Policy brief:
Ensuring the effective management of primary-level teachers in refugee settings in Ethiopia

Acronyms

ARRA	Agency for Refugee and Returnee Affairs (Ethiopia)
BIMS	Biometric Identity Management System
CPD	Continuing Professional Development
CRRF	Comprehensive Refugee Response Framework
CTE	College of Teacher Education
ECW	Education Cannot Wait
EMIS	Education Management Information System
ESDP	Education Sector Development Programme
GCR	Global Compact on Refugees
IRC	International Rescue Committee
MoE	Ministry of Education
MoU	Memorandum of Understanding
NUE	National University of Education
PTR	Pupil:Teacher Ratio
REB	Regional Education Bureau
TIMS	Teacher Information Management System
TSC	Teacher Service Commission
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commissioner for Refugees
VSO	Voluntary Service Overseas
WEO	Woreda Education Office

In recent years, Ethiopia has demonstrated a significant commitment to improving the quality of education for all learners within its borders, including refugees.

Effective teacher management, directed at building the status, competency and motivation of teachers, is a key policy lever that can help Ethiopia to achieve its aim of developing and sustaining a quality, inclusive and equitable education system.

This policy brief aims to provide evidence-informed policy guidance for the effective management of primary-level teachers in refugee settings to the Ethiopian Ministry of Education (MoE), the Agency of Refugee and Returnee Affairs (ARRA) and other key stakeholders at multiple levels of governance. The brief builds on the key objectives, strategies and initiatives set out in the new Ethiopian Roadmap for Education and Training and on the findings from a research study entitled Teacher management in refugee settings: Ethiopia.

Specifically, the brief includes recommendations for:

Part A
The system-level preconditions necessary to support effective teacher management in refugee settings, including those for:

- Stakeholder capacities;
- Coordination, collaboration and communication between stakeholders;
- Policy development and dissemination;
- Data collection and analysis;
- Financing and resource mobilisation.

Part B
Improving the following key dimensions of teacher management:

- Recruitment, deployment and retention;
- Training and professional development;
- Teacher remuneration, appraisal and motivation.

Introduction

A new national vision for teacher management

Over the past two decades the Government of Ethiopia and its partners have taken strides to improve the management of primary-level teachers. This has been done through decentralising teacher training and recruitment to regional governments, raising training and qualification requirements, formalising and improving continuous professional development (CPD) and introducing a clearer career structure. However, recent national education planning efforts, including the new Ethiopian Roadmap for Education and Training and Education Sector Development Programme VI (ESDP VI), have recognised that these improvements have not gone far enough; Ethiopia still struggles to attract, train, recruit, motivate and retain good teachers, to the overall detriment of its education system. As such, the Government of Ethiopia has articulated an ambitious policy goal in the Roadmap for Education and Training:

To transform teaching into a profession of choice, by enhancing teacher status, competency, and motivation.

Among other recommendations, two key initiatives outlined in the Roadmap designed to support this policy goal include:

Establishing a Teacher Service Commission (TSC), which is expected to contribute to strengthening overall system governance, capacity and accountability.

and

Establishing a specialised National University of Education (NUE), with a focus on teacher education.

Figure i captures Ethiopia's vision for the future desired profile of its primary-level teaching workforce, in light of this policy goal.

