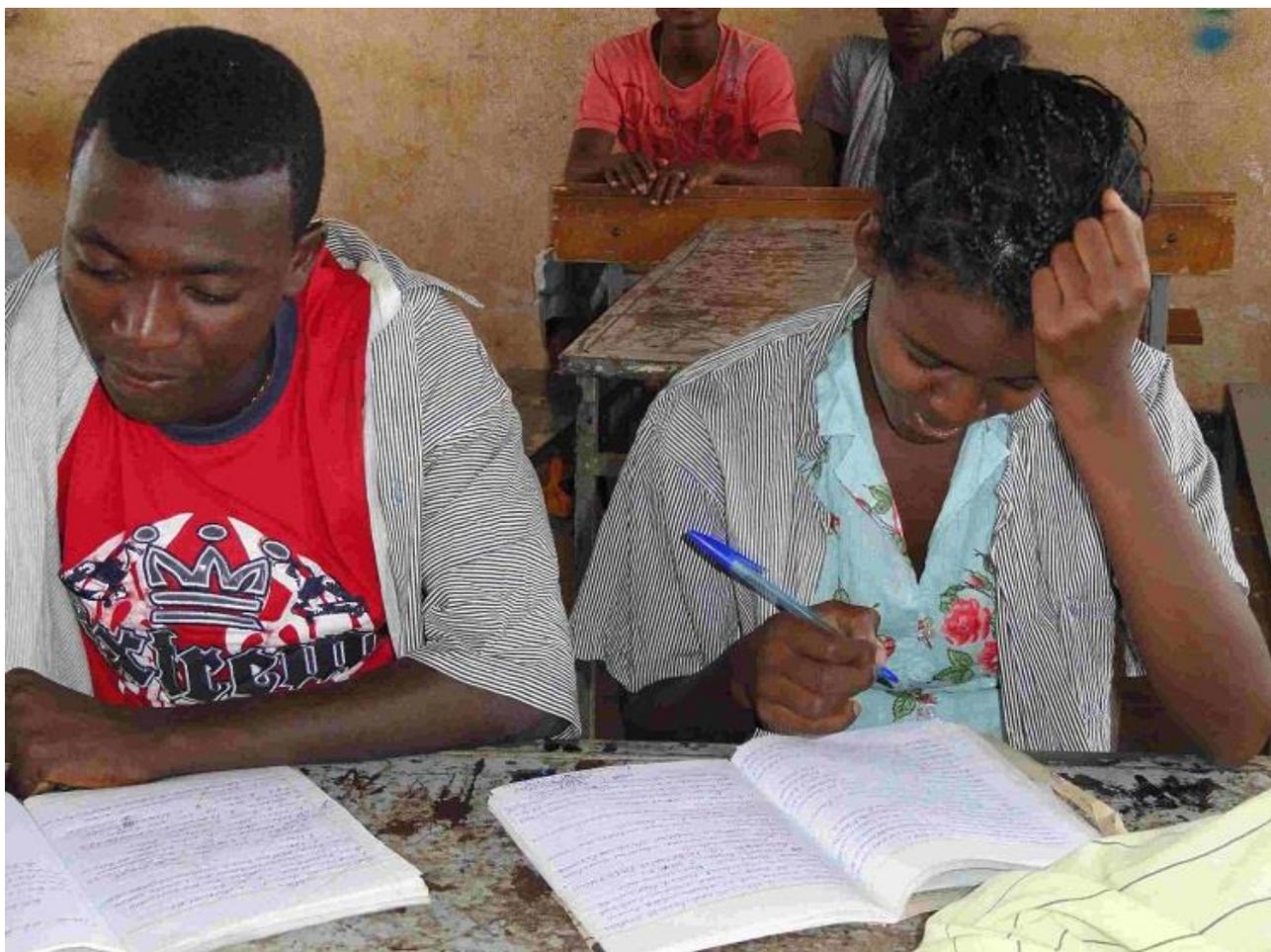


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ACRONYMS

ABE	Alternative Basic Education
ALP	Accelerated Learning Programme
ARRA	Administration for Refugee and Returnees Affairs
ECCE	Early Childhood Care and Education
EiE	Education in Emergencies
GEQIP	General Education Quality Improvement Programme
GER	Gross Enrollment Rate
GES	Global Education Strategy
ICT	Information and Communication Technology
INEE	Interagency Network on Education in Emergencies
IP	Implementing Partners
MOE	Ministry of Education
NER	Net Enrollment Rate
REB	Regional Education Bureau
PTSAs	Parent Teachers Students Association
TTC	Teachers' Training Colleges
TVET	Technical and Vocation Education and Training
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children Fund
VST	Vocational Skills Training (non-formal TVET)
WEO	Woreda Education Office

Background: Contextualization of the UNHCR Global Education Strategy to the Ethiopian Context

A study commissioned by UNHCR's Policy Development and Evaluation Service (PDES) in 2011, in which the refugee education programme in Ethiopia was included, revealed that refugee education was of low quality, and that it was not playing its protective role for refugee children (Sarah Dryden-Peterson, 2011). The following year, in 2012, UNHCR launched a Global Education Strategy (GES) focusing its rollout in thirteen priority countries. Ethiopia was one of the operations selected to rollout a country-specific adaptation of the GES in 2012.

As part of the efforts towards implementation of the GES, UNHCR Ethiopia organized in a number of roundtables in 2012 and 2013 at national and local levels with the aim to disseminate and familiarize GES widely among the national and international education partners operational in Ethiopia. While the global rollout of GES was ongoing, contextualization of GES to the Ethiopia-specific context was still necessary. Overall the rollout of GES helped in the setting strategic directions in the delivery of education services to refugee children in Ethiopia. Beyond building a national network, work towards adaptation of the GES helped established external partnerships such as that with the Harvard Graduate School of Education. UNHCR Ethiopia has been working with graduate students on the processes and evaluation of the implementation of GES by Ethiopia operation. Harvard University, through their desk review and continuous communication with UNHCR and partners implementing education, has produced a report that gave feedback on strengths and weaknesses of the implementation of the GES in Ethiopia since it rolled out in 2012. This partnership and collaboration continued in 2014 as well.

The adoption of the GES 2012-2016 in Ethiopia has brought about substantial visible differences in the way refugee education programming is envisaged and implemented in Ethiopia. The GES has broadened collaboration and networking between UNHCR and education partners; inter alia the GES has served as a framework for establishment of vision towards a bigger picture of education. In the past programming of refugee education has been focusing around basic primary education. Through GES, however, education programming has been seen as a continuum from early childhood through primary, secondary to tertiary education.

Adoption of the GES has also supported justification for resource mobilization and allocation of budget for education sectors at global and national levels. More importantly, GES has supported the need for internal capacity building through education staffing both in UNHCR and pertinent partners for better and improved capacity for education programming. For instance, UNHCR Ethiopia has increased dedicated education staff from zero to six in three years: four UNHCR national officers and 2 international staff (Secondment from UNICEF in 2014). Similarly, in ARRA, the main implementing partners for education, programme staff for education has increased from one in 2012 to five in 2014.

In order to advance the current achievements and to contextualize the GES frameworks to the Ethiopian context, it has been vital to develop a national refugee education strategy for the coming five years through a participatory approach.

The key purpose of Ethiopia 2015-2018 Refugee Education Strategy is to adapt and contextualize the global strategy to the Ethiopian context so as to facilitate the implementation of the six objectives and four strategic approaches identified in the GES. Therefore, the purpose of the Ethiopia Refugee Education Strategy 2015-2018 is, firstly, to increase shared-vision among all stakeholders regarding refugee education programming by identifying and prioritizing needs, actions and approaches. The

second purpose of the contextualized strategy is to help enable UNHCR and education partners to use the strategy as an advocacy tool in resource mobilization and allocation of funds to meet prioritized education needs. The third purpose of the contextualized education strategy is to support UNHCR and education partners to effectively evaluate and monitor education programs. This document is prepared and developed in an inter-agency forum will also strengthen the coordination mechanism among all stakeholders involved in delivery of education services in the refugee operations in Ethiopia.

This Strategy is designed to provide overarching guidance on refugee education in Ethiopia, while detailed actions and implementation plans will be developed at regional and sub-regional levels so that they can be responsive to the needs of specific contexts and caseloads. As the overarching purpose of Ethiopia’s Refugee Education Strategy 2015-2018 is to improve refugee access to high quality education, this document was developed in a participatory manner; the involvement of all education stakeholders, especially ARRA and UNICEF, has been instrumental towards establishing the shared vision presented here.

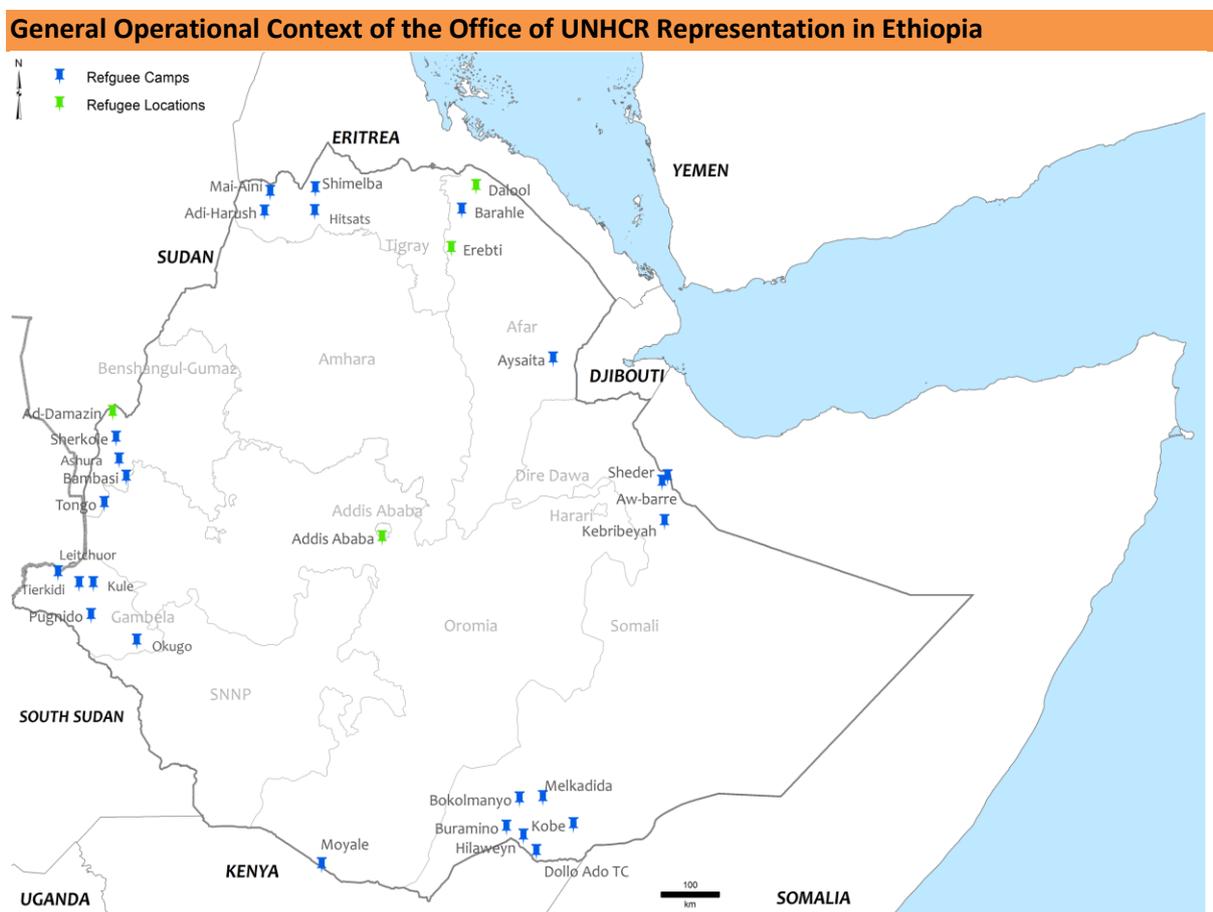


Fig. 1: By end of 2014 there are 29 refugee camps and locations, hosting over 660,000 refugees Ethiopia

The refugee operation in Ethiopia is large and complex. At the end of 2014, UNHCR, together with the Government of Ethiopia, provided international protection to over 660,000 refugees from 17 countries. The overwhelming majority (87.4%) of refugees are from three neighboring countries: Somalia (37%), South Sudan (36%), and Eritrea 13.45%. The under-17 population represents 54.9% of the total refugee population, and school-aged children 3-18 years old comprise 46.2% of the total

refugee population. The operation is considered complex because refugees originate from over 17 different countries and because of consistent influxes of refugees from all neighboring countries in recent years.

The majority of refugee children in Ethiopia come from countries where access to education has been constrained and quality inconsistent, or, as in the case of the Somalia, where the education system had completely collapsed decades prior to displacement. The Ethiopia Refugee Education Strategy and its programming takes into account specific population group educational profiles across camp and urban settings. While the Ethiopia Refugee Education Strategy will lay the strategic framework, specific action plans will be developed in line with the educational needs and challenges for specific refugee population groups in the country.

In terms of the major legal frameworks, Ethiopia is a signatory to the 1951 Convention Relating to the Status of Refugees and its 1967 Protocol, as well as the Organization of African Unity (OAU) Convention on Governing the Specific Aspects of Refugee Problems in Africa of 1969. Ethiopia has national Refugee Proclamation enacted in 2004, which outlines the asylum legal framework within the country wherein key protection principles on asylum are respected. In addition, the country is signatory to a number of international and regional Human Rights Conventions including the 1990 Convention on the Rights of the Child.

In addition, Ethiopia was one of the 51 original members of the United Nations, founded the UN headquarters in Africa, and is one of the founding members of the African Union (formerly the OAU), which is headquartered in Addis Ababa.

The Ethiopian Federal Democratic Republic constitution has declared that education should be secular. In 1994 the Ethiopian Government introduced free primary education, a major milestone in towards achieving the Education for All (EFA) goals. The 2011-2015 Education Sector Development Plan (ESDP |) IV and the Education and Training Policy (ETP) reiterate that commitment. Additionally, the ETP stipulates children have the right to learn in their mother-tongue language at least through the basic primary education level. Following the promulgation of the Higher Education Proclamation in 2003 (FDRE, 2003) a cost-sharing system has been implemented at the tertiary education level and this mechanism might be applied to upper secondary school level in the future. The Government ETP (1994) stipulates that government will cover fully for the cost of education at primary and secondary school until grade ten, whereas the students have to share cost of education at the upper secondary school (grades 11 and 12) and tertiary levels of education and training. According to the provisions of the proclamation, any student who is admitted in and graduated from a public higher education institution is required to share the cost of education and training, and other services. Payment of the cost is to be made in a form of a tax payable from the salary or other earnings obtained after graduation.

