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STRENGTHENING RESILIENCE OF EDUCATION IN ETHIOPIA

EDUCATION CANNOT WAIT FACILITATED
Multi-Year Resilience Programme
ETHIOPIA

2020 - 2023

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ACRONYMS

AAP	Accountability to Affected Population
ALP	Accelerated Learning Programme
ARRA	Agency for Refugee and Returnee Affairs
Belg	Short rainy season from March to May (in highland and mid-land areas)
C4D	Communication for Development
CSF	Comprehensive School Safety
CS	Conflict Sensitive/Sensitivity
CSG	Child Safeguarding
CTEs	Colleges of Teacher Education
CRRP	Comprehensive Refugee Response Strategy
CSO	Civil Society Organization
CWDs	Children living with physical and/or cognitive disabilities
Deyr	Short rainy season from October to December in Somali region
DfID	UK Department for International Development
DTM	Displacement Tracking Matrix
EC	Education Cluster
ECCE	Early Childhood Care and Education
ECW	Education Cannot Wait
EGRA	Early Grade Reading Assessment
EiE	Education in Emergencies
EiE SAG	Education in Emergencies Strategic Advisory Group
EMIS	Education Information Management System
REMIS	Regional Education Information Management System
EPRP	Emergency Preparedness and Response Plan
ESDP V	Education Sector Development. Programme 2015/16 - 2019/20
ETWG	Education Technical Working Group
EWS	Early Warning System
EOI	Expression of Interest
FGM	Female Genital Mutilation
GBV	Gender-based violence
GDP	Gross Domestic Product
GEC	Global Education Cluster
GER	Gross Enrollment Rate
GEQIP	General Education Quality Improvement Programme (Equity)
GM	Gender Mainstreaming
GoE	Government of Ethiopia
GPE	Global Partnership for Education
GPI	Gender Parity Index
Gu	Main rainy season from March-June in Somali region
HACT	Harmonized Approach for Cash Transfer
HDRP	Humanitarian and Disaster Resilience Plan
HNO	Humanitarian Needs Overview
HRP	Humanitarian Response Plan
IASC	Inter-Agency Standing Committee
IDMC	International Displacement Monitoring Centre
IDP	Internally Displaced Person
IIEP	UNESCO International Institute for Educational Planning
IMO	Cluster Information Management Officer
INEE	Interagency Network for Education in Emergencies
IOM	International Organization for Migration
Kiremt	Long rainy season (June-September in western areas)

M&E	Monitoring and Evaluation
MEAL	Monitoring, Evaluation, and Learning
MHPSS	Mental Health and Psychosocial Support
MPTT	MYRP Multi-Partner Task Team
MYRP	Multi-Year Resilience Programme
MYRP IPs	MYRP Implementing Partners
MYRP PM	MYRP Programme Manager
MYRP SC	MYRP Steering Committee
MYRP TC	MYRP Technical Committee
NEAEA	National Educational Assessment and Examination Agency
NDRMC	National Disaster Risk Management Commission
NGO	Non-Governmental Organization
NO (B, C, D)	National Professional Officers (B, C, D Categories)
NWOW	New Way of Working
OWNP	One WASH National Programme
OCHA	Organization for the Coordination of Humanitarian Affairs
OOSC	Out of School Children
PPP	Public Private Partnerships
PSEA	Protection from Sexual Exploitation and Abuse
PTR	Pupil-Teacher Ratio
PTSA	Parent Teacher and Student Association
READ	USAID Reading for Ethiopia's Achievement Developed
REB	Regional Education Bureau
REWG	Refugee Education Working Group
RM	Resource Mobilization
RDRMC	Regional Disaster Risk Management Committees
SCI	Save the Children International
SEIT	Community School Environment Improvement Team
SitAn	Situation Analysis
SLG	School Leadership Group
STLC	Semi-Temporary Learning Centers
SGBV	Sexual and Gender-based Violence
SNNP	Southern Nations, Nationalities and Peoples region
SRH	Sexual and Reproductive Health
SWASH	School Water, Sanitation and Hygiene
ToC	Theory of Change
TLC	Temporary Learning Centers
UASC	Unaccompanied and separated children
UNICEF	United Nations Children's Fund
UNDAF	UN Development Assistance Framework
UNHCR	United Nations High Commissioner for Refugees
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene
WEO	Woreda Education Office
WFP	World Food Programme

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PROGRAMME SUMMARY

Programme Title: Ethiopia Multi-Year Resilience Programme

Start Date: January 2020

End Date: June 2023

Brief Description

Ethiopia is vulnerable to both human-made and natural disasters, as well as climate change. The country hosts more than 2 million internally displaced people with 1,623,716 conflict-affected internally displaced persons (IDPs) and 499,336 climate-induced IDPs (50.8% female).¹ In addition, 680,861 refugees (360,175 women and girls; and 292,770 school-aged children including 138,214 school-aged girls) are hosted in Ethiopia.² According to OCHA's Humanitarian Needs Overview (HNO, February 2019), about 2.62 million school-aged children are affected by displacement and in need of humanitarian education support. The HNO noted that among IDP school-aged children, 146,000 children or 13.5% located in 124 IDP sites did not have access to any form of educational services. These children form the principle focus of this MYRP programme.

The Ethiopian education system is undermined by persistent challenges to access, retention/transition, equity, inclusion, and quality. Ethiopia has experienced a rapid expansion of primary education services, but this has had a significant impact on quality: suboptimal learning outcomes and slow development of foundational as well as transferable skills remain a significant concern. High drop-out rates at Grade 1 denote the lack of school readiness, particularly in rural areas and low transition rates across cycles denote poor quality of education. Teacher effectiveness and motivation are low, and training and support inadequate. Classrooms and school environments are poorly equipped and not responsive to gender and children living with physical and/or cognitive disabilities (CWDs). Girls face critical protection challenges such as sexual and gender-based violence (SGBV) and child marriage. The psychosocial needs of conflict affected teachers and children remain inadequately addressed. These bottlenecks are more prominent in emergency-affected regions that are also amongst the poorest and more marginalised. Education in emergencies (EiE) lacks adequate funding from both the government and the donor community; in addition, there is a lack of capacity in conflict and disaster risk management, including data systems, at all levels of the education sector.

The proposed three-year Multi-Year Resilience Programme (MYRP) will include a six-month inception period (January-June 2020) during which key data analyses, needs assessments, including a gender and diversity analysis of education in targeted areas, beneficiary consultations, and programme staffing activities will be carried out. Given that over 70% of all displacement in the country is internal, the MYRP focuses primarily on IDPs and returnees. Geographic targeting was conducted using the data from the Government of Ethiopia's 'hotspot woreda'³ classification', IOM's Displacement Tracking Matrix and Education Cluster assessments. A total of 44 woredas were selected based on their acute educational needs, with the process conducted in consultation with MoE, Education Cluster partners, and affected regions (see section 2 for more details on the selection process). The programme aims to reach 745,997 children⁴ (380,418 boys, 365,579 girls,⁵ and 74,600 CWDs⁶) including 213,121 pre-primary and 532,876 primary school-aged children. Additionally, 1,257 (including 490 women) refugee teachers and 10,000 national teachers (including 3,990 women) will be targeted through capacity development interventions to strengthen

¹ DTM Ethiopia Dashboard (June 2019) <https://data.humdata.org/dataset/ethiopia-baseline-assessment-data-iom-dtm>

² UNHCR Infographics June 2019

³ Woredas are the third-level administrative divisions of Ethiopia (federal, zonal) and are further subdivided into a number of wards (kebele) which are the smallest unit of local government in Ethiopia.

⁴ The MYRP will prioritize pre- and primary school aged displaced children due to the magnitude of the displacement case load whilst supporting adolescents through interventions to promote transition and retention to upper primary and secondary cycles of education

⁵ These figures reflect the actual gender breakdown according to official data on the number of displaced children

⁶ In the absence of reliable data, and pending a data mining exercise during the proposed inception period of the MYRP, UNICEF's 10% global prevalence ratio has been used to quantify targets related to emergency-affected boys and girls living with disabilities (https://www.unicef.org/protection/Monitoring_Child_Disability_in_Developing_Countries.pdf)

the delivery of education for all displaced children. From the \$198 million MYRP, ECW will contribute \$27 million in Seed Funding to the programme. Targeting in the Seed is therefore narrowed to cover 17 woredas and 60,487 out of school IDP and returnee children (30,717 boys, 29,770 girls, including 6,049 CWDs). As the programme leverages more resources, the scale and geographic coverage of the MYRP will increase, covering more children.

The proposed MYRP will address critical education needs of emergency-affected children with a special focus on girls and CWDs and their distinct educational and protection needs, as illustrated by specific interventions under each Outcome to address barriers to equitable and inclusive access to education. A ‘whole of school’ approach will be pursued in targeted areas through interventions that will improve learner well-being, expand access, improve quality and relevance of education, promote retention and transition of learners, and resilience of school communities. School-based interventions will be anchored in a ‘whole of woreda’ approach and supported by system-strengthening efforts at all levels of the sector. Relevant capacities of key stakeholders (education sector officials, school management, teachers, community members, learners) will be developed to strengthen conflict and disaster risk sensitivity of education. Key aspects of the education sector (data management, planning, teaching-learning classroom practices, parental-community engagement, school-based early warning systems) will be supported to promote resilience of the sector, institutions, and communities through education.

The proposed MYRP is a multi-partner programme submitted through the Education Cluster, led by the Ministry of Education, Save the Children International (SCI) and UNICEF, on behalf of the Multi-Year Resilience Programme Task Team. The programme has been developed under the leadership of MOE and Education Cluster in consultation with multiple EiE partners and stakeholders. The MYRP is linked to key national education sector plans and programmes, such as the ESDP V and GEQIP-E, the 2019 HRP as well as the refugee education framework (CRRF and draft Refugee Comprehensive Refugee Response Strategy). It supports institutional links between existing coordination mechanisms across the three education architectures (national – Education Technical Working Group (ETWG); education in emergencies – Education Cluster; and refugee – Refugee Education Working Group (REWG)) to bridge the humanitarian-development nexus in support of integrated and efficient responses of an equitable and resilient education sector.

Program Outcomes	
Outcome 1	Equitable access to safe, protective and gender-sensitive learning environments for emergency-affected girls, boys, including CWDs is increased.
Outcome 2	Quality and relevance of education for emergency-affected girls, boys, including CWDs is enhanced.
Outcome 3	Retention and transition to higher grades for emergency-affected girls, boys, incl. CWDs is improved.
Outcome 4	Capacity of education institutions and communities to provide gender and crisis-sensitive education for emergency-affected girls, boys, incl. CWDs is strengthened

Financial Resources		
Total resources required		\$165,215,678
Total resources (pledged or committed):	ECW (Seed Funding)	\$27,000,000
	Others	\$0
Total Funded:		\$27,000,000
Total Unfunded:		\$138,215,678

SITUATION & NEEDS ANALYSIS

1.1 Country Context

Ethiopia is vulnerable to both human-made and natural disasters, as well as climate change. The country hosts more than 2 million internally displaced people, with 1,623,716 conflict-affected internally displaced persons (IDPs) and 499,336 climate-induced IDPs⁷. In addition, 680,861 refugees (360,175 women and girls; and 292,770 school-aged children including 138,214 school-aged girls) are hosted in Ethiopia.⁸ Rapid urban expansion, ongoing conflict and high levels of vulnerability to recurrent drought and seasonal floods continue to generate significant, new displacement every year. Climate change is expected to expose Ethiopia to great weather variability and increased vulnerability. Climate change leads to increased internal conflicts as a result of competition over resources, e.g., disputes over grazing and arable land as well as water.⁹ Despite important and positive political changes that took place in the country in 2018, old conflicts became more entrenched and new conflicts escalated along various state borders displacing over 2,900,000 people in 2018. Disasters also triggered 296,000 new displacements in 2018, most of them associated with flooding and drought in the Somali region.¹⁰ The International Displacement Monitoring Centre (IDMC) calculates that an average of 122,222 people will be displaced in Ethiopia on a yearly basis due to human made and natural sudden-onset hazards¹¹, out of which 49,255 or 40,3% will be school-aged children (5-17).¹² According to OCHA's Humanitarian Needs Overview (February 2019), about 2.62 million school-aged children including 1,257,600 (48%) girls were in need of humanitarian education support in IDP hosting sites, including 1,074,000 (51%) IDPs and over 1.5 million host community children. Emergency-affected children are at a higher risk of mortality and poor health, growth and development. According to the Humanitarian Requirement Document (HRD), the level of acute malnutrition among IDP children is a grave concern.¹³ The February 2019 HNO noted that among IDP school-aged children, 146,000 children or 13.5% located in 124 IDP sites did not have access to any form of educational services.

Table 1 – Percentage IDP children per region with no access to education (OCHA HNO 2019)

⁷ DTM Ethiopia Dashboard (June 2019) <https://data.humdata.org/dataset/ethiopia-baseline-assessment-data-iom-dtm>

⁸ UNHCR Infographics June 2019

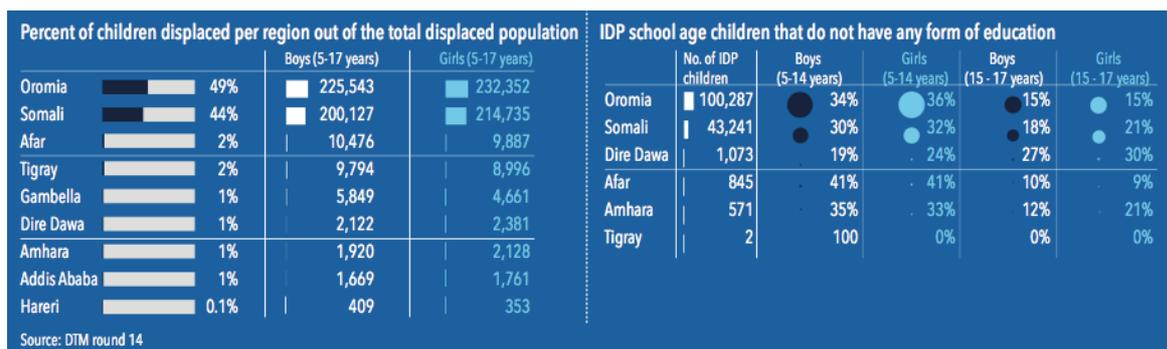
⁹ UNICEF ESAR, Briefing Note on Climate Change in Eastern and Southern Africa, 2014, p. 1-6. See also Heidelberg Institute for International Conflict Research, Conflict Barometer 2017, p. 84.

¹⁰ <http://www.internal-displacement.org/countries/ethiopia>

¹¹ Ibid

¹² International Organization for Migration (IOM) Displacement Tracking Matrix <https://displacement.iom.int/system/tdf/reports/R16%20National%20Dashboard%20v2.pdf?file=1&type=node&id=5857>

¹³ HRD, *Humanitarian and Disaster Resilience Plan. Mid-Year Review*, 2018, p. 26.



This exclusion was in part due to the impact of emergencies on schools.¹⁴ Regional assessments noted that 469 schools were affected by emergencies with 242 closed, 107 totally destroyed, and 120 partially damaged due to conflict, drought and/or food emergencies with many serving as shelter for displaced populations (12 in Afar, 122 in Amhara, 244 in Somali, 63 in Oromia, 13 in Benishangul Gumuz, and 19 in SNNP) meaning that hundreds of thousands of school-aged children in emergency-affected host communities could not access educational services.

Displacement figures are rapidly evolving due to an ongoing Government-led return process. According to Government figures, at least 1.8 million IDPs out of which approximately half are women and girls, have returned to their areas of origin since the Government-led return operation started in early May 2019. According to the Government's IDP Plan, the returnees will be provided with humanitarian assistance up to six months from return, while recovery and rehabilitation activities are implemented side-by-side. Ongoing support is also needed for IDPs that opt not to return as well as those that relocate.¹⁵ Recent Village Assessment Surveys (VAS) carried out by the National Disaster Risk Management Commission indicated that 47 % of returnees are female noting that the slightly higher rate of male returns is due to heads of households travelling to place of origin to assess the conduciveness of returns before family return. A May 2019 study on gender- and age-specific vulnerabilities among Ethiopian IDP adolescents noted that boys and girls were pushed to turn to exploitative forms of informal labour to support their families. The study noted that displaced women and girls were being further marginalised as a result of pre-existing gendered inequalities, including widespread sexual violence against young women and girls. A number of factors contribute to these risks, including human rights violations during displacement, minority status, lack of access to water, food or fuel, lack of social support and extreme poverty.¹⁶ For many women, boys, girls, elderly and disabled, access to services is obstructed by the distance to food distribution points and health facilities and difficulties transporting non-food items.¹⁷ Displaced women and children face increased and distinct protection risks including exploitation, separation from families, and unsafe movement or migration to meet survival or livelihood needs - as well as psychosocial distress, exposure to physical and sexual abuse, harmful traditional practices and possible trafficking.¹⁸ Distinct protection risks affect children in displacement. Partner-led rapid assessments (Save the Children, Action Against Hunger) in 2017 and 2018 noted that 4 out of every 7 boys and 3 out of 10 girls were unaccompanied or separated. Unaccompanied and separated boys and girls experience psychosocial distress due to the loss of their families

¹⁴ OCHA's Humanitarian Needs Overview; February 2019

¹⁵ OCHA ETHIOPIA Situation Report No. 23 As of 30 June 2019;

https://reliefweb.int/sites/reliefweb.int/files/resources/ocha_ethiopia_situation_report_no.23_june_2019_final_0.pdf

¹⁶ Jones, N., Yadete, W., and Kate Pincock, K. (May 2019): Raising the visibility of IDPs: a case study of gender- and age-specific vulnerabilities among Ethiopian IDP adolescents; <https://odihpn.org/magazine/raising-visibility-idps-case-study-gender-age-specific-vulnerabilities-among-ethiopian-idp-adolescents/>

¹⁷ Ethiopia Protection Cluster National Child Protection Strategy Note (March 2017); <https://data2.unhcr.org/en/documents/download/62631>

¹⁸ UNHCR, 2018: <https://reliefweb.int/sites/reliefweb.int/files/resources/63771.pdf>

and friends and the conflict they experienced; in the absence of adequate supports, the long-term psychosocial and developmental well-being of these children may be compromised. The rapid assessments noted the lack of child friendly spaces in surveyed sites and children were observed out of school and playing in unhygienic, unsafe places. It is estimated that amongst the 1.3 million children in displacement,¹⁹ potentially 10% or 130,000 live with disabilities and will require distinct protection and education support.²⁰ The disruption to children and adolescents' education has been tremendous and the impact long lasting, whilst the distinct vulnerabilities identified call for gender sensitive child safeguarding strategies to be developed and mainstreamed into interventions.

A recent UNICEF study on children's experiences of violence in Ethiopia found it prevalent in diverse forms with important gender dimensions to consider. Corporal punishment is the most prevalent form of violence both at school and at home, whereas in communities, emotional violence in the form of insults and harassment is more common. Many forms of violence are normalized and widely accepted by caregivers, teachers, children and communities. At school, corporal punishment is common, despite being illegal in Ethiopia. Research suggests that boys are more likely to have experienced physical violence, particularly corporal punishment, both at school and at home. Boys are twice as likely to report experiencing physical violence within the home compared to girls. In qualitative research, there were no gender differences in levels of reporting. Girls, on the other hand, report being subjected to insults and harassment by boys within the community.²¹ In situations of displacement where many children are separated from their families, and where community-based protection networks and links to institutional protection are disrupted, vulnerabilities increase for both boys and girls.

The February 2019 HNO identifies the main barriers that prevent emergency-affected children from attending educational services as: critical gaps in availability of temporarily learning spaces for displaced children, gender sensitive WASH facilities, inadequate food and water availability for schools hosting displaced children and learning material.²² Cluster partner assessments have further identified overall economic barriers as critical. Additionally, schools hosting displaced children experience overcrowded classroom environments and a shortage of teachers and learning materials.²³ Teachers work in environments that are not conducive to learning and in-service support is lacking.²⁴ The HNO notes irregular attendance and drop out where there is a food gap and schools do not have emergency school feeding. Repairing of damaged schools as well as the provision of adequate and gender sensitive WASH facilities at schools are critical priorities.²⁵ A recent inter-sectorial severity mapping conducted at *woreda* level revealed that primary school teachers in schools hosting displaced children were struggling to respond to behaviours displayed by conflict-displaced children resulting from fear

¹⁹ 0-17 years of age constitute 59,1% of the overall displaced population; DTM Ethiopia Dashboard (June 2019)

<https://data.humdata.org/dataset/ethiopia-baseline-assessment-data-iom-dtm>

²⁰ In the absence of reliable data, and pending a data mining exercise during the proposed inception period of the MYRP, UNICEF's 10% global prevalence ratio has been used to quantify targets related to emergency-affected boys and girls living with disabilities (https://www.unicef.org/protection/Monitoring_Child_Disability_in_Developing_Countries.pdf, FMOH's figures (National Mental Health strategy, 2019-2025), reporting a 12-25% prevalence of behavioural, emotional and developmental disorders among children in Ethiopia – in emergencies, children with pre-existing mental and developmental difficulties and disabilities are more likely to need additional support to be able to cope.

²¹ Pankhurst, A., Negussie, N., and Mulugeta, E.: 'Understanding Children's Experiences of Violence in Ethiopia: Evidence from Young Lives'; Office of Research - Innocenti Working Paper WP; November 2016; https://www.unicef-irc.org/publications/pdf/IWP_2016_25.pdf

²² Humanitarian Needs Overview (HNO) 2019 OCHA; <https://reliefweb.int/report/ethiopia/ethiopia-humanitarian-needs-overview-2019>

²³ USAID/ READ II's Crisis Response Unit: 'A Brief Assessment Report on: Identifying Needs for Catch-Up Classes, Social Emotional Learning/SEL/ and Psycho-Social Support/PSS/ for Internally Displaced Children Hosting Primary Schools in Qoloji I and II IDP camps in Babile and Tulu Gulled Woredas of Somali Region', May 2019; VSO Ethiopia and UNICEF: 'Baseline Survey Report Education in Emergencies', February 2019;

²⁴ Ibid

²⁵ Humanitarian Needs Overview (HNO) 2019 OCHA; <https://reliefweb.int/report/ethiopia/ethiopia-humanitarian-needs-overview-2019>

and anxiety.²⁶ Similar behaviours were identified by respondents as affecting out of school children, 56% of respondents believe these changes are due to children's inability to go back to school. Teachers and other education personnel have also been affected and have indicated a need for mental health and psychosocial support (MHPSS) for themselves and their students. Even in locations where protection services are available, there is a growing demand for greater support to capacitate teachers, peers, communities, etc, to provide a caring and supportive environment to learning in and around schools.²⁷ Getting all out of school displaced children including girls and CWDs back to school and providing them with access to water, food, protection and psychosocial support will be a key step to responding to these problems and build their resilience to current and future shocks and stresses.

1.2 Strategies, Plans and Data

The proposed MYRP strategies and interventions are fully aligned with the education section of the Humanitarian Response Plan (HRP 2019). The HRP recognises that the sector requires a response to the *immediate life-saving needs* of emergency-affected children whilst supporting the Government of Ethiopia to address the needs of people affected by protracted displacement and seek *durable solutions*. These needs have informed the prioritisation exercise undertaken to develop the proposed MYRP. The proposed MYRP is anchored in priorities articulated in both relevant humanitarian (HRP/HNO) and development (ESDP V; Ethiopia EiE Minimum Standards, GEQIP-E) policies and aligned to the relevant results and indicators identified by the same. For example, the priorities identified in the 2019 HRP to promote access and retention (e.g. establishment of temporary learning spaces (TLS); learning stationary support to IDP/returnee hosting schools; school feeding; accelerated school readiness and catch-up classes) will guide our initial and immediate responses. Moreover, the 2019 HRP's call to build resilience, to bridge the humanitarian-development nexus, and to mainstream conflict sensitivity and peacebuilding approaches through education, will drive the MYRP strategic framework.²⁸ Our mid- to long-term responses will be guided by priorities identified by the ESDP V such as the development of risk management capacity of local authorities and teachers in emergency-affected contexts. The 2013 EiE INEE Minimum Standards for Ethiopia recommends community participation in school-based risk reduction initiatives including children (in age-appropriate ways) to build resilience in and around education.

Gender is deep-rooted in socio-cultural, economic, and political structures and thus, gender equality is closely linked to every development agenda, ranging from elimination of poverty to promotion of peace and democratic rights. Education remains to be one of the key instruments to promote gender equality and to enhance equitable growth. Therefore, promoting gender equality in the Ethiopian education and training sector has been well recognized since the launching of the education and training policy. Given this context, this "Gender Strategy in the Education and Training Sector" has been developed in line with the national priorities to be addressed in the second GTP and fifth ESDP as well as the global sustainable development agendas of gender equality in education. Equitable provision of quality primary and secondary education for both girls and boys is an essential goal for ensuring socio-economic development. Hence, improving completion rates of primary and secondary education, for girls enables them to realise their rights and to increase their human capital. This in turn enhances their productivity and per capita income which ultimately reduces their poverty. Studies on returns to education by gender indicate that the overall return is higher for girls and women accounting for 9.8 % while for boys and men it is 8.7% (2004). And yet, investment in girls'

²⁶ Ibid

²⁷ Ibid

²⁸ OCHA Humanitarian Response Plan 2019, p.35

education is very low, mainly the share of girl's admission to secondary school is around 44.4%.

In developing the situation and needs analysis of this programme document, a number of documents have been reviewed to ensure alignment with national plans and policies, including: Education Sector Development Programme V (ESDP V) 2008 - 2012 E.C. 2015/16 - 2019/20 G.C.; Ethiopian Education Development Roadmap (2018-30): An integrated Executive Summary; General Education Quality Improvement Program for Equity Project 2018-2022 (GEQIP-E); Education Statistics Annual Abstract 2010 E.C. (2017/18); 2014 'Gender Strategy in the Education and Training Sector' and associated guidelines on gender responsive budgeting; National School Water, Sanitation and Hygiene (SWASH) Strategy and Implementation Action Plan (2017); MoE: 'A Master Plan for Special Needs Education/Inclusive Education in Ethiopia 2016-2025', October 2016; MoE: 'Special Needs/Inclusive Education Strategy'; July 2012. National Social Protection Policy (2013); National Nutrition Programme II (2016-2020), National School Health and Nutrition Strategy and Action Plan (2012). In relation to the refugee education needs assessment, key documents reviewed include: UNHCR's Global Education Policy and Ethiopia's Refugee Education Strategy; Ethiopia's Comprehensive Refugee Response Framework and Roadmap; Ethiopia's Draft Comprehensive Refugee Response Strategy; and the refugee education section of the Education Statistics Annual Abstract 2010 E.C. (2017/18). Cluster partners have conducted several beneficiary (including parents, teachers, and children) consultations and needs assessments that have informed the development of the MYRP, including VSO, USAID READ, and UNICEF.²⁹

Recommendations made by the ECW-GEC Ethiopia Study were taken into consideration and shaped the overall focus of the MYRP, including: the strengthening of institutional links between MoE-ARRA-EiE Cluster; supporting dedicated EiE Cluster staff and EiE Cluster regional activities and regional/local/school links (and link-up with federal MYRP architecture); and investing in data management capacity including improving coordination and information sharing. To complement the information elicited from these reviews, field trips were undertaken in 2 regions – Somali, SNNP (security situation prevented a third trip to Amhara) and consultation was undertaken with Oromia REB. This analysis highlighted the challenges of collecting and analyzing timely and accurate data from displacement and/or return sites and has led to the inclusion of specific data strengthening interventions in the proposed MYRP.

Key resources that have informed the resilience framework for this programme document include UNESCO International Institute for Educational Planning (IIEP) 's 'Safety, Resilience, and Social Cohesion Guide for Educational Sector Planners' (2015), which identifies three key priorities that have guided the development of Outcome 4 strategies and interventions.³⁰ The INEE 2010 'Minimum Standards for Education: Preparedness, Response, and Recovery' have guided programme development and will guide implementation of the MYRP, with a particular focus on teaching and learning to improve learning outcomes in the challenging contexts where the MYRP will reach.³¹ The 2013 Ethiopian contextualized INEE Minimum Standards Guidance and the 2016/17 EiE strategy, have informed the identification of contextually relevant interventions under each of the proposed MYRP outcomes. The MYRP inception period will include further gender, diversity, and MHPSS analysis following guidelines contained in the 2015 IASC Guidelines for Integrating Gender-Based Violence Interventions

²⁹ USAID/ READ II's Crisis Response Unit: 'A Brief Assessment Report on: Identifying Needs for Catch-Up Classes, Social Emotional Learning/SEL/ and Psycho-Social Support/PSS/ for Internally Displaced Children Hosting Primary Schools in Qoloji I and II IDP camps in Babile and Tulu Gulled Woredas of Somali Region', May 2019; VSO Ethiopia and UNICEF: 'Baseline Survey Report Education in Emergencies', February 2019;

³⁰ UNESCO International Institute for Educational Planning (IIEP) 's 'Safety, Resilience, and Social Cohesion Guide for Educational Sector Planners' (2015); <http://education4resilience.iiep.unesco.org/en/planning>

³¹ Inter-Agency Network for Education in Emergencies (INEE): 'Minimum Standards for Education: Preparedness, Response, and Recovery' (2010)

in Humanitarian Action, 2017 IASC Gender Handbook on Humanitarian Action, INEE's 2019 'Guidance Note - Gender equality in and through education'³², IASC's Guidelines on MHPSS for Emergency Settings³³, INEE's Landscape Review and Conceptual Framework on Teacher Well-Being³⁴, and INEE's Guidance Note on PSS³⁵

1.3 Education in Emergencies and Protracted Crisis Areas

The impact of the current displacement crisis on the education system has been significant, in a country where despite significant progress being made in promoting universal access in the past two decades, there are persistent challenges to learning. Key challenges exist in relation to equity, inclusion, gender parity, quality, relevance, retention, transition, protection, and poor capacity of the system, which negatively affect learning and have been captured in the most recently published EMIS Abstract (2010 E.C. / 2017-8).

