Crisis-Sensitive Educational Planning for Refugees and Host Communities: Lessons from Ethiopia

Case Study

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List of abbreviations

ARRA	Agency for Refugee and Returnee Affairs
BSRP	Building self-reliance for refugees and vulnerable host communities by improved sustainable basic social service delivery
CRRF	Comprehensive Refugee Response Framework
DAG	Development Assistance Group
DFID	United Kingdom Department for International Development
ECCE	early childhood care and education
EiE	education in emergencies
EMIS	education management information system
ESDP	Education Sector Development Programme
ESWG	Education Sector Working Group
GEID	General Education Inspection Directorate
GEQIP-E	General Education Quality Improvement Program for Equity
GER	gross enrolment ratio
GIR	gross intake rate
GIS	geographic information system
IDP	internally displaced person
IGAD	Intergovernmental Authority on Development
M&E	monitoring and evaluation
MoE	Ministry of Education
MoU	Memorandum of Understanding
NCRRS	National Comprehensive Refugee Response Strategy
NGO	non-governmental organization
PQTR	pupil/qualified teacher ratio
PTR	pupil/teacher ratio
REB	regional education bureau
REWG	Refugee Education Working Group
SIP	School Improvement Programme
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WEO	*woreda* education office

Executive summary

In 2016, Ethiopia, one of the largest refugee-hosting countries in Africa, committed both at legal and policy levels to improve access to quality education for refugees. This report presents lessons learned from the implementation of a joint programme by the UNESCO International Institute for Educational Planning (IIEP-UNESCO) and the United Nations Children's Fund (UNICEF) Ethiopia, as part of the broader multi-year programme 'Building self-reliance for refugees and vulnerable host communities by improved sustainable basic social service delivery' (BSRP), which started in 2017 with the aim of supporting the Government of Ethiopia with the implementation following their commitments in 2016.

The IIEP-UNESCO/UNICEF Ethiopia partnership was structured around five components, the first of which focused on educational planning for refugees and host communities and is the main subject of this report. The activities in Component 1 included school mapping exercises, technical planning sessions for education officers, and support to increase capacities of school inspectors and supervisors, with the overall objective to strengthen the capacity of officials to plan and manage education for refugees and host communities.

As the approach is innovative and may have technical implications beyond the IIEP-UNESCO/UNICEF Ethiopia partnership, including for other contexts and future programming, this report focuses on the activities in Component 1 to distil lessons learned on jointly planning education across host and refugee contexts. It also identifies enabling and constraining factors linked to the provision of education for refugee and host communities in Ethiopia, based on documents produced and information collected throughout the implementation of the programme, as well as interviews and focus group discussions with key stakeholders.

The main enabling factors that contributed to improving the coordinated provision of quality learning in refugee and host communities in Ethiopia include: (a) international, regional, and national commitments to integrate refugees into the national education systems; (b) enhanced collaboration between the two main government bodies responsible for education in host and refugee communities, the Ministry of Education (MoE) and the Agency for Refugee and Returnee Affairs (ARRA); (c) concrete steps toward the inclusion of refugees in national education, such as the ongoing integration of schools attended by refugees into the national supervision and inspection system; (d) recognition of the importance of joint planning between host communities and schools attended by refugees to make better use of human and financial resources.

While there are promising steps and experiences that have contributed to a more coordinated provision of quality learning in refugee and host communities, there are various factors that constrain this: (a) the existence of parallel planning and management systems for refugee and host communities; (b) the lack of a longer-term vision and awareness/knowledge of the challenges faced by refugees; (c) the multiplicity of risks facing schools, including natural hazards, conflicts, and disease outbreaks, and the lack of available data on risks; (d) limited human and financial resources; (e) challenging learning conditions and environments.

Executive summary

Building upon and reflecting on the enabling and constraining factors identified, a set of lessons learned and recommendations were developed:

— **Integration requires sustained government leadership and commitment**
Despite the international, regional, and national commitments, and steps toward greater integration of refugees, a gap remains concerning their effective application at decentralized levels, which can only be bridged with continued and sustained leadership, commitment, policy and financial engagements, and communication and guidance from federal-level authorities to education stakeholders, particularly at regional and *woreda* (district) levels.

— **Predictable and long-term human and financial resources are needed to build a long-term vision for refugees**
Due to the protracted displacement of many refugees in Ethiopia, a longer-term vision for refugees, supported by predictable and sustainable human and financial resources, is required. The forthcoming Education Sector Development Programme (ESDP) VI is a timely opportunity to move toward a more holistic and long-term approach to planning education service delivery for refugees and host communities.

— **Equitable provision of education for host and refugee communities requires strong coordination and collaboration**
While the availability of resources forms the basis for longer-term investments to improve the provision of education, stronger coordination and collaboration, particularly at decentralized levels, would also further strengthen the efficiency and effectiveness of quality education provision for refugees and host communities.

— **Crisis-sensitive planning requires capacities, including for data collection and analysis, at different levels of the education system**
Schools attended by refugee and host communities in Ethiopia face a wide range of natural and conflict-related risks. A more systematic approach to crisis-sensitive planning at regional, *woreda*, and school levels, including with reliable data, could help schools be ready to address the multiple risks affecting them. This, in turn, would serve to protect education investments, ensure education continuity, and save lives.

Introduction

Ethiopia is among the largest refugee-hosting countries in Africa (UNHCR, 2017). As of mid-2020, the country hosted 763,827 refugees, many of whom fled their homes as a result of the insecurity, political instability, and natural hazards in the region (UNHCR, 2020*a*). South Sudanese refugees represent the majority, followed by Somalis. Most refugees in Ethiopia are hosted in five regions, as reflected in *Figure 1*: Afar, Benishangul-Gumuz, Gambella, Somali, and Tigray. With the exception of Tigray, the other four regions are considered to be 'emerging regions', broadly characterized as being under-developed and under-served by basic services. *Table 1* provides an overview of the refugee population by region.

Figure 1: Map of Ethiopia

Source: IIEP based on UN Cartographic Division.

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Table 1: Overview of refugee population by region

Region	Population	
Gambella	41.5%	316,807
Somali	26.0%	198,536
Tigray	12.5%	95,497
Benishangul-Gumuz	8.2%	62,820
Afar	7.0%	53,704
Addis Ababa	3.6%	27,492
Southern Nations, Nationalities, and Peoples Region	0.6%	4,934
Oromia	0.5%	4,037
Total	100%	763,827

Source: UNHCR, 2020*b*.

Ethiopia has a long-standing history of hosting refugees and continues to have an open-door policy, allowing humanitarian access and protection to those seeking asylum and protection on its territory (UNHCR, 2017). Ethiopia ratified the 1951 Convention relating to the Status of Refugees, its 1967 Protocol, and the 1969 Refugee Convention of the Organization of African Unity.

The year 2016 marked a pivotal shift toward the inclusion of refugees with the Leaders' Summit on Refugees in New York. The Government of Ethiopia, after the adoption of the New York Declaration for Refugees and Migrants, made nine pledges that emphasized its engagement with improving the rights and opportunities of refugees. One of the pledges set out by the government focused on increasing the enrolment of students at all levels of education, from pre-school to tertiary education, without discrimination and within available resources. This pledge would contribute to the enhancement of refugee protection

through increasing access to improved quality of education (ARRA, 2017).

