# of affected children: 3 million

# of targeted school children: 2 million
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**ACRYNOMS**

CLAs  Cluster Lead Agencies
CP    Child Protection
ECE   Early Childhood Education
ECMT  Education Cluster Monitoring Tool
EEC   Ethiopia Education Cluster
FDRE  Federal Democratic republic of Ethiopia
EHCT  Ethiopia Humanitarian Country Team
EiE   Education in Emergencies
EMIS  Education Management Information System
GOE   Government of Ethiopia
HPC   Humanitarian Programme Cycle
HRD   Humanitarian Requirement Document
IASC  Inter- Agency Standing Committee
IDP   Internally Displaced Person
INEE  Inter-Agency Network for Education in Emergencies
MOE   Ministry of Education
UNOCHA United Nations Office for the Coordination of Humanitarian Affairs
REB   Regional Education Bureaus
SDR   Secondary Data Review
1. SITUATION OVERVIEW AND RATIONAL FOR EDUCATION IN EMERGENCY RESPONSE STRATEGY

According to Central Statistics Authority, the total population of Ethiopia is estimated at about 92 million in 2016. Ethiopia has recorded one of the fastest growing economies (at an average of 10.5%) in the Sub-Saharan Africa in the last 10 years. However, it ranks 174 of 188 countries on the 2015 Human Development Index implying a long way to go.

The Ethiopian education system follows 4-4-2-2 cycles of general education (1st and 2nd cycles of primary, 1st and 2nd cycles of secondary). Over the past 25 years, Ethiopia has performed relatively well in expanding formal and non-formal education opportunities, though ensuring the provision of quality education remains a challenge. Enrolment at all levels has improved substantially and youth and adult literacy rate increased from 27.1% per cent in 1994 to 58.5% in 2015. Primary school (grades 1-8) gross enrolment increased from 22% in 1994 to over hundred percent in 2015 in most of the regions. Before 1994, secondary school education was limited to big towns. At present, there is at least one secondary school in each Woreda/district.

Ethiopian education system is vulnerable to both natural disasters and conflict related emergencies. A review of emergency responses implemented from 2010 to 2014 shows that the number of children affected by crisis averages 250,000 annually. In addition, Ethiopia has now the highest number of refugees in Africa. Out of the 737,979 total refugees in Ethiopia, 57% are children, putting even more pressure on the Ethiopian education system.

In the last 2015 years, the country has experienced the worst drought in 30 years. The two main rainy seasons that supply over 80 per cent of Ethiopia’s agricultural yield were not successful in 2015. Rain fall delayed, insufficient and erratic in nature and resulted in failure of major crop production, also greatly affected livestock population. The drought has been followed by floods starting from May 2016 affecting education and other sectors particularly in six regions: Amhara, Tigray, Afar, Ethiopia Somali, Oromiya and SNNPR. According to caseload methodology calculation which was based on data from Education Management Information System (EMIS) of MOE, the number of children and teachers affected by the crisis increased from 2.1 million in December 2015 to 4 million in June 2016. However, this number is decreased to about 3 million according to Meher Assessment conducted between Nov and Dec 2016.

Shortage of water and school feeding has been identified as a major contributor to student absenteeism and dropouts. Meher Assessment data reveal that about 76 percent of primary schools in nine regions

---

1 UNDP, Ethiopia’s Policy Advisory Unit Country Economic Brief, Feb 2014
3 MOE, Education Statistics, 2014/15
4 Federal Ministry of Education, Ethiopia Education and Training Policy, 1994
5 MOE, Education Sector Development Programme V, Aug 2015
6 UNHCR, Ethiopia Fact Sheet, May 2016
have no water available on school premises and 47% of schools are without latrines. As a result, children’s school attendance is erratic and in some cases children dropout of school entirely due to families migrating in search of water. It is estimated that about 2 million school-age children in hot spot priority one Woredas require school feeding in 2016/17 academic year. In many affected areas teachers reported a lack of student attentiveness in the classroom and low attendance rate due to limited provision of school feeding.

The loss of assets and livelihoods due to the drought has also compromised the capacity and purchasing power of parents and care givers to send their children to school. Parents are unable to cover the costs of school uniforms and learning supplies (e.g. pens, pencils, exercise books). It is also estimated that about 2 million school-age children need learning supplies.

Drought, flooding and communal conflicts have contributed to the rise of internally displaced people (IDP). IOM reported that 147,366 school age children were displaced due to the impact of the crisis between Sept and Nov 2016. As a result there has been an increase in the number of IDP students who do not have access to learning spaces because host community classrooms are often overcrowded.

This brief situation analysis indicates that the magnitude of challenges in Education in Emergency is significant in each year requiring support from humanitarian communities on the top of efforts from the Government. Consequently, Education Cluster reactivated in January 2016, two technical staff deployed in March and June 2016 respectively and the cluster is actively functioning under the leadership of MOE and co-chair of UNICEF & Save the Children.

Emergency response requires quick response following emergency situations. In most cases, emergency strategic responses are not for long duration like for development programs. Of course, emergency quick response does not mean that it is carried out in random fashion. It needs strong coordination among partners, systematic information management, consistent and regular assessment, response plan and implementation, monitoring and recovery plan (strategic response plan). To realize, overall emergency preparedness and response objectives and activities, Education in Emergency Response Strategy plays pivotal role. It helps to set clear EiE objectives and focus on need based areas of emergency responses. It helps to define roles and responsibilities of partners; harmonize emergency response; apply well coordinated monitoring and evaluation approach; minimize/avoid duplication of efforts; and envision recovery strategy. Moreover, this EiE 2017 response strategy create nexus between humanitarian and development initiatives and assists to mobilize resources and systematically address challenges of education in emergency within ESDP V framework.

