



Ethiopia

Minimum Standards for Education in Emergencies



**Contextualized from the
INEE Minimum Standards for Education:
Preparedness, Response, Recovery**

**Global
Education Cluster**

INEE

An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.

This document has been developed for and by the federal, regional and provincial education authorities of Ethiopia, and NGO and UN representatives in a process facilitated by the Ethiopia Education Cluster with support from the INEE Secretariat.

Published by:

INEE and Ethiopia Education Cluster
c/o UNICEF Ethiopia
P.O. Box 1169
Africa Hall
Addis Ababa, Ethiopia

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Design: 2D Studio

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Acknowledgements

This document was developed by Ministry of Education (MOE), Regional Education Bureau, and Woreda Education Office representatives in addition to INGO, NGO and UN agencies working in Ethiopia. A huge amount of time and effort has been given by the participants in the consultative process. The MOE of Ethiopia, chair of the Ethiopia Education Cluster (EEC), would like to highly acknowledge all organizations who have contributed in any aspects in the development process of this document. Thanks also to the specialists who have been working as members of the EEC and Education in Emergencies Task Forces and have supported the development of these standards. Finally, thanks to UNICEF for its technical and financial support for the development of the Standards.

Barut Abdi Omar (WFP), Abdikadir Jimale Adow (UNHCR), Bashir Hussein Elmi (UNICEF), Gedion Girma None (ARRA), Michael Charley (UNICEF), Katie Ogowang (UNHCR), Negasi Woldu (ARRA), Mohamed Abdi Ahmed (NRC), Viola Makame (UNHCR), Mesfin Jonfa (WVIE), Feleketch Baharu (SCI), Hashim Abdireshid (SCI), Abdullahi Alinur (SCI), Abdille Mohamud (SCI), Mohamud Husson (WEO), Mahat Ahmed Muhumed (SCI), Ismail Abdullahi Adan (SCI), Mohamednur Nunow Farah (UNHCR), Hafidna Mohamed Hussein (UNHCR), Dahiri Sheikh Abdullahi (World Vision), Faarah Mahmud Ibrahim (NRC), Bezawit Solomon (ARRA), Rania Ymer (ARRA), Getachew Damidew (ARRA), Kassahun Worku (ARRA), Edris Youna (JRS), Anteneh Negow (ARRA), Abayneh H/Meskel (ARRA), Kassahun Dubre (ARRA), Getahun Mekonnen (ARRA), Girma Yadera (ARRA), Wujira Gamo (ARRA), Wagaye Tilahun (ARRA), Tesfalidet Gebrehiwot (ARRA), Tesfaye Adamu (NRC), Abebe Bogale (ARRA), Woldegiorgis Abraham (UNHCR), Francesca Bonomo (UNICEF), Emily Lugano (UNHCR), Arianna Sloat (INEE), Peter Hyll-Larsen (INEE Consultant and Editor), Elizabeth Girma, (UNICEF), Dereje Tefera Gambella (REB), Ismael Aligardo (APDA), Enanu Hussein (DANFE), Mesfin Mekuria (WFP), Aschenaki Demeke (ARRA), Genet Ambaye (UNICEF), Setotaw Yimam (UNICEF), Endale Mulugeta (SNNPR REB), Dita Tefera (World Vision), Beshewamyelch Asefa (Afar REB), Adane Melese (Child Fund), Gebremedhin Mesfin (Tigray REB), Getahcew Solomon (UNICEF), Solomon Takele (UNICEF), Mintwab Yemane (UNICEF), Abebe Fufa (REB Benshangule Gumuz), Mahadha Kassim (UNICEF), Abdulaziz Aragie (Kelem), Girma Yadeta (UNHCR), Hailu Workeneh (UNICEF), Gashaw Fentie (UNICEF), Abdilizak Hassan (Somali REB), Awol Mohammed (Afar REB/ UNICEF TA), Judeden Seid (Islamic Relief), Frehiwot Abebe (IOCC), Samuel Tadesse (Plan), Ahimed Mohamed (OWDA), Tsehay Asrat (UNICEF), Demissaw Lemma Mekonnen (MOE), Eyerusalem Azmeraw (Education Cluster), Liv-Heidi Pedersen (UNICEF).

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Introduction

The Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards

The INEE Minimum Standards for Education: Preparedness, Response, Recovery is the only global tool that articulates the minimum level of educational quality and access in emergencies through to recovery. The aim of the handbook is:

- to enhance the quality of educational preparedness, response and recovery;
- to increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender or abilities; and
- to ensure accountability and strong coordination in the provision of education in emergencies through to recovery

Ethiopia was involved in the development of this global tool. Education professionals, including United Nations agencies, non-governmental organizations and Ethiopian federal and regional government representatives contributed to the 2004 edition and again for the updated 2010 edition.

The Ethiopia Context

The Federal Democratic Republic of Ethiopia is situated on the Horn of Africa. The country has a population of 86,569,000 of which 84% live in rural areas (Demographic Health Survey, 2011).

Ethiopia has seen measurable achievements in the education sector over the past years, and is on a steady course towards the achievement of the Millennium Development Goals (MDGs) for primary education. The primary school (grades 1-8) net enrolment ratio (NER) increased from 36% in 1999 to 85.3% in 2011/2012. Still, challenges remain, and while the national average has increased, there are wide regional disparities, with the region of Afar (31.9%) and Somali (50.9%) showing the lowest NER numbers. Similarly, while the gross intake rate increased from 81% to 137% between 1999 and 2010, the survival rate to the last grade fell from 51% to 47%.

The Federal Government of Ethiopia Ministry of Education (MOE) and the Ethiopia Education Cluster are committed to ensuring all children and youth affected by emergencies have access to education. This is reflected and included in the MOE's Education Sector Development Program V and IV, which includes strategies for education in emergencies and coordination with the Education Cluster.

Ethiopia is highly vulnerable to natural and human induced hazards, mainly drought, floods and conflicts. Such hazards and associated disasters have great consequences in terms of life and damage to properties, livelihoods and the national economy. The education system is hit hard when schools are destroyed by flood and/or communities are forced to abandon their homes due to drought or floods, leaving children particularly vulnerable in terms of access to education.

According to the Meher 2012 seasonal needs assessment conducted in eight regions (Afar, Amhara, Benishangul Gumuz, Gambella, Oromia, Somali, Southern Nations, Nationalities, and Peoples' Region [SNNPR] and Tigray), 236,464 primary school students (39% girls) were affected by several emergencies at the time of the assessment, including drought, floods, conflict and heavy windstorms. Close to 17,000 children had reportedly dropped out of school and hundreds of thousands were at high risk of dropping out.

As the livelihoods of families continue to come under strain due to humanitarian situations, children are increasingly asked to share their families' burden, which in turn adds to their responsibilities and negatively impacts their school attendance. Another impact of the humanitarian situations is that families may have to prioritise basic survival needs over the education needs of their children.

The increase in the absenteeism of teachers and facilitators leads to the closure of classes or schools, contributing to an increase in student dropouts. As school water tanks dry up and sanitation facilities deteriorate (in schools where these facilities exist in the first place), the overall school environment becomes unsanitary, which discourages students from attending school. An unsanitary school environment also puts children at higher risk of contracting diseases, including Acute Watery Diarrhoea (AWD), which in turn contributes to further dropouts.

The more serious education-related impact of droughts, beyond the disruption of education and forcing students into a cycle of grade repetition, is that children who drop out may never return to school. There are increased protection risks for out-of-school children as they are more likely to be drawn into harmful practices and exploitative forms of employment. Drought also exacerbates poor hygiene and sanitation conditions, creating an environment for the spread of communicable diseases such as AWD.

Following the Belg-gu assessment (June 2013) and the analysis of secondary information provided by Woreda Education Offices (WEOs) affected by emergencies, the MOE and the Ethiopia Education Cluster foresee that

about 384,000 children (40% girls) may be affected by drought, flood, conflict and displacement in Ethiopia (excluding refugees). The Regional Education authorities estimate that 523,000 children (47% girls) are at risk of dropping out of school in 2014 due to one or multiple emergencies, which include floods, conflicts, refugee influx, drought, and windstorms.

Ethiopia is situated in the middle of conflict affected countries: Somalia, South Sudan and Kenya (northern part). The result is an influx of refugees, particularly in the regions of Somali, Oromia (south), Gambella and Benishangul Gumuz, and Tigray. The refugees often seek shelter in the schools, affecting the education in the host community. Ethiopia, aided by the international community through a system of organized camps, continues to host large numbers of school age refugee children. Refugees, perhaps displaced for years, have a clear fundamental right to continue, to conclude, or to start education of good quality with due respect to the culture and language of both their country of origin and that of Ethiopia or the hosting country.

Education in emergencies refers to all phases of emergency response including prevention, preparedness and response key activities, involving not only children directly affected by emergencies (i.e. displaced students, or dropped out students) but also the ones who are indirectly affected (i.e. host community children or surviving students in a school with a high drop-out rate).

The Education Cluster is concerned with access to quality and inclusive education for all children affected by emergencies. School routines bring a sense of normalcy back into conflict-affected children's lives. Schools can also serve as places to share lifesaving information in the areas of health, hygiene and protection and to reach school aged populations for other sectoral interventions such as health and hygiene programs. In addition to contributing to children's development and growth, education support can promote psychological recovery and social integration of children. Education has a life-saving function for children affected by emergencies by protecting them through the establishment of safe learning spaces, psychosocial support and peace education services, and by giving them a sense of stability. Moreover, education is a basic human right.

Key priorities of the Ethiopia Education Cluster for 2014 are:

- **Establishment of temporary learning spaces and rehabilitation of schools** affected by emergencies.
- **Back to school campaigns in targeted hot spot woredas** affected by high drop-out rates during the 2012 school year. The back to school campaign shall target drop-out students, as well as those students who did not drop-out but who have been/are at risk of dropping out.

- **Capacity building for teachers** and education personnel, with focus on basic pedagogy, psychosocial support, peace education, disaster and risk reduction.
- **Procurement and provision of Education in Emergencies supplies** to schools in emergency affected woredas, or to schools affected by recent emergencies, where response has been limited or delayed.
- **Preposition of key EiE supplies** including students' kits, teachers' kits, hygiene kits for the girl adolescent students, school management kits, and recreation kits.
- Conducting **rapid assessments, monitoring and evaluation** of responses (Liben zone IDP, in Somali region, East/West Hererge, in Oromia region, Shebele, Gode, in Somali region and others).
- **Cluster coordination** and **capacity building of EiE taskforces** in the regions.

The right to education, as well as the right to life, health, shelter, protection and others are ensured in the norms and standards of international and regional human rights and refugee law, as referred to and elaborated upon in the INEE Minimum Standards for Education: Preparedness, Response, Recovery, as well as in the other INEE tools including the INEE Pocket Guide to Gender, INEE Pocket Guide to Inclusive Education, INEE Guidance Notes on Teacher Compensation, INEE Guidance Notes on Safer School Construction, INEE Guidance Notes on Teaching and Learning, and in the INEE Conflict Sensitive Education Pack. The Ethiopia Ministry of Education and Administration of Refugee and Returnee Affairs (ARRA) strive to fulfil these rights, with support of United Nations (UN) organizations and international as well as national non-governmental organizations (NGOs).

Ethiopia is moving ahead in development efforts, yet there are still many challenges faced. Hence, the response to emergencies may at times be impaired by the developmental issues the country is facing. Therefore, it is necessary to view preparedness for, response to, and recovery from all challenges in a holistic manner, acknowledging that development and resilience are closely connected in Ethiopia.