Ethiopia became a pilot country for the Comprehensive Refugee Response Framework (CRRF), the so-called 'new way of working' to improve the refugee response, and published a roadmap for the implementation of the pledges and the practical application of the CRRF. These steps paved the way to legislative reforms, including a new refugee proclamation 1110/2019 (IIEP-UNESCO and Education Development Trust, 2020), which replaced the earlier 409/2004, and to the development of the National Comprehensive Refugee Response Strategy (NCRRS).

Moreover, the regional Intergovernmental Authority on Development (IGAD) has also been very active in the area of education for refugees. IGAD's 2017 Djibouti Declaration for Refugee Education and its action plan (IGAD, 2017) commits members to integrate refugees into their national education policies, strategies, programmes, and

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action plans by 2020. Together, they repre-
sent major achievements and opportunities
in Ethiopia's refugee response and legal
and policy frameworks. The Government
of Ethiopia's expenditure on education has
been increasing over recent years, passing
from 14 per cent of total government expen-
diture in 2001 to 27 per cent in 2015 (World
Bank, 2020).

This report begins by briefly outlining the
status of refugee education and coordination
in Ethiopia. It then provides an overview of
IIEP-UNESCO's support through the pro-
gramme agreement with UNICEF Ethiopia
within the broader multi-year programme
'Building self-reliance for refugees and
vulnerable host communities by improved
sustainable basic social service delivery'
(BSRP), funded by the United Kingdom
Department for International Development
(DFID), focusing on Component 1 of the
collaboration, *Educational planning for
refugees and host communities.*

The report presents findings from programme
implementation, including reflections on the
enabling and constraining factors on the
coordinated provision of quality learning
in refugee and host communities. Finally, it
presents a set of lessons learned that aim to
help inform future joint planning and crisis-
sensitive planning-related interventions.[1]

In addition to drawing on reports produced
and information collected throughout the
implementation of activities carried out as

part of Component 1, additional tools[2] that
were used to collect information include:

— interviews with key partners and repre-
  sentatives from the MoE and ARRA
  conducted in June 2020;
— focus group discussions with representa-
  tives from partner organizations, ARRA,
  the MoE, and education personnel work-
  ing at regional and *woreda* levels carried
  out in February 2020;
— progress blogs completed by participants
  involved in programme activities;
— workshop evaluations completed by par-
  ticipants;
— monitoring standard indicators.

Status of refugee education in Ethiopia

At the time of writing, and throughout the
implementation of this project, education for
refugees was coordinated by ARRA, with the
technical assistance of the MoE and regional
education bureaus (REBs). In line with its
decentralized federal system, each REB
works within the frameworks established
by the national MoE and is accountable to
their regional government. Zonal education
departments and *woreda* education offices
(WEOs) manage education delivery at zone
and *woreda* levels respectively.

The MoE and ARRA support the same edu-
cational system for refugee children and
Ethiopian nationals. The MoE Office Circular
No 13/1-11795/8297/35, issued in 2013,
aimed to clarify institutional arrangements

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1 Analysis and reflections on enabling and constraining factors and lessons learned were based on work implemented as part of the programme
prior to the COVID-19 pandemic.
2 See *Annex A* for a detailed description of each tool.

Introduction

between the MoE and ARRA and identified some areas of collaboration on refugee education, such as the use of the national curriculum and the supply of textbooks in schools attended by refugees; in-service and pre-service training for teachers; supervision and inspection of schools attended by refugees; inclusion of refugees in the education sector development plan; and inclusion of refugee students in learning assessments (UNHCR, 2017).

Refugee education in Ethiopia is provided at four levels by different actors: non-governmental organizations (NGOs) are the main providers of early childhood care and education (ECCE); ARRA is the main implementing partner for primary school education and coordination; secondary education provision relies mainly on NGOs in camp settings; tertiary education is provided by government tertiary institutions.

As of June 2019, the number of school-aged (3–18 years old) refugee children in Ethiopia was estimated to be 383,653, of whom 208,525 (54.3 per cent) were enrolled in some 169 schools in (or around) five refugee camps. The same year, gross enrolment ratios (GERs) for refugees attending pre-primary and primary levels stood at 61 per cent and 67 per cent respectively, and dropped to 19 per cent and 6 per cent respectively, for lower and upper secondary. There are significant differences in access to education between boys and girls, to the disadvantage of girls (MoE, 2019).

Coordination of refugee education

Ethiopia has various education coordination structures. At the federal level, the Education Technical Working Group, led by the MoE, is responsible for all education activities across the country. Moreover, there are two main education in emergencies (EiE) coordination structures. The first covers internally displaced persons (IDPs) and local communities affected by crisis and is led by the MoE, with support from the Education Cluster and NGOs, while the second covers the refugee community and is led by ARRA, the United Nations High Commissioner for Refugees (UNHCR), and the Refugee Education Working Group (REWG), technically supported by the MoE and REBs (ODI, 2020). Both of these coordination groups are meant to operate at the federal, regional, and *woreda* levels. Each of these groups have their own terms of reference and responsibilities.

In addition to the above-mentioned EiE structures, the Development Assistance Group (DAG) Education Sector Working Group (ESWG) is responsible for bringing together all donors in the education sector. Co-chaired by the head of the federal MoE Planning and Resource Mobilization Directorate and an elected donor representative, the DAG ESWG monitors the implementation of Ethiopia's fifth Education Sector Development Programme (ESDP V) and coordinates resource mobilization decisions in response to performance against the plans (ODI, 2020).

Part 1. The IIEP-UNESCO and UNICEF Ethiopia partnership

1.1. Programme overview

In 2017, UNICEF Ethiopia initiated BSRP, a four-year DFID-funded programme. The multi-year programme aimed to support the Government of Ethiopia with the implementation of one of the pledges on education set out after the adoption of the New York Declaration. Within the BSRP initiative, a programme agreement *Strengthening refugee and host community educational coordination, planning, and management systems in Ethiopia* was established between UNICEF Ethiopia and IIEP-UNESCO.

The agreement comprised five components,[3] including Component 1, *Educational planning for refugees and host communities,* which specifically aims to: (a) strengthen the capacities of education officials at federal, regional, and *woreda* levels to plan and manage education for refugees and host communities; and (b) improve coordination between the actors involved in the provision of education for refugees. Because the approach is innovative and may have technical implications beyond the IIEP-UNESCO/UNICEF Ethiopia partnership, this report focuses on activities carried out as part of Component 1 to distil lessons learned on jointly planning education across host and refugee contexts that may have implications for other contexts and future programming.

1.2. Educational planning for refugees and host communities

Planning education for refugees and host communities has been a priority issue in Ethiopia, particularly since it became a pilot country for the CRRF. Planning and the effective coordination of educational planning and management among all partners is a key element for successful implementation of refugee education services, and the foundation of ensuring equity in the provision of education both within and outside of refugee camps.

