CRRF Education Technical Committee Workshop
27 February 2018, Getfam Hotel, Addis Ababa
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Introduction

Following the launch of the CRRF in Ethiopia in November 2017, the National Co-ordination Office (NCO) organized a series of workshops in order to collate views on the understanding and implementation of the pledges. The workshop on Education was held on 27 February 2018 with 85 participants including the Ministry of Education (3) and representatives from the Regional Education Bureaus (5) (see Annex II for the full List of Participants). This note is intended to provide a summary of presentations made and discussions held within the various groups with a view to informing the next steps on the co-ordination mechanism.

The workshop benefited from opening remarks by UNHCR Representative, Clementine Awu Nkweta Salami, in which reference was made to the progress on the pledges including the opportunity for refugees to receive civil documentation and the advances made on the Jobs Compact. Nonetheless, the UNHCR Representative highlighted the significant distance to go in order to operationalize all of the pledges. To that end, she noted the important opportunity the workshops provide to gauge views and identify the most suitable co-ordination mechanisms that will drive implementation of the education pledge. Additionally, it was emphasized that the Technical Committee (TC) workshops were a starting point with continued dialogue expected on this issue with all participants.

The Ministry of Education (MoE) and the Administration of Refugee and Returnee Affairs (ARRA) also provided a presentation referring to the developments made in the education sector, including the establishment of the Education Management Information System (EMIS) and the steady increase in enrolment of refugee children in the current academic year. The MoE also underlined the **importance of aligning the education pledge with the national education strategy** as well as strengthening the co-ordination mechanisms to ensure refugee children and children living in host communities receive education of sufficient quality.

SESSION I

Understanding the Pledge

Six (6) working groups were formed for detailed discussions. The groups raised a number of points in respect to their understanding of the education pledge. There was generally a good understanding of the education Pledge and some understanding of the CRRF process amongst participants although concerns were raised about lack of awareness amongst institutions and partners. These are highlighted below:

- *The limited scope of the education pledge* – it was noted by the majority of participants that focusing on the enrolment of refugee children in schools was a narrow indicator which omitted other necessary aspects such as quality, efficiency, equity and gender issues in the education system. The pledge can be seen as the "*what*" of refugee integration in the national educational system, while the "*how*" is provided by the CRRF approach. The CRRF approach brings in the important element of integration for both refugees and host communities (not specifically referenced in the pledge) and the relationship with other pledges. Participants therefore agreed that the pledge is a stepping stone to full integration of refugees into the national system and should be accompanied by an integrated and comprehensive CRRF approach and legal and policy reforms.
- *Low targets for enrolment with a lack of a definitive timeframe -* suggestions included raising the target within the pledge to 100% and going beyond the specifics outlined in the Pledges(some targets in the pledges seem to have been met already). Additionally, queries were raised as to whether the

targets were sub-national given the varying rates of enrolment in different regions - for example in Shire the high levels of onward movement mean that the enrolment rate mostly consists of children from the host community.

- *Activities defined under the Roadmap could be enlarged* – to include adult education, technical and vocational education. Additionally, focus ought to be placed on meeting the needs of children with special needs such as those with disabilities and learning impairments. Teacher training should be improved, particularly for refugee teachers. Similarly, the remuneration for refugee teachers (addressing the payment gap) should be increased which will motivate refugee teachers and seen as one of way finding the right and qualified refugee teachers while at the same time increasing their capacities.

- *Development of an integrated education system* – it was noted that although in principle national schools are open to refugees, examples of this 'physical' integration are mostly found in secondary and tertiary education, to some degree in primary, and not at all in pre-primary. Examples of both refugees attending national schools, and of Ethiopian children attending refugee schools exist in some areas but this is constrained by geographical distance and/or linguistic barriers. One form of integration is the use of the Ethiopian curriculum in refugee contexts, with some adaptation to respond to the needs of refugees. A clearly defined language and curriculum policy to promote integration should be developed alongside a clear direction on the 'end state' of an integrated education system.

  - *A need to raise awareness of the pledges* – particularly among different stakeholders including relevant government offices, international partners, the wider public, host communities and refugees themselves. This will ensure better implementation of the pledges through enhanced understanding. Suggestions on raising awareness included use of the media as well as dissemination of information through different languages and to the various regions. It was also noted that the Pledge/CRRF process was heavily driven by Addis. In this respect, the role of the media was strongly emphasized. Government should engage the media to play a constructive role towards the implementation of the Pledges/CRRF.