1.3.1 Access to Education

Although access to primary education at national level has steadily increased, regional disparity and dropout rates remains high whilst gender parity remains at 0.90. Additionally, there are around 2.6 million out-of-school children in the primary school age group. Of these, the largest numbers are in the four emergency-affected regions of Oromia, SNNP, Afar and Amhara and consist primarily of pastoralist, semi pastoralist and rural-agriculturalist communities often affected by natural and/or human-made disasters denoting regional inequities linked to exposure to conflict and natural disasters.³⁶ Inequity in access to pre/primary education is also evident in early learning, despite a rapid expansion of early childhood education (ECE) services continues (44.2% Gross Enrolment in 2017/18 - an increase of over 20 percentage points in only 6 years since GER of 21.6% in 2011/2012).³⁷ Only 4.5% of 4-6 aged children in Somali Region with access, as compared to 86.8% of their peers in Tigray Region.³⁸

The GER table below shows that rates surpass 100%, due to overage enrolment and also outdated census data that underestimates the school-aged population. The GER is comparatively lower amongst girls and in emergency-affected regions such as Afar and Somali.³⁹

Table 2 - GER by Region & Gender Grades 1-8, EMIS 2010 E.C. (2017/8)

³² Inter-agency Network for Education in Emergencies (INEE): 'Guidance Note - Gender equality in and through education'; 2019 https://inee.org/system/files/resources/INEE_Guidance%20Note%20on%20Gender_2019_ENG.pdf

³³

https://interagencystandingcommittee.org/system/files/legacy_files/Checklist%20for%20field%20use%20IASC%20MHPSS.pdf

³⁴ <https://inee.org/resources/landscape-review-teacher-well-being-low-resource-crisis-and-conflict-affected-settings>

³⁵ <https://inee.org/resources/inee-guidance-note-psycho-social-support>

³⁶ During the inception period of the MYRP more detailed analysis of the specific educational needs of emergency-affected pastoralist and semi-pastoralist children will be undertaken

³⁷ ESAA 2011/12, MoE

³⁸ ESAA 2017/18, MoE

³⁹ EMIS 2010 E.C. (2017/2018)

Region	Gross Enrolment			Population Age 7-14			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	615.2	562.3	1,177.5	507.5	494.1	1,001.7	121.2	113.8	117.5
Afar	102.9	83.2	186.1	164.5	148.5	312.9	62.6	56.1	59.5
Amhara	2,291.1	2,122.4	4,413.5	2,072.5	2,025.0	4,097.5	110.5	104.8	107.7
Oromiya	4,401.5	3,759.3	8,160.8	3,838.3	3,777.8	7,616.1	114.7	99.5	107.2
Ethiopia – Somali	573.0	423.9	996.8	541.0	501.4	1,042.4	105.9	84.5	95.6
Benishangul-Gumuz	139.9	116.5	256.4	109.4	105.6	215.1	127.8	110.3	119.2
SNNP	2,488.0	2,213.3	4,701.4	2,026.6	2,003.4	4,029.9	122.8	110.5	116.7
Gambella	61.0	52.9	113.9	40.4	37.8	78.2	151.1	140.0	145.7
Harari	25.8	20.7	46.5	21.4	20.5	41.9	120.5	100.8	110.8
Addis Ababa	242.9	289.1	532.0	194.2	200.2	394.4	125.0	144.4	134.9
Dire Dawa	40.3	35.8	76.2	36.3	35.6	72.0	111.0	100.6	105.8
National	10,982	9,679	20,661	9,552	9,350	18,902	115.0	103.5	109.3

According to the Ethiopian Ministry of Education, children with disabilities (CWD) or special needs learners comprise 9.8% of primary enrolment with 277,771 out of which 155,394 are boys (10.8%) and 121,771 are girls (8.7%) indicating lower gender parity than for children without special needs.⁴⁰

Table 3 - GER in Primary Schools of Students with Disabilities EMIS 2010 E.C. (2017/8)

Region	Population with SNE, Ages 7-11			Number of Students with SNE			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	76,130	74,122	150,252	14,162	10,605	24,767	18.6	14.3	16.5
Afar	24,672	22,269	46,941	102	48	150	0.4	0.2	0.3
Amhara	310,871	303,753	614,624	15,733	11,863	27,596	5.1	3.9	4.5
Oromia	575,749	566,669	1,142,418	28,138	20,218	48,356	4.9	3.6	4.2
Ethiopia-Somali	81,148	75,206	156,354	765	705	1,470	0.9	0.9	0.9
Benishangul-Gumuz	16,417	15,844	32,261	2,734	1,693	4,427	16.7	10.7	13.7
SNNP	303,986	300,506	604,492	88,555	72,597	161,152	29.1	24.2	26.7
Gambella	6,059	5,669	11,728	879	754	1,633	14.5	13.3	13.9
Harari	3,206	3,081	6,287	1,086	750	1,836	33.9	24.3	29.2
Addis Ababa	29,137	30,030	59,167	2,434	1,991	4,425	8.4	6.6	7.5
Dire Dawa	5,452	5,341	10,793	806	547	1,353	14.8	10.2	12.5
National	1,432,827	1,402,490	2,835,317	155,394	121,771	277,165	10.8	8.7	9.8

Access to water and sex-segregated latrines is a critical determinant to safe access to education, and an aspect of education where stark regional, gender, and inclusion disparities are found. Only 23% of schools in Afar, 26% in Somali, and 35% in Oromiya and Beneshangul-Gumuz have access to water, with significant barriers noted for children with disabilities across most regions. For example, only 42% of CWDs enrolled in primary schools in Beneshangul-Gumuz have access to latrines with 47% in Oromiya and 50% in Amhara below the 58% national average. The above statistics denote significant barriers to access, including poor family income and displacement induced destitution, social and religious factors leading to harmful and exclusionary practices, food insecurity. Specific barriers prevent the most vulnerable children, such as girls and children with disabilities, from accessing education, including: socio cultural beliefs; negative and prevalent stereotypes on gender and disability and lack of support from family and community; lack of inclusive education system and gender sensitive and inclusive infrastructure facilities; gender based violence that affects vulnerable children. Therefore, providing gender responsive quality and inclusive education that address special needs of vulnerable children is very imperative

1.3.2 Quality and relevance of education

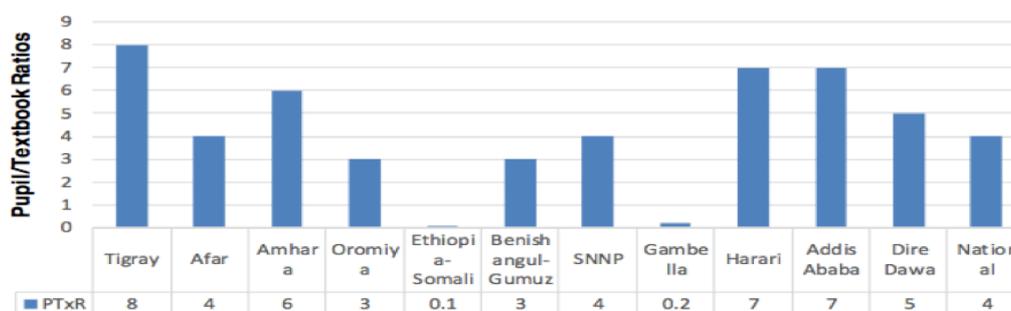
Ethiopia has experienced a rapid expansion of primary education services, but this has had a significant impact on quality, resulting in suboptimal learning outcomes; the development of

⁴⁰ Ibid

foundational as well as transferable skills remain a significant concern. Learning levels are poor and appear to have stalled in recent years' especially for girls, who often miss school when menstruating or when forced to neglect homework in order to do chores.⁴¹ The 2015 National Learning Assessment revealed that a third of students in Grade 4 and over half of students in Grade 8 scored at "below basic" proficiency levels. The 2016 Early Grade Reading Assessment (EGRA) further revealed that only 33% of Grade 2 and 45% of Grade 3 students can read at functional reading proficiency levels (fluently or with increasing fluency). A relevant proxy for learning include repetition and survival rates. According to EMIS data, male students are slightly more likely than female students to repeat a grade, which has been the trend since 2003. The ESDP V target has not been met. The repetition rate is slightly higher in males compared to females, following a historic trend. The female repetition rate of 5% and the male repetition rate of 5.5%. A further proxy indicator for learning are survival rates. The survival rate to grade 5 is used to estimate the percentage of students who will complete the first cycle of primary education. The completion of at least 4 years of schooling is considered as a prerequisite for a sustainable level of literacy. At Grade 5 the survival rates in 2010 E.C. for females and males were 55% and 52 % respectively.⁴²The MoE has significantly increased its investment in ECE as a means of tackling primary school drop-out and improving student learning outcomes by Grade 4. The rapid expansion of ECE services, as with primary, has come at the expense of quality - with poorly equipped classes, a lack of standardized pedagogical strategies/curriculum and insufficient trained teachers available.

Pupil-Teacher Ratio (PTR) is a measure of efficiency and quality in the education system: a lower PTR implies a more conducive environment for learning. All regions achieved a Primary PTR below 50, except for emergency affected regions of Somali with over 120 in Grades 5-8, Oromiya with 70 in Grades 1-4, and SSNP with almost 60 in Grades 1-4. Textbook-to-pupil ratios show stark inequities across regions: emergency-affected Somali and Gambella have the lowest ratios as illustrated in the table below.

Table 4 – Textbook to Pupil Ratio in Primary Schools EMIS 2010 E.C. (2017/8)



Teacher capacity is another key determinant of education quality. In emergency contexts teachers do not operate in the enabling environment needed to deliver learning in the classroom, and in-service training is lacking. There are 633,442 teachers across all levels of schooling including 483,339 in primary schools and 108,328 in secondary schools. The 39% prevalence of female teachers in primary education falls below adequate gender parity and can negatively impact the participation of girls in education through a lack of female role models in school. In Ethiopia, primary level teachers should have at least a Diploma level

⁴¹ Jones, N., et al (May 2019): Adolescent well-being in Ethiopia: exploring gendered capabilities, contexts and change strategies; A synthesis report on GAGE Ethiopia baseline findings
https://www.gage.odj.org/wp-content/uploads/2019/05/Synthesis_report.pdf

⁴² EMIS 2010 E.C. (2017/2018)

qualification and in secondary level teachers should have at least a Bachelor's Degree qualification for the First Cycle (Grades 9-10) and a Master's Degree qualification for the Preparatory/Second Cycle (Grades 11-12). Out of all primary 1-8 grade level teachers, only 245,959 are adequately qualified.⁴³ In emergency-affected contexts teachers require specific Conflict and Disaster Risk Management (CDRM) skills, but in many contexts qualification are below par. In refugee contexts in Ethiopia, there are two types of teachers: refugee incentive teachers and national teachers. Only 35% of refugee teachers are meet qualification standards across all twenty-seven refugee camps. Lack of a well-organized system to supply qualified teachers in refugee operations across Ethiopia has contributed to a shortage of qualified teachers.

1.3.3 Safe and Secure Learning Environments

Part of the EiE cluster's work has led to the publication of the 2013 "Ethiopia: minimum standards for education and emergencies", which articulates the minimum level of educational quality and access in human made and natural disaster affected contexts. The document recognizes both the gaps in crisis-sensitive education provision in the country but also the MoE's commitment to ensure a safe and secure environment for learning. Standards 2 (Protection and Well-being) and 3 (Facilities and Services) are captured in the school inspection framework, and the ESDP V includes specific activities to strengthen resilience of schools and promote security and safety in learning environments. These include training of school staff and education officials, as well as crisis-sensitive curriculum inputs in emergency affected schools. The implementation of such measures has been limited due to inadequate resources and sector capacity.

There are a number of protection risks and bottlenecks that impact boys' and girls' access and retention in the education system, including distinct forms of in-school violence and school-related gender-based violence as well as child marriage. For example, a 2018 study⁴⁴ by UNICEF on School-Related Gender Based Violence, has found out that girls are more likely to experience psychological bullying, sexual violence and harassment while boys often face higher rates of corporal punishment than girls. The role of teachers as perpetrators of indirect (discrimination, verbal abuse) and direct (corporal punishment, SGBV) forms of violence is noted and calls for specific strategies to promote positive classroom management methods and robust SGBV prevention and response interventions at school-community level. Additionally, well-being and self-care among teachers in emergency affected contexts remains critical to enable them to positively contribute to safe and secure learning environments. In emergency affected regions such as Afar and Amhara the median age at first marriage for adolescent girls stands at 16.4 and 15.7⁴⁵. The prevalence of child marriage is a threat to girls' school completion and transition. A rapid child protection assessment by Save the Children in IDP-hosting woredas of Hudet, Moyale and Dolo Ado in Somali region in 2018 noted that up to 96% of host and IDP women and girls had been affected by sexual and gender-based violence (SGBV) including domestic violence, female genital mutilation (FGM), child marriage. Additionally, the assessment found a 54% prevalence rate FGM and 73% prevalence of child/forced marriage despite the awareness raising efforts.⁴⁶ These protection challenges constitute significant barriers to girls' retention and transition in education, particularly in emergency/affected areas where community-based protection mechanisms have been disrupted and government capacity to address protection needs has been eroded. A comprehensive CSG strategy will address these protection challenges.

⁴³ Ibid

⁴⁴ UCL, The Code of Conduct on Prevention of SRGV: A study of policy enactment in Ethiopia

⁴⁵ 2016 Ethiopia Demographic and Health Survey; <https://dhsprogram.com/pubs/pdf/FR328/FR328.pdf>

⁴⁶ Save the Children conducted a rapid child protection assessment and field level observation in Hudet and Moyale and Dolo Ado woredas in 2018. It also reviewed various reports including Save the children's monthly humanitarian situation report, inter agency assessment reports and protection sectoral overview notes

1.3.4 Gender and inclusion

The Ethiopian government has recognized the critical role women’s empowerment plays in achieving its development goals and consequently instituted various legal and policy reforms. Ethiopia’s 1994 constitution espouses the equality of men and women in the social, legal, economic, social, and political realms. Article 35 mandates affirmative action as a remedy for historical discrimination against women and notes the state’s obligation to eliminate traditional customs that harm women’s minds or bodies. The 2014 ‘Gender Strategy in the Education and Training Sector’ responds to this commitment and sets national priorities to be addressed in the ‘2nd Growth and Transformation Plan’ (GTP) and ESDP V as well as the global sustainable development agendas of gender equality in education. The government has developed national guidelines for the implementation of gender-responsive budgeting (GRB) advocating for 2% exclusive budget allocation for gender issues in the education and training sector. Accordingly, two per cent of the total ESDP IV budget plan has been committed exclusively to gender equality-related issues at federal level although with limited uptake across the sector due to poor planning capacity to translate the commitment to actionable steps. The MoE established a Gender Directorate to liaise with other directorates of the Ministry of Education and development partners to promote coordination, harmonization and leveraging of resources toward gender equality. Gender units or focal points have also been established in Regional Education Bureaus, and some Woreda Education Offices. Other coordination mechanisms include strengthening the National Gender Forum, which convenes all national partners working on girls’ education, and a technical committee that supports the Gender Forum, known as the Girls Education Advisory Committee (GEAC). At the school level, gender equality and girls’ education are promoted through Girls’ Education Clubs and Girls Advisory Committees. However, impact of these bodies has been hampered by lack of qualified personnel, inadequate budget allocation, and/or by their marginalization in institutional decision-making. The above institutional bottlenecks and limited impact of legislative and policy actions undermine girls’ right to education as outlined below.

The 2017-18 EMIS identifies significant gaps in gender equity in Ethiopia’s education sector, and the recent mid-term review of the ESDP V recognized that further affirmative action is required to ensure an increment in the female students’ enrolment and the share of female academic staffs.⁴⁷ The Education Sector Roadmap also recognizes the specific challenges in rural areas, noting that the progress in gender parity has been mostly felt in urban contexts.⁴⁸ Gender parity in primary education stands at 0.90 nationally (having worsened from 0.92 in 2013/14), and varies significantly across regions, with 0.80 in Somali region to 1.15 in Addis Ababa.⁴⁹ This falls short of sector targets of 0.96% and the lowest index found amongst emergency affected regions like Somali, Oromiya, and Beneshangul-Gumuz.

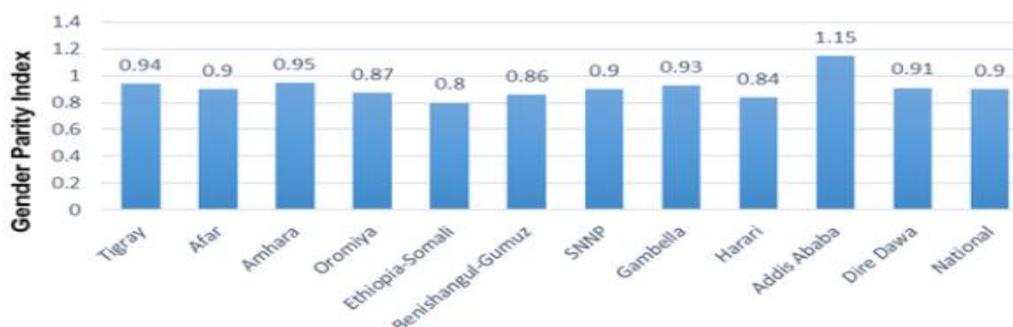
Table 5 - Gender Parity Index for Grades 1-8 by Region EMIS 2010 E.C. (2017/18)

ESDP V Indicator	2007 (2013/14) Baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached
GPI in Grades 1–8 (index)	0.93	0.96	0.90	x

⁴⁷ Education Sector Development Program V Mid Term Review; Jimma University Education and Leadership Centre of Excellence; January 2019; p.74

⁴⁸ Ethiopian Education Development Roadmap (2018-30, p.15)

⁴⁹ ESAA 2017/18, MoE



Girls fare worse in rural and emergency affected contexts where socioeconomic barriers compound existing negative social norms. Girls are burdened with domestic or paid work to support their families and which prevents them from attending school or completing after school homework. There are several bottlenecks that impact girls' participation in the education system, including school related gender-based violence and early child marriage. In Ethiopia, the median age at first marriage increases with a higher number of years of formal education - 16.3 years among women with no education as compared to 24 years among women with more than secondary education.⁵⁰ In regions such as Afar and Amhara where the median age at first marriage for females is respectively 16.4 and 15.7 (EDHS 2016), the persistence of child marriage is a threat to girls' school completion and transition. Child marriage is incentivized by 'dowry', as protecting girls from harassment or violence, and as a response to rape and child pregnancy. In conflict-affected areas of Ethiopia insecurity is cited as a reason to keep girls at home and away from schools.⁵¹ Another practice that negatively impact girls is FGM. Fifty-nine percent of girls in Afar, 32 percent in Ethiopia Somali and 24 percent in Benishangul-Gumuz are circumcised by age 15.⁵² With 29.6% of the population still living below the national poverty line, its repercussion on the education of adolescent girls is high due to a gendered preference of retaining boys over girls in school. Despite government efforts to tackle barriers to girls' education the worsening gender parity trend suggests more efforts are required to translate policies into results for girls at school level.

1.3.5 Continuity - Retention, transition, and protection

According to MoE EMIS (2017/18), dropout rates in primary education Grades 1-8 remain high and have experienced a steady rise since 2012 when it stood at 7.8% for boys and 6.9% for girls with a current rate of 11.4% for girls and 10.9 for boys. Student progression and graduation across the *primary education cycle* remain low, only 57.7% of children complete a full eight years of schooling. The highest dropout rate across primary education remains at Grade 1 with 19% of girls and 20% of boys not progressing to Grade 2. One of the key reasons for this phenomenon is the limited access to pre-primary education in Ethiopia, particularly in rural areas, which undermines the school readiness of first Graders. 44.2% of pre-primary school age children are enrolled in pre-primary classes (45.1% boys and 43.1 girls), a decrease on the previous year's result of 46%. Regionally, emergency-affected Afar and Ethiopia-Somali perform the worst, with GER of just 14.3% and 4.5% respectively.⁵³

Table 6 – Pre-primary GER by Region and Gender Parity Index EMIS 2010 E.C. (2017/18)

⁵⁰ Ethiopia DHS, 2016

⁵¹ Cluster partners' community based assessments in IDP hosting contexts (USAID READ, Save the Children, Plan International, VSO)

⁵² General Education Quality Improvement Program For Equity 2018-2022 (GEQIP-E, official use only)2017; World Bank; p.4

⁵³ Ibid

Region	Gross Enrolment (thousands)			Population Age 4-6 (thousands)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Tigray	174.8	167.5	342.3	200.0	194.1	394.2	87.4	86.3	86.8	0.99
Afar	8.1	11.2	19.3	69.3	65.7	135.0	11.7	17.1	14.3	1.46
Amhara	415.6	392.2	807.8	882.3	850.7	1,733.0	47.1	46.1	46.6	0.98
Oromia	481.9	435.8	917.7	1,566.1	1,525.4	3,091.5	30.8	28.6	29.7	0.93
Ethiopia-Somali	13.1	10.3	23.4	263.2	257.1	520.3	5.0	4.0	4.5	0.81
Benishangule_Gumuz	18.1	15.9	34.0	44.9	43.4	88.3	40.3	36.6	38.5	0.91
SNNP	567.8	525.7	1,093.5	810.3	793.4	1,603.6	70.1	66.3	68.2	0.95
Gambela	6.7	6.2	13.0	16.0	15.6	31.6	41.9	40.1	41.0	0.96
Hareri	7.7	6.6	14.3	8.3	7.9	16.2	92.7	83.3	88.1	0.90
Addis Ababa	93.8	89.9	183.6	98.3	97.8	196.2	95.3	91.9	93.6	0.96
Dire Dawa	6.2	5.8	11.9	14.1	13.6	27.7	43.7	42.4	43.1	0.97
National	1,793.7	1,667.2	3,460.9	3,973.0	3,864.6	7,837.6	45.1	43.1	44.2	0.96

Over the past five years gains have been made in supporting girls' transition to Grade 2 (a reduction from 23% in 2014) but lesser gains made for boys (a reduction of only 1% in the same period) meaning that currently dropout affects boys in greater numbers than girls in Grade 1. This calls for gender sensitive strategies being developed that support transition rates at lower grades for both girls and boys. By Grade 8 the trend reverses and girls drop out in greater numbers due to multiple factors, such as; domestic work, lack of extra-curricular activities, limited number of female teachers, irregular absenteeism, in adequate sanitation facilities, distance of school, early marriage and other protection concerns.

Table 7 - Primary Percentage Dropout and Completion Rate by Gender EMIS 2010 E.C.(2017/18)

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)
	Baseline	target	actual
Completion rate to Grade 8 female	47	61	55.9
Completion rate to Grade 8 male	47	61	59.5
ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)
	Baseline	target	actual
Grade 1 dropout rate female	23	13	19
Grade 1 dropout rate male	21	12	20
Grade 1-8 dropout rate female	11	7	11.4
Grade 1-8 dropout rate male	11	7	10.9

The transition from *primary to secondary education* remains low nationally with GER in secondary grades (Grade 9-12) of 30.7% in 2010 E.C with notable regional disparities, with Addis Ababa having the highest GER at 85.3%, followed by Gambella and Tigray with 58.6% and 46.3% respectively. Emergency/affected regions Afar and Ethiopia-Somali have the lowest enrolment rate in secondary education.⁵⁴ The comparison between GER for grades 1-4 and grades 5-8 shows that there is a notable gap in enrolment between the two cycles. Nationally, the GER for the first cycle is 137.2% compared to 79.3% for second cycle, indicating that many students are not progressing to the second cycle of primary education, either because they are repeating grades, or dropping out completely. In emergency-affected regions is notably high with Oromiya dropping by 76%, SNNP by 751%, and Somali by 74,7%.

⁵⁵

Table 8 - GER by Region & Gender Grades 1-4 & Grades 5-8 EMIS 2010 E.C. (2017/8)

⁵⁴ EMIS 2010 E.C. (2017/2018)

⁵⁵ EMIS 2010 E.C. (2016/2017)

Region	GER (%) Grades 1-4			GER (%) Grades 5-8		
	Male	Female	Total	Male	Female	Total
Tigray	135.4	124.0	129.8	107.1	103.6	105.3
Afar	88.8	77.5	83.3	31.0	27.5	29.4
Amhara	123.3	111.3	117.4	95.8	97.4	96.6
Oromiya	153.9	135.7	144.9	74.1	62.1	68.1
Ethiopia - Somali	141.6	107.1	124.5	53.1	45.8	49.8
Benishangul-Gumuz	155.3	140.3	147.9	98.9	78.3	88.8
SNNP	161.6	147.5	154.6	84.6	74.3	79.5
Gambella	182.8	165.6	174.3	119.4	112.1	115.9
Harari	155.0	131.8	143.6	85.1	69.1	77.2
Addis Ababa	117.3	135.2	126.3	135.4	156.5	146.1
Dire Dawa	140.0	128.8	134.5	83.1	73.5	78.4
National	144.9	129.4	137.2	82.7	75.7	79.3

1.3.6 National Policies and Systems - System strengthening and resilience

The Ministry of Education has prioritised education response to crisis, establishing an Education in Emergencies (EiE) cluster in October 2008 and including EiE into the Education Sector Development Plans (ESDP IV and V). Part of the cluster's work has led to the publication of the 2013 "Ethiopia: minimum standards for education and emergencies", which was revitalized in an EiE Strategy.⁵⁶ The ESDP V (2015/16 - 2019/20) includes strategies for education in emergencies and coordination with the Education cluster and outlines key interventions to: develop the capacity of woreda education officers (WEO), schools and teachers through specific DRR training; develop teaching/learning 'emergency learning' curriculum packages. A recently implemented Mid-Term Review of the ESDP V however failed to showcase progress in this critical area of the sector. The MYRP will focus advocacy efforts to ensure greater inclusion of EiE in ESDP VI.

The latest iteration of the General Education Quality Improvement Program for Equity (GEQIP-E) includes specific funds to support the development of an EiE strategy and a contingency fund for emergencies that development partners will support on a needs basis. Moreover, upcoming World Bank additional funding for refugee education foresees the establishment of a refugee education facility within the MoE to strengthen its integrate planning and policy development capacity. The MYRP will complement the system/policy focus of GEQIP-E with regional/local/school level capacity development. The draft Education Sector Development Roadmap (2018-2030) recommends the development of a "strategy for implementing education in emergency due to natural and manmade crises such as drought, war, flooding, etc." (p.18), but fails to substantively address education in emergencies.⁵⁷ Despite efforts to institutionalise responses, regional and woreda level response plans remain ad-hoc and compounded by funding shortages, weak data management systems, and limited institutional capacity, which undermines the resilience of the education system to prevent, mitigate, respond, and recover from human-made and natural disasters affecting the sector. The scale and complexity of the IDP crisis in Ethiopia calls for urgent and sustained action with a strong focus on building resilience of systems, institutions, and communities.

Responding to the scale and complexity of the situation requires considerable Government commitment and community participation, as well as significant national and international investment. In the absence of a national IDP strategy or policy, finding durable solutions remains a significant obstacle. While the government has signed the African Union Convention

⁵⁶ Ethiopia: Minimum Standards for Education in Emergencies (2013); Contextualized from the Inter-Agency Network for Education in Emergencies (INEE) 'Minimum Standards for Education: Preparedness, Response, Recovery';

⁵⁷ Ethiopian Education Development Roadmap (2018-2030); https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia_education_development_roadmap_2018-2030.pdf

for the Protection and Assistance of Internally Displaced Persons in Africa (the Kampala Convention), it remains to be ratified and domesticated it into national legislation or policies. The MYRP will advocate for a robust MoE-led education in emergency response to the IDP crisis, anchored in stronger domestic commitments and clear policies. The MYRP will be anchored on efforts by Government to find durable solutions to displacement.⁵⁸ In April 2019, the Ministry of Peace and the National Disaster Risk Management Commission (NDRMC) launched a national strategy to end conflict-induced displacement. The government is intent on supporting the return of IDPs to their areas of origin. It is within this context that the Durable Solutions Initiative (DSI) has been developed by the Government, the United Nations, international NGOs and donors to provide a principled operational framework in which to work on durable solutions in the country around policy, legislative, institutional, and operational. Within this framework the MYRP will support through advocacy and system strengthening the institutional and policy reforms promoted by the DSI and align implementation to the DSI approach of ‘area-based, comprehensive, government-led and community driven programmes in areas of voluntary return, relocation or local integration’.⁵⁹

The HRP notes the ongoing return process and the need to support receiving communities to integrate returnee and/or relocated children to hosting schools, and the need to employ a system strengthening approach to ensure more efficient leveraging of humanitarian and developmental assistance. To this effect a new joined-up strategy will be developed for the period 2020-2025 involving humanitarian, development and financing partners focusing on reaching 2 to 3 specific collective outcomes related to enhancing durable solutions for IDPs and IDP returnees, as well as enabling basic service delivery and livelihood support in disaster-prone areas. In order to leverage comparative advantages and achieve timely impact, it will focus on systems strengthening and a set of prioritized geographic areas. The MYRP Steering Committee and Technical Committee will actively participate in this process and lessons learned from initial MYRP investments will feed into and inform its development.