The design of the programme was informed by a joint scoping mission carried out by IIEP-UNESCO and UNICEF Ethiopia in 2017. Component 1 was designed to respond to the lack of joint planning by the different agencies involved in refugee education and in the provision of education for the host communities. Based on the scoping mission, specific activities were developed to strengthen the coordination, crisis-sensitive planning, and management of education provision in refugee and host communities at regional and *woreda* levels. The following three desired outcomes were identified for work as part of Component 1:

— Strengthened capacity for crisis-sensitive educational planning at federal level and regional and *woreda* levels in refugee-affected regions leading to the inclusion of refugee issues in the development of ESDP VI;
— Integrated and coordinated approach utilized for the planning of refugee and host community education in five regions affected by refugee influxes;
— Strengthened capacities for the management of education at *woreda* and refugee camp levels.

Part 1. The IIEP-UNESCO and UNICEF Ethiopia partnership

What is crisis-sensitive educational planning?

Crisis-sensitive educational planning involves identifying and analysing the risks to education posed by conflict and natural hazards. This means understanding (a) how these risks impact education systems and (b) how education systems can reduce their impact and occurrence. The aim is to lessen the negative impact of crises on education service delivery while at the same time fostering the development of education policies and programmes that will help prevent future crises from arising in the first place.

A key part of crisis-sensitive planning is overcoming inequity and exclusion in education, which can exacerbate the risk of conflict when left unchecked. It is also important to develop strategies to respond adequately to crises, and to preserve education even in the most difficult circumstances.

Source: IIEP-UNESCO, 2020.

1.3. Programmatic implementation: Key achievements to date

The implementation of Component 1 started in 2017 with a series of training workshops to support key stakeholders from the five refugee-hosting regions included in the programme. The following section describes the various key programmatic milestones, including school mapping to collect data on the risks facing schools in refugee and host communities, joint planning sessions for regional and *woreda*-level education officers, and support to increase capacities on school inspection and supervision. *Table 2* provides a brief overview of the activities carried out as part of the programme, which will be touched upon in more detail in this part and in *Annex D*.[4]

Capacity development: Introducing key concepts, indicator analysis, and consolidating data

In late 2017, UNICEF and IIEP-UNESCO held two introductory workshops which brought together education officers from federal, regional, and *woreda* levels, as well as ARRA, UNICEF, and UNHCR. These workshops allowed participants to become familiar with key concepts related to crisis-sensitive planning and management, including education sector diagnosis as the first step of the planning cycle, school mapping, and geographic information systems (GIS). These introductory workshops also introduced key terminology used in planning education for risk reduction.

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4 *Annex D* provides information on the locations and dates of activities, and the number of participants disaggregated by gender. Overall, more male than female participants participated in capacity development activities, although the participation of females was strongly encouraged.

Part 1. The IIEP-UNESCO and UNICEF Ethiopia partnership

Table 2: Overview of completed activities, Component 1

Outcomes	Activities
1. Strengthened capacity for crisis-sensitive educational planning at federal, regional, and *woreda* levels in refugee-affected regions leading to the inclusion of refugee issues in the development of ESDP VI 2. Integrated and coordinated approach utilized for the planning of refugee and host community education in five regions affected by refugee influxes 3. Strengthened capacities for the management of education at *woreda* and refugee camp levels	– Introductory workshops on crisis-sensitive planning and management – Training workshops for education staff at *woreda* level – Technical experts meetings to review school mapping tools – Training for education staff at *woreda* level on collecting geographic information systems (GIS) and school attribute data, including data on the risks and hazards facing schools – Training workshops on utilizing school mapping data in *woreda*-level plans – Technical meetings with federal education staff on school inspection and supervision – Training workshops for education staff on school inspection and supervision

The introductory events were followed by two training workshops and technical planning working sessions held in 2018. As part of the workshops, federal, regional, and *woreda*-level education officers, as well as ARRA, UNICEF, and UNHCR education staff, examined the performance of the education system in their respective regions and *woredas* using some key education indicators, and analysed the data around conflict and disaster risks. Participants also developed work plans to improve access and quality education across host and refugee communities, including through identifying implementation modalities and priorities for their plans.

In the second quarter of 2018, participants from all five regions participated in technical planning working sessions. They were able to finalize the indicator analysis based on the consolidation of the data as a key element for the education planning process to reduce the disparities between host and refugee communities.

From school mapping to joint planning: The importance of data on risks

Throughout 2018 and 2019, IIEP-UNESCO's work focused on ensuring that partners and workshop participants understood the importance of quality data collection that captures information about the risks with which schools are confronted as a vital element of planning.

The work in 2018 entailed considerable preparatory activities leading to school mapping, including the development of a survey questionnaire and training manual for the survey, the preparation of tablets, and using KoBoCollect;[5] the gathering of GIS data from various agencies and authorities;[6] and the review of the existing school mapping tools, including translation into Somali and Amharic (see *Box 2* for an overview of the objectives of the data collection).

5 KoBoCollect is a free and open source mobile digital data collection application for Android devices. It is part of the KoBoToolbox suite of tools for field data collection for use in challenging environments.
6 Ethiopian Mapping Agency, Central Statistics, Agency Ethiopia, MoE, UNHCR Ethiopia.

**Part 1. The IIEP-UNESCO and
UNICEF Ethiopia partnership**

BOX 2

Objectives of the 2018–2019 data collection

— To collect high quality data to enable assessment of the spatial variation in how schools
  deal with crisis-sensitive situations that affect students, teachers, and communities, and to
  inform annual planning cycles and joint planning for refugee and host community schools.
— To update data and quality of data for schools, especially where data are missing or subject
  to errors in previous reporting.
— To demonstrate to REB and WEO officials, and to education planners, the value of different
  types of data for planning purposes, and the way data sources can be integrated to develop
  a more comprehensive picture of the distribution of equity, access, and quality of education
  within and between administrative boundaries.
— To bring about change in the way data are collected at the local school level and to move
  from paper-based toward tablet-based data collection methods.
— To provide education planners with capacity development in the value of data analysis and
  visualization of data, especially within a GIS context, and to utilize the spatial attributes of
  data for school mapping purposes.

Training sessions held in 2018 provided participants with hands-on experience conducting questionnaire-based interviews using tablets. The newly trained enumerators then went on to collect data on the risks facing schools within their respective regions and *woredas*. By the end of the first quarter of 2019, enumerators had completed the data collection (GIS and school attribute), collecting data from some 282 primary and secondary schools in host communities and camp settings across all five regions. The school mapping activity brought to light trends in the risks that are prevalent across the regions.

In February and March 2019, IIEP-UNESCO continued the series of working sessions for regional and *woreda*-level education officers and representatives from ARRA and UNHCR

from the five participating regions. After consolidating the available data, participants examined the performance of the education systems in their respective *woredas* and regions by analysing disparities and exposure to risks of conflict and disaster across host and refugee communities. This exercise was done using key indicators, including GERs, pupil/teacher ratios (PTR), pupil/qualified teacher ratios (PQTR), and gross intake rates (GIR) into Grade 8 (as a proxy for primary completion). It also included an analysis of the risks schools face using the data collected through the school mapping exercise.

Joint planning priorities suggested by participants during the working sessions included upgrading the qualifications of refugee teachers, developing annual emergency

**Part 1. The IIEP-UNESCO and
UNICEF Ethiopia partnership**

plans at school level, reinforcing schools to withstand strong winds, and launching awareness-raising programmes to increase enrolment. The analysis and priorities identified during the workshop aimed to inform the planning processes in participating *woreda* education offices and REBs.