Contextualizing the INEE Minimum Standards for Ethiopia

The INEE Minimum Standards for Education is a global tool and should therefore be contextualized, or customized, to be the most relevant to a country's local reality as each country context is unique. In Ethiopia, the commitment to the contextualization of the INEE Minimum Standards for

Education is made in the course of implementation of the MOE/United Nations Children's Fund (UNICEF) Annual Work Plan 2004 and 2005.

In February 2013, in Adama, Ethiopia, the MOE convened a 3-day workshop, supported by Save the Children, UNICEF, and INEE to contextualize the INEE Minimum Standards to Ethiopia and the different emergency situations that the country faces. The workshop was participatory and inclusive of national and regional government partners, including the MOE and ARRA, as well as UNICEF, United Nations High Commissioner for Refugees (UNHCR), World Food Programme (WFP), and national and international NGOs. The objectives of the workshop were: 1) to refresh knowledge of the INEE Minimum Standards; 2) to contextualize the Standards for Ethiopia; and 3) to draft the contextualized standards document.

A subsequent workshop to introduce the INEE Minimum Standards was held in Dollo Ado, jointly hosted by UNICEF, INEE, and UNHCR, and a session was devoted to a first peer-review of the draft of contextualized standards from the Adama workshop. These drafts of the 19 Standards that make up the 5 Domains were then written up and further edited by INEE and partners in Ethiopia (in a third workshop, in Addis Ababa). These standards, included in the present user-friendly reference guide: Ethiopia Minimum Standards for Education in Emergencies, have been reviewed by the MOE, regional government partners, ARRA, UNHCR and UNICEF and the participants who attended the INEE workshops.

How to read this document

This document follows the organization of the INEE Minimum Standards global tool: the 5 domains and their correlating 19 standards (see the map provided on page 13). This document is meant to be a reference guide of minimum standards for access and quality in education, specific to the context of Ethiopia, and not a comprehensive education in emergencies manual. Comprehensive resources on training and implementation related to education in emergencies (including information on teacher compensation, safer school construction, inclusive education, conflict sensitive education and others) can be found on the INEE Toolkit www.ineesite.org/toolkit.

Key Contacts and Further Resources

For more information on the INEE Minimum Standards and to join INEE visit: www.ineesite.org

To access education in emergencies related tools and resources visit the INEE Toolkit: www.ineesite.org/toolkit

For further information on INEE or the INEE Minimum Standards please contact: minimumstandards@ineesite.org

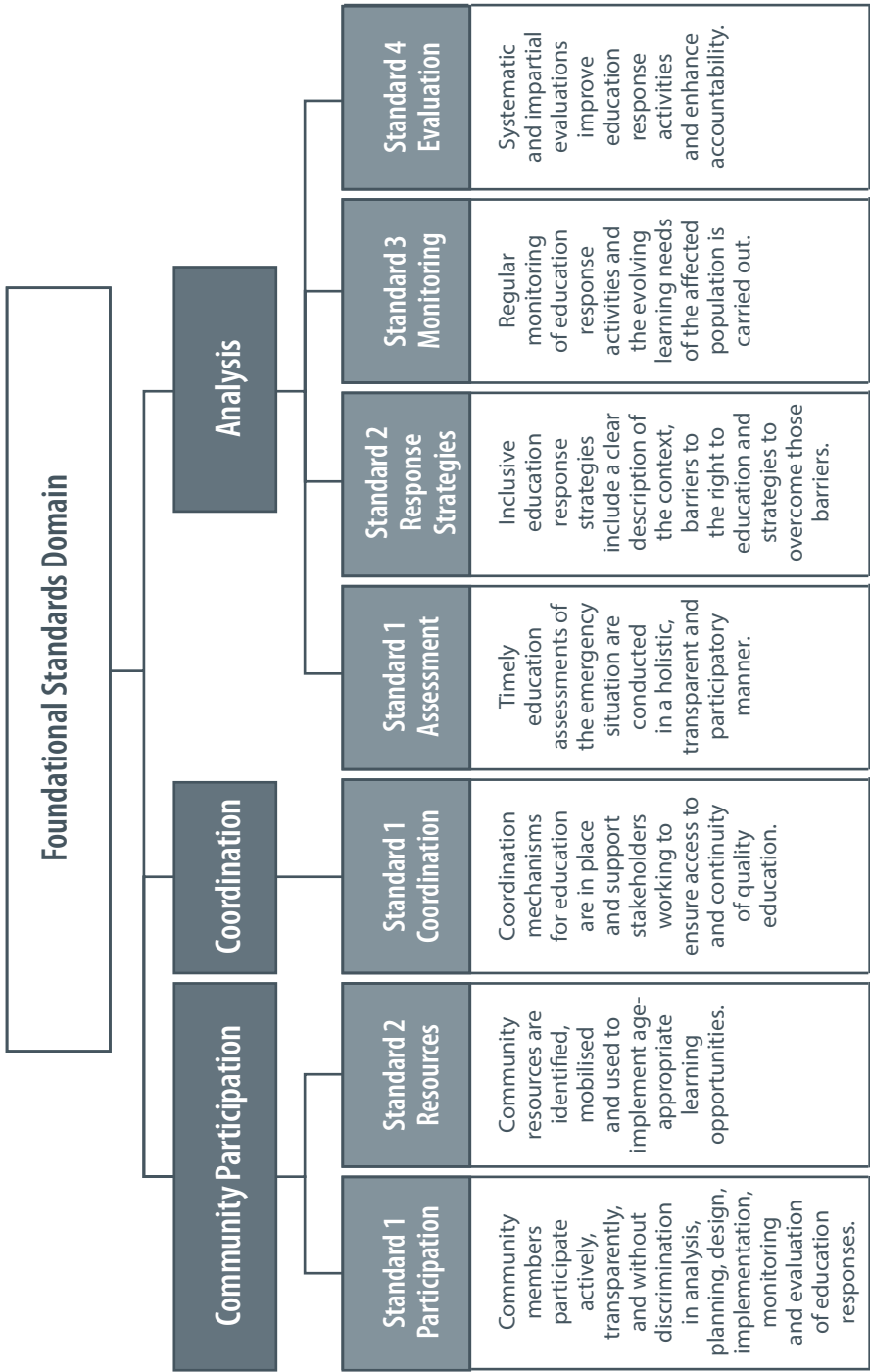
For further information relating to education in emergencies in Ethiopia contact the Ethiopia Education Cluster.



Foundational Standards					
Community Participation Standards: Participation and Resources – Coordination Standard: Assessment, Response Strategies, Monitoring and Evaluation					
Access and Learning Environment		Teaching and Learning		Teachers and Other Education Personnel	
Standard 1: Equal Access – All individuals have access to quality and relevant education opportunities.		Standard 1: Curricula – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.		Standard 1: Recruitment and Selection – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.	
Standard 2: Protection and Well-being – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.		Standard 2: Training, Professional Development and Support – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.			Standard 2: Conditions of Work – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.
Standard 3: Facilities and Services – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.		Standard 3: Instruction and Learning Processes – Instruction and learning processes are learner-centred, participatory and inclusive.			Standard 3: Support and Supervision – Support and supervision mechanisms for teachers and other education personnel function effectively.
		Standard 4: Assessment of Learning Outcomes – Appropriate methods are used to evaluate and validate learning outcomes.			
Key Thematic Issues: Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth					

For the full version of the INEE Minimum Standards for Education: Preparedness, Response, Recovery, please visit www.inee.org/standards

Domain 1: Foundational Standards



Community Participation

Standard 1: Participation

Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.

In Ethiopia, what should this look like?

In Ethiopia community members include:

- Youth
- Women
- Boys and girls
- Teachers and school directors (school clusters)
- Parents
- Parents Teacher Association (PTA)
- Adults
- Religious leaders
- Clan leaders
- Refugees and internally displaced people
- Community leaders (in refugee context commonly known as central refugee committees)
- Traditional CBOs (Community-based organizations, such as Edir, Debo, etc.)

Participate actively, transparently and without discrimination

In Ethiopia, community members participate actively, transparently and without discrimination, including in refugee situations. A transparent community participation structure is in place at all times, and activated during planning, implementation and monitoring of the education responses. Cultural influences may reduce women and children's participation and this should be monitored and avoided. All stakeholders need to agree on accountability in coordination and information sharing concerning education matters under the leadership of MOE and in coordination with emergency coordination mechanisms Disaster Risk Management and Food Security Sector (DRMFSS) and ARRA. Participation in needs assessment and data analysis and processing, as well as in designing the EiE response, is ensured through functional coordination mechanism at national (Education Cluster), regional (EiE taskforces) and zonal (EiE taskforces) level.

Participate in analysis

Community members participate actively, and in a transparent and participatory manner, in analysis during education assessments and for identification and prioritization of the education support needed during emergency, including refugee situations. Such participation needs to be continuously strengthened through training on assessment tools. During seasonal assessments, interviewed community members will be requested to share their opinion regarding the tools utilized and the Education Cluster will incorporate suggestions coming from the communities into the revisions of the tools. The Education Cluster members will take an active role in the analysis and processing of collected data during the seasonal assessments and will seek the buy-in of their constituency in the reports. Likewise, Government counterparts at the regional level will ensure active participation of Woreda officials and technical persons in the (seasonal and rapid) education needs assessments to ensure that humanitarian requirement documents (HRD) reflect the situation on the ground and appropriate response is prompted by the Education Cluster accordingly. Additionally, resources will be put in place to ensure continuous capacity building in assessment tools, data processing and reporting. In Ethiopia, a wide representation of community members is interviewed during seasonal and rapid needs assessments and the voice of people affected by emergencies is reflected in needs assessment reports and in donor proposals.

Participate in planning and design

Community members, including refugees through their representatives, participate actively in all education planning and design phases. Special attention is given to children with disabilities. In the establishment of temporary learning spaces (TLS) for children affected by displacement, the community

participates in choosing the location of these spaces and their voice and expertise is heard while selecting the most appropriate design for the school. Affected communities also participate in response by contributing with their knowledge, physical, and human resources in the EiE response. Their voice is heard in the choice and adoption of teaching materials, supplies and curriculum. Furthermore, community members may be involved or consulted in planning the academic calendar of mainly alternative education programs.

Participate in implementation and monitoring (See also analysis standard 3 and 4)

In Ethiopia, community members, including refugees, participate within existing structures during the full implementation cycle. Regular monitoring of education response activities and evolving learning needs of affected populations should be consistently done. Community mobilization is possible for enrolment, for monitoring students'/ teacher's attendance, for the protection and security of children, in particularly girls, and for other supervision and support related tasks. Teachers and other education personnel from the affected communities are prioritized in the recruitment during emergencies, particularly in refugee response where it is important to ensure that teaching and learning reflects the culture of origin. Monitoring systems are designed and adopted at the local level to ensure that data on the impact of the EiE response on students and learners is reflected in appropriate and timely reporting. The EiE taskforces and the Education Cluster, as key coordination actors, ensure that monitoring and reporting mechanisms are functioning and then accordingly reflected in regional and national evidence based reports on the impact of the EiE response.