---

7 Mellese Bedanie and Moges Derbew, Education Cluster, MOE, Meher Assessment Summary Report, Dec 2016
8 2017 Ethiopia Humanitarian Requirements Document –, Dec 2016
2. ETHIOPIA EDUCATION CLUSTER OBJECTIVE, COORDINATION AND PARTNERS

2.1. Ethiopia Education Cluster (EEC) Objective

The overall objective of the EEC is to ensure that emergency-affected school-age girls and boys (including IDPs) continue to get access to safe and quality education in emergency. The cluster also aims at strengthening capacity of the education system and communities to deliver a timely and evidence-based education response. The EEC will ensure strong partnership at national, regional and local level through its sub-national cluster coordination mechanisms in order to reach set targets.

2.2. Ethiopia Education Cluster Coordination

The Federal MOE is leading the Education Cluster with UNICEF and Save the Children to respond to the need of Education in Emergency. In response to the recent crisis, the EEC has been officially reactivated in January 2016 in order to be able to coordinate partners and respond to the crisis.

Under leadership of MOE, UNICEF and SCI, the cluster is technically coordinated at national level by experienced education coordinator and information management specialists recruited by UNICEF and Save the Children respectively. The cluster is responsible for facilitating the coordination of partners by ensuring the Cluster Core Functions are maintained. It also maintains inter-cluster coordination with other sector-specific Clusters and Areas of Responsibilities, in particular with WASH, Food and Child Protection. As the central coordination unit, the EEC develops and maintains relationships with the UNOCHA, partners and the Global Education Cluster.

2.3. Partners’ Roles and Responsibilities

Not-conflicting with mandates of each organization, the Chair, co-lead agencies and members play the following education cluster related roles:

<table>
<thead>
<tr>
<th>Roles and Responsibilities</th>
<th>Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead the preparation, implementation, monitoring and evaluation of strategic response</td>
<td>MOE</td>
</tr>
<tr>
<td>plan and Humanitarian Requirement Document (HRD).</td>
<td>CLAs</td>
</tr>
<tr>
<td>Prepare and chair Cluster meetings in collaboration with the Coordinator and Information</td>
<td>Members</td>
</tr>
<tr>
<td>Manager.</td>
<td></td>
</tr>
<tr>
<td>Share regular updates from the affected regions on needs and response with the Cluster.</td>
<td></td>
</tr>
</tbody>
</table>

11 The refugee response is coordinated by the Ethiopian Government’s Administration for Refugee and Returnee Affairs (ARRA) and the UN Refugee Agency (UNHCR). Both the education focal points in ARRA and UNHRC are welcome to join the Education Cluster as members, in order to strengthen the overall coordination.
### Roles and Responsibilities

<table>
<thead>
<tr>
<th>Roles and Responsibilities</th>
<th>Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work closely with the Education Management Information System (EMIS) to ensure data required for the response is collected, analyzed and shared with the cluster members.</td>
<td>√  √</td>
</tr>
<tr>
<td>Provide co-leadership and facilitate the processes that will ensure a well-coordinated, strategic, adequate, coherent, and effective response by participants in the Education Cluster.</td>
<td>√  √</td>
</tr>
<tr>
<td>Commit to mobilizing resources for dedicated coordination staff.</td>
<td>√  √</td>
</tr>
<tr>
<td>Commit to representing the interests of the Education Cluster in the EHCT.</td>
<td>√  √</td>
</tr>
<tr>
<td>Demonstrate commitment to Humanitarian Principles, the Principles of Partnership, and Cluster-specific guidance.</td>
<td>√  √  √</td>
</tr>
<tr>
<td>Participate in actions that specifically improve accountability to affected people.</td>
<td>√  √  √</td>
</tr>
<tr>
<td>Engage actively and consistently in the Cluster’s collective work.</td>
<td>√  √  √</td>
</tr>
<tr>
<td>Contribute to the development of cluster’s strategic response plan, funding, implementation, monitoring and evaluation.</td>
<td>√  √  √</td>
</tr>
<tr>
<td>Participate in joint humanitarian assessments, including Meher and Belg assessments.</td>
<td>√  √  √</td>
</tr>
<tr>
<td>Mainstream key programmatic cross-cutting issues (including age, gender, protection).</td>
<td>√  √  √</td>
</tr>
<tr>
<td>Assign relevant staff member to work consistently with the cluster to fulfill its response.</td>
<td>√  √  √</td>
</tr>
<tr>
<td>Work cooperatively with other cluster partners to ensure integration, an optimal and strategic use of available resources, and share information on organizational resources.</td>
<td>√  √  √</td>
</tr>
<tr>
<td>Take on co-leadership responsibilities in sub-national or working groups as needed, subject to capacity and mandate.</td>
<td>√  √</td>
</tr>
<tr>
<td>Undertake advocacy with affected communities, the EHCT, donors and other relevant audiences using advocacy messages agreed upon by the Education Cluster.</td>
<td>√  √  √</td>
</tr>
</tbody>
</table>

### 2.4. Partner’s Experience and Capacity

At the national level the EEC is based in Addis Ababa with nine education clusters at Regional level in Afar, Amhara, Oromia, Ethiopia Somalia, SNNP, Tigray, Harari, Dire-Dewa and Benishangul Gumuz regions. Most of the partners including UN, INGOs and NGOs have experiences in implementing education programs in Ethiopia. As of June 2016, EEC partners reached 3.2 million school age children (74%) out of 4 million beneficiaries targeted in the HRD 2016\(^{12}\). In terms of 2016 financing, about 66% of US$16 million was covered by the government particularly for school feeding. About 7.3 million USD was provided by USAID (55% by USAID) and the rest by, UNICEF and Save the Children and some other partners. On the other hand, the 2017 HRD (in Dec 2016) indicates financial need of US$45.5 million until December 2017. This means that US$ 45.5 million is needed to realize this strategy until December 2017. Please see budget section of this strategy for further details which will be revised by June 2017 depending upon Belg Assessment.