Throughout programme implementation, and particularly during the school mapping and joint planning activities, discussions also took place with the MoE about the importance of having risk-related data for planning purposes, and the need for systematic collection of data on risks through the inclusion of risk-related data in the federal-level education management information system (EMIS).

**School inspection and supervision:
An opportunity to develop capacities and to review tools and practices**

In late 2019, following working sessions with UNICEF, UNHCR, ARRA, the School Improvement Programme (SIP), and the General Education Inspection Directorate (GEID), IIEP-UNESCO began developing training to support school inspection and supervision. In 2020, IIEP-UNESCO conducted two out of three planned workshops on school inspection before the COVID-19 pandemic travel restrictions were put in place in March 2020. The workshops covered all regions participating in the programme, except Somali, which would have participated in a workshop planned for May 2020.

The workshops were an opportunity for school inspectors and supervisors to better understand the education-related challenges facing schools attended by

refugees and those in host communities. *Woreda* supervisors were trained to better support schools in developing school improvement plans, while inspectors were trained on an integrated approach to school supervision. During the workshops, participants agreed that the school inspection and supervision tools used for public schools could also be used for the schools attended by refugees, with minor changes.[7] An analytical document on school inspection and supervision in refugee settings in Ethiopia, informed by the workshops and through consultations with stakeholders from the Somali region, will be developed by IIEP-UNESCO to conclude this activity.

Other activities and events scheduled to take place in 2020 were unable to occur as a result of the COVID-19 pandemic. In February 2020, for example, IIEP had continued discussions with MoE on supporting the revision of EMIS data collection tools by including/improving data collected on crisis prevention and preparedness, and on refugee education through a workshop and other technical support over the period of April to May 2020. However, due to COVID-19, the remaining activities as part of the IIEP-UNESCO/ UNICEF Ethiopia collaboration were reprogrammed and replaced with activities that could be conducted at a distance. Among the activities added as part of the reprogramming were additional distance support on the inclusion of refugees in ESDP VI and the development of a country profile on COVID-19 response for Ethiopia, based largely on contributions from Ethiopian participants in IIEP-UNESCO's Learning Forum, *Planning and Managing Education in the Context of COVID-19,* which was also supported as part of the programme.

7 Schools attended by refugees are not part of the General Education Quality Improvement Program for Equity (GEQIP-E).

Part 2. Enabling and constraining factors

The situation of refugees in Ethiopia has evolved considerably in recent years, and various developments took place over the course of the programme. The following part outlines some of the enabling and constraining factors affecting the coordinated provision of quality learning in refugee and host communities in Ethiopia, as expressed by participants in focus group discussions and individual interviewees, and through analysis carried out by participants during workshops.[8]

2.1. Enabling factors to coordinated provision of high-quality learning in refugee and host communities

International and regional commitments and momentum

In recent years, momentum toward the integration of refugees into national education systems has been galvanized by considerable advances and commitments at international and regional levels, including through the aforementioned CRRF and IGAD commitments.

Ethiopia's commitment to the CRRF dates back to the Leaders' Summit on Refugees in September 2016, where it pledged 'To increase enrolment of refugee children in preschool, primary, secondary, and tertiary education, without discrimination and within available resources' (UNHCR, 2018). The following year, to support the implementation of the CRRF, a roadmap was developed to structure governance and identify a timeline of activities for the rollout of the national CRRF.[9]

Key activities in the roadmap included establishing new and expanding existing school facilities, procuring supplies for schools and students, and supporting teacher training programmes (ARRA, 2017). The roadmap also focused explicitly on increasing access to education.

Ethiopia's commitments through IGAD's Djibouti Declaration also served to further advance inclusion of refugees in the country. Commitments made as part of the Declaration include the integration of refugee education into national sector plans by 2020, and the development of costed long-term refugee education response strategies. Both documents were under development as of late 2020.

Enhanced collaboration between ARRA and MoE

At national level, a promising element that came up frequently in the various interviews was the enhanced collaboration and cooperation between ARRA and the MoE. Indeed, in 2019, ARRA and the MoE clarified their respective roles and responsibilities through a Memorandum of Understanding (MoU). Key shifts as a result of the MoU include the inclusion of schools attended by refugees in the national supervision and inspection system, new arrangements on the introduction of school grants to schools attended by refugees, and the incremental transfer of refugee secondary schools to government administration (World Bank, 2019). While these shifts will take time, several interviewees emphasized the importance of this agreement,

8 See *Annex A* for more information on the profiles of participants in the individual interviews, and *Annex B* for more information on participants in the focus group discussions.
9 Since the development of the roadmap, CRRF structures have been devolved to regional level, and UNHCR, ARRA, and REBs have jointly identified inclusive secondary schools for expansion/construction to cater to the needs of refugees and host communities.

Part 2. Enabling and constraining factors

referring to it as a key step toward greater integration. 'In the long term, it's better to have a single system for management … to facilitate their integration', explained a participant in the focus group discussions from Tigray.

Promising steps toward inclusion in recent years

Several key elements reflect progress made in the move toward the delivery of inclusive, quality education to refugee and host community students, such as the inclusion of statistics on refugees' education in the regional and national EMIS. Progress has also been made with regard to integrating schools attended by refugees into the national supervision and inspection system. The country's forthcoming national education sector plan, ESDP VI, will further support the integration of refugees in the national system, as measures specific to refugees are included in the sector plan and budget.[10] Further, REB results frameworks are also expected to be inclusive.

Indeed, increased data harmonization has been one area of considerable progress. Since 2016, refugee data has been collected as part of EMIS, and a chapter with data on refugees has been included in the regional and national Education Statistics Annual Abstract. Several interviewees identified the shift toward analysing and publishing data for refugee and host populations side by side as being among the greatest successes for integration in recent years. As expressed by one interviewee, 'With data it is easy to plan. If you have data, you can decide.'

The MoU between the MoE and ARRA also led to the inclusion of schools attended by refugees in the country's national school inspection and supervision system, a process which is still nascent. Many stakeholders expressed, through the school inspection and supervision workshops and interviews, the importance of having the same standards for schools attended by refugees and host communities, and highlighted potential benefits for integration. 'Being inspected by *woreda* supervisors and inspectors helps the schools not to be alienated or segregated', explained one participant in the focus groups from Afar. Several participants also pointed out that adherence to national standards for *all* schools could help ensure the provision of quality education for students in both host and refugee communities.

As of late 2020, the MoE was in the process of finalizing its five-year strategic planning for the education sector, ESDP VI. Elements on refugees are included in the analysis, and particularly in the General Education Access, Equity, and Internal Efficiency programme. For instance, specific activities include in-service training for teachers in refugee camps, and investing in school infrastructure and teaching and learning materials within refugee camps and host communities. Ensuring the continuation of education during emergencies is also part of the General Education Access, Equity, and Internal Efficiency programme.

Several interviewees stressed the importance of ESDP VI as a way of ensuring that the inclusion of refugees in planning processes becomes systematic, and identified

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10 The integration of refugees in ESDP VI could facilitate the inclusion of refugees in other national schemes such as the GEQIP-E and the related SIP and school inspection frameworks.

