

# EDUCATION FOR RESILIENCE

Exploring the experience of refugee students in three communities in Ethiopia

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June 22, 2019

## **About this document:**

The objective of this report is to support evidence-based decision making for refugee education in Ethiopia. This study was designed to inform existing and pipeline projects of the Government of Ethiopia, the World Bank, and key development partners, and to provide help with long-term engagement of the World Bank on education in Ethiopia. The research questions for this study, hence, emerge from the knowledge gaps identified by the project teams and other relevant development partners. Qualitative data was gathered from sample refugee populations in three areas of Ethiopia: Gambella region, Somali region, and Addis Ababa. Participants included refugee parents and children, and teachers serving refugee students in refugee schools as well as host community schools. Key findings of the current qualitative study are summarized in this report, followed by broad areas of recommendations.

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## Acknowledgements

This report has been prepared by Sophie Lashford (Consultant) and Saima Malik (Consultant), under the direction and overall guidance from Huma Kidwai (Education Specialist and Task Team Leader for the Project). Support on statistical analysis was provided by Natasha De Andrade Falcao (Economist).

Zerihun Associates (names listed below) provided invaluable support in co-developing research tools and leading the collection of the qualitative data in the field.

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Other valued guidance came from Anne Bakilana (Program Leader), Safaa El-Kogali, (Practice Manager), Sajitha Bashir (former Practice Manager), and Rebecca Lacroix (Social Development Specialist and Forced Displacement Focal Point in Ethiopia). Useful comments were received at the concept stage from Bernard Harborne, Peter Darvas, and Nicole Klingen. The team benefitted from the psychosocial expertise of Laura S. McDonald in formulating questions to explore these aspects of refugee student life. Special thanks are also due to the World Bank Skills Survey team for sharing the data from their original, large-scale survey of refugees in Ethiopia, which enabled invaluable insights for this report.

At the mapping stage of this report, important insight was provided by Shewaye Tike and Zemenu Tadesse (IRC), Berhanu Geneti (UNHCR), Diane Whitten (US Bureau for Population, Refugees and Migration), Monica Llamazares (UNICEF), Hiwotie Simachew (Plan International) and Bizvayehu Dubale (IADC).

Finally, a very special thanks is due to all the participants of this study. This includes teachers, parents and children currently residing in camps in Ethiopia whose perceptions and personal experiences give a unique insight into the refugee experience and may be instrumental in impacting policy moving forward.

## List of Acronyms

ARRA	Agency for Refugee and Returnee Affairs
CBI	Cash Based Intervention
CRRF	Comprehensive Refugee Response Framework
ECCE	Early Childhood Care and Education
EOC-DICAC	Ethiopian Orthodox Church Development and Inter-Church Aid Commission
ESDP	Education Sector Development Plan
FGD	Focus Group Discussion
GEQIP-E	General Education Quality Improvement Program - for Equity
GER	Gross Enrolment Rate
GTP	Growth and Transformation Plan
KII	Key Informant Interview
MoE	Ministry of Education
NER	Net Enrolment Rate
NFI	Non-Food Item
NGO	Non-Governmental Organization
PTA	Parent-Teacher Association
ReDSS	Regional Durable Solutions Secretariat
REB	Regional Education Bureau
SGBV	Sexual and Gender Based Violence
SIP	SIP School Improvement Plan
TVET	Technical and Vocational Education and Training
WEO	Woreda Education Office

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## Executive Summary

**Ethiopia is the second largest refugee hosting nation in Africa and welcomes in refugees through an open-door policy.** Recent legal and policy developments are growing the rights of refugees in Ethiopia, including options for integration and other durable solutions, initiated through the Comprehensive Refugee Response Framework, under which Ethiopia is a pilot country. This includes progress against ambitious goals to increase enrolment of refugee students at all levels of education and a commitment to the Djibouti Declaration, which focusses on States' efforts to mainstream refugees into their national education systems. This is no easy task, in particular for planning; refugees in Ethiopia come from complex and protracted emergencies and the regional circumstances means that influxes are regular.

**This research looks at under-explored barriers to learning for refugee children in Ethiopia.** Having worked with partners to map the gaps in knowledge, this research examines the perceptions and experiences of refugee learners, their parents and teachers at this pivotal time for refugee education in Ethiopia, through a case study approach. It asks the questions:

- What does a refugee classroom look like?
- What do refugee children learn and how?
- What factors inhibit refugees from learning optimally?
- What are the aspirations of refugee children?
- What does a refugee child's life look like outside of school?

These questions were explored through Focus Group Discussions with refugee students, refugee parents and teachers at refugee and host community schools in three refugee-hosting areas of Ethiopia; Gambella region, Jigjiga area of Somali region and out of camp refugees in Addis Ababa. The research team also undertook school observations.

### What does a refugee classroom look like?

**Refugee children attend a mixture of refugee- and host community schools.** Refugee children living in camp who enrol in primary school almost all attend refugee primary schools run by the Agency for Refugee and Returnee Affairs (ARRA). Out of camp, there are no such schools and refugee children go to host community primary schools. At secondary level however, there are far fewer refugee children enrolled and fewer refugee specific schools, creating a more mixed picture. In or next to camps, there are some refugee secondary schools primarily run by the Ethiopian Orthodox charity EOC-DICAC, which both refugee and host community children attend, whilst other refugee learners in and out of camp attend host community secondary schools.

**All schools follow national standards.** Refugee schools follow the national standards set by the Ministry of Education in terms of minimum facilities, standards for qualified teachers, pupil-teacher ratio and language of instruction. Achieving these standards is a challenge. An average refugee school classroom has 123 students and one teacher.

**Respondents were asked about their perceptions of the school facilities. The top two concerns raised were WASH related issues;** namely, challenges with the school toilets and lack of water supply in schools. After these, the most frequent complaints were based on the state of school facilities; the size and provision of the school library, and the size and provision of the science laboratory.

**More exploration on school WASH issues are needed.** Given that other evidence shows that the student-to-tap ratios at schools are well below UNHCR minimum standards and that refugees have raised school WASH issues in other surveys, it is recommended that a comprehensive WASH study in refugee schools be undertaken.

**Schools need to be able to directly deal with facilities issues, through dedicated funding.** To deal with the facilities issues, it is recommended that partners come together to ensure that the efforts to extend school grants to refugee schools are successful in the coming academic year. This participatory fund will enable schools and their beneficiaries to prioritize areas for improvement with dedicated funds to upgrade facilities.

### **What do refugee children learn and how?**

**Both curriculum and language of instruction are largely mainstreamed with the national system.** Whether refugee students are attending a refugee or host community school, they learn the same curriculum. By principle, they learn in their mother tongue for lower primary, and transition to Amharic or English for upper primary and secondary, depending on the regional policy. The primary learning aids are regionally-produced textbooks. However, the number of available textbooks falls significantly short of the minimum standards across all refugee schools.

**Refugee students have a mix of teachers.** Refugee primary schools are staffed by refugee incentive teachers in lower primary school and national teachers from upper primary onwards. Less than half of the teachers in refugee primary schools have minimum qualifications, whereas by secondary level, almost all are qualified. Gender parity amongst teachers is low with male teachers outnumbering female teachers (by almost ten to one at primary level).

**Little is known about how effectively refugee children learn.** The available information comes from EMIS information on completion rates of learners at Grade 8 and the number of children who graduate from refugee high schools with eligibility to enter university. Examinations are held at the school level and by organizations, but the results are not publicly available. To enrich this picture, this study collected parental perceptions on progress and children's self-report on understanding in the classroom.

**More information on refugee learning is needed to make effective programmatic decisions on refugee education.** To further develop the understanding of how refugee children are learning, it is recommended that refugee schools be included in the national learning assessments carried out in Ethiopia and that this data be disaggregated for refugee schools and by gender and shared widely with refugee education practitioners in Ethiopia.

**Respondents were split in how they perceived the quality of education.** Over half of the parents who talked about their child's progress were happy with how their child was doing in school. Over half of the parents and students who talked about the quality of teachers said that the quality was good. The most common issues raised about teachers were that they were often absent, that they taught in a gendered way and that there were not enough teachers. The motivation and supervision of teachers were also raised as an issue that needed to be addressed. In Gambella region, there was a strong preference expressed for refugee incentive teachers and the most common rationale given was that it was easier for students to understand them.

**Respondents were also split in their perceptions about student understanding in the classroom.** Just over half of the students who responded said that they mainly understood the content of their lessons. The two most common coping mechanisms for students who did not understand the content of the lessons was to ask the teacher and to ask other classmates.

**Teaching methods used to instruct refugee learners were limited by large class sizes and scarcity of materials.** There were no teaching materials on the walls nor supplementary teaching aids available in any of the classrooms observed. Most classes were taught mainly in a teacher-centered manner (with the teacher lecturing while the students took notes), although just over half also included some participatory component to them. Whilst teachers almost always asked students questions, there were very few instances where students asked questions of the teacher, despite having named it as their top coping strategy for not understanding and that only half of children said they understood the content. In half of the lessons observed, teachers actively tried to engage weaker students. The most common approaches were having weaker students sit at the front of the room with the teacher regularly checking on them or the teacher making a special effort to encourage struggling students.

**Exploration of teachers' experiences demonstrated a work force with the potential for long-term commitment.** Teachers most frequently responded that their reason for teaching at their current school was that they were passionate about the community. After that, responses included that the salary was better (for national teachers), that it was a good opportunity, that they were assigned to that school and finally, that it was conveniently close to their family. Conversely the most frequent challenge raised by teachers was the low salary. This demonstrates the large gap between incentive teachers, who are reimbursed with a small stipend, and national teachers, whose salary package in refugee schools is more competitive than at host community schools. Just over half of the teachers who talked about their future plans said that they wanted to stay at their school long-term, with the other half making plans to leave in the immediate, short and medium term.

**It is recommended to immediately prioritize reducing refugee student class sizes as the most effective way of increasing quality and creating a student-friendly environment.** This can be done by constructing new classrooms, rehabilitating unused classrooms, employing more teachers and finding opportunities for students to attend a wider variety of schools.

**It is also recommended to invest in teachers, their training and their roles within the schools.** Teacher responses during FGDs indicated their passion and commitment towards their students. Teachers can be supported by increasing the training opportunities available

to them and formalizing the refugee incentive role over time into employed positions, filled by newly trained, eligible refugee teachers. Incentive teachers have shown their commitment to the positions and in some areas (such as Gambella) are preferred by both parents and children.

### **What factors inhibit refugees from learning optimally?**

**Access to schooling for refugee children is growing but still trails in comparison to Ethiopian children.** The general enrolment rate (GER) for refugee children is 67 percent in primary school, well below the national average of 109 percent. This falls to 9 percent GER in secondary school, compared to 39 percent as a national average. The gender parity is low. Whilst enrolment rates (and some completion rates) are known, attendance rates are not.

**With a large amount of refugee children remaining out of school, particularly at the secondary level, this research examined all factors that may inhibit learning** including an exploration of barriers that enrolled children face in the classroom, as well as reasons for absenteeism and drop out.

**Refugee children attend school amidst challenging circumstances.** Whilst recent legal developments will in time provide new livelihoods opportunities for some refugees as new rights are implemented, currently refugees are not able to legally and formally work in Ethiopia. Therefore, refugee families are dependent on aid packages and provided shelter and basic services; monthly food assistance, as well as core relief items, supplemented semi-regularly with non-food items. Whilst school does not cost, textbooks and school feeding are provided, and uniform or other supplies are not required, this study found that the primary barriers to learning were still related to socio-economic circumstances.

**Respondents were asked about the barriers to learning they faced as enrolled students and the largest proportion of answers related to school support.** The most frequently responded answer was lack of books and supplies. Other common answers were lack of uniforms, lack of electricity (at school and at home for self-study), problems with school feeding and hunger.

**Other major learning barriers for enrolled students were related to education provision.** Respondents also mentioned challenges with language and large class sizes as barriers to learning. Language was an unexpected issue in most research sites, given the common mother tongue between host and refugee community, however respondents talked about the difficulty in transitioning to Amharic or English in upper primary and secondary.

**Children were found to miss school for a mixture of reasons, primarily for competing activities.** The most frequently given response was that children missed school because they were needed at home for chores or helping out the family. The second most common reason was a lack of equipment or uniform, which held children back from going to school, often because their parents were too ashamed to send them. The third and fourth reasons were for wage earning and ration collection. Following these reasons, varied answers were given, ranging from a lack of interest to other competing activities (such as attending mosque or refugee interviews), to physical barriers (such as travel or security problems, distance to school or a lack of water at school). From the frequency of answers associated with competing

activities, it is clear that refugee children's lives involve complex decisions about where they are needed and what role they are meant to play.

**Exploration of drop out and failure to enrol identified family finances as the major cause.**

The top two answers given for dropout or failure to enrol (which together accounted for almost half of the responses), were that families could not afford to send their children to school or that the children were wage earning instead. As with missing school or barriers to learning, this demonstrates that whilst school is free, some parents would prefer their child to not attend school, rather than the shame of a child attending without appropriate clothing or supplies. It also demonstrates the difficult decisions that families make on a daily basis regarding whether a child stays in schools and gets an education or earns a wage to support with the family's finances.

**Other major reasons for drop out and failure to enrol were related to specific vulnerabilities.** The third and fourth most common reasons for student drop out or failure to enrol were having a disability or that a child is unaccompanied, as well as early marriage or pregnancy. This highlights particular groups of children that need extra support to attend school.

**It is recommended that education partners look into the material support provided to refugee students.** This has the potential to alleviate some of the socio-economic barriers to learning and reasons for missing school or drop out, particularly looking at school supplies, uniforms and school feeding.

**It is also recommended that education and child protection partners work together to increase the available support for vulnerable groups and the engagement on girls' education.**

**Finally, it is recommended that additional language support be considered.** This would include increasing the catch-up classes available for English and Amharic, to ease the transition in language of instruction from mother tongue, particularly for children who have experienced interrupted learning.

### **What are the aspirations of refugee children?**

**Recognizing that less than 10 percent of refugee children attend secondary school, the research aimed to understand the role that refugee children's aspirations may play.** The study found that refugee children were ambitious for their futures and their parents generally shared in that ambition.

**When children were asked how long they wanted to pursue their education, the common response was to degree level.** Three quarters of parents were supportive of their children's academic aspirations, whilst a quarter thought there were competing activities.

**The most common aspiration for after schooling was to work in public service or in a role contributing to society, with doctor as the most frequent future job given for both boys and girls.** The jobs mentioned became more diverse in urban areas (e.g. wanting to become a

dentist rather than a doctor, an artist or a fashion designer), suggesting more exposure to various kinds of careers in urban areas. Some other jobs were region-specific. All those who wanted to become pastors were not only boys but also in Gambella. Similarly, in Somali region, where there is a stronger culture of entrepreneurship, some children aspired to be in business. Boys gave a more diverse list of jobs on the whole, whereas doctors and teachers were dominant responses of aspirations held by girls.

**Limitations were recognized by respondents and many related to the experiences of others in the community.** When asked about the limitations for future jobs, the right to work was not discussed and neither were the recent changes under the CRRF. Two themes came up in discussions; one was the discouraging effect of watching other young people graduate and then fail to find employment and the second was the pervasive view of the role of girls and women.

**It is recommended that the high levels of ambition displayed by refugee children be harnessed as an incentive to keep children in school and utilized in tackling some of the major drivers of school drop-out.** Whilst there are increasing scholarship opportunities for tertiary education, without tackling the low secondary school enrolment amongst refugee communities (as well as quality issues), only a small number of children will reach their potential.

### What does a refugee child's life look like outside of school?

**Global literature increasingly links a child's experiences outside of school to their academic performance and achievement.** Therefore, this research explored the ways in which children spend their time outside of the classroom.

**A third of the responses given indicated that after school, children helped their parents.** Girls reported this more commonly than boys. The types of chores children participated in included cooking, cleaning, washing clothes and looking after younger siblings. The second most common response given was that after school, children studied. Some girls said there was little time to study after school once they had finished helping the family.

**Other than chores and studying, children also discussed social activities as common, although space and facilities were limited.** The third most commonly mentioned after school activity for children was playing sports or socializing. The girls primarily discussed socializing with friends, whereas the boys talked about playing sports together. In fact, almost five times as many boys reported playing sports as girls.

**It is recommended that education and child protection partners continue to work together to build a comprehensive picture of a child's life outside school.** Regular, joint needs assessments can utilize this information for education provision and may influence issues such as the opening hours of school facilities, solar lamps with dedicated study uses, play and recreational spaces.

## CHAPTER 1: Background

### 1.1. Ethiopia's refugee context

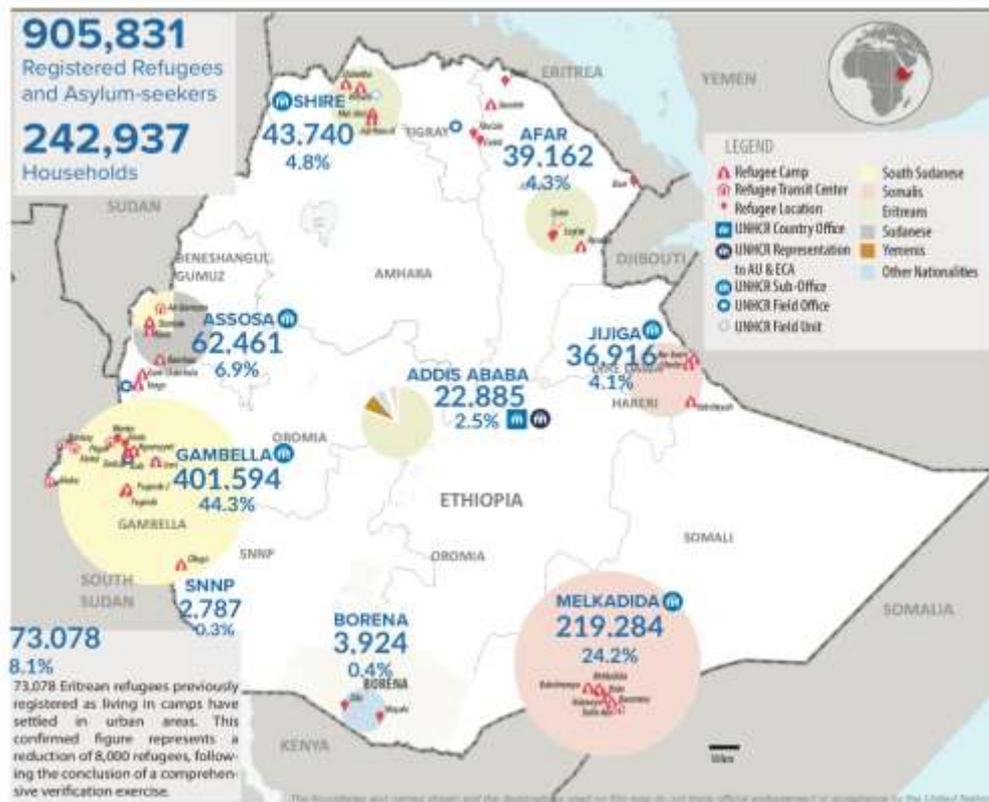


Figure 1: UNHCR Refugee Map as of August 2018

Ethiopia currently hosts the second largest number of refugees in Africa (over 900,000)<sup>1</sup>. Overall, 48 percent of the refugees in Ethiopia are South Sudanese, 28 percent are Somali, 19 percent are Eritrean, 5 percent are Sudanese, 0.2 percent are Yemeni and 0.6 percent are of other nationalities<sup>2</sup>.

The number of refugees in Ethiopia has risen sharply in recent years. In Gambella region in particular, the refugee population increased from approximately 278,000 in September 2015 to 401,594 in August 2018<sup>3</sup>. Despite these recent increases, UNHCR projects that the total number of refugees in Ethiopia will decrease to 860,000 by the end of 2020, reflecting

<sup>1</sup> 905,831 as of August 2018 when the numbers were frozen to allow for a new registration system, L3, to be introduced. Updates are expected to resume from June 1 2019. See UNHCR (2019), Ethiopia Fact Sheet, April 2019 for details.

<sup>2</sup> UNHCR (2019), Displaced and Disconnected, Country Reports.

<sup>3</sup> UNHCR (2019), Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

improving conditions and opportunities for return to Somalia<sup>4</sup>. It is not yet known whether the recent peace deal<sup>5</sup> in South Sudan will impact these numbers.

Refugees primarily live in or close to one of 26 camps near the borders of their countries of origin in five regions of Ethiopia; Tigray, Afar, Benishangul-Gumuz, Gambella and Somali Regional States. All except one of these hosting regions (Tigray) are referred to as “emerging regions”, the least developed areas of Ethiopia, which are typically under-developed and under-served by basic services.

Around 98,000 refugees live in areas outside of camps, through an official Out of Camp Policy and other arrangements. The majority of these are refugees of Eritrean origin, since they are currently the only nationality eligible for the Out of Camp scheme, initiated in 2010. However, this scheme is planned to be expanded (as part of the CRRF process) and there are already other circumstances that require refugees to live outside of camps, such as health or protection issues or because they are at an advanced stage of a particular asylum process such as family reunion or resettlement. Almost 23,000 of these refugees live in Addis Ababa, whilst others live in and around other urban centers throughout the country<sup>6</sup>.

Ethiopia's refugees come from protracted and complex emergencies. There are limited opportunities for returning to their countries in the medium term and the options for durable solutions such as resettlement have seen a down tick in recent years. Therefore, the average and projected lengths of stay for refugees in Ethiopia is long-term. Irregular migration is also an avenue pursued by a number of refugees, with high levels of onward movement particularly amongst Eritrean refugees.

## 1.2. Ethiopia's refugee policy

Ethiopia has a long-standing open-door policy for refugees and grants prima facie refugee status on the basis of nationality, leading to protection and support in line with the 1951 Refugee Convention. This historic support was further bolstered in 2016 by the then Prime Minister's international commitments as part of the Leaders' Summit on Refugees at the UN General Assembly in New York. This summit led to both the New York Declaration for Refugees and Migrants and the Comprehensive Refugee Response Framework (CRRF)<sup>7</sup>.

Ethiopia played a central role in this international process, making nine pledges to expand the opportunities for and rights of refugees hosted in Ethiopia, and becoming a pilot country for the implementation of the CRRF. The pledges strengthened the provision of durable solutions for refugees in Ethiopia by introducing new options for integration for those who have been in the country for over 20 years. Another one of these pledges was education-specific with

<sup>4</sup> UNHCR (2019), Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

<sup>5</sup> Revitalized Agreement on the Resolution of the Conflict in the Republic of South Sudan (R-ARCSS)

<sup>6</sup> UNHCR (2018), UNHCR Ethiopia: Urban Refugees Factsheet (December 2018)

<sup>7</sup> United Nations General Assembly. 2016. “71/1. New York Declaration for Refugees and Migrants.” Resolution adopted by the General Assembly on 19 September 2016.

ambitious aims of increasing refugee enrolment in school across all level<sup>8</sup>. The Government of Ethiopia pledged to increase enrolment in pre-primary, primary, secondary and higher education to refugee without discrimination and within available resources. This includes specific targets for each level: Pre-school level from 46,276 (44%) to 63,040 (60%), primary level from 96,700 (54%) to 137,700 (75%), secondary level from 3,785 (9%) to 10,300 (25%) and higher education from 1,600 to 2,500. Plans were immediately set into motion domestically to achieve these nine pledges with a roadmap published the following year<sup>9</sup> and the development of an upcoming strategy and updated law.

Ethiopia's National Comprehensive Refugee Response Strategy is still in draft form, but the Refugee Proclamation was updated and passed in early 2019<sup>10</sup>. The law clarified the rights of refugees to an education in Ethiopia, granting them the same rights as nationals to pre-primary and primary level schooling and access within available resources to secondary school and tertiary education. This is complemented and explained further by a series of other agreements between the Government ministries and agencies working in the field, some of which pre-date the law and are now better reflected in the new legal framework<sup>11</sup>.



Figure 2. Refugee girls walk to school in Somali region

The Strategy is much anticipated in its goal and direction-setting for the domestic implementation of the CRRF. The goal of the Strategy in its draft form is to ensure the self-reliance and resilience of refugees and host communities; and to prepare refugees for durable solutions by supporting their socio-economic integration and a phased transition out of the

<sup>8</sup> Administration for Refugee and Returnee Affairs. 2017. "Roadmap for the implementation of the Federal Democratic Republic of Ethiopia Government Pledges and the Practical Application of the CRRF in Ethiopia." Addis Ababa: Administration for Refugee and Returnee Affairs.

<sup>9</sup> Ibid.

<sup>10</sup> Proclamation no.1110/2019, gazetted 27<sup>th</sup> February, 2019.

<sup>11</sup> See below at *Ethiopia's refugee education sector*

current camp-based model of assistance<sup>12</sup>. Initiatives and plans for different areas of work will follow to implement this.

### 1.3. Ethiopia's education sector

Although Ethiopia's education sector is historically underdeveloped it has seen significant gains in recent times (most notably in achieving near universal primary enrolment at the national level) through ambitious development planning and support. However, there are still considerable challenges, including high repetition rates, high drop-out rates, overage enrolment and low completion rates<sup>13</sup>. Whilst 88 percent of enrolled students remain in school until grade 5, only 58 percent of students complete primary school.<sup>14</sup> Gender parity issues persist; 56 percent of female students complete grade 8 in comparison to 59 percent of boys<sup>15</sup>. In the emerging regions, the averages tell a different story. Survival rate to grade 5 is 80 percent in Addis Ababa, whereas in Gambella and Afar (both refugee hosting regions), it was only 49 percent and 29 percent respectively as of 2016/17<sup>16</sup>. There are gender parity issues in all refugee hosting regions, with the lowest parity achieved in Afar (0.59)<sup>17</sup>.

Ethiopia's overall development priorities are enshrined in Five Year Plans, the most recent being the Growth and Transformation Plan II (GTPII). GTPII's educational priorities are access and quality improvement across general, TVET and higher education. Specifically, it sets the target of 100 percent Gross Enrolment Rate (GER) in primary education by 2019/2020 and to reach 80 percent GER for secondary school in the same period. Improving gender parity and closing the gap between urban and rural children's opportunities are also priorities. For teaching, the target is to increase the percentage of qualified teachers from 20 percent to 70 percent<sup>18</sup>.

The Education Sector Development Plan is now in its fifth planning phase and current priorities include capacity development for improved management, improving the quality of general education, as well as access, equity and internal efficiency of the system. The Ministry of Education's work to achieve this is supported by the General Education Quality Improvement Program for Equity (GEQIP-E), the third phase of funding from the World Bank and a multi-donor trust fund. The program supports reforms including enhancements to quality assurance and inspections; improvements in the distribution of grants to schools; development of a new strategic framework for teacher training and development, and a new school-based program for teacher professional development.

The Education Sector Development Plan V (ESDP V) includes provisions on Education in Emergencies, primarily through teacher training and support to continue education during crises. Integration of refugee education and the commitments of the pledges during the mid-term review were also planned, though this is currently outstanding.

<sup>12</sup> UNHCR (2019), Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

<sup>13</sup> UIS (2018) Ethiopia. Geneva: UIS.

<sup>14</sup> MoE, Education Statistics Annual Abstract (ESAA), 2017/18.

<sup>15</sup> *Ibid*

<sup>16</sup> MoE, Education Statistics Annual Abstract (ESAA), 2016/17.

<sup>17</sup> *Ibid*.

<sup>18</sup> FDRE (2015) *Growth and Transformation Plan II*.

## 1.4. Ethiopia's refugee education sector

Ethiopia's refugee education sector is currently run as a parallel system of service delivery, overseen by the Agency for Refugee and Returnee Affairs (ARRA). However, due in part to the arrival of the CRRF with its new approach, there has been increased cooperation with and involvement of the Ministry of Education, as well as alignment with national and regional educational policies and standards. ARRA has a strong awareness of MoE policies and practices<sup>19</sup> and all refugee schools utilize the Ethiopian curriculum.

The overarching policy for refugee education has been the National Refugee Education Strategy 2015-2018, which aligned with the previous Education Sector Development Plan (ESDP IV). With the framework of education as a continuum at its core, the foundation of this strategy is that the access to and quality of each level of education must be high enough to ensure access to the next level. The Strategy focuses on access to high quality education that provides physical protection and skills development. Given the current low enrolment rates of girls, interventions are aimed at achieving gender parity at all levels and in the long-term. This strategy came to an end in 2018 and it is now envisaged that rather than development of a new refugee specific strategy, there will be mainstreaming of refugee education into the next ESDP<sup>20</sup>. MoE is also working on a three year Costed Plan for refugees and host community as part of the IGAD Djibouti declaration on integration of refugees into the national systems<sup>21</sup>.