The Organization, Structure and Management of Refugee Education System

The administration and management of the refugee educational programme in Ethiopia has been organized in a consistent manner with federal Government structures. Ethiopia has nine National Regional States and two City Administrations. Each regional state and city administration has its own bureau of education that is responsible for administrating and managing the educational system. Within each Regional State there is a network of management structures that involve Zonal Educational Departments and Woreda (district level) education offices. The latter is the smallest educational authority and responsible for all public educational institutions in its locality.

Within this decentralized model, each National Regional State Education Bureau is both administratively and financially responsible for education delivery, and receives a substantial subsidy from the Federal Government in support of general education, technical vocational training and teacher training colleges that operate in their respective States. However, tertiary educational institutions are the exclusive mandate of the Federal Government's Ministry of Education. The management of the education system is thus a collective responsibility of the Ministry of Education and the National Regional State Education Bureaus. The former is mainly responsible for policy and guidelines that help implement general education on the basis of research and policy analysis. The Bureaus, although they also have input in this process, are by and large responsible for adopting and implementing education policy according to their regional needs and realities.

The structure of the Ethiopian education system encompasses formal and non-formal education. Non-formal education covers wide areas of training both for primary school age children as well as adults who have either dropped out or wish to access education for the first time as over-aged learners. For this reason, it is viewed as open-ended. Though the Ministry of Education is expected to play a leading role, other ministries also get involved depending on the field of training and target of trainees. The formal education programme has further been divided into kindergarten, general, technical-vocational and tertiary education programmes.

The refugee education programme will follow the Ethiopian MoE's education system. In Ethiopia preschool (ECCE) is for children 4-6 years old; primary education is divided into basic education in grades 1-4 for children 7-10 years old and general primary in grades 5-8, for children 11-14 years old. Completion of primary school is followed by two years of general secondary education in grades 9-10 for youth ages 15-16 years old and then preparatory secondary education in grades 11-12. Grades 9 and 10 of general secondary education are organized so that students can transit to either further academic training in grades 11 and 12, and potentially university training, or professional training.

National examinations are administered at the end of grades 10 and 12; regional examinations are administrated at the end of grade 8. There is a national learning achievement assessment in grade 4, although currently this is conducted exclusively on a sampling basis. So far refugee schools are not included in the sampling and national assessment for the learning achievement. Technical and vocational education and training (TVET) are institutionally separate; access to formal TVET is offered after completion of grade 10. Students who plan to pursue higher education are required to sit for the Ethiopian Higher Education Entrance Certificate Examination in grade 12. Those who enroll in TVET after completing grade 10 can either enroll in one- two- or three-year training programmes. Students who complete three years of TVET after grade 10 completion are eligible to re-enter the academic stream of studies at the first year college-level education.

Emphases of the Contextualized Refugee Education Strategy in Ethiopia

The national refugee education strategy promotes the mainstreaming of refugees into the national education system. The national Refugee Education Strategy also aims to uphold the values of professionalism, decentralization, integration, transparency, and accountability promised by the education system. The strategy aims to enhance organizational capacities and efficiency of refugee education administration and management, especially in UNHCR and Government as the core agencies leading and managing the refugee education programme. Specifically, the following programme areas will receive particular attention:

1. Enhancing access to formal and non-formal education. The contextualized education strategy will give emphasis to enhancing access to education at all levels and providing access to the complete education cycle, with particular focus on basic education for all. Emphasis will be given to acquisition of soft skills including on civic education, to bring up a generation that respects human rights, equality, justice, peace building and peaceful conflict resolution.

2. Quality of Education. Ethiopia's Refugee Education Strategy has a particular focus on ensuring that refugee children have access to an education of high quality that provides physical protection and personal capacity development. Programme planning will try to balance establishing access with adequate improvements in quality that support maintenance of access. Key factors identified in the UNHCR 2011 Education Review relating to low student learning outcomes that will be targeted in this strategy include: poor teacher qualification, classroom and school supply shortages, limited curricular and instructional material, and learning problems related to language of instruction. This strategy advocates for investment in teacher training that fosters high quality skills related to both pedagogy and content leading towards a basic qualification that is recognized in home and/or host countries.

3. Girls' Education. This strategy highlights the challenges of girls' education and suggests deliberate actions to stimulate and advance girls' participation in education with the overall aim of achieving gender equality across the operation. Currently, enrolment rates are lower for girls than for boys in all refugee camps; participation decreases as the level of education increases. In Ethiopia the gross enrolment rate in primary education for girls is approximately 42% while for boys it is 60%. This rate decreases drastically for girls in secondary school to 31% and at post-secondary higher and tertiary level to 17%. A significant number of girls drop out of school after primary education.

4. Technical and Vocational Education and Training. Technical and Vocational Education and Training (TVET) play a significant role in the context of refugee operations in Ethiopia, not only in terms of the economic and social gains the programmes can bring about, but also in shaping the education delivery systems. Due to the high illiteracy rates among the refugee population in Ethiopia, both formal and non-formal TVET program will be pursued, though emphasis in the short and medium terms will be on non-formal TVET because of low literacy levels among refugees in camps. Non-formal TVET will also be linked to livelihood initiatives in camp and urban settings.

5. Education for Refugee Children in Urban Settings. In Ethiopia most education programmes are operated in refugee camp settings where UNHCR and ARRA take the lead in coordination, planning, management and delivery of education services. However, there are also refugee children in urban

settings. In urban settings the MoE and district level education authorities are in charge. However, UNHCR, ARRA and partners still have a role to support access to quality education for refugee children in urban settings. This strategy will aim to strengthen the participation of refugees in mainstream education systems and promote participation that is at par with local children and young people by working in close partnership with national authorities managing and coordinating the educational programming where refugees live.

Since 2010, UNHCR Ethiopia has encouraged refugees to enroll in Government schools where the cost of education is subsidized by the MoE. This system has provided opportunities for educational continuity for urban refugees. However, refugee students require language training and other supplemental support that will ensure peaceful co-existence of refugees within host communities. Education programming and implementation in urban settings will be based on the UNHCR *“Operational Guidance on Refugee Protection and Solutions in Urban Areas (2011)”* and the UNHCR Policy on Alternatives to Camps (July 2014).

6. Access to free basic education for all. To the degree possible, refugee children will have free access to specific subject support such as language, mathematics and natural sciences in camp settings. Teachers who are paid by UNHCR funds should not serve as private tutors as this puts excessive financial pressure on families and reduces results-based teacher motivation for all students equally. It is vital for UNHCR and education implementing partners to strengthen monitoring mechanisms to ensure that teachers cover the required curriculum during the school day and that children are not forced to take a private tuition either due to teacher negligence or lack of parent confidence in the teaching-learning processes in schools. Schools will arrange special tutoring for specific groups of children, for example, dropouts, female students in upper primary and secondary, children with disabilities and children who may find the language of instruction difficult to understand. The operation also needs to examine teacher incentives to reduce the likelihood that teachers will try to create opportunities to profit from poor service coverage.

PART I PRIMARY EDUCATION



Goal 1: Children will learn better in primary school

Objective 1.1 Improve learning achievement for refugee children in primary school

Expected Outcome 1.1: At least 85% primary school-age (7-14 years old) girls and boys have access to primary school.

Expected outcome 1.2 At least 70% of girls and boys meet required levels of learning achievement in primary school.

A. Context Analysis: Gaps and challenges

Refugee education programmes in Ethiopia have operated with ineffective indicators that measure inputs rather than outcomes. In Ethiopia there are limited standardized methods to evaluate and validate learning outcomes in a manner considered to be age-appropriate and relevant to the learning context. Although learning objectives and benchmarks are important in the Ethiopian curriculum, learning assessment has not been consistently taking place in refugee education. Generally refugee teacher training programmes have put insufficient focus on using consistent, effective, transparent, reliable assessment and evaluation methods.

Teachers

In refugee contexts in Ethiopia, there are two types of teachers: refugee incentive teachers and National teachers. Because the countries from which refugees have fled have suffered long years of conflict and instability the first category of teachers is frequently untrained National teachers have

academic qualifications but not all of them are professional teachers. Approximately 35% of teachers are officially qualified across all twenty two refugee camps.

In Ethiopian refugee contexts there have been multiple teacher management and development policies and practices amongst partners, ad hoc and uncoordinated teacher training activities, and lack of access to continuing education and training that lead to certification for unqualified teachers. Lack of a well-organized and systematic teacher planning and teacher supply in the refugee operations across Ethiopia has contributed to a shortage of qualified teachers. Pupil-teacher ratios on average stand at 80:1, leading to poor classroom management and teaching and learning processes. Supervision and technical support systems to schools and teachers have been weak. Although the schools have a management structure with school directors and deputy directors, technical support to teachers remains an area of concern. This is partly because the link with the Ministry of Education at the local level and beyond is not strong enough to provide the external support required in this area.

Curricula

The Ethiopian curriculum is most often used in refugee schools, especially in upper primary level (grades 5-8) and secondary. Mixed curricula are used at lower primary level (Grade 1- 4) in some refugee schools. There has been an operational tendency to use country of origin curriculum in refugee contexts, despite the difficulties of acquiring materials, assuring teacher training or monitoring quality. The use of the Ethiopian curriculum has many advantages, including easy access to textbooks, teachers' guides, and reference materials, technical supervision and support to teachers and school administrators (for quality assurance), easy access to examinations, certification and accreditation, and post-primary education among others. Among older caseloads curricula switches need to be negotiated over time and accepted by the community, with increased capacity of local systems, adapted medium of instruction and teacher training as integral planning elements.

MoE Expertise

Links and networking do exist between the MoE at different levels and refugee education programmes; however, the predictability of such relationships is not systematic. Roles and responsibilities and related support from the MoE to refugee schools in different locations have not been well-defined or formalized in a letter of understanding. The existing support provided by the MOE, Regional Education Bureau (REB) and Woreda Education Office (WEO) currently depends on individual interest rather than procedures reflective of established agreements or policy. Because of this refugee schools have not been included in the MoE's General Education Quality Improvement Programme (GEQIP) in the past.

As well, refugee education has not been included in or benefited from the expertise of the MoE in undertaking of regular supervision and inspection of schools, national teacher training, and access to textbooks and teacher guides as well as important reference materials that MoE distributes to national schools. Refugee student learning achievement has not been assessed by MoE or REB despite the fact that such practice is consistent within MoE and REB activities. Lack of such assessment means that it has not been possible to measure the quality of the refugee education or whether students acquire the minimum learning competencies expected at each grade level. Moreover, the trainings that are provided for the teachers by different agencies are not need-based and have little contribution for the

teachers' continuous professional development due to lack of support and guidance from the MOE, REB, WEB and regional Teachers Training Colleges (TTC).

Double shifts

Currently, the quality of refugee education is hampered by the limited amount of time refugee children spend learning. In all refugee camps, schools have been running on a double shift system that allows only three to four hours of learning per shift. The double-shift system is required to address access issues; otherwise nearly half of the current school population could not attend, or would be in classrooms so overcrowded that learning would be severely compromised and teachers overburdened. Even in the current practice of double-shift system, the number of students in a classroom is too large to manage and in most schools would reach, on average, a ratio of 80 pupils per classroom. Despite application of two shift system, the classroom shortage is still enormous. Gross Enrollment Rate (GER), for instance, at primary school in 2014 was still at around 51%. GER for refugee children is very low compared to the Ethiopian national average, which was 95.3% in 2013 (MoE, 2012/13 Education Statistical Abstract). Where the GER as crude measure of primary school coverage is low, the Net Enrollment Rate (NER) for primary school age (7-14) is much lower than 50%.

This national refugee education strategy acknowledges the presence of loose linkage between MOE and refugee education management and envisages the development of integrated planning of refugee education with local/national education system. Several areas of linkages are being established including Education Management Information System (EMIS), national assessment on learning achievement, assessment and placement examination for refugee children and youth without education certificates, teachers' training and development, and in the areas of school supplies and textbook production and distribution.

B. Key strategies to Improve Teacher Quality and Availability

Improvement of learning achievements for refugee children in primary schools lies at the heart of any education system. This strategy proposes to address the gaps in learning achievement by investing in several programmes that jointly contribute to quality education. These include support to the teachers' management and development programmes, access to a relevant curriculum and textbooks, teachers guides and reference materials, enhanced linkage, harmonization and integration with the Government education systems and procedures within the Ministry of Education at all levels (local, regional and national) as well as establishment of systems and measures to assess learning achievements of students in refugee schools. Coupled with these quality indicators, increased access of refugee children to primary education will also be enhanced throughout the entire refugee operation in Ethiopia. The following list presents the main areas of strategic focus for this objective.

1. Improve teacher management and development in refugee schools in Ethiopia. In line with the teacher management and development issues in Ethiopia, this strategy proposes to adapt recommendations made during a training on "teacher management and development" in Ethiopia in August 2013.

2. Standardize, harmonize and coordinate teacher management policies and procedures. Refugee Teacher management and development will be implemented in coordination and collaboration with the national, regional and local education authorities for improved teacher training and access to continuing education and qualification leading to certification. The on-going teacher development

programme through the in-service teacher training in Dollo Ado camps will be expanded for application in all refugee programmes in Ethiopia.

Teacher management documents, policies, practices will be harmonized across agencies as an important component of teacher management in transparent manner. Common policies and approaches adopted by education stakeholders will also be endorsed by parent teachers associations (PTAs) and school management committees. Clear common teacher management practices will be adopted by education implementing partners including recruitment and selection processes, compensation, salary/incentive scales and non-monetary benefit packages, benefits for female teachers and so forth.

The adoption of common teacher management documents will also have components of teacher job descriptions, roles, responsibilities and working conditions including hours of service per week and allowances. Standardized orientation and induction package for both national and refugee teachers, with specialized content to introduce national teachers to refugee protection principles and programmes in Ethiopia, will be implemented. Training on the teacher code of conduct and mandatory signing of the code of conduct will be implemented as part of the common practices. This common document will also specify criteria and pathways for career development for teachers comprising of promotion procedures. Mechanisms for tracking teacher data, profiles – trained and untrained - turnover, training needs and other specific needs will also be maintained and implemented.

3. Improve teacher management through predictable recruitment planning and retention programmes. This strategy element puts emphasis on close collaboration among education implementing agencies on teacher recruitment and retention processes and programmes. This will include setting a standard academic qualification for recruitment and retention programmes. Tracking of teacher turnover, a very common challenge in refugee operations in Ethiopia, has been attributed to low pay and lack of favorable living and working conditions, and movement of teachers from agency to agency in search of better payment and remuneration packages.