**Part 2. Enabling and
constraining factors**

this as being a key milestone to ensuring
that the education needs of refugees are
better understood and taken into account at
the federal level. 'The integration should be
seen in a broader approach including socio-
-economic integration of refugees and host
communities. Socio-economic integration is
important to prepare for the education inte-
gration', explained one participant in the
focus groups.

**Increased recognition of the importance of
joint planning**

Despite the fact that ARRA and the MoE
currently manage education and distribute
resources for host and refugee students
separately, interviewees and participants in
the workshops recognized the importance
and potential benefits of joint planning.
As one participant in the focus groups ex-
plained, 'If we start exercising joint activities,
I think the tradition, the culture will evolve. I
think that [joint planning] is very crucial.'

Overall, joint planning was recognized
among interviewees as a way to strategically
and efficiently use the human and financial
resources available, particularly given the
scarcity of resources in most refugee-
hosting regions. It was also perceived as
being a way to improve oversight, enhance
sustainability, share responsibilities, and,
ultimately, improve education service provi-
sion for both host and refugee communities.

Through the interviews and focus group dis-
cussions, it was also suggested that joint
planning could help stakeholders to develop
a clear understanding of the perspectives
and needs of both host and refugee commu-
nities. Several interviewees shared examples
of how elements of joint planning were being
carried out in their regions or at federal level

and ideas on how to further encourage joint
or 'consultative' planning activities. Overall,
while joint planning was largely accepted as
a promising practice, it was also recognized
that setting joint priorities requires support,
discussion, and time to establish consensus.
Progress has been made in this area, with
UNICEF reporting that, in some cases, REBs
have developed annual work plans that inclu-
de refugees.

As this approach is a considerable departure
from the way that planning has been orga-
nized in the past, it was recognized that its
successful implementation would have to
navigate some of the challenges outlined in
the constraining factors below.

**2.2. Constraining factors to coordinated
provision of high-quality learning in
refugee and host communities**

**Parallel structures: Different planning
and management processes in host and
refugee communities**

Despite the fact that many interviewees
expressed that coordination and collab-
oration between ARRA and the MoE had
improved considerably in recent years, the
existence of parallel planning and manage-
ment systems for host communities and
refugees remained among the primary chal-
lenges raised. Possible factors contributing
to the parallel planning and management
processes present in host and refugee com-
munities, according to participants in the
workshops and focus groups, include a lack
of clear division of roles and responsibilities
between the MoE and partners at decentra-
lized levels, the exclusion of refugee schools
from the cluster structure, and separate bud-
geting, financial, and reporting mechanisms.
The arrangement between ARRA and the

Part 2. Enabling and constraining factors

MoE has been described as 'one system, two administrative bodies' (UNHCR, 2017).

This parallel approach to service delivery leads to different challenges in coordination and, ultimately, affects the equity and quality of the services provided to students in host and refugee communities, despite the fact that all students are considered to be part of the same Ethiopian education system. While the national curriculum and textbooks are, for the most part, the same for host and refugee communities, in some cases, for example, interviewees reported that host communities in under-served areas expressed the feeling that refugees sometimes had access to more or *better* resources, which may be a source of tension. Examples shared by interviewees included school infrastructure, the availability of early childhood education, and the provision of school feeding initiatives. 'The biggest barrier I think is the parallel system', explained one interviewee. 'We are trying to move away from that parallel system currently ... If you have this parallel system, you have disparities between the host and refugee schools.'

Several interviewees also raised the different financing and budgeting processes for schools in host and refugee communities as being a challenge. Key concerns included lack of alignment between partner organization and MoE planning cycles, inflexible and unpredictable funding modalities or project-based funds, and the inability for schools in refugee communities to manage their own budgets. According to one representative from a partner organization, this can lead to work in 'silos', which may mean that importance is placed on themes or initiatives based on the priorities of the organizations involved, rather than those identified as part of a broader planning process. As one participant in the focus groups explained, 'We are shifting toward integration, but from field level, what would really help us there is joint planning, joint monitoring, and even identification of resources jointly.' Another interviewee expressed that without predictable financial support and commitment from partners, it will be difficult for the government to take over responsibilities for the delivery of education for refugees.

No common vision on the long-term development of refugee education

At the same time, the very vision of planning and managing education for host and refugee communities may be different from the outset. Several interviewees raised the point that education for refugees is still seen as a short-term endeavour, as it is expected that displacement will last for only a short period of time. According to one participant in the focus groups, 'The system that has been there for years is one where there is an assumption that refugees will be going back to their country of origin once the issues are resolved ... we have been thinking of emergency education.' Nonetheless, as the country's refugees are a result of protracted and complex emergencies, opportunities to return to home countries are often limited, and options for durable solutions, such as resettlement, have diminished in recent years; the average and projected lengths of stay for refugees in Ethiopia are long-term (World Bank, 2019).

Interviewees also suggested that not all stakeholders were equally aware of the challenges faced by refugees. At federal level, just one MoE refugee focal point manages coordination between ARRA and UNHCR, and

Part 2. Enabling and
constraining factors

several interviewees expressed concern over a lack of awareness about refugees among high-level officials and within various MoE directorates. One participant in the focus groups explained that refugees may be 'unknowingly' forgotten during higher-level planning processes. Others suggested that despite commitments such as the CRRF, in practice, changes are not yet being seen at field level. According to one participant in the focus groups from Afar, 'I see the biggest challenge as the absence of rules and regulations that allow us to put into action what the government agreed or pledged for refugees.'

This lack of action at higher levels, can, in part, be explained by the complexity of integration of refugees within some host communities, in a country that has 80 distinct languages. While some regions, such as Somali, were mentioned as examples where integration was quick to progress due to similarities in culture and language, several interviewees referred to inter-ethnic tensions and violence in Gambella, where the refugee population is almost as large as the host community population in some *woredas* (UNESCO, *forthcoming*). In some cases, interviewees explained that tension between groups leads refugee and host communities to refuse to receive services together, which challenges attempts at joint service delivery.

Multiplicity of risks facing schools, and lack of data and capacities for crisis-sensitive planning

In a country like Ethiopia that is exposed to numerous and diverse natural hazards, a key requirement to supporting crisis-sensitive planning is the availability of data on the risks of conflict and disaster facing schools. This allows planners to better understand

what risks school communities are confronted with, what risk reduction measures are in place, and the gaps that need to be addressed.

The GIS data collected as part of the IIEP-UNESCO/UNICEF Ethiopia project illustrated the diversity of risks facing schools in host and refugee communities, ranging from inter-ethnic conflicts to disease outbreaks, reinforcing the importance of applying a comprehensive definition of risks that includes both conflicts and natural hazards. Analysis completed by participants in the 2019 joint planning workshops found that, while it was difficult to draw conclusions at national level, some main risks such as strong winds and flooding affecting both host and refugee communities could be observed within each of the regions studied. Nonetheless, at the time of writing, data on risks were not regularly collected as part of routine data collection, making it difficult for education actors to apply a risk-informed, crisis-sensitive approach to planning. Further, in cases where data and information were available, they rarely covered both host and refugee communities.