Including teachers in refugee settings in national policy efforts

Ethiopia has committed to improving the protection of refugees, including ensuring the right to education for the close to 350,000 refugee children living within its borders (over half of whom are of primary school-age) through the Comprehensive Refugee Response Framework (CRRF), the Global Compact on Refugees (GCR), the Djibouti Declaration on Refugee Education and other related laws and policies. While the Roadmap for Education and Training mentions the importance of including refugee learners and how vital flexible decentralisation policies are for responding to the complexity of displacement contexts, teachers in refugee settings – whether they are refugees themselves, Ethiopian nationals teaching refugees or Ethiopian nationals teaching in host community schools – are not explicitly mentioned. Figure ii shows the different types of teacher working in refugee-hosting regions in Ethiopia.
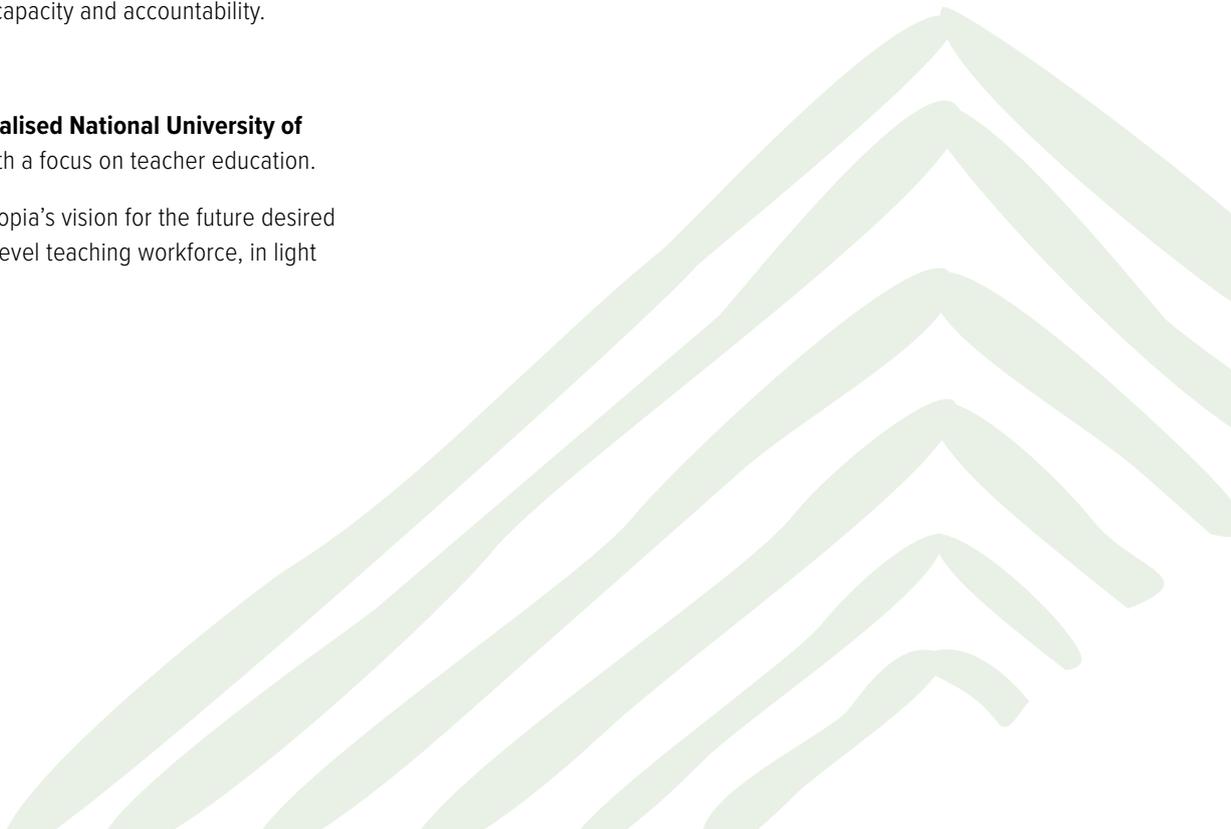
i. Future desired primary-level teaching workforce profile according to the Ethiopian Roadmap

Grade 12 completion required for entry to teacher education.

Bachelor's degree required as a qualification for all teachers who are teaching Grades 1 to 8.

Gender parity (1:1) is reached in the teaching workforce and teachers are representative of the diversity in their communities.

All teachers complete relevant, quality pre-service teacher training, leading to appropriate qualifications (or complete bridging and/or upskilling programmes as necessary).

All teachers are licensed (or re-licensed).

All teachers have a clear understanding of their role and responsibilities, including codes of conduct.

All teachers participate in relevant, quality in-service teacher training.

All teachers progress through a clear career structure, linked to continuing professional development (CPD), teacher appraisal and the licensing and re-licensing system.

All teachers are fairly compensated and have access to adequate benefits and decent working conditions.

All teachers have access to supportive supervision and fair and formative appraisal.

All teachers participate in mentoring and collaboration opportunities and professional networks, including teacher associations.

ii. Teachers working in primary-level education in refugee settings

Refugee teachers

In spite of existing restrictions on formal refugee employment, some refugees work as teachers in refugee camp schools.

They are managed by ARRA.

They are paid through incentives rather than formal salaries.

Compensation does not depend on qualifications or experience.

They are sometimes referred to as 'incentive teachers'.

They are typically assigned to teach lower grades (Grades 1–4).

More experienced refugee teachers can serve as Deputy School Directors, but do not receive additional compensation.

ARRA national teachers

ARRA hires and manages some national teachers to work in refugee camp schools.

They are typically degree holders with at least two years' experience.

Requirements for these teachers are higher than for refugee teachers and teachers at host schools.

Their salaries are considerably higher than those of refugee teachers and somewhat higher than the salary of their Ethiopian counterparts at host schools.

They do not have the same benefits as their Ethiopian counterparts at host schools.

The Director role at refugee camp schools is always filled by an ARRA national teacher.

Host community teachers

Host community teachers work in Ethiopian government primary schools in the areas surrounding refugee camps.

They are managed by the MoE (at the decentralised regional and woreda levels).

They are typically diploma holders recruited from the region.

They are paid salaries that are lower than their Ethiopian counterparts at refugee schools, but higher than the incentive payments received by refugee teachers.

More experienced teachers can work as headteachers/principals.

Providing evidence-informed policy guidance

To deliver on Ethiopia's commitment to transform teaching into a profession of choice, and to provide quality education for all learners – including refugee learners – special attention will have to be paid to ensuring that the teachers working in refugee settings are included in current and future national efforts to improve teacher management policies and practices.