### 2.5. Overall Current Strengthen and Weakness of Partners

- Strong collaboration between co-lead agencies and the MOE to further strengthen the education cluster
- Recognition of the importance of as a strategic response by the MOE’s Sector Development Programme
- Recruitment of full-time Cluster Coordinator and Information Manager
- Availability of pool of professional expertise within the co-lead agencies and the MOE
- A pool of member partners with diverse expertise and experience in undertaking education in emergency and development (education) programs
2.6. Ethiopia Education Cluster Structure

[Diagram of Ethiopia Education Cluster Structure]

2.7. Education Cluster Core Functions

i) **Support Service Delivery:**
   - Ensure partners have a platform that grounds service delivery in Education in Emergency.
   - Develop mechanisms to eliminate duplication of activities by partners.

ii) **Inform Government and Ethiopian Humanitarian Coordinator/Humanitarian Country Team’s about EiE Priorities for Strategic Decision Making:**
• Prepare assessment and analysis of gaps (across and within Clusters/sectors, using information management tools as needed) to inform prioritization. This will include participation in the nationwide humanitarian assessment in preparation of HRD revisions.
• Identify and find solutions to gaps, obstacles and duplication while considering cross-cutting issues.
• Formulate humanitarian priorities at the inter-sector level through analysis.

iii) Plan and Implement EiE Strategy:
• Through consultation with partners, develop EiE plans and EiE response strategy that contribute to overall humanitarian strategic objectives, as defined in the HRD.
• Develop, apply and adhere to standards and guidelines including the draft Ethiopia Minimum Standards.
• Within existing frameworks, work with partners to ensure preparedness and contingency plans exist and are updated regularly.
• Clarify funding requirements for the Sector.

iv) Monitor and Evaluate Performance:
• Report activities conducted by partners and monitor needs through stakeholders.
• Measure progress against EiE response strategy and targets.
• Recommend corrective action where necessary.

v) Build national capacity in preparedness and contingency planning in the education sector:
- Establish and/or strengthen national and regional coordination.
- Continuously strengthen the emergency preparedness capacity of REBs, Woreda Education Offices and schools.

vi) Support Robust Advocacy:
• Identify concerns and contribute key information and messages to the EHCT.
• Undertake advocacy on behalf of EEC partners and affected children in Ethiopia.

A Diagram on Core Functions of Education Cluster

3. PRINCIPLES OF EDUCATION IN EMERGENCY RESPONSE STRATEGY
3.1. Continuity and Alignment

The activation of the EEC was done in consideration of the circumstances that face Ethiopia today. The education in emergency Strategy aims to uphold the values of professionalism, decentralization, integration, transparency, and accountability promised by the Ethiopia education system. This in mind, the EiE Response Strategy is developed to align with and support long-term objectives of the Education Sector Development Programme V.

The EEC also operates within a larger, inter-sectoral humanitarian response coordinated by the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA). Considering the criticality of operating within the Inter-Cluster Coordination Mechanism and within the Humanitarian Program Cycle, the EEC has also aligned the EiE response strategy with the Ethiopia Humanitarian Requirements Document (HRD).

3.2. Harmonization

With multiple agencies responding at once, it is critical that there is common understanding and agreement in geographic and thematic areas. Through information sharing, management and analysis, the EEC works to mitigate duplication and in so doing, build holistic interventions for the greatest number of children.

The following questions have been developed for the purpose of aligning and prioritizing EEC partner projects. These criteria can be used during peer review of projects. This will help partners plan so that all EiE programming aligns well with the EiE response strategy and standards.

<table>
<thead>
<tr>
<th>Q (a): Does the project meet all of the following Criteria.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The project directly contributes to the EiE objectives (See “Response Framework”)</td>
</tr>
<tr>
<td>b. The project is based on documented needs (evidence-based).</td>
</tr>
<tr>
<td>c. The organization agrees to participate in Education Cluster at national or regional level including regular reporting.</td>
</tr>
<tr>
<td>d. The organization has the capacity to implement the proposed actions.</td>
</tr>
<tr>
<td>e. The project prioritizes the most affected regions.</td>
</tr>
<tr>
<td>f. The project adheres to the EiE standards for implementation.</td>
</tr>
</tbody>
</table>

IF YES, continue to score on criteria listed below
IF NO, this submission will not be accepted as it is, please revise before continuing below.

| Q (b): The project targets the regions with the highest % of needs based on evidence. | YES / NO |
| Q (c): The project is based on a sound evidence base of documented needs. | 1 2 3 4 5 |
| Q (d): Project budget and timeline are feasible and realistic. | 1 2 3 4 5 |
| Q (e): Has experience implementing or strong education programming. | 1 2 3 4 5 |
| Gender Marker (no project sheet scoring a 0 will be considered). | 2a or 2b 1 or 0 |

Other CLUSTER Criteria to Consider:
- Inter-sectoral emphasis
- Cross cutting issues emphasis
- Realistic ability to scale up/expand
- Registered under the government/good standing in the community
- Innovative approaches
- Accountability to affected population
3.3. Evidence
The EEC recognizes the importance of building an evidence-based strategy and keeping implementation informed by consistent review. For this purpose, the EEC keeps a secondary data review (SDR) database regularly updated with newly available information, including seasonal assessment (Belg and Meher Assessments) data. This will maintain a clear, detailed and up-to-date analysis of age 4-18 education situation in Ethiopia including information gaps. The SDR and seasonal assessments will continually inform decision-making for preparedness and emergency response and will help design subsequent education needs assessment and provide a baseline data to compare past and present EiE situations. An initial analysis of available secondary data was conducted to inform this Strategy in August 2016 and this is followed by Meher Assessment.

4. TARGET PRIORITIZATION OF THE STRATEGY

a) School Age: This response strategy focuses at all children from age 4-18. This includes pre-primary, primary and secondary education including alternative learning opportunities. All learning programs strive for equity and inclusiveness.