Policy is also supporting the collaboration between MoE and ARRA. Policy space was initially opened up to increase the technical supporting role of the MoE, Regional Education Bureaus and Woreda Education Offices through a series of circulars and directives. The MoE Circular 02 dated February 2009<sup>22</sup> directs that refugee students should be allowed to enrol in host community schools if they have a refugee ID, papers from their country of origin or placement examinations organized by the nearest Regional Education Bureau. A later circular from the Ministry of Education, dated June 2013, identifies areas of collaboration between MoE and ARRA, instructing directorates and Regional Education Bureaus to provide support requested by ARRA by way of school inspections and other supervisory and professional support, short-term teacher training, educational materials and inclusion of refugee students in examinations and other educational activities<sup>23</sup>. There is a further directive on higher education<sup>24</sup>.

Another growing area of cooperation and harmonization is through data. Refugee information is now being included in the Education Management Information System (EMIS). For the last two years (2016/2018 and 2017/2018), a limited set of refugee data has been

<sup>19</sup> UNESCO IIEP (Unpublished), Promising policies for the effective management of teachers in refugee contexts in Ethiopia, Summary of Preliminary Findings, 2019.

<sup>20</sup> UNHCR (2019), Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

<sup>21</sup> Comments on draft report from UNHCR Ethiopia, received 3 June 2019.

<sup>22</sup> MoE (2009) Education Circular, Ref 11/1-3456/1098/35, February 2009. [Translation provided by UNHCR]

<sup>23</sup> MoE (2013) Circular on General Education for Refugees, Ref 131-1/795/8297/35, June 2013. [Translation provided by UNHCR]

<sup>24</sup> Not detailed here as this piece focusses on primary and secondary education.

incorporated as a separate chapter into the Educational Statistics Annual Abstracts, including enrolment rates (GER and NER), some completion rates, pupil-teacher and pupil-classroom ratios and other important information<sup>25</sup>.

National assessments on learning outcomes so far have not included refugees but there is a plan to include refugees in the upcoming assessments<sup>26</sup>.

This work has been extensively supported by donors and implementing partners in humanitarian and development sectors. UNHCR currently funds all of the day-to-day refugee education system through its funding of ARRA, EOC-DICAC, NGO partners and its own education work. This also includes university scholarship provision. There are currently two major donor projects in progress; *Education Cannot Wait*, a multi-partner project which UNICEF leads and *Building Self-Reliance of Refugee and Vulnerable Host Communities*, financed by UK Department for International Development, DFID, and led by UNICEF. This work has supported EMIS, teacher training, school assessments, capacity building and joint planning workshops bringing ARRA and Regional Education Bureaus (REBs) together at the regional level. In addition, there are around 13 NGOs who are actively involved in implementing Early Childhood Care and Education (ECCE), primary and secondary education<sup>27</sup>, as well as a number of others who provide support through accelerated learning, child protection, sports, school feeding, TVET, and secondary migration work.

Solidifying this growing cooperation and in order to agree ways of working in the context of large donor projects, the Ministry of Education and ARRA signed their first Memorandum of Understanding in May 2019, which includes new arrangements on the introduction of school grants to refugee schools and the incremental transfer of refugee secondary school to government administration (MoE)<sup>28</sup>.

The Regional Economic Community to which Ethiopia belongs and of which it is the long-term Chair, the Intergovernmental Authority on Development (IGAD), has also been proactive in the area of refugee education, particularly on matters which require cross-border cooperation. In December 2017, the IGAD Member States agreed on the Djibouti Declaration for Refugee Education<sup>29</sup>, which commits countries to integrate refugees into their national education policies, strategies, programs and plans of action by 2020. The Action Plan accompanying the Declaration contains further commitments on protection at school, developing minimum standards for refugee education, as well as the accreditation, certification and mutual recognition of education programs to promote the inclusion of

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<sup>25</sup> EMIS data available for mainstream schools but not for refugee schools include; repetition rate, drop-out rate, survival rate to Grade 5, textbooks, school facilities and examination results.

<sup>26</sup> Comments on draft report from UNHCR Ethiopia, received 3 June 2019.

<sup>27</sup> IRC, Plan International, AHA, Save the Children International, Danish Refugee Council, Right to Play, EECMY, DEC, Edukans, ESREB, JRS, DICAC and World Vision International. Source: UNHCR and ARRA Accountability Matrix, 201

<sup>28</sup> GoE (2019), Memorandum of Understanding between MoE and ARRA for the implementation of Refugee Education Programs.

<sup>29</sup> Intergovernmental Authority on Development (2017), "Djibouti Declaration on Regional Conference on Refugee Education in IGAD Member States."

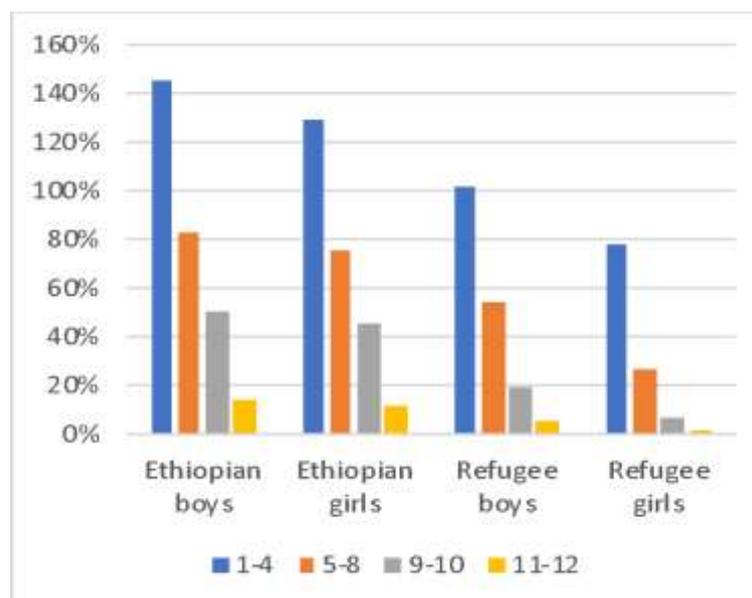
refugee learners and teachers into national systems<sup>30</sup>. Commitments are due to be enacted domestically before 2020, including in Ethiopia.

Similarly, the Nairobi Declaration on Durable Solutions for Somali Refugees and Reintegration of Returnees in Somalia commits IGAD member states (including Ethiopia) to enhancing education opportunities for Somali refugees.

### 1.5. Ethiopia's refugee children and their education<sup>31</sup>

With growing refugee numbers, a large proportion of children and protracted lengths of stay, educating refugee children in Ethiopia is a complex task. At the beginning of 2019, more than half (57 percent) of all refugees in Ethiopia were children<sup>32</sup>. Preliminary data from the 2018/19 academic year notes a total of 196,350 refugee students enrolled in the different levels of education, including 126,383 in primary and 11,123 in secondary<sup>33</sup>. In the previous academic school year, the primary school figures were significantly higher and the secondary figures much lower<sup>34</sup>. In any case, these figures are approaching the Government targets set out by the CRRF pledges to grow refugee enrolment in schools of all levels<sup>35</sup>.

Figure 3. Gross enrolment rates, 2017/18 (ESAA)



<sup>30</sup> IGAD (2017) *Djibouti Plan of Action on Refugee Education in IGAD Member States*, Annex to the Djibouti Declaration on Refugee Education.

<sup>31</sup> This data does not account for the approximately 1,300 refugee camp-based students<sup>31</sup> who currently attend national schools, as well as all out of camp refugee children, since this information is not collected as part of EMIS.

<sup>32</sup> UNHCR (2019), Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

<sup>33</sup> As well as 55,735 at ECCE and 3,109 at tertiary level. Note: this is not EMIS data but comes from UNHCR (2019), Ethiopia Fact Sheet, April 2019

<sup>34</sup> In 2017/18, the figures were 147,630 and 6,560 respectively. Ministry of Education (2018), ESAA, 2017/18

<sup>35</sup> The Government's target is to increase primary refugee enrolment to 137,000 and secondary refugee enrolment to 10,300.

The overall GER in refugee primary schools in 2017/2018 was 67 percent, including large over-age enrolment. This represents a significant improvement from the 2016/17 GER of 62 percent,<sup>36</sup> but still trails behind the national GER of 109 percent for Ethiopian children. In addition to the access issues demonstrated by low enrolment rates, refugee children are less than half as likely to complete primary school than their Ethiopian peers. The primary completion rate for refugee children in 2017/18 was 22 percent compared with the national average of 58 percent.<sup>37</sup>

The situation was worse at secondary level, where the overall secondary GER for refugees was 9 percent in 2017/2018 with the GER for upper secondary at just 3.5 percent. In contrast, the overall secondary GER for Ethiopian children was 31 percent, falling to 13 percent in upper secondary. In addition, a large number of refugee children who are secondary school-age remain enrolled in refugee primary schools, causing large numbers of over-aged enrolment.<sup>38</sup> There are limited educational opportunities to address education needs for children previous out of school in primary and secondary other than formal education. For these reasons, most of the eligible secondary children require alternative education intervention other than formal education<sup>39</sup>.

Gender disparity in refugee education is a serious issue. Only 12 percent of refugee girls complete primary school, compared to 30 percent of boys (and 56 percent of girls in the general population)<sup>40</sup>. The GER in upper secondary (grades 11-12) for refugee girls was just 0.7 percent in 2017/18.

Another particular challenge for refugee education provision is planning in the context of a protracted refugee situation, which experiences frequent rapid influxes. A UNESCO-IIEP survey found that 93 percent of sampled refugee schools reported having experienced an emergency, in comparison to 45 percent of host community schools surveyed<sup>41</sup>.

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<sup>36</sup> Ministry of Education (2017), ESAA, 2016/17

<sup>37</sup> *ibid.*

<sup>38</sup> *ibid.*

<sup>39</sup> Comments on draft report from UNHCR Ethiopia, received 3 June 2019.

<sup>40</sup> ESAA, 2017/18; ESAA, 2016/17

<sup>41</sup> MacEwen L., (2019) Crisis-sensitive Educational Planning for Refugees and Host Communities in Ethiopia.



*Figure 4. Entrance to refugee secondary school in Somali region*

## 1.6. Motivation for the study

Most information about refugee children and their schooling in Ethiopia has been held by various stakeholders in the form of institutional knowledge and experience, project reporting and monitoring, knowledge sharing products and humanitarian reporting such as operational reports and data portals. However, this information has not led to systematic analyses of key educational issues. Since the focus of educational programming thus far has been on increasing access to schools for refugee children, most data collected has been quantitative. There has also been a focus on the structural barriers to learning (such as the lack of infrastructure) rather than detailed explorations of the cultural, social and economic issues that influence learning. By designing a study that gathers the perceptions of pupils, teachers and parents, the current study shifts the focus from a school-centric perspective to a deeper understanding of refugee learners.

This qualitative case study was designed in order to complement the quantitative data available on refugee education in Ethiopia with a detailed and nuanced understanding of learning constraints and opportunities through the eyes of refugee children themselves. The study was designed to inform the World Bank's ongoing and pipeline operations and analytical work on refugees and displacement in Ethiopia<sup>42</sup>, as well as to support the Government of Ethiopia (MoE and ARRA) in its delivery of services to refugees hosted in country, in particular with its efforts to implement its pledges as a pilot country for the Comprehensive Refugee Response Framework (CRRF). As the Government of Ethiopia work towards their CRRF pledges, a fuller picture of the experiences, opportunities and barriers of refugee children in learning will be required to inform effective programming.

<sup>42</sup> In particular, Additional Financing to GEQIP-E for Refugees Integration (P168411); Support to operationalizing forced displacement program in Ethiopia, Kenya and Uganda (ID: P167196)

## 1.7. Research Question

This research aims to answer the overarching research question:

**What are the perceptions and experiences of refugee children studying in Ethiopia?**

Within this question, the research explores the following five sub-questions:

- What does a refugee classroom look like?
- What do refugee children learn and how?
- What factors inhibit refugees from learning optimally?
- What are the aspirations of refugee children?
- What does a refugee child's life look like outside of school?

## 1.8. Study sites and participants

As Table 1 shows, the areas chosen as sites for this study were Gambella region, the Jigjiga area of Somali region and the city of Addis Ababa. These were deliberately chosen to represent a diversity of refugee and host community circumstances, selecting areas with different issues at play to give an opportunity for comparison. By utilizing a case study approach, the report aims to de-homogenize refugee learners, instead drawing a fuller picture of their characteristics and profiles by region and other key factors.

Table 1. Study sites, participants and data collection methods<sup>43</sup>

Study Region	Study Sites	Focus Group Discussions			School/Lesson Observations			
		Total N of FGDs (and types)	Total N of Participants in FGDs (M/F) (by type)	Avg. time of FGD	N of KIIs (and types)	Avg. time of KII	Number of Schools	Total N of Classrooms/Lessons Observed
Gambella Region	Tierkedi camp	10	101 participants: 39 F and 62 M	55 minutes	3	49 minutes	3	3
	Pugnido camp	12	117 participants: 44F and 73M	43 minutes			3	3
Jigjiga Area (Somali Region)	Aw-Barre camp	9	77 participants: 36 F, 41M	52 minutes	5	39 minutes	2	2
	Sheder camp	9	65 participants: 34F, 31M	61 minutes			2	2
Addis Ababa	(Various locations)	6	61 participants 33F, 28M	58 minutes	0	N/A	2	2
Total Participants		421 participants 186 females and 235 males			N/A			

Ethnically, culturally and linguistically, Somali region is the most homogeneous, with both the refugee and host communities coming from many of the same clans and speaking the same language. At the other end of the spectrum, Gambella region faces serious tensions. The refugee population there is almost as large as the Ethiopian population and refugees outnumber Ethiopians in a number of refugee-hosting woredas. New arrivals are almost all of

<sup>43</sup> Participants broken down by type (parent, teacher and student) below at 1.9 Methodology.

Nuer ethnicity<sup>44</sup>, whilst the Ethiopian population in the Gambella Region is a mix of both Nuer and Anuaks, as well as smaller populations of Majang, Komo and Opo. This change in balance in such large numbers has exacerbated existing tensions between the region's these main two ethnic groups and there have been episodes of violence since 2016<sup>45</sup>. In Addis Ababa, as a capital city, the population is more of a melting pot. However, the language of communication is Amharic and most people are Ethiopian, if of varying ethnicities and refugees report low levels of integration or expectation for integration<sup>46</sup>. The refugee population in Addis is the most diverse in the country representing 26 nationalities as of 2017<sup>47</sup>.

Another area of diversity is in the length of stay. In Gambella, two camps were selected for the research: Tierkedi and Pugnido. In Tierkedi camp in the north, most refugees arrived during the influx in 2016 or after and are therefore newer arrivals to Ethiopia. In Pugnido camp in the south, many of the refugees arrived over 20 years ago and have been identified as the first tranche of potential beneficiaries for the new durable solution of integration into Ethiopian society under the updated Refugee Proclamation. In the Jigjiga area of Somali, two camps were selected: Aw-Barre and Sheder. There are no new arrivals in this part of Somali region and refugees in these two camps arrived over 15 years ago. In Addis Ababa, refugees are spread throughout the city. Since the refugee population there is mixed it is unknown how long the average length of stay is but the population as a whole is very diverse in circumstances.

Finally, the study includes refugees who accessed both refugee-specific and mainstream services. In Gambella, there are very few host community schools attended by refugee students because of the underlying tensions, whereas there are a number of host community schools attended by refugee students in the Jigjiga area of Somali region. Less is known about where and how refugee children learn outside of a camp setting in urban centers such as Addis Ababa (a primary reason for its inclusion in the study). There are no parallel refugee schools in urban settings and so children are presumed to attend private or public schools alongside their Ethiopian peers. It is known that many prefer to utilize the private system where possible, which provides a diversity of choice including religious schooling<sup>48</sup>.

The research team, initially facilitated by the Addis Ababa Education Bureau, identified a number of schools in Addis attended by refugees at the time of the study and found the total numbers of refugee students attending through direct communication with individual school management. UNHCR and MoE also made valuable suggestions of schools to contact. One primary school and one secondary school were selected based on those with the highest number of refugee students.

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<sup>44</sup> 91 percent. Source: UNHCR (2018), Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

<sup>45</sup> UNHCR (2018), Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

<sup>46</sup> UNHCR (2018), Participatory Survey in Addis Ababa.

<sup>47</sup> UNHCR (2017), Participatory Survey in Addis Ababa.

<sup>48</sup> UNHCR (2017), Participatory Survey in Addis Ababa.

Table 2. Summary of study population at each study site

	Gambella region	Jijiga (Somali region)	Addis Ababa
Population composition	Diverse (ongoing tensions between Nuer and Anuak populations, as well as smaller tribes)	Homogenous (refugee and host populations have same clans and languages)	Most diverse (26 nationalities <sup>49</sup> )
Length of stay	Mainly newly arrived. Tierkedi camp (most refugees arrived 2016 and after) and Pugnido camp (most refugees arrived over 20 years ago)	Mainly long-term stays. Aw- Barre camp and Sheder camp (most refugees arrived over 15 years ago)	Arrival length of stay of most refugees unknown due to the mix of people
Education services accessed by refugee children	Almost all parallel services. Only one host community school known to have refugees attending	A number of host community schools attended by refugee students	Unknown where and how most refugee students access education (mostly private)

## 1.9. Methodology

At the onset of the study, key areas to be explored were formulated to fill current knowledge gaps and complement ongoing research through a process of desk review and stakeholder consultation. A literature review, including a review of international literature, helped to identify major areas of exploration, as well as key words for an Ethiopia focused search. The research team then held a research mapping workshop on 26 November 2018 to identify ongoing work and knowledge gaps with NGOs, INGOs and UN agencies implementing refugee education in Ethiopia<sup>50</sup>. This was expanded and verified through work with UNHCR, UNICEF and the Regional Durable Solutions Secretariat (ReDSS) to ensure a wide-ranging set of grey literature and data sources. During this research mapping process, stakeholders worked together to identify and categorize the gaps in knowledge and useful future areas to explore. These categories included: (i) issues of quality of education; (ii) barriers to education; (iii) aspirations of learners and their families; (iv) and school level practice.

Two tools were developed for this study: a school observation template (see Appendix 2) and a focus group discussion (FGD) template (see Appendix 3). All of the data were transcribed into English and analysed with coding methods using the qualitative analysis software AtlasTI.

**Focus Group Discussions (FGDs).** The sample size was moderate in Somali and Gambella regions, with 18 and 22 FGDs respectively, whilst it was small in Addis Ababa with only 6 FGDs. Focus groups were split by type; parents of primary students (5), parents of secondary students (4), parents of out of school children (5), primary students (14), secondary students (9), primary school teachers (5), teachers at refugee secondary schools (2) and teachers at host community secondary schools (3). Students were separated by gender and a female facilitator and interpreter was utilized (where possible) with female students. Teacher groups included both refugee incentive teachers and national teachers for primary schools. Parent

<sup>49</sup> UNHCR (2017), Participatory Survey in Addis Ababa.

<sup>50</sup> These were identified through the UNHCR Accountability Matrix, which is the comprehensive list of agreed mandates in Ethiopian refugee camps.

groups included mothers and fathers as well as parents who attended Parent Teacher Association (PTA) and those who did not.

In addition to asking about various topics such as learning barriers, FGDs included separate discussions on psychosocial aspects, safety and SGBV, although the team were unsure how open respondents would be to talk about them. These were exploratory inclusions. However, the discussion led to some interesting insights explained in the findings section.

The psychosocial aspects of refugee learning were dealt with in a relatively small section of the discussion and not explored too intimately, given the confines of time, the limited opportunity to ensure privacy in a school setting, the large scope of the research and the low capacity for therapeutic follow up on issues raised. Therefore, psychosocial questions were framed very generally with children (*How do you feel in school? How do you feel in different spaces in school? What are your favourite and least favourite spaces in school?*) Children did not engage deeply in this topic of conversation and predominantly stayed quiet or gave practical answers to the questions and therefore this data has not been utilized in this report as it was not possible to analyse. Parents and teachers were much more forthcoming and thus their responses are explained in the findings section.

Similar to psychosocial aspects, it was not known how open to talking about safety and SGBV respondents would be but it was felt to be important to include in the research tools in an appropriate manner. Most questions were asked about general perceptions of safety. Space was given for respondents to give their own examples, which were then coded into categories of safety concern as part of the data analysis. Safety and SGBV is included as a section of the findings.

**School Observations.** Observations were conducted in 12 schools; 6 in Gambella, 4 in Somali region and 2 in Addis. All of these facilities were recorded using an observation tool. Given the information that is already known about the lack of qualified teachers and the large class sizes in refugee schools, there is often an assumption that the quality of education delivery will consequently be low. However, this research endeavoured to investigate this theme more deeply and complement the existing quantitative data available through EMIS with a qualitative exploration with students and parents, measuring their perceptions about teaching and educational quality.

**Secondary research.** As the current study was designed to collaborate with and complement ongoing analytical work including the World Bank's Skills Survey (2018)<sup>51</sup>, additional analysis on the data collected during the Skills Survey has been included as boxes within the text of this report. This analysis is new, looking at the links between education and some of the other indicators in that survey and is additional to the rich information available in the original report.

The Skills Survey was a wide-ranging household questionnaire undertaken with refugees and host communities with a large sample size of 19,722 refugees and 7754 host community members. The survey took place in Benishangul-Gumuz, Gambella, Tigray, Afar and the

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<sup>51</sup> World Bank, 2018, "Informing Durable Solutions by Micro-Data: A Skills Survey for Refugees in Ethiopia

Melkadida area of Somali region. Figures and percentages in the boxes in this report are averages of the refugee respondents across these sites and therefore the reader should be aware that the research sites do not neatly overlap. This is why the analysis has been included in separate boxes. There was one common research camp site between the two, Tierkedi camp in Gambella. Where possible, analysis specific to this site has also been included for comparison's sake.

## CHAPTER 2: What does a refugee classroom look like?

Refugees learn in a variety of settings. Around 90 percent of refugees in Ethiopia live in camp settings in the regions that border their countries of origin. These camps are coordinated by the Agency for Refugee and Returnee Affairs (ARRA), who run a primarily parallel set of basic services, specific to the camps. For camp-based refugees, there are therefore three main types of schools that refugee children attend from Grades 1-12; (i) ARRA primary schools<sup>52</sup>, (ii) EOC-DICAC secondary schools<sup>53</sup> and (iii) host community (MoE) secondary schools. In urban settings, there are only host community schools as there are no parallel services, though access to services is facilitated by EOC-DICAC and other NGOs. In terms of school set up and facilities, refugee schools and host community schools that refugees attend are all governed by minimum standards set up by the MoE.



*Figure 5. Students in a classroom in a refugee school in Somali region*

In Ethiopia currently, there are a total of 61 refugee primary schools<sup>54</sup> run by ARRA which are located within the camps. These primary schools were mainly constructed by NGOs when the camps were being established or more recently by ARRA itself. As per the MoE minimum standards, the schools consist of blocks of classrooms as well as separate buildings to house the school facilities. According to these standards, school buildings should include a library and a pedagogy center. They may also include teachers' offices and a girls' center. In addition,

<sup>52</sup> In one new camp in Gambella (Nguenyiel) and Benishangul Gumuz (Gure-Shembola), these schools are currently run by Plan International with plans to transfer to ARRA once the camps move from emergency setting.

<sup>53</sup> One refugee secondary school in Gambella is run by World Vision International.

<sup>54</sup> Information provided by UNHCR Ethiopia by email, December 2018.

most refugee primary schools offer school feeding and so there is often a set up for cooking, serving and dining. The buildings tend to be concrete with corrugated iron roofs and decorated on the outside with educational paintings.

According to key stakeholders met during camp visits, almost all the students attending refugee primary schools are refugees (though this has not been systematically assessed). Similarly, almost all enrolled refugee children living in camps are thought to attend refugee primary schools<sup>55</sup>. Interestingly, in one instance (in Somali region), there is one compound shared by a refugee primary school and a host community primary school (each on either side of the school playground).

In urban centers, there are no schools specifically for refugee students, so children have the right to attend public or private schools, though the rates at which they attend these schools are not recorded either.



*Figure 6. Girls' center in a refugee school*

At the secondary level, there are two common types of schools available to refugee students who live in camps. The first includes 14 refugee-specific schools<sup>56</sup>, 13 of which are run by the Ethiopian Orthodox Charity (EOC-DICAC) and one run by World Vision International. There are four new secondary schools currently under construction, two in Gambella (Pugnido 2 and

<sup>55</sup> There are a few learners enrolled in host community primary schools in Afar and Tigray region but this is not clearly documented in terms of data. UNHCR comments on draft, 3 June 2018.

<sup>56</sup> Information provided by UNHCR Ethiopia by email, December 2018.

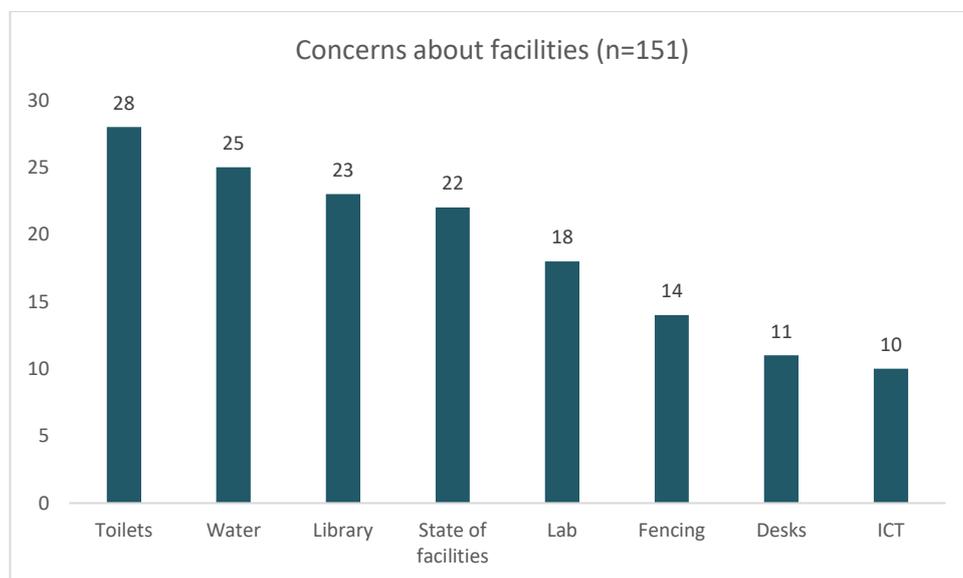
Terpham) and in Assosa (Bambasi and Tsore). These schools will benefit both host and refugee communities, funded as Model Inclusive Schools under the Education Cannot Wait fund<sup>57</sup>. The second are host community schools that refugees attend. These include ten schools in the vicinity of camps<sup>58</sup> As per guidelines, secondary schools should include an ICT room or mini media lab, a laboratory, and a pedagogy center.

In urban centers, out of camp refugees also attend host community secondary schools, including 45 in urban centers<sup>59</sup> (although the estimates vary).

Among the 12 schools included in the current study, observers found an average of 22 classrooms per school with the lowest being 10 classrooms in a Gambella refugee secondary school and the highest being 58 classrooms in an Addis Ababa host community secondary school. The average physical size of the classrooms was 62 m<sup>2</sup>, with the smallest classroom observed in a private secondary school in Addis Ababa (25m<sup>2</sup>) and the largest in a refugee secondary school in Somali region (100 m<sup>2</sup>). Only one of the twelve schools observed had temporary classrooms (made from tarpaulin).<sup>60</sup>

Accompanying the range in the physical size of the classroom, there was also a wide range in class sizes, with 18 to 28 students in one Addis school to 90 – 127 in one Somali school. An average number of students was not taken, however from official EMIS data<sup>61</sup>, it is known to be on the upper end of those figures, with 123 children per classroom.

Figure 7. Key concerns about facilities



<sup>57</sup> Comments on draft report from UNHCR Ethiopia, received 3 June 2019.

<sup>58</sup> UNHCR (2018), Mission Report: Focus on Secondary and Tertiary Education and TVET programmes, October 2018.

<sup>59</sup> UNHCR (2018), Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

<sup>60</sup> Two schools were facing issues with teacher payment whilst the research was being conducted and one of them had closed while the financial issues were resolved. One refugee secondary school in Gambella had started late this semester but catch up classes were in session.

<sup>61</sup> Which excludes Addis Ababa

Concerns about school facilities were mentioned in 151 instances during FGDs (mostly by students). As Figure 7 shows, the greatest percentage of these responses reflected concern about the state of the toilets in the school compound. This was of greatest concern in Somali region, accounting for 19 of the 28 responses at that study site. A boy at secondary school in Somali region explained: *“Our toilet is not clean and almost out of use. No one, neither the students nor the school administration, dares to clean it. You see waste everywhere in the toilet. It is not suitable to use. There is also no water in the school.”*

This was supported by the school observations undertaken as part of the current study, which rated all of the toilets visited as unhygienic. In addition, researchers noted a lack of water in a quarter of the toilets and in another quarter, some toilets were completely unusable. There has been no comprehensive WASH study undertaken of refugee schools to date<sup>62</sup> and in the meantime, these findings across both FGDs and school observations are insightful.

