

# Education Sector Working Group

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# Main achievements in 2017

- Access to primary education increased by 10%.
  - 112 temporary classrooms constructed,
  - 198 teachers recruited and deployed (112 Refugees and 86 Nationals),
  - Procurement and distribution of classroom supplies conducted
  - Back-to-School Campaign conducted
- Teacher training provided to 388 (58F) teachers - topics included teaching methods, lesson planning, and assessment of student's achievement, classroom management, and psychosocial support, inclusive and special needs education and teacher's code of conduct
- Coordination and technical support from the MOE and REB improved, refugee school standard assessment conducted.
- Refugee education data captured in EMIS and on progress to be included on National EMIS Statistical Abstract



# Main achievements in 2017

- Plan International supported establishment of 5 primary schools and 5 Early Childhood Care and Development (ECCD) centers (64 permanent and 12 temporary classrooms for primary and 29 ECCD)
- Recruitment and capacity building of incentive teachers and ECCD facilitators
- School level and community level structures established (PTA, school management committees)
- Enrolment of 4907(1628 females) were enrolled in ECCD and 11,293 (3986 females) –
- Provision of scholastic materials to children (70,188 exercise book , 3200 school bag, 69,927 pen and other materials such as eraser, sharpener and rulers were distributed)
- Furnishing of ECCD centers with indoor and outdoor playing materials
- Save the Children supported the construction of 3 ECCD centers in Gambella and a primary school in Assosa.
- Teaching and learning innovations like the Emergent Literacy and Math (ELM) for ECCE; Literacy Boost and Numeracy Boost for early grades of primary underway in both Gambella and Assosa.



# Challenges in 2017



- Access to education is still limited due to shortage of school facilities
- Shortage of qualified teachers, lack of professional development, low incentive
- Education programme is below national/international education quality indicators.
- Shortage of student supplies and classroom supplies (teaching aids, stationary materials, co-curricular equipment's and materials)
- Low enrolment and high dropout of girls in primary second cycle.
- High turnover of incentive teachers
- Limited budget/fund for ECCD
- Low quality of education as a result of: untrained teachers; scarcity of quality enhancing resources, especially reading materials and teaching aids; low capacity of school leadership



# Priorities for 2018

- Construct two model secondary schools serving both refugee and host communities with Education Cannot Wait (ECW) funding
- Expansion of existing primary and secondary school facilities to increase enrollment and to de-congest the overcrowded classrooms (ECW)
- Conduct joint mobilization of funds to strengthen the education services
- Organizing capacity building activities for teachers and Education Management Committees (EMC)
- Ensuring the provision of quality education by applying standard checking tools
- Support the integration of refugee and host community education system through the CRRF and related projects



**Thank you!**