Based on the teacher supply needs determined by education implementing partners in collaboration with UNHCR, the need for training of for a given number of potential teachers will be submitted to regional teacher training institutes for training of replacement teachers. Education implementing agencies will be encouraged to adopt a common approach to promote teacher retention programmes. This strategy proposes an improvement on the living and working conditions of the teachers including an improvement to housing and working facilities for teachers. This strategy also offers a pro-active lobbying and advocacy for an increase of refugee teacher incentives, and payment of incentives that takes into account education qualification, years of experience, and performances of teachers. The strategy advocates for standardized incentive scale on merit base, which eliminates a blanket scale for refugee incentive payments.

In recognition of the heavy performance demand and workload expected of a teacher in refugee contexts, it is also vital to differentiate refugee teacher work from all other incentive workers. This differentiated approach to incentives will mitigate teachers opting to abandon teaching for other less demanding tasks in other sectors with the same pay scale. A package on non-monetary benefits for teachers to motivate them is also equally important. This includes recognition of years of service, priority access to food rations, inclusion of teachers in such as in livelihood activities and other motivating incentives.

3. Improve working conditions to optimize teacher motivation and quality teaching and learning.

This strategy element recommends measures to improve working conditions of teachers, including provision of staff rooms in the school, supply of desks and chairs for teachers, supply of adequate textbooks, teacher guides and reference materials, and learning and teaching materials. As large numbers of children in a classroom contributes to poor working conditions and teacher performance, it is vital to reduce teacher-pupil ratios across all programmes to meet the INEE MS including 1:30 for ECCE, 1:50 for primary and ABE, 1:40 for secondary education and 1:20 for VST and Adult Literacy.

As part of improving working condition for teachers, it is important that the school level management capacity of the teachers is strengthened. This strategy proposes strengthening of school level supervision through standardized school supervision checklists in line with the national GEQIP tool. Some of the strategies to improve school level capacity include regular school supervision, training for principals, school administrators and teachers, regular meetings of principals and school administrators to share challenges and best practices, and school visits and experience sharing visits.

4. Improve Teacher Development Programmes and Enhance Adoption of Key Strategies. Improving teacher development programmes is another key component of this strategy. The strategy proposes the re-alignment and adaptation of the refugee education teacher development programmes to the Government mainstream programmes. Some of the activities that will be implemented to improve teacher development embrace such activities as induction and orientation of new teachers, continuous in-service teacher training programmes leading to recognized certification, and pre-service teacher training programmes. Opportunities for teacher trainees to advance their academic levels through non-formal learning processes will also be established in the period of this strategy. The following list provides more specific planning recommendations:

a. Induction and Orientation programmes for newly recruited teachers. Induction and orientation programmes for new teachers will be adapted to the refugee context to cover pertinent areas such as child protection, safe learning environments, prevention of and response to sexual and gender-based violence, curriculum, teaching and learning processes, classroom management, and teacher codes of conduct, school organization, Government education policies, and refugee education strategies.

b. In-service teacher training programme. The in-service teacher-training programme is one of the key areas of teacher development that will be applied across different refugee settings and camps in Ethiopia. Refugee teacher in-service training programmes will be implemented in line with the Government in-service teacher training, which has four major components. These components range from pedagogy – participatory approaches in teaching- to assessment of learning processes through classroom management and action research. Besides the above four key areas, the refugee teacher in-service programme will emphasize issues such as child protection and psychosocial support, gender and inclusive education as well as teacher codes of conduct.

c. Enhance Need-based Teachers' Training Programme. Teacher training needs assessments will be one of the underlying factors in determining subsequent trainings that will help build teacher capacity. The in-service teacher-training programme is organized on a modular basis; current practicing teachers are enrolled in the programme during school breaks (summer breaks) and acquire skills in the required subjects. The trainings will last between five to six days and the trainees will be given post-training modules to support them in continued learning at the school level. This programme requires a close linkage with the MoE at local level to provide follow up and technical support to the

teachers. The programme also encourages establishment of peer to peer support groups or cluster groups among the teachers to continually support each other in the learning process.

d. Pre-Service Teacher Training Programme. The pre-service teacher training programme will take at least three years of full time teacher training. Since this training will result in a teaching qualification, the candidates for training should have academic qualification of not less than a secondary school graduate. This programme, though difficult to implement in refugee camp arrangements, it can occur where teacher training colleges or satellite colleges are built in refugee camps. The national refugee education strategy will also explore scholarship programmes to include some refugee students.

e. Continuing Education of Teachers to Improve Academic Levels. The national refugee education strategy also recognizes the vital importance of continuous learning for refugee teachers to upgrade academic levels while being engaged in teaching. This strategy proposes a system that provides access to learning opportunities to refugee teachers who have low academic levels, but who are already in teaching positions. This strategy targets mainly refugee teachers who have completed primary education with learning opportunities that will provide participants with the opportunity to be tested, graded and certified over time. This strategy proposes the use of accelerated learning programmes in both primary and secondary as a way to create a pool of refugee teachers who can upgrade their academic levels.

f. Programmes for Professional Development of Trained Teachers. Due to the remote nature of many refugee camps, and long distances to existing teacher training centers, this strategy proposes that teacher training centers that have links to national TTC be established within or close to the refugee programmes so that trained teachers can benefit from professional development opportunities relevant to their teaching contexts. The regional TTC will be a key focal point of integration between the refugee and the national teacher training programmes. This will entail use of Government approved teacher training curricula, use of Government teacher trainers as well as established examinations and certification systems. The regional TTC will allow for training of refugee teachers through national pre-service programmes leading to certification.

C. Key strategies to Improve Access of Refugee children to learning opportunities

1. Increase enrollment rate of refugee children. Current enrolment rates among refugee children in Ethiopia stands at 51.2%. The strategy targets increasing access to learning opportunities through expansion of activities that would enhance the enrolment rate of refugee children to at least 80% by the end of the strategy period. The current average classroom pupil: teacher ratio in refugee schools in Ethiopia is approximately 1:80. This strategy will aim to achieve the ratio at 1:50 according to national standards. Emphasis will be put on increasing access in areas where there are active refugee influxes in Ethiopia, while improving access and quality of education will be implemented throughout the camps by expanding the existing infrastructure as well as implementing activities that will promote retention of children in schools. The expansion programmes will include, among other programme actions, construction of additional permanent classrooms, opening up non-formal education programmes in semi-permanent or upgradable structures that are quickly constructed and put to use immediately. The strategy will also address use of community-based school structures or systems that could be supported to provide education services at the grassroots level but linked to the established system.

2. Assessment of learning outcomes for refugee children. The National Refugee Education Strategy envisages alignment of assessment of learning outcomes of refugee education with the national learning assessment timeline: every 3 years. Learning achievement of all children will be assessed with relevant methods appropriate to their level of education and to their age groups at regular intervals. Relevant exams, tests and assignments are provided to the learners on a continuous basis, and children can expect appropriate feedback and recognition on the basis of their achievements. In Ethiopia, all children and learners' achievements are certified at the end of the year and national examinations are provided to all at the end of every education cycle: in grades 8, 10 and 12. Course completion certificates are provided at higher institutions, technical and vocational training centers.

In those contexts where refugees currently learn with the country of origin curriculum, learning achievements will be assessed based on the curriculum. However, the curricula would gradually shift to the country asylum (Ethiopian) one to maintain continuity of education and monitor the quality in collaboration with MoE. For children who do not have education documents, placement examination is provided by MoE or REB so that refugee children will be placed at appropriate grade level based on the achievement obtained in the assessment.

3. Curriculum, Textbooks, and Government linkages. The curriculum of use in refugee schools will be gradually phased across the operation to comply with the Ethiopian curriculum. The use of mixed curricula will be minimized and eventually eliminated from refugee schools by replicating the Dollo Ado experience: gradual provision of teacher training and preparation, textbooks for students, teacher guides for teachers, and reference materials. Linkage with the department of curriculum within the MoE will be strengthened to get technical supervision of teachers and school administrators on issue of curriculum and for the enhancement of quality education so students have full access to examinations, certification and accreditation.

The revised Ethiopian curriculum has well integrated cross-cutting issues such as effects of teenage pregnancy, early marriage, female genital mutilation, sexually transmitted infections, abduction and other harmful traditional practices. Refugee teachers and students will benefit from the integration of these topical issues into the learning process. It is hoped that inclusion of this subject matter will have an impact especially on learning achievement and retention of girls over time.

The decision on the curriculum in each operational context will be made in full consultation with the concerned refugee community and local education authorities. However, expert advice will be sought and awareness raising activities on curricula and language of instruction as well as the importance of the use of mother tongue language in early years of instruction will be organized with the refugee community and education implementing partners. Furthermore, refugees should be well-informed about the advantages and drawbacks of using the home country curriculum in relation to availability or non-availability of access to higher levels of learning, adequate technical supervision and inspection, access to textbooks and teacher guides and accreditation.

To make support of the MOE, REB and WEO for refugee education more predictable, sustainable and systematic, a memorandum of understanding will be signed between MoE, ARRA and UNHCR during the course of this strategy. Alongside the memorandum of understanding, an action plan will be established with the aim of integrating refugee education into the MoE's planning of school supervision and inspection, the printing and distribution of textbooks, teacher guides, teacher training and provision of pedagogical and laboratory materials and equipment. Similarly, to strengthen the

linkage between the national education systems and refugee education programmes, capacity building trainings for REB and WEO education experts, school directors and teachers around the refugee camps will be strategically organized to address the education needs of refugee children. Moreover, intra- and inter-school academic competitions among students both in refugee camps and local schools need to be strategically addressed to strengthen partnerships and peaceful co-existence.

D. Indicators of achievement for Objective 1

Key Strategy	Indicators of Achievement	Baseline 2014	2015 Target	2016 Target	2017 Target	2018 Target
Increase access to primary education	% of children 7-14 enrolled in primary education (NER)	43%	55%	65%	75%	80%
	% of pupil enrolled in primary school (GER)	51.2%	70%	80%	90%	100%
	% of children completing primary education		65%	75%	80%	85%
	Number of classrooms constructed	1:80	1:75	1:70	1:60	1:50
Strengthen teacher quality	Student: teacher ratio within the national norms and at maximum 50:1	1:90	1:80	1:70	1:60	1:50
	% of teachers who have completed a minimum of three months training	20%	25%	30%	40%	50%
	% of teachers professionally qualified	35%	45%	55%	65%	70%
	% of untrained refugee teachers enrolled in ongoing in-services training leading to certification	5%	10%	30%	40%	50%
	% of teachers retained in academic year		70%	75%	85%	95%
	% of schools that provide professional development for principals and/or directors	0%	20%	50%	80%	100%
	% of teachers who are licensed to teach	0%	5	25%	55%	70%
	% of teachers who are females	18%	20%	25%	27%	30%
Regular monitoring of learning	% of children achieving competency level for their grade (grades 4) – national learning assessment (MLC)	–	45%	55%	65%	70%

	% of children achieving competency level for their grade (grade 8)- national examination	20%				80%
	# of EGRA conducted	0	1	1	1	1
Increase access to reading materials	% of children within national norms of access to textbooks at 1:1	5:1	4:1	3:1	2:1	1:1
	% of primary schools that have supplementary reading materials, and access to functioning library	5%	15%	35%	45%	65%
	% of primary school who have furnished and functional pedagogical centers	5%	10%	20%	40%	60%
Enhance School Governance	% of school with functioning PTSA	20%	60%	100%	100%	100%
	% of schools with a functioning student committee/student parliament	7%	30%	70%	100%	100%
UNHCR Ethiopia support for education	% of UNHCR operating budget allocated to education programming	8.4%	13.2%	17%	20%	20%

PART II CREATING SAFE LEARNING ENVIRONMENTS



Goal 2: Education enhances protection of children in the schools

Objective 2: Ensure that schools are safe learning environments for refugee girls and boys and young people

Expected Outcome 2.1: 100% of schools attended by refugee children and young people meet safe learning environment standards.

A. Context Analysis: Gaps and challenges

Over 60% of refugee schools in Ethiopia do not fulfill standards for safe learning environments. Schools lack minimum basic facilities including potable water and sanitation, basic furniture, ventilated classrooms, appropriate sex-segregated latrines and hand washing facilities. All schools do not have services targeting adolescent girls, for example, girls' changing rooms, hygiene materials, and waste disposal facilities. The majority of schools and school infrastructure are not accessible to children with disabilities either due to lack of services catering to this group or due to physical barriers. Semi-permanent classroom structures have open walls that expose children to dust and wind gusts. All primary and secondary schools in the refugee camps are running in double-shifts because of classroom shortages. The double shift system reduces the amount of time for learning and in some locations; children are forced to walk to a distant school in the afternoon when it can be very hot.

Although referral systems have been introduced, the system is not strong enough in the schools for prevention, reporting and referrals of cases of violations to and abuse of children's rights, including corporal punishment, peer-to-peer violence, sexual harassment and exploitation. Most teachers in refugee schools have signed a teachers code of conduct, however, implementation and monitoring of

the application of the code of conduct by teachers is weak. Not all teachers get training on the teacher code of conduct and not all are trained on safe learning environments.

The proportion of female teachers in the refugee schools (20%), particularly at primary and secondary schools, is very low. Although almost all refugee schools have established Parent, Teacher and Student Associations (PTSA), community participation in school activities is limited owing to low awareness about the importance of participation, and expectations for incentives. The existing PTSA are not trained on their roles and responsibilities.

The student to latrine ratio is 170:1. The national standard is 50 students to 1 latrine. Insufficient access to latrine by both girls and boys discourages the use of latrines as the physical structures frequently do not assure user privacy and safety. Currently in many locations girls must use the same latrine blocks as boys. Only about 20% of the schools have access to water for drinking and hygiene. No primary refugee schools provide soap for hand washing.

C. Key Strategies to Enhance Protection of Children in Schools

1 Conduct regular situation analysis on minimum safe learning environments. For schools to provide physical protection, and education to meet the protection needs of refugee children and young people, UNHCR and education partners will undertake annual joint situation analyses on minimum standards for safe learning environments in refugee schools and strive to address the gaps identified. These analyses will include consultations with refugee learners and parents. Based on the findings of the assessment, education stakeholders will draw a joint plan of action to respond to the situation and develop a joint monitoring framework to validate the effectiveness of the response in the next participatory assessment.

In urban setting contexts in Ethiopia where refugee children are integrated within host community schools, UNHCR and education partners will work closely with local schools and authorities for refugee children to have equal access to educational services. UNHCR and partners will ensure that refugee students are not discriminated against in accessing services and support from the local host schools. Besides the MoU with the MoE on refugees' access to government schools, awareness raising programmes will be conducted among school community on the issues of refugees.