The second most common concern expressed by participants was the lack of water on the school compounds. This concern was raised only in Gambella and Somali region, as in Addis Ababa water supply is more reliable and available. Twenty percent of respondents concerned about water specifically linked the water deficit to drop-out or absenteeism among students and almost a third of responses linked the water problems to hygiene and sanitation concerns. One girl in Somali region mentioned both problems: *“We are facing a shortage of water, which is unquestionably essential to stay alive. Sometimes the shortage goes beyond our control. It even forces some of us to miss class. If the shortage continues, I fear that we will all become sick because of an epidemic disease that might arise from being unclean.”*

This concern reflects the widespread perceptions of FGD participants. Water is supplied to camps through water systems (which include schools) and where this fails, water trucking. A baseline report for the BSRP project found that 60 percent of surveyed schools had piped water supplies. However, the student: tap ratio ranged widely and only four schools met the UNHCR standard of 200 students per usable water tap. The average student to functional tap ratio in schools that used piped water as their main source of drinking water ranged between 370:1 and 390:1, almost half the UNHCR standard<sup>63</sup>.

Further exploration would be needed to explain the large difference between the quantitative data on water availability and the qualitative perceptions of students about lack of water. However, given that this concern was also raised by refugees who took part in UNHCR’s 2018 Participatory Assessment, it seems pertinent to undertake such a study on WASH in schools<sup>64</sup>.

The third greatest concern mentioned by participants was with regards to the school library: either the lack of a library, its small size or its limited book selection. Over half of schools observed in the study had a library. However, these were often locked or under-utilized and one was being used also as a classroom.

<sup>62</sup> Although there is interesting WASH data for schools in the BSRP baseline survey (Kimetrica, 2018).

<sup>63</sup> Kimetrica (2018) Evaluation of the UNICEF Ethiopia BSRP: Baseline Study Report. Sample of 45 refugee and host community schools across five refugee-hosting regions.

<sup>64</sup> UNHCR (2018) Consolidated Participatory Assessment.

A significant number of responses were about facilities in schools being ill-maintained, overcrowded, dirty, broken, old or of poor quality. This concern was raised across all research sites. The condition of the toilets and the desks were the most common complaints. This was supported by the school observation data which found that 67 percent of the schools observed had broken furniture and 25 percent had very broken furniture and facilities. One boy in Somali region explained: *“Our classroom has no ceiling on the roof. The wall is cracked and the door is almost out of use. Whenever someone passes by our classroom, there is noise, which will make us uncomfortable. Today, we have a chance to inform you about the reality. Even though we must leave this school this year, we want our brothers to learn in school which has better facilities compared to our experience. Many researchers come here and ask us how refugee education is. But none of them were able to bring a solution although we keep telling them what challenges we are facing.”*



*Figure 8. Computer lab in a refugee secondary school*

Respondents also spoke about the lack of a science laboratory or appropriate supplies (12 percent). This complaint was heard most often in the Somali region (10 out of 18 responses). During school observations, only 40 percent of the secondary schools observed had a laboratory and none of them were stocked with materials to operationalize the lab.

Other respondents discussed the lack of fencing around the school compound and this came up most often in Gambella. This was a particularly high concern for parents who felt that without a fence, intruders may enter the school compound and that they could not be certain where their children were. For instance, one parent of a primary school child in Gambella said: *“The school compound has no fence and students can just leave because there is no form of control; even the teachers do not assert control over the whereabouts of the student”.*

Teachers shared the difficulties in maintaining other facilities and avoiding damage or theft in the absence of a school fence.

Finally, respondents spoke about a lack of desks and problems with ICT. While all of the secondary schools observed did have ICT rooms, these varied in size, most were locked, and many were not being used because the school had no electricity.

## CHAPTER 3: What do refugee children learn and how?

Regardless of what type of school refugees attend, all of them learn from the same curriculum, which is set by the region in which they are learning. The language that they learn in varies by age and region. The general standard is to learn in the local mother tongue for lower primary (Grades 1-4), transition to Amharic or English for upper primary (Grades 5-8) and move to English in secondary (Grade 9-12). The stage of these transitions varies slightly by region. Table 3 below provides a detailed regional breakdown of this.



*Figure 9. Students participate in a discussion in a refugee primary school in Tierkedi camp*

Given the linguistic and curriculum differences by region, there are also textbook variations. Therefore, textbook procurement for the host community is decentralized to REBs, who procure books according to woreda-level needs. The woredas are then responsible for textbook distribution. Since there are inefficiencies and delays in this system, the GEQIP-E program supports the development of a new integrated, online system of textbook distribution and monitoring and improvement in the timely and complete delivery of textbooks to schools<sup>65</sup>.

Provision of textbooks in refugee schools runs through a parallel system with zonal ARRA offices collating the textbook needs and procuring them from REBs at their own cost. Given

<sup>65</sup> World Bank (2018), GEQIP-E Program Appraisal Document.

that this is outside of REB planning and that the books are often re-printed by different contractors, it can create problems with cost and timely delivery<sup>66</sup>. In both types of schools, there are often textbook shortages. As seen below in table 3, the number of textbooks available falls very much short of the minimum standards set.

Table 3. Textbooks required per pupil by grade

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9 & 10	Grades 11 & 12
Required	5:1	5:1	6:1	6:1	9:1	9:1	11:1	11:1	12:1	11:1
Actual in Aw Barre	0:1	0,76:1	0,65:1	0,79:1	0,15:1	0,31:1	0,5:1	0,29:1	N/A	N/A
Actual in Sheder	0,17:1	0,08:1	0,08:1	0,15:1	0,19:1	0,18:1	0,14:1	0,19:1	1,6:1	N/A
Actual in Tierkedi	0:1	0:1	0:1	0:1	0:1	0:1	0,02:1	0,02:1	0,43:1	N/A
Actual in Pugnido 1	0,18:1	0,37:1	0,19:1	0,34:1	0,28:1	0,3:1	0,33:1	0,72:1	0,63:1	1:1

Table 4. Languages used in study site schools<sup>67</sup>

Region	Refugee Schools			Host Community Schools		
	Grades 1-4	Grades 5-8	Secondary	Grades 1-4	Grades 5-8	Secondary
Addis Ababa	N/A	N/A	N/A	Amharic / Oromifa	Amharic	English
Afar	Afar	English	English	Afar	English	English
Benishangul-Gumuz	English	English	English	Regional mother tongues (various)	English	English
Gambella	Anuak / Nuer	English	English	Regional mother tongues (various)	English	English
Somali	Somali	English	English	Somali	English	English
Tigray	Tigrigna/ Kunama	English	English	Tigrigna/ Kunama	English	English

In terms of who teaches refugee children, the answer also depends on the grade of the child. ARRA refugee primary schools<sup>68</sup> are staffed in the lower grades (1-4) with refugee incentive teachers who are compensated at a low rate (500-800 ETB a month or 17-28 USD<sup>69</sup>) and come from diverse backgrounds with no requirement of a qualification or prior training on teaching and pedagogy. Approximately 64 percent of teachers in refugee schools are this kind of refugee incentive teacher<sup>70</sup>. The upper grades are staffed by Ethiopian national teachers, who are directly hired and contracted by ARRA and often have a better overall salary package than teachers at non-refugee schools in the community. Nonetheless, only 43 percent of teachers in refugee primary schools have minimum qualifications to teach at primary school level, in

<sup>66</sup> *Ibid.*

<sup>67</sup> Information supplied by UNHCR Ethiopia by email, 3 June 2019.

<sup>68</sup> Also those currently run by Plan International

<sup>69</sup> Based on XE currency exchanges rates as of 20 May 2019.

<sup>70</sup> As of March 2019, there were 1366 such 'refugee incentive' teachers and 773 Ethiopian teachers employed by ARRA and Plan International in refugee camp primary schools (UNHCR)

comparison to 87 percent of teachers in mainstream schools.<sup>71</sup> There are 444 male Ethiopian teachers and 46 female Ethiopian teachers, as well as 723 male refugee incentive teachers and 77 female refugee incentives teachers at these schools. This means there are almost ten times as many male teachers at refugee primary schools than female teachers<sup>72</sup>.

Although the increase in access to schools for refugee children is a success, one consequence has been that the number of children taught by one teacher has become particularly high as recruitment and budgets have not been able to keep up with the increases. Pupil-teacher ratios (PTR) are more than double those in national schools (108:1 versus 43:1,<sup>73</sup> increasing from 80:1 in 2016/17<sup>74</sup>).

Refugee secondary schools are run by EOC-DICAC (and one by World Vision International) and are staffed by Ethiopian teachers. Secondary schools, whether mainstream or refugee specific, are few in number in the regions where refugees reside. Therefore, most secondary schools in or in the vicinity of camps have mixed student populations. There are refugee children who attend host community secondary schools if they are close by and there are host community children who attend refugee schools. This is not the case in the primary level. Another key difference between refugee primary and secondary schools is the level of teacher qualification. In refugee secondary schools, 99 percent of teachers are qualified, although there is a deficit of continuous professional development (CPD)<sup>75</sup>. There are 102 males and only 16 females teaching at refugee secondary schools<sup>76</sup>.

The MoE and in particular, the REBs and Woreda Education Offices, have played an increasing role in refugee schools since the first policy circulars were developed in 2009<sup>77</sup>. Some quality measures that have resulted from this and from donor support include the development of School Improvement Plans (SIPs) by refugee schools and the introduction of school inspections. In Gambella and Somali regions, the school day operates on a split day basis.

### 3.1. Perceived quality

There is a mixed picture of how parents think their children are performing in school. Of the 58 parents who spoke about their children's progress, 30 parents were happy with how their children were doing in school. Parents in Somali were the happiest with their children's progress. Fourteen parents perceived issues with their children's progress and another fourteen parents were not aware of how their children were doing in school. One parent in Gambella mentioned: *"My child is performing well but since I am not educated I don't really know the changes."*

Some children expressed concern with their own progress and a number (9) feared failing the national examinations, particularly those in Addis and Somali region due to issues at the school. For instance, one female students in a secondary school in Addis Ababa said, *"The*

<sup>71</sup> MoE (2017), ESAA, 2016/17

<sup>72</sup> UNHCR (2018) Education Abstract Report Excel Spreadsheet, supplied by email.

<sup>73</sup> Ministry of Education (2018), ESAA, 2017/18

<sup>74</sup> Ministry of Education (2017), ESAA, 2016/17

<sup>75</sup> UNHCR (2018) Education Abstract Report Excel Spreadsheet, supplied by email.

<sup>76</sup> UNHCR (2018) Education Abstract Report Excel Spreadsheet, supplied by email.

<sup>77</sup> See section 1.5

*school may be closed for two weeks if the teachers don't get paid their salary on time. This happens almost every month. But we sit for the examination even though we did not cover all the content.*" Other children spoke about having no teacher for a core subject due to recruitment issues.

Gambella was the only study site where students spoke about the availability of catch up classes: one refugee secondary school in Gambella had started late this semester but catch up classes were running. This is unsurprising given that Gambella has the highest number of new arrivals, however it was lacking from the discussions in Addis, where there are also new arrivals.

Five respondents talked about a gender difference in rates of progression: Female students mentioned asking their male classmates for study support, while teachers noted the motivation and progress of female students lagged behind their male peers. One girl at primary school in Gambella said: *"When there is no teacher in class, we go to our male classmates, who can read better than most girls, and ask for their help."*

When parents were asked about their perceptions of differences *between* schools in Ethiopia and schools in their home countries, 32 out of 36 respondents thought that there was a difference. The proportion was highest in Somali region. In Gambella, some reasons given for this difference included that schools were of better quality in Ethiopia, were more accessible, safer, and had better school support. One parent said: *"During our time in South Sudan, the children did not go to school, but here they get textbooks, pens and a good schooling."* In Addis, respondents were less positive about schools in Ethiopia, citing and challenges brought on due to the difference in language and curriculum, as well as transitioning to longer school days (which does not apply in Somali and Gambella where there is double shifting). One teacher mentioned: *"The level of difficulty is very different. The 7th grade mathematics curriculum here is given in grade 10 in Yemen. Hence, there are obvious gaps. That has to be addressed by our efforts."* In Somali, the differences highlighted were mixed. Some respondents complained about the lack of religious content, poorer quality of facilities and less ability of teachers to control classrooms in Ethiopia. Others said that the quality was better and conditions safer in Ethiopian schools. However, it must be noted that Somali refugees were likely comparing the Ethiopian system to the system in Somalia about 20 years ago. One parent said: *"It was only the Qur'an which our kids seriously learnt in Somalia. But in Ethiopia, they are learning others subjects very well."*

Curriculum transition was seen as a challenge by respondents in Somali and Addis Ababa. Curriculum transition may not have been as much of a concern in Gambella due to high rates of over-age enrolment there (42 percent GER, compared with 30 percent in Jigjiga), indicating that children start school later and at earlier grades. The classroom observations undertaken as part of this research found an average of 6.5-year age gap between students in the same classroom in Gambella, further supporting this.

Ninety-two percent of respondents asked to compare different Ethiopian schools (over half of them parents) thought that schools differed *across* Ethiopia as well<sup>78</sup>. Again, the proportion

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<sup>78</sup> 44 respondents 9 in Gambella, 3 in Addis, 32 in Somali. 5 teachers, 26 parents, 13 students. 4 respondents think that schools across Ethiopia are the same, all in Gambella, all parents.

was highest in Somali region. These respondents explained that the overall quality of education, facilities and the competency of teachers in Ethiopia varied from school to school. Only a few respondents gave specific examples, comparing schools in the same woreda. For others, it was a general perception.

Teachers asked about differences across schools in Ethiopia had a more mixed response. When asked to directly compare schools that have refugee students attending with other schools, nine respondents said there was a difference while seven respondents said there was no difference. In Gambella, respondents spoke about differences in discipline, community awareness and class sizes among these two types of schools. One teacher in Pugnido mentioned: *“I have taught in other schools and the experience here is quite different from teaching in a regular school. One difference is the weather in this area, the second is the behavior of students, the third is awareness of the community, the fourth is acceptance of the lessons and the last is student-teacher ratios.”*

In Addis, they pointed to discipline and community awareness as well, but also age gaps and the personal circumstances of child refugees, such as being unaccompanied or having had breaks in education. For example, one teacher in Addis said: *“Teaching in a school with refugees is very challenging. It is very difficult to follow the lesson plan as teaching refugees requires extra-efforts. The visible gaps of language, culture, and curriculum hinder the smooth process of education. In order to bridge the gap between the local and refugee students, it takes time and it is very difficult to maintain the lesson plan and keep schedules. Personally, I did not face this kind of challenge when I teach other schools where there are only local students.”*

Teachers in Addis also spoke about the language, culture and curriculum gaps and that this requires additional teacher support. All of the teachers in the Somali region discussed the psychosocial differences they observe between non-refugee students and refugee students due to current difficulties, their stress about their future and trauma from the past. For instance, one Ethiopian teacher from a refugee secondary school in Somali region shared: *“[Schools with refugee students] are different from other schools since the students have psychological difficulties; here you are teaching children who have been through a lot, some have lost their parents and siblings.”* This is particularly interesting given that refugees in this area have been displaced for a significant amount of time and therefore trauma would have been experienced as very small children or transferred from family members’ experiences.

### 3.2. Perception of teachers

Figure 10. Perceptions of teachers of refugee students

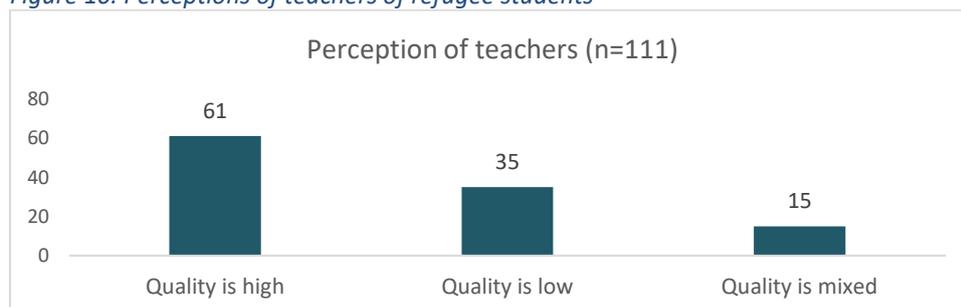
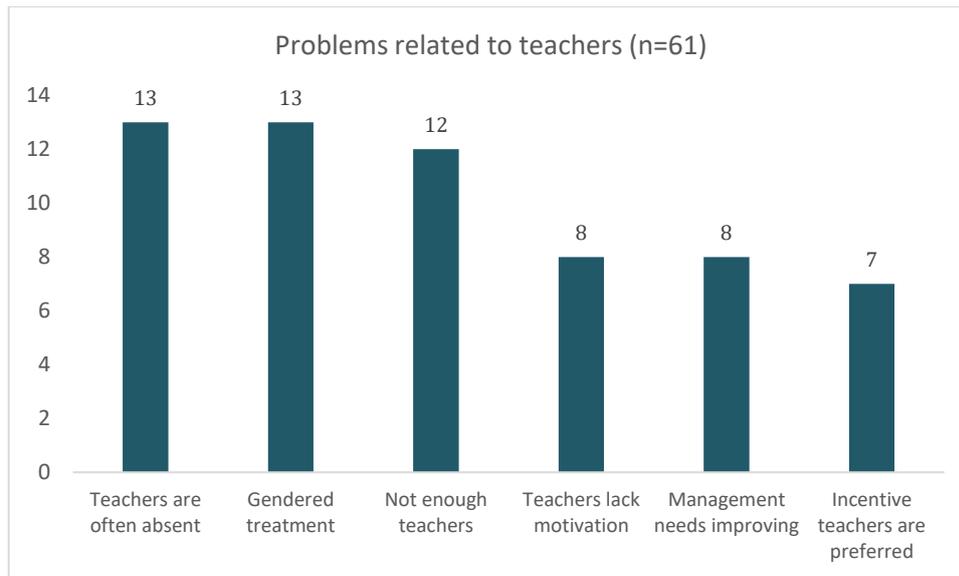


Figure 11. Perceptions of problems related to teachers of refugee students



Of 111 respondents who mentioned teacher quality during FGDs, 61 respondents said that the quality was high, 35 said that the quality was low and 15 said that the quality was mixed.

When discussing problems with teachers, there were some specific complaints raised. Most of the concerns came from Somali region (34 out of 61 responses). Most responses indicated the challenge of teachers being absent often and teachers treating students differently depending on their gender. This sort of gendered treatment was reported by participants in Addis Ababa only, where the children responding to this question were attending a conservative private school, which expected separation between boys and girls, as well as head coverings. However, the research team also perceived that there was gendered treatment in 67 percent of the classrooms they observed in Gambella.

Other challenges were also raised in the groups. Twelve responses indicated that there are not enough teachers, 8 that teachers lack motivation and 8 that the school management needed improving. One parent in Gambella said: *“The quality is good but some teachers lack the capability to teach. They just sit around and use their mobile phones. Especially the Ethiopian teachers. They lack the motivation to teach.”*

Interestingly, this challenge of lack of teachers was not reported in the region with the most severe pupil-teacher ratios: while this challenge was reported only in the Somali region, the PTR is most severe in Gambella, where it reached 191:1 in 2017/2018, in comparison to 106:1 in the Jigjiga area of Somali region<sup>79</sup>. In the 2018 UNHCR Participatory Assessment, refugees across camps also suggested employing more teachers as a solution for some of the educational challenges faced<sup>80</sup>.

Finally, parents in Gambella voiced a demand for more incentive teachers, based largely on communication problems they had faced with Ethiopian teachers. This preference may be surprising to some, given that incentive teachers have minimal training and are largely

<sup>79</sup> MoE (2018), ESAA 2017/2018.

<sup>80</sup> UNHCR (2018) Consolidated Participatory Assessment.

unqualified. The PTR at the lower grades where refugee incentive teachers teach are much higher than upper grades and also higher in Gambella than in Somali region. Data is not available for Addis Ababa<sup>81</sup>. However, it is also of interest that the demand for incentive teachers (who are from the refugee populations which are largely ethnically homogenous by camp) comes from such an ethnically sensitive area. One parent in Gambella explained: *“There is a problem with understanding teachers. For example, in grade five most teachers are Ethiopians. This is a problem because when the teachers teach in English they don't pronounce the words or their accent is very hard to the students to understand. We have reported this a number of times but there hasn't been any change. They need to add more incentive teachers.”*

There was a strong overlap in the issues identified in the FGDs in this research and those identified by UNHCR in their participatory assessments, which are also FGDs with refugees. Issues of teacher motivation, absenteeism and their poor supervision were also shared by refugees who took part in UNHCR's 2018 Participatory Assessment<sup>82</sup>.

### 3.3. Student understanding in the classroom

Over half of students who discussed their understanding of content taught in the classroom said they mainly understood what was being taught. A little under a half-reported difficulties in understanding the content that they were being taught. The most common reason given by students for experiencing this difficulty was the manner in which the teacher explained the material. For instance, one male student in Addis shared, *“There are a few teachers who explain the subject matters very well in a way we understand. The others are super-fast, and it is hard to keep up with them.”* The second most common reason for not understanding content had to do with challenges in understanding the language used in the classroom. In addition, the school observations looked at physical factors affecting understanding. Students could not see or hear well in 2 out of the 12 lessons observed.

The most common coping strategy used by students when they did not understand content in the classroom was to ask the teacher, followed by asking other classmates. A small number of respondents gave alternative strategies such as getting family to help, reporting the teacher to management or sitting near the front so that the student could hear better in a large class. One boy in Somali explained: *“When the teachers finish the daily lessons, we challenge them if they overlook anything or if there are issues that are unclear to us. We also ask questions if they skipped anything.”*

### 3.4. Teaching methods

There were no teaching materials on the walls nor supplementary teaching aids available in the twelve classes observed for the purposes of this study. Teachers also complained of this in limiting their teaching styles during FGDs. One teacher in Gambella explained: *“We need to*

<sup>81</sup> PTR for Grades 1-4 in Pugnido 1 is 114:1, in Tierkedi 280:1, Aw-Barre 66:1 and Sheder 87:1. For Grades 4-8, in Pugnido 1 is 69:1, in Tierkedi 88:1, Aw-Barre 42:1 and Sheder 67:1. UNHCR provided these figures through the Education Abstract Report excel spreadsheet.

<sup>82</sup> UNHCR (2018) Consolidated Participatory Assessment.

*create a more youth friendly environment for the students. Educators should use various methods to teach the students; having activities and toys for the students would be helpful.”*

Observers noted the various ways teachers indicated preparation for their lessons and materials they used. In terms of class preparation, 9 of the teachers observed used written notes, 7 used a textbook, 6 used a lesson plan and only 2 used a teachers’ guide.

In 10 of the 12 classes observed, the primary teaching method was lecturing by the teacher and note taking by the students. The other two were class discussions. In terms of other methods utilized during the lesson, in two classes, the teachers set the class group work, in another two classes students were invited to read passages from the textbook aloud. One teacher checked exercise books to verify students’ notes were accurate.

Researchers categorized 7 of the 12 classes observed as having participatory elements. In 10 of the 12 classes observed, teachers called on students to answer questions. In all but one of the classes, teachers checked in on the understanding of students. Questions from students were more mixed. In 2 classes, most students asked questions, in 6 classes some students asked questions and in 4 classes no students asked questions of their teachers at all.

In some of the lessons observed, there was time taken up catering for the language needs in the classroom (for example, translating between language of instruction and mother tongue). Teachers also took time to give students the information missing from them as so few students have textbooks. As one observer noted, *“Mainly the teacher [was] lecturing what [was] in the text book by writing all the contents on the board so that students with no text book [could] follow the lesson. The teacher spent more than ten minutes writing on the board, then continued to explain the content in Somali language.”*

In FGDs, over half of teacher responses indicated that teachers do not adapt their teaching methods or content to the particular needs of their students as the curriculum was set whereas less than half indicated that teachers did adapt lessons based on their learners needs. One teacher in Somali region said: *“I always try to be supportive whenever I teach refugees. I always bear this in mind whenever I prepare content to teach them.”*

The research team observed the ways in which teachers supported students who were struggling. In half of the lessons observed, there was no special effort from the teacher in supporting or communicating with struggling students. In the other half of the lessons, where teachers actively tried to engage weaker students, a variety of methods were used, sometimes in tandem. The most common approach (observed in 4 lessons) was having weaker students sit at the front of the room with the teacher regularly checking on them. Another frequently used technique (observed in 3 lessons) was the teacher making a special effort to encourage struggling students and boost their confidence as they engaged with the lesson. In 2 of the 12 lessons observed, the teacher invited stronger students to help weaker students.

### **3.5. Teaching experience**

When asked what had brought them to the schools where they were teaching, 16 out of 37 teachers indicated being passionate about the community they were teaching in, 4 indicated receiving better pay at the school where they currently taught, 5 said it was a good opportunity for them, 5 said they had been assigned to their current schools and 3 said they chose the schools to be close to their family.

Figure 12. Teachers' reasons for teaching at current school

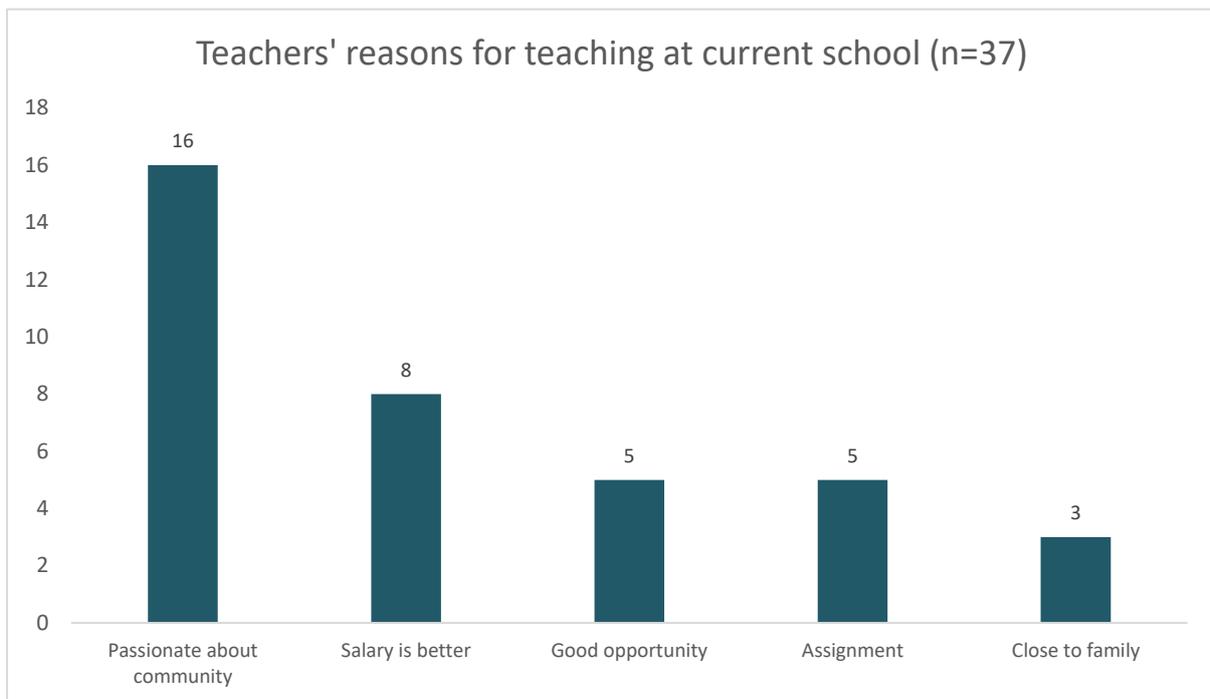


Figure 13. Challenges faced by teachers

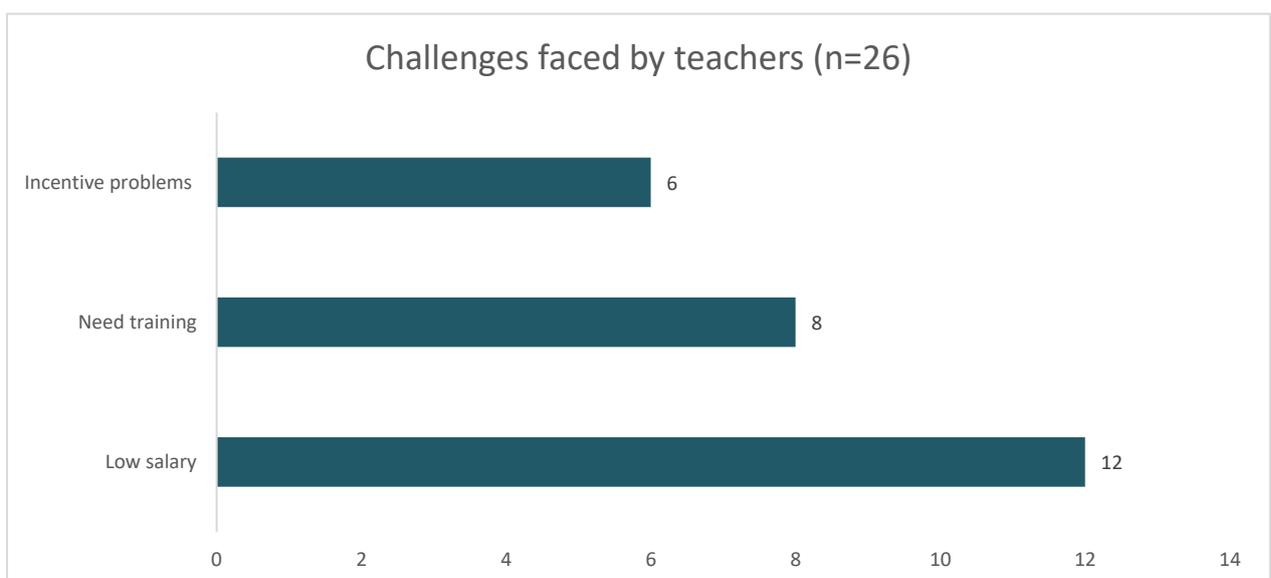
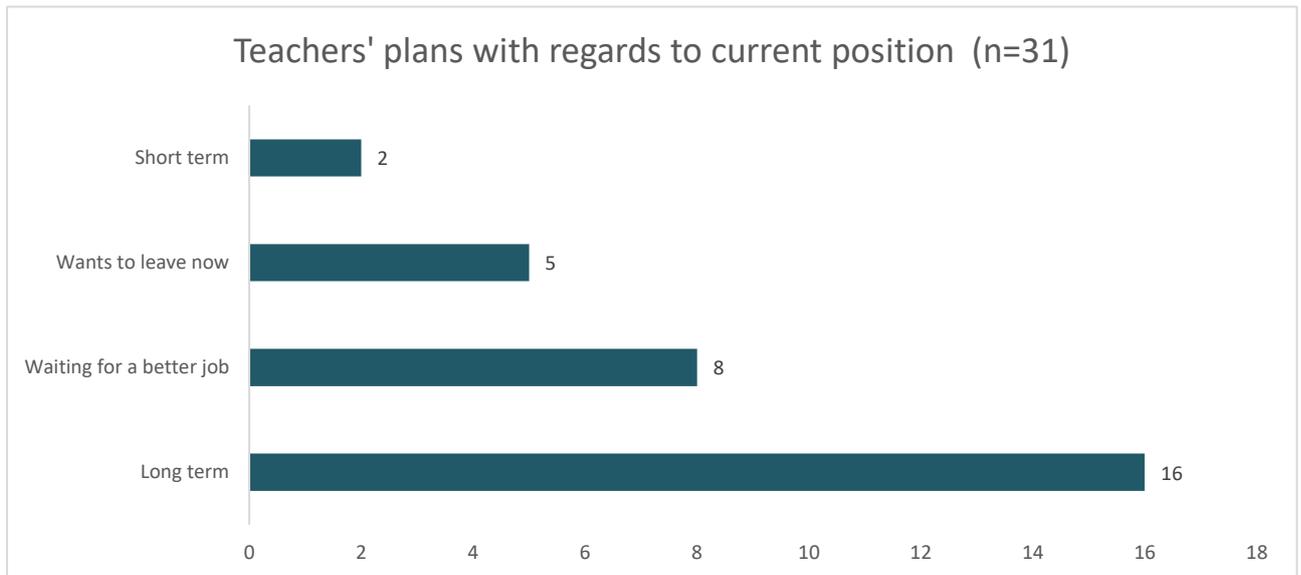


Figure 14. Teachers' plans with regards to current position



Teachers were asked to share key challenges in their profession. Eight teachers (of whom 6 were incentive teachers) raised the issue of the need for more training. They linked this lack of training to low morale and limited capacity to help their students. One teacher in Somali region said: *“I don’t want to stay any longer because I haven’t seen any salary increment and you can’t update and improve yourself here.”* During classroom observations, teachers were asked when they had last received training and the average amount of time was 2 and half years ago.