Participate in evaluation (See also Analysis standard 3 and 4)

Community members participate in evaluation using existing structures, for example the Parent-Teacher Associations (PTAs). The EiE taskforces and the Education Cluster, as key coordination mechanisms, ensure that evaluation and reporting mechanisms are functioning and reflected in regional and national evidence based reports on the impact of the EiE response.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Foundational Tools
 - ↳ Participation

Standard 2: Resources

Community resources are identified, mobilized and used to implement age-appropriate learning opportunities


In Ethiopia, what should this look like?

In Ethiopia, community resources (human, skills and materials) means:

- Labour is made available for the construction and maintenance of facilities under the correct safety and supervision guidelines and with no use of child labour.
- Adequately skilled human resources, especially at Woreda and school levels and in pastoralist regions and in refugee camps (including from refugees themselves), can be drawn upon and prioritized.
- Age-appropriate and culturally appropriate teaching and learning materials are made available: educational and playing materials and hygiene kits may be supplied by the UN and other stakeholders, but need also come from schools and authorities themselves.
- The risk of low teacher motivation and lack of expertise during emergencies is addressed to ensure empowerment and participation of affected community members in the education response, mainly in pastoralist regions and refugees/internally displaced persons (IDP) settings. Additional support (training and material) is provided.
- Community resource mobilization is ensured to make learning spaces child friendly.

Community resources are identified, mobilized

Community resources are identified during the development of the emergency response plan as part of contingency planning under the leadership of regional education boards in Regional Education Bureau (REB) and WEO and in coordination with DRMFSS and Disaster Prevention and Preparedness (DPP). Mobilization of these community resources is organized according to this plan and will be led by community leaders. During the preparedness phase WEO will map the available resources in the most affected Woreda/Kebele to allow prompt response. In drought affected Woredas, a database of teachers who are



available to follow migrant (pastoralist) students is compiled to ensure quick recruitment during drought peaks. In all emergency-affected areas, Woredas and the EiE taskforce, in collaboration with the DPPB, map out the local land that could be utilized as a relocation site in case of population displacement and advocate for the non-utilization of schools as shelters for the displaced people. Local resources and lands are jointly identified and pre-allocated in coordination with DRMFS and DPPB for the eventual establishment of temporary learning spaces in case of emergencies and displacement. WEO also identifies and trains community members who could be in charge of constructing temporary or semi-temporary learning spaces in case of school damage or displacement to areas where no school buildings are available.

Community resources are used to implement

Community labour and other identified resources may be utilized during implementation, but it needs to be planned and budgeted beforehand. Clear lines of accountability are explained in the REB, Emergency Preparedness' and Response, EPRPs and plans of action. Donor proposals reflect the community contribution in terms of financial and human resources.

Learning opportunities that are age-appropriate

In Ethiopia, age-appropriate learning opportunities should be in place, especially during internal displacement or refugee influx, with sufficient coverage to reach all school age children in camps. During flood and drought emergencies the Alternative Basic Education (ABE) centres in pastoralist areas may be utilized as temporary shelter for education. In the refugee and IDP context, learning spaces are established from scratch and classes are formed along appropriate age groups: i.e. in primary education children ages 6 to 14 years are taught apart from adolescent or adults also enrolled in primary school. Curriculum is adapted to the age group and reflects the education and life skills needed at various age levels; in classes attended by teenagers and adults, HIV prevention and sexual education is part of the curriculum. Teenage girls in primary schools are introduced to hygiene kits, while it is not necessary to provide girls who have not reached puberty with the kits. Children ages 3 to 6 attending early care and childhood development education (ECCD) services are targeted with nutritional related services in school rather than with individual education materials (i.e. student bag, ruler etc.).

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Foundational Tools
 - ↳ Resources



Coordination

Standard 1: Coordination

Coordination mechanisms for education are in place and support stakeholders working to ensure access to continuity of quality education.

In Ethiopia, what should this look like?

Coordination mechanisms for education (See Community Participation Standard 1)

In Ethiopia, the Education Cluster, and sub-clusters (regional and zonal EiE taskforces), are in place and chaired by the MOE and REB/ zonal education office (ZEO) and co-led by UNICEF and Save the Children International. Among the active members are UNHCR, Administration of Refugee and Returnee Affairs (ARRA), World Vision Ethiopia (WVE), Norwegian Refugee Council (NRC), Development and Inter-Church Aid Commission (DICAC), Jesuit Refugee Service (JRS), International Rescue Committee (IRC), PTAs, People in Need, Ogaden Welfare and Development Association (OWDA), and Cooperazione Internazionale (COOPI).

The Refugee Education Task Force is also in place, under the leadership of ARRA and UNHCR, to ensure prompt response and preparedness in refugee contexts. The Refugee Education Task Force acts at national and camp level. Among the active members are WVE, UNICEF, REBs, NRC, DICAC, JRS, IRC, PTA, etc. The Refugee Education Task Force coordinates with the EEC and EiE Task Forces as appropriate to ensure that the gaps in the host communities affected by refugee influx are covered.

This structure should be decentralized down to the Woreda and camp level, information sharing mechanisms should be strengthened horizontally and vertically, and existing Regional EiE Task Forces should be strengthened. Inter-sectoral linkages (to water, sanitation and hygiene [WASH], Health, Protection etc.) for both Cluster work and refugee response should be ensured and prioritized, at national, regional and local levels.

Information sharing is supported by existing or established Database Management Systems, such as EMIS and Rapid Assessment on Learning Spaces (RALS), at Woreda, regional and federal levels so that information on emergencies activate a timely response.

Coordination support

Coordination supports stakeholders who are working to ensure access to, and continuity of, quality education. EiE focal persons in field coordination offices are deployed (where applicable) and are given clear roles, responsibilities, and accountabilities. At national, regional and zonal levels the Ministry of Education, REB or ZEO (as chair of cluster/EiE taskforces) facilitate access to information on access and quality of education for children affected by emergencies (or at risk of dropout due to slow onset emergencies); this includes prompt and timely information sharing on drop-out trends, school closure due to conflict or floods, damages and destruction of schools, access related gaps due to displacement, and migration trends in drought affected Woredas.

Cluster and EiE Task Force partners are active producers of information which are shared on a regular basis with zonal and regional EiE taskforces. UNICEF and Save the Children International, as cluster co-leads, collect and process the information produced at regional/zonal level by EiE Task Forces and map out current and potential threats to the school system, including the number of schools/children affected. This coordination supports partners in the implementation of EiE because evidence based information produced at school/ Woreda level is utilized in the interaction with DRMFS, donors, and media, and in the awareness raising process on EiE leading to further funds for the EiE response.

The Education Cluster supports MOE and REB in filling the capacity gaps in data collection, processing and analysis, and ensures that the terms of reference of EiE taskforces and clusters are applied and understood by all partners.

Stakeholders who work to ensure access to continuity of quality education include:

- The Federal Ministry of Education and the ARRA
- UN Agencies
- International non-governmental organizations (INGOs)/NGOs
- CBOs
- Teachers and teachers' associations at different levels of the education system
- Parents

- Children and youth
- Religious leaders
- Clan leaders
- Community leaders
- Refugees and displaced populations
- Donors
- Kebele Education Training Board
- PTSA (Parent, Teacher, Student Association)

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Foundational Tools
 - ↳ Coordination

Analysis

Standard 1: Assessment

Timely education assessments of the emergency situation are conducted in a holistic transparent and participatory manner.

In Ethiopia, what should this look like?

Key components of the **education assessments** of the emergency situation include:

- Seasonal and rapid education needs assessments undertaken
- Data collection tools developed, verified, revised with relevant stakeholders at the country level
- Overall consistency in the participation of key stakeholders in all regions and across all camps in refugee situations
- Regular participation of qualified national or international education assessment experts in periodic assessments
- RALS conducted in all refugee camps on periodic basis
- Timely data analysis, processing and dissemination
- Working on data availability and maintaining its quality at all level on key indicators

Timely Education Assessments

In Ethiopia, education experts from regional/zonal Education Cluster and EiE Task Forces participate in multi-sectoral needs assessments and ensure that education is included in initial multi-sectoral reports. Rapid joint education needs assessment is undertaken one month following an emergency, as soon as the refugee influx begins, or as soon as it is safe to do so. Assessment findings should be updated consistently thereafter. Seasonal or periodic assessments should be undertaken on a regular basis. The Education Clusters allocate annual financial resources for needs assessments and UNICEF supports the

implementation of the rapid joint needs assessments with additional resources if needed. Under the chairmanship of the MOE/REBs, the Education Cluster and the EiE taskforces lead the needs assessment in emergency affected Woredas and in communities affected by emergencies. They then compile, analyze and disseminate the needs assessment report to partners. UNHCR and ARRA lead the needs assessments in refugee camps and compile and disseminate the needs assessment report to partners. All agencies participate in the Education Cluster needs assessments and provide input to the reports.

Assessments are holistic

Assessments are inclusive and comprehensive, and aware of available existing data using already agreed upon national (and international as applicable) indicators and benchmarks. All assessments actively promote inter-sectoral links and pay particular attention to issues of protection. The needs assessment forms are gender sensitive and based on human rights principles. The Education Cluster and UNHCR/ARRA ensure that the education needs assessments are conducted in all situations where children affected by emergencies are out of school. In case of influx of displaced or refugee populations, the needs assessment looks at the needs of both the displaced population and the host community.

Needs assessments look at the needs of boys and girls equally, without discrimination of any religious, ethnic, or age-related kind. Special needs of the most vulnerable children are identified in the needs assessment.

Assessments are transparent

All assessments must build on verified disaggregated and quantitative data (especially on dropout rate, damaged schools/ABECs and number of teachers). At the onset of an emergency, the Education Cluster, with the facilitation of UNICEF and Save the Children International, intensify the collaboration and communication with DRMFSS and the REB affected by the situation. DRMFSS and MOE also intensify the communication and collaboration, and ensure that education matters are included in the multi-sectoral initial assessments.

Regional, zonal and Woreda authorities, with the facilitation of the EiE Task Forces, prioritize the communication with kebeles and school authorities to request participation in assessing the needs and information sharing on the situation.

Needs assessment data is endorsed by the REB/EiE Task Forces and shared with the Education Cluster immediately. The Education Cluster and MOE share information concerning the situation affecting the education system with the relevant stakeholders, including United Nations Office for the Coordination of

Humanitarian Affairs (UNOCHA), donors, and the media.

Needs assessments are designed and implemented with a gender and human rights lens. The Education Cluster ensures qualified and adequate focal persons at regional/Woreda level for assessments.

In Ethiopia, **assessments are participatory** and include the voices of all stakeholders. All relevant education authorities and key stakeholders and, where applicable, vulnerable groups participate. Particular attention is paid to the issue of local, regional or specialized languages (including Braille).

Needs assessment tools are regularly reviewed and revised with the full participation by the Education Cluster member agencies and EiE Task Force technical experts as well as the government officials chairing these groups. This includes the consideration and adaptation of feedback from beneficiaries on the needs assessment forms.

Needs assessments may be comprised of various interview formats, including focus group discussions, one to one questionnaires, and child/youth friendly questions. Education Cluster and EiE Task Force appoint qualified focal persons to participate in the needs assessment. Participants in a needs assessment are informed about the assessment methodology and receive training if needed, particularly on gender sensitive programming.

Men, women, boys and girls interviewed in the needs assessment provide their consent (parental consent for children) before the interview takes place, and are made aware of the confidentiality of the information provided. The needs assessment report is drafted in a way that does not endanger the life or safety of the male and female interviewees affected by the emergency. In conflict affected areas, needs assessments reflect the views of all parties involved in the conflict in the spirit of neutrality. Under the UNICEF Peacebuilding Program, the MOE leads the school/Woreda vulnerability mapping, focusing on child centred Disaster Risk Reduction (DRR) activities in targeted schools of the four most vulnerable regions in Ethiopia: Somali, Afar, Gambella and Benishangul Gumuz.