2. Improve the physical safety conditions of school facilities in line with minimum safely standards. This key strategy aims at expert inspection of educational environments through school site selection, construction design to the setup of school compound space. Construction planning and the design of permanent schools in refugee camps and host communities by UNHCR and its education partners will follow standards and norms set by the Ethiopian MoE or local education authorities. However, in times of refugee emergencies, temporary and semi-permanent child-friendly learning centers and schools can be constructed from locally available resources and tents to ensure quick service delivery that contributes to protection of children.

UNHCR and education partners will make deliberate efforts to ensure that the sites selected for schools that enroll up to 2,000 children will have space not less than 15,000 square meters. School sites should be enough to accommodate the minimum package of school facilities including classrooms, a teacher room, library, pedagogic center, science laboratory and computer centers, sex-segregated secured latrines,, and latrines for teachers and education personnel, school-feeding hall,

kitchen for school feeding and sport/playground that accommodate various games and sport activities.

For school construction facilities to meet the requirement of safe learning environments, attention needs to be given to subsequent key activities. These encompass school site selection that should be pursued by a joint committee comprised of physical planners (engineers), UNHCR and partner education technical staff, parent and child representatives, and local education authorities. Additionally, school construction will follow minimum norms for education establishments, and encourage the participation of the community in school construction. Assessments should be conducted to determine the need for constructing schools and/or additional classrooms within the existing host community schools and further determine the feasibility of integrating refugee children within the existing local schools. In line with UNHCR's Policy on Alternatives to Camps, if refugees are placed in sites or camps in order to facilitate the concentrated needs of large influxes, sites or camp locations should take into consideration reasonable distances to the education services that will be expanded in host communities.

It is also important to upgrade temporary and semi-temporary classrooms as education in emergency programming transitions to stabilization and recovery stages, with the focus on progressive support for the expansion of classrooms to move from double-shift to single shifts so that all children have opportunities to benefit from the national standard for hours of instruction.

As well, it is vital to improve school structures to ensure accessibility to children with disabilities. Construction of sex-segregated, lockable and fully operational latrines for girls, boys, and teachers and latrine design should allow young children and children with disabilities easy use.

Through joint planning and collaboration with the water and sanitation sector in the camps, deliberate efforts will be made to increase drinking water coverage in all refugee schools to at least 80% over the time span of this strategy. Extra-curricular clubs will be organized in the schools to raise the awareness on the safe use of water in the school, environmental sanitation and personal hygiene.

3. Increase the supportive role of female teachers. While achieving a gender-balance of teachers can be challenging in the absence adequate numbers of educated female candidates in refugee camps in Ethiopia, extra efforts will be made to ensure a gender responsive education system. Although male teachers might be supportive of female learners, it is important to have role models and supportive female teachers who give advice and encouragement to female learners. Special measures are needed to proactively identify and recruit female teachers for refugee schools in Ethiopia. Equally important are favorable working conditions for qualified females so that they will be attracted into and remain in the teaching profession.

To address the critical shortage of female candidates for the teaching profession, UNHCR and education partners in Ethiopia will give attention to the following activities.

- Intensify awareness-raising campaigns to increase access and participation of girls in education
- Work with secondary school girls to raise their interest in becoming teachers, for instance by linking them with primary schools as assistant teachers during their free time

- Provide subsidies and other incentives for women candidates attending pre-service teacher trainings
- Work with community groups to help identify potential female teachers, and to provide encouragement and support to their families to enable them to become teachers,
- Based on the needs, provide childcare facilities in schools so that mothers can as learners or teachers
- Provide continuing education and training opportunities for female teachers so that they can complete their academic training whilst they are working, ultimately transition to a full teaching role
- Develop gender-affirmative selection criteria for assessment of teacher competencies
- Maintain updated profiles of teachers to track retention rates and reasons for teacher attrition
- Develop targeted action plans to promote and support girls' education, with clear objectives, anticipated results and monitoring frameworks

4. Prevention of Sexual Exploitation and Abuse (PSEA) and promotion of child protection in schools.

In refugee schools, safe learning environments can be promoted through programming that integrates approaches for areas of overlapping concerns in the education, child protection and Sexual and Gender Based Violence (SGBV) sectors. Ethiopia is one of the pilot countries for the three strategies, which present a unique opportunity for convergence around promotion of safety and security for children wherever they may be – in the school, at home or in the community.

To ensure that schools play their protective roles and are free of sexual abuse and harassment, UNHCR and refugee education partners will give attention to the following activities.

- Support development of community-based teacher codes of conduct that define the roles and responsibilities of teachers, including around issues of pedagogy, corporal punishment, peer-to-peer violence, and sexual exploitation and abuse
- Train teachers, PTSA, and student parliaments on PSEA and international child rights and national policies
- Organize training on mandatory safe learning environment that results in completion certification for all school teachers
- Organize training on safe learning and basic principles of child rights for student councils, children's parliament, and PTSA
- Together with teachers and the PTSA, support regular review of mechanisms for the identification of children with specific protection needs, appropriate use of referral mechanisms and coordinated responses for at risk children and youth in order to improve child protection in the schools
- Develop teacher capacity in child-centered pedagogy and inclusion methods for children with disabilities, language minorities, and other marginalized groups
- Include peace education and peace building programmes in school curriculum and promote sport activities in the schools.

D. Indicators of achievement for Objective 2

Key Strategy	Indicators of Achievement	Baseline 2014	2015 Target	2016 Target	2017 Target	2018 Target
Foster respectful and healthy relation	% schools that conduct a yearly situation analysis on minimum safe learning environments	0%	75%	100%	100%	100%
	% of schools that meet the minimum safe learning environment standards	30%	50%	60%	70%	80%
	# female caregivers/volunteers that are assistant teachers supportive to girls in the schools	0	60	120	200	250
	% of schools with functional girls club	20%	30%	50%	70%	80%
	% of schools that developed and signed participatory teacher codes of conduct	50%	70%	100%	100%	100%
	% of schools that enforce signing by teachers of the codes of conduct mandatory	0%	20%	50%	75%	100%
Enhance implementation of Inclusive education	# students with special needs education in the school					
	# of unaccompanied and separated children attending schools					
Strengthen sport activities in schools	% of schools with active sports education programmes for both boys and girls					
	# of active sport clubs in the schools and community					

PART III SECONDARY EDUCATION



Goal 3: More Young People will Attend Secondary School

Objective 3: Improve access to formal secondary education opportunities for refugee young people

Expected Outcome: 50% of refugee youth enrolled in secondary education at end of 2018

A. Context Analysis

The overwhelming majority of refugees in Ethiopia originated from some of the most educationally disadvantaged countries in the world. They have come from countries that have been affected by decades of recurring conflicts, fragile natural resources, and poor economies; consequently the literacy level is assumed to be very low among the adult population. For instance refugees from Somalia and South Sudan constitute approximately 73.6% of the total refugees in Ethiopia as of December 2014; the majority of the adult population from these two countries had little access to formal schooling prior to displacement. A preliminary assessment made in 2011 in Dollo Ado Refugee Camps in Ethiopia showed that only 5% of some 200,000 refugee population was literate.

Across the refugee camps in Ethiopia, an average of 14% of children and youth age 15-18 years were enrolled in secondary education in 2014. The GER in general secondary education nationally for Ethiopians was 38.4 in 2013 academic year (MoE, 2013). This low GER even for the nationals shows existence of huge unmet needs at this level but also indicates the great potential for expansion of

access to primary education, and other forms of basic education to get more qualified young people to secondary education.

Secondary education is implemented in Ethiopia in two cycles - grades 9-10 and grades 11-12. The Ethiopian General Secondary Education Certificate Examination is administered in grade 10, to certify completion of general secondary education and to select students that qualify for the next higher level of education. The second cycle (grades 11-12) is delivered through the preparatory program or TVET.

Some of the key challenges in the delivery of secondary education in refugee camps and settings in Ethiopia include high illiteracy level among youth, low primary education completion rates that constrain growth of secondary enrollments; inequitable access to secondary education owing to lack of schools in many camp locations. In 2014 there were only three refugee secondary schools across all camps and only three local secondary schools located close to refugee camps; out of the 23 refugee camps in Ethiopia, only six camps have proper access to secondary education at standard and reasonable distance from their residences. In camp locations, where there are no secondary schools, qualified refugee youth are supported to enroll in nearest locations or by offering full boarding outside of the camp.

Currently, secondary schools have insufficient numbers of classrooms and impoverished libraries and laboratories. None of the secondary schools attended by refugees have Internet access.

B. Key Strategies to Improve access to Formal secondary Education

1. Expansion of access to secondary education by refugee children and young people. Anticipate expansion to 50% coverage by 2018 and plan infrastructure development and supply of teachers accordingly so that secondary schools in refugee contexts can enroll qualifying primary school graduates 15-18 years old. Where there are local secondary schools, efforts will be made to integrate refugees with the host community schools. Also, short term measures will be considered to increase access to local secondary schools through arrangement of transport to schools or by arranging double shift system for use of existing classrooms/temporary learning spaces. Need-based support to local schools, within the vicinity of the camps, will be provided with the aim to increase their absorption capacity to include refugees. As well, efforts will be made to strengthen collaboration with local and regional education offices for cost sharing and joint funding of construction of new schools where these schools would serve both nationals and refugees.

2. Promote educational access for girls. Promote educational access for girls through implementation of targeted activities and initiatives that enhance awareness of the importance of girls' education in refugee communities. Deliberate and concerted efforts will be undertaken to make schools friendlier to girls by constructing separate latrines for boys and girls and assigning female teachers and head teachers to provide girls support. Girls' education support clubs will be established in schools. Special tutorial classes, guidance, and counseling services provided to female students. Good practices of mentoring of girls from primary to secondary education in local schools and refugee operations in other countries will be adopted as necessary and experience sharing programmes between schools will be organized as deemed necessary.

3. Facilitate placement examinations for refugee children and youth. One of the prominent mechanisms to help children and youth to continue their education in the host country is through

placement of the refugees in appropriate grades. However, not all refugee children and youth have proof of prior education, which impedes the continuity of their educations. In the absence of certificates, a placement examination will be administered to determine the core minimum learning competency of children so that they can be placed in suitable grades. As part of preparing children and young people for placement examinations administered by MoE, catch-up and tutorial classes are needed with special emphasis on language of instruction and support for girls who have missed out on schooling can facilitate re-entry to the formal education system. Tutorial classes for female students will be prioritized so that they can begin or continue their education at all levels.

4. Strengthen use of ICT in all refugee secondary schools. Through this strategy deliberate efforts will be made to enable refugee secondary schools to use ICT at par with national schools by integrating existing practice and programmes into a larger network of schools. Investment in ICT infrastructure for secondary schools is necessary to keep at par with national secondary schools, for example, by equipping refugee schools with plasma-TV and Internet services. In collaboration with MoE, refugee secondary schools will have access to plasma-TV lessons broadcasted by MoE. Secondary education for refugees will benefit from the leadership of the Educational Media Agency (EMA) of the Ministry of Education, which develops, produces and distributes audio-visual teaching aids and broadcast education through satellite plasma television and radios. Teachers and students will be supported to access online materials and through recorded education materials such as DVDs.

Technical and pedagogical support will be provided to teachers to help them exploit the potential of ICT in instructional methods. To support the adoption of ICT in teaching and learning, all teachers should become computer literate. A minimum computer literacy standard will be introduced over time but initially it is expected to be basic. More advanced uses of ICT in teaching and learning will continue to be introduced step by step, but such support will be need-based. At the school level, the use of ICT will promote better record keeping, including learning achievement scores. Appropriate local data collection will better inform school improvement planning. Such data management at the school-level can be linked to the UNHCR proGres registration database where individual student education profiles would be updated as part and parcel of a national education management information system.

5. Promote the use of libraries and laboratory services in secondary schools. Instructional materials are important in quality delivery of secondary education. Especially, for science education, the necessary library and laboratory services will be established in all secondary schools. Experiments conducted by students are an important part of quality instruction in the sciences. School libraries will also need to include access to books and reference materials.

6. Enhance school governance. Facilitate awareness-creation programs and capacity building for School Management Committees, Parent-Teacher-Student Associations and Student Committees/Councils to develop skills in leadership, conflict resolution, financial management, and democratic decision-making, and to promote the full and authentic participation of school staff, parents and children in school governance.

Continuous professional /career development programmes for school heads, education coordinators and supervisors, particularly related to supervision of teachers and the provision of on-going feedback and evaluation aimed at supporting teachers will be established. Specific areas of leadership development for the responsible persons include formative assessment of student learning, participatory pedagogy and inclusive education.

D. Indicators of achievement for Objective 3

Key Strategy	Indicators of Achievement	Baseline 2014	2015 Target	2016 Target	2017 Target	2018 Target
3.1 Expand access to secondary education by refugee children and young people	% of secondary school-age children who have access to secondary education	14%	20%	30%	40%	50%
3.2 Promote educational access for girls	% of secondary school-age girls enrolled in secondary school	10%	15%	20%	25%	30%
3.3 Facilitate placement examination for refugees children and youth who don't have education documentation	Availability and consistency of placement examination system at Federal and regional levels					
3.4 Strengthen use of ICT in all refugee secondary schools	% of secondary schools which have access to ICT facilities	20%	30%	50%	70%	100%
3.5 Promote the use of libraries and laboratory services in secondary schools	% of secondary schools with complete package of libraries and laboratory services	20%	30%	60%	70%	100%
3.7 Enhance school governance	% of schools with functional student council and parent-teachers association	50%	70%	100%	100%	100%

PART IV: HIGHER EDUCATION OPPORTUNITIES FOR REFUGEES



Goal 4: Higher education opportunities are available to refugee young people

Objective 4.1 Improve access to higher (tertiary) education opportunities for refugee young people

Expected Outcome?

Objective 4.2 Improve access to post-secondary technical and vocational education and training opportunities for refugee young people

Expected Outcome?

A. Context Analysis: Gaps and Challenges in Access to Higher Education

In Ethiopia, two tertiary education scholarship programmes are available. The first scholarship is facilitated by Government (ARRA) in 2010; its origin is embedded in the Government's Out of Camp Policy (OCP). This scholarship was originally used to target mainly refugees of Eritrean origin. However, in 2013 this scholarship program was opened to a small number refugee from other countries. The second is the DAFI scholarship programme that has been running in Ethiopia since 2000.

In both scholarship programmes, UNHCR provides 25% of the total cost of education and the Government covers 75% of the cost through the Government subsidies to public universities. Additionally students under both programmes receive financial support from UNHCR. While the Government scholarship Programme is supported by UNHCR annual budget (Operating Level) the DAFI

programme is supported through German funding managed by the UNHCR Education Unit in Geneva and funding comes directly without trickling through annual budget.