The purpose of this policy brief, therefore, is to provide evidence-informed policy guidance for including these teachers in national policy efforts. As such, its intention is to complement, rather than duplicate or replace, the Roadmap for Education and Training, ESDP VI and other national policies and strategies, by explicitly setting out recommendations relating to teacher management in refugee settings. The brief thus builds on recommendations set out in the Roadmap, and on findings from a recent research study on the management of primary-level teachers in refugee-hosting regions in Ethiopia. See Figure iii for further information about the research study.

The recommendations developed for this brief are presented in two parts:

- **Part A:** Recommendations for creating the system-level preconditions for strengthening teacher management in refugee settings.

- **Part B:** Recommendations for improving the different dimensions of teacher management in refugee settings.

In each part, the recommendations are grouped as strategies around a set of objectives, designed with the overarching policy goal of ensuring that teachers in refugee settings are included in national efforts to transform teaching into a profession of choice. Further, each set of strategies includes a list of suggested key initiatives to support their implementation. Finally, in order to better contextualise the recommendations, each part begins with a brief summary of the findings from the research study, presented as a set of enabling and constraining factors.

iii. About the research informing this policy brief

Research question

What promising policies and practices exist for the management of primary-level teachers in refugee-hosting regions in Ethiopia, and where are there potential spaces for further development?

Research sites

Interviews and focus groups were conducted at the federal/central level in Addis Ababa and at the regional, zonal, woreda, camp and school level in three of the five refugee-hosting regions in Ethiopia, Benishangul-Gumuz, Gambella and Tigray.

Research methods

Policy document review.

Analysis of Education Management Information System (EMIS) data, including data on refugees.

Semi-structured interviews with key federal-level stakeholders, including MoE, ARRA, United Nations High Commissioner for Refugees (UNHCR), United Nations Children's Fund (UNICEF) and other international organisations.

Semi-structured interviews with key stakeholders at multiple levels of governance, including Regional Education Bureaus (REBs), ARRA Zonal Education Officers, Colleges of Teacher Education (CTEs), Woreda Education Offices (WEOs), etc.

Semi-structured interviews with principals and focus groups with teachers.

Focus groups with parent-teacher associations.

Consultation with learners.

Survey of teachers.
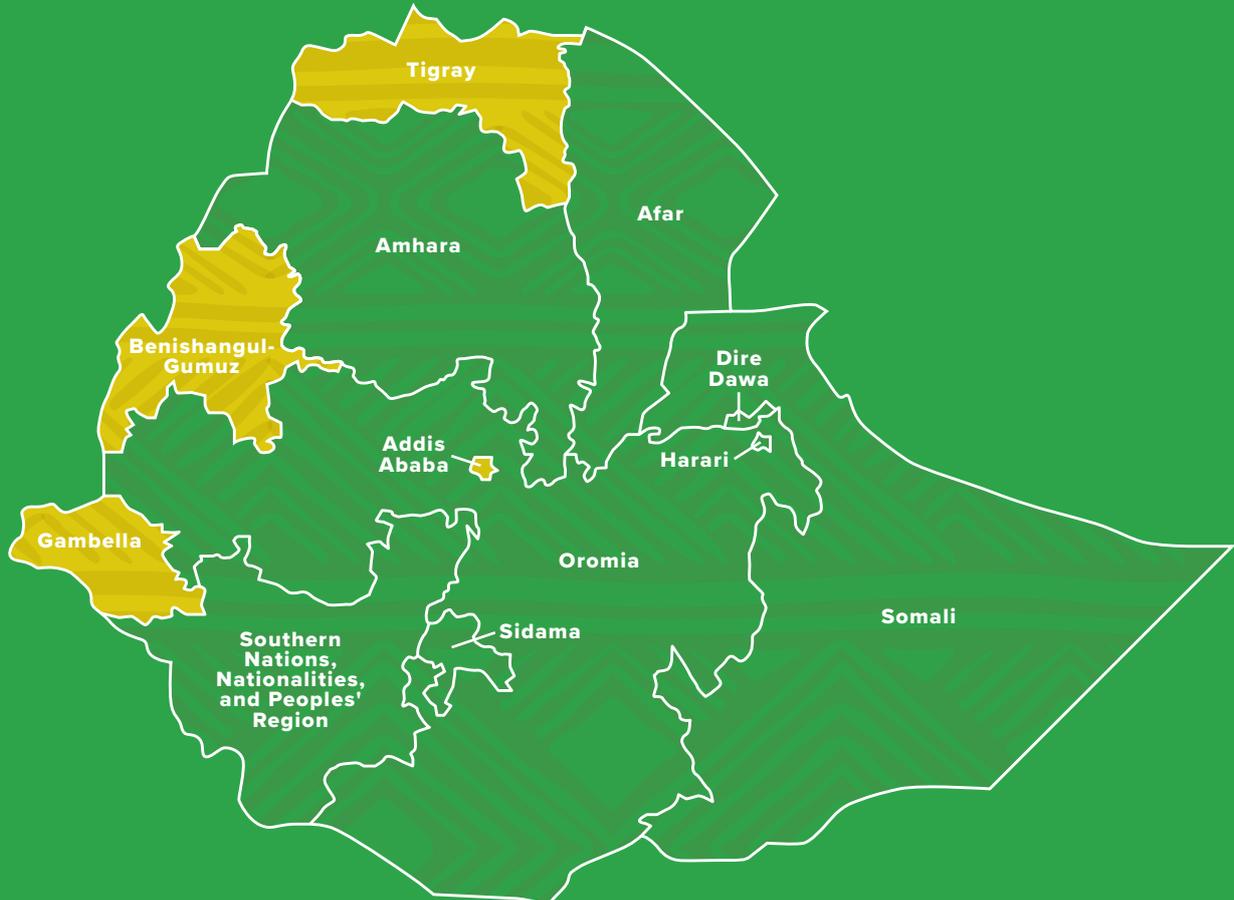
Note: More detailed information about the research, including the full report for the study, can be found here http://www.iiep.unesco.org/en/publication/teacher-management-refugee-settings-ethiopia