In addition to data-related concerns, several interviewees also noted that key stakeholders often lacked capacities for crisis-sensitive planning. One federal-level interviewee, for example, expressed the importance of crisis-sensitive planning, but noted that it is difficult to ascertain exactly how often consideration of risks is being included in planning processes. He suggested that awareness was crucial in this respect, but added that staff turnover could mean that planning at *woreda* and school levels does not systematically take risks into account.

**Part 2. Enabling and
constraining factors**

Availability of human and financial resources

As Ethiopia is highly decentralized, planning and managing education for refugees and host communities involves capacities and information from several different administrative levels: federal, regional, and *woreda*. Several interviewees raised capacity-related constraints and lack of human and financial resources as a key challenge to coordinated provision of quality learning in refugee and host communities. They also emphasized that most refugees in Ethiopia are hosted within the country's 'emerging regions', which means that resources and capacities may already be strained meeting the needs of host communities.

Indeed, various levels of administration must be sufficiently equipped in terms of human technical and financial resources to manage the additional responsibilities required to advance integration. As one interviewee explained, 'The level of infrastructure and capacities of the region are very poor. Even *woreda* and REBs are not prepared, not strong [enough] to control all education. They *should* take care of refugee education, but they are not able.'

Concerns related to the availability of human and financial resources were also mentioned on numerous occasions during the focus group discussions in relation to the additional responsibilities being assigned to supervisors and inspectors through the inclusion of schools attended by refugees in the national school inspection system. While this was seen to be a positive development, supervisors and inspectors raised concerns about workload and the feasibility of taking on additional schools. Key

challenges raised by inspectors and supervisors included capacities to follow up and address inspection findings and monitor activities, reports that end up 'on the shelf', and a lack of resources to meet logistical requirements for inspection and supervision (motorbikes, fuel, etc.).

Challenging learning conditions and environments

While Ethiopia has made significant progress in expanding access to education for refugees, interviewees suggested that considerable challenges related to ensuring quality education remain for both refugees and host communities.

Participants in the 2019 joint planning workshops identified classroom shortages and a lack of qualified teachers as being two main quality-related challenges, both of which were reiterated during interviews conducted as part of the development of this report. One participant in the focus groups from Benishangul-Gumuz mentioned that a large majority of teachers in schools attended by refugees are 'unskilled'. This came up through the project as being a key issue affecting quality. As part of the analysis carried out by participants during the joint planning workshops, in addition to the noticeably lower GERs for refugees, the most significant disparity between host and refugee schools in many of the participating regions was the PQTR: some refugee settings had just one qualified teacher for more than 100 students (MacEwen, 2019). One federal-level interviewee, while recognizing the importance of this issue, stressed that upgrading qualifications will only be possible if adequate financial resources are made available.

**Part 2. Enabling and
constraining factors**

In addition to budgetary constraints that make it difficult to recruit qualified teachers, challenges related to *attracting* qualified teachers, particularly female, to remote and rural areas were mentioned on several occasions during workshops and as part of the interviews. One participant in the focus groups from Afar explained that, in part, distance between host and refugee communities also impacts the quality of education: 'Refugee camps are far from host communities, which makes it hard to integrate in terms of service delivery.'

Infrastructure-related concerns were also identified as a major challenge. Despite the fact that schools in both host and refugee communities operate in double shifts, interviews and workshop participants frequently referred to classroom shortages and overcrowding. These considerations may also deter qualified teachers from choosing to teach in refugee camp settings. As explained by one interviewee in the Somali region in reference to attracting teachers outside of Addis Ababa or regional capitals, 'It is hard to get qualified teachers.'

Part 3. Lessons learned

Based on experiences over the course of the programme and the enabling and constraining factors outlined in Part 2, this part identifies lessons learned and recommendations that can help inform future interventions in Ethiopia, as well as other countries moving toward jointly planning education in a crisis-sensitive manner across both host and refugee contexts.

Considerable momentum exists in Ethiopia for achieving the important objectives, outlined below, of greater integration, a longer-term vision for refugees, more equitable service provision, and the ability to address risks facing schools. Interviewees and participants in the focus group discussions recognized that achieving these objectives would be part of a long-term process. Indeed, they agreed that progress in this regard will require sustained government leadership and commitment, the provision of adequate resources, enhanced coordination and collaboration, and strengthened capacities for crisis-sensitive planning at different levels of the education system.

3.1. Integration requires sustained government leadership and commitment

Since 2016, the Ethiopian Government has shown strong leadership, committing at international, national, and regional levels with concrete steps toward the protection and integration of refugees into the national education system. In addition to being one of the first countries to roll out the CRRF, the government's pledges helped feed into a new refugee Proclamation (1110/2019), the development of the NCRRS and a Country Refugee Response Plan for 2019–2020, and the inclusion of refugees in the forthcoming

ESDP VI (2020–2025). Furthermore, the draft version of the forthcoming General Education Proclamation also recognizes refugees. The inclusion of refugee data in the EMIS in recent years, and the ongoing integration of schools attended by refugees into the national supervision and inspection system, can also be identified as positive and promising steps toward quality education for all students in both refugee and host communities.

Without the Government's commitment and leadership, such an ambitious process toward integration would not have been possible, as it involves the whole system and requires time and investments that trickle down from top to bottom, from the federal level to the school level, across different political and administrative bodies and layers. Nonetheless, while the leadership and commitment at federal level have been crucial, alone they are not enough to make the integration of refugees a reality at regional, *woreda*, and school levels. Continued progress toward integration will require sustained commitment and leadership, including through the provision of adequate human and financial resources, from both the MoE and partners, particularly at the regional and *woreda* levels.

3.2. Predictable and long-term human and financial resources are needed to build a long-term vision for refugees

Mindful of the commitments made at international, regional, and national levels, and cognizant that education for refugees has traditionally been viewed as a short-term endeavour, steps toward greater integration will require sustained, predictable, and adequate resources.

Part 3. Lessons learned

The predictability of financial resources is one key element needed to translate ambitions for refugee integration into reality, with the potential to help bridge the humanitarian-development nexus and move toward a more holistic and long-term oriented approach to planning education service delivery for refugees and host communities. The forthcoming costed action plan under development as part of the Government's commitments under IGAD may set the foundation in this regard, allowing the MoE, ARRA, and partners to work together toward common goals while moving away from a short-term 'project-based' approach. The donor community in Ethiopia, such as through the DAG ESWG, will also play an important role in upholding the commitment to the shared responsibility of the international community in the CRRF and continue to support the inclusion of refugees into the national system. The GEQIP-pooled funding model is an example of donor support ensuring predictable donor resources to education.

The human resources-related needs associated with greater integration will also require attention. Interviewees and workshop participants emphasized that the majority of refugees are hosted within the country's 'emerging regions', meaning that resources and capacities are already strained. For example, while progress such as the inclusion of schools attended by refugees into the inspection scheme was lauded by stakeholders as being a positive step toward ensuring common standards for *all* students in Ethiopia, and as a notable step toward reducing disparities between refugees and host communities, concerns were raised regarding the feasibility of expanding the number of schools under the responsibility of existing inspectors and supervisors. Further, steps toward greater inclusion of refugees, such as those anticipated in the forthcoming ESDP VI and costed action plan, also may require additional human resources at federal MoE level, beyond the single MoE federal-level focal point tasked with supporting refugee education. This would help ease communication with REBs and WEOs to address and coordinate with relevant counterparts working on refugee education, and also ensure greater awareness within and across MoE directorates. Ensuring that efforts to enhance inclusion are supported by adequate human and financial resources will contribute to developing a longer-term education vision for refugees, and will ultimately contribute to more effective service delivery for both refugee and host communities.