Six responses to teacher-specific challenges were about the difficulties related to being an incentive teacher. These included preparing for class without electricity, arranging teaching materials without a salary, and facing potential community backlash if they disciplined a child. One incentive teacher in Gambella explained: *“Teachers are expected to bring their own teaching kit like bags. These are some of the challenges we have right now. During the rainy season we need raincoats and umbrellas because we [incentive teachers] live in different areas and travel to the school, and at times the rain causes our absence in class. Thirdly, the incentives we receive is not enough for the work we are doing; we need our salary to be increased.”*

While 8 teachers had mentioned salary being good at their current school, 12 teachers mentioned low salary as a key challenge in their profession. Although it was not recorded whether these teachers were Ethiopian or refugee teachers, this is in line with the large gap between incentive and national teachers, where incentive teachers are not formally paid, but national teachers fare financially better than in other schools.

Teachers also noted the difficulties in teaching classes of mixed age ranges, though parents and students did not mention age variations. Classroom observations showed an average age range of 4 years in Somali region, 5 years in Addis Ababa and 6.5 years in Gambella region. The oldest students were consistently boys and the youngest were mixed.

As well as their motivations and challenges, FGDs also asked teachers about their future intentions. Thirty-one responses indicated how long teachers wanted to stay in their current school. A majority of these responses (16) indicated that teachers wanted to stay for a long time whereas a minority (2) indicated that teachers wanted to leave their jobs shortly. Eight responses indicated that teachers would leave if offered a better job and 5 indicated that teachers wanted to leave immediately. This gives a mixed picture of teacher satisfaction and is in line with the high teacher turnover reported in refugee schools.

## CHAPTER 4: What prevents refugees from learning?

Another key area of exploration for the study was to investigate children’s learning within the classroom. This included how often children attended school, what they perceived as preventing them from learning whilst they were there, and information around their opportunities for self-study.

Limited data has been available to verify school attendance. However, in FGDs 70 percent of students who talked about school attendance self-reported that they attended class regularly while 30 percent talked about themselves or other students attending irregularly. During classroom observations, school attendance lists were checked and any average of six students were absent from each class observed, though classes in Gambella did not keep such a list. The highest number recorded was 11 students absent from a refugee secondary school class in Somali region, which was 10 percent of the class. A larger sample size of classroom registers would provide a more accurate picture of school attendance in refugee schools.



*Figure 15. Refugee secondary school girls participate in a focus group discussion in Somali region*

School-based barriers to learning are often a programmatic focus in refugee education. However, it is important to develop a holistic understanding of where learning sits within a refugee child’s life and the interconnected factors that impact it, if programs are to enable these children to succeed and to effectively tackle what really gets in the way of learning. Many of the learning barriers cited by respondents in the findings below are based on resource constraints, whether their own family’s or the school’s. Refugees in Ethiopia are not currently able to formally work and earn a salary, though the implementation of new law and

policy is likely to change this in the near future for a small number of eligible refugees. Meantime, this creates a dependency on aid for all aspects of life. Refugees in Ethiopia primarily receive aid in the form of food rations, distributed each month. Whilst the aim and minimum standard is to provide rations equal to 2,100 kcal per person per day, currently the average monthly ration in Ethiopia only equals an average of 1,750 kcal per person per day, due to funding shortfalls<sup>83</sup>.

When refugees first arrive at a camp, they are also provided with a set up kit of Non-Food Items (NFIs)<sup>84</sup>. However, beyond these basic items and food, there are a number of items that families need for their daily life and in particular for schooling. All schools supply textbooks, but there are often delays and shortages reported as highlighted above in Chapter 2. Whilst some schools<sup>85</sup> supply school uniforms and exercise books, this is according to available budgets and varies year on year. There are also the other miscellaneous items important for schooling, such as shoes, book bags, umbrellas, all of which were specifically mentioned by FGD respondents. As a coping strategy, many refugees trade or sell parts of their food rations to diversify their diets and also to buy these and other non-food items. Recognizing these issues, cash-based interventions were piloted by UNHCR and ARRA last year, which covered Somali region but not Gambella or Addis Ababa. These were used by recipients for items such as laundry soap, kitchen sets, sleeping mats, sanitary kits, cooking energy. Expansion and roll out of this scheme is expected in 2019 to Addis Ababa and all hosting regions excluding Gambella<sup>86</sup>. Education would be one of the services covered by CBIs<sup>87</sup>.

Relatively little is known about the learning outcomes of refugees in Ethiopia. Refugee schools are not currently included in National Learning Assessments, however there are future plans to include them, as well as for a refugee context holistic early grades learning assessment (HEGLA), led by Save the Children. School assessments and inspections have been newly introduced; however, this information is not publicly available. Anecdotally, it is known that children refugee secondary schools perform well and UNHCR report that almost all children who graduate these schools are eligible for tertiary education<sup>88</sup>. One study found that literacy rates for both refugee children and urban host community children aged 7-14 were 63 percent, compared to 50 percent literacy among rural host community children. It was also found that the most educated person within the household was most likely to be a male<sup>89</sup>. Until the planned learning assessments become available, it is still important to assess what are the main barriers that interrupt the classroom and self-study learning of refugee students.

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<sup>83</sup> UNHCR (2018), Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

<sup>84</sup> This includes kitchen sets, jerry cans, blankets, sleeping mats, mosquito nets and plastic sheets. Female dignity kits and soap are provided on a regular basis. These are replaced via a partial or full cash transfer when the item's normal life cycle has finished.

<sup>85</sup> As well as EOC-DICAC providing some cash support to refugee children attending host community secondary schools according to available resources.

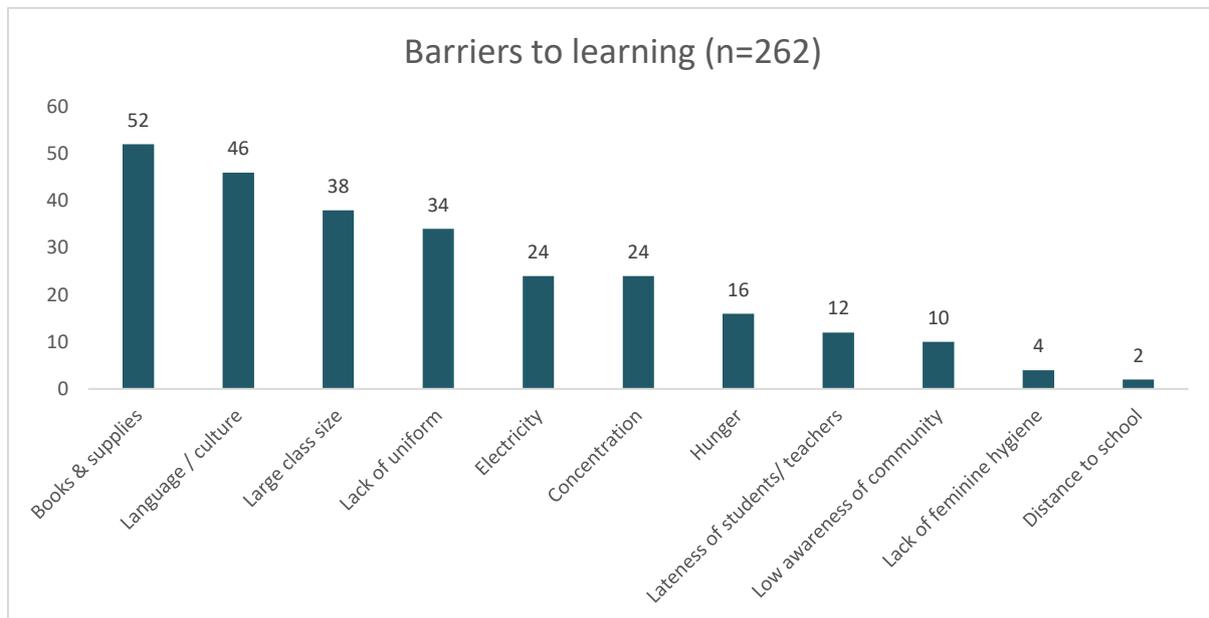
<sup>86</sup> There will be a feasibility study for Gambella first before roll out, given the scale of the refugee operation there.

<sup>87</sup> UNHCR (2018), Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

<sup>88</sup> Correspondence with UNHCR, June 2018.

<sup>89</sup> Kimetrica (2018), Evaluation of the UNICEF Ethiopia BSRP: Baseline Study Report. Sample of 45 refugee and host community schools across five refugee-hosting regions.

Figure 16. Key barriers to learning



In the FGDs, both students and parents were asked to share perceptions around barriers to learning. These included school-based factors (such as language and large class size) as well as individual and socio-emotional factors (such as hunger, lack of concentration, and psychosocial aspects).

#### 4.1. Books and supplies

The most common barrier to learning raised by respondents was the lack of books and supplies. From these respondents, 38 percent were teachers, 35 percent were parents and 27 percent were students. This was the top barrier raised in both Gambella and Somali regions, whilst it was the second most common response in Addis Ababa.

In some cases, respondents mentioned having to share textbooks in the classroom and not being able to take books home to self-study or do homework. Parents also mentioned struggles related to delays in receiving textbooks (4 percent respondents who gave this barrier), the struggle of not being able to buy exercise books for their children (8 percent respondents who gave this barrier) and bags to transport books in during the rainy season (10 percent who gave this barrier). Observers noted challenges with textbooks in 83 percent of the classrooms observed: of these the researchers noted that half of the children had textbooks and shared them in 50 percent of the classrooms, most children had textbooks in 30 percent of classrooms and hardly any children had textbooks in 20 percent of classrooms.

During FGDs, some teachers raised the fact that the lack of teaching aids limited their teaching methods to the more traditional forms like lecturing and note-taking, rather than participatory classwork. Incentive teachers shared that they were expected to bring their own

materials, which was difficult when there was no formal payment. For instance, one teacher in a school attended by refugees in Addis Ababa shared, *“Teaching in this school is not an easy task because we don’t have the required teaching aids. There is a Chinese proverb: “what I hear, I forget and what I see, I remember”. But in this school, we just tell our students’ theoretical concepts, but we cannot show them [through] practice.”*

#### 4.2. Language and culture

Language and culture were the second most common barrier to learning cited in responses. Forty one percent of respondents who gave this response were teachers, 30 percent were students and 29 percent were parents. This was the top barrier raised in Addis Ababa, the third most common in Somali and the fourth most common in Gambella.

Twenty eight percent of respondents specifically noted difficulties for students to understand Amharic (mostly in Gambella) and an equal percentage noted problems understanding English (mostly in Somali region). Both were problematic in Addis Ababa. A boy in secondary school in Gambella mentioned: *“It’s not hard to concentrate but some teachers have language problems and their accent is not understandable.”* Teachers too acknowledged the issue. One teacher in Pugnido observed: *“Almost all subjects use Ethiopia as an example. This is difficult.”*

Almost a third of respondents who gave this answer (30 percent) blamed teachers for the language difficulties, discussing either difficulties with their pronunciation, their inability to speak the local language (including school administration) or the fact that language problems caused tension with or harsh treatment from teachers. There was also a gender aspect to this challenge: one teacher in Gambella shared, *“The males have good knowledge of English but the girls have a problem. This is caused by the burden in the house, they are not taught English at an early age.”*

During school observations, all the observed lessons taught in primary schools used a mother tongue of the region. This matched with the mother tongue of the refugees everywhere except in Addis, where the language of instruction was Amharic. Meanwhile, 60 percent of the lessons observed in secondary schools were taught only in English, while in the other 40 percent English was mixed with the mother tongue.

As mentioned earlier, respondents in Gambella preferred incentive teachers and asked for more to be employed, so that students could communicate more easily.

#### 4.3. Large class size

The third largest barrier to learning mentioned by respondents was large class size. This was the second most common response in Somali region, the fourth in Addis Ababa and the fifth in Gambella region.

This challenge was linked in Gambella and Somali region to the sweltering conditions in the classroom as well as there not being enough space for everyone to sit. One girl in Gambella said: *“We can’t concentrate because of too many students”*. Teachers noted that large class sizes limited their capacity to mark books and give continuous learning assessments. One

teacher in Somali region explained: *“If the number of students in a class is reduced, we can apply an active learning approach which will improve the quality of education.”*

EMIS data supports this challenge: Refugee primary schools have an average of 123 children learning in a classroom meant for 50 students. In Gambella, the situation is even more dire, with 150 students to each classroom<sup>90</sup>, which is why it is interesting that this issue was raised the least in Gambella. During school observations, the range of class size observed was 18 to 84 students per class in Addis Ababa (with one very small school and one very large school), 28 to 124 students per class in Gambella region, and 90 to 127 students per class in Somali region.

#### 4.4. Uniforms

A significant number of respondents discussed the lack of support to buy uniforms as a barrier to learning. This was not raised in Addis Ababa. A third of these responses (33 percent) specified that it was difficult to identify students if they were not in uniform, a fact that appeared to be linked to security concerns. One teacher in Gambella said: *“One challenge I have is there is no identification of students. I don't know if this is a student or not a student. The students don't have uniforms. In South Sudan teachers check whether the students have put on proper clothes, have cleaned themselves and have short hair but here we don't do this. If we check, the person will say they don't have money.”* Several talked about the shame of being in worn clothes, rather than in presentable uniforms. One girl in Somali region mentioned: *“No aid agency provided us a uniform this year. This means some of us who cannot afford to buy appropriate clothes would be ashamed to come to class every day. There are many students like us who cannot afford buy many clothes.”*

#### 4.5. Lack of electricity

Twenty four responses on barriers to learning spoke about lack of electricity: 83 percent of these responses came from respondents in Gambella while 17 percent came from respondents in Somali<sup>91</sup>. The challenge mentioned was about lack of electricity at school and at home, though primarily at home. Both boys and girls said that they would stay on in the library or ICT room to study if there was electricity, or that they did not have the opportunity to study at home after it became dark. For instance, one female primary student in Gambella shared, *“We have solar power issues— especially for females, after we are done helping our mothers it is already dark and without adequate solar power we cannot study”*.

Schools are not yet connected to electricity. However, according to UNHCR (2018), 82 percent of refugee households have access to home lighting and this number is expanding; Tigray camps are in the process of being connected to grid, whilst 14 camps in the Benishangul-Gumuz, Gambella and Somali regions will be integrated when resources become available<sup>92</sup>. Currently, refugee homes are assumed to be illuminated with one solar lamp, provided as

<sup>90</sup> MoE (2018), ESAA 2017/2018.

<sup>91</sup> Though there were 22 FGDs in Gambella and 18 in Somali. Proportional adjustments have not been made.

<sup>92</sup> UNHCR (2018), Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

part of the Core Relief Items. The lamp is shared by the whole family and therefore it may not be enough for individual study. A student should have independent solar lamp for proper educational impact<sup>93</sup>. On the other hand, refugees have much lower access to electricity or solar power/biogas when compared directly with host community households. Access to electricity or solar power/biogas also increases depending on household income. In fact, only the richest quintile has access to electricity (17 percent), while all other quintiles have exclusively access to solar power or biogas. There is also a large difference in the number hours of energy per day, with host community members receiving around 16 hours of electricity compared with only half of that for refugees<sup>94</sup>.

Furthermore, FGD respondents reported outages in the Jigjiga camps and issues with a solar initiative in the Pugnido camps in Gambella region.

#### 4.6. Poor concentration

Twenty-four responses also indicted poor concentration as a barrier to learning. Almost half (46 percent) of these responses blamed hunger for the concentration issues. Researchers also witnessed a boy faint from hunger during the FGDs. A quarter (25 percent) of respondents mentioned concentration issues related to past events or current stressful circumstances (such as grief or being the head of the household). For instance, one male primary student in Gambella shared, *“It is difficult for a refugee to learn while your country is not safe and in war.”* A total of 17 percent of respondents blamed the classroom environment, such as large number of students, their behaviour and the intense heat for concentration issues.

#### 4.7. Hunger and school feeding problems

Sixteen responses indicated hunger and school feeding problems as a barrier to learning. Most of these respondents (88 percent) linked hunger and concentration. Respondents talked about children coming to school without having eaten breakfast.

In the Somali region, respondents talked about many refugees not having ration cards, which would mean that they would not be eligible to collect food aid. Some respondents spoke about problems with the school feeding programs, including inadequacy of the rooms and kitchen facilities. Respondents linked school feeding with children’s ability to learn. For instance, one parent in Gambella shared, *“If the students get textbooks and especially food [through school feeding], this will make them want to come to school and they will not be absent”*. Another parent in Somali explained, *“Girls are not getting food properly. This is because they are shy to eat with the boys. The feeding place is small that it can’t accommodate all boys and girls together”*. School feeding appears to have stopped altogether at schools in Tierkedi camp.

Given that this is a major barrier and yet school feeding is supposed to take place at 92 percent of refugee primary schools, the discrepancies are worth further investigation to explore whether amount, delivery, timing or another programmatic feature can be adjusted to

<sup>93</sup> Information received from UNHCR Ethiopia by email, 3 June 2019.

<sup>94</sup> World Bank, 2018, “Informing Durable Solutions by Micro-Data: A Skills Survey for Refugees in Ethiopia”

increase school feeding's effectiveness at overcoming hunger and enabling children to learn. UNHCR 2018 Consolidated Participatory Assessment, refugees also identified that school feeding food was poor quality and that children didn't think it was "tasty"<sup>95</sup>.



Figure 17. Containers for school feeding ready for serving children in the feeding hall of a refugee school in Somali region

Current food aid to refugees in Ethiopia is below the minimum standard for calories per person per day due to funding issues. However, annual surveillance through nutrition surveys show that Global Acute Malnutrition (GAM) in the 18 camps assessed in 2018 improved since the previous year. 72 percent of the camps were assessed as below the emergency threshold, compared to 39 percent in the same camps in 2017<sup>96</sup>.

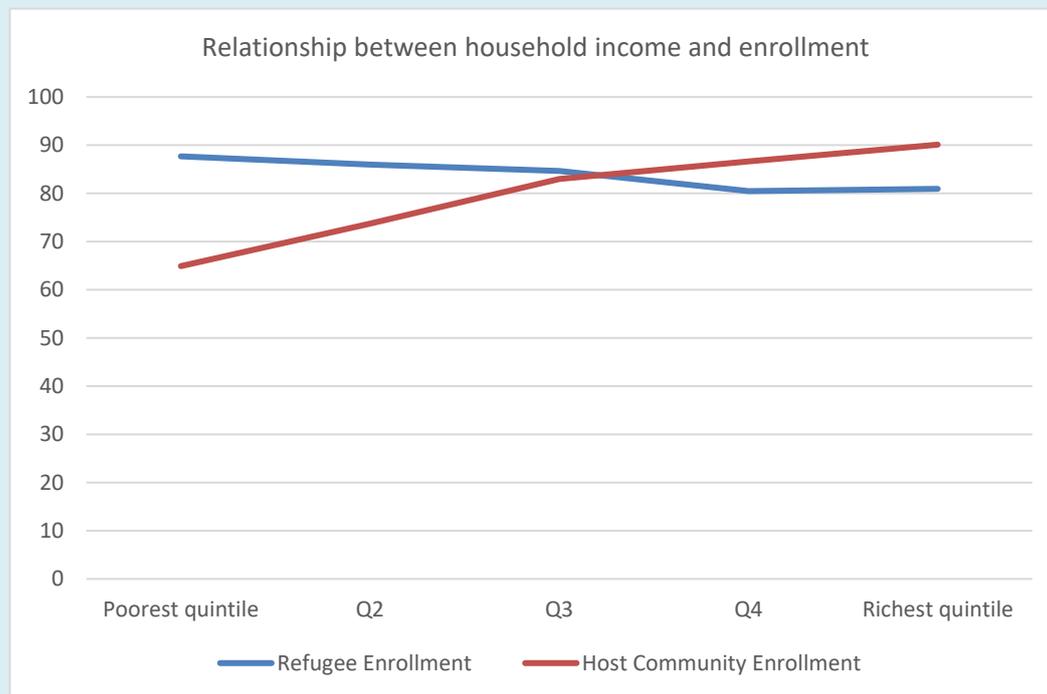
**Box 1: Insight on hunger, household income and enrolment from “*Informing Durable Solutions by Micro-Data: A Skills Survey for Refugees in Ethiopia*” (World Bank, 2018)**

Hunger or household income does not seem to negatively affect the enrolment of refugee children. Further analysis on the survey data from the World Bank's Skills Survey demonstrated that if the household had not had enough food in the last 7 days, this did not lower the likelihood that children in that household would be enrolled at school. In fact, in these households, it actually rose to 87 percent from an 85 percent average.

<sup>95</sup> UNHCR (2018) Consolidated Participatory Assessment.

<sup>96</sup> UNHCR (2018), Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

Household income *also* had an inverse relationship with enrolment; the poorest quintiles had the highest rates of enrolment. However, in the host community sample, enrolment steadily rose as household income rose.



#### 4.8. Tardiness

Twelve responses indicated tardiness as a barrier to learning. Over half (67 percent) of tardiness was attributed to students, whilst 33 percent was attributed to teachers. Reasons given for students being late to class included having to help family prepare food before school, heavy traffic in Addis Ababa and a low awareness of rules and regulations. One teacher in Gambella related it back to resource constraints, mentioning, *“Here in our primary school we do have a unit leader that runs the compound and controls whether or not students are in class during class time, while other teachers are teaching. There are no bells or gates, so students are late for class.”*

#### 4.9. Low community awareness

Ten responses indicated the low awareness of the community on the value of education as a barrier to learning. They attributed drop out, low attendance and limited progression to low community awareness. One teacher in Gambella mentioned: *“The community is not supportive of the students. They don't encourage students to go to school”*.

There may be lessons to learn from previous initiatives: When the Jigjiga camps in Somali region were first established, a large back to school campaign was undertaken as most of the refugees came from then Al-Shaabab controlled areas of Somalia and had been unable to pursue education<sup>97</sup>. Given the high enrolment rates in Jigjiga compared with other refugee

<sup>97</sup> KII with UNHCR Jigjiga Field Office, May 2018.

hosting regions, this campaign seems to have been a success and lesson learning is encouraged.

#### 4.10. Lack of feminine hygiene products

Four responses (provided by female students, two in Gambella and two in Somali) indicated lack of feminine hygiene products as a problem facing learning. One girl in Gambella mentioned: *“Female hygiene is also an issue, because we don't have pads and hygiene material we even miss class.”* This shortage is worth further exploration given that sanitary products are provided as rations to families on a quarterly basis and there are also a number of girls' centers, girls' clubs and other initiatives in both the school and the community that provide such items. Observations indicated that although 58 percent of schools had girls' centers, only 8 percent were providing sanitary products.

#### 4.11. Distance from school

Distance from school was a common theme that came up across different areas of exploration, however 2 respondents explicitly linked distance to school and learning because distance limited their opportunities to study after class. One child said she could not stay after school and use the school facilities to study because of the long distance, while the other girl mentioned that it was dark by the time she got home and there was no electricity to allow her to read.

**Box 2: Insight on distance from school pre-flight and post-flight from *“Informing Durable Solutions by Micro-Data: A Skills Survey for Refugees in Ethiopia”* (World Bank, 2018)**

Data from the Skills Survey found that across a broader range of refugee camps, in more regions and with more respondents, children travelled for shorter distances to get to school than the child respondents in this research.

In the Skills Survey, most children travelled less than 15 minutes to get to school pre-flight and most children now still travel less than 15 minutes. However, the percentage travelling less than 15 minutes did rise significantly post-flight from 34 percent to 51 percent.

Most refugee children in the study took over 30 minutes to get to school, walked together in groups and felt safe whilst they walked.

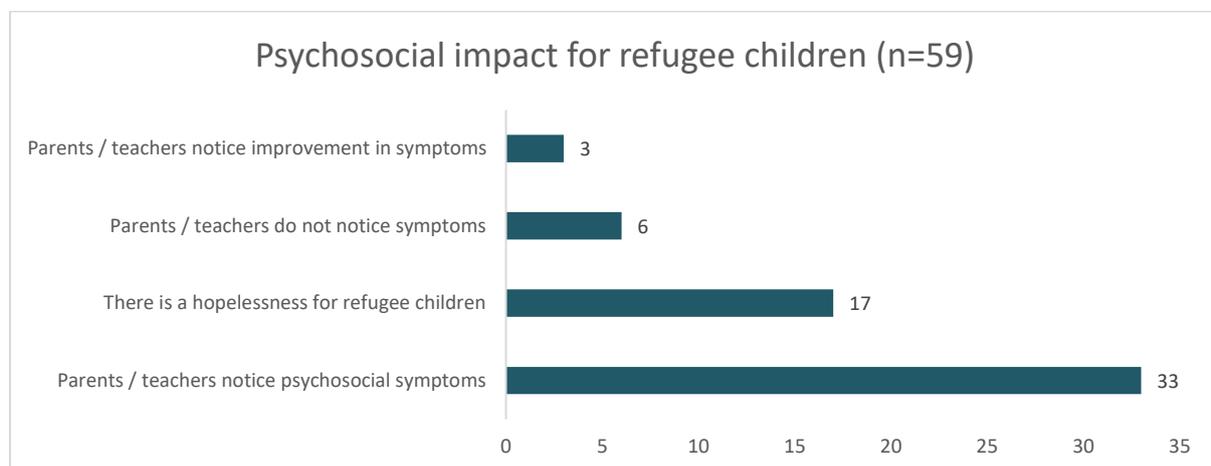
About three quarters (74 percent) of respondents who discussed the length of their journey to school said that it took more than 30 minutes. Over a quarter (26 percent) said their journey took less than 30 minutes. Thirteen percent of children talked about going to school alone, whereas 87 percent of children walked together. A majority (82 percent) of students who answered thought the journey was safe, whilst 46 percent of parents thought it was

unsafe<sup>98</sup>. See Box 2 for a discussion of how this varies when sample size is expanded to include more camps and regions.