Part A

Recommendations for creating the system-level preconditions for strengthening teacher management in refugee settings

This section sets out five objectives for creating the system-level preconditions for strengthening teacher management in refugee settings.
Each objective is accompanied by a summary of the key findings from the research according to whether they are enabling or constraining factors when it comes to strengthening the overall system and policy environment, and a set of key strategies and initiatives aimed at achieving the objective in question.

Objective A1 To expand and improve stakeholder capacities to support effective teacher management in refugee settings

Summary of findings related to stakeholder capacities

ENABLING FACTORS

Since 1992, Ethiopia has had a designated government agency, ARRA, responsible for leading the country's refugee response, including in the education sector.

The MoE has become increasingly involved in refugee education, including through designating a federal level focal point.

The MoE has worked to decentralise since the 1990s, strengthening capacities at regional, woreda and school level.

Colleges of Teacher Education (CTEs) in refugee-hosting regions have been involved in the provision of continuing professional development (CPD) and in-service diploma courses for refugee teachers.

There are many stakeholders supporting refugee education, in addition to ARRA and MoE, including UNHCR, Plan International, the International Rescue Committee (IRC), Norwegian Refugee Council (NRC), Voluntary Service Overseas (VSO), the World Bank and UNICEF.

CONSTRAINING FACTORS

While the MoE has been increasingly involved in refugee education, to date there has only been one official focal point for refugee education.

While ARRA has significant experience and expertise in refugee-related response, it does not necessarily have the same technical capacity as the MoE when it comes to key areas of teacher management, including teacher professional development, supervision and appraisal, and evaluation.

CTEs in refugee-hosting regions sometimes struggle to provide quality pre- and in-service professional development opportunities due to resource constraints.

A1 strategies

A1.1. Ensure that the new Teacher Service Commission (TSC), established by the MoE to improve and monitor the status of teachers and the quality of teaching, includes refugee teachers and other teachers working in refugee-hosting regions.

A1.2. Reinforce the capacities of the MoE to utilise a 'whole-society approach' to the planning, costing and monitoring of teacher management, particularly in refugee-hosting regions.

A1.3. Ensure that the new National University of Education (NUE) includes training for teachers in refugee settings, and that CTEs in refugee-hosting regions have the capacity and support they need to deliver quality professional development, particularly for refugee teachers.

Key initiatives to support implementation of strategies

- As the TSC is being set up, consult with the MoE focal point on refugee education, ARRA, UNHCR and other relevant stakeholders to ensure that the status of refugee teachers and the quality of their teaching are included under the remit of the TSC's work.

- Ensure that different divisions and departments of the MoE mainstream refugee issues into their respective work plans and hold regular consultations with ARRA, UNHCR and other relevant stakeholders.

- Ensure that teaching in crisis and refugee settings is included as a priority area of the NUE's work in teacher education, as well as at the CTEs in refugee-hosting regions.

- Build a strong link between the NUE and the CTEs in refugee-hosting regions and consider setting up satellite centres for the CTEs that are geographically closer to populations of concern.

Objective A2 To improve coordination, collaboration and communication between different stakeholders working on teacher management in refugee settings

Summary of findings related to coordination, collaboration and communication

ENABLING FACTORS

Stakeholders at multiple levels of governance, including those at the woreda and school level, are generally positive towards increased support for refugee education, provided this is undertaken through a 'whole-society approach', where host community needs are also considered.

Coordination and collaboration between different stakeholders involved in refugee education has improved recently due to both regional and international agreements, and working group mechanisms, particularly at the federal level.

A Memorandum of Understanding (MoU) has been developed between the MoE and ARRA, which clarifies roles and responsibilities in refugee education.

In some woredas, refugee schools have been included in formal school clusters and stronger relationships have been established between schools and woredas.

CONSTRAINING FACTORS

While there have been positive developments in the coordination of refugee education in recent years, there is still a lack of clarity around membership, roles and responsibilities in the area of primary education for refugees, which makes implementation of policies a challenge.