  - **Drive a research agenda to address key sector challenges**- Also noted was the need to engage academia and research institutions to support the Pledges/CRRF implementation plan through evidence including on the national/local processes of integrating refugees into Ethiopian society.

Implementation of the Pledge

The points below were raised in discussions:

- *In implementing the pledge, the parameters need to be defined* – in respect to the time frame, budget and standards to be attained under the pledge. Discussions emphasized the differing standards of education received by refugees in different regions, in Gambella for example refugees receive a better standard of education vis-à-vis the host community, and the aim should be to drive the standards up for all.

- *Legal and policy framework is required to support an integrated education system* – some participants suggested changes need to be made to the legal and policy framework to drive an integrated education system, for example through the revised Refugee Proclamation. Additionally, recommendations were made to embed the refugee education strategy within the national strategy so as to insert long term planning in education provision.

- *Clarity on the roles and responsibilities between MoE and ARRA* – it was noted that there is a lack of firm institutional mechanisms and clarity on the roles of the two organizations in respect to implementing the pledges. The perception amongst participants (including MoE) was that the process to date is being led by international actors and ARRA.

- *A phased approach to an integrated education system* – participants raised concerns about the 'readiness' of the national system to absorb the approximately 500,000 refugee school-aged children, especially as only about half have access to education. It was noted that refugee-hosting regions have existing challenges in access and quality of education services such as capacity of teachers. Socio-economic and cultural barriers to education are also shared across host and refugee communities. As a result, it was suggested that integration of refugee education into the national system will need to define areas of integration in the short, medium and long term.
- *Ways to support an integrated education system* – participants acknowledged the need to support the MoE to absorb the load of integration, and identified key opportunities to anchor the integration process in national systems and programmes, for example through GEQUIP-E (General Education Quality Improvement Project for Ethiopia) and the ESDP V (Education Sector Development Programme).The ESDP V will undergo a mid-term review in 2018 providing an opportunity to anchor the CRRF process and include refugee education.
- *Implementation of the pledge needs to align with regional frameworks such as the Djibouti Declaration* – it was noted that under the Djibouti Declaration Ethiopia made a commitment to integrate refugees into national education policies, strategies, programs and plans of action. Therefore aligning the commitments made under the Djibouti Declaration with the CRRF process is integral to supporting both agendas.
- *The humanitarian situation in Ethiopia may impact implementation* – participants expressed the view that the humanitarian situation may worsen in the coming year, leading to a potential shift in political priorities and funding, and therefore suggestions were made for a balanced approach between development and humanitarian assistance.

Knowledge gaps

The points below were raised in discussions:

- *There was recognition of knowledge gaps on the pledges themselves* – amongst the government and partners at all levels. There was also concern that the host community may not be fully aware of the pledges and their impact, therefore awareness raising is critical to alleviate any tension between the two communities.
- *Knowledge gaps to inform the implementation of the pledge* – participants identified the critical need for a research agenda to address the key sector challenges affecting integration to inform policies and programmes:
  - teacher capacity
  - out of school children
  - gender aspects of integration
  - curriculum in refugee-hosting regions
  - medium of instruction
  - special needs education in refugee contexts

  There were also suggestions for stakeholder mapping and resource commitments on education in each region to ensure clarity on activities and the identification of funding gaps that remain. Other knowledge gaps included information on the capacity of implementing authorities and agencies, further study on best practices on quality education and collation of regional and contextualized data (including data on causes of disparities between education provision in different parts of the country). Additionally a (local) risks and threats analysis was suggested and the need to gather the opinions of the host communities on the CRRF and the pledges.
- *Knowledge gaps on the role of NGOs following integration* – questions were raised in respect to the role of NGOs following integration, how will they work with regional education bureaus? It was noted that there is a need to consider the rules and regulations that apply to NGOs in Ethiopia.