#### 4.12. Psychosocial symptoms

There is limited provision for psychosocial care as part of refugee education in Ethiopia. Some schools have counselling centers, though this was not included in the observation tool and so it is not known if they were present at the research sites. However, it is known that the trauma and displacement experienced by refugee children, pre-flight, during flight and whilst a refugee, has far-reaching impacts on their lives, including their education. Research<sup>99,100</sup> indicates that exposure to war and political violence frequently occurs with forced displacement, traumatic loss, bereavement, exposure to community violence, and exposure to domestic violence; and academic difficulties and behavioural issues are prevalent.

Figure 18. Psychosocial symptoms among refugee students



In over half of the instances where the psychosocial impact for refugee children was brought up, parents or teachers mentioned noticing psychosocial symptoms among children. Symptoms mentioned included (i) loss of confidence, (ii) nervousness and anxiety, (iii) fear and crying, (iv) misbehaving, (v) outbursts of anger and aggression, (vi) lack of concentration and (vii) culture shock. Five percent of response indicated some improvement in these symptoms over time. For instance, one teacher of refugee children in Addis Ababa shared, *“At first when they came here, yes [I noticed psychosocial symptoms]. There were disturbed, irritated and somehow aggressive. Through time they become familiar with the school community, environment, living condition, and with the culture, then those kinds of reactions*

<sup>99</sup> Betancourt, T., Newnham, E., Layne, C., Kim, S., Steinberg, A., Ellis, B. & Birman, D. (2012). Trauma History and Psychopathology in War-Affected Refugee Children Referred for Trauma-Related Mental Health Services in the United States. *Journal of traumatic stress*. 25. 682-90. 10.1002/jts.21749.

<sup>100</sup> Ellis, B. H., Hulland, E. N., Miller, A. B., Bixby, C. B., Cardozo, B. L., and Betancourt, T. S. (2016). *Mental Health Risks and Resilience among Somali and Bhutanese Refugee Parents*. Washington, DC: Migration Policy Institute.

*become less and less and normalized. But still, some of the students miss their parents and act in a weird way.*

Respondents in Gambella were less willing to talk about psychosocial issues. Only 15 percent of these responses came from Gambella although there were more FGDs in Gambella than the other regions<sup>101</sup>. This is notable because Gambella has the highest number of new arrivals and therefore, the psychosocial impacts of displacement would be assumed to be freshest in that region. Further exploration could explore whether there are underlying cultural issues as barriers to discussion, whether the trauma is too recent or if there are links between acknowledgment of psychosocial issues and available support.

#### **4.13. Perceptions of safety and experiences of SGBV and other violence**

Refugee camps can experience a number of safety issues; from inter-ethnic or refugee-host conflict, to opportunistic crime, to SGBV. Ethiopia is also experiencing its own unrest, some of which can spill over and impact refugee camps, including the study's research sites. Unrest in Addis Ababa in 2018 involved the city's residents originally from the Tigray region, which given the common ethnic and linguistic ties, some Eritrean refugees were confused for. There was serious unrest in the latter part of 2018 in Somali region. One respondent in Jigjiga talked about getting involved in that unrest, saying; *"When there is a conflict, it is people like me who get put under custody because we don't have a ration card."* Finally, in Gambella, the unrest is particularly connected to the refugee influx and outbreaks of violence have frequently impacted the refugee population, including fatalities, several instances of closing humanitarian access to the camps<sup>102</sup> and periodic school closures.

Forced displacement also brings a higher risk of SGBV, sexual exploitation and domestic violence for women and girls<sup>103</sup>. The scale of this risk in Ethiopia is not currently known; although incidents in camps are thought to be common particularly when collecting firewood, reports at the school-level of SGBV happening at the school itself are low<sup>104</sup>.

The National Refugee Strategy for Prevention and Response to Sexual and Gender based Violence (2017-2019) highlighted that meaningful participation of women and girls in the community is limited. It noted that harmful traditional practices that affect girls (such as FGM and early marriage) are rife. In addition, a consequence of the limited food assistance currently provided to refugees is survival sex as a negative coping mechanism. Spatially, refugee women and girls in Ethiopia particularly face risk of SGBV, including rape, when they are collecting firewood<sup>105</sup>.

<sup>101</sup> 22 FGDs in Gambella, 6 in Addis, 18 in Somali region.

<sup>102</sup> UNHCR (2018), UNHCR Ethiopia Update: 03 May 2019

<sup>103</sup> World Bank (2016) "Forcibly Displaced: Toward a Development Approach Supporting Refugees, the Internally Displaced, and Their Hosts." Washington, D.C.: World Bank Publications.

<sup>104</sup> World Bank (2019). Environmental and social systems assessment (ESSA). For additional financing to general education quality improvement program for equity for refugee integration.

<sup>105</sup> UNHCR (2017) National Refugee Strategy for Prevention and Response to Sexual and Gender based Violence (2017-2019)



*Figure 19. External view of refugee camp at Tierkedi camp in Gambella*

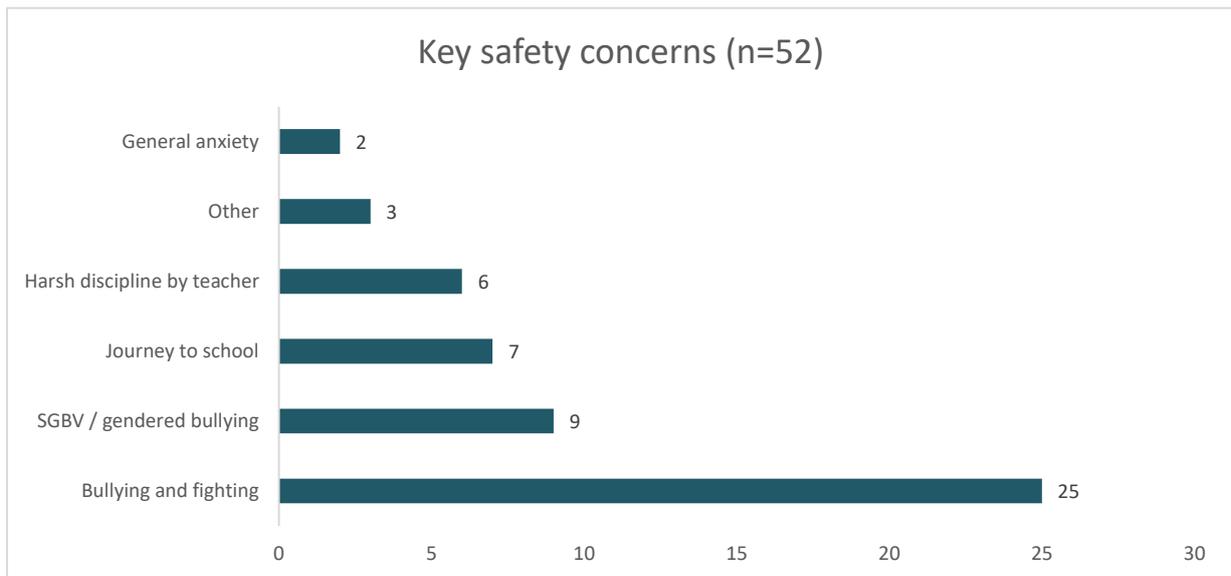
As well as an established complaints mechanism in camps through ARRA and a network of social workers, a community-based complaints mechanism for protection from sexual exploitation and abuse has been established within camps in the Melkadida area of Somali region, Gambella Region and Addis Ababa and will be rolled out to all refugee hosting areas by the end of 2019. Other community-based protection initiatives are also in place, such as the Child & Youth Protection Refugee Outreach Volunteers in Addis Ababa and the Religious Leaders' Forum and the Anti-FGM Task Force in the refugee camps in the Jigjiga area of Somali Region<sup>106</sup>. In most refugee camp schools, IRC have Girls Empowerment Project funded by UNICEF which aims to raise the voice of girls and protect SGBV. In host community schools, UNICEF has been working for prevention of SGBV through MoE, such as through Girls' Clubs. Some regions have also set up free telephone contact numbers to report SGBV cases to the responsible government bodies. One-stop-centers and separate safe centers are also available in some major hospitals<sup>107</sup>. However, practitioners note that all SGBV is under-reported; there is little awareness built into the curriculum of the frameworks and there is a poor implementation of PSEA guidelines by organizations working with girls in different settings<sup>108</sup>.

*Figure 20. Key safety concerns*

<sup>106</sup> UNHCR (2018) Child Protection Factsheet, December 2018.

<sup>107</sup> World Bank (2019). Environmental and social systems assessment (ESSA). For additional financing to general education quality improvement program for equity for refugee integration.

<sup>108</sup> UNHCR (2017) National Refugee Strategy for Prevention and Response to Sexual and Gender based Violence (2017-2019)



Among perceptions of safety mentioned in FGDs, the greatest safety concern was bullying and fighting between students. Some respondents referenced fighting between refugee groups and host community groups, however in other topics of discussion children spoke positively about playing with the host community (out of 64 student respondents, 69 percent mentioned playing with host community children while 31 percent mentioned playing only with other refugee children). One boy in Somali region explained: *“Sometimes, there is a fight between groups of refugees or local communities’ students. Apart from such cases, we have good friends from the local communities.”* In general, the greatest concern was groups of boys fighting with each other, independent of circumstance. The setting for this safety concern was both in school and before reaching home. Some of the bullying was noted as having particular targets including poorer students without shoes or disabled students. One parent of an out of school child in Gambella mentioned: *“Since I am very poor my child didn't have good shoes and the other students made fun of him.”*

After that the greatest safety concern was SGBV, sexual harassment or gendered bullying. All of the respondents who talked about this were female children, rather than teachers or parents. Examples included fearing using the toilet for risk of sexual assault, catcalling, physical abuse by male peers and most commonly, name-calling in the classroom. One female student in Addis Ababa shared, *“The boys intimidate us due to our communication gap. If we don't speak Amharic they kick us.”* Another girl in Somali region said: *“The toilet has no door. We fear that we will be sexually abused if we use that.”*

In one study undertaken in Assosa, 29 percent of girls had experienced sexual violence and 30 percent had experienced physical violence in the previous 12 months<sup>109</sup>. In another report where household surveys were undertaken across refugee sites, not all households participating were willing to answer all of the questions on SGBV. However, those that did

<sup>109</sup> Stark et al (2018) “Preventing violence against refugee adolescent girls: findings from a cluster randomised controlled trial in Ethiopia.” *BMJ Global Health* 2018;3:e000825

respond, 24 percent reported knowing of at least one case of SGBV<sup>110</sup>. Refugees involved in the 2018 Participatory Assessment also noted that organized gangs of boys harassed and robbed girls of their belongings<sup>111</sup>.

The third greatest safety concern, particularly for parents, was what happens to children on the way to and from school. Parents in Addis Ababa were concerned about the long mini-bus journey some children take, while parents in Somali and Gambella talked about the road being “risky”.

Students and parents also talked about harsh treatment from teachers, including kicking, beating and whipping. For instance, one female student in Gambella said, *“Some teachers are very harsh. They use physical violence and emotional violence. When this happens, we start fearing them and don’t ask any questions.”* This is also supported by the inputs of refugees involved in the UNHCR 2018 Participatory Assessment, who noted that corporal punishment in schools was an issue<sup>112</sup>.

Finally, there was some general safety anxiety from children, as well as specific parental fears like dangerous migration and joining of terrorism groups though were expressed by small numbers of respondents. Although it is known that FGM is practiced in Somali region, this did not come up in FGD discussions.

#### 4.14. Classroom Behaviour

Students’ classroom behaviour was a key issue raised by a large number of respondents of all types. However, there were different perceptions about whose responsibility it was to improve behaviour, with both parents and teachers expecting the other group to take charge. One teacher in Gambella recommended, *“reaching out to the community to advise them to manage their children”*.

Although there were a large number of instances where respondents raised the development of good behaviour as a key benefit of education, student behaviour was overwhelmingly viewed as negative. A majority (89 percent) of respondents who spoke about behaviour characterised it as a problem and this was the biggest topic in Somali region<sup>113</sup>. One boy in Somali region explained: *“Sometimes teachers cannot control the classroom. When they fail to do so, the learning process will be interrupted. Some students even throw chalk at the back of the teachers. When such things happen, I will be very disturbed.”*

Students also talked about harsh treatment from teachers as detailed in the previous section. In classroom observations, the research team only observed one class where active disciplining was taking place (students made to sit on the ground). In two classes, unruly students were asked to pay more attention and in two other classes, they were engaged by

<sup>110</sup> Kimetrica (2018) Evaluation of the UNICEF Ethiopia BSRP: Baseline Study Report. Sample of 45 refugee and host community schools across five refugee-hosting regions.

<sup>111</sup> UNHCR (2018) Consolidated Participatory Assessment.

<sup>112</sup> UNHCR (2018) Consolidated Participatory Assessment.

<sup>113</sup> 24 respondents said that student behaviour was negative. 5 in Gambella, 2 in Addis, 18 in Somali. 3 respondents were positive, 2 in Gambella, 1 in Somali. Note: there were differing numbers of FGDs in each region as noted in the methodology.

setting problems to solve on the board. Students in on observed class were noted as having very good discipline. In the other classrooms observed, there was no active management of classroom behaviour by teachers.

#### 4.15. Parental involvement

Parents saw themselves as quite involved in their children's schooling however teachers tended to disagree. Of the 41 parents who spoke about their involvement in their child's schooling, 29 felt positively about their level of engagement whereas 12 were negative about their involvement in their child's education. Half of the parents who responded negatively noted that it was difficult for many of them to engage with what their children learned as they themselves were uneducated. As one parent in Gambella shared, *"Since most of us are uneducated we really don't know what our children are learning."* Others did not give a reason or remarked that they could not visit the school because they were trying to make some money. The positive respondents talked about listening to their children tell them about their studies, visiting the school and engaging in the PTA.

In contrast, 28 of the 31 teachers who spoke about parental involvement were negative about parental involvement and whether parents had a realistic view of their child's education. Some teachers claimed that parents did not know which grade their child was in, or whether or not the child was attending class. Teachers who responded in Addis talked about the distance to school being problematic in terms of parents being able to take children to school or attend meetings and also that parents placed a low value on school progression, viewing school as more of a "day care" for their child. One teacher in Gambella mentioned: *"Some parents who are educated themselves or those who are PTA members have a realistic view but the rest don't have much of an idea whether their children is going to school or the education that they get."*

Discussion of Parent Teacher Associations (PTAs) brought mixed feedback. Over half (60 percent) of respondents were negative about the utility or activity of PTAs, while 40 percent were positive. There was a request for specific training for PTAs to support them to increase their effectiveness. Overall, it was clear that parental involvement is seen as important. Speaking about student learning, one teacher in Somali region mentioned, *"It depends on the parents, we have seen there is direct relation with the student's performance."*

## CHAPTER 5: Why don't some children attend school?

In addition to exploring factors that make it difficult for children to stay in school and learn in the classroom, the research looked at two aspects of school attendance. The first was to explore the reasons that enrolled children miss school. This in particular is a very under-researched area. The second was to investigate some of the reasons that children drop out or do not enrol in school at all. Some of the discussion in FGDs conflated the two, but efforts were made during analysis to represent this as clearly as possible without compromising respondents' answers.



*Figure 21. Empty classroom in a primary school in Tierkedi camp, Gambella region*

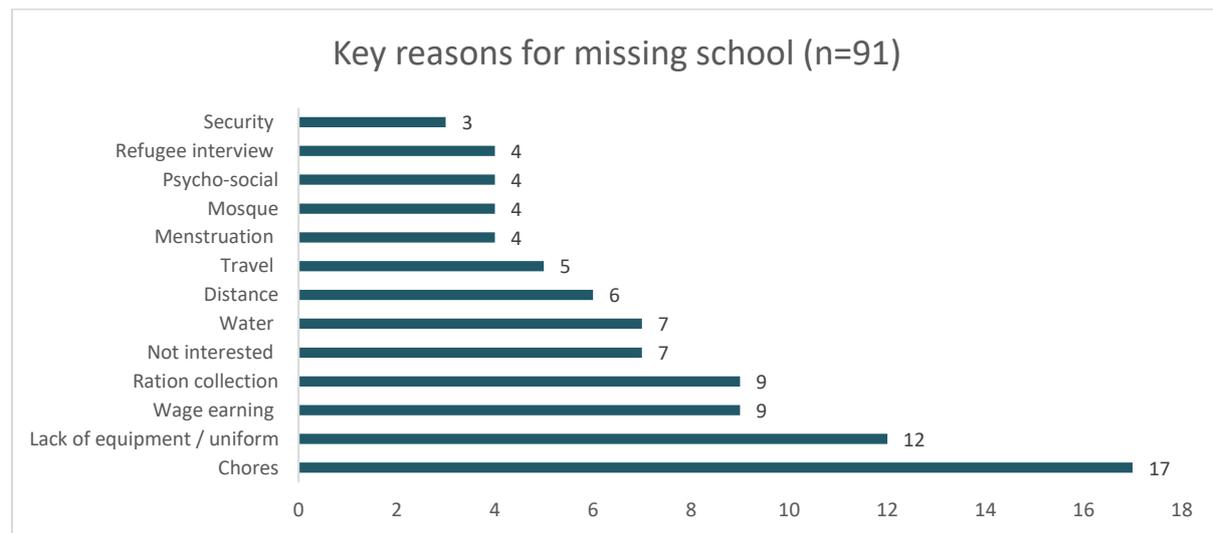
Both missing and dropping out of school are intimately connected with refugees' broader social and economic situations, as with several of the barriers to learning highlighted by respondents. However, the examples given in this section have a more pronounced and severe impact on learning. Whilst there was similarity between the reasons given for both missing school and being out of school, there were blamed in different proportions. For example, helping the family was the most common reason given for missing school, whereas it was only the fifth most common reason given for being out of school.

### 5.1 Missing school

Among the 91 instances when students missing school was mentioned, the most common reason mentioned for this was to undertake chores or help parents around the home, particularly during lean times for the family or when a caregiver was sick. It was given as a

reason for girls to miss class more than twice as frequently as for boys. In Gambella, it was mentioned that some of the female student respondents were already mothers and had to sometimes undertake childcare duties. One teacher in Somali region shared, *“Sometimes girls even ask us to leave the class if lunch time is coming up because they are responsible for preparing lunch for the whole family.”*

Figure 22. Key reasons for missing school



The second most common reason for missing school was families struggling to afford school supplies, equipment, uniform and clothing. Whilst this was mentioned in response to barriers to learning, missing school and being out of school, this appears to be a cognitive barrier, rather than a physical one. Schools do not require these supplies as a prerequisite for attending and it seems that in fact, it is the shame of not being able to afford to provide children with what they need and the concern at perceptions of others that keep children out of school. For example, half of the respondents who gave this response were parents who unanimously spoke of not being willing to send their children without the proper clothing or equipment.

The third most frequently given reason for missing school was wage earning activities. Interestingly, wage earning activities were given as reason for missing school far more than as an after-school activity. One secondary school boy in Gambella said, *“Some of us don't like it because we have to work and support our family instead of coming to school, because some of us are head of the family, which keeps us busy”*.

After that, the biggest reason given for missing class was children having to collect rations. Refugees who took part in UNHCR's 2018 Participatory Assessment noted that teachers are often assigned for food distribution and so are also absent at that time<sup>114</sup>.

Neither wage earning activities nor ration collection were mentioned in the Addis FGDs.

<sup>114</sup> UNHCR (2018) Consolidated Participatory Assessment.

Some children were not interested in class and sometimes skipped them. For instance, one secondary school student in Addis Ababa shared, *“Mostly the teachers don’t control classrooms. That is boring. We may prefer to stay at home and study from there.”* This was not mentioned in Gambella region. Lack of interest as a reason for missing school was also shared by refugees who took part in UNHCR’s 2018 Participatory Assessment<sup>115</sup>.

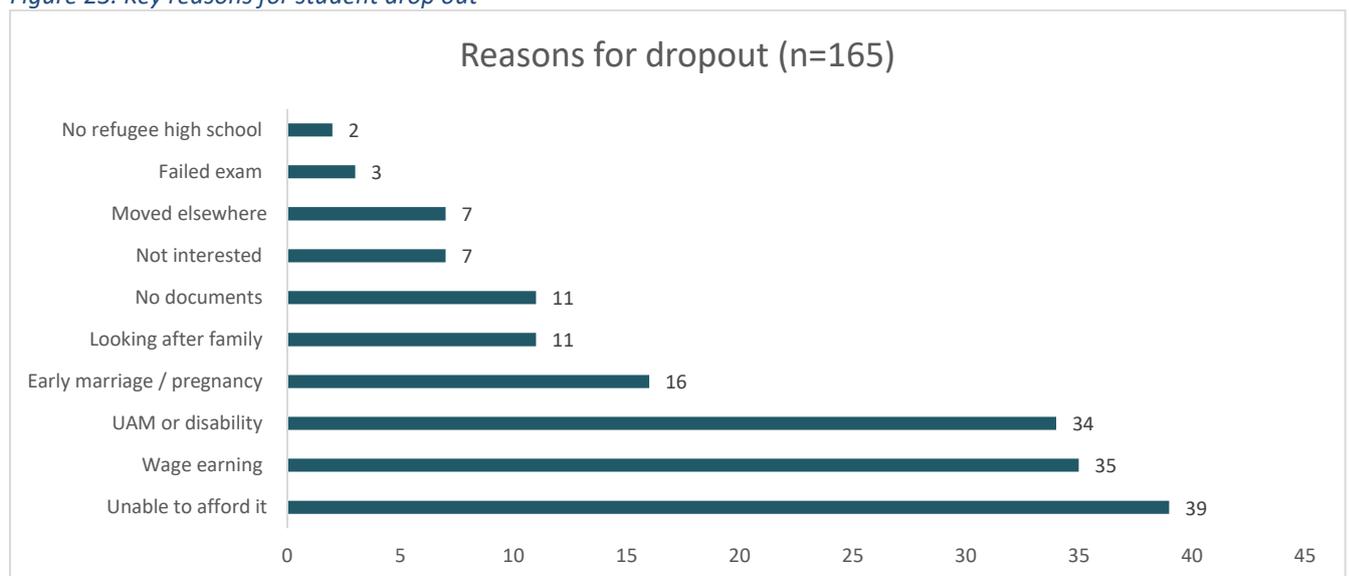
Other reasons for students missing school included water shortages, long distance to school, transport difficulties in Addis Ababa, menstruation, attending mosque (in Somali region), attending refugee interviews (in Addis Ababa), psychosocial difficulties, and security reasons.

It is pertinent for programming to note that a number of these reasons are or can be influenced by the Government and UNHCR, for example the timing of ration collection and refugee interviews that involve children. In addition, the fact that lack of school equipment and uniform has such an impact on school attendance is important to recognize in school support and budgeting.

## 5.2. Drop out and failure to enrol

Out of school research was primarily conducted through FGDs with parents of out of school children. Most of their children had dropped out rather than never enrolled. This is consistent with the growing enrolment rates recorded by EMIS in these regions. The FGDs were mixed between the two and therefore the reasons are not separated out by drop out and failure to enrol. Some questions were also built into discussions with other students and parents. Whilst most of the groups had a focus on hearing from the perspective of children themselves, it was an ethical and logistical decision to speak primarily with parents for this part of the research. During the discussion, it was discovered that most parents of out of school children had other children who did go to school.

Figure 23. Key reasons for student drop out



<sup>115</sup> UNHCR (2018) Consolidated Participatory Assessment.

The main reason given by respondents for children failing to enrol in school or dropping out was that the family could not afford it. These answers were usually given in simple terms without any further explanation or expansion. Refugee schools are free to attend and in principle, there is also support for equipment and uniforms. However, this is irregularly provided by region and school year, leaving parents to cover some of these expenses themselves. There are further consequences for the family finances, since if they are in school, they are neither directly earning themselves nor covering household activities so that a parent is freed up to go out and work.

The second most frequently given reason for being out of school was that children were earning wages. These responses are causally linked to whether a family was able to afford schooling; in the case that it was not, a child would pursue wage earning activities as an alternative.

**Box 3: Insight on reasons for being out of school from “*Informing Durable Solutions by Micro-Data: A Skills Survey for Refugees in Ethiopia*” (World Bank, 2018)**

Further analysis was done on the dataset from the World Bank’s Skill Survey to look at reasons that children are out of school. The findings were very similar to this research report. The most common reason given for children being out of school was that the child works or takes care of the home or siblings. The second most common reason given was illness, disability or pregnancy. The third was that they had no documents, or their parents didn't know how to enrol them.

A small percentage of school aged children were found to work but almost a quarter of children worked in the common research site of Tierkedi. 8 percent of under 18s surveyed said that they worked. In Tierkedi, this rose to 22 percent.

It was also found that a small percentage of children have to fetch water, but these children are principally female. A child fetches water for 13 percent of refugee households (11 percent female children, 2 percent male children). The data did not reveal a link between water collection and enrolment.

The third most frequently given reason for being out of school was that children were unaccompanied (head of a household) or had a disability. It is already known that a large number of refugee children in Ethiopia are unaccompanied or disabled but little research has been done into their educational prospects, making this finding particularly enlightened.

There are 54,715 refugee children in Ethiopia who are unaccompanied or separated<sup>116</sup>. Of the research sites, this is particularly stark in Gambella region, where there is a total of 35,000 unaccompanied and separated children, constituting 21 percent of new arrivals<sup>117</sup>. Refugees involved in the UNHCR 2018 Participatory Assessment noted problems such as lack of family care in areas with large numbers of unaccompanied children, that some care givers forced

<sup>116</sup> UNHCR (2018) Child Protection Factsheet, December 2018.

<sup>117</sup> UNHCR (2018), Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

unaccompanied children into child labor and that children often abandoned care givers for onward migration. They also noted that where there were limited child friendly spaces or recreational areas, children tended to access alcohol, cigarettes and drugs. This risk has not yet been quantified<sup>118</sup>.

In addition, there are also around 18,887 children in camps with special needs<sup>119</sup>. It is not known how many are in Addis Ababa. Special needs education is available in Ethiopia through Inclusive Education Resource Centers. There were 113 in 2016 and under GEQIP-E, this number will be expanded to 800, with at least 9 in refugee hosting woredas<sup>120</sup>. It appears therefore from the research that this lack of provision has direct impact on the school enrolment of these children. The lack of special needs education was also raised by refugees who took part in UNHCR's 2018 Participatory Assessment<sup>121</sup>.

The fourth biggest reason given for drop out was early marriage or pregnancy. This appears to be an issue that spans regions. Over half (55 percent) of these respondents were in Somali and 45 percent in Gambella<sup>122</sup>. Recent research in Benishangul-Gumuz (not a research site in this study) found one in five 14-year-old girls said they had experienced early marriage or were cohabiting with a male as if married. 55 percent of girls wanted to wait until 18 to get married and 51 percent wanted to wait until 18 to have their first child<sup>123</sup>. This demonstrates both the extent of this harmful traditional practice and that it is not just anchored in the culture of parents and caregivers, but girls themselves. Just behind early marriage in frequency was dropping out to look after family<sup>124</sup>, another gendered root cause for drop out.

Another significant reason given for not enrolling in Somali region was difficulties caused by not having proper documentation. This was a running theme across several areas of exploration in the study. For instance, in Somali some children said that they did not have ration cards and had not been able to register formally, although they viewed themselves as refugees. This requires further exploration, as refugee children should register at school with their individual registration numbers, and they have the legal right to access education in any case. There may be administration failures at the school level or it may be due to a lack of understanding of how to enrol, which requires community outreach to amend.

Documentation for refugees in Ethiopia includes a UNHCR proof of registration, which is a family-level document. ID cards are currently being introduced for refugees over the age of 14 years old, issued by the Agency for Refugee Returnee Affairs (ARRA) and UNHCR. The card is valid for three years and contains key information and a photograph. Thirty seven percent of the refugee population had an ID card as of January 2019.<sup>125</sup>

<sup>118</sup> UNHCR (2018) Consolidated Participatory Assessment.

<sup>119</sup> World Bank (2019). Environmental and Social Systems Assessment (ESSA) for additional financing to general education quality improvement program for equity for refugee integration.

<sup>120</sup> World Bank (2019). GEQIP-E Additional Financing for Refugee Integration Project Paper.

<sup>121</sup> UNHCR (2018) Consolidated Participatory Assessment.

<sup>122</sup> Adjusted percentage.

