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Overview

Background

Ethiopia is host to over 900,000 refugees originating mainly from South Sudan, Eritrea and Somalia. Many have been displaced for decades making it a protracted emergency that requires sustainable and developmental approaches to the provision of social services, including education.

Both the host and refugee education systems share barriers to access and quality that negatively impact upon the right to education. In addition, refugee primary schools are excluded from national school supervision systems, continuous teacher professional development and training programmes, and the systemic distribution of educational materials.

Although ongoing policy and legal reforms are anticipated to provide opportunities for improvement, refugees and host communities continue to face challenging situations. With approximately half of all refugee children out of school, generations of children continue to miss out on learning and development opportunities.

Education for Refugees and Host Communities

Education is a prerequisite for displaced children's self-reliance and is one of the surest development investments for improving lifetime economic achievement. Equitable and quality education makes a distinct contribution to promoting self-

reliance of refugees and vulnerable host communities through its role in the development within human and social capital. Evidence shows that if education is delivered inclusively, targeting both refugee and host communities, it can promote social cohesion through increased opportunities for dialogue and collaboration. In addition, by combining two education systems into one – with the same teacher training, educational materials etc. - this improves the cost effectiveness of education in the refugee-hosting regions.

UNICEF's engagement builds on a self-reliance approach whereby refugees and host communities can enjoy improved educational services together. The programme focuses on improving access and quality of education for refugee and host community children in the regions of Gambella, Benishangul-Gumuz, Tigray, Afar, and Somali. Education services are delivered in partnership with UNHCR, Ethiopia's Ministry of Education (MoE), the Administration of Refugee and Returnee Affairs (ARRA), and civil society organizations.

Incorporating a Holistic Approach

Education is provided to refugees who also are supported by UNICEF's Health, Nutrition, Child Protection and WASH programmes. This way school-aged children in both refugee and host communities are healthy, well-nourished and safe as they attend schools, thereby increasing their abilities to learn and retain knowledge.

Situation in Ethiopia



5 Regions host refugees: Gambella, Benishangul-Gumuz, Tigray, Afar, and Somali



26 Refugee camps containing **98** Early Childhood Care and Education establishments, **63** Primary schools, and **16** Secondary schools



905,831 Refugees in Ethiopia, mainly from South Sudan, Eritrea and Somalia



59% of refugees are children (0-18 years)



52.7% (59% boys; 44% girls) of school-aged refugee children have access to school



27.6% (38% boys; 15% girls) primary refugee education completion rate compared to 54.3% (53% boys; 55% girls) for the national average

Key Interventions

UNICEF's Learning and Development Programme provides quality education services for refugee and host communities through the following strategic interventions:

1. School expansion and improvement of facilities. As part of existing school improvement plans, schools and classrooms for refugee students are built or renovated in areas of the most need. School grant disbursements are being used to improve facilities in refugee schools.

2. WASH in Schools. WASH interventions are introduced in targeted schools that ensures healthy habits are taught, practiced and integrated into daily school routines. It encourages local action and support from communities and is underpinned by infrastructural improvements.

3. Teacher Development Interventions: Primary school teachers in both refugee and host communities are provided opportunities to enhance their knowledge and skills. One method, Assessment for Learning (AfL) is a teacher development programme that promotes child-centred, continuous assessment teaching practices in the classroom. Another practical method for improving the quality of teaching is giving refugee teachers the opportunity to attend Ethiopian teacher colleges, where they have the opportunity for gain official teaching diplomas.

4. Accelerated School Readiness (ASR) is an early childhood education initiative that offers early learning activities for children who will soon be starting primary school. ASR aims to increase on-time enrolment, improve learning and reduce dropout rates.

5. Linking host and refugee schools through sport and play. Supplementing educational interventions with sport and play can further the social and emotional learning benefits of education. It enhances mind-body connections, improves social bonding and problem-solving abilities, and fosters community engagement and social activism. Host and refugee primary schools come together through joint activities to promote integration, which in turn provides a more conducive environment for self-reliance.

4. Inclusion of refugee schools in national systems and programmes. Efforts to develop joint planning capacity and enhance institutional synergies between MoE and ARRA are reinforced by advocacy at federal, regional and local levels to integrate refugee education into national education programmes and policies. In addition, UNICEF's crisis-sensitive planning capacity supports the efforts of MoE and ARRA to manage host and refugee education with greater efficiency.

7. Generating evidence and documenting results. The programme generates evidence on good practices through studies, reports and multi-media products. With this new evidence UNICEF can better promote and scale-up successful practices that improve access and quality of education in host and refugee communities.

Impact and Results

Intervention	Targeted Beneficiaries (2016-2020)
1. School expansion and improvements	148 new primary classrooms for 14,800 children, five new secondary schools for 6,400 children, and 25 new secondary classrooms for 2,000 children built across Ethiopia's five refugee-hosting regions.
2. WASH in Schools	Over 40,000 host community boys and girls and over 70,000 refugee boys and girls will benefit from "3 star hygiene" interventions, including the improvement of WASH facilities.
3. Teacher Development Interventions	Over 3,500 refugee and host community teachers will be trained in AfL approaches. In addition, over 340 refugee teachers will attend teaching diploma programmes at Ethiopian colleges to improve the quality of teaching.
4. ASR	Approximately 43,500 boys and girls in refugee and host communities to join ASR
5. Sport and Play	Approximately 96,000 boys and girls in refugee and host communities to participate in sport and play.
6. Institutional inclusion of refugees into national systems	At least 150 education experts from the MoE, ARRA, and regional and <i>woreda</i> education offices trained in conflict and risk planning for education. In addition, 58 refugee primary schools and 20 refugee Alternative Basic Education Centres to be included in the National Education Management Information System.

Integrating Refugee and Host Education Systems

The interventions seek to strengthen the collaboration between the MoE and ARRA to jointly plan, deliver and oversee the provision of inclusive and conflict-sensitive education across refugee and host communities. This institutional component underpins interventions that expand and improve school facilities, transform teaching and learning practices, improve learning outcomes, support parental and community engagement in education, and nurture a conducive environment for greater integration of refugees into Ethiopian society.



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