Linkages with other Pledges

The points below were raised in discussions:

- *Education should be seen as a backbone for all the other pledges* - education empowers people to improve their livelihoods and resilience, which is the main aim of all other pledges.
- *The need to link education with employment opportunities* – was raised as many refugees graduate from universities but are not able to find employment. With vocational training it was noted that there is a possibility for refugees to undertake self-employment. The need for the pledges to move in tandem was highlighted, since slow implementation of the education pledge will impact upon those able to take up opportunities under the work and livelihoods pledge.
- *Ensuring that refugees qualifying for the Out of Camp Policy also benefit from the education pledge* – this includes receiving uniforms and support for school fees. This is not the current practice and therefore efforts will need to be made to ensure children attending schools outside of camps continue to receive benefits to access education.
- *The local integration pledge also links with the education pledge* – as education is a tool to encourage social and economic integration, particularly in areas affected by recurring tensions and conflict.
- *The education pledge links with the basic and social service pledge* – particularly in the areas of school feeding and WASH provisions in schools.
- *Linkages are also required with regional policies* – including the industrialization policy.

SESSION II

Existing Co-ordination Mechanisms

The various groups identified the following existing co-ordination mechanisms:

- *Education Technical Working Group (ETWG)* - chaired by MoE and UNICEF; members including donors/missions.
- *Refugee Education Working Group (REWG)* – chaired by UNHCR/ARRA; members including UNICEF, MoE and NGOs (replicated in the regions).
- *Education and Emergency Cluster (EEC)* - chaired by MoE, Save the Children, UNICEF deals with emergencies/IDPs in education; members including UN, USAID, ARRA, SCF, Plan (replicated in the regions).
- *DAG Education Technical Working Group* - At country level, the DAG (Development Assistance Group) is the existing coordination forum. Specific working groups [eg. Education] are also within it. It has its own ToR. The education thematic group has two co-chairs one from government and the other from UNICEF. Every six months the working group conduct field visits and provide feedback to the government, development actors and donors' group.
- *Refugee Education Sub-working Group (RESG)* - co-chaired by ARRA and UNHCR and is operational at the camp level.

Proposals

Taking into consideration the existing co-ordination mechanisms at the national and regional levels, the participants suggested the below possible recommendations for a mechanism to drive the education pledge:

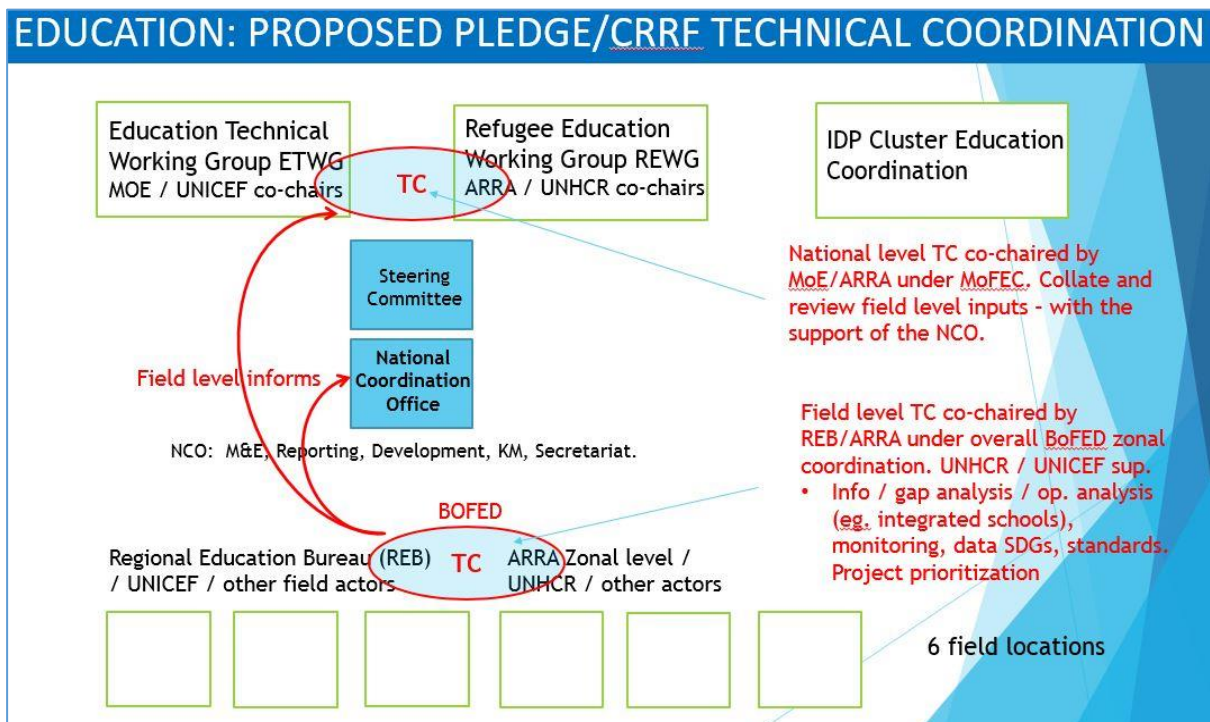### Group 1:

This group noted that there are independent development, refugee and IDP focussed structures functioning at federal level, and an opportunity to link at least development/refugees, for the CRRF process. This could be with the establishment of an education CRRF Technical Committee 'function' to strengthen the horizontal links between them. Current efforts by MoE and ARRA, supported by

UNICEF and UNHCR, to establish host-refugee education coordination mechanisms at regional level have progressed – all refugee hosting regions have either new and/or existing mechanisms that meet regularly to jointly review and plan services. A (existing) planned MoU between MoE and ARRA was noted.

It was recommended that the CRRF governance structure should **build and not replicate the existing structures**. The priority should be to establish a firm institutional mechanism between MoE and ARRA at federal level (i.e. MoE-ARRA MoU, liaison functions, etc), and anchor the technical coordination 'function' between the ETWG and REWG. Members could be drawn from/appointed by the ETWG & REWG and this temporary function chaired by MoE & ARRA. The Technical Committee would then 'link' the federal level (SC, NCO, ETWG, REWG) and the existing (and/or beefed-up) regional level mechanisms.

Group 2:

This group noted the need to avoid duplication of activities and **favoured the bolstering of existing co-ordination mechanisms**. Acknowledging the need to ensure refugee education is also considered in the national Education Technical Working Group, the group suggested the potential merging of the Refugee Education Working Group into the national mechanism. Concerns were raised by some participants that this may led to issues surrounding refugee education being overlooked. There was broad consensus amongst this group for the inclusion of refugees and the host community to ensure their views are taken into account in these forums.

Group 3:

This group recommended that the CRRF Education Technical Committee be a short-term committee and its TORs could be **embedded into the function of the existing ETWG** and if need be CRRF Education Technical Committee may continue to remain as **sub-group of the ETWG**. The existing Refugee Education Working Group could function as sub-group of the CRRF Education Technical Committee.

In respect to the ToRs, it was noted that the relationship between the National Technical Committee and the Regional Technical Committees should be clearly defined. In addition, it was emphasised that there is a **need to work with the existing mechanisms** as far as possible in regard to knowledge and data management, and that membership of the co-ordination mechanism ought to represent a variety of stakeholders including women, vulnerable persons, refugee and host community representatives.

Group 4:

The group emphasized the functionality and added-value of the **existing coordination mechanisms** at both federal and regional level, and recommended **continuation** with these. In order to secure information sharing, ARRA should be represented in the Education Technical Working Group, which can function as an overarching group discussing educational issues for both refugees and the host community.

The CRRF Technical Committee on education should have a temporary and advisory function to the existing coordination mechanisms with the mandate of steering and accelerating the implementation of the pledges and the CRRF framework.

Group 5:

This group suggested the creation of a CRRF Technical Committee on Education by **taking a few pertinent delegates from the existing Refugee Education Working Group and the Education Technical Working Group** and adding representation from the private sector and NGOs. This would concomitantly address issues related with refugees and host communities (humanitarian and development). It was further suggested that this **structure be rolled-out at the regional/zonal/woreda level**.

With regards to the **ToRs**, the group discussed the scope, membership and work streams. However, decided that this task should be the **work of the Technical Committee to be established**. The committee during its initial meetings must be devoted to work on and approve the ToR.

Group 6:

This group **suggested the creation of a CRRF Technical Committee on Education**, one that is all-encompassing to ensure coverage caters for both host and refugee communities. The need to have champions for the new coordination structure was highlighted to ensure that the ultimate goal of inclusion is maintained throughout the implementation phase of the CRRF pledges. Participants favoured a permanent structure by virtue of the important role played by the co-ordination mechanism.