<sup>123</sup> Stark, L., Asghar, K., Seff, I., Yu, G., Gessesse, T., Ward, L., Baysa, A., Neiman, A., Falb, K. 2018. "Preventing violence against refugee adolescent girls: findings from a cluster randomised controlled trial in Ethiopia." *BMJ Global Health* 2018;3:e000825

<sup>124</sup> 11 respondents, 6 in Gambella, 2 in Addis, 3 in Somali

<sup>125</sup> UNHCR (2019), Displaced and Disconnected, Country Reports.

**Box 4: Insight on documentation and enrolment from “Informing Durable Solutions by Micro-Data: A Skills Survey for Refugees in Ethiopia” (World Bank, 2018)**

Further analysis of the survey data from the Skills Survey showed that identification did not negatively affect the likelihood of enrolment. This provides important context to the responses given in this research in Somali region that documentation was a barrier to enrolment. In the Skills Survey, of those under 18s without an ID, the average enrolment rate was slightly higher (87 percent) than those who did have an ID (85 percent). In Tierkedi camp, the common research site between both studies, the percentage of enrolled children with an ID was 2 percent higher than those without. However, in contrast to this, the third most common reason given by respondents to the study for a child being out of school was that they had no documents or their parents didn't know how to enrol them.

Other reasons for drop out included children not being interested in school, children moving internally or externally primarily from Somali region, failing exams or that there was no refugee high school in the vicinity.

In addition to the respondents who talked about early marriage and pregnancy, there were a number of other respondents who said that drop out was a gendered issue and that boys and girls dropped out for different reasons. According to one teacher in Somali region:

*“For female children aged 13 and 14, if their parents are dead because of the war, they are responsible for taking care of their family. Parents want [girls] to stay at home and help their family, mostly taking care of their younger siblings. For the boys they want them to bring income and engage in some activities like herding cattle. Many family members are disabled due to the war and younger sisters and brothers are left with the burden of taking care of the family.”*

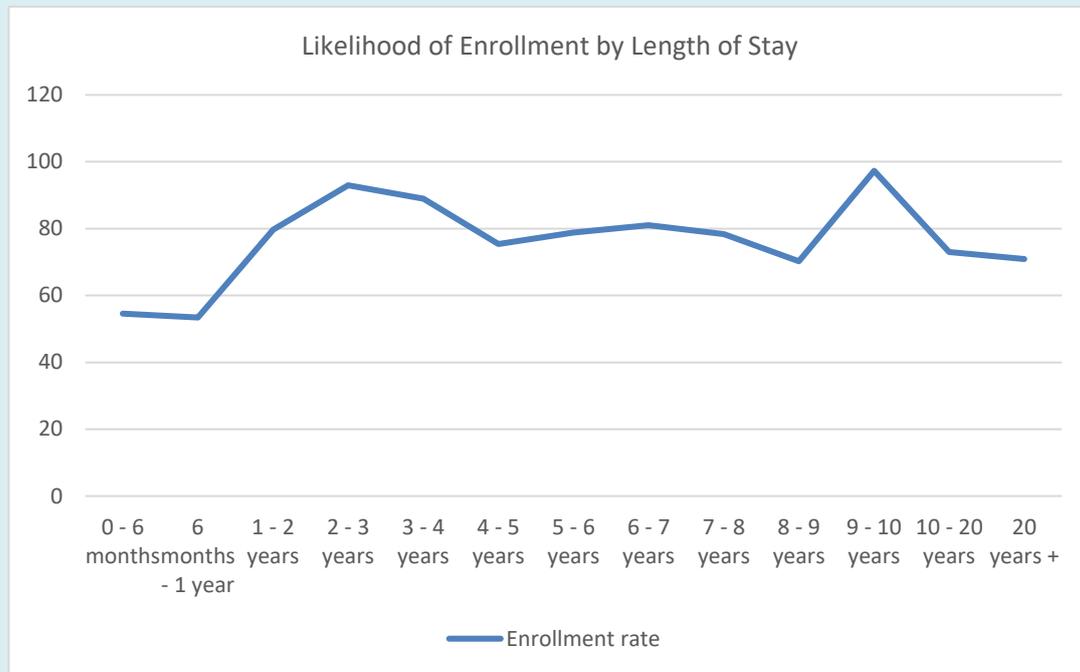
Both EMIS data and the school observation data point to a lower number of girls enrolled in school. For instance, in one camp in Gambella, there was an average of 8 girls in each classroom observed.

**Box 5: Insight on displacement and enrolment from “Informing Durable Solutions by Micro-Data: A Skills Survey for Refugees in Ethiopia” (World Bank, 2018)**

Further analysis of the Skills Survey dataset gave insights into other factors that affect enrolment, which were not explored in this research, such as pre-flight enrolment, disruption to education and the link to length of stay. Most survey respondents had not been enrolled pre-flight but were now enrolled (60 percent). The second biggest group was those who had been enrolled both pre- and post- flight (25 percent). This is mirrored in the common research site of Tierkedi.

Most children had had a disruption from schooling lasting one year. After this, it was 2 years, and after that 3 years. In the common research site of Tierkedi, the average length of school disruption was longer. Most children had had 2 years of disruption.

The enrolment rate of children generally rose with their length of stay but there were peaks for children who had been in Ethiopia for 2-3 years and then the rate dropped again before rising sharply for children who had been in Ethiopia for 9-10 years.



## CHAPTER 6: What are the aspirations of refugee learners?

The research study set out to understand what refugee children and their families saw as the value of education and what they hoped it would bring in the future. This is a particularly pertinent issue for refugees at this time in Ethiopia as the traditional durable solutions available to them are shrinking and new options are being created.



*Figure 24. Students participate in a focus group discussion in Tierkedi camp, Gambella*

The most common durable solutions for refugees in Ethiopia have been either returns or resettlement to third countries. 65,000 refugees in Ethiopia are eligible under the strict criteria for resettlement. However, the number of available places is much lower than this and diminishing year on year. In 2016, there were 6,465 submissions made, 97% of them to the USA<sup>126</sup>. In 2017, policy change in the US brought about change. The target for 2017 was revised down from 7,500 to 2,000 reflect the reduced admissions to the United States Refugee Admissions Program (USRAP)<sup>127</sup>. In 2018 and 2019, the target is only 3,240 submissions for resettlement<sup>128</sup>. Meanwhile, there are increasing efforts to tackle irregular

<sup>126</sup> UNHCR (2016). UNHCR Ethiopia: Resettlement Factsheet (September 2016)

<sup>127</sup> UNHCR (2017). UNHCR Ethiopia: Resettlement Factsheet (December 2017)

<sup>128</sup> UNHCR (2019). Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)

migration and dangerous onward journeys through multilateral donor, EU and European donor programs.

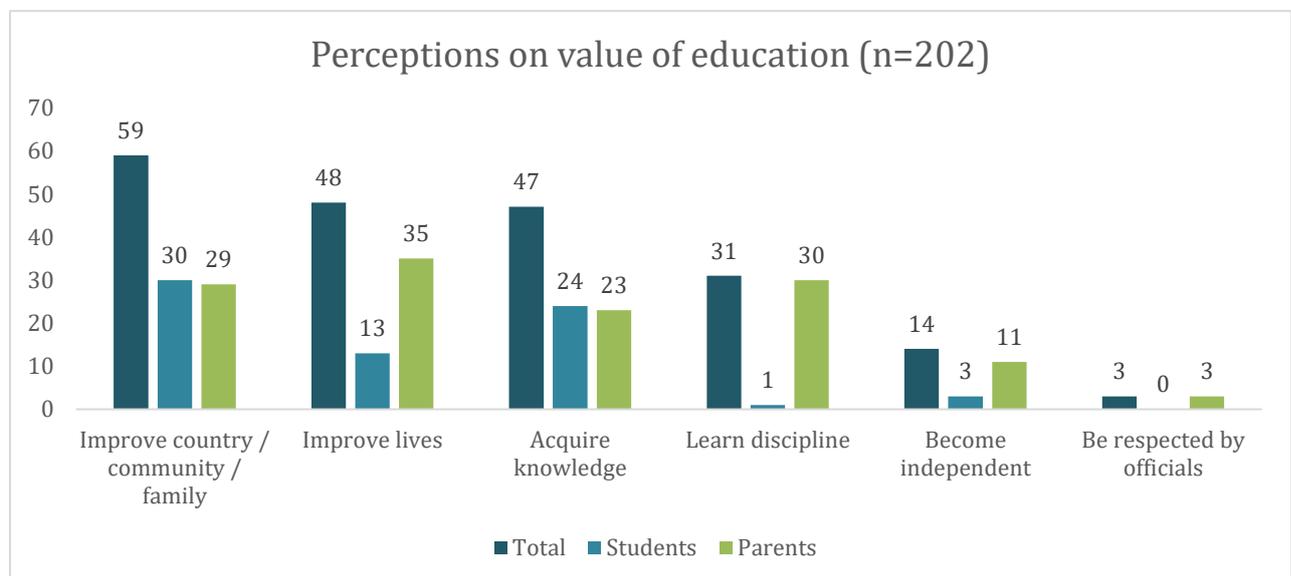
On the other hand, the nine pledges made by Ethiopia to the CRRF include a new durable solution; integration for refugees who have lived in Ethiopia for over 20 years. The work pledges also create new options for formal employment, which have not been practically available to refugees until now.

Education is intimately linked with making and achieving aspirations for the future. It can impact motivation to study and enable children to pursue their dreams. Without practical and demonstrable opportunities, it is difficult to maintain momentum in study. This is reflected in the findings below on hopelessness. However, the opening up of job opportunities is a notable change. The scholarships available for refugees to attend university in Ethiopia, through UNHCR’s DAFI scheme are also vital to this.

### 6.1 Reasons to be in school and why school is important

In FGDs, parents and children were all asked why they thought education was important and what the value of education was. The most common response was that education helped children to improve the world around them. Respondents talked about helping either their country, community or family. Twice as many male students answered this way than female students. One father in Gambella said, *“The goal is that when our children become educated, they will serve us and provide food for us, as we age old they will provide cars and we will be in comfortable places enjoying our life”*.

Figure 25. Refugee perceptions around value of education



The second most common response was that education would help children to improve their lives. Respondents mentioned the chance to change their lives, become successful, have more opportunities and learn languages through education. One parent of a secondary school child in Somali region said, *“There is no shortcut to being successful in life. The only way to do so is education.”* Over 70 percent of those who gave this response were parents who expressed a

strong desire for their children to struggle less than they had. This was in fact parents' most common answer. Again, the respondents were evenly spread across the regions.

The third most common response was that education is valuable in acquiring knowledge. This was the most common answer for girls, who were a third more likely to answer this than boys.

Respondents also brought up discipline as a key value of education. This was also raised in UNHCR participatory assessments, with some refugees suggesting the involvement of religious leaders and elders so that children developed good virtues<sup>129</sup>.

Some respondents noted that education brings independence or self-sufficiency. It was overwhelmingly parents in Somali region who answered in this way. Three sets of parents in Gambella (1 percent) also mentioned that if you are educated, you are more respected and listened to, particularly by officials.

## 6.2 Aspirations for schooling

When asked how long they would stay in school, the most common response from students was until degree level. A vast majority (97 percent) of those who responded wanted to pursue a university degree or a PhD, whilst the remaining 3 percent wanted to finish school and gain their diploma. One female primary school student in Gambella said (to the FGD moderator), *"Where you have reached is where I want to reach."*

Addis was also the area where students talked a lot about moving overseas<sup>130</sup>, struggling to pass the examinations<sup>131</sup>, and also the hopelessness of finding a job in Ethiopia<sup>132</sup>, suggesting that this aspiration is linked to low expectation for future prospects locally. (See Box 6 for further discussion of this).

The level of ambition of students was similarly matched by their parents. Eleven percent of parents wanted their children to finish school, whilst 89 percent wanted them to pursue a degree or beyond.

Seventy six percent of parents were supportive, whilst 24 percent had competing demands that took away from their support, which was most commonly financial constraints. One boy in a Gambella secondary school said, *"if there is shortage of anything parents would want you to get a job to support their them and your younger siblings, at times there is no food or money to buy clothes in the camps; parents may ask you to become an incentive worker to use the incentive money"*.

<sup>129</sup> UNHCR (2018) Consolidated Participatory Assessment.

<sup>130</sup> 3 out of 13 of these responses, the other 10 being in Somali region. However, there were three times as many FGDs held in Somali region and so the proportion was similar.

<sup>131</sup> 6 out of 13 of these responses, the other 7 being in Somali region. However, there were three times as many FGDs held in Somali region and so the proportion for Addis was higher.

<sup>132</sup> 5 out of 17 of these responses, 1 of the other responses being in Gambella and the other 11 in Somali region. However there were three times as many FGDs held in Somali region and 3.7 times as many FGDs held in Gambella region and so the proportion for Addis was higher.

Three sets of parents in Somali were concerned about their children making dangerous onward migration journeys or joining with terrorist groups. Two of these were parents of out of school children, whilst the other child was at secondary school.

Four respondents (female students and parents of female students in Gambella) mentioned that parents were supportive of schooling at present but that it was dependent on age.

Six respondents, two thirds of whom were female students, talked about aspiring to have a family after school. It was unclear whether the girls envisaged working as well as being married. More parents aspired for their children to start a family after graduating high school in both Gambella and Somali. The reasons given for this were primarily about the role of women in society, however one primary school student in Gambella also mentioned, *“Some parents don't want us to come to school. If your father drinks' alcohol they would rather have you marry and earn cattle, that's why some students don't come to school.”*

Thirteen respondents in Addis and Somali mentioned aspiring to go abroad. This regional spread is interesting, given that many people are in Addis to go through the resettlement process and the Jigjiga camps have the highest rate of resettlement amongst all camps. Around a quarter of these respondents linked going abroad to pursuing a better education.

**Box 6: Insight on what affects aspiration for schooling from “*Informing Durable Solutions by Micro-Data: A Skills Survey for Refugees in Ethiopia*” (World Bank, 2018)**

Further analysis by this research team of the data collected during the Skills Survey showed that the average enrolment rate for under 18s living with a parent and those not living with a parent was the same.

For respondents who plan to go to a new country or another camp in Ethiopia, their enrolment rate is lower than average. The average rate of enrolment was 85 percent, dropping to 80 percent for those who planned onward movement and 78 percent for those who planned to move within Ethiopia. This is also marginally the case for those who plan to apply for residency in Ethiopia (81 percent).

60 percent of respondents said that if they had the formal right to settle freely and live and work in Ethiopia, they would still want to move to a new country. However, in the common research site of Tierkedi, refugees were more likely to settle, with only 28 percent agreeing with this statement.

### 6.3 Aspirations for after schooling

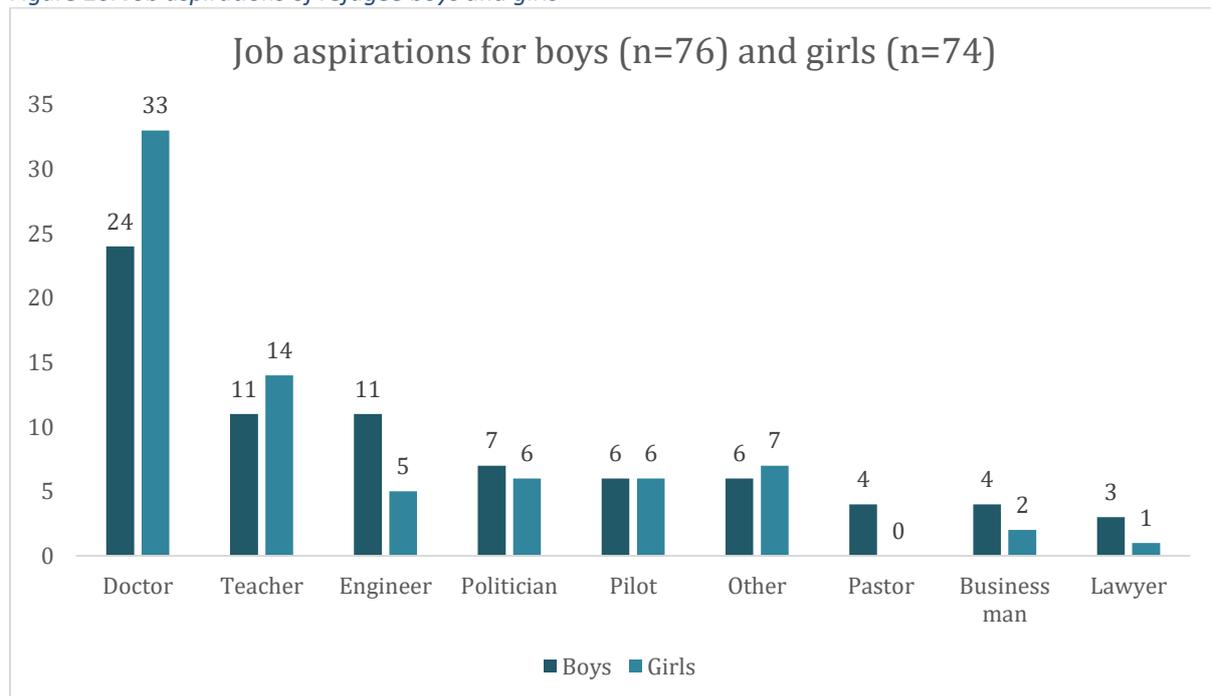
Students and their parents were asked about their aspirations after they completed schooling. The most commonly wished for future jobs were in public service or the reasons given had strong motivations of contributing to society. The jobs mentioned became more diverse in more urban areas (dentist, rather than doctor, an artist or fashion designer), suggesting more of an exposure to different kinds of careers.

There were some other jobs that were region-specific. All those who wanted to become pastors were not only boys but also in Gambella. A key informant noted that being a pastor

is seen as a good job opportunity in Gambella. Similarly, in Somali, where there is a stronger culture of entrepreneurship, some children aspired to be in business. The children who wanted to be lawyers were all in Gambella as well. Future doctors, teachers, pilots and politicians were evenly spread across the regions.

The commonly wished for job (that of a doctor) was the same for boys and girls as well as their parents. This was followed by being a teacher. Boys gave a more diverse list of jobs on the whole, whereas these two jobs dominated for girls. Parents largely did not talk about their specific job aspirations for their children and the answers were very limited. However, as mentioned, those that did also preferred the roles of doctors and teachers.

Figure 26. Job aspirations of refugee boys and girls



#### 6.4 Limitations to Aspirations

There was recognition of what might limit achieving goals. In Somali, there was some discussion about the demotivating effect of students seeing refugees graduate and then have no opportunity to work. Similarly, girls in Somali recognized that there were gender barriers. One female secondary school student in Somali explained, *“We want to complete university. That’s what our parents say too, but what we see happen in reality is different. Here girls marry early and stop their education.”* However, the parents of a Somali secondary school child indicated a break from traditional gender expectations for girls by saying, *“We don’t want them to be like us. We don’t want them to remain as housewives like us.”*

Two girls talked about some jobs being appropriate careers for women because they did not involve subjects like maths and are “simple and less difficult”. Eight parents explicitly mentioned that girls and boys should reach the same level of education, whilst most did not directly answer the question. One teacher mentioned that girls are less motivated in the classroom than boys.

No respondents discussed the current right to work, the CRRF process and the changes in law and policy or opportunities to integrate into Ethiopian society. Questions explored limitations in a general framing, but it is of interest that such high-profile topics, that have dedicated outreach resources, were not raised by parents, students or teachers.

## CHAPTER 7: What does a child's life outside of school look like?

There is an increasing realization among researchers and policymakers of the many ways in which factors beyond school influence a child's educational and socio-emotional outcomes<sup>133</sup>. Traumatic experiences beyond school, such as abuse, neglect, and homelessness, are consistently linked with negative life circumstance including poverty, juvenile delinquency, low academic performance, substance abuse, and mental and physical health issues<sup>134</sup><sup>135</sup>. In any context, children need an enabling environment to learn. Evidence based on a series of studies carried out by Save the Children's Literacy Boost program encourages a *Life wide Learning Approach* to policy and programming, stating that "interventions that should consider both home and community learning environments and their differential influences on interventions across different low-resource settings"<sup>136</sup>.



Figure 27. The school vicinity in Gambella

<sup>133</sup> Jacob, B. A. & Ryan, J. (2018). How life outside of school affects student performance in school. *Economic Studies at Brookings*, 2 (44). <https://www.brookings.edu/wp-content/uploads/2018/03/jacobs-and-ryan-report.pdf>

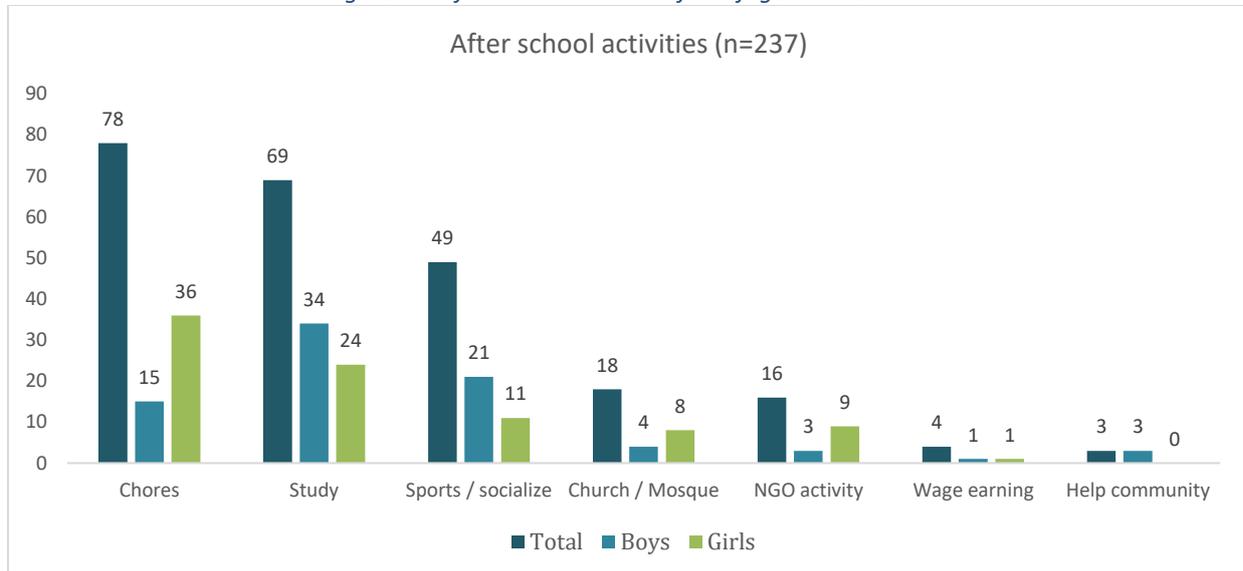
<sup>134</sup> Zimmerman, G.M. & Kushner, M. (2017) Examining the Contemporaneous, Short-Term, and Long-Term Effects of Secondary Exposure to Violence on Adolescent Substance Use. *Journal of Youth and Adolescence*, 46, 1933 - 1952.

<sup>135</sup> Walsh, K., McLaughlin, K., Hamilton, A., & Keyes, K. (2017) Trauma exposure, incident psychiatric disorders, and disorder transitions in a longitudinal population representative sample. *Journal of Psychiatric Research*, 92, 212-218.

<sup>136</sup> Dowd, A. J., Friedlander, E., Jonason, C., Leer, J., Sorensen, L. Z., Guajardo, J., D'Sa, N., Pava, C., & Pisani, L. (2017). *Life wide Learning for Early Reading Development*. <https://doi.org/10.1002/cad.20193>

The most common after school activity reported by students overall was helping parents after school by doing chores though girls reported this more commonly than boys. The types of chores children participated in included cooking, cleaning, washing clothes and looking after younger siblings.

Figure 28. After school activities for refugee students



The second most common after school activity for children was studying. More boys reported studying after school than doing chores, whereas the reverse was true for girls. Several girls explained that there was little time to study after school once they had finished helping the family.

The third most common after school activity was playing sports or socializing. The girls primarily discussed socializing with friends, whereas the boys talked about playing sports together. In fact, almost five times as many boys reported playing sports as girls.

Other respondents talked about children going to church (in Gambella) or mosque (in Somali) after school. In Somali region, this also had a learning element and many of the respondents talked about attending religious schooling or learning the Qur'an in the afternoon.

Seven percent of responses indicated that children participated in NGO activities after school. Over a quarter of respondents that talked about NGO activities and centers reported using them after school, whilst 72 percent said that there were enough centers and activities or that they did not use them. In Pugnido, respondents did not speak about NGO after school activities whereas in Tierkedi, they referenced the Save the Children youth centers and in the Somali camps (Aw-Barre and Sheder), the respondents talked about IRC vocational and IT training centers<sup>137</sup>.

Finally, a small number of respondents talked about children earning wages or doing things for the community after school.

<sup>137</sup> 2 respondents mentioned workshops and training, 5 were recreational or 12 educational.

## CHAPTER 8: Conclusion/Recommendations

There are 75 refugee specific schools and at least a further 12 host community schools in Ethiopia, plus the urban schools that are not systematically tracked. These schools educate over 400,000 refugee learners. Therefore, the sample size of 12 schools and 400 respondents is a modest sample from which to draw conclusions. Furthermore, the research sites were at 4 of 24 refugee camps and 1 urban center and different issues may arise in different camps or regions not covered by this particular research.

However, this study represents the first report for public usage where perceptions on barriers to learning were gathered from refugee students, parents and teachers themselves and are presented as such. It was specifically designed to ask research questions, which have not been asked in Ethiopia before, and to provide vital missing knowledge to those who work on refugee education. As a perceptions-based piece, it gives a valuable insight into how the refugee education program in Ethiopia is being received and viewed. The richness of the qualitative data has provided some initial findings and recommendations on how to improve provision and tackle issues of attendance and dropout. Some of these recommendations can lead to immediate action and some of them are indicative areas for further exploration through larger dedicated reviews.

### What does a refugee classroom look like?

The study found that WASH issues were of primary concern amongst the participants at school level in the three research sites. Hygiene and lack of water were specifically raised by respondents as barriers to education, creating difficulties for children whilst at school or even preventing them from coming to school.

Whilst UNHCR monitors the overall WASH situation for refugee camps, ensuring that minimum standards are met across entire camps, this is not specific to facilities like schools and requires further exploration, particularly in light of the student: tap ratio findings in the BSRP baseline study. There has to date been no comprehensive study taken on WASH in schools that refugees attend and therefore it is recommended that in the short-term, such a study is undertaken to interrogate; 1) the current WASH situation across all schools that refugees attend, utilizing similar indicators to the ones prioritized by refugees in their responses, 2) the impact of the WASH situation on a child's likelihood to attend school, 3) the interconnectedness of WASH inside and outside of the school compound.

Refugee education providers have been working on extending the school grants program to refugee schools, though this has not yet been achieved due to incompatibilities in financial systems. The new MoU signed between MoE and ARRA does however bring positive signals that this will be achievable in the near-term. Schools grants are an important area of growth. They would provide additional funds to school, calculated based on the number of pupils, to dedicate to priorities formed by the administration and Parent Teacher Association through a School Improvement Plan. Though a modest amount, it allows for more flexibility and ownership in school financing and has the potential to address the issues raised by

respondents in this section, such as building a school fence, improving the laboratories and libraries, employing a caretaker to improve the maintenance of facilities. Therefore, it is recommended that successfully achieving the annual transfer of school grants to refugee schools be prioritized by all actors in the short term.

MoE is also preparing a costed plan for integration of refugee students into mainstream education systems at present. At present, little detail is available on the unit costs for refugee education in Ethiopia, beyond the overall organizational budgets and the broad category budget lines from UNHCR. It is recommended that the opportunity be taken to compare the costed plan with the current refugee education budget to look at current spending and allocations and how interim budgets can better address some of the issues raised in this section.

#### **Recommendations:**

- 1) Undertake a comprehensive WASH study in refugee schools.
- 2) Extend school grants to all refugee schools.
- 3) Use the opportunity of the costed plan to look at the budget needs for refugee education.

## **What do refugee children learn and how?**

To date, available information on the learning of refugee children has been; EMIS data on completion rates of learners at Grade 8, the number of children who graduate from refugee high schools with eligibility to enter university. Examination results are held at the school level and by organizations but are not publicly available. This is a scarce picture, which does not fully inform those working in refugee education on how students are performing. To enrich this picture, this study collects perceptions on progress and how much children self-report on understanding in the classroom. This adds a new layer of understanding of how well refugees are learning. Fundamentally though, it is recommended that as a matter of high importance, refugee schools be included in the national learning assessments carried out in Ethiopia, that this data be disaggregated for refugee schools and by gender and shared widely with refugee education practitioners in Ethiopia.

A key finding of the study is that perceptions of progress are low and that students self-report problems in understanding content. Only half of parents were positive when asked how they thought their children were progressing. Children in Somali region and Addis Ababa voiced concerns about whether they would pass their national exams. 45 percent of children reported problems in understanding the content of their lessons. Similarly, perceptions of teaching quality were mixed and several key teaching challenges such as absence and low numbers.