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Foundational Tools
 - ↳ Assessment

Standard 2: Response Strategies

Inclusive education response strategies include a clear description of the context barriers to the right to education and strategies to overcome those barriers.

In Ethiopia, what should this look like?

Inclusive **education response strategies** based on contingency planning include an analysis of context barriers, including gender barriers, and capacity building needs, including for education staff and community members (especially in and around refugee camps). Response strategies in refugee camps are regularly reviewed and updated with male and female participation from stakeholders at local and national levels. Attention is paid to adult learners and non-formal education programs for literacy and numeracy. Life skills development and awareness raising for safety and security are part of the response in Ethiopia, particularly in situations of refugee emergencies and displacement. Interventions that promote resilience, sustainability, inclusion and shared ownership are prioritized. All strategies are based on data collected systematically at the start of the intervention and on a regular basis thereafter. Funding for emergency education response is prioritised.

Context barriers to the right to education

Response strategies in Ethiopia pay particular attention to issues of gender discrimination, harmful traditional practices, and the exclusion of boys and girls with special needs. With no attention paid to these and other unjust practices there can be no achievement and fulfilment of the right to education.

All response recognizes the importance of linking with other sectors (health, WASH, nutrition, etc.) to ameliorate further barriers to education. Similarly, all responses are sensitive to regional differences in community coping mechanisms and resources (both material and non-material).

Education partners (institutional, governmental and NGOs) with mandate and expertise on gender sensitive education, special needs education, etc. are involved in the EiE response from the beginning.

Drought and flood-related challenges, such as migration, are met by identifying and implementing alternative ways for migrating children to continue their education. ABEC and mobile schooling receive proper institutional support and attention, including budgeting for special support to teachers involved with pastoralist children.

Schools which are located in conflict areas that are either under threat of attack or damage, or are otherwise affected by conflicts between communities, receive the attention of MOE/Education Cluster advocacy efforts to restore and ensure respect and protection of schools and learning spaces from attacks, violence, occupation, etc.

Children belonging to displaced communities for more than two months are given access to temporary learning opportunities at the place of displacement to ensure continuation of their education. Recreational, educational routines are prioritized to minimize the effects of displacement on the children.

Strategies to overcome those barriers

In Ethiopia, response strategies to overcome barriers include an analysis of these barriers during the educational planning and response process. Gender disaggregated data must be obtained to form the basis of any strategy.

All government and civil society partners are aware of the right to education and the crucial role that education plays for all children, and hence jointly advocate internally, nationally and globally for the actions to be taken in the best interest of children. Funding is a top priority in such internationally oriented advocacy efforts.

Education response strategies that are inclusive

Inclusive education in Ethiopia is a process of addressing and responding to the diversity of needs of all learners through increased participation and reduced exclusion within and from education. It involves changes and modification of content, approaches, structures and strategies to respond to diverse needs and to ensure access and quality of education for marginalized children, like girls and students with special needs.

In Ethiopia, inclusiveness is mainstreamed during the design and implementation phases. Response planning and strategies include all technical components of EiE: needs assessment, temporary learning spaces, teacher recruitment and training, supplies and logistics, back to school campaigns, curriculum, school construction and rehabilitation, coordination, monitoring and evaluation, psychosocial support, DRR, etc. All of these are given equal prioritization to ensure quality and inclusiveness in the response.

The Education Cluster and the EiE Task Force at decentralized levels must ensure preparedness levels are satisfactory in all areas through actions taken before an emergency strikes, i.e. in the area of supplies and logistics, partners map out existing resources and ensure a minimum level of pre-positioning of education supplies in the most vulnerable regions and Woredas. The Education Cluster has qualified and adequate focal persons at regional/Woreda level for the assessment. Gaps are identified and solutions are found as a preventative measure in case of an emergency. Long term agreements are signed with transportation companies to be able to reach the beneficiaries with emergency supplies quickly. Education response in Ethiopia also addresses the needs of all children affected by emergencies, no matter their location. Refugees resettled in host communities receive humanitarian assistance as do the refugee children who are resettled directly into camps. Children affected by emergencies or displacement within Ethiopia have the same rights as other refugees and displaced persons and benefit from the same EiE response interventions.

All partners participate and contribute to coordination, under the leadership of MOE and the Education Cluster.

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Foundational Tools
 - ↳ Response

Standard 3: Monitoring

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

Regular monitoring

Appropriate emergency education monitoring tools are available to all stakeholders, and effective joint monitoring missions are undertaken regularly. Information sharing mechanisms from community up to federal level (including regional Education Task Forces) are available.

The Education Cluster collects and disseminates monthly or weekly quantitative information on the overall number of children reached with education services in response to emergencies. Data is regularly collected by the EiE Task Force from the ground. Regular updates also concern the EiE response gaps. The Education Cluster prompts partners' education responses based on the information collected.

UNHCR and ARRA collect and disseminate monthly or weekly quantitative information specifically on the number of refugee children reached with education services in camps. Data is regularly collected by camp managers and education technical focal points. Regular updates also concern refugee education response gaps in camps and in host communities. UNHCR/ARRA lead the inclusion of all partners in response based on the information collected.

Education response activities

All education response interventions are safe and secure for all male and female learners, teachers, and other education personnel. Regular consultation with and involvement of vulnerable communities in monitoring is ensured.

Learning needs of affected population

The monitoring of learning needs is based on the scope and difference in affected children's ages, languages, disabilities, refugee status, learning capacities, etc.

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Foundational Tools
 - ↳ Monitoring



Standard 4: Evaluation

Systematic and impartial evaluations improve education response activities and enhance accountability

In Ethiopia, what should this look like?

Evaluations that are systematic

Evaluation is carried out using tools that are commonly developed, and are appropriate and acceptable to all. Evaluation of educational response activities is carried out on (at least) an annual basis and, where possible, produce evidence of the outcome and impact of response activities to inform and improve future actions.

Evaluations that are impartial

In Ethiopia, all evaluations are impartial, have ownership of all involved stakeholders, and are carried out with the support of external/independent entities where possible. Equal gender representation and balance in evaluation teams is guaranteed.

Evaluations improve education response

All results of evaluations are documented, and used for future planning and intervention (learning from both mistakes and from good practices).

Evaluations are used to identify needs and to further build the capacity of relevant stakeholders.

The Education Cluster ensures that evaluations contribute to improve future EiE response. This is achieved through both internal reviews with partners and through advocacy with donors and government counterparts.

Evaluations enhance accountability

An accountability matrix for each response is developed by the Education Cluster on the basis of evaluations, and it is disseminated and adhered to by all stakeholders.

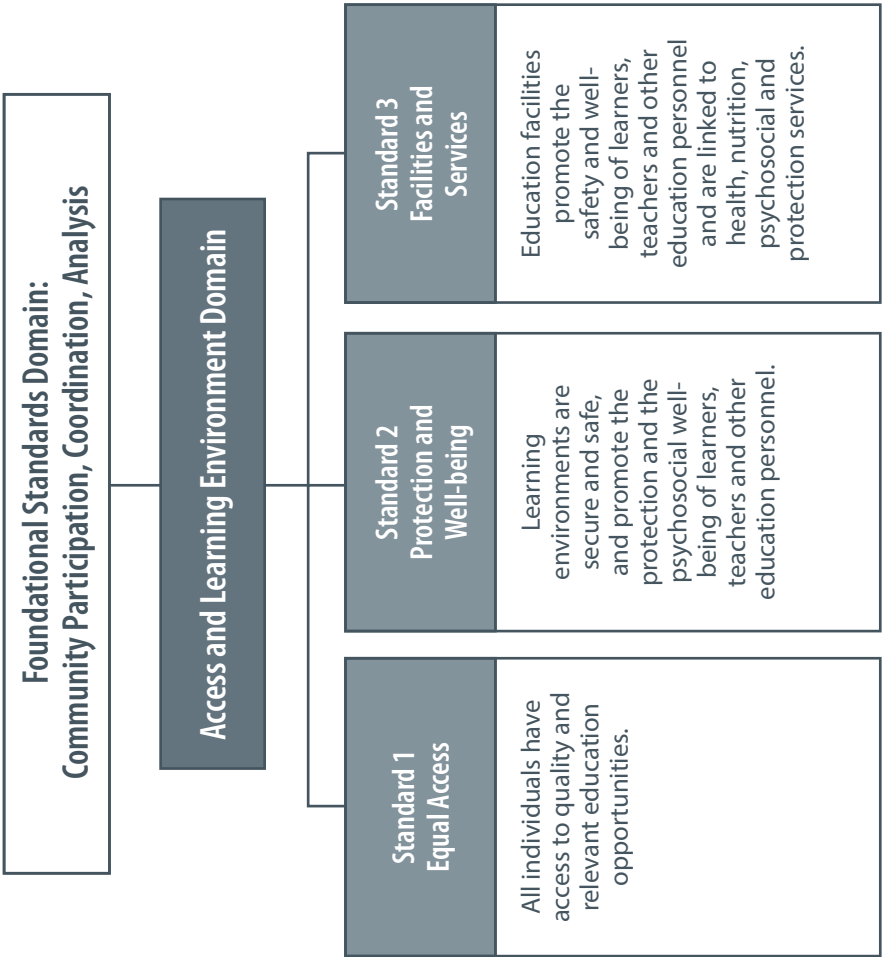


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- ↳ INEE Minimum Standards
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 - ↳ Evaluation





Access and Learning Environment

Standard 1: Equal Access

All individuals have access to quality and relevant education opportunities

In Ethiopia, what should this look like?

All individuals have access

Education is accessible for all children and learners. Proper registration and documentation of all is prioritized to guide the emergency response. Flexibility is granted for those who do not have proper documentation to ensure access to education.

Strategies to overcome emergency related barriers to access may include: flexible study/schooling time for working and migrating children; flexible non-formal youth and adult education; provision of education for host community children, youths and adults affected by influx; special affirmative action for girls and young mothers; setting flexible admission criteria in schools; and setting up of community based structures such as PTAs to ensure enrolment, retention and quality.

In Ethiopia, particularly during emergencies, some vulnerable groups receive special attention, because they are at particular risk of exclusion from education opportunities:

- Boys and girls with disabilities i.e. the system-inclusive education
- Children of women-headed households and of families with poor economic conditions
- Boys and girls living in flood, drought or conflict prone areas or already internally displaced people as a result of drought, flood, or conflict
- Orphans and children living with aged people, children-headed households

- People who live in a pastoralist area – who need to both get special attention due to constant threat to livelihoods and perhaps even incentives to send their children to school, an example of which is the WFP provision of oil for families that sends girls to school in the Afar and Somali regions. Women and girls are affected by harmful traditional practices (HTP) both in rural and urban areas, such as Afar girls who find it difficult to continue their education after the age of 15, due to early marriage and pregnancy.
- People who live in rural areas (urban-rural disparities) where schools are often distant for children

Quality education

In Ethiopia, government policies and strategies are in place to set national standards and guidelines. A government focus on quality of education includes the following:

- Ensure that the teaching and learning materials to enhance quality of education are either in stock or replaced when destroyed or in poor condition.
- Adhere to the existing student-teacher ratio, classroom student ratio (primary 1 to 50, secondary 1 to 40), students-textbook ratio (1 to 1), teacher qualifications (Primary: Diploma, Secondary: Degree), continued teacher training, professionalization and commitment, students' attendance.
- Ensure prompt recruitment of qualified or non-qualified teachers in emergency contexts by applying flexibly the national standards on teacher qualifications. Train non-qualified teachers and volunteer teachers to ensure minimum standards of quality in teaching and learning.
- Establish temporary learning spaces, with the possibility of upgrades, in accordance with safety, protection and WASH standards and guidelines.
- Fulfil any need for psychosocial interventions .
- Include Conflict/Disaster Risk Reduction and life skills in the emergency curriculum.
- In the specific case of refugees: use the revised curriculum to fit refugee context; promote bilateral discussion on curriculum between host government and government in the country of origin.