The need to ensure that all stakeholders are included in the process was emphasised, particularly ARRA's presence in supporting the transition from the current system to refugee inclusion. The work streams within the ToRs were discussed with suggestions to establish a baseline before embarking on work streams, to design advocacy and communication plans prior to advocacy/awareness campaigns and to collate lessons learnt and experiences of refugee inclusion mechanisms elsewhere.

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Annex I – Education Workshop Agenda

Series of Technical Workshops on the

Nine Pledges and the CRRF in Ethiopia: From Commitment to Action

PROGRAM for the EDUCATION WORKSHOP

TUESDAY 27 FEBRUARY 2018

8:30 am   Arrival and registration

9:00 am   *Welcome and opening*

- Opening remarks, Co-chair of the CRRF Steering Committee
- Presentation on the New York declaration and the global policy shift, UNHCR
- Presentation on the CRRF in Ethiopia, ARRA
- Presentation on the current situation, Ministry of Education

Questions and discussion

Presentation of the group work and the facilitators

10:00 am   Break

10:15 am   *Group Work – Focus on the pledge*

Questions to address:

- Views of the participants on the understanding of the pledge
- Issues that implementation of the pledge raise
- Knowledge gaps in relation to the pledge
- Inter-relationships of the pledges to each other (horizontal and vertical)

12:30 pm   Lunch

1:45 pm   *Group Work – Coordination mechanisms*

Questions to address:

- Take stock of existing coordination mechanism in relation to the pledge
- Discuss and collect inputs that will help further improve draft ToRs of the Technical Committee

4:00 pm   Break

4:15 pm   *Restitution and closing*

- Group work restitution (5 min each)
- Closing remarks

Annex II – List of Participants

Group 1

Name	Title	Organisation
1.Getachew Admassu	Senior Expert	Ministry of Education
2.Misrak Mohammed	Education focal point	ARRA
3.Monica Llamazares	Refugee education specialist	UNICEF
4.John Youhanes Magak	South Sudan; Male	Refugee representative
5.Tigist Yiheyis	Director	Ministry of Transport
6.Omod Tafala Aliem	Deputy Head	Education Bureau--Gambella
7.Teshome Legesse	Pogram Officer	ARRA--Semera
8.Jonathan Andrews	CRRF Co-ordinator	UNHCR
9.Wodisha Habite	Ass. Protection Officer	UNHCR--Assosa
10.Judy O'Connor	Consultant	World Bank Group
11.Samuel Tadesse	Education Technical Head	World Vision
12.Aklilu Assefa	Programme Coordinator	Rehabilitaion and Development Organization(RaDO)
13.Tsion Tadesse Abebe	Senior Researcher	Institute for Security Studies

Group 2

Name	Title	Organisation
14.Abraham Mengistu	Senior Expert	Ministry of Education
15. Ashenafi Demeke	Education focal point	ARRA
16.Mohbuba Choudhury	CRRF Liaison Officer	UNHCR
17.Ezekiel Youiel	Sudan; Male	Refugee representative
18.Ketema Bukeri	Senior Expert	Ministry of Transport
19.Bahta Weldemichael Kidanu	Deputy Head	Education Bureau--Tigray
20.Abebe Gebregziabher	Education Officer	ARRA--Melkadida/Dollo Ado
21.Shigeyuki Sato	Snr Protection Officer	UNHCR--Shire
22.Hiroshi Saeki	Senior Economist	World Bank Group
23.Tamiru Messele	Senior Programme Officer	German Development Cooperation (KFW)
24.Jonathan Penson	Regional Education Advisor (Nairobi)	NRC
25.Tizazu Asare	Head of Education	Save the Children International (SCI)
26.Silvia Angemi	Protection Officer, SLWOP	UNHCR
27.Fitsum Mulugeta	Fellow	World Bank

Group 3

Name	Title	Organisation
28.Girma Yadeta	Associate Education Officer	UNHCR
29. Kasahun Beyene	CRRF officer	UNHCR--Gambella
30.Marwan Nasir	Yemen; Male	Refugee representative
31. Medhanit Mulugeta	Education Officer	ARRA--Jijiga
32.Kiros Kinfe	Manager	CRRF National Coordination Office
33.Benjamin Reese	Programme on basic services	UNICEF