1.3.7 Financing of Education in Emergencies and Protracted Crises

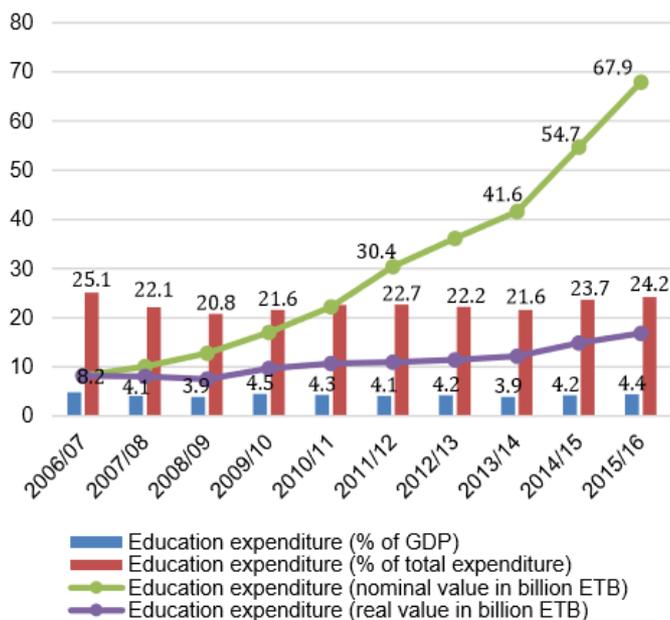
A UNICEF 2017 budget analysis brief noted that the education sector received an impressive 24.2 per cent of on-budget total national expenditure and 4.4 per cent of Gross Domestic Product (GDP) in 2015/16, meeting the global benchmark of 20 per cent of the national budget spent on education as put forth by Education for All. The brief noted that most national education expenditure is predominantly recurrent investments amounting to 62.6 per cent of total education spending on average over the past decade, out of which teachers’ salaries account for the greatest proportion leaving insufficient financing for investments in the other inputs essential for children and young people’s academic success, such as the maintenance of infrastructure, the provision of curriculum materials, teacher development, etc. Per student spending on higher education is approximately 35 times greater than what is spent on general education in 2014/15, mainly fuelled by the construction and expansion of universities. Improvements are required in the composition of education spending by reallocating government expenditure towards general education which is more pro-poor and more equitable.⁶⁰

Table 9: Education Expenditure Trends (UNICEF National Education Sector Budget Brief: 2006-2016)

⁵⁸ A durable solution is achieved when displaced persons no longer have any specific assistance and protection needs that are linked to their displacement and can enjoy their human rights without discrimination on account of their displacement. It can be achieved through sustainable reintegration at the place of origin (voluntary return), local integration in areas where displaced persons take refuge or in another part of the country based on their choice (relocation).

⁵⁹ Ethiopia Durable Solutions Initiative, DRAFT for discussions; shared 15.8.2019

⁶⁰ UNICEF National Education Sector Budget Brief: 2006-2016; https://www.unicef.org/esaro/UNICEF_Ethiopia_-_2017_-_Education_Budget_Brief.pdf



Source: Data from MoFEC.

The picture of the education in emergency sector is much bleaker. The regions of Ethiopia currently affected by emergencies and hosting forcibly displaced populations such as Somali, Oromia, Southern Nations, Nationalities, and Peoples (SNNP), Benishangul-Gumuz, and Amhara are characterised by limited local government capacities, strained social services, and limited economic and infrastructural development. The impact on hosting communities in these contexts is significant as local resources and services struggle to cope with the additional burden. The education sector is the most underfunded amongst the emergency responses, with a current investment of \$3,738,253 or 8.4% of \$44,642,480 needed - a funding gap of 40.9 million USD.⁶¹

There are three distinct education architectures with associated funding streams and resource mobilization processes. The national education sector is led by the MoE at federal level and regional education bureaus at regional state levels. The MoE is mainly responsible for policy and guidelines that help implement general education on the basis of research and policy analysis. The Regional Education Bureaus (REB) are responsible for implementing education policy according to their regional needs and realities, whilst Woredas are the primary educational authorities responsible for the establishment and implementation of all educational activities spanning from pre-primary to secondary education with close support from the REBs. The Education Technical Working Group (ETWG) convenes the MoE and sector development partners to oversee the development and implementation of major national sector programmes and funding mechanisms such as the ESDP and GEQIP. The education in emergency architecture is built around a Cluster system co-chaired by MoE, UNICEF, and Save the Children, with regional layer led by the REB. The refugee education system is coordinated by the Ministry of Peace's Agency for Refugee and Returnee Affairs (ARRA) and largely supported/funded by UNHCR with support of operational and implementing partners. The three distinct planning structures and funding streams undermines efficiency and effectiveness. Different planning cycles and funding mechanisms lead to disjointed resource mobilisation efforts. Stronger integration amongst these structures and joint planning would create opportunities for greater coordination and efficiency.

There is limited private sector engagement in the education sector mostly to be found in higher education in the form of private universities and colleges. Education in emergencies has not

⁶¹ OCHA Financial Tracking System; <https://fts.unocha.org/appeals/677/clusters>

benefited from private sector investments, whereas refugee education has benefited from some partnerships with private sector actors such as IKEA foundation. The Education Sector Roadmap recognises the lack of Public Private Partnerships (PPP) in the sector as a systemic weakness and calls for greater private sector investment in education and a diversification of funding sources.⁶² Finally, financial tracking mechanisms across the three sectors remain weak. For example, a portion of external financing to the education sector is directed through off-budget channels, the amounts of which are challenging to track.⁶³

1.4 MYRP Priorities

A ‘*whole of school*’ inter-sectorial approach will be pursued in targeted areas through interventions that will expand access to safe, protective, and gender sensitive learning environments,, improve quality and relevance of education, promote retention and transition of learners, and resilience of school communities.

The IASC identifies two key strategies to promote gender equality in/through EiE that have guided prioritisation of the MYRP: ensure equal access and gender-responsive learning environments, and ensure gender-responsive teaching and learning.⁶⁴ School-based interventions will be anchored in a ‘*whole of woreda*’ approach and supported by system-strengthening efforts at all levels of the sector. Relevant capacities of key stakeholders (education sector officials, school management, teachers, community members, learners) will be developed to strengthen conflict and disaster risk sensitivity of education. Key aspects of the education sector (data management, planning, teaching-learning classroom practices, parental-community engagement, school-based early warning systems) will be supported to promote resilience of the sector, institutions, and communities through education.

Initial interventions (Year 1) will prioritize expanding access and getting OOSC (including girls and CWDs) amongst IDPs, returnees, and relocated children back into school and formal educational pathways through immediate infrastructure investments supported by inclusive quality enhancing and system strengthening interventions. The prioritisation of girls and CWDs is exemplified by efforts to address both supply and demand side barriers such as equipping teachers with gender sensitive and inclusive pedagogies and working with communities to promote gender sensitive and inclusive education. Interventions will be scaled up (Years 2 & 3) to increase coverage from 17 woredas to 44 emergency-affected woredas building on the proposed system strengthening approach as we mobilise additional resources and anchor the MYRP into national programmes such as GEQIP-E and we work towards building resilience of systems, institutions, and communities. The proposed quality enhancing activities will be progressively integrated into sector plans and implemented through regional and local education systems to promote continuity and sustainability. As the return process continues, the need to provide support to areas of return and/or relocation will remain a key priority.

Under Outcome 1, the MYRP will respond to barriers to **access** and promote **safe and secure learning environments** through a ‘comprehensive school safety’ approach to school construction, rehabilitation, and management to reduce risks to learners and educational staff will be employed. Schools will be supported to become ‘integrated service platforms’ to ensure gender responsive WASH, health, nutrition, and protection services are delivered to promote resilience of learners. An inclusive and gender sensitive school environment will be supported

⁶² Ethiopian Education Development Roadmap (2018-2030); p. 23;

https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia_education_development_roadmap_2018-2030.pdf

⁶³ UNICEF National Education Sector Budget Brief: 2006-2016; https://www.unicef.org/esaro/UNICEF_Ethiopia_-_2017_-_Education_Budget_Brief.pdf; p.8

⁶⁴ Inter-Agency Standing Committee (IASC): The Gender Handbook for Humanitarian Action; February 2018;

https://interagencystandingcommittee.org/system/files/2018-iasc_gender_handbook_for_humanitarian_action_eng_0.pdf;

to cater for the needs of all learners. Community mobilization campaigns will be implemented to increase enrolment and retention of girls and CWDs. Early childhood education community programmes will be rolled out to increase school-readiness prioritizing the participation of OOSC, girls, and CWDs, whilst cash based and 'homegrown' school feeding approaches will be deployed to identify sustainable models to be scaled up.⁶⁵

Under Outcome 2, the MYRP will prioritize interventions to improve **quality and relevance** and **gender and inclusion**, with a focus on teaching-learning processes in the classroom through the development of child-centered and gender responsive instructional content and methodologies. The capacity development of teachers in targeted schools will be guided by gender sensitive and inclusive pedagogies to ensure quality and relevance of education for all learners. Refugees teachers will be specifically targeted as an underserved group in need of diploma level training. Increased teacher motivation will be promoted through in-service supportive supervision by cluster supervisors and an in-school peer mentoring system. The cluster school supervision system will be strengthened through the development and application of joint supportive supervision and conflict and disaster risk sensitized inspection tools. Children's foundational skills will be enhanced through the promotion of reading in targeted schools. Accountability of key education stakeholders to learning and inclusion of all children, including returnees and CWDs, will be strengthened by enhancing the engagement of the PTSA's.

Under Outcome 3, the MYRP will prioritize interventions to promote **continuity (retention, transition, and protection)** and improve academic performance of vulnerable learners through the implementation of an in-school tutorial (remedial/catch-up classes) programme. Context relevant alternative education modalities will be deployed to promote retention and transition of all children, including girls and CWDs, to the newly constructed/rehabilitated schools. Interventions will promote psychosocial support for vulnerable learners (OOSC, poor performing, CWDs, IDPs/returnees), creating specific links to child protection mechanisms and strengthening linkages between schools and community support mechanisms. Adolescent girls' learning and transition to upper primary and lower secondary education cycles will be supported through the strengthening of in-school support systems from peers and female teachers.

Finally, under Outcome 4, the MYRP will prioritize **national policies and systems** including **financing of education in emergencies and protracted crises**. Interventions will build resilience of school and communities by improving risk sensitive data management, and strengthening preventive, responsive, mitigation, and recovery capacity of key stakeholders, particularly the Education Cluster. Institutional and system resilience of the sector will be promoted by strengthening coordination between schools & EiE Cluster/R/DRMC. Continuity and sustainability of the proposed system strengthening interventions will be enhanced through integration into existing systems and sector plans. Advocacy to promote the

⁶⁵ Currently school feeding is operated in two models: the conventional school feeding where by WFP mobilize funds from external donors procure nutritious meal internationally to implement school meals (2) The Home-Grown School Feeding model where food commodities were procured locally and provide locally preferred food to school children. WFP also provided strategic and technical support for the government to implement National School Feeding program. The Home-Grown model which has been initiated by WFP, is providing locally sourced product by lining small holder farmers to get market access and benefits children locally sourced and culturally preferred commodities. This model is used to gradually handed over the program from donor funded to ensure sustainability. For emergency school feeding, WFP is working with cluster agencies and NGOs to complement the program. The sense of ownership encouraged communities to invest a significant amount of resources and time to ensure implementation of complementary activities not funded by WFP, such as food preparation (cooking), building kitchens and storage units, and supplying water and firewood to cook the school meals. WFP will continue to implement ESF in draught conflict prone areas through HGSM model. The cash/based model builds on Save the Children experiences of providing conditional cash transfers to mothers to support feeding and school attendance.

integration of EiE and refugee education into national systems and increase resource mobilization and allocation to address the educational needs of emergency-affected children will be a key priority under this Outcome, with results monitored through OCHA's Financial Tracking System.⁶⁶

⁶⁶ <https://fts.unocha.org/appeals/677/clusters?f%5B0%5D=destinationClusterIdName%3A%224435%3AEducation%22>

1.5 Stakeholder Analysis

1.5.1. Impact and Influence Matrix

Stakeholder Name	Impact	Influence	What and how could the stakeholder contribute to the MYRP?	Strategy for engaging the stakeholder
Ministry of Education	High	High	The MOE including relevant Directorates and gender focal point lead the process of MYRP including approval of Steering committee, Grantee/s, selection of IPs, strengthening systems, aligning humanitarian and development initiatives and funds, MYRP implementation, monitoring, mid - year and final evaluations. The Ministry of Labour and Social Affairs and regional bureaus (MOLSA/BOLSA) will since they have the mandate for social service workforce/social protection	Inter cluster meetings and forums, and information sharing Health referral services Advocacy on male/female equality, prevention and control of GBV
Regional Administrations	Low	High	Identifying and sharing regional level system related gaps, aligning regional level humanitarian and development initiatives and funds, monitoring and ensuring quality implementation of MYRP, taking part in mid - year and final evaluations.	Leading, overall coordination, ensuring accountability and quality control
Targeted Communities	High	High	The target communities take part in self-reliance capacity building towards ensuring resilience communities. They will directly and continuously engage in implementing, monitoring and evaluating of the f MYRP. They will also mobilize resources (for instance fencing the school compound, preparing playgrounds, participating in go-to— school campaigns, preventing and avoiding GBV, etc.) and provide feedback to guide programming.	Taking part in community capacity building and resource mobilization initiatives as well as and monitoring the realization of MYRP activities, outputs and objectives.
International Civil-Society Organisation (including international NGOs)	High	Medium	Responding to call for proposals on MYRP Peer review of call for proposals Assigning relevant and qualified staff and implementing MYRP Ensuring that the allocated resource have reach the beneficiary in a responsible and accountable manner and bring additional resources to the MYRP	Involving in TT and Steering committee Involving as grantee/sub grantee Using them as IPs of MYRP
Local Civil-Society Organisations including local NGOs (incl. women's groups, disability advocacy groups)	Low	High	As above & implementing MYRP in remote areas where INGO could not reach	As above

Stakeholder Name	Impact	Influence	What and how could the stakeholder contribute to the MYRP?	Strategy for engaging the stakeholder
			LNGOs will contribute contextual knowledge and sustainability	
Private Sector Education Service Providers	High	High	Availing relevant education supplies with reasonable costs Contributing resource upon the appeal of local communities, administration and education offices	Preparing relevant media messages and sharing with private sector on radio and television Organizing private sector and other stakeholders' joint forums on EiE responses and resilience initiative
Donors	High	Medium	Supporting the MYRP through investment and mobilisation and advocacy for further resources funds for MYRP Maintaining/ ensuring adequate and balanced resource is allocated for humanitarian responses across sectors (particularly education) and development interventions	Donor meetings Donor and implementing partners joint meeting/forums
UN and other international organisations	Low	High	Reviewing call for proposals Assigning relevant and qualified staff to monitor implementation of MYRP Providing technical oversight/advocacy/high level coordination	Involving in TT and Steering committee Involving as grantee/sub grantee
Federation of Ethiopian National Associations of People with Disabilities (FENAPD), The Ethiopian National Association on Intellectual Disabilities (ENAID) and other local Disabled People's Organizations (DPOs)	Low	High	Collaborating in the design and implementation of inclusive education Playing role models that PWD can learn and work	Engaging them in advocacy work and promote the rights of Children with Disabilities (CWD) by organizing regional and national level forms

1.5.2. Education partner mapping

Stakeholders identified below are non-governmental organisations that have been active in the Education Cluster delivering emergency response and/or included in ARRA's accountability matrix to deliver education for refugees.

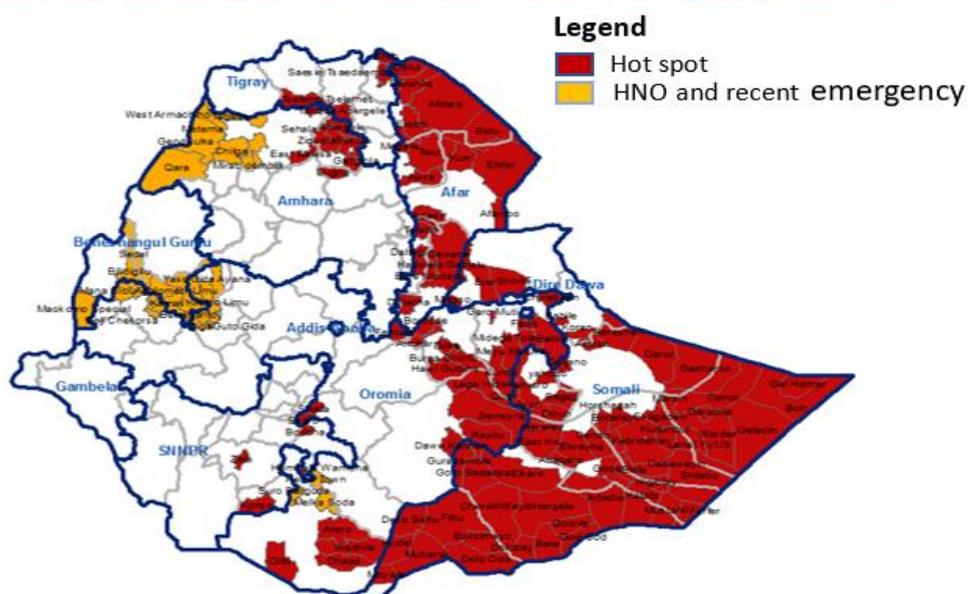
Stakeholder Name	IDPs	Refugees	Area of Expertise	Regional Focus
Local Partners				
Development Through Adult & Non-formal Education (DANFE)	Yes	No	Provision of basic primary learning materials.	Oromia
GIRDA (joint with Plan) Girja Integrated Rural Development Association (GIRDA)	Yes	No	Temporary learning spaces (TLS) accelerated learning programmes	Oromia
Organization for Welfare & Development in Action (OWDA)	Yes	No	TLS, non-formal pre-primary	Somali
KELEM	Yes	No	Provision of basic primary learning materials.	Afar
Development and Inter-Church Aid Commission (DICAC)	No	Yes	Early Childhood Education, Secondary education, non-formal education	Addis Ababa, Benishangul Gumuz, Gambella, Somali, Oromia, Tigray
Ethiopian Evangelical Church Mekane Yesus (EECMY)	No	Yes	Primary, Secondary, non-formal education	Afar
Action for the Needy in Ethiopia (ANE)	Yes	Yes	Early childhood education, non-formal education, school feeding, school rehabilitation.	Refugees: Oromia IDPs: SNNPR
International NGOs				
Islamic Relief	Yes	No	Primary, temporary learning spaces, non-formal pre-primary, the provision of learning stationaries	Somali
Norwegian Refugee Council (NRC)	Yes	Yes	Primary, non-formal education, temporary learning spaces, pre-primary, the provision of learning stationaries, psychosocial support.	IDPs: Somali, SNNP, Oromia Refugees: Addis Ababa, Gambella, Benishangul Gumuz
International Rescue Committee (IRC)	Yes	Yes	Primary, non-formal education, temporary learning spaces, pre-primary, the distribution of learning stationaries, psychosocial support.	IDPs: Somali and SNNP Refugees: Somali, Tigray
Imagine 1 Day	Yes	No	Pre-primary, non-formal education, provision of learning materials, psychosocial support (with VSO)	Oromia and Tigray
Plan Ethiopia	Yes	Yes	Early childhood education, primary, non-formal education programmes, temporary learning spaces, school feeding, provision of learning materials	Refugees: Benishangul Gumuz, Gambella IDPs: Oromia, Amhara
Save the Children International (SCI)	Yes	Yes	Early childhood education, non-formal education, primary, school feeding, construction of TLS, PSS	Refugees: Somali, Benishangul Gumuz, Gambella IDPs: Somali, Afar and Amhara

Development Expertise Center (DEC)/Edukans	No	Yes	Non-formal education, social and emotional learning	Afar
Volunteer Services Overseas (VSO)	Yes	No	Psychosocial support	Oromia, SNNP, Somali, Benishangul Gumuz, Amhara, Tigray
USAID READII	Yes	No	Learning materials for primary, social and emotional learning	Tigray, Amhara, SNNP, Somali, Afar, Oromia
World Vision	Yes	Yes	Early childhood education, primary, non-formal	Refugees: Gambella, Somali IDPs: SNNPR, Oromia
Danish Refugee Council	No	Yes	Early childhood education	Gambella
African Humanitarian Action (AHA)	No	Yes	Early childhood education, school feeding	Afar
UN Agencies				
UNICEF	Yes	Yes	Strengthening alignment of refugee education with national systems. Early childhood education, Primary, non-formal education, psychosocial support.	Refugees: Afar, Benishangul Gumuz, Gambella, Tigray, Somali, IDPs: Afar, Benishangul Gumuz, Amhara, Somali, Oromia, SNNPR
WFP	Yes	No	School Feeding	Oromia, SNNP, Afar and Somali
UNOCHA	Yes	No	Humanitarian response & coordination, Temporary learning spaces, non-formal education, psychosocial support, provision of learning materials.	Somali, Oromia and SNNP, Amhara (via Ethiopia Humanitarian Fund)
UNHCR	No	Yes	Strategic planning and coordination of refugee education	Afar, Benishangul Gumuz, Gambella, Tigray, Somali, Oromia

TARGET POPULATION

Ethiopia topped the global list of internal displacement with 2,598,872 IDPs in 2018⁶⁷, while it also hosts the second largest refugee population in Africa, with more than 700,000 refugees and asylum seekers⁶⁸. Given that over 70% of all displacement in the country is internal, the MYRP focuses primarily on IDPs and returnees. Geographic targeting was conducted using the data from the Government of Ethiopia's 'hotspot woreda'⁶⁹ classification, IOM's Displacement Tracking Matrix and Education Cluster assessments. Forty-four natural disaster and/or conflict affected priority Woredas were selected in consultation with regional education authorities and disaster risk management committees, as well as Education Cluster partners based at a national and subnational level. The major focus of the MYRP programme are internally displaced people and returnees. Additionally, refugee teacher development interventions will be supported in the regions of Gambella and Benishangul-Gumuz, targeting 1,257 teachers (including 39% females) as a follow-up to the ECW initial investment. According to the HNO published by OCHA in February 2019, 2.62 million school age children in IDP hosting contexts were in need of humanitarian education support, including 1,074,000 (51%) IDPs out of which 146,000 (13.5% of 1,074,000) were not accessing any type of education services.⁷⁰ As the process of returns to place of origin or potentially relocation continues these figures will continue to change as the numbers of displaced will decrease and the numbers of returnee and/or relocated children will increase. However, the need to provide support to areas of return and/or relocation will be critical. Recent Education Cluster assessments have identified 159 woredas (125 Woredas 'hotspot priority one' and 34 Woredas 'high severity needs')⁷¹ and 1,548,254 school age children as requiring urgent humanitarian response, in areas persistently affected by cyclical drought and/or flooding, as well as conflicts caused by competition for scarce resources of land, pasture and water. The above classification was arrived at based on indicators such as incidence of school damage or closure, numbers of displaced children, lack of water facilities within 500 meters, absence of latrines, high absenteeism or drop outs, and families' inability to buy school materials. The below maps depict the 159 woredas requiring urgent humanitarian support, as well as the population in need.

Hot spot, HNO and recently conflict affected emergency Woredas



⁶⁷ IDMC, 2018, East Africa worst hit by internal displacement in first half of 2018, available at: <https://reliefweb.int/report/ethiopia/ethiopia-tops-global-list-highest-internal-displacement-2018>

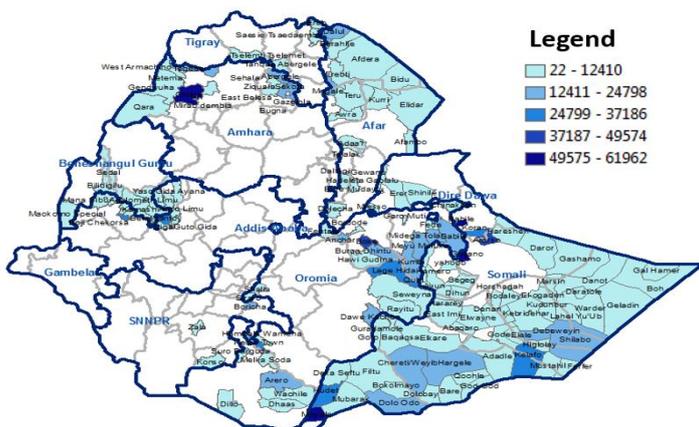
⁶⁸ UNHCR 2019, Ethiopia September Factsheet available at: <https://reliefweb.int/sites/reliefweb.int/files/resources/71761.pdf>

⁶⁹ Woredas are the third-level administrative divisions of Ethiopia (federal, zonal) and are further subdivided into a number of wards (kebele) which are the smallest unit of local government in Ethiopia.

⁷⁰ HNO 2019

⁷¹ The Government prioritizes its emergency response based on targeted hotspot woredas (districts). Hotspot woreda classification is derived using six multisector indicators, including agriculture and nutrition, agreed at regional and federal levels.

Total in need by Woreda



Out of the 159 woredas requiring urgent humanitarian support 44 were further prioritised by identifying woredas with 1) the highest number of host children affected by emergency, 2) the highest number of displaced school age children in need of education and 3) the highest number of returnee children in need of education. In 33 of the woredas selected, no educational partners are present. For the 11 other woredas, there are 5 educational partners (NRC, USAID’s READ II, VSO, and Imagine 1 Day), but the needs are such that it warrants continued focus in this programme. See below a breakdown of partner involvement in 11/44 target woredas.

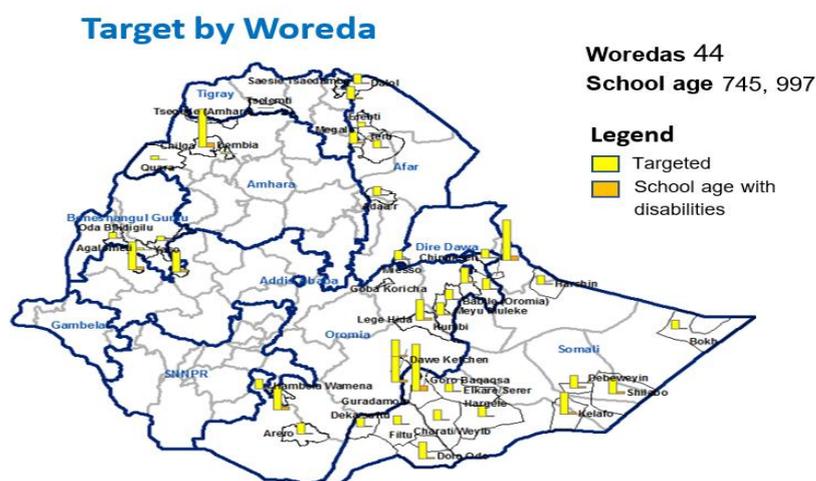
Table 10 – Target Woredas by partner involvement.

Region	Zone	Woreda	Total School Age	Partners & Interventions
Benishangul Gumuz	Kamashi	Yaso	6,506	VSO- Psychosocial Support
Benishangul Gumuz	Kemashi	Agalometi	3,554	VSO- Psychosocial Support
Oromia	Borena	Arero	14,917	USAID’s READII - Provision of learning Materials
Oromia	East Harerge	Chinaksen	11,472	VSO- Psychosocial Support Imagine 1 Day- non-formal pre-primary and primary USAID’s READII - Provision of learning Materials
Oromia	East Harerge	Kumbi	15,913	Imagine 1 Day- non-formal pre-primary and primary
Oromia	West Guji	Kercha	31,852	VSO- Psychosocial Support World Vision- Temporary Learning Spaces, the provision of learning materials and non-formal pre-primary education USAID’s READII - Provision of learning Materials
SNNPR	Gedeo	Kochere	12,471	VSO- Psychosocial Support World Vision- Temporary Learning Spaces, the provision of learning materials and non-formal pre-primary education USAID’s READII - Provision of learning Materials NRC- Temporary Learning Spaces, the provision of learning materials and non-formal pre-primary and primary education
Somali	Dawa	Hudet	34,902	NRC- Temporary Learning Spaces, the provision of learning materials and non-formal pre-primary and primary education USAID’s READII - Provision of learning Materials VSO- Psychosocial Support
Somali	Liben	Filtu	11,315	VSO- Psychosocial Support
Somali	Shabelle	Kelafo	29,501	USAID’s READII - Provision of learning Materials
Somali	Siti	Miesso	11,377	USAID’s READII - Provision of learning Materials

As a result, 745,997 children (380,418 boys, 365,579 girls, and 74,600 CWDs) including 213,121 pre-primary and 532,876 primary school-aged children were identified as MYRP targets in the 44 prioritised woredas.

Table 10 – Woredas in need and MYRP targeted

Regions	# of Woredas in need	# of school age children in need	# of Woredas Targeted	# of school age children targeted
Afar	19	100455	6	71954
Amhara	18	239224	6	71454
Benshangul Gumuz	7	24213	3	17534
Oromiya	42	467581	11	237199
SNNPR	4	39014	1	12471
Somali	65	677422	15	335114
Tigray	4	345	2	271
Grand Total	159	1548254	44	745997



The table below offers a more detailed breakdown of the targeted children by sex and CWDs, the latter is calculated as 10% prevalence ratio used by UNICEF to determine the number of children living with disabilities amongst a given population in the absence of such data.⁷²

Table 11 - Targeted school aged children by gender and education cycle

Region	MYRP Target			
	Pre-primary		Primary	
	Boys	Girls	Boys	Girls
Afar	10,479	10,076	26,210	25,189
Amhara	10,407	10,005	26,030	25,012
Benshangul Gumuz	2,552	2,456	6,386	6,140
Oromiya	34,557	33,210	86,406	83,026

⁷² In the absence of reliable data, and pending a data mining exercise during the proposed inception period of the MYRP, UNICEF's 10% global prevalence ratio has been used to quantify targets related to emergency-affected boys and girls living with disabilities (https://www.unicef.org/protection/Monitoring_Child_Disability_in_Developing_Countries.pdf)

SNNPR	1,817	1,746	4,543	4,365
Somali	48,821	46,919	122,075	117,299
Tigray	37	39	98	97
Total	108,670	104,451	271,748	261,128
	745,997 (380,418 boys, 365,579 girls, 74,600 CWDs)			

Additionally, the Displacement Tracking Matrix (DTM) currently estimates the number of OOSC amongst IDPs in the 44 target woredas (see the below table). A further prioritisation was done within the scope of the Seed Funding, with 17 woredas selected in Amhara, Oromiya and Somali. The woredas were selected based on the number of OOSC, resulting in a target of: 60,487 children.