Relevant education

Education in emergency response is relevant to the male and female learner and to the specific geographic context, hence it is taught in local languages where appropriate and reflects local context, especially in the lower grades of primary school. Education helps to build resilience in the face of emergency and is

practical and applicable, such as life-skills training or swimming for areas affected by recurrent flood. Hence, recruitment of teachers that can speak the dialect of the students (such as Mai Mai and Mahatiri in certain regions) is important, as well as considerations of student ages and the cultural appropriateness of materials. Environmental protection, peace education, health and hygiene education also form part of the curriculum. In refugee contexts education is provided in the language of refugees and the curriculum of country of origin is followed.

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Access and Learning Environment
 - ↳ Equal Access

Standard 2: Protection and Well-being

Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel

In Ethiopia, what should this look like?

Learning environments that are safe and secure and protective

Ethiopian authorities recognize the need to address safety and security in areas where there are recurrent drought and food shortages, as well as prevalence of gender discrimination and HTP, and recurrent clan conflict in specific regions like Afar, Somali and Oromia.

Access to education is ensured by a reasonable distance and safe route to school as well as safe and acceptable distances between the community and military bases, national borders to Somalia and Eritrea, and other known areas of conflict to avoid any incidents that affect the safety and security of the learning environment.

Learning environments are child-friendly and protect students from psychosocial dangers and stress. School construction materials need to be safe for children. Iron sheets as roofing or glass for windows may be dangerous for children in areas where there is strong wind.

School compounds and temporary learning spaces need to be fenced to create a separate and safe environment. For example, a primary school teacher complained about finding animal faeces at the school compound which makes the school unclean. Passersby also disturb the teaching-learning process. Moreover, it is also difficult to control students who flee to go home at break time.

In hard to reach areas, education facilities should include hostels for female students to ensure safety and reduced risks such as rape or abduction which are associated with travelling long distances.

It is a priority that there is a focus on community awareness-raising on HTP through safe environments for students and by closely working with

communities, local leaders and religious leaders, and other sectors (health, WASH, etc). The establishment and proper functioning of student clubs and safe spaces that reflect changing community attitudes on safe and secure learning environments, based on the school's rules and regulations, is also encouraged and supported.

Separate latrines for boys and girls are provided with a per pupil ratio according to the National Education Sector Plan: 1 latrine for 40 girls and 1 latrine for 70 boys. Hygiene education and promotion is needed to ensure their use and the adoption of other hygiene practices. Safe drinking water is provided to each school, including ABECs located in remote areas characterized by water shortage. A code of conduct is in existence and signed by all teaching personnel in Ethiopia, including unqualified and volunteer teachers in IDP/refugee camps, where the teacher agrees and commits to protecting his/her students from abuses, violence, including sexual and gender-based violence (SGBV), exploitation and corporal punishment.

Learning environments that promote psychosocial well-being

In Ethiopia, all stakeholders recognize that displacement and other emergencies can negatively affect the psychosocial well-being of children and that the role of education before, during and after emergencies is crucial for enhancing the resilience of students and teachers through psychosocial activities in the classroom.

At the onset of an emergency, the education sector (MOE/REB/WEO/ schools) activates an advisory service/training for needy groups/students as a result of any reported serious emergency or incident.

In refugee and IDP camp settings a clear referral system is put in place between learning spaces (ECCD, primary education, and youth education) and child protection services to follow up on individual cases.

The Education Cluster promotes preparedness capacity building activities that provide education technical officers (WEO/ZEO), teachers, and community members (i.e. PTA/PTSA) with basic psychosocial support skills to be applied in the classroom, and - in case of an actual emergency – the Education Cluster intensifies the PSS support with provision of ad hoc special capacity building to teachers (and community members, like PTAs), materials for children etc.

For the 2015 curriculum revision process, the Education Cluster supports MOE and REBs in the inclusion of PSS, peace education and other disaster risk reduction activities to improve student resilience to potential and future conflicts and emergencies.

Learners (See also Teachers and other Education Personnel standard 2 and 3)

All male and female students have a right to a safe and secure learning environment, ranging from students at pre-primary, primary (both formal and informal), to secondary and tertiary levels.

Learners who are at particular risk of psychosocial distress are children displaced due to flood, or conflict, refugee children displaced into Ethiopian camps or host communities, pastoralist children affected by drought, and other vulnerable children such as orphans, children with HIV, children heads of households, children with disabilities or other special needs, etc.

Teachers and Education Personnel (See also Teachers and other Education Personnel standard 2 and 3)

In Ethiopia all educational personnel and all teachers have both a right to work in safe and secure learning spaces as well as a duty to promote the safety and psychosocial well-being of the children in their charge. These educational professionals include: teachers, supportive staff (admin, finance, etc.), school principal, Woreda, zonal, regional or government education experts who engage in or work directly in learning spaces, facilitators/para-professionals in ABECs, school cluster supervisors, instructors in faith-based educational institutions, volunteer non-qualified teachers in refugee/IDP camps, etc.

Teacher training in psychosocial support contains strategies for enhancing the teachers' resilience to emergencies – and it is not only limited to the psychosocial needs of the students.

Teachers are trained in peacebuilding and disaster risk reduction, and conflict prevention when applicable.

Capacity building and teacher retention mechanisms, especially for female teachers, are in place, especially in areas where teacher turnover is high because of climate difficulties, lack of water, health facilities and in conflict sensitive and insecure areas.

Teachers in emergency prone areas are encouraged and given opportunities for professional development, Information and Communication Technologies (ICTs) and distance-learning education.

Leadership and other capacity building trainings for female teachers to increase their numbers and contribution to education management are ensured and widely disseminated.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Access and Learning Environment
 - ↳ Protection and Well-being



Standard 3: Facilities and Services

Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

In Ethiopia, what should this look like?

Education facilities include a wide range of more or less formalized structures: from existing child friendly schools, with classrooms accessible for all, including disabled learners and teachers and furnished to meet minimum national standards, other pedagogical centres, reading rooms/ libraries, laboratories, inclusive education centres, indoor and outdoor play spaces, as well as more temporary child friendly spaces. All contain proper and sufficient WASH facilities, i.e. separate latrine for boys and girls (1:40 for girls, 1:70 for boys), accessible water points for hygiene and sanitation, hygiene kits for girls and safe education and training materials. There should be girls' hostels so that female students will be more secure and not risk travelling far distances to reach home, thereby minimizing risk of rape or abduction. There should be extracurricular activities available for both males and females.

As a result of an emergency – particularly displacement – temporary learning spaces are created to ensure resumption of education in safe shelters for out of school children. These spaces can be tents – especially if the nature of displacement is very temporary – or semi-permanent upgradable structures in local materials. Partners in Ethiopia agree to establish these temporary or semi-permanent learning spaces promptly for the resumption of education for affected children, and by applying the minimum national safety, WASH and child friendliness standards.

Promote the safety and well-being of learners, teachers and other education personnel

Community participation in the construction of safe and secure schools and shelters for learners, teachers and educational personnel is prioritized in the emergency response.

As a key resilience building strategy when establishing education facilities for

children affected by emergencies, teachers and school administrators are trained in the implementation of non-violent classroom management and the promotion of mutual understanding, peace and tolerance among students and community members to help prevent violence and conflict.

The Education Cluster supports – as a key emergency preparedness activity - capacity building of male and female teachers and education personnel in psychosocial support, peace education, peacebuilding and disaster risk reduction, and prioritizes such support to Woredas and schools which are in the middle of emergencies, with priority given to situations of refugee and IDP displacement.

In refugee/IDP responses, the psychosocial well-being of displaced students and teachers, as well as that of the students and teachers in host community schools affected by influx, is prioritized.

A code of conduct is in existence and signed by all teaching personnel in Ethiopia, including non-qualified and volunteer teachers in IDP/Refugee camps, whereby the teacher agrees and commits to protecting his/her students from abuses, violence (including SGBV), psychosocial harm, exploitation and corporal punishment.

Girls' clubs and child parliaments need to be strengthened for proper participation on needs identification, and decision-making on rights and responsibilities of children. Alternative mechanisms for misbehaving children have to be established to avoid corporal punishment.

(See Access and Learning Environment Standard 2)

Links to health services

Links to health services are vital since school-based methods of promoting healthy behaviours are crucial in tackling many issues faced in adolescence especially: violence, substance abuse, teenage pregnancy, and sexually transmitted diseases, including HIV/AIDS; all of which have major impacts on education. In Ethiopia education facilities adhere to all national health standards and regulations, there are first aid services in case of injury/accident, and on-site health centres have proper functioning sanitation and hygiene facilities in or near the learning environment. Health workers work closely with the community to prevent outbreak as a result of emergency; examples may be malaria or dengue after flooding. Clubs for learners, families and educational personnel are encouraged to create awareness on health education to control or deal with outbreaks, led or assisted by trained health workers.

In addition to awareness raising and facilities, focus is given to mobilizing local health service providers in assessment and annual screening for vision, hearing, and oral health problems in times of emergencies, and the provision of health and nutrition services such as mass de-worming, first aid training, school feeding, vitamin capsules, referral to health services, and counselling.

In EiE, Ministry of Health, Regional Health, District Health Offices and Kebele Health posts are part of the process in health education, hygiene and sanitation. Reliable information and updates on child nutritional status are disseminated and utilized.

Links to nutrition services

School feeding programs are mandatory and supported by the government as well as by national and international agencies (WFP and others).

The national School Health and Nutrition strategy is applied at all times and especially during emergency. Nutrition awareness of the community and screening/ referral to health services is organized through school clubs as much as possible (in coordination with the health posts and health centres). School gardening is maintained and/or started if funds and partners are available. Promotion of use of iodized salt, micronutrient supplementation and deworming is also provided. Protection of adolescent girls is given special emphasis to avoid early marriage and pregnancy.

In the most vulnerable Woredas of Ethiopia, school feeding programs are mandatory and supported by the government as well as by national and international agencies (WFP and others). Schools include education on balanced diet and nutrition, and promote and facilitate school garden programs that will contribute to environmental management, income generation, food provisions for school feeding, and teaching of life-skills

Links to psychosocial services

As a key preparedness activity in Ethiopia, teachers in emergency prone areas are trained in providing psychosocial support and in-classroom counselling during emergencies. Teachers and education personnel may themselves also be gravely affected and there need to be similar services available for them during or after emergencies. Teacher training in psychosocial support contains strategies for enhancing the teachers' resilience to emergencies – and it is not only limited to the psychosocial needs of the students. Training in PSS shall also be addressed to the local community – starting from PTA members to ensure

that culturally sensitive and appropriate consultation by the community based channels are also in line with the psychosocial support offered in school.