Differences in organisational structure and level of decentralisation, particularly when it comes to ARRA and the Ministry of Education, compound existing challenges with communication and coordination.

The proliferation of actors in the field of refugee education has also led to challenges with communication and coordination, which is in part due to the differences in humanitarian and development agendas.

A2 strategies

A2.1. Build on existing agreements related to Ethiopia's education response in refugee settings[1] to articulate a comprehensive framework of the roles and responsibilities of all stakeholders involved in teacher management in these settings, drafting additional MoUs/LoUs for relationships not yet covered by existing agreements.

A2.2. Formalise relationships, strengthen links and improve communication between the central-level MoE, ARRA (at the central and zonal level), the Regional Education Bureaus (REBs), the CTEs, woreda education offices (WEOs) and schools, as well as the TSC and NUE when these are established.

A2.3. Formalise relationships, strengthen links and improve communication between woredas and ARRA through the official inclusion of refugee schools in school clusters.

Key initiatives to support implementation of strategies

- Ensure that all stakeholders (including MoE, ARRA, UNHCR, international partners, etc.) have access to the MoU between the MoE and ARRA, the UNHCR Accountability Matrix and other relevant agreements (or summaries thereof); for example, by creating a shared online folder.

- Draft a clear internal and external communication strategy on refugee issues for the MoE and ARRA, based on the review of existing agreements and the roles and responsibilities of stakeholders at multiple levels (from federal, to regional, to zonal, to woreda level).

- Consider customising the MoU between the MoE and ARRA for use at the regional, zonal and woreda level, including guidance on including refugee schools in school clusters and ensuring joint planning and regular meetings take place at all levels.

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[1] These agreements include the MoU between the MoE and ARRA and the UNHCR Accountability Matrix.

Objective A3   To improve the development, dissemination and implementation of policies related to teacher management in refugee settings

Summary of findings related to policy development and dissemination

ENABLING FACTORS

As an early adopter of the CRRF and GCR, Ethiopia has developed a strong, supportive policy environment for refugee education at the national level.

ARRA works with other stakeholders to support the implementation of the CRRF, through the formulation of a roadmap and national strategy to structure governance and a timeline of key activities for the roll-out of the CRRF, including in education.

There is relatively strong awareness of refugee-related policies among stakeholders at the federal level.

In recent years, there has been an increase in official policy and programme documents related to refugee education, including Education Circulars from 2009 and 2013, the UNHCR Ethiopia Refugee Education Strategy 2015-2018, and the Education Statistics Annual Abstracts (2017-2019).

The MoE has made efforts to improve the national teacher management policy framework, including through the drafting of a national teacher development policy in 2017 and a joint research project with the British Council to inform a framework for education workforce management in 2019.

CONSTRAINING FACTORS

Below the federal level, particularly at the woreda and school level, there is a general lack of awareness of the CRRF and other policies related to refugee education.

Particularly in areas with high numbers of refugees, a lack of clarity around official Ethiopian policies related to refugees exacerbates existing tensions.

Currently, none of the national policy documents focusing on teachers explicitly mention refugee teachers and/or teachers in refugee-hosting regions.

A3 strategies

A3.1. Build on the CRRF, the GCR, the Djibouti Declaration, the Roadmap for Education and Training, and existing national teacher development and management policies to develop a comprehensive strategy for effective teacher management that covers all teachers, including teachers in refugee settings and particularly refugee teachers.

A3.2. Ensure that refugee education is integrated in the finalisation and implementation of Education Sector Development Programme VI (ESDP VI) and future education sector plans.

A3.3. Develop a clear dissemination strategy for all policies relevant to teacher management in refugee settings, including the CRRF, the GCR, the Djibouti Declaration, the Roadmap for Education and Training, national teacher development and management policies, and other existing and forthcoming national education policies at the federal, the regional, the woreda, the camp and the school level.

A3.4 Consult with education actors at various levels on how to implement the CRRF, the GCR, the Djibouti Declaration, the Roadmap for Education and Training, national teacher development and management policies, and other existing and forthcoming policies relevant to teacher management in refugee settings.

Key initiatives to support implementation of strategies

• Ensure the participation of ARRA, UNHCR, and other relevant international and national stakeholders in the development of all major education policy documents, including teacher management strategies, and current and future education sector plans, to make sure refugee issues are mainstreamed in these policies.

• Develop and translate clear, concise summaries of key points from the CRRF, the GCR, the Djibouti Declaration, the Roadmap for Education and Training, the Teacher Development Policy, the Education Workforce Management Framework, and other policies relevant to teacher management in refugee settings to be shared with stakeholders at the federal, the regional, the woreda, the camp, and the school level during workshops and working sessions.

• Utilise annual review processes as an opportunity for stakeholders at various levels of the education system to provide feedback on progress related to the implementation of the CRRF, the GCR, the Djibouti Declaration, the Roadmap for Education and Training, the Teacher Development Policy, the Education Workforce Management Framework, and other policies relevant to teacher management in refugee settings.