Table 12 – OOSC children amongst displaced school-aged children by gender

Region	Out of school in target woredas				
	Pre-primary		Primary		total
	Boys	Girls	Boys	Girls	
Amhara	657	582	1,647	1,457	4,343
Oromiya	3,499	3,334	8,757	8,344	23,934
Somali	4,613	4,583	11,544	11,470	32,210
Total	8,769	8,499	21,948	21,271	60,487
	(30,717 boys, 29,770 girls, 6,049 CWDs)				

As the MYRP is developed and inception activities rolled out, the distinct educational needs of displaced, returnee, relocated, and host community children will have to be considered in developing and implementing a 'fit for purpose' MYRP. Furthermore, as new crises happen new displacements will affect children's access to education. International Displacement Monitoring Centre (IDMC) calculates that an average of 122,222 people will be displaced in Ethiopia on a yearly basis due to human made and natural sudden-onset hazards⁷³, out of which 49,255 or 40,3% will be school aged children (5-17) according to current ratios noted by IOM's Displacement Tracking Matrix dashboard (DTM).⁷⁴ If we apply the current ID school-aged children gender ratio of 52.1% boys and 47.9% girls, we can extrapolate and project that approximately 25,661 school-aged boys and 23,593 school-aged girls will be displaced on a yearly basis in Ethiopia and would need to be factored into our yearly MYRP target update through a contingency fund.

A further data update is planned during September 2019 as part of the HNO needs assessment to inform the final targeting of the MYRP, and further updates are planned during the inception period of the MYRP. Yearly target adjustment exercises will be carried out to respond to the changing context and align the MYRP targets to sector targets. In line with identified priorities in the education section of the HRP 2019 and ECW strategic priorities, initial MYRP interventions will utilise ECW seed funding in prioritised woredas and focus on getting IDP, returnee, and the most vulnerable children in emergency-affected contexts back into education with a special focus on girls and children with disabilities.⁷⁵ Interventions will be scaled up to target all emergency-affected woredas in the country with a system strengthening approach as we mobilise additional resources and anchor the MYRP into national programmes such as GEQIP-E and we work towards building resilience of systems, institutions, and communities.

⁷³ International Displacement Monitoring Centre (IDMC);

<http://www.internal-displacement.org/countries/ethiopia>

⁷⁴ International Organization for Migration (IOM) Displacement Tracking Matrix

<https://displacement.iom.int/system/tdf/reports/R16%20National%20Dashboard%20v2.pdf?file=1&type=node&id=5857>

⁷⁵ HRP 2019

PROGRAMME RESULTS

3.1 Theory of Change

This section outlines the theory of change (ToC) and specific strategies to deliver the MYRP goal – Improve learning through equitable access to relevant (crisis-sensitive) and quality education for emergency-affected children in Ethiopia - under four key outcomes: Equitable and inclusive access; Crisis-sensitive relevant quality education; Retention/transition; and Institutional and Community Capacity.

Goal Improve learning through equitable access to resilient and quality education for emergency-affected children in Ethiopia

Outcome 1: Equitable access to safe, protective and conducive (pre-primary and primary) learning environments for emergency-affected girls, boys, incl. CWDs is increased

IF... Safe and protective temporary/permanent learning spaces are made available, school-based multi-sectoral interventions delivered, school/learning readiness of marginalised and excluded children is improved, and sensitization of communities & stakeholders is implemented in target woredas

THEN... Access will be increased, for boys and girls including children with disabilities (CWDs)

BECAUSE... Barriers to access will be removed, learning spaces will be responsive to the needs of boys and girls and CWDs in emergency-affected areas, and communities/parents will be sensitized and receptive to the value of education as a protective and safe environment for all children as schools become a platform for emergency response and care

Outcome 2: Quality and relevance of education for emergency-affected girls, boys, including CWDs is enhanced

IF... Teachers in emergency-affected schools are supported and equipped with crisis-sensitive and peacebuilding curriculum and child-centred, gender sensitive, and inclusive methodologies, teaching/learning practices in classrooms improve, and school leadership is accountable to learning

THEN... Learning outcomes will improve amongst girls, boys, and children with disabilities in emergency-affected schools

BECAUSE... Teaching-learning processes will be strengthened and sensitized to the specific needs of children in emergency-affected contexts and quality and relevance of education will improve

Outcome 3: Retention and transition for emergency-affected girls, boys, including CWDs is improved

IF... Alternative education programmes (ALP, catch-up classes, remedial/tutorial classes) targeting poor performing and/or excluded girls, boys, and CWDs and protection interventions are rolled out in targeted emergency-affected woredas

THEN... Retention and transition rates for emergency-affected girls, boys, and CWDs will improve

BECAUSE... All girls & boys will have equitable opportunities to access quality and relevant education

Outcome 4: Capacity of education institutions and communities to provide crisis-sensitive education for emergency-affected girls, boys, incl. CWDs is strengthened

Systems/Institutions (education authorities)
IF... Crisis-sensitive data management, planning, and educational service provision capacity amongst education authorities in emergency-affected woredas is strengthened and adequate resources are allocated to EIE
THEN... Capacity of education institutions (education authorities, schools) and communities (parents, learners, incl. women & children) to provide and support education for emergency-affected girls, boys, and CWDs children is enhanced
BECAUSE... The ability of institutions to prevent, mitigate, respond to, and recover from disasters will be greater

Schools/Communities (parents, learners, women & children)
IF... school-based CDRM planning and data management capacity is strengthened and parents/community participation in school-based CDRM in emergency-affected contexts is promoted and supported
THEN... Capacity of education institutions (education authorities, schools) and communities (parents, learners, incl. women & children) to provide and support education for emergency-affected girls, boys, and CWDs children is enhanced
BECAUSE... Early warning and response capacity of targeted schools and communities will be strengthened



Key Strategies

- Promote and deploy a ‘comprehensive school safety’ approach to school construction, rehabilitation, and management to reduce risks to learners and educational staff **(Supply)**
- Mainstream a CSG strategy at all levels of the MYRP including capacity development and system strengthening interventions **(Demand)**
- Promote and deploy an ‘integrated service platform’ model to school management to ensure WASH, health, nutrition, and protection services are delivered to promote resilience of learners **(Supply)**
- Promote inclusive and gender responsive school environments that cater for the needs of CWDs and girls **(Supply)**
- Promote safety in and around schools for adolescent girls through the establishment of child protection mechanisms and strengthening linkages between schools and communities to support vulnerable learners **(Supply)**
- Mainstream a gender responsive approach to recruitment, training, and deployment of teachers to newly built and/or expanded school facilities **(Supply)**
- Promote the enrolment of girls and CWD through community mobilisation campaigns **(Demand)**
- Promote early childhood education and alternative/accelerated learning programmes to increase school-readiness prioritising OOSC, girls, CWDs **(Supply)**
- Piloting and scaling up cash programming as an innovative approach/alternate for direct provision of school feeding and learning supplies **(Demand)**



Key Strategies

- Improve key quality indicators with a focus on teaching-learning processes in the classroom through the development of child-centred instructional content and methodologies **(Supply)**
- Mainstream gender responsive and inclusive teaching pedagogies through in-service training of teachers **(Supply)**
- Promote resilience of learners through integration of C/DRM and peacebuilding approaches at classroom level **(Supply)**
- Support and motivate teachers through in-service supportive supervision by cluster supervisors and in-school peer mentoring systems **(Supply)**



Key Strategies

- Improve academic performance of vulnerable learners through the implementation of an in-school tutorial (remedial/catch-up classes) programme **(Supply)**
- Context relevant community mobilisation ‘stay in school’ strategy to promote retention and transition of all children, including girls and CWDs, throughout the academic year; **(Demand)**
- Promote inclusive learning environments mobilising parental and teacher support to vulnerable learners (OOSC, poor performing, CWDs, IDPs/returnees) **(Demand)**
- Promote adolescent girls’ learning and transition to upper primary and lower secondary education cycles through the strengthening of support systems (peer, female teachers, mothers in schools) **(Supply & Demand)**



Key Strategies

- Build resilience of school and communities by enhancing conflict and disaster early warning, improving risk sensitive data management, and strengthening preventive, responsive, mitigation, and recovery capacity of key stakeholders **(Supply)**
- Build institutional/system resilience by strengthening coordination between schools & EiE Cluster/R/DRMC, inclusion of conflict and disaster risk sensitive indicators in school inspection tools, inclusion of conflict/disaster/displacement data in EMIS **(Supply)**
- Integration of proposed system strengthening activities into existing systems and progressive inclusion into sector plans to promote continuity and sustainability **(Supply)**
- Mobilise resources and political will to support education in emergencies **(Supply/Demand)**
- Promote gender sensitivity of education in emergency planning and response **(Supply)**

3.2 Results⁷⁶

The MYRP goal is to ‘improve learning through equitable access to crisis-sensitive and quality education for 745,997 children (380,418 boys, 365,579 girls, and 74,600 CWDs): 213,121 pre-primary and 532,876 primary school-aged children. The MYRP’s contribution to the goal will be delivered through four interlinked outcomes built around four strategic priorities (thematic areas), namely: gender, equity, and inclusion; education quality and relevance; retention, transition, and protection; and system strengthening and resilience. The proposed MYRP includes immediate actions to address critical educational needs of IDP, returnee, and relocated children and medium to long-term interventions to build resilience of the education system to support the (re)integration of returnee and relocated children and their host communities. Additionally, the MYRP will include activities aimed at sustaining results delivered made through 2017-2019 ECW initial investments in Ethiopia to strengthen refugee teacher systems.

Outcome 1: Equitable access to safe, protective and conducive (pre-primary and primary) learning environments for emergency-affected girls, boys, incl. CWDs is increased		
OUTPUTS		
OP1.1: A learning environment that is safe and protective is created in targeted IDP-hosting and return/relocation schools	OP1.2: School infrastructure rehabilitated and equipped with gender sensitive and inclusive facilities in targeted IDP-hosting and return/relocation schools ⁷⁷	OP1.3: Children’s school & learning readiness is enhanced in targeted IDP-hosting and return/relocation schools
Activities		
A1.1.1: Conduct community-based gender sensitive and inclusive enrolment campaigns in targeted schools (MYRP: 1000 schools, Seed: 81 schools)	A1.2.1: Construct 2 blocks of 4 classrooms in 250 of the targeted 1000 primary schools to upgrade them to a junior secondary school (MYRP only)	A1.3.1: Provide school feeding to children in targeted schools employing a homegrown model. (MYRP: 150 schools, Seed: 81 schools)
A1.1.1.2: Train 5 school club members and teachers from schools on basic sanitation and hygiene (MYRP: 1000 schools, Seed: 81 schools)	A1.2.2: Procure school furniture for upgraded classrooms (MYRP only)	A1.3.2: Provide food handling and management training to targeted Woredas and schools (MYRP: 150 schools, Seed: 81 schools)
A1.1.1.3: Procure and distribute sanitary pads for school girls of reproductive age (MYRP - 60,000 school girls, Seed- 2,500 school girls)	A1.2.3: Construct gender segregated and inclusive latrines in 250 upgraded schools (MYRP only)	A1.3.3: Provide learning materials children in targeted schools.(MYRP: 150 schools, Seed: 81 schools)
A1.1.4: Conduct vulnerability mapping of in/out of school CWDs in targeted communities (MYRP: 1000 schools, Seed: 81 schools)	A1.2.4: Rehabilitate partially destroyed primary schools (MYRP: 500 schools, Seed: 81 schools)	A1.3.4 Pilot community-based pre-primary education (MYRP: 176 centers, Seed: 20 centers)
	A1.2.5: Provide child-friendly furniture for rehabilitated schools (MYRP: 500 schools, Seed: 81 schools)	
	A1.2.6: Rehabilitate gender segregated and inclusive latrines in targeted schools (MYRP: 500 schools, Seed: 81 schools)	
	A1.2.7: Rehabilitate and regularly maintain inclusive water points in targeted schools including rain-	

⁷⁶ Targeting for the wider MYRP programme and the 27m Seed funding are highlighted in blue on each activity where applicable.

⁷⁷ MoE special needs education strategy indicates in section 5.2.2. Creating Conducive Educational Settings Accessible Facilities, that facilities such as adapted toilet, adapted seats in library, adequate space for wheel chairs, ramps, signage, water supply, play grounds; etc should be accessible to CWDs. In the case of multi-story school buildings, measure must be taken to build a modified ramp. Until then, classes for learners with physical disabilities should be located in the ground floor. As stipulated in Ethiopian Building Proclamation No. 624/2009, future buildings should have inbuilt ramp and lift/elevator services for the use of students with disabilities. Such guidance will be followed in all infrastructure.

	harvesting systems where no water points exist (MYRP: 500 schools, Seed: 81 schools)	
	A1.2.8: Construct semi-permanent Learning Spaces in displacement locations and/or in return areas (MYRP: 500 schools, Seed: 81 schools)	
	A.1.2.9: Procure furniture for semi-permanent classrooms (MYRP: 500 schools, Seed: 81 schools)	

Under **Output 1.1**, interventions to build the awareness of key stakeholders, establishing the mechanisms for identifying the gaps in safety and prevention and addressing them will be implemented. Ensuring the safety and protection of children and the distinct barriers affecting girls are critical factors for children’s access to school and readiness for learning. In any crisis situation, the safety and protection of children is at stake and the current crisis and the droughts, which aggravated children’s safety, have had detrimental effect on children’s attendance, stay and success in their education. Although CWDs are often found out of school, insufficient data exists in emergency affected contexts to understand the context-specific barriers to inclusive education. Mapping of in/out of school CWDs in targeted communities, engaging local disability and women’s CBOs will provide data of the types of diverse abilities and the barriers to access and specific interventions will be designed in collaboration with schools and communities. Alignment with current plans to establish Inclusive Resource Centers (IERCs) planned to be established through GEQIP E will be pursued through dialogue with ETWG and coordination at regional level.

The activities under **Output 1.2** include an assessment of the conditions of schools, the rehabilitation of schools in need and the expansion of access to schooling in displacement locations and/or in return areas. Damaged schools will be inspected, with rehabilitation plans developed. The schools will be rehabilitated to ensure they meet the MOE’s basic educational standards including sufficient and appropriate furniture, separate lockable latrines for boys and girls with access for CWD (“gender sensitive latrines”), and safe potable water. Furthermore, in areas of high need, temporary learning spaces will be constructed, with the woreda education offices supplying the teaching personnel. All construction and rehabilitation will be handed over to the school and the Woreda Education Offices. Once the construction is finalised, a temporary and provisional agreement will be signed between the co-grantee, the school, and the woreda education offices, to ensure for a one year period, defects will be identified and corrected. After the one year period, there will be a final acceptance agreement where all parties agree that defects have been addressed and the school, the community (via the Parent Teacher Student Association) and the woreda accept liability going forward. To supplement these activities, attention will also be paid the provision of learning materials, school feeding and income generating activities for mothers, in order increase attendance and provide a return of normalcy for the children affected by crisis. The educational and play materials will be closely aligned/coordinated with other stakeholders’ inputs (i.e. GEQIP E and READ projects).

The activities under **Output 1.3** will address the physical, emotional and cognitive needs of children affected by the crisis. One of the major interventions is the provision of school feeding with the full participation of parents and school community in resource mobilization, planning and implementing the program. Context relevant cash/based school feeding pilot initiatives will be implemented and scaled up, and homegrown school feeding interventions will be sustained, in collaboration with MoE and World Food Programme (WFP). This will promote attendance, reduce absenteeism and promote cognitive abilities, whilst also ensuring children are accounted for in a safe learning environment during a time of emergency. Community/based approaches to pre-primary education in emergency affected contexts will be piloted, and good practices documented.

Outcome 2: Quality and relevance of education for emergency-affected girls, boys, including CWDs is enhanced

OUTPUTS

OP2.1: Learning and teaching practices in the classroom improved	OP2.2: Reading practices enhanced through a well-developed reading environment	OP2.3: Teacher competencies, motivation and well-being improved	OP2.4: Accountability of school leadership to effective instruction and inclusive learning strengthened
Activities:			
A2.1.1: Implement inclusive and gender sensitive responsive school-based baselines on learner competencies in reading in targeted schools (MYRP Only)	2.2.1. Deliver an inclusive, gender sensitive and conflict sensitive literacy programme in target schools including distribution of reading materials and additional support required for CWD (brail, hearing aids, eye-glasses) (MYRP: 1000 schools, Seed: 81)	A2.3.1: Support cluster supervisors to provide instructional leadership, mentorship and support to emergency affected schools (MYRP: 200, Seed: 20 - cluster supervisors)	A2.4.1: Organize capacity building of PTSAs to support effective instruction and inclusive learning of emergency-affected children, including CWDs (MYRP: 1000 schools, Seed: 81 schools)
A2.1.2: Develop capacity of teachers and cluster supervisors to undertake, mentor and support formative assessments (AFL) and instructional methods (MYRP: 4200 teachers and cluster supervisors, Seed: 810 teachers and cluster supervisors)		A. 2.3.2 Establish gender sensitive teacher peer support and well-being systems (MYRP: 801 teachers, Seed: 801 teachers)	
A2.1.3: Develop capacity of cluster supervisors and teachers on literacy and numeracy (MYRP: 4000 teachers and cluster supervisors, Seed: 810 teachers and cluster supervisors)		A2.3.3: Train refugee teachers in targeted primary schools to reach diploma/certificate level (Tuition fee) - (MYRP: 1,257 teachers, Seed: 419 teachers)	
		A2.3.4: Strengthen capacity of Colleges of Teacher Education to provide gender sensitive pre/in service training to emergency affected teachers including refugee teachers, and teachers in IDP/returnee hosting schools (MYRP: 30 CTEs, Seed: 10 CTEs)	
		A2.3.5: Conduct gender analysis of the Cluster school supervision system (MYRP Only)	

A good diagnosis of each child's abilities is important to identify the gaps in reading and mathematics as well learning generally. The first intervention for IDP/returnee children under **Output 2.1** would be to undertake school-based gender sensitive and inclusive baseline assessments of children's competencies. Lessons, based on the curriculum and in line with the result of the diagnostic assessment, will be developed. Teachers will be trained on appropriate instructional methods and provided support through an in-school instructional leadership. Under **Output 2.2**, literacy interventions will be prioritised to enhance the foundational skills of children- namely reading skills and wellbeing. Community reading awareness events will support efforts in the school. While most primary schools teachers have a college diploma, they are not, in most cases, exposed to additional trainings to enhance their competencies and get them in tune to the latest teaching methods and approaches. In education in emergency, teachers require additional skills outside the normal teaching to support children that may have experienced trauma and who are experiencing the uprooting of their lives and those of their families and communities. The teacher must adjust teaching methods to the special environmental and social conditions children have found themselves in by adapting the lessons in the national curriculum, which has not considered the current conditions during its development.

Under **Output 2.3**, gender sensitive interventions to strengthen the cluster supervision system will be implemented, including training and mentoring of supervisors to enable them to identify gaps in classroom instruction, planning and executing remedial actions. A gender analysis of the Cluster Supervisory system will be undertaken to inform the design and implementation of interventions. Supportive supervision mechanisms will be established that connect classroom instruction to teacher competency and student achievements. A teacher peer support system linked to the cluster supervisors will be established and lead teachers supported in their roles. Teacher well-being will be enhanced by providing a supportive environment that promotes professional development and mutual accountability amongst teachers, and between teachers and cluster supervisors. Interventions to incentivise and strengthen in-school engagement (with PTAs, teachers) of Cluster supervisors will be supported to enhance the learning environment in schools. Distinct focus on identifying and supporting female teachers in targeted schools will be undertaken, and gender sensitive methods of training and support devised to ensure women teachers' participation.

Under **Output 2.4**, interventions will aim to strengthen the capacity of school leadership (PTAs) to support effective instruction and inclusive learning through greater interaction with the cluster supervision system and inclusion of actions in school improvement plans. Capacity development on basic instructional leadership; planning for school improvement; enhancing accountability of and support to teachers; school code of conduct; techniques on mobilizing communities and other stakeholders, safeguarding and gender sensitive leadership will be provided.

Outcome 3: Retention and transition for emergency-affected girls, boys, including CWDs is improved	
OUTPUTS	
OP3.1: Academic support system for vulnerable learners (OOSC, poor performing, CWDs, IDPs/returnees) organized.	OP3.2: Gender sensitive protection mechanisms established in targeted schools and communities
ACTIVITIES:	
A3.1.1: Identify and provide remedial classes to vulnerable IDP/returnee children (MYRP: 1000 schools, Seed: 81 schools)	A3.2.1: Support teachers to provide in-school psychosocial support (PSS) and identify and refer vulnerable learners (MYRP: 4000 teachers, Seed: 810 teachers)
A3.1.2: Using innovative or technology-based approaches, deliver primary level accelerated learning programmes for displaced children with age appropriate transition points to formal schools (For rehabilitated schools or TLS)	A3.2.2: Strengthening the protection of children in the learning environment and community, and establishing strong referral pathways for children that require additional support - including community assessments and mapping and mapping and strengthening of referral pathways (MYRP: 34,076 children Seed: 2,817 children)
A.3.1.3: Pilot cash-based incentives for enrolment/re-enrolment of vulnerable children (GBV, pregnant girls, CWDs) (MYRP: 81 schools)	A.3.2.3. Support schools to establish peer to peer learning networks among adolescent girls, female teachers and mothers using girls/gender club (MYRP: 1000 schools, Seed: 81 schools)

Under **Output 3.1**, tailored academic support is provided to vulnerable learners in schools to improve learning. Many children struggle to progress through school due to poor quality teaching and lack of parental support at home. Additional educational support is needed for girls, who face additional barriers to learning such as early pregnancy, child marriage, domestic work, and harmful traditional norms and practices. School records show that girls' attendance at school is lower than for boys, and subsequently performance is lower for girls also. In fragile or conflict affected environment, remedial education support has proved to be a powerful intervention in supporting academically weaker students to keep up with their classmates. Interventions under this Output will provide a package of gender sensitive remedial support to ensure that all targeted children understand the curriculum content by the end of the grade level. The classes are conducted by teachers, to ensure that vulnerable learners cover the content of the curriculum after school and in the weekends. Alternative education modalities will also supplement these classes. While children await the

rehabilitation of their schools, accelerated learning modalities will be piloted to ensure children will transition to an age appropriate grade level once the school has been renovated.

Output 3.2 interventions focus on reducing barriers to retention and transition. Communities have experienced high levels of distress as a consequence of by the conflict, with children and women the most affected. Gender sensitive training will be given to cluster supervisors and teachers on: 1) identifying PSS and CP needs of emergency-affected girls and boys under their care, 2) trauma informed/sensitive teaching methods, 3) differentiating instruction for unique learners, 4) how to teach structured SEL classes, 5) teachers own selfcare. Furthermore, learners will be supported through 1) Increased capacities for detection, reporting and referral of protection cases by teachers/learners, 2) Strengthen linkages to other allied systems (e.g. Child Protection and Health) to ensure cases of child protection and GBV have strong referral pathways to the community from learning settings. The peer-to-peer learning networks for adolescent girls provide critical social support system and learning resource. Stronger students' coach poor performers and reinforce their own learning through instruction, and weaker students receiving more individualized learning. Teachers identify the strongest students and assign a team leader; stronger students provide informal tutorial sessions to the poor performers. Strong and protective female role models in/around school (including teachers, mothers, and community members) are instrumental in identifying girls at risk of dropping out of school and advocating for their enrolment/return to school. They act as mentors and monitors of girls' education, promote girls' retention and transition, and promote girls' safety in/around school. CSG risk assessments will be implemented at school to inform the development of guidance and training tools to build capacity of key stakeholder groups including teachers, community members, and learners to raise awareness of CSG risks, build preventive capacity, and support reporting and remedial actions.

Outcome 4: Capacity of education institutions and communities to provide crisis-sensitive education for emergency-affected girls, boys, incl. CWDs is strengthened			
OUTPUTS			
OP4.1: Conflict and disaster risk sensitive data management, planning, and response capacity of regional, zonal, and woreda education officers improved	OP4.2: Capacity of school leadership to respond to crisis strengthened	OP4.3: Increased resources allocated to EiE (MYRP)	OP4.4: Improved gender sensitivity and child safeguarding of education in emergencies planning and responses
Activities:			
A.4.1.1: Strengthen gender sensitive EIE data collection, data management and data dissemination at the Education Cluster	A.4.2.1: Develop early warning and school safety capacity of PTSAs in collaboration with EIE cluster and R/DRMCs (MYRP Only)	A.4.3.1: Develop EiE advocacy and resource mobilization strategy (MYRP: 2, Seed: 1)	A.4.4.1: Promote greater gender balance and representation engagement of gender focal points in the Cluster
A4.1.2: Strengthen planning and coordination between schools, communities, woredas, zones and regions to improve disaster prevention, preparedness, response, and recovery		A.4.3.2: Develop evidence-based advocacy products to support greater integration of EiE into national sector plans and policies (MYRP:3, Seed: 3)	A.4.4.2: Engage gender focal point in the MoE in relevant Cluster activities (Cluster meetings & assessments, MYRP SC, TC)
A4.1.3: Revise/develop a gender sensitive Education Cluster strategy at national and regional level (MYRP: 1, Seed: 1)		A.4.3.3: Yearly EiE planning workshops to inform federal and regional level education sector annual plans (MYRP Only)	A4.4.3: Establish CSG lead agency in the Education Cluster
A.4.1.4: Organize biannual advocacy events to support through key C4D message on the inclusion of crisis-sensitive education planning and management into sector policies, plans, strategies, and curriculum reform (MYRP Only)			A4.4.4: Research on gender equality and safeguarding in emergencies and development of CSG MYRP package including guidance notes and training tools to link protection and education systems
A4.1.5: Organize regional review meetings to mainstream CDRM into regional, woreda education sector plans (MYRP Only)			
A4.1.6: Map and organize capacity development of local CSO/CBOs to engage in regional cluster (MYRP Only)			

Under **Output 4.1**, interventions will strengthen data management systems of education institutions and the Education Cluster at regional, zonal, and woreda levels and link with school-based efforts to generate timely inputs to inform planning, delivery, and monitoring of crisis-sensitive services. Coordination and accountability systems will be supported, and plans revised to ensure adequate CDRM considerations of education sector plans, and adequate provision for education in overall emergency preparedness and response plans. CDRM will be mainstreamed across school inspection tools and practices in targeted communities and education officials trained and mentored through supportive supervision interventions led by the EiE Cluster and RDRMCs. Advocacy interventions led by the EiE Cluster at federal and regional level will ensure adequate attention and resources are allocated to education in emergency during planning and response. At federal level advocacy interventions will focus on mainstreaming CDRM into relevant components of the soon to be reformed curriculum to promote resilience of learners. Under **Output 4.2**, activities will be tailored to the specific hazards in the community environment i.e. drought, conflict. Schools and communities will be supported to build the capacity of key stakeholder groups to generate crisis-sensitive data to inform SIPs and feed this data upwards to inform EiE planning and response strengthening the resilience of school communities. Participatory hazard mapping to inform SIP will be implemented and 'safe school' actions identified and drilled, including the identification of alternative shelter to protect schools and ensure continuity of education during emergencies. The participation of women and girls in the targeted school communities will be purposefully sought to ensure relevant gender dimensions of vulnerability and resilience are captured. Under **Output 4.3**, a resource mobilisation

and advocacy strategy will be developed based on strengthened data and evidence of good practices being developed and implemented on the ground and specific research and evidence products developed to inform planning and mobilise stakeholder support and resource mobilisation. Under **Output 4.4**, activities to increase the gender sensitivity and child safeguarding capacity of the Education Cluster will be implemented through a combination of training, sensitisation of key processes and tools, greater gender balance amongst the Cluster members, and engagement of the MoE gender focal point in relevant Cluster activities. An education in emergencies' gender action plan/strategy will be developed to ensure adequate attention to the specific needs of women, men, girls, and boys in emergency-affected contexts. A CSG focal point agency will be appointed and a MYRP CSG package developed to include context and intervention specific guidance and capacity development tools.