In refugee and IDP camp settings a clear referral system is put in place between learning spaces (ECCD, primary education, and youth education) and child protection services to enable follow up on an individual basis.

Links to protection services

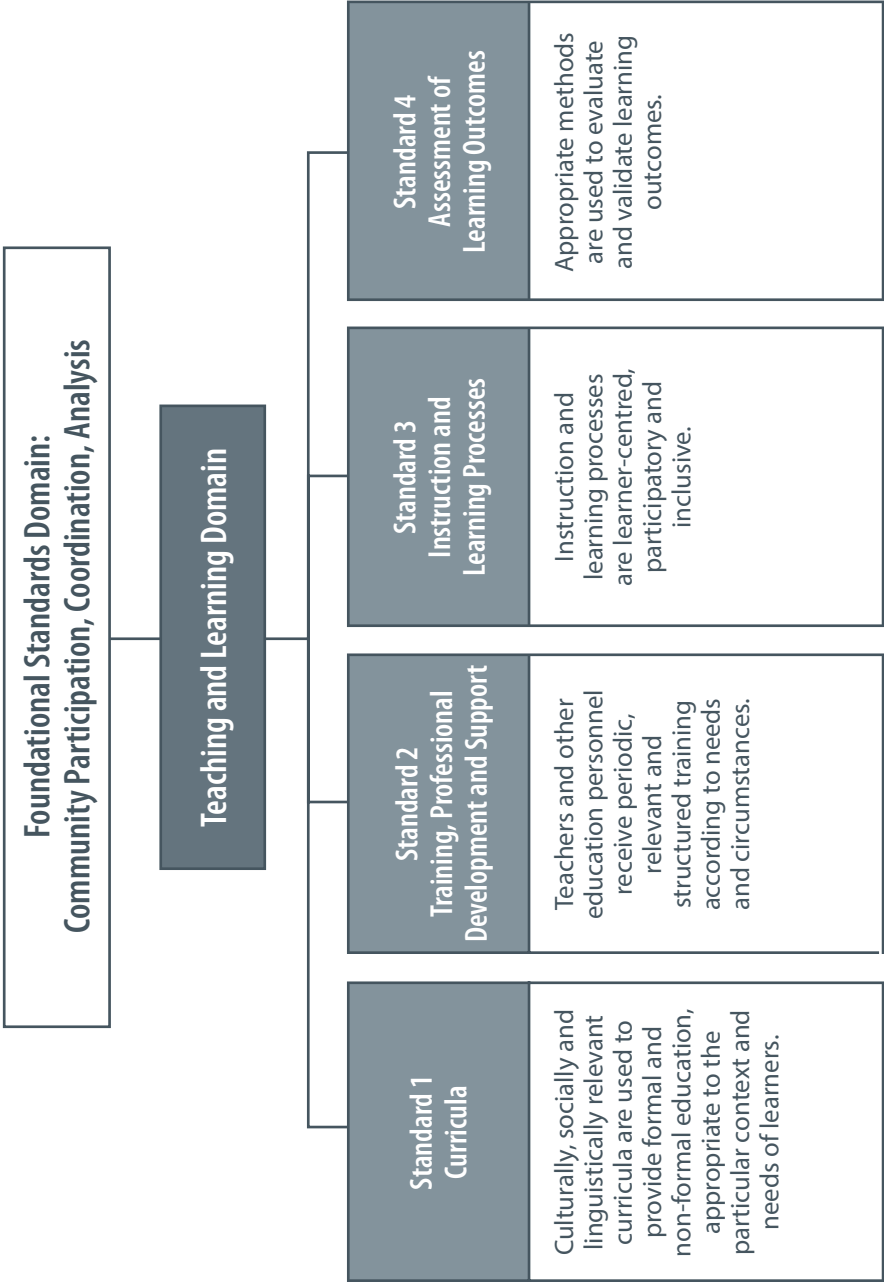
All education stakeholders and response workers work closely with authorities, policy and law makers, local leaders, elected or informal leaders, religious leaders, police, and human rights organizations in the protection, monitoring and enforcement of justice in order to keep child friendly learning environments safe and secure. All learning environments are free of bullying, sexual exploitation, SGBV, natural and environment hazards, political insecurity, abduction, and landmines. Education institutions coordinate with DRMFS for timely information sharing to alert any emergencies or accidents to the community for better preparation and response to the emergency. Early warning and preparedness information, such as mapping of where to go during emergency and who are focal points, are prioritized by the most affected communities. Youth clubs and similar are strengthened to contribute to the protection of learners and to raise awareness on a protection issues. **(For definitions of teachers, learners and education personnel see access and learning environment standard 3)**

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
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 - ↳ Access and Learning Environment
 - ↳ Facilities and Services

Domain 3: Teaching and Learning



Teaching and Learning

Standard 1: Curricula

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education appropriate to the particular context and needs of learners.

In Ethiopia, what should this look like?

Curricula

In Ethiopia, there is a plan of action to help learners acquire knowledge and skills relevant to both formal and non-formal education programs, outlining relevant curricula. Guidelines are designed at federal level and regional education bureaus and contextualized to their respective localities (secondary and higher levels are designed at federal level whereas the primary curriculum is developed at the regional level).

Curricula relevant for education in emergencies are designed during the preparedness phase to include teaching on hygiene promotion, child's rights education, HIV prevention and other relevant life skills, disaster risk reduction, psychosocial support and peace education. Emergency curricula development in Ethiopia involves all relevant stakeholders, addresses non-formal education in emergency settings, and stipulates a clear timeframe (time-bounded) for when to return to normal curricula.

Curricula that is culturally and socially relevant

All curricula used in emergency response are designed to respect the various cultures and diversities of communities throughout the country and are adaptable to respect the cultural backgrounds of refugees. A main aim of such curricula is that children learn the culture of different communities and ethnic groups to further cohesive existence and prevent discrimination and harmful traditional practices; it is designed to respect the diversities of learners and social values of societies affected by emergency.

In Somali, Benishangul Gumuz, Gambella, and Afar regions the MOE under the Peacebuilding Program adapts teaching by including peacebuilding elements in the teaching program.

Curricula that is linguistically relevant

All curricula is written in and for the languages used, in accordance with the norms, standards and recommendations of UNCHR and other international bodies and treaties. In Ethiopia the primary Education curricula is designed in local languages but Amharic (the national language) is given as a subject across all regions. However, particularly in refugee settings, the language of instruction and curricula is the one of the country or region of origin, as much as possible.

The regions which are most affected by emergencies are Oromia, Somali, Afar, Amhara, Tigray, Benishangul Gumuz, SNNPR, and Gambella. The local languages are respectively Oromifa, Somali, Afari, Amharic, and Tigrigna.

Curricula is appropriate to the context and needs of learners

In Ethiopia, curricula is a mandatory guideline, adopted by authorities and upheld by education in emergency response, used by teachers in schools, and is adapted to both formal and non-formal education programs.

All curricula used in formal and non-formal schooling, either in normal settings or in emergency settings, is designed to provide education that is student-centred in order to help students acquire knowledge across subjects including health and nutrition, HIV/AIDS, hygiene promotion, gender, etc., to teach learners about human rights education, life-saving skills, peacebuilding, vocational and technical skills, including guidance and counselling for children under difficult circumstances. MOE and the Education Cluster engage in the revision of national and regional curriculum to include C/DRR (Conflict and Disaster Risk Reduction) and peacebuilding in education.

However, in the peak of emergencies and in the very beginning of the EiE response, in the spirit of the guidance provided by the national curriculum, teaching curriculum may be adopted flexibly in the classroom, taking into consideration the psychosocial needs of teachers and students, the teachers' capacity and the teaching and learning conditions (i.e. availability of teaching/ learning materials).

Children affected by emergencies are provided with a formal standard curriculum where possible or one adapted to the specific emergency contexts, recognizing issues of immediate retention (avoiding missing too many classes due to disruption) and of future accreditation.

Examination and accreditations are flexible to the emergency context and are in line with the type of services that authorities are able to provide i.e. the examinations for informal education may be more focused on the life-skills and emergency specific curriculum.

Special needs students will be given special attention.

Formal education

The national education system consists of the following elements: Early childhood care and education (ECCE), first cycle primary (1-4), second cycle primary (5-8), secondary (9-10), preparatory (11-12) and tertiary.

All levels of education hold provisions for special needs students, including in situations of emergency affecting children or asylum seekers.

MOE/REBs, the Education Cluster, and the EiE Task Forces ensure active involvement of institutional and civil society actors with expertise on special needs education to address potential challenges on access, protection, teaching and learning. Relevant institutional actors and civil society organizations are also involved in the planning and implementation of inclusive education response programs to ensure that the most vulnerable categories of children at risk of exclusion from education opportunities are reached by established services.

Non-formal education

Emphasis is placed on flexibility of the curriculum in place to address the mobility of pastoralist communities, adults, internally displaced children, refugees and other learners who may not fit into the formal education system. The ABE program for Ethiopia and other non-formal education programs are designed based on the needs of the learners and the community including refugees.

At the peak of an emergency and in the very beginning of the EiE response, under the guidance of the national curriculum, teaching curriculum may be adopted flexibly in the classroom, taking in to consideration the psychosocial needs of teachers and students, the teachers' capacity and the teaching and learning conditions (i.e. availability of teaching/learning materials).

Examination and accreditations are flexible to the emergency context and are in line with the type of services that authorities are able to provide, i.e. the examinations for informal education may be more focused on the life-skills, and emergency specific curriculum.

(For definition of learners see Access and Learning Environment Standard 2)

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Teaching and Learning
 - ↳ Curricula



Standard 2: Training, Professional Development and Support

Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

In Ethiopia, what should this look like?

Periodic training

In Ethiopia, periodic training provided for teachers and education personnel include C/DRR, peace education, life-saving skills, HIV/AIDS, hygiene promotion, psychosocial support, human rights education, etc. Training occurs at least twice in a year or depending on the frequency and types of emergency affecting a specific Woreda/region. For emergency prone areas training related specifically to the expected emergency is provided as required and as a preparedness measure.

Relevant and structured training according to needs and circumstances

Teacher training and development for education in emergency response is learner-centred and designed to consider culture, norms, and ethnic groups of different communities, in particular refugees.

Training is provided by qualified trainers, and it is utilized as an opportunity for teachers, especially refugee teachers, to upgrade their qualifications. C/DRR – including peace education training- is provided to all teachers for transferring to children, learners and communities. Psychosocial support courses and training on how to respond to psychological distress are incorporated into teacher training programs. Code of conduct training and awareness of gender violence prevention are provided for teachers. Teachers are trained to deal effectively with students with special needs.

Teachers and education personnel are trained in peacebuilding where applicable.

REBs and WEOs roll-out the training already provided to WEOs and teachers with training in Basic Pedagogy, EiE, PSS, and C/DRR (peace education) to

ensure more teachers in possession of the skills needed to increase resilience among the students.

Within the Peacebuilding Program the MOE and REB from Somali, Benishangul Gumuz, Gambella, and Afar support teacher training in C/DRR, peace education etc. Trained teachers exhibit peacebuilding skills in their interactions with learners and community members. MOE incorporates peacebuilding issues and prints manuals. Teachers are trained in the correct utilization of revised training manuals which contain a peacebuilding component.

The MOE and Education Cluster lead in-service and pre-service teacher training on C/DRR applications in the classrooms of Somali, Benishangul Gumuz, Gambella, and Afar.