Objective A4 To regularly collect and analyse comprehensive and disaggregated data to support effective teacher management in refugee settings

Summary of findings related to data collection and analysis

ENABLING FACTORS

The MoE, ARRA and UNHCR have worked together to include data on refugees in the country's Education Management Information System (EMIS) and information about refugee education in the country's Annual Education Abstract.

ARRA and UNHCR have improved the collection and management of data on refugees across the country, through the integration of a Biometric Identity Management System (BIMS) and a transition to a more sophisticated form of refugee registration, known as Level 3 (L3) registration.[2]

CONSTRAINING FACTORS

To date, the Annual Education Abstract has not reported all data on refugees.

While there have been efforts to systematically collect data on teachers, a comprehensive, official Teacher Information Management System (TIMS) is not yet readily available, and capacities for the collection and analysis of teacher-related data are weak, particularly at the school level.

Capacity to collect and use education data for school and teacher management varies and is quite weak in some cases, particularly at the CTE, woreda and school level.

A4 strategies

A4.1. Build on the results of the recent L3 refugee registration exercise to improve the quality and comprehensiveness of the data on refugee education included in the Education Management Information System (EMIS), which includes unique national identification numbers for students, teachers, schools and resources.

A4.2. Ensure that comprehensive, disaggregated data on teachers in refugee-hosting regions (including information about gender, age, refugee status, qualifications, teacher training, teacher experience, job satisfaction, costing considerations, etc.) is collected and analysed regularly, either as part of EMIS or as a separate TIMS.

Key initiatives to support implementation of strategies

- Review existing databases and datasets (including L3 data and EMIS) for quality and comprehensiveness, and identify key steps to address any gaps and limitations.

- Facilitate collaboration between the MoE/TSC, ARRA and UNHCR to determine what data should be collected on teachers to allow for effective teacher management in refugee-hosting regions and ensure that the same data are collected for refugee teachers as for Ethiopian teachers.

- Ensure that education administrators at all levels of the system, including the school level, have access to EMIS and/or TIMS, and to regular training to support the development of their ICT capacity and support their use of these data systems.

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[2] L3 registration involves recording essential information on the educational and professional skills of refugees against their individual and family profile, along with details of family members residing in other countries.

Objective A5 To formalise and strengthen systems for financing and resource mobilisation to support effective teacher management in refugee settings

Summary of findings related to financing and resource mobilisation

ENABLING FACTORS

Pooled funding mechanisms, such as the Education Cannot Wait (ECW) initiative, have been developed to support the access of refugee teachers to in-service training programmes leading to qualifications.

In a number of areas in the study, refugee and host community schools have been sharing resources and services.

CONSTRAINING FACTORS

Funding for refugee education and for education in crisis contexts is often unpredictable, making longer-term planning difficult.

Given resource constraints, some refugee education initiatives end up being funding-driven rather than needs-driven.

A5 strategies

A5.1. Develop a funding and resource mobilisation strategy for training, recruiting, deploying, compensating, and supporting teachers in refugee-hosting regions that is aligned with the national education financing strategy.

A5.2. Diversify and intensify financial partnerships at multiple levels of governance within the education system (i.e. international, central/federal, regional, zonal, woreda, community, school).

A5.3. Continue to advocate for collective responsibility for refugee education in the international community, as highlighted in the CRRF, the GCR and the Djibouti Declaration, and explore opportunities for pooling resources among donors, and revisiting humanitarian and development initiative timelines in order to ensure funds allocation is needs-driven rather than deadline-driven.

A5.4. Coordinate humanitarian and development funding to scale up funding of CTEs across refugee-hosting regions so that they are better equipped to meet the professional development needs of teachers in refugee settings, particularly refugee teachers, on a long-term basis.

A5.5. Coordinate humanitarian and development funding to cover the salaries of teachers in refugee settings, particularly refugee teachers, including any interim measures if required.

Key initiatives to support implementation of strategies

- Ensure that all relevant national stakeholders, including but not limited to the MoE/TSC and ARRA, participate in developing a funding and resource mobilisation strategy for teacher management in refugee settings, and that UNHCR and other humanitarian and development partners are consulted during the policy development process.

- Convene regular meetings between all stakeholders involved in the funding of activities related to teacher management in refugee settings to determine and prioritise funding needs, pool resources and identify new potential funding sources (as required), and develop clear, costed and actionable plans and timelines.

- Ensure that teacher professional development and teacher compensation and benefits are identified as core funding priorities in refugee-hosting regions, setting a minimum funding amount required per year for activities in these two domains.

- Engage in joint planning for refugees and host communities at the school and woreda level to ensure fair and efficient distribution of school facilities and resources.

- Utilise double-shifting, pairing more experienced teachers with less qualified teachers across shifts, and explore options for co-teaching and collaborative lesson planning and student assessment.

Part B

Recommendations for improving the different dimensions of teacher management in refugee settings

This section sets out three objectives for improving key dimensions of teacher management in refugee settings. Each objective is accompanied by a summary of the key findings from the research according to whether they are enabling or constraining factors when it comes to strengthening teacher management, and a set of key strategies and initiatives aimed at achieving the objective in question.