The Ethiopian General Education System (From Pre-Primary to Secondary)
b) **Separating chronic from acute**: The EEC is a temporary coordination body that is meant to support the MOE during emergency and through transition back to a stable development footing. As such, the EiE aims to target only emergency interventions that support long-term development but do not duplicate development activities/Education Sector Development V. The EiE response strategy, therefore, has targeted learners who are affected by the current crisis as opposed to targeting out of school children in non-emergency affected situations. The focus is, therefore, short term emergency situation not long term development program. This helps to set a clear benchmark between needs in the development sector and the need created by emergency situations.

c) **IDPs and Host**: The EiE response strategy recognizes the particular vulnerability of IDPs and aims to provide services to all IDP children. Further, the EEC also understands the impact that displacement may have on host communities where further population may stress already limited resources. For this reason, the host community will also be targeted to limit the impact of displacement on all.

d) **Geographic Prioritization and Targets**

Based on Dec 2016 Meher Assessment information and in consultation with National and Regional governments, 7 emergency affected Regions and 192 priority one Woredas are identified considering the severity of need and priority for intervention. These regions are: Afar, Amhara, Oromiya, Ethiopia Somali, Tigray, SNNPR and Gambella. The map below shows prioritized regions. And number of priority one Woredas in each region.
e) Overall affected school age children and teachers:

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total emergency affected age school children in emergency affected regions</td>
<td>2.7M</td>
</tr>
<tr>
<td>Total emergency affected teachers in emergency affected regions</td>
<td>0.05M</td>
</tr>
<tr>
<td>All IDP school-age children</td>
<td>0.12M</td>
</tr>
<tr>
<td>1:1 Hosting community children in non-Priority One Woredas</td>
<td>0.06M</td>
</tr>
<tr>
<td>Total affected</td>
<td>2.9M</td>
</tr>
</tbody>
</table>

f) Targeted school age children and teachers

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total most in-need school children in Priority One Woredas</td>
<td>2 M</td>
</tr>
<tr>
<td>Total most in-need teachers in Priority One Woredas</td>
<td>0.04 M</td>
</tr>
<tr>
<td>All IDP school-age children</td>
<td>0.06 M</td>
</tr>
<tr>
<td>1:1 Hosting community children in non-Priority One Woredas</td>
<td>0.06 M</td>
</tr>
<tr>
<td>Total targeted learners and teachers</td>
<td>2.16 M</td>
</tr>
</tbody>
</table>

Proportional map of targeted school children

No of targeted school children by region

<table>
<thead>
<tr>
<th>Region</th>
<th>Targeted school children in priority one Woreda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oromia</td>
<td>928,693</td>
</tr>
<tr>
<td>Amhara</td>
<td>362,837</td>
</tr>
<tr>
<td>SNNPR</td>
<td>318,586</td>
</tr>
<tr>
<td>Somali</td>
<td>187,546</td>
</tr>
<tr>
<td>Tigray</td>
<td>95,911</td>
</tr>
<tr>
<td>Afar</td>
<td>88,047</td>
</tr>
<tr>
<td>Gambela</td>
<td>30,799</td>
</tr>
<tr>
<td>Sub total</td>
<td>2,012,419</td>
</tr>
<tr>
<td>Hareri</td>
<td>14,397</td>
</tr>
<tr>
<td>Dire Dawa</td>
<td>7,836</td>
</tr>
<tr>
<td>Sub total</td>
<td>22,233</td>
</tr>
<tr>
<td>Total</td>
<td>2,034,652</td>
</tr>
</tbody>
</table>

5. ETHIOPIA EDUCATION CLUSTER RESPONSE FRAMEWORK

5.1. Introduction to the Framework

The following framework outlines the EiE Objectives, Activities, indicators and Standards. These have

---

13 IOM DTM, June 2016
14 Ibid
15 MOE, EMIS Gross Enrolment (Pre-primary to Secondary Grade), 2014/2015
16 Ibid
been developed based upon needs as derived through Meher Assessment, consultation with partners, secondary data review, and inter-cluster prioritization. The response framework that follows is organized in the following progression:

**Need**
As determined through Meher Assessment findings and consultation with partners

**Objective**
Represents the changes that EEC aims to achieve in responding to the identified needs

**Activities**
Actions taken through which inputs are mobilized to produce specific outputs

**Output indicator**
A measure of products, goods or services that resulted from the completion of the activities

**Activity outcome**
A measure of the short term effect of an activity on the targeted beneficiary group

**Objective outcome**
The measure of the EEC progress towards achieving success against objective of the cluster
5.2. Standards for Provision of EiE

The EEC is a group of individual agencies that respond simultaneously to emergency. As such, standards are necessary to ensure quality and coordinated response across Ethiopia.

The standards which follow each objective are derived from existing MOE standards when available, discussion with partners and aligned to meet international standards for education in emergencies. Meeting these standards during implementation can help the EEC progressively develop similar and standardized response for Ethiopian school-age affected children. Importantly, this means that implementing agencies should only report activities to the EEC that meet the standards endorsed in this response strategy.