Peace promoting school resources: approved guidance and counselling manuals are used by guidance counsellors.

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Teaching and Learning
 - ↳ Training, Professional Development and Support

Standard 3: Instruction and Learning Processes

Instruction and learning processes are learner centred, participatory and inclusive

In Ethiopia, what should this look like?

Instruction

In Ethiopia, all instruction and learning processes use student-centred teaching methods, applied to both formal and non-formal education (all learners are involved in the lessons).

Learning processes that are learner-centred

All learning process are learner-centred, appropriate to age groups, with peer-education prioritized, and supported with relevant teaching aids/materials such as video, games, locally available materials, drama, role plays, and story-telling techniques. Teaching techniques include the use of materials designed for conflict resolution awareness and which actively engage children's development needs in the learning process. Children are encouraged to use and practice with curriculum-based teaching-learning materials.

All learning processes are under active learning and continuous assessment.

Instruction that is Inclusive

All instruction and learning is inclusive and conducted in a non-discriminatory manner with respect for the child and learner's views and cognitive and physical development. Children are included in all formal and non-formal classroom and learning activities, irrespective of their culture, ethnic groups, religion, economic status, disability, etc.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Teaching and Learning
 - ↳ Instruction and Learning Process



Standard 4: Assessment of Learning Outcomes

Appropriate methods are used to evaluate and validate learning outcomes.

In Ethiopia, what should this look like?

Appropriate methods of assessment

A national learning assessment is conducted every 3 years. All children have a right to be assessed appropriate to their level of education and to their age-groups, at regular intervals. Relevant exams, tests and assignments are provided to the learners on a continuous basis, and children can expect appropriate feedback and recognition on the basis of their achievements. Methods of assessment and encouragement can be both formal and non-formal, and are culturally and gender sensitive. Refugees have a right to get recognition and certificates of achievement based on the rules and regulations in accordance with their country of origin where possible and, up until a certain grade, in their mother tongue. In Ethiopia all children and learners' achievements are certified at the end of the year, or at otherwise designated times, and national examinations are provided to all at the end of every education cycle (Grade 8, 10 and 12). Course completion certificates are provided at higher institutions, technical and vocational training centres.

If refugees are taught by the curriculum of the country of origin, their learning achievements are assessed based on the attained curriculum. In the refugee context, children have a right to be given assessment appropriate to their grade level in order to join their respective class levels even if they don't have documents.

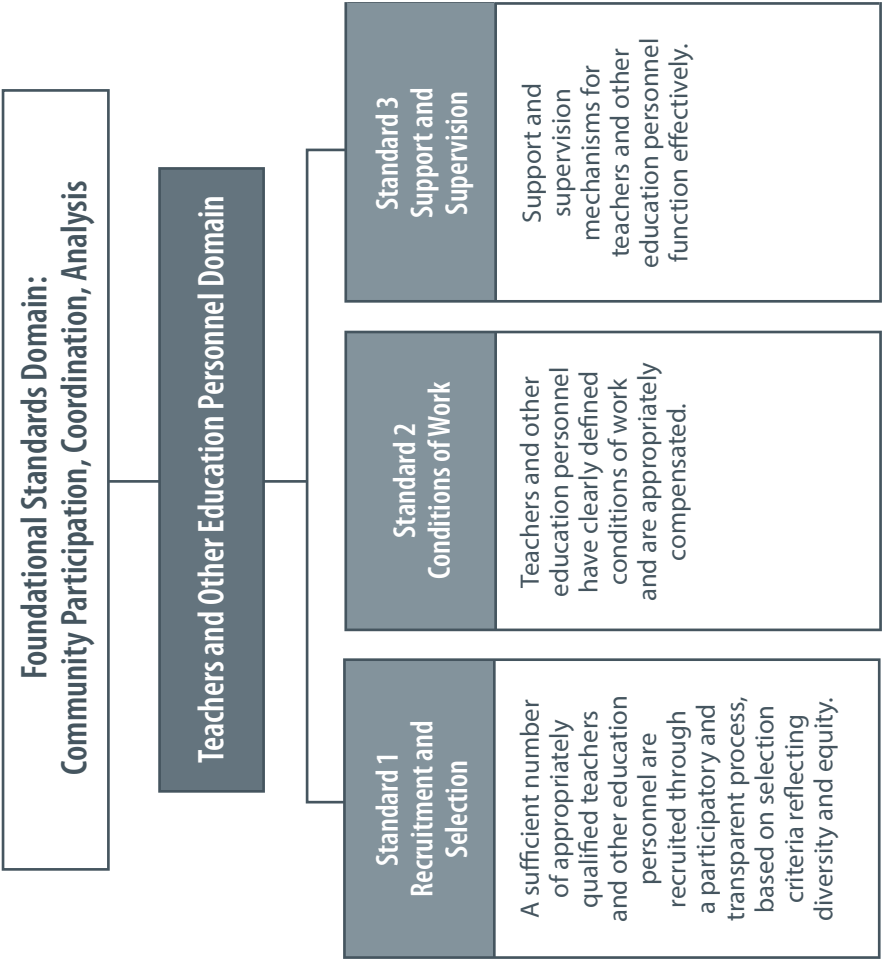
In Ethiopia, all **learning outcomes** are in accordance with the official curricula of either the host country/region or the country of origin, and in the case of education in emergencies it should also include skills and knowledge on coping mechanisms in emergencies (hygiene practices, gender-based violence, C/DRR, protection and psychosocial issues, health and nutrition, etc).

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Teaching and Learning
 - ↳ Assessment of Learning Outcomes





Teachers and Other Education Personnel

Standard 1: Recruitment and Selection

A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

In Ethiopia, what should this look like?

Sufficient number

The national standard of teacher to student ratio is 1:50 at primary, and 1:40 at secondary level. A 2012 Dollo Ado joint education assessment on refugee education recommended a teacher to student ratio to be 1:60 at primary level in refugee camps. These standards are always the aim, even in emergency response. However, in emergencies, the number of students will often grow rapidly, with teachers and other education personnel, as well as educational facilities and resources, being overstretched. Qualified teachers are recruited as far as possible, but in emergency contexts where qualified teachers are not available the standards of qualification will be lowered and subsequently improved – following recruitment – through targeted teacher training.

Appropriately qualified teachers (See access to learning environment standard 2)

All teachers and education personnel during periods of normalcy are appropriately qualified. At primary level they have a school diploma, for secondary level they are degree holders and/or preparatory 2nd degree holders. Trained incentive teachers can be used in primary school in the absence of diploma holders. For secondary and preparatory school, degree holders and above are standard requirements. Ideally in emergency situations teachers are expected to be fulfilling the above criteria, however, in case of emergency

teachers with lower qualifications may also be a temporary option after receiving fast track or on-site basic training. Teachers assigned to emergency areas need additional training on gender based violence, psychosocial support, responding to psychosocial distress, C/DRR, peace education, etc. depending on the context.

The Ministry of Education supported by the Education Cluster drafts and endorses the minimum standards of qualification for recruitment of education personnel in situations of emergencies.

Appropriately qualified other education personnel

Other educational personnel such as school directors, counsellors, cluster supervisors, educational officers, librarians, janitors, etc. are all appropriately qualified and hold relevant certification. For example, supervisors hold secondary school diplomas, directors hold a first degree in educational planning and management, and preparatory school directors are, as a minimum, 2nd degree holders.

During the emergency response, all education personnel is sensitized on the issues affecting students, such as their special needs, their life-skills needs, and the need for the boy and girl students to be protected against violence and exploitation. All education personnel are bound by the code of conduct during emergencies.

In preparation, all education personnel is trained and awareness is raised on the need to flexibly adapt the curriculum, the school schedule, and sometimes even the classroom standards (teacher/student ratio), during the emergencies, and their knowledge of EiE response at school level is improved. Such enlarged exposure to EiE training and expertise is likely to increase the participation at school and community level in the design and implementation of the EiE response, i.e. education personnel may be asked to contribute to the design of local EiE education materials that best fit with the socio-cultural context and that best ensure community participation and inclusion.

Participatory and transparent processes

All recruitment processes are open, inclusive, transparent, and based on merit. Clear selection criteria and a recruitment committee are in place. In refugee contexts, the involvement of the refugee central committee, camp officers, community leaders, religious leaders, youth association, women association, and education offices at all levels may be required as well. Similarly, certain flexibility in the recruitment process during emergency may also be required. Sometimes in refugee contexts it may be necessary, even desirable, to engage and recruit

teachers from the hosting communities, especially when sufficient teachers from within the displaced communities are not available.

Selection criteria that reflect diversity and equity

In addition to the qualifications required by the MOE and local authorities, priority is given to those who are from the local population. There is equality of men and women and gender equity is insured at all levels of education. In refugee education, priority is given to qualified refugee camp members and speakers of the language of origin, especially for the lower grades.

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Teaching and Other Education Personnel
 - ↳ Recruitment and Selection



Standard 2: Conditions of Work

Teachers and other Education personnel have clearly defined conditions of work and are appropriately compensated.

In Ethiopia, what should this look like?

(For definitions of teachers and education personnel see **Access and Learning Environment Standard 2**)

Teacher's **conditions of work** are defined by clear job descriptions, descriptions of working conditions, and a code of conduct included in the contract. Services expected of the teachers and the compensation associated with the work are well defined.

In the case of recruitment in response to an emergency, education posts and job description are clearly discussed among partners under the leadership of MOE and ARRA to avoid incongruence. Duration of work, salary provided, job description, working hours (i.e. shifts), curriculum to be utilized, extra-curricular activities or subjects (emergency specific), emergency supplies to be used in the classroom, teaching methods, and specific training provided to respond to emergency needs are clearly defined in the contract.

Appropriately compensated

In Ethiopia, benefit packages are assigned to teachers depending on risks and conditions associated with their work, environment and living cost. There are different types of compensation which vary per the context depending on the living cost, hardship, risks and other factors. For emergency situations there are appropriate and context based special compensations such as life insurance, safe accommodation, hardship allowance, proper accommodation, teacher and staff restrooms, recreational centres, insurance and teacher rest and recuperation during semester break, teacher furniture in classroom, etc.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Teaching and Other Education Personnel
 - ↳ Conditions of Work



Standard 3: Support and Supervision

Support and supervision mechanisms for teachers and other education personnel function effectively.

In Ethiopia, what should this look like?

(For the definition of teachers and other education personnel see Access and Learning Environment Standard 2)

Support mechanisms for teachers

During emergencies, teachers are able to rely on regular in-service training, upgrading training on gender-sensitivity, classroom management, pedagogy, continuous assessments and active learning, peer support mechanisms, and School Resource Centre. In refugee settings, teachers receive support and training on needs assessments and culturally appropriate methods, as well as mentoring programs and support from ARRA. Teachers have access to books relevant to what they teach, and internet access, where possible.

Teachers have access to office equipment like printers, photocopy machines and computers. It does not have to be in the school; it could be the chance to access the local administration office facilities. The role of Parent Student Teachers Association (PSTA) and the Woreda Education Training Board (WETB) include:

- Support the construction of classrooms by providing contribution, monetary or in kind, (i.e. help in construction with the use of local materials).
- Be actively involved in the management of the school's day to day activities.
- Give guidance counselling services to children.
- Encourage parents to send their child to schools
- Act as a liaison/link to other organization to support the schools.

Supervisions mechanisms for teachers

Supervision is a service provided to teachers for maintaining and improving the teaching-learning process and classroom instruction to improve student learning.