3.3 Results Framework

PROGRAMME RESULTS FRAMEWORK									
All indicators to be disaggregated by the below categories (ECW reporting template):									
Types of population: Sex; age groups (men, women, boys, girls); education cycle (pre-, primary); host/refugee/IDP/relocated/other affected people; children with disabilities (CWDs); out of school children (OOSC); teachers (sex, host/refugee/IDP); education officials (sex, regional/woreda/school)									
Types of beneficiaries: direct (recipients of inputs); intermediate (affected by downstream interventions); indirect (users of system/environment improved by interventions);									
Location: region, woreda, school									
GOAL: Improve learning through equitable access to resilient and quality education for emergency-affected children in Ethiopia									
INDICATORS (ECW mandatory indicators in ORANGE)	MOV/Data source	Target Type	BASELINE Value/Year	TARGET				Comments	
				Y1	Y2	Y3	T		
Number of children/youth reached with ECW assistance	MYRP-SC reports	MYRP	0/2019	60,487 IDP children (49% female, 10% CWDs)	745,997 IDP children (49% female, 10% CWDs)	745,997 IDP children (49% female, 10% CWDs)	745,997 IDP children (49% female, 10% CWDs)	Same cohort of children	
		Seed	0/2019	60,487 IDP children (49% female)	60,487 IDP children (49% female)	60,487 IDP children (49% female)	60,487 IDP children (49% female)	Same cohort of children	
Country out-of-school rate	MOE EMIS	MYRP	TBC/2019	TBC	TBC	TBC	TBC	Not yet published	
		Seed	TBC/2019	TBC	TBC	TBC	TBC	Not yet published	
Country primary/lower-secondary learning outcomes.	National Learning Assessments	MYRP	TBC/2019	TBC	TBC	TBC	TBC	Not yet published	
		Seed	TBC/2019	TBC	TBC	TBC	TBC	Not yet published	
OUTCOME 1: Equitable access to safe, protective and gender-sensitive (pre-primary and primary) learning environments for emergency-affected girls, boys, incl. CWDs is increased									
OUTCOMES/OUTPUTS	INDICATORS	MOV/Data source	Target Type	BASELINE Value/Year	TARGET				Comments
					Y1	Y2	Y3	T	
OM 1: Equitable access to safe, protective and conducive (pre-primary and primary) learning environments for emergency-affected girls, boys,	Average attendance rate for ECW-supported children/youth	Average monthly attendance records from target schools (1000 for MYRP and 81 for Seed)	MYRP	TBC/2019	TBC	TBC	TBC	TBC	Average number of days children are present in school divided by the expected number of days of schooling in the school year.
			Seed	TBC/2019	TBC	TBC	TBC	TBC	
			MYRP	TBC/2019	TBC	TBC	TBC	TBC	

incl. CWDs is increased	ECW-supported community out-of-school rate.	MoE's EMIS data for target woredas (44 for MYRP and 17 for Seed)	Seed	TBC/2019	TBC	TBC	TBC	TBC	Percentage of children in the official age range for the level of education who are not enrolled in school.
	Share of ECW-supported schools and learning environments meeting safe learning standards	School inspection, Provisional/Temporary Handover Agreements/final Acceptance Handover Agreements	MYRP	TBC/2019	50%	50%	100%	100%	By year 3 all schools and learning environments should pass INEE safe learning standards including a one-year problem detection and correction period.
OP1.1: A learning environment that is safe and protective is created in targeted IDP-hosting and return/relocation schools	Number of children enrolled ECW-supported formal and/or non-formal education in target woredas (by sex, CWDs)	School assessment and field reports	MYRP	TBC/2019	60487 (49% female)	745997 (49% female)	745997 (49% female)	745997 (49% female)	
			Seed	TBC/2019	30243 (49% female)	60487 (49% female)	60487 (49% female)	60487 (49% female)	
	Girls to boys ratio in ECW supported schools	School assessment and field reports	MYRP	TBC/2019	TBC	TBC	TBC	TBC	
			Seed	TBC/2019	TBC	TBC	TBC	TBC	
OP1.2: School infrastructure rehabilitated and equipped with gender sensitive and inclusive facilities in targeted IDP-hosting and return/relocation schools	Number of (schools/classrooms) supported (blackboards, maps, school-in-a-box, WASH facilities, etc.) through ECW-supported programmes.	School assessment and field reports, safety audits, Provisional/Temporary Handover Agreements/final Acceptance Handover Agreements	MYRP	0/2019	500	500		1000	
			Seed	0/2019	40	41	0	81	
	Number of gender sensitive latrines constructed or rehabilitated through ECW-supported programmes.	School assessment and field reports, safety audits Provisional/Temporary Handover Agreements/final Acceptance Handover Agreements	MYRP	TBC/2019	250	150	100	500	500 latrines from the 1000 targeted schools
			Seed	TBC/2019	40	41	0	81	
	Number of water points established in ECW supported schools	School assessment and field reports, safety audits, Provisional/Temporary	MYRP	TBC/2019	250	150	100	500	500 water points in the 1000 targeted schools
			Seed	TBC/2019	81	81	81	81	

		Handover Agreements/final Acceptance Handover Agreements								
OP1.3: Children's school & learning readiness is enhanced in targeted IDP-hosting and return/relocation schools	Number of children and youth receiving individual learning materials (textbooks, notebooks etc.) through ECW-supported programmes	School assessment and field reports	MYRP	0/2019	68,000 (49% female)	68,000 (49% female)	68,000 (49% female)	68,000 (49% female)	Same cohort	
			Seed	0/2019	60,487	60,487	60,487	60,487 (30,717 boys, 29,770 girls and 6,049 CWDs)	Same cohort	
	Number of children and youth provided with learning materials in a language they understand through ECW-supported programmes	School assessment and field reports	MYRP	0/2019	TBC	TBC	TBC	TBC		
			Seed	0/2019	TBC	TBC	TBC	TBC		
	Number of schools/children benefiting from school feeding (disaggregated by in-kind or cash based modalities)	School inspection, field reports	MYRP	TBC/2019	68,000(49% female)	68,000 (49% female)	68,000 (49% female)	68,000 (49% female)	15 districts/Woredas of Somali(9),Oromia(5) and SNNPR(1)	
			Seed	TBC/2020	60,487	60,487	60,487	60,487 (30,717 boys, 29,770 girls and 6,049 CWDs)		
	Number of children benefiting from pre-primary alternative learning programmes	School inspection, field reports	MYRP	0/2019	56,500	113,000	-	113,000	Disaggregated by sex and CWDs	
			Seed	0/2019	TBC	TBC	TBC	TBC		
	Outcome 2: Quality and relevance of education for emergency-affected girls, boys, including CWDs is enhanced									
	OUTCOMES/ OUTPUTS	INDICATORS (ECW mandatory indicators in ORANGE)	MOV/Data source		BASELINE	TARGET				Comments
Value/Year					Y1	Y2	Y3	T		
OM 2: Quality and relevance of education for emergency-affected girls, boys, including CWDs is enhanced	Pre-primary /primary learning outcomes of ECW-supported children	TBC/woreda assessments	MYRP	TBC/2019	-	-	TBC	TBC		
	Average instructional time in ECW-supported schools.	TBC/school assessments	Seed	TBC/2019	TBC	TBC	TBC	TBC		
OP2.1: Learning and teaching	Percentage of teachers in ECW supported schools trained on	Training reports, field reports	MYRP	TBC/2019	0	50% (39% female)	75% (39% female)	75% (39% female)		

practices in the classroom improved	instructional methods and continuous assessment in targeted schools		Seed	TBC/2019	0	50% (39% female)	75% (39% female)	75% (39% female)	
	Number of children benefitting from improved instructional methods and continuous assessment in targeted schools	Partner progress reports	MYRP	0/2019	-	372,000	373,000 (49% female)	745,997 children (380,418 boys, 365,579 girls, and 74,600 CWDs)	
			Seed	0/2019	60,487	60,487	60,487	60,487	
OP2.2: Reading practices enhanced through a well-developed reading environment	Percentage of teachers in ECW supported schools trained on literacy programmes	Training reports, school assessments	MYRP	0/2019	2,100	2100	-	4,200 (39% female)	
			Seed	0/2019	810	810	810	2430	
	Number of children benefitting from literacy programmes in targeted schools	Field reports	MYRP	0/2019	372,000 (49% female)	373,000 (49% female)	-	745,997 children (380,418 boys, 365,579 girls, and 74,600 CWDs)	
			Seed	0/2019	60,487	60,487	60,487	60,487	
OP2.3: Teacher competencies, motivation and well-being improved	Number of schools that report cluster supervision at least 4 times per year	School assessment and field reports		TBC	TBC	TBC	TBC	TBC	
			TBC	TBC	TBC	TBC	TBC		
	ECW supported teachers reporting an increase in motivation and well-being	Teacher Assessment, Baseline, Endline	MYRP	0/2019					
	Number of refugees teachers that upgrade their educational qualifications by one level (certificate/diploma from CTE)	CTE reports, field reports	MYRP	TBC/2019					
Seed			TBC/2019						
OP2.4: Accountability of school leadership to effective instruction and inclusive learning strengthened	Number of schools benefiting from accountability/leadership enhancing interventions	School inspection, field reports	MYRP	0/2019	350	350	300	1,000	
			Seed	0/2019					
	Number of participants in accountability/leadership enhancing interventions	Training reports, field reports	MYRP	0/2019	800	1,600	880	3,280	
			Seed	0/2019					

Outcome 3: Retention and transition for emergency-affected girls, boys, incl. CWDs is improved									
OUTCOMES/ OUTPUTS	INDICATORS (ECW mandatory indicators in ORANGE)	MOV/Data source		BASELINE	TARGET				Comments
				Value/Yea r	Y1	Y2	Y3	T	
OM 3: Retention and transition for emergency-affected girls, boys, including CWDs is improved	Primary/lower secondary survival rate in ECW-supported communities	2018-2019 EMIS (only to grade 5 available)	MYRP	TBC/2019	TBC	TBC	TBC	TBC	Only available for primary to grade 5
			Seed	TBC/2019	TBC	TBC	TBC	TBC	
	Primary/lower secondary completion rate in ECW-supported communities	2018-2019 EMIS	MYRP	TBC/2019	TBC	TBC	TBC	TBC	
			Seed	TBC/2019	TBC	TBC	TBC	TBC	
OP3.1: Academic support system for vulnerable learners (OOSC, poor performing, CWDs, IDPs/returnees) organized.	Number of children benefiting from remedial or "catch up" classes	School assessment reports, field reports.	MYRP	TBC/2019	TBC	TBC	TBC	TBC	
			Seed	TBC/2019	TBC	TBC	TBC	TBC	
	Number of children completing alternative learning programmes and transitioning to formal primary	Partner progress reports	MYRP	TBC/2019	TBC	TBC	TBC	TBC	
			Seed	TBC/2019	TBC	TBC	TBC	TBC	
OP3.2: Gender sensitive protection mechanisms established in targeted schools and communities	Number of teachers/administrators trained (in psychosocial support, peace education, life skills, etc.) through ECW-supported programmes, by gender	School assessment, field reports	MYRP	TBC/2019	TBC	TBC	TBC	TBC	By gender, age, by relevant type e.g. teacher, child, host/IDP/returnee /relocated
			Seed	TBC/2019	60,487	60,487	60,487	60,487	
	Number of girls and boys who have experienced violence reached by health, social work or justice/law enforcement services	Child Protection Information Management System	MYRP	TBC/2019	907	11,190	11,526	23,623	
			Seed	TBC/2019	907	935	963	2,804	
Outcome 4: Capacity of education institutions and communities to provide crisis-sensitive education for emergency-affected girls, boys, incl. CWDs is strengthened									
OUTCOMES/ OUTPUTS	INDICATORS (ECW mandatory indicators in ORANGE)	MOV/Data source		BASELINE	TARGET				Comments
				Value/Yea r	Y1	Y2	Y3	T	
OUTCOME 4: Capacity of education institutions and communities to provide crisis-sensitive education for emergency-affected girls, boys, incl. CWDs is strengthened	Country score for "presence of inclusive policies" (regarding: girls' secondary education, school-related gender based violence, children with disabilities, refugees and IDPs)	MoE reports	MYRP	TBC	TBC	TBC	TBC	TBC	
			Seed	TBC	TBC	TBC	TBC	TBC	
	Domestic financing for education in emergencies (% increase funding to EIE in key national plans and policies)	EiE Cluster reports, MoE reports	MYRP	TBC/2019	5%	10%	15%	15%	
			Seed	TBC	TBC	TBC	TBC	TBC	
	Country score for "presence of a quality EMIS"	MoE reports	TBC	TBC	TBC	TBC	TBC	TBC	
		MoE reports	TBC	TBC	TBC	TBC	TBC	TBC	
OP4.1: Conflict and disaster risk sensitive data management,	Number of education sector plans and policies integrating CDRM	MoE/REBs/WEOs reports, field reports	MYRP	TBC/2019	-	1,045	1,042	1,045	1 federal, 7 regional, 44 woredas, 1000 schools yearly

planning, and response capacity of regional, zonal, and woreda education officers improved	Percentage of target regions/woredas with integrated education in their Emergency Preparedness Response Plans	REBs/WEOs reports	Seed	TBC	TBC	TBC	TBC	TBC	
			MYRP	TBC/2019	25%	50%	100%	100%	
	Woreda score for "gender sensitivity" on all woreda level EPRP plans	Review of all woreda plans using an ECW developed Gender Sensitivity scoring	MYRP	TBC	TBC	TBC	TBC	TBC	Gender sensitivity scoring to be developed during inception phase.
			Seed	TBC	TBC	TBC	TBC	TBC	
OP4.2: Capacity of school leadership to respond to crisis strengthened	Number of schools adopting/operationalizing a code of conduct.	School inspection, field reports	MYRP	0/2019	350	350	300	1000	
			Seed	TBC	TBC	TBC	TBC	TBC	
	# school improvement plans (SIPs) with CDRM preparedness/response measures	School inspection, field reports	MYRP	TBC/2019	350	350	300	1000	
			Seed	TBC/2019					
OP4.3: Increased resources allocated to EIE (MYRP)	Advocacy and resource mobilisation strategy developed and presented to key sector stakeholders	MYRP SC/TC reports	MYRP	0/2019	1	-	-	1	
			Seed	0/2019	1	-	-	1	
	# of evidence-based advocacy products developed and launched	MYRP SC/TC reports	MYRP	0/2019	1	1	1	3	
			Seed	0/2019	1	1	1	3	
	% increase in funding raised for the MYRP	OCHA FTS	MYRP	\$11.7 million /2019 (26.2% of requirement)	10%	20%	30%	30%	ECW Seed funding \$10M yearly
			Seed	N/A	N/A	N/A	N/A	N/A	
OP 4.4: Improved gender sensitivity and child safeguarding of education in emergencies planning and responses	# of plans, policies and research in place to support CSG and gender sensitivity in education in emergencies planning and responses	Research and plans developed	MYRP	TBC/2019	TBC	4	1	3	TBC
			Seed	TBC/2019	TBC	4	1	3	TBC

4

IMPLEMENTATION

The proposed three-year Multi-Year Resilience Programme (MYRP) will kick start with an inception period of 6 months (January to June 2020). This will acquire up to date data as the return/relocation process progresses. During the inception period school-based data collection will take place to fill significant gaps, particularly about the situation of schools, OOSC, and CWDs, including relevant gender dimensions. A three-year implementation period (June 2020 to June 2023) will follow during which the results outlined in Section 3 above will be delivered with the support of the below proposed governance and programme management architecture. The period January to June 2023 will include a handover process during which key government-led interventions will be transitioned and specific evaluative research activities and products respectively implemented and developed.

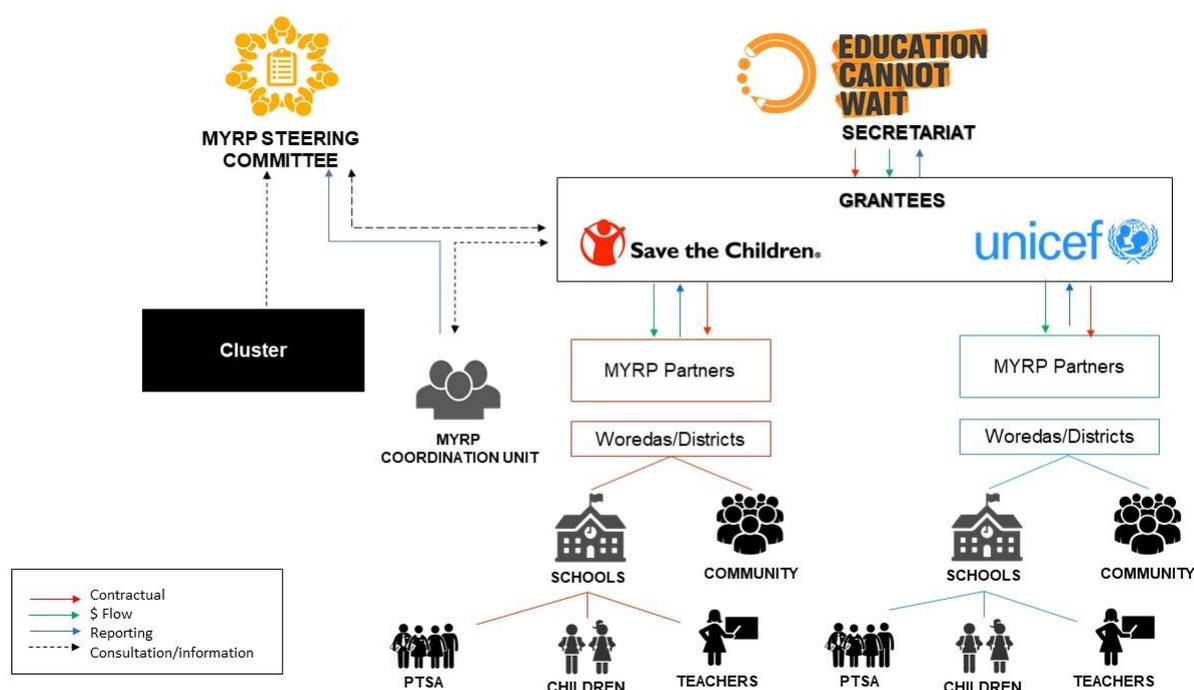
4.1 Governance Structure & Programme Management

The proposed MYRP has been developed under the leadership of the Ministry of Education, co-leadership of Cluster Lead Agencies (UNICEF and Save the Children International (SCI)), with support from the Education Cluster partners, mainly WFP, Plan International and UNHCR, through a MYRP Task Team established in April 2019 to facilitate the development of the MYRP programme. The MYRP Task Team has facilitated a multi-stakeholder dialogue and consultation process engaging development partners, other government counterparts, and regional/local education officials. The Task Team has supported the development of the proposed governance package with the guidance of the ECW Secretariat. Once the MYRP programme document is finalised, the responsibilities of the MYRP Task Team will be complete. Responsibility for the overall 3-year MYRP sits with an already established MYRP Steering Committee (MYRP-SC) which will be supported by the MYRP Coordination Unit⁷⁸ - MYRP-CU. The MYRP-SC was established in September 2019. The committee includes members from the Embassies of Norway and Finland, DFID, World Bank, UNICEF, Save the Children, Plan International; government agencies (National Disaster Risk Management Commission, Agency for Refugee and Returnee Affairs); Ethiopian civil society (Ethiopia School Meal Initiative); and representatives from the private sector. The MYRP-SC identified relevant criteria and invited expressions of interest from potential Grantees.

Following consultations with the MoE, Cluster, humanitarian and development partners, a proposal was received from the Cluster Lead Agencies, SCI and UNICEF, to manage the ECW Seed Funding as two Grantees. UNICEF and SCI propose to each be a Grantee, aligned to the one overarching MYRP plan, and to be fund managers on a regional basis, with SCI managing funds and programming in Somali and Afar regions, and UNICEF managing funds in Amhara, Benishangul Gumuz, Oromiya, Tigray and SNNP regions. For the ECW Seed Funding, the geographic scope will be limited only to Amhara, Oromiya and Somali. This was endorsed by the MYRP-SC at its inaugural meeting on 13 September 2019. To ensure cohesive and effective implementation of the Ethiopia MYRP, a governance structure was developed and discussed with the MYRP-SC. The graphic below outlines the key relationships amongst the key stakeholders in the management and governance of the MYRP in Ethiopia.

⁷⁸ The Coordination Unit will be established during the inception phase and sit at the Ministry of Education.

Diagram 1 - MYRP Governance Diagram



The MYRP-SC meeting on 20 September 2019 further endorsed the proposal that UNICEF and SCI will act as Grantees for the MYRP, based on the following criteria which were presented:

- Both UNICEF and SCI have written policies and procedures regarding grant, programme and partnership management that conform to ECW requirements;
- UNICEF and SCI globally as well as in Ethiopia are Education Co-cluster leads with unique expertise on education in emergency standards and experience working with government structures;
- In Ethiopia, UNICEF and SCI Country Programmes are fully aligned with the objectives and principles of the MYRP;
- UNICEF and SCI have existing partnerships across the country and extensive experience in selecting and managing a range of partners;
- UNICEF and SCI have well established programme monitoring structures and expertise which will allow for effective monitoring of partner programmes and results;
- UNICEF and SCI have solid financial assurance and risk management systems in place;
- UNICEF and SCI both have an extensive footprint across the country and operational presence across MYRP operational areas providing a direct knowledge of the programme context;
- UNICEF and SCI have financial systems to document the source of funds and determine how funds are being used, with the maintenance of separate records for ECW funding.
- UNICEF and SCI both have experience of being Grantees for ECW MYRP funding. SCI is the Grantee in Uganda, hosting a consortium of 17 partners (now nearing the end of Year 1), and is also the Grantee for ECW MYRP funding in Puntland region (Somalia).

The roles and responsibilities of the Steering Committee, two Grantees, and Partners as well as the proposed process and criteria for selecting partners for the ECW Seed Funding are outlined below.

MYRP In-Country Steering Committee (MYRP-SC)

The MYRP Steering Committee (MYRP-SC) is an in-country high-level representative and consultative decision-making body that will convene senior government officials and heads of relevant agencies for the whole MYRP programme. The MYRP-SC will ensure the utmost transparency and rigor throughout the process and hold Grantees to account for ensuring adherence to donor Guidelines, SPHERE Core Humanitarian Standards⁷⁹, the International Network for Education in Emergency (INEE) minimum standards⁸⁰, and other relevant and applicable standards. The MYRP-SC will be mandated for the following objectives:

- 1) Mobilise additional funding and advocate on behalf of MYRP priorities, to ensure other donors fund the delivery of the whole MYRP;
- 2) Review progress on implementation of the whole MYRP;
- 3) Define the strategic direction of the MYRP, including any reviews and revisions of the MYRP (where needed)
- 4) Endorse annual work plans; and
- 5) Conduct field missions to monitor and report on programme progress.

A key aspect of the MYRP-SC role will be to anchor the MYRP in a coherent institutional framework including the national, refugee, and emergency education systems and architectures. The MYRP-SC will ensure that MYRP interventions remain firmly aligned with national education sector plans and policies, and Education Cluster strategies. The MYRP-SC will lead on policy advocacy and resource mobilization efforts for the MYRP in the country, supported by the ECW Secretariat through global efforts. It will also work with ECW and other donors on the resourcing of the MYRP and its strategic direction. It is expected that ECW will continue to support the work of the MYRP SC to encourage other donors to invest in the delivery of the wider plan (including directly at national level, and through replenishment of ECW's pooled funds at global level).

Based on the recommendation of the Grantees and their selection processes, the Steering Committee endorses the selection of the Partners. During the Inception Phase of the ECW Seed Funding, the MYRP-SC will review and endorse recommendations from the Grantees on their overall implementation approach, in order to ensure alignment with the MYRP.

The MYRP-SC will be chaired by the State Minister for Education and Training Strategic Leadership and Development with rotating (12 months) co-chairing support from a sector donor partner (Embassy of Finland as Co-Chair of ETWG to take on initial role). The MYRP-SC will be held quarterly in the initial period, beginning with the inception phase.

The effectiveness of the strategic guidance and programmatic oversight functions of the MYRP-SC will be reviewed on an annual basis, including the ToRs to ensure continued relevance and membership to ensure sustained support and commitment by members. There will also be an annual review of the overall MYRP plan to ensure there is scope for additions/revision to ensure the MYRP is designed according to any changes in context and enable reprioritisation as/if necessary. In the case of any disputes or disagreements brought to the MYRP-SC, attempts will be made to resolve these amicably and to the satisfaction of the Chair.

MYRP Grantees

⁷⁹ SPHERE Core Humanitarian Standards, available at: <https://corehumanitarianstandard.org/>

⁸⁰ INEE 2010, Minimum Standards, available at: <https://archive.ineesite.org/en/minimum-standards/handbook>

UNICEF and SCI have been endorsed as Grantees by the MYRP Steering Committee for the MYRP ECW Seed-Funding programme, which amounts to 27 million USD over the period 2020-2023. Based on the availability of further funding towards MYRP implementation beyond the Seed funding, the grantee model can be scaled in line with the agreed division of labor between the two Grantees based on donor condition and steering committee endorsement.

- The MYRP Coordination Unit (MYRP-CU) will consist of a 1) MYRP Coordination Lead, 2) an MYRP Reporting and Communication Coordinator and 3) an MYRP Monitoring and Evaluation Officer. Recruitment will be handled jointly by the Grantees, but SCI will manage employment contracts for these staff. The MYRP Coordination Unit will be responsible for: (i) overall coordination of MYRP, (ii) resource mobilization and advocacy; (iii) coordination of steering committee meetings; (iv) overall monitoring, review and reporting processes of the programme; (v) ensuring a harmonized approach across the entire programme, including on joint visibility and (vi) consolidation and harmonization of progress updates and reports from both Grantees on Seed fund implementation to present progress to the MYRP Steering Committee and ECW.
- Each Grantee will be responsible for managing funds, partnerships and the implementation of interventions in their respective regions, including but not limited to: overall management of partnerships; compilation and oversight of annual work plans; joint reporting to ECW as per the conditions of the funding as per the conditions of the funding and the programme M&E framework; monitoring programme implementation, sharing reports and information with the MYRP Coordination Unit and MYRP Steering Committee.
- The Grantees are responsible and accountable for the overall efficient and effective implementation of the ECW Seed Funding for the MYRP including the management of all financial disbursements to partners in line with accountability and risk management requirements.
- The Grantees are responsible for all aspects of financial management, fiduciary risk management, programmatic oversight and reporting, including on child safeguarding, and support of external audits.
- The Grantees will organize joint regional missions to assess quality and ensure common standards in implementation and cross-learning from the programme which will be disseminated by the Grantees through the MYRP-CU.
- The Grantees will ensure the application of SPHERE and INEE Global Education in Emergency tools/standards where relevant in the management and oversight of the programme implementation. The Grantees will also strengthen coordination of the Seed Funding programme via their already established co-lead roles in the Education Cluster, ensuring the sharing of best practice and learning with Cluster partners and the wider sector, maximizing synergies, and avoiding duplication within the wider EiE response.
- In the case of conducting programme evaluations, the Grantees will endorse joint evaluation design, results and management response.

At the 20 September 2019 Steering Committee Meeting, it was agreed that the Grantees (UNICEF and SCI) will apply a geographic division of labour, which reflects the existing strong connections of both organisations with local entities/contexts, and which ensures efficiency and effectiveness in programme implementation. This geographic division of labour will ensure better value for money as grantees will utilize their already functional organizational and administrative structures at the regional level which allows grantees to provide direct support to partners in their geographical focus areas. The MYRP, through Seed funding from ECW will focus initial interventions on addressing the critical educational needs of 60,487 out of school displaced children (30,717 boys, 29,770 girls) in 81 schools in 3 regions (Amhara, Oromiya and Somali). As described above, both organisations will have dedicated staff to manage and provide technical and financial oversight of the programme.

Sequencing of Programme Implementation

The MYRP ECW Seed Funding programme will have an inception period of six months, January to July 2020, during which time several preparatory steps are required before implementation proper can begin. In order to initiate a successful programme, it will be important to prioritize staffing for each grantee and the establishment and staffing of the MYRP-CU. The inception phase will also allow for further data gathering in the form of a baseline assessment, in a context of ever- changing movements of populations on the ground it will be vital to use the most recent and up-to-date data to inform the calls for proposals. Data gaps and unfinished verification of statistics, including data on children with disabilities will need to be further verified with the support of the Education Cluster and by the MYRP Coordination Unit, when it is onboard. This may result in changes to the overall programme strategies and results as well as targeting of specific schools and Woredas to ensure that the most in need children are targeted. Additional consultation with local authorities and beneficiaries in the target Regions and Woredas is also planned for the inception phase to ensure complete buy-in and ownership on the ground. The call for proposals will be finalized during the inception period taking into account the additional data verification and consultation processes. This will be followed by the review of proposals and selection of partners/development of partnership agreements.

MYRP Partners

The selected MYRP partners (INGO, NGOs, Civil Society Organizations, UN agencies) will assume full programmatic and financial accountability for funds disbursed by the Grantees. They are held accountable to the deliverables specified in the results framework. They will directly implement activities within programme implementation agreements with the Grantee/s. They will also manage the results framework of the portion of funds allocated to them and ensure programmatic coherence under a common MYRP results and the accountability framework. MYRP partners will implement all field monitoring, planned assessments and research, and provide reports as stipulated by the respective programme implementation agreements and based on the agreed project-specific results and M&E frameworks. Full programmatic and financial accountability for funds will be assumed by the partners as disbursed by the Grantee/s. They will directly contribute to the achievement of common targets within the MYRP programme. Furthermore, the partners will conduct field level monitoring and coordinate and work with Regional Education Bureaus, Woreda Education Offices, schools and communities.

5

PROGRAMMATIC APPROACH

The SitAn has identified key challenges in the education sector in Ethiopia, their particular manifestation and prevalence in emergency-affected regions, and the current displacement crisis in Ethiopia that has denied access to education to hundreds of thousands of children. Despite ongoing challenges in the availability and accuracy of data against a background of a rapidly changing environment, a picture of exclusion and inequity strongly emerges from the information available. Girls and CWDs experience distinct and pervasive forms of exclusion and discrimination, and the proposed MYRP strives to tackle the root causes and supply-demand barriers that prevent all children enjoying education equitably in Ethiopia emergency-affected contexts. The proposed MYRP recognises that equitable access to quality and relevant education can make a significant contribution to gender equality and inclusion by empowering the most vulnerable girls and boys. IDP, returnee, and vulnerable host community girls and boys are entirely excluded from education or struggling to learn in schools where the quality and relevance of education provided not only undermines their development but fails to prepare them to face the increasing risks affecting their communities. This section will outline the overall strategic framework for the MYRP and specific strategies to deliver results in response to the needs identified in the SitAn. The HRP 2019 recognises that continued humanitarian response at current levels is not only increasingly unaffordable, it also does not address root causes of vulnerabilities and runs the risk of creating aid dependency patterns in affected populations. Against this background, Government policies as well as most humanitarian and development frameworks aim at supporting a paradigm shift towards reducing risk and vulnerability and building resilience.⁸¹ An overall resilience and comprehensive school safety framework will provide strategic guidance and anchor our Theory of Change (ToC), whereas specific strategies to promote equitable access, quality, retention/transition, and institutional and community resilience will be included each with explicit and distinct gender responsive and inclusive approaches.

