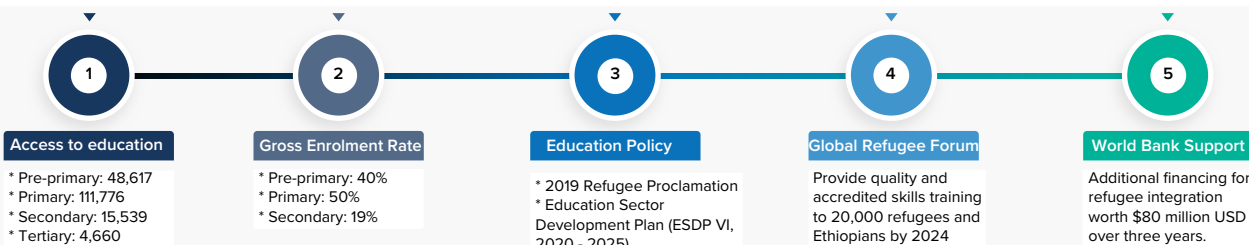


ETHIOPIA

STRATEGIC OBJECTIVES

1. Inclusion of refugees in the national education system
2. Ensure access to safe, protective, and inclusive learning environment
3. Improve quality of teaching and school management

PROGRESS



Education helps refugees to become self-sufficient, enabling them to learn about themselves and the world around them, as they strive to rebuild their lives and communities.

PROGRESS / MAIN ACHIEVEMENTS

- In partnership with Government of Ethiopia (GoE) and other partners, a total of 179,105 refugee students were enrolled in pre-primary (48,617), primary (111,776) and secondary (15,539) levels of education in 2021-2022. Moreover, 4,660 refugees are currently enrolled in 44 different public universities across Ethiopia under GoE and DAFI scholarship programmes.
- The Gross Enrolment Rate (GER) for pre-primary education stands at 40% compared to the national average of 36.7% for the 2020/2021 academic year. GER for primary and secondary education are 50% and 19% compared to the national average of 95.1% and 42% respectively.
- Ethiopia has a positive policy environment for refugee education: the 2019 Refugee Proclamation, provides refugees with access to educational opportunities at par with nationals. The sixth Education Sector Development Plan (ESDP VI, 2020 - 2025) includes refugee education for the first time, paving the way for inclusion of refugee education in national systems.
- Ethiopia made a commitment at the first Global Refugee Forum (GRF) in 2019, to provide 20,000 refugees and Ethiopians with quality and accredited skills training linked to the labor market by 2024. So far, 4,307 people, 1,737 refugees and 1,980 host community members, have received accredited skills training that is linked to the labor market, including 1,065 refugees benefiting from wage and self-employment.
- In line with the Inclusion Agenda, the Government of Ethiopia committed to a US \$ 80 million project financed by the World Bank, targeting integration of refugees into Primary and Secondary.

CHALLENGES

1. Large numbers of out-of-school children across all field operations.
2. Limited improvement on quality, equity, and inclusive education.
3. Limited secondary education opportunities across all field locations.
4. Limited funding to address education challenges.

WAY FORWARD

- Strengthen collaboration with the Government and other education actors on the inclusion agenda
- Support further the government in meeting its GRF pledge on inclusion of refugee education into the TVET national system.
- Assess the scope of out-of-school children and conduct analysis and profiling, to inform targeted support
- Strengthen data collection on education for evidence-based planning, monitoring and decision making.
- Catalyze and facilitate support to refugees and host communities to have access to quality education.

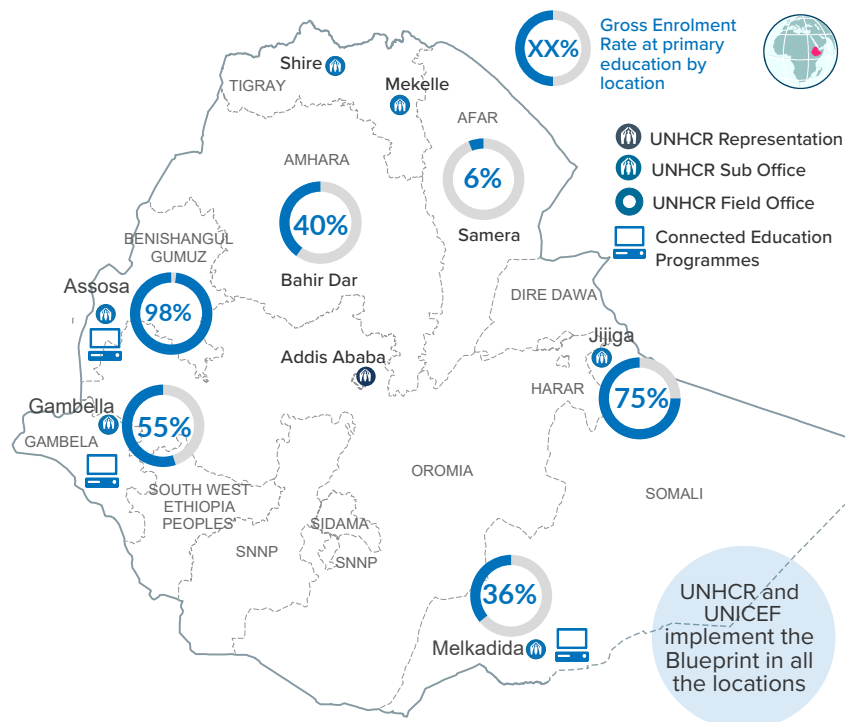
With thanks to our donors:



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1. These preliminary figures don't include data from the Afar region which are still under compilation

2. Refugee education data has been integrated into the national Education Management Information System (EMIS) since 2017. The MoE collects and publishes annual education abstract. Pending such collection of data by MOE, the enrolment figures indicated here are preliminary.



Afar Region data unavailable due to security risks

1:124
Classroom Pupil Ratio (CPR)
Standard 1:40

1:46
Teacher Pupil Ratio (TPR)
Standard 1:30

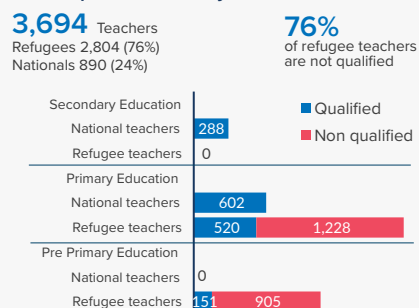
1:129
Latrines Pupil Ratio
Standard 1:25

42%
% of teachers professionally trained

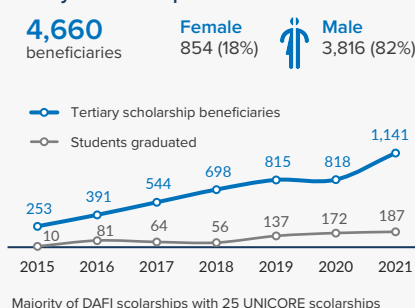
Indicators by education level ✔ Standard met ! Standard borderline ✘ Critical

	Gross Enrolment Rate (GER)	Gender Parity Index (GPI)	Classroom Pupil Ratio (CPR)	Teacher Pupil Ratio (TPR)	Latrines Pupil Ratio	Textbook Pupil Ratio	% Teachers professionally trained
Pre Primary Education	✘ 40%	! 0.96	✘ 1:137	! 1:50	✘ 1:144	NA	✘ 14%
Primary Education	✘ 50%	! 0.71	✘ 1:118	! 1:44	✘ 1:130	✘ 1:5	! 48%
Secondary Education	✘ 19%	✘ 0.34	✘ 1:121	✘ 1:58	✘ 1:98	! 1:4	✔ 100%

Teacher qualifications by education level



Tertiary scholarship trends | 2015 - 2022



41% (179,105 students)
Overall enrolment in all levels of education* for school going age children of ages

59% (253,211 children)
Eligible refugee school going age children in Ethiopia are out of school

0.73
Overall Gender Parity Index (GPI)
A GPI below 0.97 indicates a disparity in favour of males.
A GPI above 1.03 indicates a disparity in favour of females.

2 Connected Education Programmes

1. Instant Network Schools (INS) in Melkadida – Vodafone Foundation kits
2. Learning Through Play in Gambella and Asossa - LEGO Foundation funded project

PARTNERSHIP
18 Organisations

GOVERNMENT

- Refugees and Returnees Service (RRS)
- Ministry of Education (MoE)
- Regional Education Bureau (REB)

UNITED NATIONS

- UNICEF

PARTNERS

- Africa Humanitarian Action (AHA)
- Arizona State University (ASU)
- British Council
- Ethiopian Orthodox Church Development and Inter-church Aid Commission (DICAC)
- Danish Refugee Council (DRC)
- Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ)
- Edukans Foundation
- International Rescue Committee (IRC)
- Norwegian Refugee Council (NRC)
- Right To Play (RTP)
- Save the Children (SCI)
- Association of Ethiopians Educated in Germany (AEEG)

* All levels of education include : Early Childhood Care and Education (ECCE), Primary, Secondary, Alternative Education, Technical and Vocational Education and Training (TVET) and Higher Education. (Sources: MoE, REB, RRS, UNHCR, Partners)