Objective B1 To attract, recruit, deploy and retain good teachers in refugee settings, and to improve the equity and gender parity dimensions of staffing processes

Summary of findings related to recruitment, deployment and retention

ENABLING FACTORS

Qualification requirements have increased for primary-level teachers, from a one-year certificate to a three-year teaching diploma in 2008, and will be increasing again to a bachelor's degree to improve the status of the teaching profession and the quality of teaching.

There are clear recruitment criteria and processes for teachers in refugee-hosting regions, including refugee teachers.

There is a national standard set for a Pupil:Teacher Ratio (PTR) of 50:1 at the primary level, and in many host community schools this standard has been met.

There have been efforts to recruit female teacher assistants, particularly in refugee schools, to address shortages of female teachers.

CONSTRAINING FACTORS

While qualification requirements have increased for primary-level teachers at the policy level, many schools rely on unqualified or underqualified teachers due to teacher shortages, particularly in refugee schools.

It is difficult to recruit national teachers with desired qualifications who are willing to teach in refugee camps, so ARRA recruits large numbers of refugee teachers to address gaps in provision, many of whom are un- or underqualified.

PTRs are much higher than 50:1 in some schools (particularly refugee camp schools), and higher still when it comes to Pupil to Qualified Teacher Ratios.

There is a significant shortage of female teachers in both refugee and host community schools.

There is quite a high turnover among refugee teachers, either because they are returning to their country of origin, moving to a third country, or seeking other jobs within the camps that are less demanding but pay the same amount.

B1 strategies

B1.1. Set minimum and harmonised entry requirement criteria/ processes across host and refugee settings, ensuring that qualification requirements are aligned with relevant pre-service teacher education.

B1.2. Develop alternative entry routes to the teaching profession in refugee-hosting regions; for example, through in-service qualification/certification for unqualified teachers or teacher assistants, or nationally accredited bridging and upskilling programmes.

B1.3. Pay attention to the potential impact that harmonisation of the recruitment process has on the number of female recruits, particularly female refugees, and develop a strategy to improve gender parity in teacher recruitment and deployment; for example, by supporting girls to stay in school and/or participate in bridging and/or upskilling programmes.

B1.4. Allow unqualified educators to have a role as language assistants to support teachers of multilingual classrooms, ensuring continued support for mother tongue education for learners, while they gain the necessary experience, training and qualifications to become licensed teachers.

Key initiatives to support implementation of strategies

- Link the minimum and harmonised entry process for teachers across host and refugee settings with alternative entry routes to the teaching profession to ensure that unqualified teacher assistants and female and refugee teachers are able to acquire the minimum qualifications within a certain timeframe.

- Conduct a formal evaluation of Ethiopia's 2008 national upskilling initiative and project-based teacher training programmes (including the ECW-funded refugee teacher training initiative) to inform the development and accreditation of a national upskilling programme for all primary-level teachers and teacher assistants not currently meeting the minimum qualification requirements for primary teacher licensing in refugee-hosting regions.

- Review international, national and local bridging and catch-up programmes to inform the development and accreditation of a national bridging programme for potential CTE and NUE recruits who do not meet the requirements for admission into teacher education programmes, particularly girls and refugees.

- Ensure that all education strategies and policies include steps to increase enrolment and decrease dropout among girls, particularly refugee girls, at all levels of the education system.

- Develop a strategy for recruiting unqualified educators as teacher/ language assistants, which includes enrolling them in the necessary upskilling programmes to obtain required training and qualifications.

Objective B2 To improve access to and quality of pre- and in-service teacher education and professional development for teachers in refugee settings

Summary of findings related to teacher training and professional development

ENABLING FACTORS

Due to funding mechanisms such as ECW, some refugee teachers have been able to gain Ethiopian teaching qualifications while in service.

In-service teacher training opportunities have been developed through collaboration between REBs, CTEs, ARRA and/or other partners, based on identified needs.

There is widespread recognition of a need to reform both pre- and in-service teacher education.

The national CPD framework has been reviewed and re-developed to allow for more relevant, school-based professional development.

At some refugee schools, ARRA national teachers have become mentors for refugee teachers, and there are examples of teacher-to-teacher support at both host community and refugee schools.

There is widespread recognition of the importance of a clear induction period for beginning teachers, particularly for refugee teachers.

CONSTRAINING FACTORS

Pre-service teacher education often does not consider refugee teaching environments.

While there is a national policy supporting mother tongue education, many teachers, particularly ARRA national teachers recruited centrally to teach at refugee schools, are unable to use learners' mother tongue as the medium of instruction.

CPD opportunities are not easily accessible for all teachers, particularly refugee teachers.

Often, in-service trainings are short-term, ad-hoc, and do not lead to certifications or qualifications.

Many refugee teachers have gained years of experience and attended various professional development courses but cannot be licensed as they do not meet the minimum academic qualifications and/or formal training requirements.