3.3. Equitable provision of education for host and refugee communities requires strong coordination and collaboration

In recent years, major steps have been made to go beyond the dual administration of the education system for refugees and host communities, toward better coordination and collaboration. These culminated in the signature of the 2019 MoU between ARRA and MoE. Nevertheless, there still appears to be a gap between the policy agreements at federal level and the practice at regional, *woreda*, and school levels. Indeed, a number of remaining challenges were raised, throughout the programme and during interviews and focus group discussions, that hinder education service delivery in refugee-hosting regions, including limited communication between

Part 3. Lessons learned

ARRA and their counterparts at regional and *woreda* education offices, and the lack of alignment between the planning cycles of partners and the MoE.

Although all students are considered to be part of the Ethiopian education system, the dual approach to education administration was frequently cited as being a source of disparities in the services provided to students. Similarly, despite provisions in the above-mentioned MoU, the current federal quality assurance mechanisms have not been effectively extended to include schools attended by refugees. While there is room for adapting current quality assurance standards and tools to apply to schools attended by refugees, the more important challenge will be to support schools attended by refugees to meet existing federal standards.

At decentralized levels, joint planning and budgeting can help ensure that available resources are used in an efficient manner, and can serve as a way to address disparities and reach common goals across refugee and host communities. While important progress has been made in the area of access to education for refugees in recent years, for example, the joint planning and prioritization exercises conducted during the project implementation suggested that schools in both refugee and host communities faced similar quality-related challenges. The next ESDP VI is a timely opportunity to mainstream the above-mentioned crosscutting elements to enhance integration and contribute to developing a long-term approach toward a more equitable education system for all.

3.4. Crisis-sensitive planning requires capacities, including for data collection and analysis, at different levels of the education system

Both refugee and host communities in Ethiopia face a multitude of risks. Addressing these risks can protect education investments, ensure education continuity, and even save lives. As part of the focus group discussions, interviews, and progress blog entries, participants expressed the value and importance of an enhanced understanding of how to address the risks of conflict and natural hazards facing schools in refugee and host communities. In particular, the importance of having reliable data available for crisis-sensitive planning was emphasized, although this was one area in which a need was identified that has not yet been addressed. In order to prepare for, prevent, and respond to crisis, education stakeholders must be equipped with relevant and timely information concerning their schools and communities. Further work with MoE at both federal and local levels to upgrade the EMIS in order to include such information would be an important step in this regard.

Indeed, several stakeholders noted that a crisis-sensitive approach to planning at regional, *woreda*, and school levels was not yet systematic, and was hindered by a lack of data on risks and reliant on the desire and awareness of individual stakeholders. High turnover among education officials at decentralized levels was also raised as a challenge to the application of skills acquired through the training delivered as part of the programme.

Part 3. Lessons learned

At the same time, during implementation and through the interviews and focus group discussions, participants suggested that further training in crisis-sensitive planning and time for 'hands-on' practice could help ensure that a critical mass of stakeholders, beyond the individuals who have already been trained, prioritize crisis and disaster risk reduction, and joint planning and budgeting. Participants expressed that a particularly important part of the programme was the emphasis on partnerships and team building between key representatives working in the field of education for refugees and host communities, within and across regions. By strengthening relationships and understanding, the delivery of such training at all levels, and the resulting joint planning activities, have the potential to foster greater social cohesion between refugee and host communities.

Taking into account all the lessons learned and the documented feedback from participants, scaling up capacity development in crisis-sensitive education sector planning could have a strong added value, ultimately contributing to safer schools, enhanced social cohesion, and improved education service delivery.

Conclusions

Planning education for refugees and host communities has been a priority issue in Ethiopia, particularly in recent years. Mindful of the pledges made by the Government since 2016 and the momentum toward the integration of refugees into the national education system, the programme agreement between IIEP-UNESCO and UNICEF Ethiopia and, specifically, the implementation of Component 1 of the collaboration, *Educational planning for refugees and host communities*, proved to be timely and demonstrates the importance of crisis-sensitive planning in such contexts.

The integration of refugees is part of a long-term, intertwined, and multifaceted process that should have an evidence-based understanding of the needs and challenges faced by host and refugee communities, with clearly defined arrangements for collaboration within and among different government bodies and key stakeholders, requiring skills, commitment, and resources, over time.

Crisis-sensitive education sector planning is an important element that needs continued investment to ensure the impact that has already been achieved is sustained through institutionalization, rather than individualization, of such important capacities. Ensuring that the MoE has the necessary capacities to understand and address risks facing the education system is key to institutionalizing crisis-sensitive planning. Likewise, capacities to plan for the integration of refugees into host community schools, including through the use of common supervision and inspection tools and joint planning activities with education actors in host and refugee communities, will be vital to advancing the provision of quality education for all and thereby ensuring the implementation of Ethiopia's long-term vision for refugees.

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Annex A: Overview of tools

In addition to drawing on reports produced and information collected throughout the implementation of activities carried out as part of Component 1 of the programme, a number of tools were employed to collect additional information and gain insights from key stakeholders, as outlined in the table below.

Tool	Description
Interviews with key stakeholders	Individual interviews with key stakeholders, including from UNHCR, ARRA, and the MoE at federal and decentralized levels were conducted in order to capture reflections on the activities, as well as perceptions of the wider impact of the programme. Additional phone interviews with representatives from the Somali region were also included, as the final workshop in Somali was cancelled due to COVID-19.
Focus group discussions	Focus group discussions with key stakeholders including from UNICEF, UNHCR, ARRA, and the MoE draw upon respondents' attitudes, feelings, beliefs, experiences, and reactions in a way that would not be feasible using other methods, for example, one-to-one interviewing or questionnaire surveys. They allow participants to explore topics in a non-threatening group environment through natural and lively discussion (see *Annex B* for an overview of participant profiles and discussion template).
Progress blogs	The aim of a progress blog is to have a record of progress over the course of the programme. The blogs were completed by select participants who had been involved in two or more activities as part of the IIEP-UNESCO/UNICEF Ethiopia collaboration. They aimed to capture what had been the most significant achievements or problems experienced, and any 'stand-out' moments for participants (see *Annex C* for template).
Workshop evaluations	At the end of workshops organized as part of Component 1, time was often dedicated to workshop evaluations. These evaluations helped indicate how well the workshop content was understood by participants, and which topics were most useful and why.
Monitoring standard indicators	Monitoring indicators set out at the beginning of a programme are part of a standard approach to monitoring and evaluation. These indicators helped monitor progress and informed the development of the report.