34.Rebecca Lacroix	Forced Displacement Focal Point, Social Development Specialist	World Bank Group
35.Shewaye Tike	Education, Child Protection, and Livelihoods Coordinator	International Rescue Committee (IRC)
36.Stefan Hummelsheim	consultant-vocational education and training, employment, evaluation	German Development Cooperation (KFW)
37.Samuel Tilahune	Grant Management Head	World Vision
38.Huaru Kang	CRRF Associate Liaison Officer	UNHCR
39.Krystal Cole	Community based protection	UNHCR

Group 4

Name	Title	Organisation
40.Ashenafi Getsachew	Senior Expert	Ministry of Education
41.Stephen Omondi Okoth	CRRF officer	UNHCR--Jijiga
42.Ceciel Groot	Policy Officer Migration	Netherlands
43.Bethelhem Tesfatsion	Eritrea; Female	Refugee representative
44.Hassannur Mahamed Hassen	Assessment & Examination Case Coordinator	Education Bureau--Somali
45.Abebe Dinku	Education Officer	ARRA--Gambella
46.Jose Barrena	Program Officer	UNHCR
47.Yonas Belete	Team Leader	Ministry of Transport
48.Seble Beyene	Senior Expert	Ministry of Transport
49. Emanuela Parisciani	EU expert	EU Delegation
50.Sandra Bedoya-Hanson	Assistant Refugee Coordinator-Horn Of Africa	USA
51.Tadesse Abanano	ARRA consultant	UNICEF
52.Kefle Telga	Education program specialist	Save the Children International (SCI)
53.Zemenu Tadesse	Assistant Education Coordinator	International Rescue Committee (IRC)
54.Melesse Yalew	Executive director	OIC Ethiopia
55.Anne-Marie Zaat	NGO representative	Edukans

Group 5

Name	Title	Organisation
56.Gebreyohannes Weldebrhan	CRRF officer	UNHCR--Shire
57.Kaleab Zelalem	CRRF Economist Associate	UNHCR – Addis Ababa
58. Helen Asmerom	Eritrea; Female	Refugee representative
59.Ahemed Yasin Yesuf	Text Book and Educational supply Higher Officer	Education Bureau--Afar
60.Senayit Endale	Senior Expert	Ministry of Transport

Name	Title	Organisation
61.Dealegn Endale	Education Officer	ARRA--Assosa
62.Liyunet Demsise	UN official	IOM
63.Åge Sandal Møller	Deputy Head of Mission and Head of Cooperation	Denmark
64.Biruk Zenebe	Program Officer for Social Sector	Japan International Cooperation Agency (JICA)
65.Belete Chekol	NRC Area Manager Assosa	NRC
66.Girma Zereadawit	NGO represenative	EOC-DICAC/RRAD
67.Fabrice Vandeputte	Country Director	Handicap International

Group 6

Name	Title	Organisation
68.Carolyn Ndawula	Snr Solution and Development Officer	UNHCR
69.Hye Jin Zumkehr	Reporting Officer, External Relations and PI	UNHCR
70.Shemesedin Mohammed	Curriculum Directorate Director	Education Bureau--Assosa
71. Naser Ahmedin	Eritrea	Refugee representative
72.Abera Mosisa	Senior Expert	Ministry of Transport
73.Efrem Hagos	Education Officer	ARRA--Shire
74.Alessia Riccardi	Experts	Italian Agency for Development Cooperation
75.Asefa Gudeta	Representative	Development Expertise Centre
76.Girma Abera	Programme Coordinator	OIC Ethiopia
77.Hiwot Tadesse	Representative	Resilience BV & Business
78.Ayalew Aweke Gebru	Country director	Action Africa Help
79.Suleyman Ali Seid	Secretariat Unite Head	CRRF National Coordination Office
80.Teswome Lepesse	Program Head	ARRA
81.Aman Bereket	Eritrean, Male	Refugee representative
82.Mariko Peters	Regional coordinator	Netherlands Embassy
83.Tamrat Worku	Team leader	MOLSA
84. Belachew Beyene	Director	MOFEC
85.Robel Shiferaw	Expert, EU Cooperation Directorate	MOFEC