Supervision is undertaken in two ways:

1. Direct contact with teachers in classroom instruction/classroom observation, then the supervisor gives feedback for improvement of the teacher's teaching practices.
2. The other one is supporting the school administration on issues pertaining to management, continuous assessment, co-curricular activities and the like, based on a checklist. It is conducted twice a month.

Supervision includes from school-level supervision to regional-level supervision.

In refugee settings there are education officers, school directors, program officers, zonal education officers, camp officers, reporting, monitoring and evaluation that contribute to teacher supervision.

Support mechanisms for other education personnel means involving education personnel in training, school management, review, reporting, and monitoring where appropriate. Parent Student Teachers Association (PSTA) and WETB should be involved where appropriate. There should be school level supervision, Woreda education officer supervision, and in the case of refugee settings, there should be supervision provided by ARRA and UNHCR together with the Refugee Central Committee.

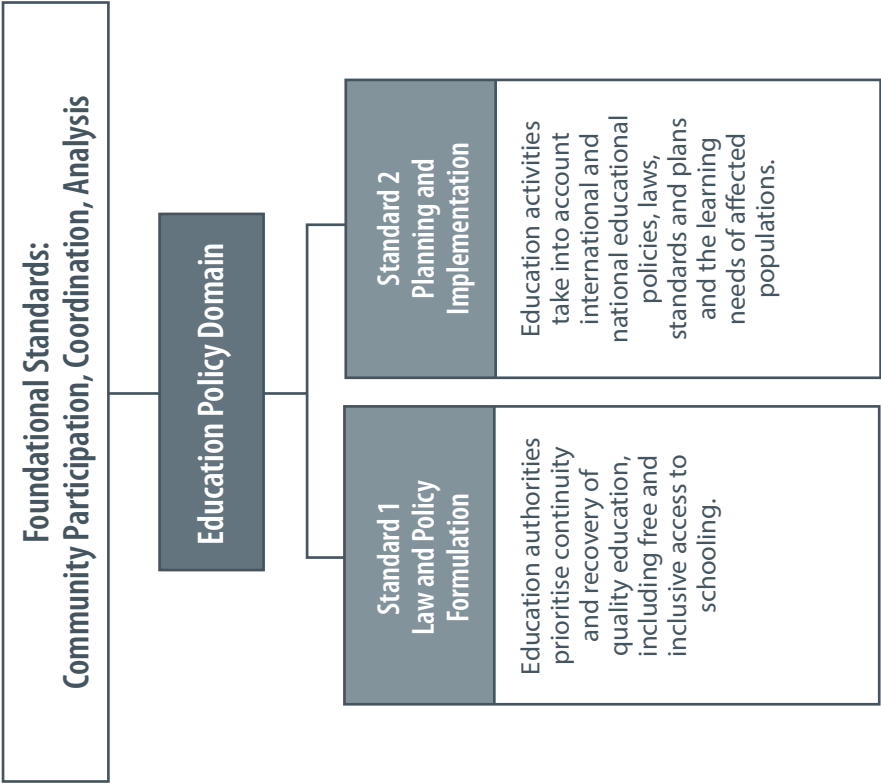
Support and supervision mechanisms that function effectively means they are usable, regularly updated, cost effective, user friendly, locally available and allow for continuous learning and professional development.



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INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Teaching and Other Education Personnel
 - ↳ Support and Supervision



Education Policy

Standard 1: Law and Policy Formulation

Education Authorities prioritize continuity and recovery of quality education, including free and inclusive access to schooling

In Ethiopia, what should this look like?

Education authorities include the following government bodies at all levels which are responsible to respect, protect and fulfil the right to education:

- Ministry of Education Regional Education Bureau
- Zonal Education Office/Department
- Woreda Education Office
- School Board
- Parent Teacher Association
- School Improvement Committee
- School Directors
- ARRA
- Ministry of Women and Children Affairs
- Ministry of Youth, Sports and Culture
- Ministry of Finance Economic Development

Note that the last three ministries highlighted above are not directly responsible but will contribute to the education policy formulation process. The following unions may also have effect on education policy formulation:

- *National Union of Teachers*
- *Regional Teachers Union*
- *Woreda (District) Teachers Union*
- *Ministry Water and Rural Development in National Level, Regional Level, District Level and Kabale (location) Level*
- *Pastoralist Concern Development Project (PCDP), Dollo Ado District in general*
- *Some of the Districts in Liben Zone as well as the region*

Education authorities prioritize

The Ethiopian Government prioritizes education in emergencies, including through the following actions:

- Develop memorandum of understanding with DRMFS.
- Draft and implement national disaster risk management policies.
- Formulate and implement education in emergencies policies including for refugee contexts.
- Support national education policies with action plans, laws and budgets that allow a quick response to emergency situations including refugees, allocate resources.
- Create access to quality education, and ensure recovery and continuity of quality free education, including for refugees.

Education policies ensure **continuity of quality education** for all expected and recurring hazards (drought, flooding, and conflict and refugee influx) through contingency planning, preparedness, response and recovery. Gender sensitive laws and policies facilitate enabling environment for non-state actors, such as NGOs and UN agencies to establish education in emergency programs for boys and girls, young women and young men. Laws, regulations and policies are based on an analysis of the context that is developed through participatory and inclusive processes. Ethiopia government agencies pay particular attention to ensure the continuity of early childhood care development services, that existing curriculum be amended to include refugee contexts, and that the issuance of recognized certificates and accreditation for refugee children and teachers is a priority.

The MOE owned strategies on special needs are applied during emergencies to ensure continuity to quality education for boys and girls with special needs and also as a window of opportunity to include out of school special needs children into services set up after an emergency.

Recovery of quality education

Similarly, in Ethiopia the laws, regulations and policies ensure that every rebuilt or replaced education facility is safe and that retention is a top priority in emergency situations to prevent drop-out. The government ensures that education management information systems are particularly attuned to population groups that are prone to particular kinds of emergency and that education in emergency response, including in refugee contexts, is an integral part of the national DRMFS.

Free and inclusive access to schooling

The government and other duty-bearers ensure implementation of the existing obligations, laws and policies on free and compulsory schooling, including supplying appropriate learning materials, resources, facilities and trained teachers. They ensure that schools in refugee camps are under government supervision and run according to government policies, benefiting from free schooling and material support from the Ministry of Education. They ensure inclusiveness of all groups (disabled, refugees, IDP students, etc.) in an equitable manner and on the leadership on development and implementation of guidance notes on inclusive education in refugee contexts.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
- ↳ Education Policy
- ↳ Law and Policy Formulation

Standard 2: Planning and Implementation

Education activities take into account international and national educational policies, laws, standards, and plans and the learning needs of affected populations.

In Ethiopia, what should this look like?

Education activities include formal and non-formal education programs at primary, secondary and tertiary level, as well as ECCD, vocational training for youth, ABE and integrated functional adult education (IFAE) relevant in refugee contexts. All planning and implementation of educational activities are integrated with other emergency response sectors, and emergency education programs are linked with national education plans and strategies, and integrated into longer term development of the education sector. The development and implementation of national and local education plans to prepare for and respond to future and current emergencies are prioritized, allocating and/or mobilizing sufficient financial, human, technical, material and other resources for all emergencies, in particular refugee situations.

International educational policies, laws, and standards derive from the following instruments to which Ethiopia is a signatory and/or are bound by customary international law or by political commitment:

- The UN Convention on the Rights of the Child, the UN Covenant on Economic, Social and Cultural Rights and other human rights treaties such as the Convention on the Elimination of All Forms of Discrimination Against Women, the Convention on the Rights of Persons with Disabilities, the Universal Declaration of Human Rights and the UN Covenant on Civil and Political Rights
- African Charter on Human and Peoples' Rights and The African Charter on the Rights and Welfare of the Child
- The 1951 International Refugee Convention and the Convention for the Protection and Assistance of Internally Displaced Persons in Africa (the Kampala Convention), as well as the (non-binding) Guiding Principles on Internal Displacement
- The Rome Statute and Security Council Resolution 1998 against attacks on hospitals and schools, as well as previous related resolutions 1261, 1314, 1379, 1460, 1539, 1612, 1882

- Millennium Development Goals and Education for All frameworks.
- Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education, Hyogo Framework for Action

National educational policies, laws, standards include:

- The Constitution of the Federal Democratic Republic of Ethiopia
- All international conventions (see above) ratified by Ethiopia automatically become part of the national legal framework
- Education and training policy 1994 EC
- School standards for pre-primary, primary and secondary
- School management, community participation and financial management
- Education Sector Development Plan (ESDP IV, 2010-2011)
- Early Childhood Care and Education policy framework (ECCE, 2010)
- General Education Quality Improvement Program (GEQIP, 2007-2008)
- Growth and transformation plan

The different **learning needs of affected populations** are based on the learner's age, sex, language, abilities, refugee status, learning ability, learning environment, etc., and should be addressed in accordance with the existing international and national policies, laws, and standards.

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INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Education Policy
 - ↳ Planning and Implementation

Acronyms

ABE	Alternative Basic Education
ABEC	Alternative Basic Education Centre
ARRA	Administration of Refugee and Returnee Affairs
AWD	Acute Watery Diarrhoea
CBO	Community-based Organization
C/DDR	Conflict and Disaster Risk Reduction
COOPI	Cooperazione Internazionale
DICAC	Development and Inter-Church Aid Commission
DPP	Disaster Prevention and Preparedness
DPPB	Disaster Prevention and Preparedness Bureau
DRMFSS	Disaster Risk Management and Food Security Sector
DRR	Disaster Risk Reduction
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
EEC	Ethiopia Education Cluster
EiE	Education in Emergencies
EMIS	Education Management and Information System
EPRP	Emergency Preparedness and Response Plan
HRD	Humanitarian Requirement Documents
HTP	Harmful Traditional Practices
ICT	Information and Communication Technology
IDP	Internally Displaced Persons
IFAE	Integrated Functional Adult Education
INEE	Inter-Agency Network for Education in Emergencies
INGO	International Non-Governmental Organization
IRC	International Rescue Committee
JRS	Jesuit Refugee Service
MDG	Millennium Development Goals

MOE	Ministry of Education
NER	Net Enrolment Ratio
NGO	Non-Governmental Organization
NRC	Norwegian Refugee Council
OWDA	Ogaden Welfare and Development Association
PSS	Psychosocial Support
PTA	Parent Teacher Association
PTSA	Parent, Teacher, Student Association
RALS	Rapid Assessment of Learning Spaces
REB	Regional Education Bureau
SCI	Save the Children International
SGBV	Sexual and Gender-based Violence
SNNPR	Southern Nations, Nationalities, and Peoples' Region
TLS	Temporary Learning Spaces
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
WASH	Water, Sanitation and Hygiene
WEO	Woreda Education Office
WETB	Woreda Education Training Board
WFP	World Food Programme
WVIE	World Vision International Ethiopia
ZEO	Zonal Education Office



An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ



Ethiopia Minimum Standards for Education in Emergencies

The Ethiopia Minimum Standards for Education express commitment to the provision of protective education for all children and youth affected by emergencies in Ethiopia.

Based on the global INEE Minimum Standards, this document seeks to define effective, quality and inclusive education response in the Ethiopia context. This tool has been developed for and by the federal and local authorities of Ethiopia, NGO and UN agencies in a process facilitated by the Ethiopia Education Cluster with support from the INEE Secretariat.