B2 strategies

B2.1. Improve access to and quality of pre-service teacher training opportunities, bridging programmes, upskilling programmes and teacher education readiness initiatives for refugees and women, including for unqualified teacher assistants.

B2.2. Improve access to and quality of pre- and in-service teacher education in refugee-hosting regions, including by increasing support to CTEs and the NUE, setting up satellite centres, mainstreaming crisis-sensitive education into teacher education curricula, and developing the capacity of teacher educators.

B2.3. Disseminate guidelines and other information on teacher induction that provides sufficient time for the induction of beginning teachers and teacher assistants, particularly refugees.

B2.4. Formalise mentoring of refugee teachers by ARRA national teachers into official policy, and provide opportunities for all teachers to participate in professional networks.

Key initiatives to support implementation of strategies

- Review existing pre-service teacher training opportunities, bridging programmes, upskilling programmes and teacher education readiness initiatives – for example, the ECW refugee teacher training initiative – and explore possibilities for increasing access for refugees and women through blended learning, summer residence programmes and/or satellite teacher education programmes at regular universities and technical and vocational centres.

- Explore opportunities to provide CTE scholarships for Grade 10/11/12 graduates from refugee communities who meet the requirements for pre-service training programmes.

- Appoint focal points or units for teaching in crisis and refugee settings at all CTEs in refugee-hosting regions and the NUE, who are responsible for ensuring that pre- and in-service professional development needs in this area are met, both in terms of courses and content available, and for the quality of the offering.

- Support the pre- and in-service professional development of teacher educators, both at the NUE and at the CTEs, including through practical experience and action research in refugee settings.

- Ensure that the current framework for school-based CPD is implemented across all schools, including refugee schools, by developing a clear schedule/calendar for CPD and by supporting regular formal communications between the relevant CTEs, the REBs, the woredas and the schools.

- Build on best practices in teacher induction in different refugee-hosting regions, particularly at refugee schools, to develop context-specific guidelines on effective induction for teachers, including teacher assistants.

- As part of school-based induction and professional development, ensure that each cluster supervisor outlines a clear plan for mentoring of beginning teachers by more experienced teachers, and provides information about participating in relevant professional networks.

Objective B3 To ensure all teachers in refugee settings are appropriately compensated for their work and are fairly evaluated, and to improve their working conditions to motivate them to do their jobs well

Summary of findings related to remuneration, teacher appraisal and motivation

ENABLING FACTORS

Motivation to teach is high in many schools, in spite of low pay, high workload and poor working conditions.

There is widespread recognition of the importance of a fair and equitable teacher remuneration scheme, particularly for refugee teachers.

CONSTRAINING FACTORS

While steps are being taken to ensure a fair and equitable teacher remuneration scheme, many stakeholders believe that compensation for teachers is too low, particularly when it comes to refugee teachers.

Refugee teachers often leave their jobs in camp schools to look for other jobs within camps that provide the same level of compensation but are less demanding.

There is limited career progression, particularly for refugee teachers, who, even if they are appointed as deputy heads, are currently not entitled to additional compensation or professional development opportunities.

Mechanisms for teacher appraisal and evaluation are inconsistent across schools, particularly when it comes to refugee schools.

A3 strategies

B3.1. Ensure that teachers from refugee-hosting regions, particularly refugee teachers and teacher assistants, are included in government efforts to develop a clear framework for fair salaries, benefits and working conditions for all teachers, that is competitive with those of other professions.

B3.2. Ensure that teachers from refugee-hosting regions who live in remote areas and work in harsh conditions, particularly refugee teachers and women, have access to adequate benefits (including housing, medical treatment, pensions, etc.), as well as hardship allowances and associated measures as required.

B3.3. Include teachers from refugee-hosting regions, particularly refugee teachers, in national efforts to roll out a motivating career structure for teachers, where career incentives, promotion and leadership opportunities are clearly aligned with CPD and appraisal.

B3.4 Improve supervision, evaluation and appraisal, including in refugee schools, by reviewing and revising supervision and support policies, disseminating clear guidance on these policies and providing adequate resources for implementation.

B3.5 Promote the active participation of teachers from refugee-hosting regions, particularly refugee teachers and women, in teacher organisations/associations, and enhance the role of teacher organisations in educational decision-making.

Key initiatives to support implementation of strategies

- Liaise with relevant stakeholders, including MoE/TSC, REBs, ARRA, UNHCR and other key partners to conduct a comparative analysis of teacher compensation in refugee schools and host community schools to ensure fair and equitable compensation.

- Liaise with relevant stakeholders, including MoE/TSC, REBs, ARRA, UNHCR and other key partners to develop a set of interim measures and a phased approach to support refugee teachers during the transition period until refugees are able to qualify for Ethiopian work permits.

- Liaise with the NUE, REBs and CTEs to ensure that supervision, appraisal and evaluation mechanisms are rigorous, formative and transparent, including for teachers from refugee-hosting regions, particularly refugee teachers.

- Ensure that each school cluster supervisor provides information and guidance to staff about participating in teacher organisations/associations, particularly to refugee teachers and teacher assistants.