In terms of the target beneficiaries, the Government scholarship programme targets mainly refugees who have no education certificates but who might qualify for university education through a placement examination. ARRA collaborates with Ministry of Education (MOE) to facilitate a placement examination for refugee students who apply for scholarship programme. The placement examination, assumed to be at par with the Ethiopian Higher Education Entrance Examination Certificate (EHEEC), is administered to assess the level of learning competency of the refugees who have no education documents. The examination is administered and assessed by Addis Ababa University, which is delegated by MoE, to set minimum passing marks for the refugees to be admitted in the university.

On the other hand, DAFI scholarship programme targets refugee students who have education documents accepted by higher education institutes, whether the document has been acquired from country of origin or in Ethiopia. DAFI scholarship places are highly competitive due to limited space and high privilege accorded to it by refugees.

This operational context has necessitated two implementing partners for tertiary scholarship programs in Ethiopia. ARRA's role has become distinct in positively influencing the MoE and other government entities to support access to higher education for refugees who have no education documents. ARRA's action is also broadly supported by the Government's tertiary education scholarship initiative, which has been seen as part and parcel of the out-of-camp scheme. On the other hand, limited space due to budget shortage necessitates application of stringent selection and screening criteria whereby only the most highly competent students can be awarded scholarships under the DAFI programme. Before 2010, on average 500 eligible refugees have applied but only an average of 20-40 have been awarded a scholarship each year, depending on the availability of the budget. The shortfall requires a response.

B. Key Strategies for Increasing Opportunities for Higher Education

Higher education is a critical part of the educational continuum for young refugees; it will be promoted in Ethiopia by capitalizing on the existing positive experiences in the country. Key strategies for higher education include:

1. Expansion of the number of scholarships for tertiary education in Ethiopia through partnerships with Government, academic institutions, donors and foundations.
2. Harmonized approaches to and implementation of tertiary education scholarship programs in Ethiopia, so that young refugees have equitable services and entitlements.
3. Broadened access to professional and paraprofessional training courses in the refugee camps/setting as well as through scholarship opportunities outside of the camp.
4. Support access to certified higher education courses through open and distance learning using Information and Communication Technology (ICT).

C. Indicators Of Achievement For Higher Education

Objective 4.1 Improve access to higher (tertiary) education opportunities for refugee young people							
Key Strategy	Indicators of Achievement	Baseline 2014	2015 Target	2016 Target	2017 Target	2018 Target	
4.1.1 Expand the number of scholarships available for tertiary education	4.1.1.1 Number of students who receive tertiary scholarships	1740 (1445 males, 295 females)	1740	1800	1900	2000	
	4.1.1.2 % of scholarship recipients who graduate with a degree	70%	80%	90%	100%	100%	
4.1.2 Increase the number of female beneficiaries	4.1.2 % of female scholarship recipients	17%	20%	25%	30%	35%	
4.1.3 Expand tertiary level through open and distance learning for refugees	4.1.3.1 Number of students who access higher education through distance education	0	50	100	200	200	
	4.1.3.2 % of refugee camps in which there is access to open and distance learning	0	0 locations	2 locations	4 locations	6 locations	
4.1.4 Harmonize approaches to and implementation of tertiary education scholarship programs	4.1.4. Number of scholarship recipients who receive similar services	1740 (1445 males, 295 females)	1740	1800	1900	2000	

D. Context Analysis: Gaps and Challenges in Technical, Vocational and Para-Professional Training

Over 19% of the refugee population in Ethiopia constitutes older adolescents and youths of age 15-24 years. Significant percentages of this group have either never been to school, or have dropped out of school or are in school levels not appropriate for their ages. Increasing access to TVET programmes to this group of youth and adults is recognized as crucial not only for skill development of refugee young people but also for creating opportunities for continuous learning and lifelong education.

Nationally, TVET is institutionally separate from the regular educational system and access to formal TVET is offered after completion of grade 10. Students who plan to pursue higher education are required to sit for the Ethiopian Higher Education Entrance Certificate Examination at grade 12, which is at the end of the preparatory level. Those who enroll in TVET after completing grade 10 can either

enroll in a one- two- three-year training programme. Students who complete three years of training after grade 10 can be considered to have completed the first year of college-level education and are eligible to join higher learning institutions to complete an undergraduate degree.

The Government education policy stipulates that students who fail to pass to grade 11 (preparatory class for university education) should be able to enroll in TVET, and those who fail to join university after completing preparatory classes can join colleges and diploma courses in their areas of choice. However, due to inadequate opportunities for such services in the refugee camps, and regional states where refugees reside, the majority of the eligible candidates did not have a chance to continue their education further either through TVET or college level training.

Currently, a few NGOs are engaged in supporting the formal and non-formal TVET programmes targeting refugee young people in camps and urban settings. A small number of refugees are enrolled in the formal TVET programme in the Government institutes. Additionally, hundreds of refugees residing in Addis Ababa have benefited since 2013 from opportunities made available by TVET center run by an NGO based in Addis Ababa.

The current TVET programmes target groups with varying levels of education and literacy. These programmes primarily target youth 15 and older: specifically school drop-outs and people without formal education, including illiterate people. The curriculum used and the design of the programmes are not harmonized or consistent and may not necessarily fit the durable solutions needs of refugee youth and adults. In some locations, the non-formal education tied to vocational skills training TVET programmes is embedded within the Youth Empowerment Programme (YEP).

There is no uniform approach and/or framework followed by stakeholders proving TVET programming in refugee settings. Different names are used for TVET projects that have common outcomes. There is no national or regional structure that coordinates TVET programmes offered exclusively to refugees, which has an impact on effective monitoring of content relevance and quality.

E. Key Strategies for TVET Programmes

1. Promote occupational-based TVET programming and certification. The refugee education strategy promotes an occupational standard-based TVET system rather than curriculum-centered approach. In line with the Ethiopian national TVET strategy, TVET programming in refugee operations will strive to conform to national occupational standards that provide standard-based assessments and certification.

2. Increase participation women and people with specific needs in TVET programmes. The refugee TVET will put deliberate efforts to increase the participation of women and people with special needs so as to empower them through skills development that leads to livelihood activities. Ensuring equal access of women and people with specific needs to TVET will help strengthen the values of self-employment and self-sustainability. The TVET programming in refugee camps and settings will be an integral part of joint education (non-formal functional literacy) and livelihood programming so that a sustainable financing system for TVET and related livelihood and income generating projects can be sustained.

3. Ensure flexibility of TVET to meet the needs of beneficiaries. TVET programming in refugee settings will take into account context-specific needs and opportunities will endeavor to respond to changing

occupational requirements and opportunities in each region, and to accommodate requests of target groups. The continuous involvement of refugees in the design and organization of the TVET system will support both systematization and flexibility in TVET offers.

4. Ensure quality and relevance of TVET programming. A TVET Taskforce will be established at national and regional levels to monitor the quality and relevance of the programme. The TVET taskforce will comprise of education and livelihood sectors representing ARRA, UN, NGOs, and refugees with the aim to periodically review the quality and relevance but also harmonize the provision of TVET programmes across the refugee operation in Ethiopia. The current TVET are fragmented; and lack of coordination between the different delivery systems will be coordinated by this taskforce. The same taskforce would serve as a liaison between the government and private TVET providers and the business community to be able to absorb refugee TVET graduates in to informal business sectors. This strategy will help formation of institutionalized stakeholder involvement and integration of TVET within the broader Government TVET strategy.

F. Indicators Of Achievement For Vocational Education

Objective 4.2 Improve access to post-secondary technical and vocational education and training opportunities for refugee young people

Key Strategy	Indicators of Achievement	Baseline 2014	2015 Target	2016 Target	2017 Target	2018 Target
4.2.1 Promoting occupational-based TVET programming and certification	4.2.1. % of TVET participants who get occupational based certifications	0	15%	25%	50%	60%
4.2.2 Increasing participation women and people with specific needs in TVET programmes	4.2.2 % of women and persons with specific needs in TVET programme					
4.2.3 Ensuring flexibility of TVET to meet the needs of beneficiaries	4.2.3 Extent of TVET programmes meeting the needs of participants					
4.2.4 Ensuring quality and relevance of TVET programming	4.2.4 % of TVET programmes meeting the national standards	16%	35%	50%	60%	70%

Part V: EARLY CHILDHOOD EDUCATION AND CARE, NON-FORMAL ADULT FUNCTIONAL EDUCATION, ACCELERATED EDUCATION

Goal 5: Education will be available at every age

Objective 5.1: Ensure that early childhood care and education is accessible to girls and boys 3-6 years old

Expected Outcome 5.1: At least 75% of girls and boys aged 3-6 years have access to quality early childhood care and education

Objective 5.2 Ensure that children and young adolescent boys and girls who have missed out education at appropriate age have access to accelerated education programme

Expected Outcome 5.2 At least 60% of boys and girls who have missed out education at appropriate age and those who dropped out of school attend Accelerated Education Programme (AEP)

Objective 5.3 Ensure that opportunities for education are lifelong and available according to need for adults

Expected outcome 5.3 Functional literacy and numeracy level of the adult refugee community in Ethiopia will have increased by 30%

Early Childhood Care and Education



Objective 5.1: Ensure that early childhood care and education is accessible to girls and boys 3-6 years old

Expected Outcome 5.1: At least 75% of girls and boys aged 3-6 years have access to quality early childhood care and education

Objective 5.2 Ensure that children and young adolescent boys and girls who have missed out education at appropriate age have access to accelerated education programme

A. Context Analysis: Gaps and Challenges in Access to Early Childhood Education and Care

Compared to the national GER for Ethiopian children (26.1%), an increasing number of refugee children 3-6 years old have access to ECCE programmes supported mostly by refugee communities and NGO partners. The gross enrolment rate at ECCE for refugees in Ethiopia was 38.2% as of 2014, which was higher than the national GER. That is by December 2014, out of a total of 89,782 refugee children aged 3-6 years; some 35,330 children were enrolled in early childhood education. The presence of strong interest from refugee communities, NGOs, UN sister agencies and the Government to support ECCE programme in refugee camps presents opportunities for further expansion of ECCE services.

Nationally, ECCE is considered to be among the most neglected sub-sectors of education in Ethiopia. The opportunity for accessing ECCE in Ethiopia nationally is greatly limited to children in urban centers who can afford to pay school fees. The national enrollment rate for Ethiopia stands at 26.1% for children aged 4-6 years (MoE, Education Statistical Abstract 2012/13). However, the Ethiopian education sector development programme (ESDP IV 2011-2015) recognizes ECCE as one of the priority sub-sectors of education *because of its potential inputs to overall improvement of quality of education and reduction in the dropout and repetition rates*. The MoE national strategy recognizes that reasonable and reliable early childhood education can provide essential support for working parents, particularly mothers.

To further enforce the contribution ECCE to the holistic development of young children, Ethiopia has recently developed a national ECCE framework of with the participation of three ministries: MoE, Ministry of Health, and Ministry of Children, Youth, and Women. The ECCE national framework is aimed at ensuring children rights to survival, health and education. This national framework refers to ECCE as a comprehensive approach to policies and programmes for children from prenatal to seven years of age, and their parents and caregivers. These initiatives, which combine education, healthcare and nutrition, will have long-term positive benefits for children. ECCE programmes have clear associations with primary school enrolment rates, as children who started their education at younger age are more likely to start primary education at appropriate age as well and less likely to drop out of school early.

However, despite the presence of positive social environment for expansion of ECCE, the provision of ECCE in the camps is hampered by lack of standardized curriculum and limited attention to ECCE in resource allocations. Presently, due to lack of national ECCE curriculum in Ethiopia, materials used both by teachers and children for early childhood education vary from place to place and partner to partner. The Refugee Education Working group at national level has been working on ways to harmonize ECCE curriculum across refugee contexts. Generally, it has been observed that ECCE teachers are mainly engaged in developing reading, writing and arithmetic skills; early stimulation in a playful way has often been not emphases in their teaching as it should have been.

B. Key Strategies for Early Childhood Education and Care

1. Ensure mainstreaming of ECCE in relevant sectors. Through the current national refugee education strategy, UNHCR and its partners will strive to put in place coherent ECCE structures in order to

mainstream implementation of ECCE in all relevant sectors. ECCE service quality will be improved with an integrative approach to physical health, social and psychosocial wellbeing and needs of all children as well as by giving special attention to special needs education and issues of disabilities. In this regard this strategy strives to integrate the services of education, health and nutrition and child protection in ECCE programming and delivery.

2. Improve the quality of teachers for ECCE. As quality provision of ECCE would establish a foundation for the education of young children it is important to put in place a regulation in terms of teacher supervision and inspection and teacher certification and training. This strategy will put emphasis on close collaboration among education implementing agencies on ECCE teacher/facilitator recruitment and retention processes and programmes. This will include setting a standard for academic qualification for recruitment and retention programmes. Based on the teacher/facilitators supply needs, it is important to determine training needs of for ECCE teachers/facilitators. Through this ECCE strategy, implementing agencies will adopt a common approach to ECCE teachers/facilitators, training and minimum core competencies for teachers/facilitators.

3. Promote community-based ECCE programmes. The ECCE strategy will build on the existing interest and capacity within the refugee community to increase the number of ECCE centers in the camps. Refugee communities will be mobilized to construct additional ECCE centers in camps and make ECCE accessible to children 3-6 years old within the radius of 200 meters from their residences. The capacity of the existing Parent-Teachers Committee will be strengthened and the PTC will take leadership in the management of ECCE centers and their programming.

4. Strengthen implementation of standardized ECCE curriculum while maintaining local specific context of the refugees. Recognizing the ongoing national efforts to establish an ECCE curriculum, the refugee education strategy will ensure establishment of standardized guidelines for implementation ECCE that are in line with government directions in ECCE development. The ECCE guidelines will aim to enhance the stimulation of early childhood development with components of child protection, health and nutrition, psychosocial, cognitive, linguistic skills of young children. In partnership with UNICEF and ECCE implementing organizations, efforts will be made to ensure that the ECCE provision in refugee camps are aligned with and adapted to the national standards and programming of ECCE.