5.3. Objectives, Outcomes and Activities of the Strategy

<table>
<thead>
<tr>
<th>Objective</th>
<th>Ensure that 2,034,652 emergency-affected school-age girls and boys (including 147,683 IDPs) continue to get access to education in emergency situation in 2016/17 academic year</th>
<th>Target</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome:</td>
<td>% of emergency affected school-age girls and boys benefitting from school feeding program, WaSH and learning supplies that will continue learning</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
| Indicators: | • # of school-age girls and boys (including 147,683 IDPs) benefitting from school feeding  
• # of schools provided with WaSH support  
• # of TLCs provided with WASH support  
• # of school girls and boys (including 147,683 IDPs) benefitting from learning supplies | 2,034,652 2,142 184 | 147,683 |

Activities to realize the objective

<table>
<thead>
<tr>
<th>Activities</th>
<th>Output indicators</th>
<th>Targets</th>
<th>Outcome Indicators</th>
<th>Targets</th>
</tr>
</thead>
</table>
| Provide school feeding                    | # schools with school feeding program  
# of TLC with feeding program           | 2,142 184 TLC | # of children benefitting from school feeding programs | 2,034,652 |
| Establish TLC for IDP school children     | # of TLC established                                                              | 184     | # of IDP school children benefitting from TLCs | 147,683 |
| Provide school WASH facilities for existing classrooms and TLC | # of existing schools with WASH facilities  
# of TLC with WASH facilities           | 2,142 184 TLC | # of children (including IDPs) benefitting from school WASH | 2,034,652 |
<p>| Provide set of learning                   | # of set of learning                                                              | 2,034,652 | # of children benefitting                    | 2,034,652 |</p>
<table>
<thead>
<tr>
<th>Activities</th>
<th>Output indicators</th>
<th>Targets</th>
<th>Outcome Indicators</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>supplies to emergency affected learners</td>
<td>supplies distributed</td>
<td></td>
<td>from school learning supplies</td>
<td></td>
</tr>
<tr>
<td>Provide early childhood care and education kit</td>
<td># of early childhood care and education kits distributed</td>
<td>10,000</td>
<td># of age 4-6 children (including IDPs) benefitting from education kits</td>
<td>100,000</td>
</tr>
<tr>
<td>Provide recreational kit</td>
<td># of recreational kit distributed</td>
<td>10,000</td>
<td># of children (including IDPs) benefitting from recreational kit</td>
<td>100,000</td>
</tr>
</tbody>
</table>

### Activities and standards

<table>
<thead>
<tr>
<th>Activities</th>
<th>Standard</th>
<th>Source of Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide school feeding</td>
<td>Provision of meal that contains 150 grams mix of cooked cereals containing 6 grams of edible oil and 3 grams of iodized salt per child per day which is estimated to contain 1/3 of 1200 kilo calorie (The daily requirement is 1200-1500 Kc 1/3 and 28-36 gram protein. In addition, all micro nutrients should be enriched or fortified. The meal should be nutritious and culturally acceptable.)</td>
<td>WFP</td>
</tr>
<tr>
<td>Provide set of learning supplies to emergency affected learners</td>
<td>Annually, each 1st cycle learner should receive a minimum of: - 5 exercise books of 32 leafs - 4 pens - 2 pencil - 2 eraser - 2 sharpener - 1 school bag Annually, each 2nd cycle learner should receive a minimum of: - 8 exercise books of 48 leafs - 4 pens - 2 pencil - 2 eraser - 2 sharpener - 1 school bag Annually, each secondary school learner (9-12 grades) should receive a minimum of: - 12 exercise books of 48 leafs - 6 pens - 2 pencils - 1 school bag If replenishment must occur to meet the above minimum, this is not reported as a separate distribution. Reporting should occur during initial distribution.</td>
<td>MOE</td>
</tr>
<tr>
<td>Establish Temporary Classrooms (TCs) with adequate WASH facilities</td>
<td>- 40 learners per classroom for pre-primary - 50 learners per classroom for 1st and 2nd cycle primary - 40 learners per classroom for secondary classrooms should be constructed with locally available materials (wood, grass, stone, sand, mud, tarpaulin and iron sheet) or established with tents</td>
<td>MOE</td>
</tr>
<tr>
<td>Activities</td>
<td>Standard</td>
<td>Source of Standard</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
</tbody>
</table>
| and desks/mats                                                            | - classroom should measure 56 square meters for 1st and complete primary (grades 1-8)  
- 1 desk for 3 children or sitting mat for 10 children  
- TC should be established in 1-month period  
WASH facilities should include:  
- 1 pit hole for 40 girls  
- 1 pit hole for 50 boys  
4 litres of water per learner per day for drinking and hand washing | Consultation with MOE, school Wash team |
| Provide early childhood care and education kit                             | Each kit should provide enough supplies for 40 learners and 1 teacher. Suggested kit content can be found in Annex 1                                                                                       | UNICEF                     |
| Provide recreational kit                                                   | Each kit should provide enough supplies for 60 learners.                                                                                                                                                   | UNICEF                     |
| Train teachers and PTAs in Psychosocial First Aid (PFA) and life skills    | Training on Psychosocial First Aid (PFA) includes:  
- School based risk reduction (trauma, punishment, abuse, avoidance, child marriage)  
Training on life skills include:  
- Ways of developing life skills (communication, problem solving, decision making, assertiveness, hygiene and sanitation skills)  
Each training must be at least for 16 hours | Consultation with partners |
| Provide capacity building training to regional and Woreda education emergency experts/focal persons as well as social workers | Each training must identify training needs and the training must be for at least 24 hours                                                                                                           | Consultation with partners |

### 6. STRATEGIC OPERATIONALIZATION OF THE RESPONSE FRAMEWORK

#### 6.1. Confronting Operational Constraints

**a) Water:** remains a challenge in delivering safe and healthy learning-environments in Ethiopia. Particularly in the provision of appropriate WASH facilities in learning spaces, water trucks represent a possible solution that can be applied in tackling the challenges of WASH provisions in such a way that it serves the school and community members.
b) **Food:** Nevertheless, the government is trying its maximum best; shortage of food for the affected community and school children is a challenge. School feeding by the government and humanitarian community should continue to enable children pursue their education.

### 6.2. Coordination and Information Gaps

There are no designated/deployed coordinators and information managers at regional and Woreda levels. Sub-cluster coordination at regional and Woreda levels is quite limited hampering harmonized planning and information flow.