Annex B: Focus group discussions

Participant profiles

	Region/ interview group	Profiles
Round 1 (6 February 2020)	Benishangul-Gumuz	– Regional Inspection Director – ARRA Education Officer – School inspectors – School supervisors
	Gambella	– Regional Inspection Director – School principal – School inspectors – School supervisors – *Woreda* supervisor
	Representatives from federal-level and partner organizations	– UNHCR federal-level education officer – ARRA federal-level education officer – UNHCR and UNICEF representatives from Benishangul-Gumuz – UNHCR and UNICEF representatives from Gambella
Round 2 (28 February 2020)	Afar	– Cluster supervisors – Edukans Education Programme Manager – REB officer from Teaching and Learning Directorate – REB officer from Inspection Directorate – School inspectors – Directors of schools attended by refugees – Teacher in a school attended by refugees
	Tigray	– Regional Inspection Director – ARRA Education Officer – *Woreda* Education Officer – School principal – Cluster supervisor – Cluster coordinator

Template

Focus Group Discussion – Moderator's reporting template

This template aims to assist moderators of the focus group discussions to take notes in a consistent way, to facilitate the development of the lessons learned documentation. Under each question, notes can be taken in bullet form. The 'direct quotes' sections aim to provide verbatim content which could be cited in the final lessons learned report.

Date: _____ Participant group: _____

Moderator: _____ Note taker: _____

Number of Participants in Group (M/F): ____ *Woreda*/region: _____

1. Opening question – Tell us briefly about yourself (Region/*woreda*, organization)
–
2. What are the biggest challenges facing the integration of education of host and refugee communities in your region or *woreda*?
–
Direct quotes   –
3. How do you think school supervision/ inspection could help reduce these risks/ challenges?
–
Direct quotes   –
4. What are the biggest challenges that hinder the impact of school inspection or supervision?
–
Direct quotes   –
5. Do you think it important to hold host and refugee schools to the same standards? If so, please explain why.
–
Direct quotes   –
6. What role could joint planning play in addressing the challenges facing host and refugee communities? At what level should this occur?
–
Direct quotes   –
7. Is there anything you would like to add, or ask?
–

Annex C: Progress blog template

Organization/ position:
Region/ *woreda*:

Progress blog

UNESCO-IIEP/ UNICEF Ethiopia programme: Strengthening refugee and host community educational coordination, planning, and management systems in Ethiopia

These questions are a tool to help you reflect: Has the project been moving in the right direction? It contains a number of questions, and space for you to write down your answers.[11]

Kindly note that your answers will remain anonymous.

Please return the completed form to the IIEP facilitators.

****

— What benefits do you feel you have gained from the IIEP-UNICEF Ethiopia project? What have you learned? What has been the most important benefit for you?

— Do you feel that your work performance and that of your colleagues has improved as a result of the project? If yes, can you give examples? What has been the most significant change in work performance?

— Has the capacity for crisis-sensitive educational planning and management in the education system been increased? What visible changes have taken place? And what about less visible changes? Which changes have been the most significant?

— Are you satisfied with the role that the different partners in the project – UNICEF, ARRA, MoE, UNHCR, and IIEP – have been playing? Have there been any issues or challenges?

— What do you think could have been improved regarding the IIEP-UNICEF Ethiopia project? How should that have been done?

— Do you have any other reflections on the project that you wish to share?

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11 Note: This version of the template has been condensed and does not include space for replies.

Annex D: Overview of completed activities Component 1

Activity	Participating regions	Dates	Location	Number of participants (m/f)	Participant profiles
Introductory workshops on crisis-sensitive planning and management	First workshop: – Gambella – Benishangul-Gumuz	28 November–1 December 2017	Adama	32 participants (all male)	– Federal, regional, and *woreda*-level education officers – ARRA – UNICEF – UNHCR
	Second workshop: – Afar – Somali – Tigray	4–7 December 2017	Addis Ababa	45 participants (35 male, 10 female)	
Training workshops for education staff at *woreda* level	First workshop: – Gambella – Benishangul-Gumuz	6–9 February 2018	Debre Zeyit (Bishoftu)	24 participants (all male)	– Federal, regional, and *woreda*-level education officers – ARRA – UNICEF – UNHCR
	Second workshop: – Afar – Somali – Tigray	12–15 February 2018	Mekele	20 participants (all male)	
	Follow-up working session: Somali (Dollo Ado)	16–19 April 2018	Melkadida	10 participants*	
	Follow-up working session: Gambella	16–19 April 2018	Gambella Town	13 participants*	
	Follow-up working session: Somali (Jigjiga)	23–27 April 2018	Jigjiga	11 participants*	
	Follow-up working session: Afar	23–27 April 2018	Semera Town	9 participants*	
	Follow-up working session: Benishangul-Gumuz	30 April–4 May	Assosa Town	11 participants*	
	Follow-up working session: Tigray	7–11 May	Shire Town	11 participants*	
	Follow-up working session: Somali (Dollo Ado)	30 May–1 June	Melkadida	7 participants*	

Activity	Participating regions	Dates	Location	Number of participants (m/f)	Participant profiles
Technical experts meetings to review school mapping tools	– Somali	22–24 May 2018	Jigjiga	15 participants (enumerators)*	– Regional and *woreda*-level education officers – ARRA – UNICEF – UNHCR
Training for education staff at *woreda* level on collecting GIS and school attribute data, including data on the risks and hazards facing schools	Afar – Benishangul-Gumuz – Gambella – Tigray	7–9 November 2018	Adama	26 participants (enumerators)*	– Regional and *woreda*-level education officers – ARRA – UNHCR
Training workshops on utilizing school mapping data in *woreda*-level plans	First workshop: – Afar – Benishangul-Gumuz – Tigray	18–22 February 2019	Debre Birhan	22 participants (19 male, 3 female)	– Regional and *woreda*-level education officers – Representatives from ARRA and UNHCR
	Second workshop: – Gambella – Somali	18–22 March 2019	Addis Ababa	22 participants (20 male, 2 female)	
Technical meetings with federal education staff on school inspection and supervision	Federal-level stakeholders	18–19 November 2019	Addis Ababa	Individual technical meetings with 5 federal-level stakeholders	– MoE School Improvement Programme (SIP) Directorate and the School Inspection (SI) Directorate – UNICEF – UNHCR – ARRA
	Federal-level stakeholders	21 November 2019	Addis Ababa	Group meeting with 6 federal-level stakeholders	
Training workshops for education staff on school inspection and supervision	First workshop: – Gambella – Benishangul-Gumuz	3–6 February 2020	Addis Ababa	30 participants (all male)	– Inspectors and supervisors – UNICEF – UNHCR – ARRA – MoE
	Second workshop: – Afar – Tigray	25–28 February 2020	Addis Ababa	24 participants (22 male, 2 female)	– Inspectors and supervisors – UNICEF – UNHCR – ARRA – MoE – Edukans

*Note: Disaggregation by gender not available.

About the report

This report presents lessons learned from the implementation of a joint programme by the UNESCO International Institute for Educational Planning (IIEP-UNESCO) and UNICEF Ethiopia, as part of the broader multi-year programme 'Building self-reliance for refugees and vulnerable host communities by improved sustainable basic social service delivery' (BSRP), funded by the UK Department for International Development (DFID). The report presents findings from programme implementation, including reflections on the enabling and constraining factors influencing the co-ordinated provision of quality learning in refugee and host communities. It concludes with a set of lessons learned that aim to help inform future joint planning and crisis-sensitive planning-related interventions.