C. Indicators of Achievement for Early childhood Education and Care

Objective 5.1: Ensure that early childhood care and education is accessible to girls and boys of aged 3-6 years						
Key Strategy	Indicators of Achievement	Baseline 2014	2015 Target	2016 Target	2017 Target	2018 Target
5.1.1 Increase the number of children enrolled in ECCE programmes	% of children age 3-6 enrolled in ECCE	38.3%	45%	50%	60%	65%
5.1.2 Ensure mainstreaming of ECCE in relevant sectors	% of ECCE centers benefiting from integrated services (health, nutrition, CP)	20%	30%	50%	70%	100%

5.1.3 Improve the quality of teachers for ECCE	% of ECCE schools that introduced training packages leading to ECCE teachers certification	<10%	15%	25%	35%	50%
5.1.4 Promote community-based ECCE programmes	% of ECCE centers build and maintained by community					
5.1.5 Strengthen implementation of standardized ECCE curriculum while maintaining local specific context of the refugees	% of ECCE centers using standardized ECCE curriculum	0	20%	50%	70%	80%

5.2 ACCELERATED EDUCATION PROGRAMME (AEP)



Objective 5.2 Ensure that children and young adolescent boys and girls who have missed out education at appropriate age have access to accelerated education programme

Expected Outcome 5.2 At least 60% of (eligible) children aged 11-14 participate in Alternative Basic Education (ABE) and 50% young people who dropped out of school attend accelerated education

A. Context Analysis: Gaps and Challenges in Access to Alternative and Accelerated formal Learning Programmes

The UNHCR database for registration and profiling of refugees captures quantitative data on the number of school-age children and their grade levels with individual records upon registration of refugees. Based on the exiting education data it is possible to estimate children and youth who have never been to school or missed out on education at the appropriate age, or dropped out of school. The level of education captured by the database can also inform decision makers as to what form of education system can respond to the needs of older adolescents and children out of school. This registration database shows significant number of children and youth with no or low level of education.

Out of school children and youth in the refugee camps with lack of prior access to formal education in their country of origin or those who have had their education interrupted owing to absence of schools or prolonged conflict necessitates a flexible education system that addresses the educational needs of these children and youth and the implications of education for durable solutions. For example, the Gross Enrolment Rate (GER) for primary school (grades 1-8) for in 2014 for the Somali refugees in five camps of Dollo Ado Ethiopia was estimated to be 32.7% (34.9 % for boys and 29.6% for girls) as compared to the Somali Ethiopia Regional States GER which was 96.9% (MoE, 2012/13 Education Statistical Annual Report).

At present,

The global Accelerated Education Working Group (AEWG), (November 2014, Accelerated Education is defined as follows:

A flexible age-appropriate programme that promotes access to education in an accelerated time-frame for disadvantaged groups, over-age out-of-school children and youth who missed out or had their education interrupted due to poverty, violence, conflict and crisis. The goal of AEP is to provide learners with equivalent certified competencies as in the formal system, in an accelerated timeframe, with learners transitioning to mainstream education or completing an entire primary cycle.

Alternative Basic Education (ABE) has been a recognized system of education in Ethiopia and is currently implemented in refugee camps for over-aged children and adolescents. ABE provides out-of-school children and youth with flexible and purposeful livelihoods or work-focused learning that strengthens foundational skills in reading, writing, and mathematics. In Ethiopia, it is designed to enable access to education by complementing a child or youth's family, work or community responsibilities. The ABE curriculum is aligned with the formal school curriculum, enabling children and youth to re-enter school or receive an equivalency certificate.

The current ABE system in refugee camps targets over-aged children who are above the entry level age in grade one formal primary education (aged 11-14) with a condensed school curriculum that meets their cognitive ages and shortens the time of schooling. In 2014, over 12,000 over-age children were attending ABE programme across 9 of the 23 refugee camps in Ethiopia. Use of ABE, in Dollo Ado refugee camps boosted enrollment of out of school over-aged children and adolescent in schools. The provision of ABE in some refugee camps in Ethiopia is being seen as an effective strategy for creating access to education for over-age children.

E. Key Strategies for Access to Alternative Education Programmes

1. Expand alternative and accelerated learning systems and initiatives. This strategy will explore a possibility for reviewing the current ABE or expanding accelerated education beyond lower primary schools. However, the duration of the courses depends on the maturity level of over-aged for general and basic primary education. The shortening of duration in the curriculum will be realized by curriculum experts in coordination with MoE. Community-based innovative approaches including use of radio and prerecorded instructional materials will be used to provide accelerated education for over-age children and adolescents. T

2. Establish a consolidated plan of action for alternative/ accelerated programming. Consistent and coordinated national plan of action will be developed to ensure that children and youth who complete AE programme receive the equivalent certified competencies as in the formal system, and are able to transit to formal schooling or non-formal TVET and other forms of education. When AE is implemented by more than one partner in a location, strong coordination mechanism and relationship between different educational providers will be maintained for standardized delivery of AE. It is important that AE programming should also consider exit strategies as the programme would be to address the gaps in basic and general education and then need to phase-out after bridging the gaps.

3. Create linkages between AE and formal primary education. Because the objective and curricular content of AE is the same as in formal primary education, students in this programme will receive certificates that indicate completion of equivalent grades. The nearby formal primary school will have the responsibility to oversee and provide technical support to AE classes. The transition from AE to formal primary school will be maintained by placement examination/tests on core subjects based on the MoE’s predetermined core minimum learning competencies. The education authority responsible for the testing, together with the implementing organization, shall determine a bench-mark for passing score from AE to appropriate grades in primary school. Through this strategy, deliberate efforts will be made to further strengthen the linkage and coordination, referral mechanism between AE and primary and other forms of schooling need to be put in place. This referral mechanism will mitigate any confusion children and parents might experience discerning the purpose and ends of the different type of alternative formal educational programming in refugee contexts.

4. Ensure quality of accelerated education

Any measure geared towards improving learning achievements for refugee children in primary schools will also apply to AE programmes. This strategy proposes to address the gaps in learning achievement by investing in several programmes that jointly contribute to quality education. These includes support to the teacher management and development programmes, access to relevant curriculum and textbooks, teacher guides and reference materials, enhanced linkages, harmonization and integration with the Government education systems and procedures within the Ministry of Education at local, regional and national levels as well as establishment of systems and measures to assess learning achievements of students in ABE schools.

5. Expand accelerated learning at upper primary education. Launch accelerated education at upper primary school levels for refugee children and young people who have missed out on school or dropped out of school for long periods. Through accelerated education programmes for overage learners, teenaged girls and other disadvantaged groups, educational equivalency can be provided that encourages school completion or continuation, and the durable solutions benefit. A recognized procedure will be put in place to ensure that fast learners could complete two or more years of learning within a year time and can sit for the regional examination to transit to secondary school.

F. Indicators of Achievement for for Alternative and Accelerated Education

Objective 5.2 Ensure that children and youths have access to alternative basic education and/or accelerated education							
Key Strategy	Indicators of Achievement	Baseline 2014	2015 Target	2016 Target	2017 Target	2018 Target	
5.2.1 Expanding accelerated learning systems and initiatives	% of over-aged children and adolescents enrolled in ABE programme	20%	30%	45%	60%	65%	
5.2.2 Establish a consolidated plan of action for ABE programming	% of ABE schools consolidated and harmonized ABE programme	0	50%	70%	100%	100%	

5.2.3	Strengthen linkages between ABE and formal primary education	% of ABE school who have established direct linkage with ABE primary school	50%	70%	100%	100%	100%
5.2.4	Ensuring quality of accelerated education and/or ABE	% of qualified teachers	0	20%	50%	70%	80%
		% of ABE schools providing adequate textbooks and reading materials	0	20%	50%	70%	80%
5.2.5	Expand accelerated learning at upper primary and secondary education	# of accelerated education learning initiatives	0	1	5	10	15

Functional Adult Literacy (FAL)



A. Context Analysis for Adult and Non-Formal Education

Non-formal functional adult literacy (education) programmes carried out in refugee settings have had limited coverage, lack continuity and sustainability. The programmes are mostly managed by volunteer refugees without standardized frameworks of programming, assessment, planning, monitoring and evaluation. Because of the narrow efforts directed towards supporting accessibility of adult education services in refugee camps, the illiteracy rate among economically active adult refugees is estimated to be above 70%. The exact effect parental illiteracy among refugees has on the performance or retention of their children in schools in Ethiopia is not known, but there is global evidence that suggests educated mothers who have had some education are more than twice as likely to send their own children to school as are mothers with no education. Additionally mothers with some education immunize their children more often than mothers who are not educated, and their children have higher survival rates.

As adult education programmes are broad in scope and approaches, harmonization is necessary to measure the relative success of programming across the operation. The refugee adult education programme in this strategy is limited to non-formal functional literacy with components of literacy, numeracy, and life-skills education. This programme can run in non-formal settings, with or without the support of external actors.

B. Key Strategies for Adult and Non-Formal Education

1. Expand functional adult and non-formal education. Key strategies for functional adult education programmes in refugee settings primarily involve harmonization and expansion of quality, relevant programming that suits the social and economic needs and contexts of both women and men.

Creation of institutional capacity is also vital for increasing coverage of functional adult education so that programmes are community-based, sustainable and systematized.

2. Provide Capacity-Building Opportunities. The refugee community will be empowered through training and capacity building initiatives to plan and manage adult education programmes. To ensure sustainability, the community will be mobilized to set up learning centers and recruit teachers/facilitators.

3. Creating favorable learning environments. It is vital that favorable learning environments for adults are facilitated through adequate supply of educational and reading materials. Reading centers and libraries will be established in or near the refugee camps/setting to create access to reference and reading materials for adults.

4. Putting systematic approach in place for supplying and developing teachers. As teachers play central role in the delivery of quality adult and non-formal education, it important that the community is empowered to develop a systematic approach to teacher recruitment, development, and retention. While maintaining the spirit of voluntariness of the work of the teachers, need-based training and incentive packages will be provided to retain them in the services.

5. Ensure sustainability of the management and organization of adult and non-formal education. While the management and organization of adult education is the responsibility of community members, the involvement of multi-sectoral activities will be maintained to ensure that this programme is designed and implemented based on expressed needs of the beneficiaries so that its relevance promotes participation. Hence, the adult education curriculum and delivery mode is tailored towards specific needs of groups within a community. Involvement of sectors such as health, water and sanitation, environment and energy, agriculture, livelihoods, and protection issues are very important in the delivery of adult and non-formal education.

I. Indicators of Achievement for Adult and Non-formal Education

Objective 5.3 Ensure that opportunities for education are lifelong and available according to need for adults						
Key Strategy	Indicators of Achievement	Baseline 2014	2015 Target	2016 Target	2017 Target	2018 Target
5.3.1 Expand functional adult and non-formal education	# of adults men and women enrolled in the (supported and monitored) functional adult and non-formal education		3,000	5,000	7,000	10,000
5.3.2 Increase capacity-building of refugee community in the management of FAL	# training organized for non-formal education committee					
5.3.3 Creating favorable learning environment	% of education budget allocated for non-formal education	0%	5%	7%	7%	7%

5.3.4 Putting systematic approach in place for supplying and developing teachers	Extent of support provided to teachers	0				
5.3.5 Ensure sustainability of the management and organization of adult and non-formal education	# of non-formal education committee established	0	0	5	10	20

PART VI EDUCATION IN EMERGENCIES



Goal 6: Education will be part of all emergency responses

Objective 6: Provide access to education opportunities as early as possible during an emergency

Expected Outcome 6.1: Effective preparedness and response in provision of education in emergency

A. Context Analysis:

Globally the Education Unit in UNHCR has become an integral part of the Division of International Protection in 2011. In UNHCR Ethiopia, however, education has been integrated within the function of protection since 2007. Globally and at national level emphasis has been put on the linkages between Education and Protection and on the importance of education as a protection tool since. The Comprehensive Protection Strategy (CPS) 2007-2010 of UNHCR Ethiopia and of the subsequent revised documents of CPS has component of education with the aim to ensuring the right to education for refugee children. While this integration of education within protection function of UNHCR has helped in facilitating preparedness for response to education in emergencies, however, education in emergency is yet to be seen fully as immediate lifesaving needs in the initial responses to refugee situation. This has been evidenced in low level of budget allocation (on average about 4% of emergency response fund), capacity in emergency deployment for education, lack of educational materials stockpiles, and reliance on support of external partners for response to education in emergency.

The Letter of Understanding (LoU) signed between representations of UNHCR and UNICEF in Ethiopia in 2012 has, among other things, brought about predictable partnership between the two organizations in terms of coordinated response to refugee education in emergency. Moreover, the

support to refugee education in emergency has progressively been attracting positive responses in terms of funding from donors and international non-governmental organizations.

Likewise for other sectors refugee education coordination during emergencies is a joint responsibility of UNHCR and ARRA. Inter-agency coordination meetings are held at national and regional (sub-offices) levels whereby education response plans are discussed and joint plan of actions are drawn. The Refugee Education Working Group (REWG) or sometimes referred to it as Refugee Education Taskforce is sub-components of the national Refugee Taskforce, who meets to exchange information but also plays advisory role on education issues for the Refugee Taskforce. During refugee influxes and emergencies, the regional and/or sub-office level REWG meets on weekly basis to ensure coordinated education responses. Terms of references for national and regional REWG have been developed to guide the function of the REWG.

B. Key Strategies

1. Ensure response to refugee education is an integral part of UNHCR's refugee contingency plans:

To ensure that education plays its protective role in emergencies, careful efforts will be made to include to education response in contingency and risk reduction planning. This planning will be done in participatory fashion whereby all education stakeholders are involved and aware of their roles and responsibilities in ensure rapid educational response during an emergency. This strategy advocates for dedicated staff within UNHCR and partner organizations to assist with emergency and regular education programme design and management, in preparing appeals, and in coordinating with existing Education Clusters.

2. Institute effective EiE response and inter-agency coordination mechanism:

While strong strategic partnerships do exist between UNHCR and UNICEF in EiE and UNICEF does play pivotal role in EiE response including technical assistance in the form of secondment of expertise, this strategy makes deliberate efforts to institutes within UNHCR an effective EiE response mechanism. These include, among others, an increase in the internal staffing capacity, planning and procurement of education kits, and procurement of school tents. Continue to prompt and lead inter-agency coordination mechanism for refugee education, based on spirit of the UNHCR Refugee Coordination Model *Adaptation of UNHCR's refugee coordination in the context of the Transformative Agenda* (2013).

3. Ensure undertaking of joint assessment to determine existing needs and available resources:

This key strategy values the importance of inter-agency joint assessment on the existing needs and determination of response strategies in close consultation with the refugee community. The initial joint rapid education assessment would seek to determine the number of school-age children, disaggregated by sex and age, education levels of children including number of children who would benefit from early childhood education (ECE), between 3-6 years. This assessment would also include whether or there are local schools that can absorb refugees, and also looks into the issue of curriculum and language of instruction and identification of existing and potential barriers to access education. The assessment should also include presence or not of potential teachers among the refugee population who could be hired or volunteer and deployed immediately.