In reviewing the available data and assessments on education in Ethiopia, significant gaps were identified to inform a progressively more equitable, inclusive and holistic response. There is limited recurrent update on the number of out of school children in the affected regions, the number of functional learning spaces, and the availability of qualified teachers and of educational material. There is no reliable data on children with special needs affected by the crisis and less information is generally available from rural areas, which are assumed to be more vulnerable, due to their distance from urban centers and the access constraints within the region.

### 6.3. Critical Areas of Consideration for Assessment

Due to the nature of the crisis, the following areas should be considered by any partners for further assessment:

- **WASH in schools:** as a core component of the EiE response and a critical element of any school, it is essential that the status and availability of latrines, hand-washing facilities and drinking water is known.
- **Teaching staff:** It is important to better understand the needs of teachers. It is crucial to know where they are, where they have left and where they are needed most.
- **Child Protection:** is clearly an issue and more should be done to understand the situation of children in and around schools.

- **Early Child Education (ECE) programs:** It is a core component of the MOE and EiE response. As an option, the MOE has introduced primary plus beginning class. As such, it is important to determine where these activities are taking place, what is being used in terms of teaching materials and what experience can be drawn to scale up implementation.

### 6.4. Assessment

Strong, up-to-date data will continue to be an evidence to inform the emergency response in Ethiopia. In conducting assessments, the EEC will use, at minimum, a harmonized approach and where possible, will lead joint education assessments. This will entail using the EiE Standards (indicated in the Framework) to guide the establishment of common units of measurement and
develop agreed upon domains of inquiry. Further coordination will be necessary to harmonize assessment methodologies and reporting requirements to ensure consistent geographic coverage, standardize questionnaires and to guarantee that tools account for sex and age disaggregated data and gender-responsive information.

Partners considering conducting an assessment on EiE should first contact the EEC to share the plan including questionnaire and methodology. Once an assessment is completed, partners should also share results (including datasets) with EEC. At this initial stage, EEC suggests the application of harmonized approach in EiE assessment.

**Levels of Coordination in EiE Assessment**

![Levels of Coordination Diagram]

Uncoordinated
- Multiple assessments
- Multiple methodologies
- Multiple reports
- Not systematically shared

Harmonized
- Multiple assessments with common indicators
- Various interoperable methodologies
- Single or multiple reports

Joint
- Common assessment form
- Common methodology
- Common report

Increased coordination

6.5. Inter-Cluster Coordination

The EEC participates in the Inter-Cluster Coordination Group at the national level to ensure education establishes the strongest possible collaboration with the other humanitarian sectors. The following are some ways in which the EEC will work across sectors:

**Food Cluster**: One of the greatest impacts of the emergency in education is related to the shortage of food and loss of family livelihoods. This decrease in economic stability for families leads to an inability for many to afford the primary and secondary costs of learning while leading many to involve children in labor. The EEC will work with the Food Cluster and WFP to find solutions that decrease the need for families to compromise their children’s learning. Training of food preparation, food, kitchen, feeding room and feeding utensils safety and hygiene as well as de-worming activities are integrated into school feeding program.
**WASH Cluster:** Considering the nature of emergency, each learning space must meet standards stipulated in this strategic response in terms of the provision of WASH facilities. This includes appropriate latrines for girls and boys, hand washing facilities and safe drinking water. EEC will work with the Ethiopia WASH Cluster to provide appropriate facilities to all learning spaces. Both EEC and Ethiopia WASH Cluster will work on the Hygiene Promotion and Awareness on Acute Watery Diarrhea (AWD) and in other activities such as provision of sanitary pad and provision of hygiene and sanitation materials.

**Child Protection & GBV Cluster:** Check list on how to assess and integrate CP and Education will be developed. Social workers and teachers will be trained on Psychosocial First Aid jointly with Child Protection Cluster. Messages on child labor, early marriages and GBV will be developed jointly with Child Protection Cluster in various languages and distributed to schools.

### 6.6. Equity and Inclusiveness

Education Sector Development Program V has an excellent framework for addressing inequities in educational opportunities, and the Cluster will seek to apply the equity lens to the humanitarian response, ensuring that the most marginalized are fully included and benefited from education interventions. The Cluster partners will play a role in providing information to guide micro-level planning at the district level, as well as advocate at district and national levels from equity perspective. EEC partners will work towards ensuring equitable and inclusive access to learning in all programming. This means, in accordance with ESDP V which ask that all implementers take into consideration groups that may have difficulty accessing learning including:

- Children living with physical disabilities
- Those who suffer from severe mental health and psychosocial difficulties
- Girls
- Boys, vulnerable to child labour
- Adolescent heads of household
- Young mothers
- Children in pastoralist communities.

### 6.7. Community Engagement

The more involved communities are in the emergency response, the higher the quality and more sustainable the response will be. For education partners, Parent Teacher Associations are logical entry points. Partners are also encouraged to engage communities in the actual establishment of Temporary Learning Spaces. Community engagement will continue to be crucial as we move into the recovery phase, as they will have an important role in oversight and accountability in terms of supporting local micro-level planning and ensuring schools meet safety standards and comply with central Government designs and policy.

### 6.8. Teachers at the Centre
Teachers are the most important factors in ensuring access and quality of education in emergency situations. Like many, teachers themselves suffer from the stresses and disruption caused by drought, floods and conflicts. They need psychosocial support. If not addressed, there may be lack of teachers in the worst affected areas and the quality of education may be affected. Teacher training should be built into Cluster partners plans (with trainings on psychosocial support and key lifesaving messages). More sustained efforts may be needed to support teachers and ensure a continuing quality of education once the initial emergency phase has passed. Partners need to work collaboratively with Woreda Education Offices to ensure teachers are supported.