It is recommended that to deal with both the community awareness of learning and to improve learning itself several steps be taken.

To deal with the issues raised on transitioning to new curriculum, catch up classes are an important. According to UNHCR, these are common in camps with new arrivals compared to

camps that have existed for a while. In camps that have lasted for more than five years, it's envisaged that the gap would have been filled and more students now participate in the formal schooling. However, it is recommended that minimum standards be set for the provision of catch up classes and that at least some provision is available to all camps.

Large class size, limited teaching aids and little training inhibited teachers from effectively using student-centred learning. However, teachers expressed motivation and will to utilize a larger variety of teaching methods if they were able to, which represents a key opportunity. It is recommended that large class size be prioritized as an area to tackle; in the short-term by filling employment gaps for teachers and equipping unused classrooms and in the medium-term by building new classrooms and facilitating refugee children in accessing a broader selection of schools including in the host community.

The study shows there are substantial opportunities to work more with teachers to improve quality. Many deeply care about their work and gave passion for their community as their number one motivation, wanting to stay longer term in their positions. These are solid building blocks for investing in teachers and suggests that the current high turnover in teaching staff can be challenged. It is recommended that both refugee incentive teachers and national teachers in refugee schools be invested in to strengthen their teaching, their ability to cater to the needs of refugee learners and to increase staff retention. For national teachers, this includes increasing CPD opportunities and looking into the option of a refugee-specific teaching module for training.

Given that there is high parental demand for incentive teachers in Gambella, teacher upgrading is another area of opportunity. These teachers are invested in their communities and given the protracted nature of their displacement, will likely remain in the region for long periods. Given the difficulties in recruiting national teachers to the remote, hardship conditions of camps, local recruitment appears a sustainable option. However, other factors in staff retention are not present. They are not properly compensated and have limited opportunities for professional development. Some work on teacher upgrading is underway, particularly through ECW funding. However, it is recommended that teacher upgrading for refugee incentive teachers be scaled up to a formalized and large-scale program, which any eligible incentive teacher has access to. It is also recommended that it be accompanied by exploration of formal work permits for upgraded teachers, so that they can take on teaching jobs. Without this important step, the investment in upgrading teachers is likely to be undermined by trainees seeking other opportunities.

#### **Short-term recommendations:**

- 1) Include refugee schools in national learning assessments;
- 2) Communicate what refugee children learn and how to their parents, through community champions and outreach, including strengthening of PTAs;
- 3) Immediately reduce class sizes through upgrading unused classrooms and recruiting more teachers;
- 4) Set minimum standards for the availability of catch up classes by region.

#### **Medium term recommendations:**

- 1) Upgrade current refugee incentive teachers into qualified teachers through training;
- 2) Explore options for transitioning refugee teachers into formal positions, including mapping the pipeline and timeline of qualified refugee teachers, costing of salaries, and establishing a process for recognition of qualifications as well as gaining work permits;
- 3) Establish an MoE-led training module for all teachers in refugee schools to specialize in providing specific support to refugee learners;
- 4) Continue to reduce class sizes by building more classrooms and increasing the opportunities for refugee children to attend other schools.

## What factors inhibit refugees from learning optimally?

Limited data was available on how often children attend school. There are difficulties in relying on self-reported data and the schools in Gambella were not keeping a class attendance register. Some NGOs involved in education provision do undertake action research on drop out and absenteeism, however this is not publicly available and would need to have comparable and rigorous methodology across pieces to be widely utilized. Therefore, it is recommended that a dedicated study on absenteeism in refugee schools be conducted to better understand the impact of barriers to learning. This study would quantify the amount of schooling that refugee children in Ethiopia receive and could explore some of the factors raised by this study as barriers to learning and reasons for drop out or absenteeism.

Material needs were the main barriers to learning, reported by respondents. These included the need for more books and supplies and uniforms for children who attended school. The top three reasons given by respondents for missing school are all related to material needs (chores, lack of equipment, wage earning) and the top two for dropping out (can't afford it, wage earning). This is a surprising finding, since uniform and school books are not prerequisites for children to go to school. So, whilst these children were still eligible to attend school, respondents talked about the shame of sending children without proper equipment. This perceptions-based finding is an important cognitive barrier to understand about refugee populations and merits further exploration. It is recommended that donor and NGO partners look at the material needs of learners in attending school. The inconsistency of support was also raised as an issue.

An unexpected finding of the study was that respondents reported language as the second largest barrier to learning. Language is widely acknowledged to be an issue in other regions, such as Benishangul Gumuz where the refugee and host populations do not share a mother tongue or the Shimelba camp in Tigray, where both refugee and host come from a small ethnic minority called the Kunama and supplying curriculum, teaching and supplies in mother tongue has been challenging. However, in Gambella and Somali regions, the host and refugee populations speak common mother tongues. Nonetheless, respondents reported that the education system itself.

It is not recommended to change the language of instruction, given that these policy choices are in line with IGAD policy (through the Djibouti Declaration) and international best practice. However, it is recommended that further language support be provided to ease the transition

from mother tongue into other languages of instruction that happens at upper primary and then again at secondary level.

Large class size was the number three reported barrier to learning and was consistently mentioned across each of the areas of exploration with the respondents. This adds importance to the above recommendation to immediately look at low-hanging fruits in how to reduce the class sizes of refugee schools. It is acknowledged that this is more difficult in areas with high influxes. However, four out of five areas visited in this study do not face this issue and should be prioritized for immediate reduction.

Hunger was brought up by respondents as a barrier to learning. UNHCR report that 92 percent of refugee primary schools offer school feeding and so at first glance this is a surprising finding of the study, however respondents brought up issues such as the girls being too shy to eat in front of the boys and facilities or amounts being too small. In some research sites, it was reported that school feeding had been stopped. In addition to this, it is known that rations for the home are not sufficient under current provision. It is therefore recommended that school feeding be validated at all schools and that facilities be upgraded. Nutrition studies could also explore if children who benefit from school feeding receive the same share of household food or if there are any other underlying causes for hunger. It is important for practitioners to note that if more children start to attend host community schools, where there is no school feeding provided, this barrier is likely to become worse.

Another practical consideration in avoiding refugee children missing school is the commitments that clash with class time. Two examples raised within this research that may be immediately addressed and have a positive impact on school attendance of refugee students are the timing of refugee interviews (in Addis Ababa e.g. for RSD, resettlement and family reunification) and ration collection. It is recommended that outreach be done with teams that organize such activities on how to minimize educational disruption, where possible.

Other than the material needs already discussed, the primary reasons for drop out given by respondents were vulnerabilities such as unaccompanied children, disability, early marriage and pregnancy. To date, there is no available data for the GER / NER of vulnerable children in refugee camps. There has been a study on early marriage amongst refugee children in Benishangul Gumuz but nothing in other regions. So whilst these have often been assumed to be reasons for drop out or failure to enrol, this finding is important in building the evidence base for this. It is therefore recommended that educational support be provided to vulnerable children to enable them to enrol and stay in school. The National Refugee Child Protection Strategy identifies an intervention area as “close collaboration with Education partners to address root causes of low enrolment and school drop-out and increase retention of refugee students, especially girls... and ensure a safe learning environment for refugee children is ascertained.”<sup>138</sup> It is recommended that this become a priority intervention area for Child Protection partners and that examples of good practice be collected and shared. It is also recommended that the new Inclusive Education Resource Centers being built to provide

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<sup>138</sup> GoE (2017), National Refugee Child Protection Strategy, 2017-2019.

special needs education in Ethiopia look at inclusive locations that could also benefit refugee and other underserved populations.

The psychosocial barriers to learning were only included as a small part of the study and were inhibited by being in a group setting on a school campus, led by facilitators who had no prior relationship of trust with respondents. However, the findings were interesting. A key finding in this area is that trauma is more frequently mentioned in Somali where refugees have been settled 15+ years (so that only older refugee children would have first-hand experience of violence in the place of origin), compared with more recent arrivals in Gambella where it is more rarely mentioned. Fears for the future and feelings of displacement as well as the hardships of life were mentioned as well as the direct impact of trauma. This merits further exploration and it is recommended that a full study explore the psychosocial needs of refugee children and its interaction with the education system. The upcoming learning assessment as part of BSRP to be led by Plan International will include socio-emotional aspects and will be important learning in this under-researched area.

#### **Short term recommendations:**

1. Prioritize provision of basic teaching and learning material to refugee classrooms.
2. Generate solutions to reduce class size for refugee classrooms.
3. Target more vulnerable learner groups with extra support (including children with disabilities, pregnant girls and young mothers).
4. Validate school feeding in all schools and improve all school feeding facilities.
5. Adjust timing of refugee interviews and ration collection so as not to overlap with school days/hours.

#### **Medium to long term recommendations:**

1. Conduct a study to explore the psychosocial needs of refugee children in Ethiopia and the interaction with learning.
2. Conduct a desk review of psychosocial needs of refugee children globally and highlight successful interventions being used currently.
3. Devise and test interventions to meet the specific psychosocial needs of refugee children in Ethiopia.

## **What are the aspirations of refugee children?**

Children were forthcoming in discussing what they wanted to be in the future and they showed high levels of ambition, choosing jobs that require lengthy education and high grades, such as doctors, lawyers and engineers.

The most commonly wished for jobs for boys and girls were doctors and then teachers, both public service-oriented professions. Boys wanted to do a greater range of jobs, as did the urban refugees in Addis Ababa. Parents were broadly supportive of their children's ambitions.

The contrast between the high level of ambition and low enrolment figures in secondary school is stark. It is recommended that the high levels of ambition be harnessed as an incentive to keep children in school and utilized in tackling some of the major drivers of drop out. Whilst there are increasing scholarship opportunities for tertiary education, without

tackling the low secondary school enrolment amongst refugee communities (as well as quality issues), only a small number of children will reach their potential.

**Short term recommendations:**

1. Highlight link between school completion and popular aspirations in communication outreach to children and families to enhance enrolment and reduce dropout.

**Medium to long term recommendations:**

1. Provide learners with mentors and experiences with various professions.

## What does a refugee child's life look like outside of school?

Refugee children mostly do chores and help their families outside of school, especially the girls. Self-study and play are other important elements of their lives. Their play is often with host community as well as refugee children, though this depends on their proximity.

It is recommended that education and child protection partners continue to work together to build a comprehensive picture of a child's life outside school. Regular joint needs assessments can utilize this information for education provision and may influence issues such as the opening hours of school facilities, solar lamps with dedicated study uses, play and recreational spaces.

**Short term recommendations:**

1. Conduct more in-depth exploration of refugee children's lives outside of schools (including household surveys, observations, interviews and focus groups) in order to have a comprehensive picture of refugee children's daily lives.
2. Leverage the strengths of individuals and activities occurring within homes and communities to enhance refugee student learning.

**Medium to long term recommendations:**

1. Generate policies and interventions to enhance school-community partnerships for children's learning specific to the needs of refugee populations.

## Annex 1. Research Mapping Consultation

A consultation workshop was carried out on Nov 26, 2018, at World Bank office in Addis Ababa, to map areas of research being carried out by different partners and agencies in the country. This section provides a step-by-step process and findings of the workshop.

**Participants included the following:**

Name	Role	Organization
1. Zemenu Tadesse	Assistant Education Coordinator	IRC
2. Shewaye Tike	Education Coordinator	IRC
3. Berhanu Geneti	Education Officer	UNHCR
4. Mahlet Endalku	Research Fellow	Zerihun Associates
5. Mesay Girma	Research Fellow	Zerihun Associates
6. Diane Whitten	Regional Refugee Coordinator	US Bureau for Population, Refugees and Migration
7. Monica Llamazares	Refugee Education Consultant	UNICEF
8. Hiwotie Simachew	Humanitarian Director	Plan International
9. Bizvayehu Dubale	Assistant to the Person in Charge	IADC
10. Huma Kidwai	Education Specialist	World Bank
11. Sophie Lashford	Consultant	World Bank
12. Rebecca Lacroix	Social Development Specialist	World Bank
13. Kimberly Parekh	Consultant	World Bank
14. Medhanit Tekle	Program Assistant	World Bank

### Step 1: Setting up the objectives:

Key objectives of the workshop, that were jointly constructed as research questions, through discussions during the workshop, were:

- What are some of the key knowledge gaps that need attention?
- What are some recent quality sources of information out there?
- Who is doing what to fill the knowledge gap? When?
- What more needs to be done? What needs to be prioritized?
- How can we complement each other?

### Step 2: Identifying broad conceptual areas to frame research:

Based on discussion, a list of overarching areas of concerns were drafted to stimulate thinking before moving on to group work. Key conceptual areas were categorized into two:

#### 1. Operationalizing integration:

- How to measure integration?
- How do we capture variations in provision and demand from low to high potential integration?

2. **Fact-checking/verification of anecdotal evidence:** Lack of empirical evidence could lead to perpetuation of certain ideas or concepts based on anecdotal evidence. What are some the common myths and what hypothesis need verification? For example – “refugee schools are better than host schools” – How do we know this, and what does this really mean?

### Step 3: Listing sub-thematic areas of interest

Participants walked around the room and listed specific topics that they would be interested in learning more about:

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Context (e.g. newness of area)</li> <li>2. Learning environment / school experience</li> <li>3. Material needs</li> <li>4. Profile of students; Background of children</li> <li>5. Psycho-social needs of students and teachers</li> <li>6. Conflict sensitivity</li> <li>7. Root causes of low enrollment/drop out             <ul style="list-style-type: none"> <li>• Absenteeism</li> <li>• Repetition</li> <li>• Unfamiliar language and curricula</li> </ul> </li> <li>8. Barriers to access</li> <li>9. Profile of teachers             <ul style="list-style-type: none"> <li>• Gender &amp; the implications for students</li> <li>• Qualifications and readiness</li> <li>• Identity</li> </ul> </li> <li>10. Needs of teachers</li> <li>11. Curriculum</li> <li>12. Usage of learning materials</li> </ol> | <ol style="list-style-type: none"> <li>13. Instructional practice</li> <li>14. Language of Instruction</li> <li>15. Parents’ aspirations</li> <li>16. Student assessments             <ul style="list-style-type: none"> <li>• Girls &amp; boys’ education outcomes</li> </ul> </li> <li>17. Quality of education</li> <li>18. Host community school status and needs</li> <li>19. Collecting good practice</li> <li>20. Readiness to adopt ICT-driven innovations</li> <li>21. Integration issues             <ul style="list-style-type: none"> <li>• leading to equity</li> <li>• Strategies</li> <li>• Definitions / Common understanding at all levels</li> <li>• Humanitarian / Development Nexus</li> <li>• Readiness of integration</li> <li>• Milestones, precursors</li> <li>• Entry points</li> <li>• Capacity</li> <li>• Demand for integration</li> </ul> </li> </ol> |
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### Step 4: Grouping thematic areas

Participants then discussed further on how to group these specific topics under broader categories. The following set of thematic areas were then identified:

1. **Quality of Education**
  - a. Conflict sensitivity
  - b. Learning environment / school experience
  - c. Profile of teachers (including gender)
  - d. Student assessments
  - e. Girls & boys’ education outcomes
2. **Barriers to access, progression, and learning**

- a. Material needs
  - b. Psycho-social needs of students
  - c. Root causes of low enrollment / drop out / absenteeism
3. **Aspirations of and for education**
- a. Profile of students
  - b. Parents' aspirations
  - c. Host community school status and needs
4. **School level practice**
- a. Context (e.g. newness of area)
  - b. Needs of teachers
  - c. Curriculum
  - d. Usage of learning materials
  - e. Instructional practice
  - f. Language of Instruction
  - g. Collecting good practice
5. **Cross cutting lens - Integration issues**
- a. leading to equity
  - b. Strategies
  - c. Definitions / Common understanding at all levels
  - d. Humanitarian / Development Nexus
  - e. Readiness of integration
  - f. Milestones, precursors
  - g. Entry points
  - h. Capacity
  - i. Demand for integration

### Step 5: Determining the state of evidence: Gaps and opportunities

Participants were divided into four thematic groups based on their area of interest and work. They were provided with a matrix to fill out for 4 key questions:

1. What do we know? How do we know?
2. What do we need to know?
3. Who is doing what, and by when?
4. How can we work together?

The following matrices summarize the findings of this exercise:

<i>Group 1: Quality of Education</i>	
<p><b>What do we know? How do we know it?</b></p> <ul style="list-style-type: none"> <li>• Overcrowding of classrooms (EMIS)</li> <li>• Low rates of teacher qualification (EMIS)</li> <li>• Emergency setting</li> </ul>	<p><b>What do we need to know?</b></p> <ul style="list-style-type: none"> <li>• Special needs education</li> <li>• Language of instruction (strategies, local research)</li> <li>• Assessment for Learning</li> <li>• Impact of overcrowding</li> <li>• Impact of unqualified teachers</li> <li>• Impact of ECCE on readiness to learn</li> <li>• Does quality affect demand?</li> </ul>

<p><b>Who is doing what, and by when?</b></p> <ul style="list-style-type: none"> <li>• BSRP education part: Learning Outcomes (SCI)</li> <li>• Education in Fragile Environments (PIE), Sussex University, Gambella University – impact of mothers in schools on the primary education of girls</li> <li>• ECW: Capacity Building (Assosa, Gambella), lesson learning on qualifications at CTEs</li> <li>• ELIXIR</li> </ul>	<p><b>How can we work together?</b></p> <ul style="list-style-type: none"> <li>• Consistent tools of measurement</li> </ul>
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### *Group 2: Barriers to Access and Progression*

<p><b>What do we know? How do we know it?</b></p> <ul style="list-style-type: none"> <li>• Girls' participation is low (<i>EMIS</i>)</li> <li>• Classes are overcrowded (<i>EMIS</i>)</li> <li>• Financial issues, child labor, early marriage</li> <li>• Lack of qualified teachers (<i>EMIS</i>)</li> <li>• Lack of WASH, hygiene, dignity kits</li> <li>• Lack of educational materials</li> <li>• Conflict between hosts &amp; communities</li> <li>• School feeding – lack of food</li> <li>• Lack of harmonization between ARRA &amp; MoE</li> </ul>	<p><b>What do we need to know?</b></p> <ul style="list-style-type: none"> <li>• What's the community's perception of education?</li> <li>• What's the value of education?</li> <li>• What's the perception about quality?</li> <li>• What are the aspirations of children, parents &amp; teachers?</li> </ul>
<p><b>Who is doing what, and by when?</b></p> <ul style="list-style-type: none"> <li>• IRC is undertaking perception research in Tigray. The data is collected.</li> <li>• ReDSS</li> </ul>	<p><b>How can we work together?</b></p> <ul style="list-style-type: none"> <li>• Build network of stakeholders (Partners, government, donors)</li> <li>• Mapping of services</li> <li>• Sharing information at the REWG.</li> </ul>

### *Group 3: Aspirations for and of Education*

<p><b>What do we know? How do we know it?</b></p> <ul style="list-style-type: none"> <li>• EMIS data</li> <li>• L3 Registration data</li> <li>• Skills survey data</li> <li>• Contexts vary by region</li> </ul>	<p><b>What do we need to know?</b></p> <ul style="list-style-type: none"> <li>• What do refugees / parents / teachers / hosts need?</li> <li>• How does education factor into future plans?</li> <li>• How do agencies use the information?</li> <li>• What are government capacities?</li> <li>• What are teacher aspirations &amp; career paths?</li> <li>• What type of education do students &amp; parents want? In which language?</li> <li>• What alternatives are there to formal education?</li> <li>• What pulls children away from education?</li> </ul>
<p><b>Who is doing what, and by when?</b></p> <ul style="list-style-type: none"> <li>• Data collection</li> <li>• UNICEF Conflict sensitivity indicators</li> <li>• UNHCR Participatory surveys</li> </ul>	<p><b>How can we work together?</b></p> <ul style="list-style-type: none"> <li>• Mapping what government agencies, donors, IGOs and NGOs are doing</li> </ul>

<b>4: School level practice</b>	
<p><b>What do we know? How do we know it?</b></p> <ul style="list-style-type: none"> <li>• UNHCR Refugee Education Strategy (2015 – 2018), initial mapping</li> <li>• Integrated EMIS (2016-17, 2017-18)</li> <li>• School standard assessment / Inspections in host and refugee schools (raw data at WEOs and REBs)</li> </ul>	<p><b>What do we need to know?</b></p> <ul style="list-style-type: none"> <li>• Distinct/joint school realities &amp; experiences at host &amp; refugee schools</li> <li>• Consolidate / analyze inspection / standard assessment report at host / refugee schools</li> </ul>
<p><b>Who is doing what, and by when?</b></p> <ul style="list-style-type: none"> <li>• UNICEF – curriculum / language use mapping at school level in refugee contexts</li> <li>• UNICEF / UNESCO IIEP Teacher Profile, teaching practices, professional development</li> <li>• UNICEF Refugee context learning assessment (with NEAEA) to integrate refugee learners into NLAs</li> <li>• National Out of School Children study and refugee schools / learners</li> <li>• BSRP technical pieces on SWASH, Child Protection at schools (&amp; girls' education), learning and school improvement</li> </ul>	<p><b>How can we work together?</b></p> <ul style="list-style-type: none"> <li>• Research compendium for refugee education sector</li> <li>• Develop research concept notes participatorily</li> <li>• Engagement of key stakeholders (ARRA, MoE, sector fora, ETWG, REWG)</li> </ul>

### Step 6: Networking and sharing

The workshop was followed by a networking lunch. Findings from this activity were shared with partners who could not attend the workshop.

## Annex 2. Literature Review & Research Mapping

Author	Year	Name	Content
<i>Policy Documents</i>			
UNGA	2016	71/1 New York Declaration for Refugees and Migrants.	Global responsibility sharing for refugees
ARRA	2017	Roadmap for the implementation of the FDRE Government Pledges and the Practical Application of the CRRF in Ethiopia	Ethiopia targets on refugee enrollment increases
GoE	2019	Proclamation no.1110/2019	Rights of refugees in Ethiopia
IGAD	2017	Djibouti Declaration on Regional Conference on Refugee Education in IGAD Member States	Agreement on mainstreaming refugees into national education systems & cross-border issues
MoE	Various	Education Circulars	Institutional arrangements between ARRA and MoE
GoE	2015	<i>Growth and Transformation Plan II.</i>	Country level development plan
GoE	2019	Memorandum of Understanding between MoE and ARRA for the implementation of Refugee Education Programs	Institutional arrangements for refugee education
UNHCR	2019	Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)	UNHCR and implementing partners' integrated plan for refugee response
GoE	2017	Ethiopia National Refugee Child Protection Strategy 2017-2019	Child Protection priorities
GoE	2017	Ethiopia National Refugee Strategy for Prevention and Response to Sexual and Gender based Violence 2017-2019	SGBV prevention / response priorities
<i>Data / SitReps / Sector Reports</i>			
UNHCR	Monthly	Ethiopia Factsheet	Refugee figures, sector updates
UNHCR	Bi-Weekly	Operational Update	
UNHCR	Monthly	Funding Update	Funding
UNHCR	Bi-Annually	Sector Factsheets (e.g. Education, Child Protection, Cash based Intervention etc)	Sectoral updates and figures Progress against minimum standards & targets
UNHCR	Annual	Consolidated Participatory Assessment Reports for Ethiopia	Perceptions of refugees on core work areas (not proportionally analyzed) Localized versions also available
UNHCR	Daily update	Ethiopia Operation Portal. Available at: <a href="https://data2.unhcr.org/en/country/eth">https://data2.unhcr.org/en/country/eth</a>	Bio data
UNHCR, ARRA	Bi-Annually	Accountability Matrix	Agreements of partner responsibilities by camp
MoE	Annual	Educational Statistics Annual Abstract (ESAA)	For refugees: School age population Primary GER Primary GPI Primary Over-age Enrollment Primary NER Primary Completion Student Section Ratio

Author	Year	Name	Content
			Primary PTR Teacher Qualification Secondary GER & GPI Secondary PTR & SSR
<i>Project Baselines / Reports</i>			
Kimetrica	2018	Evaluation of the UNICEF Ethiopia BSRP: Baseline Study Report. Sample of 45 refugee and host community schools across five refugee-hosting regions.	
UNICEF	2018	<i>2017/18 Joint Education Needs Assessment: Report.</i>	UNHCR & Partners needs assessment in Melkadida, Somali Region.
BDS Center for Development Research	2018	<i>Evaluation of School Improvement Planning and Implementation and the Flow and Utilization of School Grant.</i> Commissioned by the GEQIP-E Task Team.	School grants info
DICAC	2017	Factors for low achievement of Grade 12 students at Sheder Secondary and Preparatory School for the University Entrance Exams.	
WVI	2019	Rapid Education Needs Assessment (With a Special Focus on Primary & Secondary Education), Gambella	
Goshu Worku Consultancy	2019	External Evaluation of ECHO Funded Project Entitled, "Education, Shelter and Sanitation assistance to South Sudanese and Eritrean Refugees in Ethiopia"	
<i>Research</i>			
World Bank	2017	"Forcibly Displaced: Toward a Development Approach Supporting Refugees, the Internally Displaced, and Their Hosts." Washington, D.C.: World Bank Publications	Psychosocial impacts of displacement Increased risk of SGBV
Stark et al.	2018	"Preventing violence against refugee adolescent girls: findings from a cluster randomised controlled trial in Ethiopia." <i>BMJ Global Health</i> 2018;3:e000825	Violence against girls Early marriage
World Bank	2018	<i>A Skills Survey for Refugees in Ethiopia.</i>	Multiple areas
UNHCR	2017	Working Towards Inclusion: Refugees Within The National Systems Of Ethiopia.	Education harmonization efforts
UNESCO IIEP	2019	Promising policies for the effective management of teachers in refugee contexts in Ethiopia	
UNHCR	2018	UNHCR. 2018. <i>Report: Education Mission Ethiopia</i>	Secondary and TVET opportunities
UNHCR	2019	UNHCR (2019), <i>Displaced and Disconnected, Country Reports.</i>	
Wales, J. and Khan, A.	2019	Strengthening the knowledge base for education in emergencies practitioners and partners: Ethiopia Case Study. Unpublished draft: UNICEF.	Institutional arrangements for refugee & IDP education in Ethiopia

<b>Author</b>	<b>Year</b>	<b>Name</b>	<b>Content</b>
MacEwen, L.	2019	Crisis-sensitive Educational Planning for Refugees and Host Communities in Ethiopia, by Leonora MacEwen	
	2019	What We Know and What We Need to Know: Identifying and Addressing Evidence Gaps to Support Effective Teacher Management Policies in Refugee Settings in Ethiopia, (p.111 – p.115)	
UNICEF		UNICEF, "Socio-Economic Status of Parents and Children's Schooling in Gambella Region, South West Ethiopia"	
<i>Financial documents</i>			
IMF	2018	Article IV analysis	Budget deficits
UNHCR	Annual	UNHCR refugee education budget	Refugee education budget by organization
World Bank	Annual	World Bank EdStats database	Ethiopia's overall education budget
<i>Upcoming Literature and Data</i>			
Save the Children		Refugee context holistic early grades learning assessment (HEGLA)	Literacy, numeracy, socio-emotional skills
UNICEF		Out of School Children study in refugee contexts	
UNICEF & Partners		BSRP technical pieces (case studies) on School WASH, school environment and learning, child protection/girls education, play & sport, teacher development and learning	
Plan International		Study on Safe and quality education for girls and boys in displacement situations in Ethiopia and Somalia	
UNICEF		Migration Landscape Analysis for Children (MLAC)	
UNHCR		L3 Registration	Detailed bio data for refugees
WVI		End of Program External Evaluation of JPF Funded 3 phase Project Entitled, "Improving Educational Environment for South Sudanese Refugees in Ethiopia"	

## Annex 3. School Observation Template

### 1. Details of visit

1.a. Time of visit: \_\_\_\_\_

1.b. Date of visit: \_\_\_\_\_

1.c. Is school in session?: Yes  No

*If not, please return when school is in session.*

### 2. Facilities

2.a. State of furniture:

Excellent condition       Some breakages       Very broken

No furniture in some classrooms

2.b. Number of classrooms:

2.c. Approximate size of classrooms:

2.d. Do facilities have regular and advertised opening times for students? How is this communicated to students? \_\_\_\_\_

		Y / N	How many?	Description
2.e.	Are there any temporary classrooms? (e.g. tarpaulin)			
2.f.	ICT / E-library / Mini-media		<i>(Number of computers in total)</i>	
2.g.	Library			
2.h	Laboratory (including supplies)			
2.i.	Girls Centre			i.e. does it have sanitary supplies?
2.j.	Sports facilities			
2.k.	Girls toilets			
2.l.	Boys toilets			

3. Teaching and Learning

Educational materials on the walls of 50 percent classrooms: Yes  No

List of educational aids in the classrooms besides blackboard:

Number of teachers in each classrooms: \_\_\_\_\_ Are teachers present? \_\_\_\_\_

Number of students in each classrooms:

Minimum: \_\_\_\_\_ Maximum: \_\_\_\_\_ Number of girls to boys: \_\_\_\_\_

Are there blackboards or whiteboards in every classroom? Which one? \_\_\_\_\_

4. Classroom observation (Minimum time 30 minutes)

Gender, age, refugee status and educational status of teacher: \_\_\_\_\_

Last time teacher had in-service or summer training? \_\_\_\_\_

Does the teacher have a written plan? Do they have a teacher's guide? Do they have hand written notes? How has the teacher prepared for the lesson?