4. Link with local education system and/or establish temporary safe learning facilities for immediate provision of education:

To minimise prolonged disruption of education of refugees, immediate education response will be ensured either through linkages with local schools or by setting up of temporary learning spaces where necessary. Rapid identification of teachers within the refugee population will be followed by organization of induction courses on child protection, psychosocial support, prevention of sexual exploitation and abuse, safe learning environment, teachers' code of conduct and peace-building. Besides, need-based training will be organized for newly recruited teachers on curriculum content participatory pedagogies, formative assessment, and classroom management

5. Ensure establishment of Education Management Committee: in order to enhance refugees' ownership of education and protection of children and to ensure that education is responsive to the needs of the refugees Education Management Committee composed of parents, teachers, students and agencies implementing education should be established as soon as the onset of emergency. Terms of reference describing the responsibility the committee will be jointly drafted and endorsed all partners and refugee central committee. With Education Management Committee, community members are engaged in design, planning and implementation of all education activities. Information campaign within refugee community should be conducted to promote school attendance, for boys and girls, as well as children with disabilities and specific needs. Information campaign will be conducted using appropriate methodology and media while ensuring the engagement of relevant community groups.

6. Make sure that monitoring and evaluation tools are developed for education in emergency: In order to respond to the rapidly changing progresses and challenges in emergency situation, education in emergency response plans and implementation should also have clear monitoring and evaluation tools. These tools need to be developed in an inter-agency forum with full participation of Education Management Committee. Periodic review of education activities should be undertaken to evaluate progress against set objectives and minimum standards.

I. Indicators of Achievement for Education in Emergency

Key Strategy	Indicators of Achievement	Baseline 2014	2015 Target	2016 Target	2017 Target	2018 Target
6.1 Improve preparedness and response capacity	% sub and field offices with emergency contingency plans that have an education component	100%	100%	100%	100%	100%
	% of sub-offices that include education provisions within contingency supply plans	0	0	33%	66%	100%
6.2 Enhance inter-agency coordination in education response	Existence regular inter-agency refugee education coordination meetings	Yes	Yes			

6.3 undertake joint assessment to determine existing needs and available resources	% of emergency response implementing joint plan of action					
6.4 Enhance linkage with local education system for provision EiE	% of sub-operations implementing EiE having clear linkages with local education system					
6.5 Ensure establishment of Education Management Committee	% of sub-operations implementing EiE who have Education Management Committee					
6.6 Make sure that monitoring and evaluation tools are developed for education in emergency	% emergency operation who have developed and implemented education monitoring and evaluation tools					

PART VII CROSS-CUTTING STRATEGIC APPROACHES

Strategic Approach A: Partnership for Quality and Protective Refugee Education

Objective 7.1 Strengthen and make coherent partnerships among humanitarian organizations and between development agencies, governments, and the private sector to increase refugee access to quality education

Expected Result 7.1: 100% of refugee education programmes in Ethiopia maintain a strong working partnership with the MoE and all education stakeholders (UN, development agencies, and NGOs)

A. Context Analysis: Partnerships

Partnerships provide a critical opportunity for UNHCR to meet the challenges to fulfill its mandate for refugee education. Aside from formal education, UNHCR depends on the expertise and capacity of partners for specific areas such as literacy, information management, youth programmes, and safe learning environments, among others.

UNHCR Ethiopia advocates consultation with refugees in order to determine the most appropriate and sustainable approach to refugee education in each context, with the likelihood of protraction as a factor in planning.

In urban settings and some camp situations in Ethiopia, the integration of refugee learners within national systems and partnership with national, regional and local education authorities is the optimal approach to ensuring quality and protective education. Refugee children attend public schools where UNHCR provides minimum support to improve education systems and learning conditions for both refugee and host community children. Refugee and host communities alike benefit from established education systems that include on-going efforts to improve teachers' skills and to assess and strengthen learning. The refugee education system in Ethiopia builds on the conceptual understanding of the transferability of skills and knowledge that support durable solutions.

While Ethiopia is signatory to the 1951 Convention, the country has reservation on free education and by law treats refugee education in same manner as is accorded to foreign nationals. However, in practice refugees have access to national education systems and are treated on 'equal footing' as national students. In refugee camps where ARRA and NGOs run formal education, efforts are necessary to ensure that refugees follow a certified curriculum of either the host country, which may need to be accompanied by intensive support for language skills in the host country language and/or mother tongue instruction. UNHCR Representation in Ethiopia has been liaising with relevant Ethiopian Government Authorities to ensure that the Government withdraws the reservation on free education as the practice has been positive for refugees to access national education services.

As part of strengthening collaboration and predictable partnerships UNHCR and UNICEF, the two largest humanitarian organizations in Ethiopia, signed a letter of understanding in 2012 to clarify roles and responsibilities regarding provision of education for refugees. The two organizations have also adopted a joint plan of action to implement the letter of understanding.

Education coordination and partnership with stakeholders is also modeled on an accountability matrix that frames the roles and responsibilities of UNHCR, ARRA, NGOs and operational agencies (UNICEF, WFP). This matrix, adopted by all stakeholders for specific location, which is revised on regular basis,

is signed by UNHCR and ARRA and adopted as working document for the coordination of sectors, including education. Refugee education working groups have been established at national, regional and camp levels in order to facilitate coordination of education responses, and for information exchanges on current status of education. The working groups meet on regular basis with the frequency of the meeting ranging from a weekly one (in time of refugee emergency) to a monthly scheduled meeting.

B. Key Strategies for Partnerships

1. Strengthen partnerships for refugee education among humanitarian organizations, and between development agencies, government and private sectors. This strategy will ensure that more coherent partnerships among humanitarian organizations and between development agencies, governments, and the private sector will be leveraged to increase refugee access to quality education. Equally important are partnerships between schools and communities at the grassroots level that directly involve teachers, parent-teachers associations, parents and children themselves. UNHCR Ethiopia in collaboration with the Government refugee agency ARRA, will:

- Expand partnerships with MoE, especially in areas that are within the mandate of the MoE to improve quality of education for refugee children
- Improve education programme management by ensuring that UNHCR & partner staff recognize and monitor agreed minimum standards for education programmes and that the MoE's GEQIP contents and implementation strategy are contextualized for application in refugee education contexts

2. Strengthen integration within national systems. The implementation of refugee education strategy in Ethiopia follows UNHCR Global Education Strategy, which is aimed at:

- a. Creating socially and academically inclusive environments for refugee learners in national schools that support their integration and retention in school, with strong community input, involvement, and oversight.
- b. Advocacy and closer work collaboration with national MoE for incorporation of information management within national education monitoring systems.

3. Uphold regular coordination of refugee education at all levels UNHCR and ARRA will continue to co-lead refugee education coordination mechanism whereby partnership with stakeholders will be promoted with regular meeting for information exchanges and reports on the progress of the various interventions. Refugee education working groups will ensure coordination of response within the sector as well as ensuring strong linkages between education and other important sectors that have a direct positive impact on the delivery of education.

4. Promote UNICEF partnership

This cooperation, which has drawn on the expertise of both UNHCR and UNICEF field-based education officers, will continue to flourish not only in time of emergency response but also during recovery and care and maintenance operations. A joint monitoring tool for a joint plan of action will be adopted during the implementation of the current refugee education strategy.

5. Strengthen partnership between education stakeholders at the regional level. This strategy will strive to promote relationships between host country and home country stakeholders, including UNHCR, UNICEF, UNESCO and concerned NGOs, to facilitate reintegration through recognition of studies/examination results. Partnership on regional initiatives related to curriculum and language of instruction for refugees in Ethiopia will be strengthened as well.

C. Indicators for Strategic Approach A: Partnership

Key Strategy	Indicators of Achievement	Baseline 2014	2015 Target	2016 Target	2017 Target	2018 Target
A.7.1.1 Strengthen partnership on education of refugees among humanitarian organizations and development agencies and government and private sectors	% of education stakeholders who endorsed refugee education strategy	All education partners have been familiarized with GES and given input to the national contextualized strategy	At least 60%	75%	100%	100%
A.7.1.2 Strengthening integration refugee education within national systems	% of refugee schools supported by MoE and level of integrations	Close collaboration exist in 2 areas: EMIS and examination at national level	50%	75%	85%	100%
A.7.1.3 Uphold regular coordination of refugee education at all levels	# of coordination meeting held in Addis Ababa and at field level	Monthly meeting exist centrally and a bi-weekly at sub-office level	12 a year in Addis 24 at sub-office level	12 a year in Addis 24 at sub-office level	12 a year in Addis 24 at sub-office level	12 a year in Addis 24 at sub-office level
A.7.1.4 Promoting partnership with UNICEF	% of refugee camps/setting benefiting from the joint plan of action	50% of the camps	60%	75%	80%	80%
A.7.1.5 Strengthen partnership between education stakeholders at regional level, beyond Ethiopia	# of regional cross-border education initiative supported/facilitated	There is one regional initiative on education Somali refugees	2 regional approach	2	2	3

Strategic Approach B: Capacity development of UNHCR personnel and of partners will improve education programme management

Objective 7.2 To enhance the capacity of UNHCR personnel and partners to improve education programme management.

Expected Outcome: 80% of programmes are supported by education partners with expertise in education

A. Context Analysis: Capacity Development

Currently, UNHCR, ARRA and education partners enjoy a good working relationship. However, more effort is needed to strengthen education management expertise for UNHCR and all of its partners, to effectively assess needs, plan and implement education programmes, and monitor and measure impact. UNHCR staff with expertise in education is required to plan effectively with partners, provide strategic guidance, to monitor the work of partners in line with objectives and impact, and to engage in high-level advocacy.

Since 2012, UNHCR Ethiopia has recruited three national Education Officers, secured two Education Officers on secondment status from UNICEF and supported ARRA to create five dedicated education positions. More capacity on education staffing is required within UNHCR and education implementing partners to provide strategic guidance as well effectively monitor the implementation of education activities, while ensuring that mainstreaming refugee education with the national education system. Moreover, collaboration with MoE will be strengthened for technical support and supervision by MoE and to eventually minimize but also overtime avoids parallel education programmes. A major focus will be placed on strengthening the capacity of existing UNHCR personnel in basic education programme priorities and management. Establishing UNHCR's capacity and credibility in the education sector is central to effective collaboration with government authorities and with education partners.

B. Key Strategies for Capacity Development

1. Provide targeted capacity development of staff members responsible for managing education programmes. UNHCR in partnership with stakeholders will continue to organize basic education training personnel when new camps are opened and refresher courses at least once a year in protracted situation. This training will target not only education personnel of UNHCR and its partners but also personnel whose functions have direct impact in education programming, including programme officers, protection and community services staff.

2. Advocate for increase the number of education staff in UNHCR. Managing refugee education programmes with varying degrees of context from one sub-office to another in Ethiopia needs staffing capacity at respective offices. It is critical that UNHCR and ARRA increase their education staffing numbers to effectively manage the programme from planning to implementation to monitoring and evaluation.

3. Promote joint needs assessments, planning and monitoring and evaluation by stakeholders.

Under the overall coordination of ARRA and UNHCR, organizations implementing education programmes and agencies supporting the programmes will be encouraged to undertake a yearly joint assessment in all refugee camps and settings with the aim to identify and prioritize needs, actions and approaches to refugee education programming. A joint monitoring and evaluation tool will be adapted or developed to guide this joint undertaking.

4. Advocate for increased financing of refugee education: Refugee Education in emergencies and in protracted refugee camps has to date been underfunded in responses compared to huge unmet needs. In the context of the competing needs among various sectors, resolute efforts will be made to justify and substantiate with the reality of the constantly growing need for provision maintaining e

C. Indicators for Strategic Approach B: Capacity Development

Key Strategy	Indicators of Achievement	Baseline 2014	2015 Target	2016 Target	2017 Target	2018 Target
A.7.2.1 Provide targeted capacity development of staff members responsible for managing education programmes	# of capacity building training organized		6	5	6	6
A.7.2.2 Increasing the number of education staff in UNHCR	# of education staff in UNHCR	3	5	7	8	8
A.7.2.3 Promote joint needs assessment, planning and monitoring and evaluation by stakeholders	# of joint assessment conducted (at least once a year per sub/field offices)	2	4	6	6	6

Strategic Approach C: Measuring progress will strengthen learning results

Objective 7.3: To establish and utilize solid Education Management Information System (EMIS) for all refugee education in Ethiopia

Expected Result 7.3 100% of programmes use data and related impact monitoring to inform and adapt education programme planning

Context Analysis

Although refugee education data and information have been regularly collected for planning and reporting, there has been lack of systematic data collection, analysis and reporting. Education

Management Information System (EMIS) has not been utilized a key tool to inform policy and strategy development as well as in sustaining education trends. The need for establishment of EMIS for refugee education has been recognized as one the serious limitations in Ethiopia but also globally for UNHCR to be able to enhance education data and information management within the context of the implementation of refugee education strategy 2012-2016.

In recognition of the importance of EMIS and the current limitation in refugee education, collaboration between MoE one hand and ARRA/UNHCR has formally started in late 2014 so that MOE supports in the establishment of EMIS for refugee education programme in Ethiopia. The ICT and EMIS department of MoE has provided EMIS/ICT expertise in support of the initiative by UNHCR/ARRA. This collaboration will be strengthened with the aim to establish EMIS database at each UNHCR/ARRA sub-office and in short-term to include education information and data in Federal MOE's education abstract reports.

Refugee schools have not been formally included in the national assessment of learning outcomes. Because of the absence of independent assessment on learning outcomes, except formative and summative assessments done by teachers in which teachers monitor the progress of their learners, it has been seen challenging to measure the quality of refugee education.

Key Strategy

1. Establish Education Management Information System (EMIS) in all refugee locations:

UNHCR/ARRA will continue collaboration with MoE to establish an education management information system (EMIS) for refugee school in all locations. This collaboration with MoE and education partners will eventually lead to feeding into the UNESCO EFA Global Monitoring Report of Ethiopia whereby the trends in refugee education will be reflected over the course of the implementation of this strategy. EMIS collection and analysis of data, which will be used to identify arising issues, monitor trends, and inform education programming; and integrated within national EMIS in the host country where possible.

2. Strengthen Alignment of refugee education with national MoE's assessment of learning outcomes:

Through this strategy concerted efforts will be made to Learning outcomes of refugee education with the national learning assessment timeline which takes place every 3 years. Learning achievement of all children will be assessed with relevant methods appropriate to their level of education and to their age groups at regular intervals. Relevant exams, tests and assignments are provided to the learners on a continuous basis, and children can expect appropriate feedback and recognition on the basis of their achievements.

Accountability for the learning of refugee children and young people is central to achieving the overarching goal of promoting a high quality and protective education for refugees, from which all of the objectives in this Strategy stem. Data collection and monitoring can help to promote learning in schools and other educational institutions.