6.9. Standardised but Flexible Approaches

Flexible approaches are required to address the needs of individual schools. Some schools need WASH facilities. Overcrowded classrooms due to IDPs require Temporary Classrooms; others may need minor repairs to existing classrooms. Local resources, skills and knowledge will determine the approach that best suits each situation, particularly in the hardest to reach areas. Partners and school head teachers should work closely with Woreda Education Offices and local communities to ensure the most appropriate materials are used for the local context, making sure that designs are safe, inclusive and child-friendly.

6.10. Strong Coordination and Capacity Building

The Ethiopia Education Cluster currently has about 20 active national and international, non-governmental and UN partners. It is essential that the Cluster maintains strong national coordination so that interventions remain consistent across agencies and with Ministry of Education. As in a normal development footing, Cluster implement their normal programming but with an eye towards the activities and objectives identified in this Strategy in such a way that activities are not redundant to MoE regular plans but that they fit key areas of EiE needs. The Cluster should support partners, regional and Woreda education offices with capacity building, ongoing coordination and monitoring to ensure efficiency and to identify and pursue areas of advocacy.

7. THEMATIC ISSUES

7.1. Early Childhood Education

The EEC will work to bring the right to education to all children of learning age from 4-18 in emergency affected areas. This includes early childhood learning. In the first years of life, neurons in human brains form new connections at the astounding rate of 700-1000 per second, a pace that is not repeated again. Therefore, a child’s first few years are an unprecedented opportunity in life to ensure Early Childhood Education (ECE) practices and programs set the foundation for life-long thriving. Investing in early childhood education is one of the most critical and cost-effective ways to improve adult health, education
and productivity. It also empowers women, reduces violence, and can break the cycle of poverty to create a more sustainable and prosperous world. In both regular and emergency settings, quality early childhood foundations can help ensure a smooth transition to primary school, a better chance of completing basic education, and a route out of poverty and disadvantage. Therefore, ECE is a focus in this strategic response.

### 7.2. Classroom-centred Psychosocial First Aid (PFA) Support for Children via Teachers

Considering psychosocial concerns that children face during conflict, Psychosocial Educational Support is a key element of the response. It is important to delineate what teachers can provide in the classroom, and what must be provided from trained, specialized psychosocial support experts. As such the EEC will work towards building capacity of all teachers jointly with Protection Cluster to provide Psychosocial Educational Support. According to WHO, PFA includes:

- Providing practical care and support, which does not intrude;
- Assessing needs and concerns;
- Helping people to address basic needs (for example, food and water, information);
- Listening to children, but not pressuring them to talk;
- Comforting children and helping them to feel calm;
- Helping children and their parents connect to information, services and social supports;
- Protecting children from harm.

Teachers can provide psychosocial support to learners both by adapting the way they interact with learners, creating a safe and supportive environment in which learners may express their emotions and experiences, and by including specific structured psychosocial activities in the teaching/learning process. However, they should not attempt to conduct therapy, which requires specialized skills.

### 7.3. Community Mobilization & Accountability

An essential element of emergency response in Ethiopia partners should work with communities to increase access to learning. While the EEC works to harmonize the response at the national level, interventions must also be contextualized to match local priorities. Communities should take part in identifying needs, and determining the most appropriate solutions. All EEC partners should consider this type of engagement as an essential element of their accountability to affected populations measures. Similarly, EEC partners must also determine how they will share information back with the communities with which they work.

Communities, as the most important stakeholders in the provision of education, will also be called upon to provide the messages and organize the resources needed to return and retain children in learning. EEC partners should not approach this through communication campaigns only but also through mustering local capacity to assist in implementation and maintenance of facilities.
8. MONITORING

8.1. Monitoring and Reporting EiE Activities

In order to successfully coordinate and implement the EiE response Strategy, the EEC must receive updated information pertaining:

i) Current needs (assessment data, etc.);
ii) Types and locations of partner activities;
iii) Targets and achieved results of partners’ activities.

To accomplish this, the EEC has the Education Cluster Monitoring Tool (ECMT) for partners to use to report. The activities contained in the ECMT are the same activities outlined in the response Framework above. All reported activities, therefore, should adhere strictly to the standards in the framework.

Each organization should submit their ECMT updates to the EEC once a month. Within four days of submission, EEC will compile and analyse the ECMT data, produce various analysis products and share these products with the EEC and relevant stakeholders. The analysis will enable the EEC to monitor the education response, formulate advocacy on behalf of partners, identify need and gaps, avoid duplication of response, and assist partners in their operational planning. This information will also be shared with donors for increasing funding to education and with OCHA for inter-cluster coordination purposes. The table below outlines the specific monitoring and reporting schedule.

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update EEC Monitoring information and submit to the EEC</td>
<td>EEC Monitoring Tool focal point from each EEC partner</td>
<td>26th-30th day of the month</td>
</tr>
<tr>
<td>Compile and analyze data</td>
<td>EEC</td>
<td>4th day of the month</td>
</tr>
<tr>
<td>Update EEC analysis products (dashboard) and draft EEC meeting minutes and share during the national EEC meetings</td>
<td>EEC</td>
<td>5th-8th day of the month</td>
</tr>
<tr>
<td>Draft regional cluster minutes and share with EEC technical team</td>
<td>Regional education cluster focal point</td>
<td>5th-8th day of the month</td>
</tr>
<tr>
<td>EEC draft meeting minutes and dashboard is uploaded in Education Cluster website</td>
<td>EEC</td>
<td>10th day of the month</td>
</tr>
<tr>
<td>Update EEC Monitoring information, share data with OCHA considering 3W (Who’s doing What Where) and EHRP</td>
<td>EEC</td>
<td>10th day of the month</td>
</tr>
</tbody>
</table>

8.2. Ethiopia Education Cluster Monitoring Information flow

17 The frequency may increase depending upon the escalation of the drought, floods or communal conflicts.
Each organization should assign a focal point for submitting its ECMT updates to the EEC team. For organizations that are working in multiple regions, the focal point may choose to have field staff in different regions/Woredas. Focal points should receive all ECMT files from their field staff and check for quality and accuracy of data. Focal points do NOT need to compile field-level ECMTs into a single file; this will be done by the EEC. The chart below shows the ECMT information flow:

In addition to monitoring and reporting on educational activities, the EEC has a responsibility along with the MOE and partners to monitor and report the status of affected schools and children due to different emergency situations. The EEC has developed data collection format for Cluster partners to collect data on emergency situation. Data should be collected and submitted every month to the EEC team. Nevertheless, if new emergency happens it should be reported as soon as a partner is aware of an incident. Partners should NOT wait for the monthly reporting. The EEC will compile reports into a single database and based on these reports will activate appropriate follow up activities and for reviewing and revising education cluster hotspot classification. This helps to inform decision making bodies for verification/action, increased advocacy, etc.