\_\_\_\_\_

Language(s) being spoken? How are they mixed?:

\_\_\_\_\_

Are children called upon to answer? Yes  No

Is self-study or participatory work set? If so, describe?

\_\_\_\_\_

Narrative description of teaching methods and activities throughout the lesson:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the use of textbooks and exercise books.

\_\_\_\_\_

Do children ask questions of the teacher? Yes  No  Some

What kind of classroom management and / or discipline is utilized?

\_\_\_\_\_

Does the teacher praise children who succeed? Yes  No

How are weaker students supported?

---

Does the teacher treat boy and girl students differently? Yes  No

Is the teacher checking in that children understand new content? Yes  No

Can all the children see and hear the teacher well? Yes  No

How young is the youngest child and how old is the oldest? (boys/girls) \_\_\_\_\_

Take a look at the attendance list. How many students are absent? \_\_\_\_\_

## Annex 4. Focus Group Discussion Template

### I. Instructions

*Copies of informed consent and confidentiality forms should be provided to each participant and read aloud, in case not all participants are literate. Questions about the forms are encouraged. Verbal agreement should be recorded on audio notes with the name clearly understandable to transcribers.*

#### Research Goal

We are conducting this focus group discussion to enrich the knowledge base on refugee education programming in Ethiopia by providing qualitative analysis on the profile of refugee schools and learners through multi-level case studies.

#### Pre-discussion coding, Consent and preparation

Use a digital recorder to record the entire conversation. Test the recording prior to the start to ensure it is working and that it captures the sound well.

**Moderator:** Read out loud the consent paragraph and ensure that every respondent consent to participating in the discussion. Those who do not consent should be dismissed. Also make sure to use an ice-breaker to have everyone introduce herself and ensure to gather the relevant information from each participant for the note-taker to record.

**Note-taker:** Without recording the names of any participant, assign a number to each person sitting around in the circle. Next to each participant's assigned number, please also include all information requested in the chart – such as each woman's age, highest level of education completed, whether she is the head of the household, and whether she gave consent to participate. Please try to capture as many direct quotations as possible.

#### Central Discussion

**Moderator:** You will be responsible for leading the discussion. Do your best to ensure a friendly and welcoming environment. If participants feel uncomfortable, this will affect their contribution to the discussion and therefore the quality of the data. Questions are mandatory unless they are marked "Probe". It is your responsibility to determine when and which follow-up questions to ask the respondents so that you learn the answers to *all* the questions in this instrument. Try to seek as much detail, examples and stories as possible.

You know you will have done a good job if the information you gained provides a greater understanding of the research goal. This may require you to gently handling those who try to dominate the discussion and draw out those who may be more reserved to ensure an equitable distribution of participation. Try your best to encourage discussion between the participants. At the end of the discussion, make sure to thank them for their participation.

**Note-taker:** Your primary role is to record the key issues discussed in as much detail as possible. In addition to taking notes on the responses, you must also make note of body language or other important observations that cannot be captured in the digital recording. Throughout this process, objectivity is crucial. You must refrain from making any judgments about what is said.

As you take notes, be sure to indicate which respondent number said what accurately. Also be sure that any examples come in the form of stories told by the respondent or as direct quotes from the respondents. When you include direct quotes, please be sure that you have accurately captured the respondents' words and put the quote in quotation marks.

## II. Introductions

### Interviewer Identification

Name of Moderator: \_\_\_\_\_ Signature: \_\_\_\_\_

Name of Note-taker: \_\_\_\_\_ Signature: \_\_\_\_\_

Date of FGD: \_\_\_\_\_ Time of FGD: \_\_\_\_\_ Location: \_\_\_\_\_

Number of participants in FGD: \_\_\_\_\_

### Consent Script

Good morning/afternoon. Thank you for coming to meet us. We work with Zerihun Associates, and we are here on behalf of the World Bank's Education for Refugees and Resilience Project. We are trying to understand the situation related to education in your community. We are looking for parents in this community to tell us their opinions and common conditions in this area related to education, women, and community relations. There are no right or wrong answers. We want you to have the opportunity to express your views freely. We would like to ask your permission to participate in this group discussion and record the discussion on this device [SHOW RECORDER]. We ask that all participants please respect the privacy of each person here by not talking about who said what in this meeting outside of this room. All participants are free to refuse to answer a particular question if they don't want to. There are no risks to participating in this discussion other than the 1 hour of your time that you will give up. There is no direct benefit to you if you participate, other than knowing that you are helping us to assess challenges related to education that may later help your community. Do you agree to participate?

### Icebreaker Script

Let us begin by introducing ourselves to each other. I'll start. My name is [...]

### Participant Information

Participant no.	Age	Grade	Highest level of education completed	Is she the head of the household? [Yes/No]	Did she consent to the discussion? [Yes/No]
1					
2					
3					
4					
5					
6					

7					
8					

### III. Questions

Below are a set of questions to put to the group. Please ensure you cover all questions, for example if one question is jumped ahead to in the natural flow of the conversation, ensure you return to any that have been skipped. If a question is not immediately understood or if participants are hesitant, there are some suggested probes. You should try to encourage participation of all group members in the conversation.

#### FOCUS GROUP 1

**Selection Criteria: Parents of primary school students with refugee status, a mix of mothers and fathers, not all members of PTAs or RCCs**

##### Relevance of education and schools

1. What do you think is the purpose of education?
2. Why do you think schools are important?
3. What is the main value of your child going to school?

##### Context/influence of refugee status

4. Have your children had any breaks in education? Why?
5. Do you notice any changes in your child from before you left your home country and now? How does this impact schooling? What are the reasons for the changes?
6. How many days in a month does your child go to school? Why do they sometimes not go?
7. What problems do parents face sending their children to school?
8. What problems does your child face in school?
9. Are you concerned about any aspect of your child's schooling? *Probe: textbooks, safety, overcrowded classrooms*

##### Learning in schools

10. What is the most important subject your children is learning in school?
11. What content do you think is missing from your children's education? Are there subjects or topics you think they should learn additionally?
12. Do you think your children are learning well? Can you share stories or examples?
13. Is there a big difference in what your children learnt before they arrived in Ethiopia and now? What is different?
14. Do you think all schools are the same?
15. What is your general perception about the quality of education provided at schools in your community?

##### Parent engagement in and perception of schooling

16. How are you involved in your children's schooling?

17. Does your child tell you want they learn in school? Do they bring school work home?
18. What do you think of the quality of education your child receives?
19. How is your child performing in school? Are you happy with their progress in reading, writing and counting?
20. What do you think of your child's teacher?

### **Sports & Extra-curricular activities**

21. Do your children have sport or physical education activities in school?
22. If yes:
  - a. What type of activities? Are these activities important to you and your children?
  - b. Are you happy with the form and quality of these activities? What is needed to improve them?
23. If not: why not (*probe: lack of facilities, lack of teachers, lack of equipment*)?
24. What do your children do after school? What type of recreational activities (e.g., sports, culture, play) are they engaged in? Is this different for boys or girls?
25. What type of chores do they have? Does this compete with recreational time?
26. What options for after-school activities are available to your children (*probe: youth centers, sections, sport or play grounds/facilities, sports/culture clubs*)?
27. What additional after-school activities would you like to have for your children? What would be most useful for their schooling experience and for their future?

### **Parental aspirations for children**

28. How long do you want your children to stay in school?
29. What do you most want for your child in the future? How does education link to this?
30. Is there anything that might get in the way of this? *Probe: jobs, finances, chores at home, safety, onward movement.*
31. What is the ideal level of education for a girl?
32. What is the ideal level of education for a boy?
33. If your child will go to secondary school, will they go in the camp or outside? Why?
34. What do you think of your child travelling to a school outside the camp?

### **Wrap-up**

35. To end, let's summarize the main points from our discussion. Is there anything missing?
36. Do you have any questions?

## **FOCUS GROUP 2**

***Selection Criteria: Parents of secondary school students with refugee status, a mix of mothers and fathers, not all members of PTAs or RCCs***

### **Relevance of education and schools**

1. What do you think about education?
2. Why is it important that your children are in school?
3. Have your children had any breaks in education? Why?

**Learning in schools**

4. What is the most important subject your children are learning in school?
5. What is the main value of your child going to school?
6. What content do you think is missing from your children's education? Are there subjects or topics you think they should learn additionally?
7. Do you think your children are learning well? Can you share stories or examples?
8. Do you think all schools are the same?
9. What is your general perception about the quality of education provided at schools in your community?

**Context/influence of refugee status**

10. Is there a big difference in what your children learnt before they arrived in Ethiopia and now? What is different?
11. Do you notice any changes in your child from before you left your home country and now? How does this impact schooling? Why do think this change happened?
12. How many days in a month does your child go to school? Why do they sometimes not go?
13. What problems do parents face sending their children to school?
14. What problems does your child face in school?
15. Are you concerned about any aspect of your child's schooling? *Probe: textbooks, safety, overcrowded classrooms*

**Sports and Extra-curricular activities**

16. Do your children have sport or physical education activities in school?
17. If yes:
  - a. What type of activities? Are these activities important to you and your children?
  - b. Are you happy with the form and quality of these activities? What is needed to improve them?
18. If not: why not (*probe: lack of facilities, lack of teachers, lack of equipment*)?
19. What do your children do after school? What type of recreational activities (e.g., sports, culture, play) are they engaged in? Is it different for boys and girls?
20. What type of chores do they have? Does this compete with recreational time?
21. What options for after-school activities are available to your children (*probe: youth centers, sections, sport or play grounds/facilities, sports/culture clubs*)?
22. What additional after-school activities would you like to have for your children? What would be most useful for their schooling experience and for their future?

**Parent engagement in and perception of schooling**

23. How are you involved in your children's schooling?
24. Does your child tell you what they learn in school? Do they bring school work home?
25. What do you think of the quality of education your child receives?
26. How is your child performing in school? Are you happy with their progress?
27. Do you think their examination results are important?
28. What do you think of your child's teacher?
29. What do you most want for your child in the future? How does education link to this?
30. How long do you want your children to stay in school?
31. Is there anything that might get in the way of this? *Probe: jobs, finances, chores at home, safety, onward movement.*

32. How did you choose which secondary school your child attends? Is there an opportunity for them to go to a host community school? Would that be a positive thing?

### Wrap Up

33. To end, let's summarize the main points from our discussion. Is there anything missing?  
34. Do you have any questions?

## FOCUS GROUP 3

***Selection Criteria: Parents of out-of-school children (under-14) with refugee status, a mix of mothers and fathers, not all members of PTAs or RCCs***

### Relevance of education and schools

1. What do you think about education?

### Context/influence of refugee status

2. What would you say is the main reason your child is not in school?
3. Have your children ever been in school?
4. What is your influence on whether or not your child attends school?
5. What would be an advantage of your child going to school?
6. Do you have any other children who attend school? If so, why?
7. Do you notice any changes in your child from before you left your home country and now? How does this impact them?

### Perception of Schooling

8. Is there a big difference in what your children learnt before they arrived in Ethiopia and what is taught in Ethiopian schools? What is different?
9. If your child used to go to school in Ethiopia, what did you think of the quality of education your child received?
10. How did they perform in school? Are you happy with their progress in reading, writing and counting? Was there support for them if they weren't progressing well?
11. What problems did your child face in school?
12. Do you think all schools are the same?

### Sports and extra-curricular activities

13. What do your children do during the day? If they work, what type of work do they do? If they are engaged in recreational activities, what do they do (e.g., sports, culture, play)?
14. What options for non-school activities are available to your children (*probe: youth centers, sections, sport or play grounds/facilities, sports/culture clubs*)?
15. What additional activities would you like to have available for your children? What would be most useful for their future?
16. Would the availability of sport games or recreational activities in schools be a way to convince your children to go back to school?

### Aspirations

17. Are there any other concerns you have about your child attending school?

18. Are you concerned about any impacts now your child is not attending school?
19. What do you most want for your child in the future?

### Wrap Up

20. To end, let's summarize the main points from our discussion. Is there anything missing?
21. Do you have any questions?

## FOCUS GROUP 4

### *Selection Criteria: Teachers in refugee schools, a mix of national and incentive teachers*

#### Motivation and challenges

1. What drew you to working in this school?
2. What is the most challenging part of your job?
3. What would help you in your classroom to deliver your lessons?
4. What would help you in your classroom to ensure students' progress?
5. What would help you in your classroom to manage students' behavior?
6. What is the experience of teaching in a refugee school like? How is it different to where you have taught before?
7. How long will you remain a teacher?

#### Teaching methods

8. Have you adapted any parts of your teaching style for this group of students?
9. How relevant is the curriculum for your students?
10. What is the transition process like for your students to get used to a new curriculum?
11. Do you adapt any of the content of your classes for your students? How?
12. Does language ever create an issue?
13. Do you integrate into your teaching any life skills that could be useful to the children (e.g., team work, commitment, leadership, responsibility, etc.), and if so how?
14. Could the integration of more sports activities and games as part of the curriculum help keep children in school and prevent drop-out?

#### Perceptions of Students & Parents

15. Are there any issues that your students face unique to them being refugees? *Probe: financial, physical, emotional.*
16. What are the main reasons students drop out?
17. What are the main reasons students don't enroll in school?
18. How involved are the parents in your school? Is their involvement helpful?
19. Do the parents have a realistic view of the education their children get?

### Wrap Up

20. To end, let's summarize the main points from our discussion. Is there anything missing?
21. Do you have any questions?

## FOCUS GROUP 5

**Selection Criteria: Teachers in host community schools attended by refugees**

### Motivation and challenges

1. What drew you to working in this school?
2. What is the most challenging part of your job?
3. What would help you in your classroom to deliver your lessons?
4. What would help you in your classroom to ensure students' progress?
5. What would help you in your classroom to manage students' behavior?
6. For your refugee students, are there any unique issues they face? *Probe: financial, physical, emotional.*
7. What is the experience like of teaching in a school with refugees in? How is it different to where you have taught before?

### Teaching methods

8. Have you adapted any parts of your teaching style for this group of students?
9. How relevant is the curriculum for your refugee students?
10. What is the transition process like for your refugee students to get used to a new curriculum?
11. Do you adapt any of the content of your classes for your refugee students? How?
12. Does language ever create an issue?
13. Do you integrate into your teaching any life skills that could be useful to the children (e.g., team work, commitment, leadership, responsibility, etc.), and if so how?
14. Could the integration of more sports activities and games as part of the curriculum help keep children in school and prevent drop-out?

### Perceptions of students and parents

15. What are the main reasons students drop out? Is different for refugee or host community students?
16. What are the main reasons students don't enroll in school? Is different for refugee or host community students?
17. Are there ever any social cohesion issues? Do refugee children find it easy to integrate?
18. How involved are the parents in your school? Is their involvement helpful? Is there a difference in the involvement of refugee and other parents?
19. Do the parents have a realistic view of the education their children get?

### Wrap up

20. To end, let's summarize the main points from our discussion. Is there anything missing?
21. Do you have any questions?

## FOCUS GROUP 6

**Selection Criteria: Female primary school students with refugee status who attend refugee schools**

### Relevance of education and school

1. What do you like about going to school?

2. What don't you like about school?
3. What did you learn in school today / yesterday?
4. What do you think of your teacher?

### Learning in schools

5. Do you go to school in the morning or afternoon? What do you do for the rest of the day?
6. What is it like trying to concentrate in class?
7. What types of activities do you do with your teacher that you like best? Why?
8. Do you have physical education classes in your school? Are they part your regular curriculum? What do you like or don't like about these classes?
9. Do you play sports games in your school? If so, which? Whom do you play with (*probe: only refugee kids, or kids from host communities as well*)? Are there sport facilities and equipment available in your school?

### Recreational Activities

10. What do you usually do after school?
11. Do you play any sport games? If yes, which (football, volleyball, basketball, etc.)? Do you attend any sections or youth centers? Do you have sport facilities and equipment in your camp? Who manages them? Are they sufficient?
12. Whom do you play with after school (*probe: refugee kids or kids from host communities as well*)?
13. What other after-school activities would you like to have available (*probe: vocational or other trainings; sports games; youth centers*)?

### Learning Constraints

14. Do you understand what your teacher is teaching you?
15. What do you do if you don't understand?
16. How many students are in your class? What is your class like?
17. How do you feel when you are at school? *Prompt: ask about difference spaces in school, classroom, library, yard, school feeding room, toilet.*
18. How do you feel walking to school? Do you walk alone or with other people? How long does it take?
19. Do you go to school every day? Why can't you go to school sometimes?

### Aspirations

20. What do you want to do when you're older?
21. Do you think it's important to go to school?
22. How long do you plan to go to school? What does your family think?

### Wrap Up

23. Let's make sure we have all the most important parts of this discussion written down.
24. Do you have any questions?

## FOCUS GROUP 7

**Selection Criteria: Male primary school students with refugee status who attend refugee schools**

**Relevance of education and school**

1. What do you like about going to school?
2. What don't you like about school?
3. What did you learn in school today / yesterday?
4. What do you think of your teacher?

**Learning in schools**

5. Do you go to school in the morning or afternoon? What do you do for the rest of the day?
6. What is it like trying to concentrate in class?
7. What types of activities do you do with your teacher that you like best? Why?
8. Do you have physical education classes in your school? Are they part your regular curriculum? What do you like or don't like about these classes?
9. Do you play sports games in your school? If so, which? Whom do you play with (*probe: only refugee kids, or kids from host communities as well*)? Are there sport facilities and equipment available in your school?

**Recreational Activities**

10. What do you usually do after school?
11. Do you play any sport games? If yes, which (football, volleyball, basketball, etc.)? Do you attend any sections or youth centers? Do you have sport facilities and equipment in your camp? Who manages them? Are they sufficient?
12. Whom do you play with after school (*probe: refugee kids or kids from host communities as well*)?
13. What other after-school activities would you like to have available (*probe: vocational or other trainings; sports games; youth centers*)?

**Learning Constraints**

14. Do you understand what your teacher is teaching you?
15. What do you do if you don't understand?
16. How many students are in your class? What is your class like?
17. How do you feel when you are at school? *Prompt: ask about difference spaces in school, classroom, library, yard, school feeding room, toilet.*
18. How do you feel walking to school? Do you walk alone or with other people? How long does it take?
19. Do you go to school every day? Why can't you go to school sometimes?

**Aspirations**

20. What do you want to do when you're older?
21. Do you think it's important to go to school?
22. How long do you plan to go to school? What does your family think?

**Wrap Up**

23. Let's make sure we have all the most important parts of this discussion written down.
24. Do you have any questions?

## FOCUS GROUP 8

**Selection Criteria: Secondary school aged children with refugee status who do not attend school (must include some unaccompanied minors, some female headed household, some male headed household)**

### Learning Constraints

1. What is the main reason you don't go to school?
2. Are there any other reasons you don't go to school?
3. Do you want to go to school? Is there anything that would help you be in school or would have helped you stay in school?
4. What do your family think about you not being in school?
5. What age were you when you finished school and where were you?
6. Do you have any brothers or sisters that go to school? If so, why?
7. How did you do in school? Was there support if you didn't understand topics?
8. Were there teachers or other staff members who could help you if you encountered challenges?

### Relevance of education

9. Is there a big difference in what you learnt before you arrived in Ethiopia and now? What is different?
10. What would be an advantage of going to school?
11. What are the advantages of not going to school?
12. Did you think that your previous schooling was helpful for you? What are the main things you learnt that you use now?
13. What problems did you face in school?
14. What do you usually do during the day? Do you attend any vocational or other trainings?

### Recreation & Sports

15. Do you play any sport games? If yes, which (football, volleyball, basketball, etc.)? Do you attend any sections or youth centers? Do you have sport facilities and equipment in your camp? Who manages them? Are they sufficient?
16. Whom do you spend time with during the day (*probe: refugee kids who attend / don't attend school, kids from host communities as well*)?
17. What additional activities would you like to have available for you (*probe: vocational or trainings, youth clubs or centers, sport facilities*)? What would be most useful for your future?
18. Would the availability of sport games, recreational activities or sport tournaments in schools be a way to convince you to go back to school?

### Aspirations

19. Are there any other concerns you have about not going to school?
20. What are your plans for the next 6 months?
21. What are your plans for the next 5 years?
22. What do you most want in the future?

### Wrap Up

23. To end, let's summarize the main points from our discussion. Is there anything missing?

24. Do you have any questions?

## FOCUS GROUP 9

**Selection Criteria: Female secondary school students who have refugee status and who attend refugee schools**

### Relevance of education and school

1. Do you think going to school is important?
2. What do you enjoy most at school?
3. What is most difficult or least enjoyable in school?
4. What do you think of the teaching you have had in secondary school?

### Learning in school

5. What is it like trying to concentrate in class?
6. What subjects do you think are most useful for your future life?
7. Do you usually understand what your teacher is teaching you?
8. What do you do if you don't understand?
9. Do you have physical education classes in your school? What do you like or don't like about these classes?
10. Do you play sports games in your school? If so, which? Whom do you play with (*probe: only refugee kids, or kids from host communities as well*)? Are there sufficient sport facilities and equipment available in your school?

### Learning Constraints

11. How many students are in your class? What is your class like?
12. How do you feel when you are at school? *Prompt: ask about difference spaces in school, classroom, library, yard, school feeding room, toilet.*
13. How do you feel walking to school? Do you walk alone or with other people? How long does it take?
14. What challenges do you face in school?
15. Do you think all schools are the same?
16. Do you go to school every day? What are the reasons you are absent sometimes?

### Sports & Recreation

17. Do you go to school in the morning or afternoon? What do you do for the rest of the day?
18. What do you usually do after school?
19. Do you play any sport games? If yes, which (football, volleyball, basketball, etc.)? Do you attend any sections or youth centers? Do you have sport facilities and equipment in your camp? Who manages them? Are they sufficient?
20. Whom do you play / spend time with after school (*probe: refugee kids or kids from host communities as well*)?
21. What other after-school activities would you like to do (*probe: vocational or other trainings; sports games; youth centers*)?

### Aspirations

22. How long do you plan to go to school? What does your family think?
23. Is there any reason you wouldn't be able to stay in school?
24. What are your plans for the next 6 months?
25. What are your plans for the next 5 years?
26. What do you most want in the future?

### Wrap up

27. To end, let's summarize the main points from our discussion. Is there anything missing?
28. Do you have any questions?

## FOCUS GROUP 10

**Selection Criteria: Female secondary school students with refugee status who attend host community schools**

### Relevance of education and school

1. Do you think going to school is important?
2. What do you enjoy most at school?
3. What is most difficult or least enjoyable in school? Is it any different for you as a girl?
4. What do you think of the teaching you have had in secondary school?

### Learning in schools

5. What is it like trying to concentrate in class?
6. What subjects do you think are most useful for your future life?
7. Do you usually understand what your teacher is teaching you?
8. What do you do if you don't understand?
9. Do you have physical education classes in your school? What do you like or don't like about these classes?
10. Do you play sports games in your school? If so, which? Whom do you play with (*probe: only refugee kids, or kids from host communities as well*)? Are there sufficient sport facilities and equipment available in your school?

### Learning Constraints

11. How many students are in your class? What is your class like?
12. How do you feel when you are at school? *Prompt: ask about difference spaces in school, classroom, library, yard, school feeding room, toilet.*
13. How do you feel walking to school? Do you walk alone or with other people? How long does it take?
14. What challenges do you face in school?
15. Do you think your school makes efforts to make girls feel welcome? What else could they do?
16. Do you think all schools are the same?
17. Do you go to school every day? What are the reasons you are absent sometimes?
18. How long do you plan to go to school? What does your family think?
19. Is there any reason you wouldn't be able to stay in school?

### Sports & Recreation

20. Do you go to school in the morning or afternoon? What do you do for the rest of the day?
21. What do you usually do after school?
22. Do you play any sport games? If yes, which (football, volleyball, basketball, etc.)? Do you attend any sections or youth centers? Do you have sport facilities and equipment in your camp? Who manages them? Are they sufficient?
23. Whom do you play / spend time with after school (*probe: refugee kids or kids from host communities as well*)?
24. What other after-school activities would you like to have available (*probe: vocational or other trainings; sports games; youth centers*)? Do you face any problems in engaging in sport or recreation activities (for instance, the family doesn't encourage this or there are no opportunities for girls to engage in these activities)?
25. How do you get along with the other students at school?

### **Aspirations**

26. What are your plans for the next 6 months?
27. What are your plans for the next 5 years?
28. What do you most want in the future?

### **Wrap up**

29. To end, let's summarize the main points from our discussion. Is there anything missing?
30. Do you have any questions?

## **FOCUS GROUP 11**

***Selection Criteria: Male secondary school students with refugee status who attend refugee schools***

### **Relevance of education and school**

1. Do you think going to school is important?
2. What do you enjoy most at school?
3. What is most difficult or least enjoyable in school?
4. What do you think of the teaching you have had in secondary school?

### **Learning in school**

5. What is it like trying to concentrate in class?
6. What subjects do you think are most useful for your future life?
7. Do you usually understand what your teacher is teaching you?
8. What do you do if you don't understand?
9. Do you have physical education classes in your school? What do you like or don't like about these classes?
10. Do you play sports games in your school? If so, which? Whom do you play with (*probe: only refugee kids, or kids from host communities as well*)? Are there sufficient sport facilities and equipment available in your school?

### **Learning Constraints**

11. How many students are in your class? What is your class like?

12. How do you feel when you are at school? *Prompt: ask about difference spaces in school, classroom, library, yard, school feeding room, toilet.*
13. How do you feel walking to school? Do you walk alone or with other people? How long does it take?
14. What challenges do you face in school?
15. Do you think all schools are the same?
16. Do you go to school every day? What are the reasons you are absent sometimes?

### **Sports & Recreation**

17. Do you go to school in the morning or afternoon? What do you do for the rest of the day?
18. What do you usually do after school?
19. Do you play any sport games? If yes, which (football, volleyball, basketball, etc.)? Do you attend any sections or youth centers? Do you have sport facilities and equipment in your camp? Who manages them? Are they sufficient?
20. Whom do you play / spend time with after school (*probe: refugee kids or kids from host communities as well*)?
21. What other after-school activities would you like to do (*probe: vocational or other trainings; sports games; youth centers*)?

### **Aspirations**

22. How long do you plan to go to school? What does your family think?
23. Is there any reason you wouldn't be able to stay in school?
24. What are your plans for the next 6 months?
25. What are your plans for the next 5 years?
26. What do you most want in the future?

### **Wrap up**

27. To end, let's summarize the main points from our discussion. Is there anything missing?
28. Do you have any questions?

## **FOCUS GROUP 12**

***Selection Criteria: Male secondary school students with refugee status who attend host community schools***

### **Relevance of education and school**

1. Do you think going to school is important?
2. What do you enjoy most at school?
3. What is most difficult or least enjoyable in school?
4. What do you think of the teaching you have had in secondary school?

### **Learning in school**

5. What is it like trying to concentrate in class?
6. What subjects do you think are most useful for your future life?
7. Do you usually understand what your teacher is teaching you?
8. What do you do if you don't understand?

9. Do you have physical education classes in your school? What do you like or don't like about these classes?
10. Do you play sports games in your school? If so, which? Whom do you play with (*probe: only refugee kids, or kids from host communities as well*)? Are there sufficient sport facilities and equipment available in your school?

### Learning Constraints

11. How many students are in your class? What is your class like?
12. How do you feel when you are at school? *Prompt: ask about difference spaces in school, classroom, library, yard, school feeding room, toilet.*
13. How do you feel walking to school? Do you walk alone or with other people? How long does it take?
14. What challenges do you face in school?
15. Do you think all schools are the same?
16. Do you go to school every day? What are the reasons you are absent sometimes?

### Sports & Recreation

17. Do you go to school in the morning or afternoon? What do you do for the rest of the day?
18. What do you usually do after school?
19. Do you play any sport games? If yes, which (football, volleyball, basketball, etc.)? Do you attend any sections or youth centers? Do you have sport facilities and equipment in your camp? Who manages them? Are they sufficient?
20. Whom do you play / spend time with after school (*probe: refugee kids or kids from host communities as well*)?
21. What other after-school activities would you like to do (*probe: vocational or other trainings; sports games; youth centers*)?
22. How do you get along with other students at school?

### Aspirations

23. How long do you plan to go to school? What does your family think?
24. Is there any reason you wouldn't be able to stay in school?
25. What are your plans for the next 6 months?
26. What are your plans for the next 5 years?
27. What do you most want in the future?

### Wrap up

28. To end, let's summarize the main points from our discussion. Is there anything missing?
29. Do you have any questions?