Indicators of Achievement for Measuring Learning Outcomes

Key Strategy	Indicators of Achievement	Baseline 2014	2015 Target	2016 Target	2017 Target	2018 Target
1. Strengthen systems to support education data collection and management	% of refugee operation who have established function EMIS	0	50%	70%	100%	100%
	Development of outcome oriented standards and indicators					
2. Alignment of refugee education with national MoE's assessment of learning outcomes	% of refugee operation who have aligned with MoE's assessment of learning outcomes	0	0	20%	50%	70%

7.3 Strategic Approach D: Innovation and technology will expand education opportunities

Objective 7.3: Incorporate information and communication technology (ICT) within education service provision to improve quality expand education access and increase opportunities.

Expected Result 14: 50% of programmes have access to at least one form of information and communication technology within education service provision

Context Analysis:

Increasing access to information and communication technology is a high priority of the education strategy and is in strong demand by the refugee population. This will be done in a number of ways, ranging from computer use to classroom broadcasts to e-books and use of mobile phones for educational purposes. Multiple opportunities exist to broaden the scope of using technology within refugee education in both camp and urban settings, and in enabling refugees to develop skills that are very relevant for living in today's increasingly technological society.

At present almost all refugee schools do not have access to ICT except few secondary schools which just have computer laboratories. While the role of ICT has been recognized as a key catalyst for transformation of education there exist fundamental challenges but also opportunities. Some of the challenges include:

- Lack of strategic partnership with MoE and the Ethiopian Telecom, which is the sole service provider of ICT in Ethiopia
- Underdeveloped local market for acquisition of hardware, software and specially implementation of ICT projects
- Lack resources to install ICT materials and lack of electric powers in refugee schools

There are also opportunities for the introduction and expansion of ICT in refugee schools in Ethiopia as MoE has long years of experience, expertise and even resources in ICT for education. MoE projects to broadcast educational television programs to secondary schools that involves:

- Installing of VSAT satellite dishes in secondary Schools,
- Installing Plasma TV Screens in secondary school classrooms
- Developing individual Educational Programs based on the National Curriculum for Central broadcasting from CEICT for Grades 9-12
- Ethiopian telecommunications, which is government owned sole telecom provider is responsible for installing VSAT/TVRO Satellite dishes in each schools

Key Strategies

- 1. Providing access to ICT: Providing** computers in formal education at primary, secondary levels, and for non-formal education. This will be done both in collaboration with UNHCR’s Computer Technology Access (CTA) programme and through accessing publicly available computer laboratories. Focus will be placed on group and peer learning opportunities; access to certified distance-based programmes and computer use for both education and livelihood purposes; and language skills training.
- 2. Open and distance learning for tertiary education:** Providing opportunities to access certified higher education courses through open and distance learning, facilitated by partnerships with academic institutions and partners with technical expertise in the sector.
- 3. Introducing voice-over internet protocol technology (such as Skype) in classrooms to:** (i) enable refugee children to develop social contacts with school children in other countries and contexts; (ii) for improved quality of subject learning through educational programme broadcasting, including language; (iii) for teacher capacity development; and (iv) enabling teachers to participate in teacher support networks.
- 4. Use of e-books**
Creating access to reading material, literature and resource material through the provision of ebooks both for formal education at primary and secondary levels and for non-formal education programmes.

Key Strategy	Indicators of Achievement	Baseline 2014	2015 Target	2016 Target	2017 Target	2018 Target
7.3.1 Providing access to ICT						
7.2.2 Open and distance learning for tertiary education						
7.3.3 Introducing voice-over internet protocol technology (such as Skype) in classrooms to:						

7.3.4 Use of e-books and cloud library						
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8. Monitoring and Evaluation Plan

To measure the success of this strategy, UNHCR Ethiopia will use a number of achievement indicators including performance, output, and impact indicators. The UNHCR global indicators will be used to measure performances of education periodically and impact indicators to monitor progress toward the ultimate goals of the education strategy.

9. Implementation Plan: Implementation plan template developed at the Working Group Meeting will be used to translate the actions and approaches into location-specific operations, after validation of this strategy by all stakeholders.

References

Teshome Yizengaw (2006) Cost Sharing in the Ethiopian Higher Education System: The Need, Implications and Future Directions. The Ethiopian Journal of Higher Education Vol. 3 No. 2 December 2006

ANNEX 1: SCHOOL STATISTICAL DATA FOR 2014/2015 ACADEMIC YEAR

1: SUMMARY OF REFUGEE SCHOOL-AGE POPULATION

Summary School-age Population Refugee Camps (23 camps) and Urban (Addis Ababa)				
Sub-sector	School-age	Female	Male	Total
ECCE	3-6	45,529	45,544	91,073
Primary (Grades 1-8)	7-14	84,573	85,678	170,251
Secondary (Grades 9-12)	15-18	22,419	24,862	47,281
TVET, Higher Education (Certificate, Diploma, Degree programmes)	19-24	30,132	48,717	78,849
Total	3-24	182,653	204,801	387,454

2: SUMMARY OF SCHOOL-AGE POPULATION AND ENROLLMENT RATE

School-age Population and Gross Enrollment Rate (GER) -All Locations

Age Range	School-age Population			Gross Enrolment			GER	% of OOSC*	% F	% M
	F	M	T	F	M	T				
Ages 3-6	44668	45114	89782	17,349	17,981	35,330	38.3	61.7	39%	40%
Ages 7-14	86407	87100	173507	35,469	50,329	85,798	49%	43	41%	58%
Ages 15-18	22369	24519	46888	1,063	2,553	3,616	8%	92%	5%	10%
Age 19-24	29658	49280	78938	5,098	6,866	11,964	15	85%	17%	14%
Total	180910	203630	384540	58,979	77,729	136,708	37.00		33%	38%

*OOSC (out of school children)

3: EARLY CHILDHOOD CARE AND EDUCATION (ECCE) ENROLLMENT RATE

PPG	ECCE School-age Pop			Pupils Enrollment			GER		
	Female	Male	Total	Female	Male	Total	Female (%)	Male (%)	Total (%)
Addis Ababa*	220	225	445	95	127	222	43.18	56.44	49.89*
Assosa	2,942	3,058	6,000	2649	2673	5322	90.04	87.41	88.7
Gambella	20486	20565	41051	6215	6472	12687	30.34	31.47	30.91
Melkadida	16211	16123	32334	6,096	6,079	12,175	37.6	37.7	37.65
Jijiga	2,088	2,158	4,246	1455	1756	3211	63.31	72.01	67.73
Samara	2226	2395	4621	202	227	429	9.07	9.48	9.28
Shire	1432	1582	3014	697	749	1446	48.67	47.35	47.98
Kenya Borena	192	205	397						
Total	45,797	46311	92,108	17409	18083	35492	38.2	39.4	38.8

ECCE school-age population and enrollment for Addis Ababa is only for refugees assisted under Urban Assistance Programme, thus does not include children under category of out-of-camp policy

4: PRIMARY SCHOOL ENROLLMENT RATE

Primary School-age Population and Gross Enrollment Rate by PPG (as of December 2014)

PPG	Primary School-age Pop			Students Enrollment			GER		
	Female	Male	Total	Female	Male	Total	Female (%)	Male (%)	Total (%)
Addis Ababa	419	533	952	192	257	449	46	48	47
Assosa	4,861	5,344	10,205	4,046	5,952	9,998	83	111	97.97
Gambella	31,049	29,296	60,345	16,355	24,058	40,413	53	82	66.97
Melkadida	36,989	38,021	75,010	10,869	15,188	26,057	29	40	34.74
Jijiga	5,725	5,798	11,523	3,428	4,092	7,520	60	71	65.26
Semera	4,464	4,776	9,240	362	703	1,065	8	15	11.53
Shire	2,492	2,904	5,396	1,689	2,518	4,207	68	87	77.97
Kenya-Borena	408	428	836						
Total	86,407	87,100	173,507	36,941	52,768	89,709	43	61	51.7

*Figure for Addis Ababa is for urban assisted refugees and does not include children under out-of-camp policy.

5: SECONDARY SCHOOL ENROLLMENT

PPG	Secondary School-age			Students Enrollment			GER		
	Female	Male	Total	Female	Male	Total	Female (%)	Male (%)	Total (%)
Addis Ababa	216	217	433	20	31	51	9.3	14.3	11.77
Assosa	1,122	1,773	2,895	13	129	142	1.2	7.3	4.9
Gambella	8,587	7,770	16,357	165	601	766	1.9	7.7	4.68
Melkadida	7,990	9,168	17,158	65	432	497	0.8	4.7	2.89
Jijiga	2,049	2,197	4,246	582	1,071	1,653	28.4	48.7	38.93
Semera	1,374	1,170	2,544	6	25	31	0.4	2.1	1.22
Shire	1,247	2,441	3,688	212	264	476	17.0	10.8	12.9
Kenya-Borena	165	126	291	-	-	-	-	0.0	0
Total	22,750	24,862	47,612	1,063	2,553	3,616	5	10.3	7.6

Secondary School Enrollment Rate (excluding OCP and Kenya-Borena)

6: NUMBER OF REFUGEE YOUNG PEOPLE ENROLLED IN LOCAL HOST COMMUNITY SCHOOLS

Locations/camp	F	M	T
Kebribeyah	107	200	307
Aw'barre	254	400	654
Assosa (Tongo, Bamnasi, Sherkole areas)	200	107	307
Semera (Aysaita, Barahle)	6	25	31
Addis Ababa	20	31	51
Shire (Adi-Harush and Shiraro)	22	47	69
Total	609	810	1419

7: NATIONALS/LOCAL HOST COMMUNITY YOUTH ENROLLED IN REFUGEE SECONDARY SCHOOL

Refugee Schools Location	F	M	T
Mai-Aini	89	110	199
Bokolmanyoo	20	87	107
Sheder	38	102	140
Total	147	299	446

8: HIGHER EDUCATION BY NATIONALITIES AND GENDER

	Female	Male	Total	% of girls	% of PPG
Eritrean	198	1001	1199	16.5	68.7
Eritrean (Afar)	1	70	71	1.4	4.0
Sudanese	0	59	59	0	3.4
South Sudanese	1	60	61	1.6	3.5
Somali	93	255	348	26.7	19.9
Great Lake	2	5	7	28.5	0.4
	295	1450	1745	16.9	

9: REFUGEE YOUNG PEOPLE AND ADULTS ENROLLED IN VOCATIONAL AND TRAINING AND EDUCATION

TVET and Higher Education Enrollment	Female	Male	Total
TVET	1,316	1,901	3,217
Higher Education	295	1,445	1,740
Non-formal	3,487	3,520	7,007
	5,098	6,866	11,964

10: SCHOOL ENROLLMENT RATES BY SUB-OFFICES/FIELD OFFICES

Table 10.1 School-age Population and Enrollment Rate (End 2014) – Sub-Office Assosa

Age Range	School-age Population			Gross Enrollment			GER	% of OOSC
	F	M	T	F	M	T		
Ages 3-6	2,942	3,058	6,000	2649	2673	5322	88.7	11.3
Ages 7-14	4861	5344	10205	4046	5952	9998	97.9	2.1
Ages 15-18	1122	1773	2895	13	129	142	5	95
Age 19-24	1450	1875	3325	1575	2626	4199	126	*26
Total	10375	12050	22425	8283	11380	19661	87.6	

Table 10.2 School-age Population and Enrollment Rate (End 2014) -Sub-Office Gambella

Age Range	School-age Population			Gross Enrollment			GER	% of OOSC
	F	M	T	F	M	T		
Ages 3-6	20486	20565	41051	6215	6472	12687	31	69
Ages 7-14	31049	29296	60345	14883	21619	36502	60.4	39.6
Ages 15-18	8587	7770	16357	165	601	766	4	96
Age 19-24	6392	8893	15285	2285	2207	4492	29.3	70.7
Total	66514	66524	133038	23548	30899	54447	41	69

10.3 School-age Population and Enrollment Rate (End 2014) -Sub-Office Dollo Ado

Age Range	School-age Population			Gross Enrollment			GER	% of OOSC
	F	M	T	F	M	T		
Ages 3-6	16211	16123	32334	6,096	6,079	12,175	37.6	62.4
Ages 7-14	36989	38021	75010	11287	15590	26877	35.8	64.2
Ages 15-18	7990	9168	17158	31	466	497	2.8	92.2
Age 19-24	7404	5428	12832	1869	1377	3246	25.3	74.7
Total	68594	68740	137334	19,283	23,512	42,795	31.1	68.9

10.4 School-age Population and Enrollment Rate (End 2014) -Sub-Office Jijiga

Age Range	School-age Population			Gross Enrollment			GER	% of OOSC
	F	M	T	F	M	T		
Ages 3-6	2088	2158	4246	1455	1756	3211	75.6	24.4
Ages 7-14	5725	5798	11523	3428	4092	7520	65.2	34.8
Ages 15-18	2049	2197	4246	582	1071	1653	39	61
Age 19-24	2545	2387	4932	731	501	1232	25	75
Total	12407	12540	24947	6196	7420	13616	54.5	45.5

10.5 School-age Population and Enrollment Rate (End 2014) -Sub-Office Shire

Age Range	School-age Population			Gross Enrollment			GER	% of OOSC
	F	M	T	F	M	T		
Ages 3-6	1432	1582	3014	633	651	1284	42.6	37.4
Ages 7-14	2492	2904	5396	1687	2572	4259	79	21
Ages 15-18	1247	2441	3688	284	446	730	19.7	80.3
Age 19-24	10777	29759	40536	522	1343	1865	4.6	95.4
Total	15948	36686	52634	3126	5012	8138	15.4	84.6

10.6 School-age Population and Enrollment Rate (End 2014) -Field Office Semera

Age Range	School-age Population			Gross Enrollment			GER	% of OOSC
	F	M	T	F	M	T		
Ages 3-6	2226	2395	4621	202	227	429	9.2	90.8
Ages 7-14	4464	4776	9240	362	700	1062	11.5	88.5
Ages 15-18	1374	1170	2544	6	25	31	1.2	98.8
Age 19-24	1090	938	2028	115	204	319	15.7	84.3
Total	9154	9279	18433	685	1156	1841	10	90

10.7 School-age Population and Enrollment Rate (End 2014) -Addis Ababa

(Data includes children who are under out-of-camp policy, but their education not yet supported)

Age Range	School-age Population			Gross Enrollment			GER	% of OOSC
	F	M	T	F	M	T		
Ages 3-6	220	225	445	95	127	222	49.8	50.2
Ages 7-14	419	533	952	190	257	449	47.1	52.9
Ages 15-18	216	217	433	20	31	56	12.9	87.1
Age 19-24	309	286	595	115	204	319	53.6	46.4
Total	1164	1261	2425	420	619	1046	43.1	56.9