5.1 Cross-Cutting Themes

5.1.1. A gender responsive resilience and comprehensive school safety framework

Using schools to deliver a range of gender responsive services helps strengthen children's ability to cope in times of crisis, improving their overall status of well-being and resilience. Understanding the specific coping strategies and absorptive, adaptive, and transformative capacities of women, men, girls, and boys in emergency-affected school communities will be critical in developing context relevant and gender responsive resilience-building strategies. Such school-based initiatives can be supported by strengthening the capacity of education authorities, including education planners and school inspectors, to resource, promote, and supervise their effective implementation also building institutional resilience in the sector. Schools that become platforms for integrated service delivery can be supported within a comprehensive school safety framework, where explicit gender responsive risk reduction strategies can be implemented in and around schools to safeguard education and protect learners and education personnel. The three pillars of the Comprehensive School Safety (CSF) as illustrated in the see diagram below are underpinned by a policy-enabling environment at national and local levels, with relevant risk reduction strategies/policies in place and disaster risk sensitive plans.

⁸¹ OCHA Humanitarian Response Plan 2019, p.35

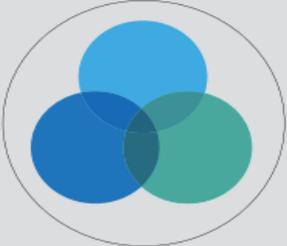
Table 14 – Comprehensive School Safety

The Three Pillars of Comprehensive School Safety

Comprehensive school safety is addressed by education policy and practices aligned with disaster management at national, regional, district, and local school site levels. It rests on three pillars:

- 1. Safe Learning Facilities**
- 2. School Disaster Management**
- 3. Risk Reduction and Resilience Education**

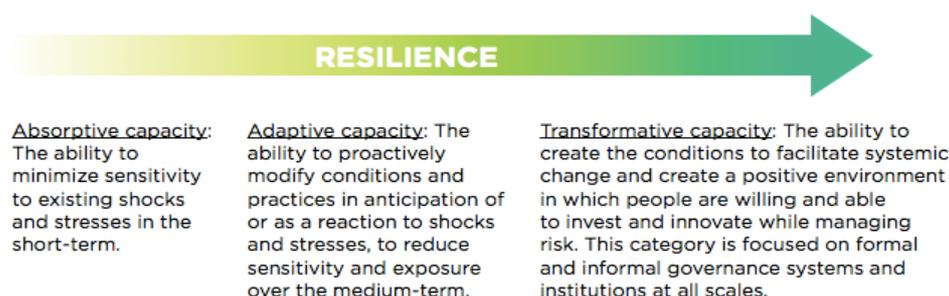
Multi-hazard risk assessment is the foundation for planning for Comprehensive School Safety. Ideally, this should be part of Educational Management Information Systems at national, subnational, and local levels. It is part of a broader analysis of education sector policy and management in order to provide the evidence base for planning and action.



Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector <https://qadrrres.net/>

Safe and resilient schools need to be supported by an enabling environment of gender and risk-sensitive policies, as well as institutional and community capacities and practices. The MYRP will be strategically guided by an overall resilience framework that will aim to build those capacities and practices at all levels of the education system through short-, medium-, and long-term responses as illustrated in the table below:

Table 15 - Phased approach along the resilience continuum⁸²



USAID and Mercy Corps (2013)

According to USAID, strengthening resilience requires an integrated approach and a long-term commitment to improving resilience capacities. A resilience capacity is the ability of people or systems to achieve improved well-being outcomes in the face of shocks and stresses. Resilience capacities are commonly classified as absorptive, adaptive or transformative and each call for specific actions that can support emergency-affected children and their communities to access education services during, in the immediate aftermath of, and during the recovery phase in a crisis. Gender-based inequalities and social exclusion in and around schools are key factors undermining school communities’ capacities to cope with and recover from conflict and disaster risks affecting education.⁸³ For example, in displacement or at times of food insecurity due to drought the roles of girls and boys in their households may change and lead to drop outs this in turn may affect their access to key information and skills necessary to build resilience to shocks and stresses.

⁸² USAID and Mercy Corps (2018). Urban Resilience Measurement: An Approach Guide and Training Curriculum. Portland Oregon

⁸³ Le Masson, et al (October 2015): ‘Gender and resilience - Working and discussion papers’; Overseas Development Institute; <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9890.pdf>

A gender responsive resilience approach will help to articulate strategies, actions, and corresponding results and indicators, to measure our progress in *reducing risks and protecting education along the humanitarian-development continuum*. A resilience framework will also help to *articulate relevant strategies and interventions at different levels of the education system*, including macro-level (i.e. federal level programmes, policies, and planning); meso-level (i.e. local education authorities; school facilities, governance, and planning; teaching-learning practices); and micro-level (i.e. learners and communities participation in education).

Finally, and in response to the specific emergency in Ethiopia, a distinct conflict sensitive approach will be integrated to the resilience framework to complement the natural disaster risk reduction elements. Conflict and natural disaster prevention, mitigation, response, and recovery, require distinct but complementary approaches and ‘sensitivity’ to both must be promoted and specific capacities developed. The HRP 2019 has called on humanitarian and development partners to identify opportunities and develop conflict-sensitivity and peacebuilding approaches to education interventions to reduce vulnerability to conflict. For example, through the implementation of ‘peace education, psychosocial support and life skills training for teachers and children’ and ‘peace clubs’ to support teachers and students to work towards social cohesion and co-existence to minimize causes of conflict and sustain the peace building process.⁸⁴

5.1.2. Protection, Gender, and Inclusion

Ethiopia’s MYRP has adopted an Intersectionality Framework⁸⁵ to ensuring the mainstreaming of protection, gender, and inclusion by addressing six A’s – Analysis, Adapted Assistance, Attention to Negative Effects, Adequate Participation, Accountability, and Adequate Capacity.

- **Analysis:** The SitAn includes specific data on age, gender, and inequity to inform an inclusive and protection focused MYRP. The disaggregation of data by age, gender, and relevant exclusion typologies (i.e. ethnicity, host/IDP/returnee) will be mainstreamed throughout the M&E framework and reporting requirements. Analytical research and advocacy products will be developed to highlight the distinct needs and educational experiences of excluded and marginalised groups.
- **Adapted Assistance:** During the inception period of the programme, a number of community and school based rapid assessments will be undertaken to map specific protection and exclusion barriers (i.e. CWDs, gender) to education in targeted woredas. These assessments will inform the development of contextually relevant strategies and interventions by the grantee/s and implementing partners. One of the key activities implemented under Outcome 2 will be to identify vulnerable learners and to support schools and communities to develop supportive interventions to ensure retention, continuity, and transition as well as improved learning.
- **Attention to Negative Effects:** An explicit Do No Harm, and conflict and gender sensitive approaches to programme development and implementation will be integrated throughout the MYRP. Specific measures to ensure grantee/s and IPs’ compliance will be integrated in selection and reporting criteria. Context sensitive indicators have been included in the proposed results framework to monitor the two-way interactions between the MYRP and implementation contexts. Namely, what impact is the MRYP having on local structures, dynamics, and relationships and what impact is the context where the MYRP is being implemented having on our ability to deliver results.
- **Adequate Participation:** As outlined in more detail in section 5.3 below (Accountability to Affected Populations) equitable engagement in the development, implementation, and assessment of the MYRP will be explicitly articulated in

⁸⁴ HRP 2019, pp. 34-35

⁸⁵ Islamic Relief Worldwide 2013

partnership agreements to ensure its implementation at field level. Furthermore, 39% of the teachers targeted in this programme are expected to be female, based on the national proportion of female teachers. It is expected that with further funding available in the MYRP, the programme will be able reach a higher target. All gender specific targets should therefore be revised in the inception phase to identify achievable and more equitable targets.

- **Accountability:** As outlined in more detail in section 5.3 below (Accountability to Affected Populations) specific measures will be employed to ensure that AAP is effectively integrated in programme design and thereafter in all steps of the programme implementation cycle. Inclusive and gender sensitive complaint and feedback mechanisms will be deployed to protect the most vulnerable amongst the MYRP beneficiaries and made mandatory criteria for the selection of implementing partners. A participatory and inclusive approach to programme design, implementation and assessment will be employed to ensure diverse voices including traditionally excluded constituencies are captured at relevant points of the MYRP cycle.
- **Adequate Capacity:** Staff capacity on inclusive, protective and accountable approaches to programming will be promoted amongst grantee/s and IPs through its inclusion in selection and reporting criteria.

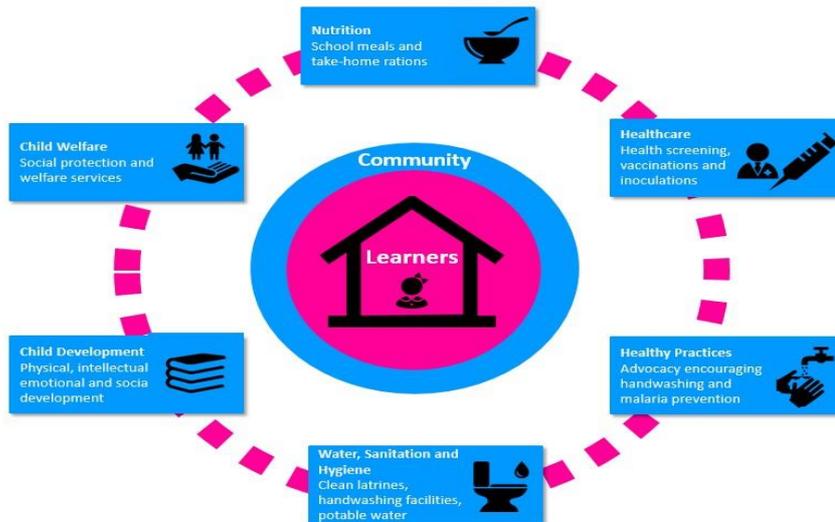
5.2 Inter-Sectoral Linkages

At times of emergencies, when coping mechanisms are compromised, communities are fragmented and the incentive to migrate is strong. Properly resourced schools can act as an anchor for children and ensure survival and investment in the next generation. Schools can be equipped as platforms for an integrated and cross-sectoral emergency response and act as lifesaving hubs for children and their communities. Schools, mobile schools and temporary learning spaces bring children together in safe and protective environments where clean water, nutritious meals and primary health services and psychosocial support can be provided and the continuity of learning be guaranteed.⁸⁶ Whereas a school is currently hosting displaced children or withstanding an emergency affecting the community it serves, building the capacity of a school to protect learners will in turn build the resilience of children and their communities to withstand the shocks and stresses of emergencies. Schools can provide life-saving messages on disease prevention, WASH, and child protection to learners, families and communities. This initiates lasting and life-saving changes in behaviour. Through community engagement, go-to-school and back-to-school programmes can also be activated to ensure gender equity and inclusion. Community mobilization can strengthen parental support for education. Conflict and disaster risk management can be taught to teachers, and in turn be taught to learners and their families through formal curriculum or extra-curricular activities such as school clubs. Schools can set up systems to monitor and eliminate violence against children in and around the school and connect with specialist services so the needs of highly vulnerable children can be met. A focus on child protection can increase retention because schools are 'safe spaces' in communities that are facing drought, flooding and conflict. Schools can also be neutral convening spaces that promote inter-community dialogue and peacebuilding.⁸⁷

Table 16 - Schools as Integrated Service Platforms in Emergencies

⁸⁶ UNICEF Children on the Move, 2017

⁸⁷ UNICEF Children on the Move, 2017



UNICEF Children on the Move 2017

The development of ‘whole of woreda’ and ‘whole of school’ approaches will be anchored in cross-sectoral coordination mechanisms found at regional, zonal, and local levels of sector planning and oversight. Representation from other sector clusters (protection, WASH, nutrition, health) will be included in the MYRP TC and relevant regional and local level mechanisms. Federal and regional level Disaster Risk Management Committees will be engaged and the inclusion of education in cross-sectoral preparedness and response plans purposefully promoted. Key recommendations captured in the National School Water, Sanitation and Hygiene (SWASH) Strategy and Implementation Action Plan (2017) will guide the development of MYRP federal, regional, woreda, and school-based interventions. For example, the Strategy envisages the establishment of a SWASH platform organized at national, regional and woreda levels to serve as an extension and supporter of the National WASH coordination structure. One of the SWASH Platform’s task is to prepare the school community to be part of emergency planning during emergencies.

5.3 Accountability to Affected Populations

The MYRP is committed to mainstream AAP into strategies and interventions and into every step of the implementation cycle through two distinct but complementary pillars: *programmatic and protection accountability*.

5.3.1. Programmatic Accountability

The MYRP programme development period underway foresees the implementation of participatory validation workshops that will include targeted beneficiaries. During the MYRP proposed inception period, school-based and community-based assessments will be used to determine and identify context relevant community-based feedback and accountability mechanisms. Beneficiary communities will be consulted throughout the implementation of the programme but particularly during key monitoring and evaluative interventions (i.e. focus group discussions, school-based forums, child-centered methods) and both traditional and non-traditional community leaders will be engaged to ensure a balance is maintained between formal community leadership and excluded constituencies. Partners will be required to employ transparent and conflict-sensitive (ethnicity, gender) methods for the selection of beneficiaries of MYRP interventions. The MYRP will encourage partners through explicit criteria to deploy child-centered, inclusive M&E approaches and beneficiary accountability mechanisms, purposefully monitor the closure of feedback loops by partners. Specific measures will be employed to ensure that AAP is effectively integrated in programme design and thereafter in

all steps of the programme implementation cycle. Inclusive and gender sensitive complaint and feedback mechanisms will be deployed to protect the most vulnerable amongst the MYRP beneficiaries, and their inclusion in programme implementation structures made mandatory criteria for the selection of implementing partners. A distinct effort at localisation will be made with capacity development support to CSOs to enhance grassroots engagement in the Cluster.

5.3.2. Protection Accountability

Sexual exploitation and abuse (SEA) of emergency affected populations committed by humanitarian or development actors constitutes the most serious breach of accountability by the sector. Consequently, the protection from sexual exploitation and abuse (PSEA) as a distinct pillar under accountability to affected populations (AAP) will retain a high profile within the MYRP through the articulation of strong commitments and actions to be upheld by all stakeholders. To do this the MYRP will be guided by the Inter-Agency Standing Committee (IASC) Operational Framework that includes recommendations for making programming at the field level more accountable to affected populations.⁸⁸ The framework is designed to assist implementing agencies both individually and in groups to find practical entry points for improving accountability to affected populations and to ensure that AAP is effectively integrated into all steps of the MYRP programme cycle. Some of the practical recommendations made by the AAP Framework include the establishment of inclusive and gender sensitive complain and feedback mechanisms to ensure the most vulnerable can have their concerns heard. Other recommendations include the mainstreaming of accountability commitments into partnership agreements and separate/confidential discussions with different community groups (including gender and age disaggregated groups) during needs assessments. Such recommendations will be integrated into MYRP programme design, implementation, and assessment. Other forms of exploitation, including physical and/or emotional abuse, neglect, abuse of power, will be explicitly addressed in Grantee and IP partnership agreements and adequate prevention and redress mechanism established. Grantee and IP partnership agreements will require specific analysis of these dimensions of protection and accountability to inform strategies and actions to ensure MYRP supported interventions adhere to the highest standards of child safeguarding (CSG).

5.4 Coordination and Collaboration

The proposed MYRP management structure will include institutional links to the three distinct education architectures, namely national, emergency, and refugee education. The national system is supported by the ETWG, the education in emergencies system by the Cluster, and refugee education by REWG. Each of these three bodies will have representation in the SC and TC to ensure robust coordination across the three systems and promote a 'whole of sector' and integrated responses to the educational needs of emergency-affected children. Key partners that perform strong coordination or convening roles in their sector i.e. OCHA, will be represented at the SC and TC to leverage their information management/sharing capacity and further strengthen the MYRP's coordination and collaborative efforts. Cross-sectoral representation in the SC and TC (i.e. WASH, health, nutrition, protection) will also ensure strong collaboration across the different sectors engaged in delivering services through schools, in line with the proposed school as integrated service platform model. The MYRP will benefit from a partnership approach both horizontally (between relevant sector partners/institutions at federal and regional/woreda levels) and vertically (between relevant sector partners/institutions at different levels of implementation: federal, regional, woreda, school/community). The coordination and collaboration approach will promote efficient

⁸⁸ <https://interagencystandingcommittee.org/accountability-affected-people>

programme management avoiding duplication of efforts and build on existing architectures and practices to avoid further proliferation of coordination mechanisms.

5.5 Addressing the Nexus

The proposed MYRP is committed to deliver education results for emergency-affected children through an efficient and cohesive programmatic approach by leveraging humanitarian and development partnerships and support, through a nexus-bridging programme design. Earlier in the document we noted the collaborative approach to ‘join up’ key institutions and humanitarian/development partners across the three education sector systems (national, emergency, refugee) to promote integration of emergency response into a more resilient education sector. The New Way of Working (NWOW) calls on humanitarian and development actors to work collaboratively together, based on their comparative advantages, towards ‘collective outcomes’ that reduce need, risk and vulnerability over multiple years. A key ingredient to ensuring collective outcomes is link planning cycles and ensuring programmes are mutually supportive to achieve common goals of reducing people’s needs, risks and vulnerabilities and increase their resilience.⁸⁹ In response to this imperative, a new joined-up strategy will be developed for the period 2020-2025 in Ethiopia involving humanitarian, development and financing partners focusing on reaching 2 to 3 specific collective outcomes related to enhancing durable solutions for IDPs and IDP returnees, as well as enabling basic service delivery and livelihood support in disaster-prone areas. The MYRP SC and TC will actively participate in this process and distinctly contribute to the implementation of the same in the education sector. The key strategies identified in this document encompass all phases of emergency response including prevention, preparedness, response (HRP/HNO), and recovery (ESDP V/GEQIP-E), 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 MYRP will bridge the divide between *short-term* humanitarian education responses; *mid-term* capacity development and resilience building of key education systems, institutions, and constituencies; and *longer-term* development objectives to strengthen the resilience of the education system and improve learning outcomes of targeted communities, helping to bridge the humanitarian-development divide in the response to address the educational needs of emergency affected children.

5.6 Added Value of ECW

The proposed MYRP is a fit for purpose programme that addresses both the needs of emergency-affected children in Ethiopia and build resilience of the education sector and school communities to sustainably and predictably address their needs in future. One of the key added value of the MYRP is its support to the integration of relevant aspects of education in emergencies and refugee education into the national education system. The MYRP seeks to bridge the humanitarian-development nexus in practical and tangible ways, for example through the inclusion of its school-based interventions gradually into sector plans. Anchoring EiE into national planning cycles and resource mobilization efforts of the whole of the sector will increase efficiency and predictability of investments. The opportunity to leverage PPP and innovative funding mechanisms through partnerships is another key added value of the MYRP process in Ethiopia, where diversification of funding is a critical and pressing need of the sector. The MYRP Task Team is currently in discussions with several private sector foundations to innovatively support access and quality of education in emergency contexts. The MYRP process has provided a valuable framework within which to conduct this dialogue and to develop effective pre-primary and EdTech interventions to support education in emergency affected contexts. The provision of seed funding within a broader investment framework that encourages resource mobilisation is another aspect of the MYRP that adds

⁸⁹ <https://www.un.org/jsc/content/new-way-working>

distinct value to the process. This dual funding approach allows the MoE and its partners to build a programme around some core and predictable elements, for example responding to immediate and critical needs whilst building institutional and staffing capacity to deliver medium-longer term results. The focus on collaborative process represents a further and distinct added value. The MYRP has already contributed significantly to bridging institutional barriers amongst the three systems in the sector (national, emergency, refugee), and partners across the three architectures have committed to participating and support the development and implementation process. The consultations leading to the development of the proposed MYRP have brought together different government institutions, donors, INGOs, UN agencies, etc, and different sectors. This collaborative process offers tremendous and potential opportunities to break down traditional barriers between donor funding streams and sectors to respond to the educational needs of emergency-affected children cohesively and more predictably.

5.7 Alignment of MYRP to National Sector Strategies, Policies and Programmes⁹⁰:

Table 17

Outcomes	Outputs	Corresponding Sector Strategies & Policies	Major Aligning Sector Support Programmes
Outcome 1: Equitable access to safe, protective and gender-sensitive learning environments for emergency-affected girls, boys, incl. CWDs is increased	OP1.1: A learning environment that is safe and protective is created in 1,000 targeted IDP-hosting and return/relocation schools	<ol style="list-style-type: none"> 1. School Code of Conducts on Gender Based Violence & Gender in Education Strategy 2. Education in Emergency Strategic Operational Plan 3. National Social Protection Policy 4. National School Water, Sanitation and Hygiene (SWASH) Strategy and Implementation Action Plan 5. National Guideline on MHH 6. Psycho-Social Support Guideline in Emergency Setting 7. Gender-Sensitive SIP Guideline 	-
	OP1.2: School infrastructure built, rehabilitated and equipped with gender sensitive and inclusive facilities in 1,000 targeted IDP-hosting and return/relocation schools	<ol style="list-style-type: none"> 1. Master Plan for Special Needs Education/Inclusive Education in Ethiopia 2016-2025 & Special Needs/ Inclusive Education Strategy 2. National School Water, Sanitation and Hygiene (SWASH) Strategy and Implementation Action Plan 3. ESDP V – General Education Quality – component 2 & 3 4. Blue Book – MoE School management Guideline, SIP Guideline & Inspection Standards 	GEQIP E
	OP1.3: Children's school readiness and is enhanced in targeted 1,000 IDP-hosting and return/relocation schools	<ol style="list-style-type: none"> 1. National Policy Framework for Early Childhood Care and Education (ECCE) in Ethiopia 2. Draft National School Feeding Strategy 3. ESDP V: General education access, equity, international efficiency – component 1 	GEQIP E
Outcome 2: Quality and relevance of education for emergency-affected girls, boys, including CWDs is enhanced	OP2.1: Teachers and learners' capacity improved with regard to learning and teaching practices in the classroom	<ol style="list-style-type: none"> 1. ESDP V: General Education Quality – component 1 	GEQIP E DfID - TARGET
	OP2.2: Reading practices enhanced through a well-developed reading environment	<ol style="list-style-type: none"> 1. ESDP V: General Education Quality – component 3 	US AID - READ
	OP2.3: Teaching competencies and teacher well-being improved	<ol style="list-style-type: none"> 1. ESDP V: General Education Quality – component 1 	GEQIP E DfID - TARGET

⁹⁰ This list is not an exhaustive list. It includes only the major sector support programmes.

	amongst male and female teachers	2. Comprehensive Refugee Response Plan	
	OP2.4: School leadership for effective instruction and inclusive learning strengthened	1. ESDP V: General Education Quality – component 3 2. Blue Book – MoE School management Guideline, SIP Guideline & Inspection Standards	GEQIP E DfID - TARGET
Outcome 3: Retention and transition for emergency-affected girls, boys, including CWDs is improved	OP3.1: Academic support system for vulnerable learners (OOSC, poor performing, CWDs, IDPs/returnees) organized.	1. Preferential Support Guideline 2. Psycho-Social Support Guideline in Emergency Setting	GEQIP E
	OP3.2: Gender sensitive protection mechanisms established in targeted schools	1. National Social Protection Policy 2. Capacity assessment of the child protection system to provide key stakeholders with a clearer picture of how the Child Protection system in Ethiopia is currently functioning, including the inter-sectoral (such as social welfare and justice) and cross-sectoral (such as health and education) aspects and an economic costing of the system. 3. Qualitative research on protective factors and barriers to accessing services to protect children and women from violence against children and harmful practices in refugee and host communities to inform a response (including BCC/response strategy and monitoring mechanism)	GEQIP E (in Emerging Regions)
	OP3.3: Community based supportive networks for vulnerable learners (OOSC, poor performing, CWDs, IDPs/returnees, child brides) established	1. Preferential Support Guideline 2. Draft Community Conversation Guideline	-
Outcome 4: Capacity of education institutions and communities to provide gender and crisis-sensitive education for emergency-affected girls, boys, including CWDs is strengthened	OP4.1: Conflict and disaster risk sensitive data management, planning, and response capacity of education institutions and schools improved	1. EiE Operational Plan	-
	OP4.2: Capacity of school leadership to respond to crisis strengthened	1. Gender sensitive - SIP Guideline	-
	OP4.3: Increased resources allocated to EiE (MYRP)	1. EiE Operational Plan	-
	OP4.4: Improved gender sensitivity and child safeguarding of education in emergencies planning and responses	1. EiE Operational Plan	-

5.8 Child Protection Systems Strengthening

Although Ethiopia has signed, ratified and adopted relevant international, regional and national instruments and policies on violence against children, capacity and enforcement is low. The Ministry of Education issued guidelines noting that corporal punishment in schools is prohibited and punishments of offending teachers can be decided by communities. However, these were part of general guidelines on school administration, leadership and finance dating back to 2002, and evidence suggests that the practice is still highly prevalent and widely condoned.⁹¹ The Ministry of Women and Children Affairs, Directorate of Child Rights Promotion and Protection in the Ministry lacks sufficient resources and the ability to establish coordination at the regional, zone and Woreda levels.⁹² MOWCY have developed and

⁹¹ Ibid

⁹² Handbook on the Rights of the Child in Ethiopia; September 2012; Addis Ababa University/ Save the Children Norway-Ethiopia; <https://resourcecentre.savethechildren.net/sites/default/files/documents/6630.pdf>

endorsed a National Case Management Framework, which will shortly be rolled out nationally (and already in practice in some areas – e.g. IDP contexts). This will standardize the CP approach to handling cases of violence against children and inform the MYRP child protection interventions.

Specific instruments have been developed to address the protection needs of children in emergency situations. The Ethiopia National Child Protection Strategy (2016-2019), drafted by the Protection Cluster in consultation with key stakeholders, aims at promoting coordinated efforts among stakeholders to achieve protection outcomes for affected and at-risk populations in Ethiopia. The National Policy and Strategy on Disaster Risk Management (2013) contains within it a specific objective to link protection with durable solution needs for IDPs. It states that: “In times of disasters, to save lives, protect livelihoods, and ensure all disaster affected population are provided with recovery and rehabilitation assistances”. The policy recognizes women, children, elderly, people with disabilities as well as those living with HIV/AIDS as the most vulnerable to the impact of hazard and related disaster and also warrants special attention to be given to these vulnerable groups. One of the key objectives of the Strategy is to reduce ‘[v]ulnerabilities resulting from factors such as gender, age, religion, ethnicity and disability’ in order to increase affected community resilience.⁹³ A federal level Protection Cluster is well established in Ethiopia, and Child Protection and Gender Based Violence Sub-Cluster (under the Protection Cluster) co-led by the Ministry of Women and Children Affairs (MoWCA) UNICEF and UNFPA had been established in six regions (Somali, Afar, Oromiya, Tigray, Amhara and SNNPR), with government leadership.⁹⁴

The MYRP will align its child protection through education strategies to these key instruments and work closely with the protection Cluster at federal and regional levels to ensure adequate mainstreaming of CP into the MYRP and upholding of child safeguarding standards. Regional context-specific assessments will guide ‘child protection through education’ interventions, linking targeted schools and government referral/remedial mechanisms to ensure sustainable and cohesive responses are established and/or strengthened in emergency affected contexts. School based mapping of distinct child protection in education risks, including physical, emotional and sexual abuse (including grooming in/around schools), neglect, exploitation sexual and/or commercial (i.e. labour trafficking), peer-to-peer abuse, physical and verbal harassment in/around schools, and physical safety (i.e. risks in/around schools, unsafe structures). Moreover, a recent OCHA field assessment that included key informant interviews with government stakeholders in GBV service provision in displacement areas noted a general low level of knowledge around SGBV basic concepts (safety, respect, confidentiality, non-discrimination) as well a lack of knowledge on information sharing protocols, requiring strategies to build capacity on the ground.⁹⁵ Relevant capacity development interventions will be designed and implemented within an MYRP CSG package, under the technical leadership of a Cluster CSG focal point and overseen by CSG focal points in the MYRP SC and TC

The proposed MYRP will support specific intervention to strengthen formal and non-formal child protection systems to eliminate barriers to children’s learning in emergency affected contexts. For example, child protection capacity building for education actors’ staff, strengthen referral mechanisms for child protection cases between education and the existing child protection programmes, strengthening community-based child protection mechanisms in school system, and strengthen coordination between the education and the child protection actors. These interventions will have significant contribution in enhancing both prevention and

⁹³ Ethiopia Protection Cluster National Child Protection Strategy Note (March 2017); <https://data2.unhcr.org/en/documents/download/62631>

⁹⁴ Ethiopia Protection Cluster National Child Protection Strategy Note (March 2017); <https://data2.unhcr.org/en/documents/download/62631>

⁹⁵ OCHA ETHIOPIA Situation Report No. 23 As of 30 June 2019; https://reliefweb.int/sites/reliefweb.int/files/resources/ocha_ethiopia_situation_report_no.23_june_2019_final_0.pdf

response services for child protection, as evidenced by good practices on the ground and global recommendations.⁹⁶ The MYRP will promote protective learning environments for children and support school and community based responses to abuse, neglect, exploitation and violence, and (re)build children resilience.