### 8.3. Information Management and Ministry of Education

This strategy is meant for 2016/2017 academic year in such a way that it addresses the current emergency needs. Moreover, it relates to the 2017 HRD. Given the temporary nature of the Cluster, this Strategy recommends that at the end of the emergency response phase, a review of EiE is carried out and the strategy is updated and adjusted to EiE needs. A transition plan should be considered as emergency programming evolves into reconstruction that will be followed by deactivation of EEC. Envisioning the deactivation of the Cluster does not imply a loss of emphasis on the importance of education in emergencies and associated preparedness interventions. Rather, it should pave a ground for a more mainstreamed and institutionalized approach to EiE activities. This response strategy proposes that the

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18 Shock as a result of drought, flood, conflict and other emergency situation.
existence of the Education Cluster as a response coordination mechanism reviewed along with EiE situation on the ground and responses with a view to formal deactivation of the Cluster and transition, as per Inter-Agency Standing Committee guidance.

The role of EEC in emergencies, school safety, disaster risk reduction and preparedness activities should be fully considered as part of deactivation process. Timing is fortuitous, and a review of the Education Cluster’s achievements and lessons learned and the coordination mechanism for future work on disaster risk reduction and emergency preparedness should be a key component of the sector planning process. Any future structure should be able to quickly reactivate the Education Cluster in order to coordinate any future large-scale emergencies, particularly as the type of shock that is currently keeping children out of school cannot be ruled out in the future.

On one hand, this response strategy foresees recovery and transition plan to phase out from EiE. On the other hand, as durable/sustainable solution, the strategy envisions the inclusion of emergency types, causes, effects, preparedness and responses across curriculum of Ethiopia.

9. ESTIMATED BUDGET
As indicated in the subsequent table, total funding requirement until December 2017 is estimated at 45.5 USD in HRD. Mainly this is meant for school feeding, learning supplies, school WASH, establishment of temporary classrooms.

<table>
<thead>
<tr>
<th>Description</th>
<th>BENEFICIARIES</th>
<th>REQUIREMENTS US$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of school feeding</td>
<td>2,034,652 school-age children</td>
<td>30,061,821</td>
</tr>
<tr>
<td>Provision of school WaSH</td>
<td>2,142 schools</td>
<td>8,056,195</td>
</tr>
<tr>
<td>Provision of learning supplies</td>
<td>2,034,652 school children</td>
<td>5,758,065</td>
</tr>
<tr>
<td>Establishment of temporary learning centers</td>
<td>73,683 IDP school children</td>
<td>1,628,319</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45,504,267</strong></td>
<td></td>
</tr>
</tbody>
</table>


Annex 1: Early Childhood Development Kit (UNICEF)

Technical Specifications:
This kit is the revised Early Childhood Development Kit and is composed of 40 items. The kit aims to provide a range of activities to encourage the development and social interaction of children (playing, story-telling, numeracy etc) with materials also provided for caregivers. In addition, the kit provides water and sanitation items for the improved health and awareness of children.

Art Materials:
6 crayon, wax, jumbo, and ass Colors /BOX-8
8 Crayon ,wax ,packs of 8 colors/BOX-10x8
2 Pencil, HB grade ,black/BOX-10
1 Pencil sharpener ,metal/PAC-20
2 Eraser ,soft ,for pencil/BOX-20
1 Scissors, safety, school ,B/B,135mm/BOX-10
1 S2657208 - Paper,plain,70cm wide,25m/ROLL
1 Pad,paper,coloured,A4,50 sheets/PAC-10
1 Tape ,adhesive , transp 1,5cm x 10m/BOX-20
1 Glue ,classroom use,BOT-170ml
5 Clay, modeling, assorted color /BOX-6/8
10 Coloring pencils,12 ass cols ,in case
1 Drawing pad,white,A3,48 sheets/PAC-10

Reading Materials:
1 BOX- Book, children’s, cardboard

Play Items:
1 Building blocks ,wood ,colored /SET-50
1 Jigsaw Puzzle,24pcs
1 Board Puzzle,4-8 pcs w/out pegs
1 Counting Circle,wood,app.20 pieces
1 Chain Puzzle,wood,coloured,5 pieces
1 Puzzle Blocks,6 sides,SET-12
1 Shape-sorter,app.9 pcs
1 Sort & Stack Set,plastic,19 stacking pcs
1 Dominos ,plastic ,white/SET-28
1 Beads,wood,col,6 shapes/BOX-50
1 Memory Game ,card/BOX
1 Puppet, hand, diff characters/SET-6
1 Puppet , finger, diff characters/SET-6
1 Ball ,rubber/foam,c10cm diam /NET-5
Water & Sanitation items:
5 Soap, toilet, bar, approx. 110g, wrapped

Caregiver items:
1 Book, exercise, A4, ruled-8mm, 96 pgs/PAC-10
1 Pen, ball-point, black, BOX-10
2 Marker, flipchart, colours, tip-5mm/PAC-4
1 Bag, plastic, A4, interlock seal/PAC-20
1 ECD Activity Guide, Arabic