The MYRP will support community mobilisation and the establishment and/or capacity of school-based child protection and reporting mechanisms and link these to appropriate referral pathways. Child Protection committees will be composed of children themselves, traditional/religious leaders, teachers and a representative of civil society organizations will meet monthly and address in/around school child protection concerns. The Committees draw action plans and apply locally relevant mechanisms against any form of child abuse, discrimination and exploitation. It initiates regular community dialogue on structural causes of child abuse and exploitation, gages the change of behaviour among the community, teachers, head teachers, child traffickers, early marriage negotiators, FGM actors, etc. It will also establish locally relevant and reliable child abuse reporting mechanisms (oral, written or digital) and referral systems. Furthermore, efforts will be made via MYRP to sustainably embed Child Protection structure in all MYRP targeted schools ensuring linkages with Woredas/districts, regional and national level child protection mechanisms (Child Protection Cluster, Ministry of Women, Children and Youth, the judiciaries, etc.) in terms of information flow, interlinked planning, realization, monitoring and evaluation. At federal level efforts to strengthen the gender responsiveness of the Cluster will include links to child protection Cluster to ensure a cohesive approach towards a more inclusive and gender responsive education in emergency planning and response capacities.

⁹⁶ INEE Guidance Note on Gender; <https://inee.org/resources/inee-guidance-note-gender>; pp. 54-62

6

PROGRAMME BUDGET

MONITORING, EVALUATION, AND LEARNING

7.1. Monitoring and Evaluation Approach

The monitoring, evaluation, and learning framework of the MYRP will focus on three key aspects: *quarterly* review of results against output level programme targets; *yearly* programmatic assessments to determine progress towards delivery of outcome level results; and a *mid-term and end-term* evaluative assessment to determine the contribution towards the high-level result (MYRP goal). Quarterly reviews, yearly assessments, and mid-end evaluations will explicitly monitor and/or assess progress in maintaining GAM score of 4 through relevant indicators (see IASC GAM score report attached in Annex 5). All reviews and assessments will include a distinct exercise to measure progress in upholding CSG standards. These ME&L activities will be implemented in a participatory manner engaging relevant stakeholders and communities and overseen by the MTRP Technical Committee with distinct accountabilities to the Steering Committee, ETWG, and EiE Cluster. Yearly programmatic assessments will be implemented in alignment to the annual sector reviews at federal and regional levels, promoting the inclusion of a stand-alone session on EiE and the integration of lessons learned into education sector plans. Moreover, these will also be timed and implemented in collaboration with federal and regional EMIS Directorates and the National Educational Assessment and Examination Agency (NEAEA). Good practices and lessons learned will be captured periodically to illustrate MYRP progress but also build advocacy interventions. A detailed M&E plan will be developed consultatively with relevant stakeholders at federal, regional, woreda (district), and school/community levels and used consistently to track contributions of diverse stakeholders including civil society actors working on gender and disabilities to progressive and cumulative results. An initial baseline exercise will be conducted during the inception period to be informed by the upcoming HNO 2020 education sector assessments to be implemented in September 2019 by the Education Cluster.

Table 18 - MEAL Timetable		
MEAL Activity	Frequency/Timing	Responsible/Support team
<i>Inception</i>		
Baseline	January-March 2020	Grantee/s
Other analytical research to inform programme development	January-May 2020	Grantee/s (with support from Cluster, MYRP TC)
Develop detailed M&E Plans with Grantee/s & IPs	May-June 2020	Grantee/s & IPs (with support from MYRP TC)
<i>Regular M&E</i>		
Quarterly review	Quarterly (September, January, March, June 2020, 2021, 2022)	IPs (with support from Grantee/s)
Yearly review	Yearly (December 2020, 2021, 2022)	Grantee/s & IPs (with support from MYRP TC)
Mid-term review	September 2021, June 2023	Grantee/s
Annual Programme Quality Assurance	June 2021, 2022, 2023	External contractor
Programme report	Every six months, annually	Grantee/s & IPs
End of programme Impact Evaluation	January-March 2023	Grantee/s
<i>Evidence-based advocacy and policy influencing products</i>		
Thematic evaluative research reports (Equitable and inclusive access; Quality and relevance of education; Retention and transition; Resilience in education)	Yearly	Grantee/s & IPs (with support from Cluster, MYRP TC)

Thematic advocacy briefs (i.e. girls' education, CWDs)	Yearly	Grantee/s & IPs (with support from Cluster, MYRP TC)
Key MEAL-relevant sector process		
Present MYRP progress to annual sector review	September	Grantee/s & IPs (with support from Cluster, MYRP TC)
Present MYRP needs and priorities to relevant sector planning workshops (Federal and Regional)	May-June 2020, 2021, 2022	Grantee/s & IPs (with support from Cluster, MYRP TC)

Mutual accountability will be promoted through quarterly, yearly, mid/end-point review and assessment workshops bringing together key sector partners, implementers, and beneficiaries to discuss progress and challenges in implementation. A do no harm approach to all aspects of the MYRP monitoring and evaluation activities will be promoted in line with the conflict and gender sensitive approach that will be integrated into the programme and ethical considerations will be explicitly incorporated into Grantee/s and IPs programmatic guidance (See section 5.3. Accountability to Affected Populations p. 64). Moreover, child safeguarding monitoring of programme activities and partner organisations will be integrated into regular monitoring practice. A learning & advocacy strategy will be developed during the inception phase of the programme and guide the thematic focus and methodologies of key evaluative research products to be produced yearly, and at the mid/end points of the programme cycle. Quarterly review products will inform action-oriented and context-responsive programming; annual yearly assessments and thematic products will inform annual sector planning and policy influence/advocacy interventions; mid/end-point evaluative research products will inform multi-year sector plans and policies and chart our overall progress towards the MYRP goal. With support from the ECW Secretariat, the Ethiopia MYRP Task Team is engaged in dialogue with global private sector actors to identify innovations and technology that can be leveraged to strengthen our programme delivery, including data management that will support the MYRP monitoring and evaluation. Knowledge management, evidence-based advocacy, responsive programming, are key pillars of the proposed MYRP and adequate staffing and budgetary provisions have accordingly been made. These include dedicated M&E field based and roving support (one national staff) to ensure lessons drawn from implementation are captured and inform federal level programme management and sector reviews. Additionally, budget provisions have been made to ensure the proposed quarterly, yearly, and mid/end term evaluative interventions are effectively implemented.

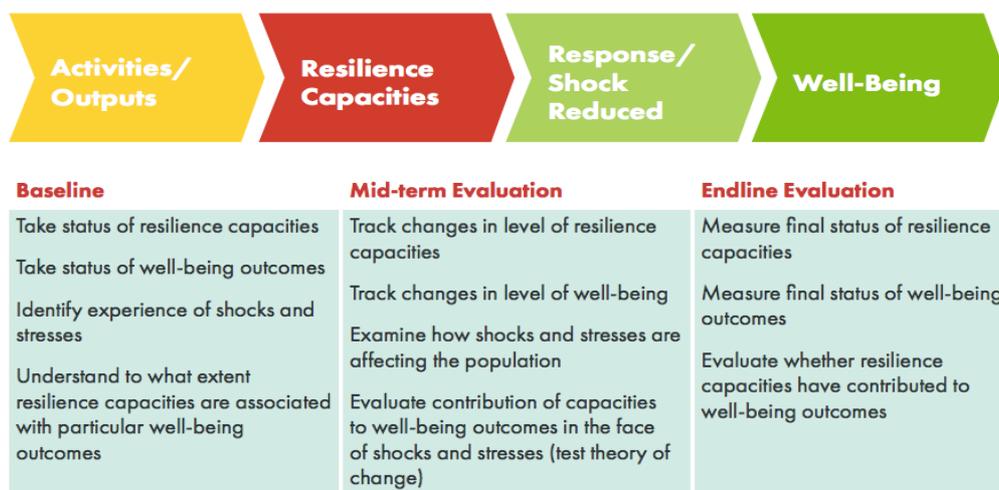
7.2. Measuring resilience and conflict sensitivity in education

The MYRP results framework includes specific indicators to help us measure the contribution of our interventions to the **resilience** of key stakeholder groups, institutions, and systems. These include regional and local level education authorities, schools (both infrastructure and governance bodies), teachers, parents/communities, and learners (including specific target groups such as girls and CWDs); but also key components of the education sector such as data management, information sharing and coordination. The diverse aspects of resilience will be captured through a range of context-relevant proxy indicators, focusing on the relationship between resilience and education. For example, a positive education outcome is not synonymous with resilience as the outcome could be undermined when the next shock or stress affects the learners' school and community. On the other hand, resilience is not an end goal but an intermediate outcome that can help achieve more secure and improved learning outcomes.⁹⁷ An education-resilience index will be built around proxy indicators and the contribution of diverse interventions measured within a resilience results framework that links education and resilience outcomes in an iterative continuum. The MYRP education-resilience

⁹⁷ USAID and Mercy Corps (2018). Urban Resilience Measurement: An Approach Guide and Training Curriculum. Portland Oregon

index will be built around three elements: absorptive, adaptive, and transformative capacities to ensure MYRP interventions are working at each level, and to learn and measure our contributions to a) preparedness/response, b) medium-term adaptive measures, and c) underlying changes in the enabling environment for resilience.⁹⁸ The below diagram illustrates the key elements of a resilience results chain, from which relevant aspects will be measured in relation to education. For example, interventions will lead to improving resilience of learners and of education systems/institutions which in turn will reduce the impact of shocks and stresses on education and lead to better educational outcomes (i.e. well-being). Relevant baseline, mid-term, and final evaluative activities will be developed and implemented to measure progress.

Table 19 – Resilience M&E Framework



Source USAID/Mercy Corps (2018)

During the inception phase, an education resilience analysis will be undertaken to determine the baseline for the three areas around: (1) education resilience capacities that the MYRP will contribute towards improving, (2) the types of educational and well-being outcomes that will be relevant to the planned interventions, and (3) the relationship between the two. The shocks and stresses affecting education and well-being in target areas will be mapped. The specific interaction of these elements with gender and inclusion will be captured by integrating specific indicators and purposefully measure relevant types of resilience and change of women, men, girls, boys and CWDs amongst education institutions and school communities. This data will be consolidated into an ‘education resilience index’ that will assist in tracking change and measuring dynamically and over time the MYRP’s contribution to building resilience in education. **Conflict sensitivity** refers to the relationship between programme and context and specifically to the conflict dynamics that are affected by and affect implementation. Resource-based and inter-communal conflicts have proliferated in several locations of Ethiopia displacing millions and interrupting education for hundreds of thousands of children. Interventions to support access to education for IDPs, returnee/relocated children, and vulnerable host communities will encounter the conflict dynamics that led to the displacement in the first place. Education sector context/conflict analysis will be carried out in implementation woredas to help us better understand the root causes, dynamics, and triggers of local conflicts affecting education and strategies to both protect education and MYRP investments developed in consultation with relevant local communities and key stakeholders. This analysis will assist in identifying contextualised conflict sensitive indicators to inform programming but also to promote social cohesion and peacebuilding in/around schools.⁹⁹ The

⁹⁸ Ibid

⁹⁹ http://conflictsensitivity.org/wp-content/uploads/2015/04/6602_HowToGuide_CSF_WEB_3.pdf

process of implementing key M&E activities will also be guided by conflict sensitivity principles and approaches, ensuring transparency and inclusive participation with attention being paid to ethnic and gender balance. Additionally, outcomes of M&E interventions will be communicated back to respondents to close feedback loops and increase trust by participants in MYRP processes. A strong gender perspective will be mainstreamed in the MYRP conflict sensitivity approaches and actions, with context-specific analysis of gender relations (i.e. how, men, women, girls and boys are distinctly affected by conflict; how gender inequalities may exacerbate tensions, etc.) as well as an awareness of how the empowerment of a specific group can lead to conflict with other groups.¹⁰⁰ All data collected around conflict sensitivity indicators will be disaggregated along relevant typologies (e.g. ethnicity, gender, host/returnee/relocated) to enable indicators to provide information on potential distributional effects of MYRP interventions and highlight potential negative effects (e.g. training favouring one group over another, enrolment campaigns leaving some groups out, etc.). The below results framework incorporates tentative context-relevant perception-based and objective conflict sensitive indicators. These will be reviewed following a context analysis of education and conflict in targeted woredas planned to take place during the inception phase of the MYRP, and subsequently updated during regular updates of the context and the interaction of the MYRP interventions with the same.

7.3 Documentation and knowledge management

The identification of specific thematic knowledge products will be undertaken during the inception phase of the MYRP in consultations with sector partners and research institutions. These knowledge products will provide an evidence-base for advocacy and policy influencing interventions to promote resilient education systems and strengthen EiE capacity of the sector. The thematic priorities identified in Chapter 2, and which underpin the four 'outcomes of the programme, will guide the focus of the evaluative research and advocacy products. A comprehensive data mining exercise to populate baselines and determine precise targets will be conducted during the inception phase of the MYRP, and include participatory school-based data collection, community consultations, needs/capacity assessments of key institutions and stakeholder groups. A study to be conducted by Save the Children in September 2019 on emergency affected children's voices and participation will inform the MYRP ongoing programme development. The information which will be collated during the inception period will be informed by a planned HNO 2020 needs assessment of each sector planned for September 2019 and allow us to build a robust baseline and fill data gaps at school/community, local, and regional levels that will require MYRP support. Specific research products will be commissioned and developed to better understand the specific 'gendered' barriers to education in emergency affected contexts for boys, girls, and CWDs, and to develop effective interventions. Specific tools will be developed to measure the contribution of the MYRP towards building resilience of schools/communities and education systems as per the framework outlined in the section below. A dedicated budget line for documentation and dissemination of results and good practices and for knowledge management has been included to support the implementation of advocacy and policy influencing interventions. A dedicated M&E staff has been included on the programme management structure to provide support with a special focus on field based M&E and feeding relevant inputs to federal level programme documentation, knowledge management, and M&E efforts. The criteria for Grantee and IP selection will embed a comparable documentation, knowledge management, and M&E strategy and approaches.

¹⁰⁰ <https://gsdrc.org/topic-guides/conflict-sensitivity/approaches-and-tools/gender-and-conflict-sensitivity/>

ANNEX 1 – MYRP Development Process

Table 20 - MYRP DEVELOPMENT TIMELINE	
<i>ECW Secretariat Scoping Mission</i>	15-19 April 2019
<i>Task Team established</i>	19 April 2019
<i>Initial stakeholder Consultations</i>	May-June 2019
<i>Hiring of technical consultant</i>	19 June 2019
<i>Content development and validation workshops</i>	June 2019
<i>MYRP Drafting and Internal Review Process</i>	June-July 2019
<i>Zero Draft Submission</i>	13 August 2019
<i>Drafting of key governance and programme management products (SC, TC ToRs; Grantee & IPs selection process and criteria)</i>	By 23 August 2019
<i>Final participatory validation workshop</i>	29 August
<i>Governance Structure Established (SC, TC)</i>	August 2019
<i>Grantee Selection</i>	September 2019
<i>Final draft submission</i>	30 September 2019
<i>Resubmission based on ECW External Review Board Comments</i>	8 November 2019

The development of the proposed MYRP was kick started during a scoping mission to Ethiopia by the ECW Secretariat on 15 – 19 April 2019. The scoping mission’s objective was to gain an in-depth understanding of the challenges, gaps and priorities in the current emergencies and protracted crisis setting, thus guide the development of the Ethiopia MYRP. ECW’s mission held meetings with the Government/MoE, Regional Education Bureau of the Somali Region, national and international NGOs, local civil society organisations, teachers, community members, children, UN agencies and donors (). Throughout these meetings, ECW clarified the purpose of the MYRP and identified key priorities and the needed focus on IDPs in response to the situation in Ethiopia. During the mission it was agreed in consultations with key stakeholders that dedicated technical and strategic support to in-country partners in the development of the MYRP for Ethiopia was required. A consultant was hired for the period 19 June – 7 October 2019 through a desk review of available CVs.

During the scoping mission an interim multi-partner task team (MPTT) was established reporting to the EiE Cluster and supported by an Education Cluster Strategic Advisory Group (SAG+) including representatives from MoE, cluster co-leads, and key sector partners. WFP, UNHCR, DFID. WFP, UNHCR, DFID, Embassy of Norway agreed to support in the MYRP planning process and have since contributed to the development of this document. The SAG + will have a vital role in terms of guidance to the MYRP planning process and making decisions about priorities and needs. The membership reflected the importance of donors being involved in the Task Team not only to ensure alignment, complementarity and synergies with similar programs but also to generate additional funds to support the MYRP beyond the ECW seed funding. ToRs were developed indicating the role of the MPTT to develop and oversee the ECW Multiyear Resilience Program (ECW MYRP) design, through a consultative process with interested humanitarian and development actors in the education sector, including donors. The MPTT is to be limited in duration, only overseeing the development of the ECW MYRP design. Following the finalization of the ECW MYRP design, the MPTT will be reformed into a Technical Taskforce to oversee implementation of the ECW MYRP.

The collaborative approach has continued throughout the development of the MYRP with six MPTT meetings being held that have included the participation of MoE, ARRA, Cluster Coordinator and IMO, Save the Children, UNICEF, UNHCR, WFP, Plan International, ECHO, Edukans/DEC, Norway, Finland, DFID, and other Cluster partners. During these meetings

interactive development, review, and validation workshops have been implemented that have elicited meaningful inputs from the partners, signifying a commitment and ownership of both the process and the product. Several bilateral meetings were also held with a number of key partners to elicit more substantive inputs, including with Moe/State Minister for Educational Development, UNICEF, UNHCR, donor group (Norway, Finland, DFID), OCHA, ProFuturo (a number of Skype calls).

Two field visits took place to elicit inputs from regional stakeholders, one to Somali region in 29-31 May 2019 and a second to SNNP on 9-11 June. This was complemented by primary data provided by Cluster members that was collected through community consultations and needs assessments that helped the Task Team identify need and priorities in areas of implementation. A final validation workshop will be held to enrich the final draft and elicit inputs from beneficiary groups in targeted regions in preparation for the final draft submission. During the proposed six-month inception period, targeted beneficiary consultations will be held to complement data mining efforts and to refine our targeting, M&E framework, and interventions. This will be followed by a validation workshop bringing together partners and beneficiaries to finalise the submission of Ethiopia's MYRP, including stakeholders engaged in gender and inclusion work.

Following the endorsement by the MYRP Steering Committee of a UNICEF-Save the Children Co-Grantee arrangement, it is expected that further refinement of the MYRP programme document will take place in preparation for a joint call for proposals to identify suitable implementing partners.

ANNEX 2 – ECW Seed Funding Proposal

A.2.1 ECW Funding Priorities

In line with identified priorities in the education section of the HRP 2019 and ECW strategic priorities, initial MYRP interventions will utilise ECW seed funding in prioritised woredas and focus on getting out of school internally displaced and returnee/relocated children back into education with a special focus on girls and children with disabilities.¹⁰¹ Seed Funding will target 60,487 (30,717 boys, 29,770 girls, including 6,049 CWDs) from 17 woredas.¹⁰² Interventions will be scaled up to target all emergency-affected children in the 44-prioritised emergency-affected woredas with a system strengthening approach as we mobilise additional resources and anchor the MYRP into national programmes such as GEQIP-E and we work towards building resilience of systems, institutions, and communities. The provision of seed funding within a broader investment framework that encourages resource mobilisation is another aspect of the MYRP that adds distinct value to the sector, the work of the Cluster, and the overall education in emergency response in Ethiopia.

Targeted interventions across the four outcomes of the MYRP programme are based on four pillars, access, quality, retention, and resilience to ensure learning are cohesively supported through ECW direct seed funding. Under Outcome 1, the investment will focus on expanding infrastructure; providing safe, gender sensitive and inclusive school environments that are conducive to learning and promoting school readiness of learners. Under Outcome 2, quality of education will be supported through targeted teacher development ensuring gender sensitive approaches to promote women’s participation, inclusive and gender responsive reading enhancing interventions, and capacity development of key stakeholders (Cluster supervisors, PTSAs). Under Outcome 3, retention and transition of learners specially girls and vulnerable learners will be supported through a package of school and community interventions including PSS, peer learning support, community-based protection and care. Under Outcome 4, resilience of targeted school communities will be promoted through strengthening of crisis-sensitive school-based data management (including relevant age, gender, and disability disaggregation to promote inclusive responses) and institutional capacity to prepare, respond, and manage crises. Additionally, on ensuring MYRP sustainability through advocacy, resource mobilisation efforts, and programme support. A joint results framework and budget has been prepared for both the Seed and the MYRP- see section 3.3. for the results framework and section 6 for the budget.

Selection of ECW Grantees

The MYRP Steering Committee (SC) was established in September 2019, and a proposed governance architecture and supporting processes approved. A proposal by Cluster Co-leads UNICEF and Save the Children to jointly manage the MYRP seed fund through a co-grantee arrangement based on a geographic division of implementation was consultatively developed and presented to the MYRP SC. Members provided feedback and endorsed the proposal as positively anchoring the MYRP in the Cluster through the Cluster co-leadership, as well as being based on proven geographic comparative advantage (See Annex 8).

ECW Communications & Visibility

During the proposed six-month inception period a communications plan will be developed by the Grantee/s in collaboration with the MYRP TC to:

- Ensure visibility of the ECW in relevant MYRP and Cluster activities and reports;
- Support the MYRP advocacy and resource mobilisation strategy under Outcome 4 of the programme;

¹⁰¹ HRP 2019

¹⁰² These figures reflect the actual gender breakdown according to official data on the number of displaced children

- Disseminate key messages around equitable access and quality of education for emergency affected children in Ethiopia.

All ECW-funded MYRP activities and products will be fully compliant with the visibility and communications guidelines, and carry a logo that reflects the contribution of ECW, its global donors, as well as in-country partners. ECW will be credited in relevant publications and materials and recognised as a donor as well as a partner to capture not only the critical contribution of ECW seed funding to the MYRP, but also the technical support and partnership that is contributing to its development and eventual implementation. An MYRP brand will be built reflecting the contribution of the ECW and developed by the Cluster to support advocacy and fundraising efforts of the sector under Outcome 4 of the MYRP, and all relevant communication and promotional materials and visual items consistently designed. Critical target audiences will be identified at federal and regional levels to target advocacy, information, and behaviour-changing interventions. Context relevant channels and platforms (social media, websites, print, press, radio, community-based meetings) will be identified to disseminate key messages in support of MYRP results. A specific budget line for communications and visibility has been included to ensure sustained communications and visibility support to the MYRP throughout the programme cycle.

ANNEX 3 – Risk Matrix

A.3.1 Risk Matrix

Context

The year 2018 marked the change of leadership for Ethiopia that introduced political, economic, and social reforms that might transform the way in the country is governed and pursues its development agenda. The new leadership and political changes have led to increased empowerment and autonomy from the centre, creating new dynamics in governance structures which are likely to be influencing how central policies and services are delivered to lower levels. There remains uncertainty about the direction that Ethiopia's current political transition is taking, especially in the light of the general elections planned for 2020. Further, the government is planning to carry out a population census in 2020/21, after it's been delayed for over 2 years.

Over the past year political and inter-clan tensions as well as conflicts within and between regions have led to displacement and newly vulnerable people increasing humanitarian needs. Since May 2019, Government IDP return operations have been at full scale. By the end of May, many IDP camps were dismantled, particularly in East/West Wollega and Gedeo/West Guji zones. Humanitarian partners have increased engagement with the Government to improve the implementation of the Governments return operation, advocating for the returns to take place voluntarily, in safety, sustainably and with dignity¹⁰³. A Village Assessment Survey conducted by NDRMC in June 2019 estimated that in 659 villages affected by displacement, a total of 816,813 were returning IDPs¹⁰⁴. Most of the returnees require assistance on the rehabilitation of houses, properties and livelihoods. NDRMC has called for continued humanitarian assistance from the international community for returnees for 6 months as they recover. However, in some cases, secondary displacement has been reported in the areas of East and West Wollega zones due to the lack of assistance and insecurity in the areas of return. In other areas of the country, most IDPs have returned to their damaged homes or to areas nearby¹⁰⁵.

Furthermore, Ethiopia was experienced significant climate-related disasters. Communities affected from droughts of previous years have yet to recover and remain highly vulnerable to climate shocks, having exhausted their capacity to cope. In the coming years similar natural disasters and crisis are likely to reoccur.

Major risk areas to programme stem from climatic emergencies (drought, flooding), a surge in refugees and/or an expansion of political conflict. The MYRP is being developed at a time of uncertain political cohesion, with an expectation that elections scheduled in 2020 may cause tension and further displacement.

This overall situation entails two scenarios. If the positive and peaceful processes persist, the MYRP is smoothly implemented. But, if the current challenges continue or worsen, the implementation of the MYRP will be hampered. Peace and stability are critical factors that can either impede or facilitate implementation of the programme. Hence, it is imperative to regularly scan the security situation, share and take measures with the involvement of relevant stakeholders. Most importantly, it is critical to closely work with community members and the government towards finding solutions to challenges and taking actions as deemed necessary.

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
Incident of a major humanitarian crises, including drought, flooding and conflict that results in IDPs and/or major refugee influx.	Medium - High	Severe	Continuous emergency monitoring and alignment with wider humanitarian response mechanisms. Integrating conflict prevention and mitigation within the education system (including at woreda and school levels), i.e. though peace-building approaches.	Medium -High	Major	Government, Grantees, partners

¹⁰³ UNOCHA, May 2019, Ethiopia IDP Situation Report: accessible via: https://reliefweb.int/sites/reliefweb.int/files/resources/idp_situation_report_june_13_2019_final.pdf

¹⁰⁴ NDRMC, 2019, Village Assessment Survey, accessible via: <https://migration.iom.int/datasets/ethiopia-village-assessment-survey-1>

¹⁰⁵ UNOCHA, May 2019, Ethiopia IDP Situation Report: accessible via: https://reliefweb.int/sites/reliefweb.int/files/resources/idp_situation_report_june_13_2019_final.pdf

Regional/inter-communal conflict significantly flares up and denies access to the programme areas for implementing partners and supply of government services.	Medium - High	Major	Closely collaboration of the MYRP partners with GoE to monitor the situation and ensure a conflict sensitive 'do no harm' approach in programme implementation. INGOs/NGOs working in programme delivery will do so with the government's knowledge and agreement. The Grantees field presence is an asset to help ensure access (noting safety priorities) and to inform response. If/as the situation evolves Grantees would put in place a remote monitoring strategy.	Medium -Low	Moderate	Government, Grantees, partners
Climate change induced drought and/or floods not only affect Ethiopia but also surrounding countries which likely causes a surge of refugees and migrants and puts a strain on local resources and ability to deliver	Medium - High	Major	Preparation and coordination between different partners for the various services can help ensure ample preparation for the influx and to help ensure the programme interventions are sensitive and responsive to this context. Seasonal assessments and the DTM help to inform preparation, planning and response.	Medium -Low	Moderate	Government, Grantees, partners

Delivery

Components of the MYRP include construction as well as the supply of off-shore materials. Items exported from overseas might be challenging to be delivered due to the shortage of foreign currency from suppliers. At times this leads to a reduced import of products such metals, chemicals, medical and educational materials, food items, etc. This can have a spill over effect which increases the cost of locally produced materials. Transportation of goods from the centres to local areas can also be challenging due to road blockages in conflict situations as well as in accessible roads in certain weathers which might delay the delivery of goods. Inflation may also increase cost of education materials and construction items over the time implementation period.

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
Lack of materials available at a local level and high cost of goods (in construction and supplies)	Medium - High	Moderate	Analyse and cost the availability of resources in target areas during the inception phase and determine procurement needs from more urban locations or offshore. Explore more local level community-based construction modalities including cash-based modalities.	Medium -High	Moderate	Grantees, partners
Delays in fund disbursement or inadequate technical	Medium - High	Moderate	Processes in place to help ensure timely and high-quality reporting, planning,	Medium -Low	Minor	Grantees, partners

support in place to allow service delivery in the identified woredas and regions			and capacity building of partners. HACT training will be done at regular intervals with appropriate follow-up with all partners.			
Inaccessibility of programme sites due to security problems, and/or road conditions.	Medium-High	Major	Develop a contingency plan for various scenarios which address issues of programmes criticality. Maintain regular contact with security teams from Grantees, NDRMC , and UNOCHA for news on developments that may impact programming and operations.	Medium - High	Major	Grantees and partners
Inability to mobilise funding for the MYRP	Medium - High	Major	Develop and implement resource mobilisation strategy based on a geographical scale-up of the MYRP to other woredas. Include annual fundraising targets to project MYRP fundraising.	Medium - High	Major	ECW Secretariat, MYRP-SC, Government.
Duplication of efforts from education partners and/or a lack of convergence	Medium - High	Major	Strengthen the cluster on coordination of education partners and collaboration with other sections	Medium -Low	Moderate	Education Cluster, Grantees, Partners

Operational

At present, there are only few local civil society organizations existing particularly working in emergency response. The government has very clear structure in education and other sectors from national to community level. However, its human resource has limited awareness and capacity in emergency response and resilience programs. The available systems in emergency preparedness, response and recovery are weak, with plans often unfunded. There are international NGOs like Save the Children International, Plan International, World Vision, International Refugee Committee, Edukans, and Norwegian Refugee Council which have national offices, regional and local presence operating in both in development interventions and humanitarian response in defined geographic locations. Although they are few, their capacity to manage programs is strong. UNICEF also has field presence in all of the MYRP target regions, with longstanding relationships built with line ministries.

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
Limited number & capacity of implementing partners to effectively deliver services across communities and woredas.	High	Low	Invest significant human resources to manage change process and bring together development and humanitarian actors. Identify the most appropriate partners and ensure strong capacity building focus. Programme monitoring visits and spot checks will help identify any issues arising. Support to strengthen monitoring systems will furthermore help support capacity building.	Medium - Low	Low	Grantee/s in the selection of adequate partners for the MYRP.

Limited capacity of the government and political will to deliver the programme.	Medium - Low	Moderate	Invest significant human resources to manage change process. Closely develop and monitor the workplans with the most appropriate government counterparts. Ensure strong capacity building focus with GoE service delivery. Support to strengthen monitoring systems will furthermore help support capacity building. Further, continued advocacy and dialogue at national and subnational level through various fora in addition to programming will reinforce efforts.	Medium - Low	Moderate	Government & Grantee
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Fiduciary

At present the government is taking strong measures in improving the accountability of officials and public servants. It is also promoting transparency and accountability using public dialog and media debates. Financial auditing in government offices is becoming a more effective. INGO implementing partners are perceived to have strong technology-oriented self-control systems and strong transparency and accountability to donors, the government and the communities. However, local civil societies have weaker self-control systems.

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
Grantees ability to manage fiduciary and administrative risk, relative to the modality and scope of the grant.	Medium-Low	High	Implement robust internal risk management controls. Ensure internal control policies create appropriate accountability including risk assessment, control activities, information and communication, and oversight.	Medium -Low	Medium -Low	Grantee
Partners, local and international's ability to manage fiduciary and administrative risk.	Medium-Low	High	Ensure partners risk management controls are a key component in the partner selection criteria. They must be transparent, accountable and capable within emergency settings.	Medium -Low	High	Partners-International NGOs and local NGOs
Fraud and corruption	Medium-High	Major	Ensure compliance with due diligence measures including, close engagement with partner financial processes, scrutiny of financial and audit statements, scrutiny of procurement. Partners will be assessed and given risk rating, which will then determine level and frequency of risk management to be conducted. Risk management will include	Medium -low	Moderate	Grantees, partners

			financial spot checks and field monitoring.			
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Part 2: Child Safeguarding Risk Assessment

The impacts of abuse on a child’s physical, mental and emotional health can be severe and long lasting. Global studies suggest child abuse remains rampant and that it often remains hidden because of the reluctance of victims to disclose their abuse, seek help to cope with the experience or take action to protect themselves from further victimization. In most circumstances, children are less powerful than adults and this makes them inherently more vulnerable thus it remains the responsibility and duty of adults to protect children from harm and respond in situations where children are at risk.¹⁰⁶ In Ethiopia’s displacement context, where gender specific vulnerabilities have been documented, gender sensitive CSG strategies must be mainstreamed throughout the MYRP.

Child safeguarding in the context of the MYRP refers to all of the actions the Co-Grantees, IPs, and contractors take to keep all children they come into contact with safe – and includes the proactive measures put in place to ensure children do not come to harm as a result of any direct or indirect contact with MYRP Grantee/s and implementing partners. Child safeguarding encompasses the prevention of physical, sexual and emotional abuse, neglect and maltreatment of children by employees and other persons whom the MYRP is responsible for, including contractors, business partners, visitors to premises and volunteers. It also encompasses actions to respond when such abuses occur. In emergency affected contexts where distinct vulnerabilities exist (i.e. UACs, female headed households, increased deprivation that reinforces traditional gender roles, prevalence of trauma), power disparities are greater and opportunities for abuse and exploitation more prevalent. The below table outlines the key child safeguarding (CSG) risks identified amongst the MYRP proposed interventions that are derived from a child-centered and participatory approach that will see emergency affected children often come into contact with MYRP Grantee/s and IP staff through their engagement in MYRP activities. It further outlines strategies that are aligned with inter-cluster principles and the Protection Cluster Operational Guidance IDP Return and Response¹⁰⁷:

<i>Activity/Factor</i>	<i>Child Safeguarding Risk(s) Identified</i>	<i>Level Extreme High Medium Low</i>	<i>Mitigation Strategy/ Action(s)</i>	<i>Person(s) responsible & Timeline / Frequency for monitoring risk</i>
Participatory research and assessments	MYRP IPs and/or contractors will come into contact with children and will seek to capture the voices of children independently with minimum adult supervision, this can expose children to harmful interactions that can compromise their physical and emotional integrity and wellbeing	Medium (3.3)	<ul style="list-style-type: none"> ▪ MYRP IPs and/or contractors receive pre-deployment CSG training ▪ CSG standards are included in in partnership agreements and contracts, including screening procedures for all staff; ▪ Child/friendly CSG guidelines in research developed and included in supply contracts of consulting firms engaged in research/assessments and such standards made part of selection criteria; ▪ Due CSG considerations included in consent forms and 	MYRP IPs and/or contractors CSG component of routine monitoring and quarterly reports

¹⁰⁶ UNICEF CSG Toolkit for Business; https://www.unicef.org/csr/files/UNICEF_ChildSafeguardingToolkit_FINAL.PDF

¹⁰⁷ https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/2019/08/Protection-Cluster-Operational-Guidance_IDP>Returns-and-Response--04-June-2019.pdf

Activity/Factor	Child Safeguarding Risk(s) Identified	Level Extreme High Medium Low	Mitigation Strategy/ Action(s)	Person(s) responsible & Timeline / Frequency for monitoring risk
			<p>caregivers briefed on MYRP CSG standards</p> <ul style="list-style-type: none"> ▪ Child-friendly complaints mechanisms are developed and embedded at all levels of MYRP implementation (including targeted schools) and all stakeholders made aware of them. 	
Working in emergency-affected contexts	MYRP IPs and/or contractors will be engaged in providing school feeding, and other basic services to extremely vulnerable children and their communities, this can expose children to exploitative interactions including transactional sex	High (5.4)	<ul style="list-style-type: none"> ▪ MYRP IPs and/or contractors receive pre-deployment CSG training ▪ CSG standards are included in partnership agreements and contracts, including screening procedures for all staff; ▪ Child-friendly CSG guidelines to relevant services/interventions are developed and deployed ▪ Child-friendly complaints mechanisms are developed and embedded at all levels of MYRP implementation (including targeted schools) and all stakeholders made aware of them 	MYRP IPs and/or contractors CSG component of routine monitoring and quarterly reports
Child-centered approaches to implementation	MYRP IPs and/or contractors will seek the participation of children (including pre-primary school age) in MYRP funded activities, this can expose children to harmful interactions that can compromise their physical and emotional integrity and wellbeing	Medium (5.3)	<ul style="list-style-type: none"> ▪ MYRP IPs and/or contractors receive pre-deployment CSG training ▪ CSG standards are included in partnership agreements and contracts, including screening procedures for all staff; ▪ Child-friendly CSG guidelines for the participation of children in programme interventions to be developed and deployed ▪ Child-friendly complaints mechanisms are developed and embedded at all levels of MYRP implementation (including targeted schools) and all stakeholders made aware of them 	MYRP IPs and/or contractors CSG component of routine monitoring and quarterly reports
	Children and adolescents will be recruited as peer mentors to support the learning of others in their classrooms, this can expose children to physical or psychological abuse by child mentors and peers	Low (3.2)	<ul style="list-style-type: none"> ▪ Child-friendly CSG guidelines will be developed and shared with MYRP IPs and/or contractors to convey and uphold during implementation of child/adolescent-led interventions; ▪ CSG training to adolescents and children leading activities involving other children to be implemented by IPs ▪ Child-friendly complaints mechanisms are developed and embedded at all levels of MYRP implementation (including targeted schools) and all 	MYRP IPs and/or contractors CSG component of routine monitoring and quarterly reports

Activity/Factor	Child Safeguarding Risk(s) Identified	Level Extreme High Medium Low	Mitigation Strategy/ Action(s)	Person(s) responsible & Timeline / Frequency for monitoring risk
			stakeholders made aware of them	
Support to school-based interventions	MYRP funds will support the interaction of school-based stakeholders with children in environments where direct/indirect violence are prevalent, this can lead to situations where children are being physically or psychologically abused by teachers or caregivers during their participation in MYRP supported activities	High (5.4)	<ul style="list-style-type: none"> ▪ Violence against children prevention activities will be pursued in MYRP targeted schools in line with strict CSG standards ▪ School code of conducts and/or relevant school-based policies will be reviewed to ensure compliance with CSG standards and explicitly engaged during MYRP-supported interventions; in the absence of a code of conduct that is compliant with CSG standards one will be developed and agreed upon by all stakeholders ▪ All interactions between MYRP staff/contractors and vulnerable children to be closely monitored by caregivers and if relevant by CSG focal points in targeted schools ▪ Child-friendly complaints mechanisms are developed and embedded at all levels of MYRP programme implementation (including targeted schools) and all stakeholders made aware of them 	MYRP IPs and/or contractors; PTSA's CSG component of routine monitoring and quarterly reports
Gender and inclusive approaches	MYRP IPs and/or contractors actions leading to gender insensitive outcomes, reinforcing gender inequality through MYRP supported interventions; MYRP IPs and/or contractors who interact with vulnerable girls and CWDs with distinct and significant protection needs, exposing them to risks of physical or psychological abuse	High (4.4)	<ul style="list-style-type: none"> ▪ Gender balanced staffing requirements will be expected from MYRP IPs and/or contractors, explicit gender sensitive staff development strategies developed during the inception of the MYRP to mitigate gender insensitive outcomes; ▪ MYRP IPs and/or contractors receive pre-deployment CSG training ▪ Child-friendly complaints mechanisms are developed and embedded at all levels of MYRP programme implementation (including targeted schools) and all stakeholders made aware of them 	MYRP IPs and/or contractors CSG component of routine monitoring and quarterly reports
Prominence of MHPSS components	MYRP IPs and/or contractors will interact with vulnerable children (PTSD, survivors of abuse) where specific 'do no harm' considerations apply, exposing vulnerable children to harmful	High (5.4)	<ul style="list-style-type: none"> ▪ Children and care givers involved in the programme briefed on procedures to raise a concern for their safety or wellbeing through MYRP channels; ▪ All interactions between MYRP staff/contractors and vulnerable children to be closely monitored by caregivers and if relevant by 	MYRP IPs and/or contractors CSG component of routine monitoring and quarterly reports

Activity/Factor	Child Safeguarding Risk(s) Identified	Level Extreme High Medium Low	Mitigation Strategy/ Action(s)	Person(s) responsible & Timeline / Frequency for monitoring risk
	interactions that reinforces their trauma and causes further damage		<ul style="list-style-type: none"> CSG focal points in targeted schools ▪ Referral pathways will be identified and conveyed through agreed upon protocols to MYRP IPs and/or contractors; 	
Implementation of protection and SGBV activities		High (5.4)	<ul style="list-style-type: none"> ▪ MYRP IPs and/or contractors receive pre-deployment CSG training ▪ CSG standards are included in in partnership agreements and contracts, including screening procedures for all staff; ▪ 	Grantee/s CSG component of routine monitoring and biannual reports
System strengthening approach	Working with government actors and/or officials in positions of authority making CSG accountability harder to uphold, leading to legitimisation of harmful practices and risks through MYRP supported interventions	Medium (4.3)	<ul style="list-style-type: none"> ▪ All stakeholders engaged in MYRP activities to be briefed on CSG standards and appropriate complaint mechanisms agreed with federal and regional level authorities; ▪ Child-friendly complaints mechanisms are developed and embedded at all levels of MYRP programme implementation (including targeted schools) and all stakeholders made aware of them 	MYRP SC, TC, Grantee/s Annually (programmatic report, quality assurance assessment)
Working through IPs	IPs recruit and deploy staff who may not be familiar with Child Safeguarding policy/standards or child protection concerns, reporting, and referral pathways, allowing child abuse and exploitation to go unreported in MYRP targeted schools and communities.	Medium (3.3)	<ul style="list-style-type: none"> ▪ IPs required to demonstrate adequate CSG considerations in vetting of recruited MYRP staff; all sub/contracted staff (i.e. construction workers, casual labourers) to undergo police background checks and trained in Child Safeguarding policy/standards ▪ Ensure all MYRP IP staff sign up to a CSG code of conduct ▪ Child-friendly complaints mechanisms are developed and embedded at all levels of MYRP programme implementation (including targeted schools) and all stakeholders made aware of them 	IPs CSG component of routine monitoring and quarterly reports
Working with local/grassroots stakeholders	Prevalence of staff/volunteers from communities where MYRP programme activities are implemented, making it difficult to challenge harmful social norms and discriminatory behaviours encountered amongst beneficiary communities and therefore legitimising the same; lack of awareness of CSG	Low (3.4)	<ul style="list-style-type: none"> ▪ IPs to develop internal mechanisms and procedures to screen and support staff/volunteers and enable them to uphold CSG standards; ▪ All interactions between MYRP staff/contractors and vulnerable children to be closely monitored by caregivers and if relevant by CSG focal points in targeted schools ▪ Child-friendly complaints mechanisms are developed and embedded at all levels of MYRP programme implementation and 	IPs CSG component of routine monitoring and quarterly reports

Activity/Factor	Child Safeguarding Risk(s) Identified	Level Extreme High Medium Low	Mitigation Strategy/ Action(s)	Person(s) responsible & Timeline / Frequency for monitoring risk
	standards and/or capacity to implement CSG measures; volunteer personnel less vetted or accountable leading to heightened risks for children participating in MYRP supported activities		<p>all stakeholders made aware of them;</p> <ul style="list-style-type: none"> ▪ Develop CSG capacity of local IPs and participating CSOs 	
Child-centered advocacy, communications, and visibility	External media interact with children beneficiaries (i.e. children will be interviewed, photographed, filmed) sometimes in locations where they can be identified;	Medium (4.2)	<ul style="list-style-type: none"> ▪ English and local language CSG guide for media developed by IPs and shared with media outlets in advance of public/advocacy events; beneficiaries participating in public/advocacy events briefed about relevant CSG standards and consent rights; ▪ Mandatory requirement of MYRP IPs to obtain written or oral consent from parent/caregiver before the participation of a child in MYRP public/advocacy events; ▪ Due CSG considerations included in consent forms and caregivers briefed on MYRP CSG standards 	IPs CSG component of routine monitoring and quarterly reports
Community based approaches	Lack of legal, formal, or informal child protection mechanisms in targeted communities; lack of awareness of CSG standards within MYRP programme and complaint mechanisms available; targeted communities not aware of the organisation's Code of Conduct for staff/volunteers, leading to situations where CSG standards and principles are compromise during MYRP supported activities	Medium (3.3)	<ul style="list-style-type: none"> ▪ Child-friendly complaints mechanisms are developed and embedded at all levels of MYRP programme implementation and all stakeholders made aware of them; ▪ MYRP links to local referral mechanisms/pathways identified and operationalised ▪ IPs to raise awareness amongst targeted communities of CSG standards within MYRP programme and complaint mechanisms available 	IPs CSG component of routine monitoring and quarterly reports

ANNEX 4 – Child Safeguarding Measures

The MYRP is committed to deliver results for emergency affected children whilst ensuring that through its interventions no child comes to harm. MYRP Cluster co-leads and Task Team partners UNICEF¹⁰⁸ and Save the Children¹⁰⁹ have strong child safeguarding policies and practices informed by the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD)¹¹⁰, and which have contributed to the development of the MYRP document and its CSG approach. UNICEF Ethiopia has also recently been included in a global benchmarking exercise against Accountability to Affected Population standards. The findings of this exercise will be available in the last quarter of 2019 and inform further MYRP programme development efforts.¹¹¹

The mainstreaming of CSG strategies in the MYRP will be led by CSG focal points in the MYRP SC and TC, as well as the appointment of a CSG lead agency within the Education Cluster. These focal points will work closely with a dedicated CSG working group within the MYRP TC to guide programme and partnership development as well as relevant MEAL activities. During the MYRP inception period CSG risk assessments will be carried out in targeted school communities to inform the development of a MYRP CSG framework. The MYRP CSG framework (including intervention-specific guidelines and training tools) will be developed and rolled out under the leadership of a newly appointed CSG focal point at the Education Cluster, and overseen and supported by the MYRP SC and MYRP TC CSG focal points respectively. This system strengthening interventions will support the mainstreaming of a CSG approach that will include pre-deployment training to all IPs/contractors, the deployment of CSG guidelines and training tools to enhance CSG capacity of key stakeholder groups, and robust monitoring by IPs and school-based CSG focal points. Through the implementation of child safeguarding assessments, specific capacity development interventions of relevant stakeholders, and robust monitoring and reporting mechanisms, the MYRP aims to strengthen child safeguarding in targeted emergency-affected contexts.

The MYRP will work closely with the Protection Cluster (as a member of the MYRP SC and TC) to uphold its 'transformative agenda and principled actions' and ensure child safeguarding concerns are cohesively addressed by establishing links at federal, regional levels between relevant preventive and remedial child protection mechanisms to support the work of Co-Grantees and IPs. The Protection Cluster advises all its members to mainstream protection in all humanitarian interventions to ensure that safe access and use of the appropriate services for the most vulnerable groups is guaranteed. It recommends key actions such as conducting Do No Harm, gender, and protection risk analysis related to all humanitarian sectors and responses, and building capacity of all relevant stakeholders regarding applicable protection principles. The Protection Cluster further encourages members to increase national authorities' commitment and capacities to protecting people in the short, medium, and long term; enhance affected communities' capacities to reduce their threats and vulnerabilities;

¹⁰⁸ UNICEF Procedure For A Child Safeguarding Framework Document Number: DFAM/PROCEDURE/2019/009 Effective Date: 23 May 2019;DHR Exec Dirs CF EXD 006 Child Safeguarding Policy 01-Jul-2016.pdf

¹⁰⁹ Child Safeguarding Policy Version (2914)

https://resourcecentre.savethechildren.net/node/12166/pdf/sci_cs_pol_child_safeguarding_policy_en.pdf

¹¹⁰ <http://www.unicef.org/crc/>; <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx>;

<http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

¹¹¹ UNICEF ETHIOPIA Humanitarian Situation Report; SitRep # 7- Reporting Period July 2019

<https://reliefweb.int/sites/reliefweb.int/files/resources/UNICEF%20Ethiopia%20Humanitarian%20Situation%20Report%20-%20July%202019.pdf>

reduce protection threats, i.e. the impact of actors, institutions, and policies on people’s rights; and reduce vulnerabilities resulting from factors such ethnicity, gender, age and disability.¹¹²

These commitments will be actioned into comprehensive and consistent child safeguarding MYRP regulatory framework with clear roles, responsibilities, and accountabilities. Robust guidelines will be developed and included into Grantee/s and IPs selection criteria and explicit prevention, redress, and accountability measures integrated in programme development and at all levels of implementation. Grantee/s and IPs will develop and submit context and intervention specific child safeguarding risk assessments and mitigation strategies and report against these regularly. A specific budget line has been included under programme support to ensure adequate CSG actions during inception and programme implementation, including the development of key products and implementation of targeted CSG capacity development of IPs and school-community stakeholders. Key actions will include the vetting of personnel and “associates” (implementing partners, suppliers, etc.), general standards of conduct, specialized standards of conduct, training, performance management, risk management, and procedures for addressing non-compliance. Additionally, the yearly third party quality assurance assessment and report will include a distinct CSG component to ensure rigorous accountability and responsive programme adaptation. Under the MYRP CSG framework Do No Harm principles will be upheld and distinct actions to prevent sexual exploitation and abuse will be implemented.. Protection from Sexual Exploitation and Abuse (PSEA) is one of the key actions under the umbrella of CSG that will ensure all IPs and related staff are equipped with knowledge and skills to prevent violence, sexual abuse and exploitation of children. The table below outlines the minimum CSG measures that Grantee/s and IPs will be obliged to comply by and demonstrate to become partners to the MYRP:

A.4.1 Child safeguarding checklist

Safeguarding measure	Yes	Descripti on	Status
Child safeguarding policy – contains a clear commitment to protect children from harm.			
Code of conduct for staff, volunteers, interns, associates / others.			
Safe recruitment practices (e.g., background checks, verbal reference checks, targeted behaviour-based interview questions for child-focused roles).			
Established reporting mechanism.			
Case management protocols, including on survivor-centred responses and investigation practices.			
Training / briefings for staff, volunteers, interns, associates / others on safeguarding requirements.			
Methods for communicating reporting mechanisms with beneficiaries and community members.			
Risk identification and management tools			
Monitoring indicators, tools and plans			
HR disciplinary sanctions and termination rights for code of conduct breaches.			
Audit and termination rights under grant agreements and supplier / vendor contracts for child safeguarding breaches			
Communications and advocacy – requirements / guidelines to safeguard children			

¹¹² Ethiopia Protection Cluster National Child Protection Strategy Note (March 2017); <https://data2.unhcr.org/en/documents/download/62631>

Safeguarding measure	Yes	Descripti on	Status
Capacity building plan to ensure implementing partners / sub-grantees have the capacity to apply adequate child safeguarding measures			
Implementation plan to ensure risks to children are managed by implementing partners / sub-grantees			

A.4.2. Implementing Partners: due diligence and capacity building

The MYRP SC with support from the TC CSG working group and Co-Grantees, will ensure the mainstreaming of robust CSG requirements for the selection of IPs, ensuring that relevant measures as outlined in the risk matrix and checklist above are applied by implementing partners at organisational level and through programme design and implementation. Key dimensions of CSG that will be critically considered in the selection of IPs include adequate CSG policies, due diligence verification, capacity to manage risks to children, strategies to manage risks associated with implementation arrangements (including IP staff, contractors, volunteers, and other stakeholders). A distinct reporting line on CSG will be explicitly articulated at all levels and in all reporting products from the IPs, to the Grantee/s, to the MYRP SC and Secretariat and supported by third party quality assurance assessments. The dedicated CSG budget for programme support will be utilised to fill any gaps in capacity identified during the IPs selection process and a capacity development action plan developed by the Grantee/s and IPs.

Below is a summary of the key CSG actions that will be mainstreamed in the MYRP to ensure due diligence and capacity of Grantee/s and IPs:

- MYRP SC endorses MYRP CSG framework and related protocols to transmit to government and other partners through the TC, Grantee/s and IPs
- Grantee/s provide capacity development support on CSG (including PSEA) actions required
- IPs train on CSG (including PSEA) their employees, personnel, subcontractors, and volunteers, and holds them accountable to relevant and agreed upon standards and requirements.

Grantees and IPs will adhere to the following key principles underpinning SOPs:

- Promote cooperation and assistance between organizations in preventing and responding to SEA and other forms of direct and indirect violence against children. This includes sharing situation analysis and assessment information as necessary to avoid duplication and maximize a shared understanding of the situation
- Ensure equal and active participation by beneficiaries in assessing, planning, implementing, monitoring, and evaluating programmes through the systematic use of participatory methods. Recognizing that sexual exploitation and abuse is often grounded in gender inequality, participating agencies will ensure that humanitarian activities are conducted in a gender- sensitive manner and that the views and perspectives of women, men, girls and boys are adequately considered
- Ensure that all responses are developed in a manner that balances respect for due process with a survivor-centred approach in which the survivor's wishes, safety, and well-being remain a priority in all matters and procedures
- Integrate and mainstream PSEA into all programmes and all sectors, as possible
- Ensure accountability at all levels
- Ensure that that assistance for survivors is provided in a non-discriminating manner.

ANNEX 5 – Glossary of Key Gender Terms

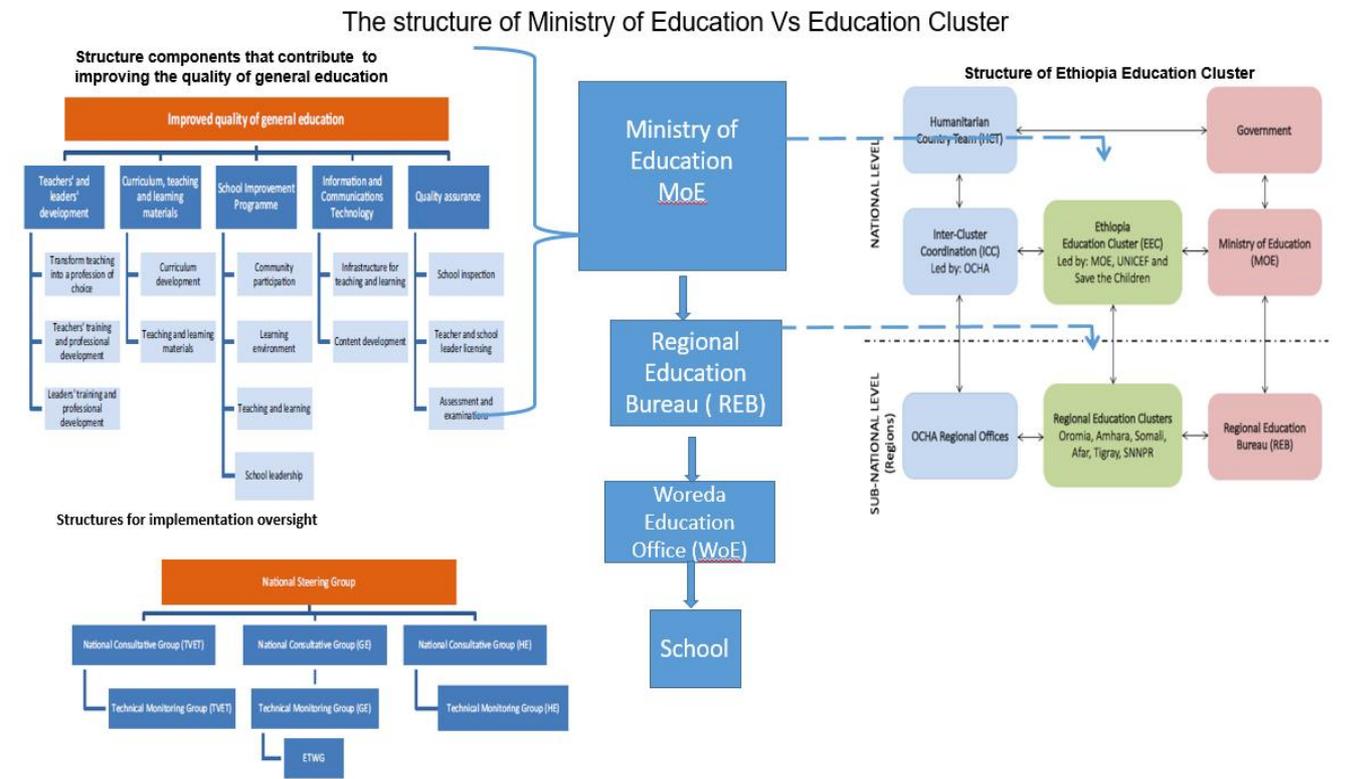
- **Gender:** Socially constructed identities, attributes and roles for women and men, girls and boys, and society's social and cultural meaning for these biological differences resulting in hierarchical relationships between women and men, girls and boys and in the distribution of power and rights favoring men and disadvantaging women. This social positioning of women and men, girls and boys are affected by political, economic, cultural, social, religious, ideological and environmental factors and can be changed by culture, society and community.
- **Gender Norms:** The informal rules and shared beliefs that distinguish expected behaviour on the basis of gender at particular points in time and in particular social contexts, and which may lead to inequitable outcomes.
- **Gender Roles and Stereotypes:** The expected roles, including behaviors, activities and responsibilities, associated with each sex group and which are often an exaggeration of gender norms.
- **Gender Socialization:** The process by which individuals (especially children and adolescents) internalize gender norms and develop beliefs, attitudes and practices on that basis. In essence, it is how girls and boys "learn" what it means to be a girl or boy in a given society and culture and a certain point in time.
- **Gender Equality:** The equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men are the same but that women's and men's rights, responsibilities and opportunities do not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but concerns all men, women, girls and boys. Equality between women and men is both a human rights issue and a precondition for, and indicator of, sustainable people-centered development.
- **Gender Equity:** The process of being fair and ensuring justice to both women and men, girls and boys regarding benefits, access and needs. Temporary special measures, for example, are contributing towards equity and may be needed to compensate for historical or systematic bias or discrimination. However, temporary special measures ideally should go beyond the concept of equity. Gender equity is one means of achieving gender equality but must happen in conjunction with a series of efforts to ensure substantive gender equality. Working on Gender equity in no way replaces the broader investments required to achieve substantive gender equality.
- **Gender-Based Discrimination:** Any distinction, exclusion or restriction, which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women of human rights and fundamental freedoms is discrimination, even where discrimination was not intended. This would mean that identical or neutral treatment of women and men might constitute discrimination against women if such treatment resulted in or had the effect of women being denied the exercise of a right because there was no recognition of the pre-existing gender-based disadvantage and inequality that women face.
- **Gender-Based Violence (GBV):** An umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences. The term GBV highlights the gender dimension of these types of acts; in other words, the relationship between subordinate status of girls and women in society and their increased vulnerability. Men and boys may also be victims of GBV. "The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include sexual violence: sexual exploitation/abuse, forced prostitution, forced/child marriage."

- **School-related GBV (SRGBV):** Acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics, violating children's fundamental human rights and is a form of gender-based discrimination.
- **Gender-responsive:** ECW adopts a gender-responsive approach, which seeks to go beyond addressing the differential needs of and inequalities experienced by women, men, girls and boys (often termed a gender-sensitive approach), focusing on the “structural causes, as well as the symptoms of gender inequality, leading to lasting changes in the power and choices women (and men) have over their own lives, rather than just a temporary increase in opportunities”. This is also referred to as the Transformational approach.
- **Intersectionality:** Gender-based discrimination is inextricably linked with other factors that affect women and girls, such as race, ethnicity, religion or belief, health, status, age, class, caste and sexual orientation and gender identity. Discrimination on the basis of sex or gender may affect women and girls belonging to such groups to a different degree or in different ways to men and boys.
- **Gender Mainstreaming (GM):** Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality.
- **Harmful Traditional Practices (HTPs):** Grounded in “discrimination based on gender and age, among other things, and have often been justified by invoking sociocultural and religious customs and values, in addition to misconceptions relating to some disadvantaged groups of women and children”. HTPs are often associated with serious forms of violence or are themselves a form of violence against women and children. The nature and prevalence of HTPs will vary country by country and even within countries, the most prevalent forms of HTPs are FGM/C, child and/or forced marriage and early unions, polygamy, crimes committed in the name of so-called honor and dowry-related violence. In some countries where HTPs may have disappeared, they may re-emerge as a result of conflict or emergency situations.

ANNEX 6 – IASC GAM Report

(See attachment)

ANNEX 7 – Ethiopia Education Sector Overview



ANNEX 8 – MYRP Co-Grantee Arrangements and IP selection

(Currently being developed by co-grantees to be included in the final submission to the External Review Panel)