# Terms of Reference

# Inclusion of Education in IGAD Member States:

# Evaluation Services

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| **Key information at glance about the evaluation** | |
| Title of the evaluation: | Progress towards Education Inclusion in the IGAD Member States Evaluation |
| Time frame of evaluation: | January 2022 to date |
| Type of Service: | Process Evaluation and Outcome Assessment |
| Evaluation jointly commissioned by: | Education Unit, Regional Bureau, EHAGL, UNHCR and  Social Development Division, Education, Science, Technology and Innovation Unit, Intergovernmental Authority on Development (IGAD) |
| Evaluation manager: | Jennie Taylor, UNHCR Regional Bureau Nairobi |
| Co-coordinator of the Evaluation | Dr. Kebede Kassa Tsegaye, IGAD, Djibouti |
| Date | May 2022 |

# Introduction

The Education 2030 Framework for Action has reaffirmed the international commitment to include refugee and other displaced and vulnerable children and youth in national education systems. As emphasized by the United Nations Secretary-General, no child or youth should be left behind[[1]](#footnote-1). The New York Declaration and Comprehensive Refugee Response Framework (CRRF),[[2]](#footnote-2) signed by 193 United Nations Member States in September 2016, reaffirmed their commitment to improve the protection of refugees and migrants, the importance of a predictable and more comprehensive response to refugee crisis, responsibility sharing and support to refugees and countries that host them. Refugee children, young people and families frequently see access to quality education as a top priority in their lives in displacement. Education provides continuity for children and youth who attended school at home, and opportunity for those who might never have had access to school at home, or those whose access to school at home was interrupted. Having a predictable routine and opportunities to acquire knowledge and learn meaningful skills, as well as interacting with peers and teachers, can help refugee children and youth cope with stress and the routine challenges of life in displacement. Refugees live with the reality of uncertain futures; education provides a sense of belonging, valuable learning, structure, and hope.

Furthermore, the Covid-19 pandemic has seriously complicated the lives of this vulnerable population group. The pandemic has also put an immense pressure on hosting governments due to the growing need to respond to the health and education emergencies.

**Background on the IGAD Member States Commitment to Include Refugees and Returnees into National Systems**

In December 2017, the Government of the Republic of Djibouti, the Inter-Governmental Authority on Development (IGAD), in collaboration with the United Nations High Commissioner for Refugees (UNHCR), the European Union (EU), and the German Society for International Cooperation (GIZ), convened a regional ministerial meeting in Djibouti on refugees, returnees and the host community. At the meeting, IGAD ministers in charge of education resolved to take collective responsibility to ensure that every refugee, returnee and member of host communities has access to quality education in a safe learning environment within their respective countries without discrimination.

The Djibouti Declaration Action Plan derives from the Declaration of the Regional Ministerial Conference on Refugee Education in IGAD Member States; and previous commitments made by the IGAD Member States including the Nairobi Declaration on Durable Solutions for Somali Refugees and Reintegration of Returnees in Somalia and its accompanying Plan of Action. The IGAD Member states are signatories to the 2016 New York Declaration on Refugees and Migrants and have also made pledges and commitments linked to the Comprehensive Refugee Response Framework (CRRF), the Global Compact on Refugees (GCR) and the Global Compact on Migration (GCM), as well as the implementation of SDG 4.

During the Djibouti meeting, IGAD member states committed to adopt and implement the subsequent Action Plan on education of refugees, returnees and members of host communities in the IGAD region; establish an IGAD Regional Experts and Ministerial Committee of Education to oversee the proper implementation of all agreed standards, policy instruments and frameworks for education for all, including refugees, returnees and members of host communities; and Integrate refugees into national education policies, strategies, programs and plans of action in their respective countries. These commitments are expressed in the Djibouti Declaration on Regional Refugee Education, to which an Action Plan is annexed, and they adopted this Action Plan, which outlines the actions to be carried out in the delivery of quality education and learning outcomes for refugees, returnees, and host communities in the region. The Djibouti Declaration emphasized on five key strategic interventions:

1. Inclusion of refugees and returnees into national education systems with a multi-year costed plan of action.
2. Higher Education and Technical Vocational Education and Training/ post-secondary skills and competencies.
3. Regional Qualifications Framework
4. Accreditation and Certification of Education
5. Resource Mobilization and Partnership

The 2017 Djibouti Plan of Action stipulates the actions under this commitment as follows.

1. Determination of the status of integration of education of refugees and returnees into Education Sector Plans of Member States.
2. Mapping existing initiatives, proposals and activities to integrate the education of refugees and returnees into Education Sector Plans by 2020.
3. Supporting activities that lead to the integration of refugees and returnees into National Education systems.
4. Strengthening EMIS data collection to include the needs of refugees and returnees.
5. Fully integrate into the national education systems schools for refugees, including all those residing in urban areas, camps, and settlements.

This meeting was followed by a series of awareness creation platforms, consultative meetings with partners; and biannual meetings of IGAD experts and two annual meetings of IGAD ministers in charge of education.

The Second Conference of Ministers in charge of education held in December 2017 issued the Addis Ababa Call for Action which reiterated their commitments in the Djibouti Declaration. They also adopted

* The IGAD Regional Education Policy Framework
* The IGAD Regional TVET Strategy and
* The Consultative Process on the IGAD Regional Education Qualification Framework based on the preliminary draft initiated by IGAD.

Moreover, the Addis Ababa Call for Action stressed on the need for developing a costed national education response plan (NERP). To this effect, IGAD has assisted Member States to elaborate the NERP which, among others, will (a) provide directions to the national level realization of the Djibouti Declaration; (b) help mobilize resources for multi-year, predictable and adequate funding; (c) enable IGAD, Member States, core partners and other stakeholders to track progresses and (d) generate regional data and compile lessons learned for wider dissemination.

**Governance Structure to follow up on the Djibouti Declaration**

At regional level, the Djibouti Declaration, and its accompanied Plan of Action, tasks IGAD to

1. Lead the implementation of the Djibouti Declaration and Plan of Action;
2. Oversee the proper implementation of all agreed standards, policy instruments and frameworks for education for all; and to
3. Coordinate and guide the implementation, monitoring and follow-up of established minimum standards for education of refugees, returnees, and host communities.

IGAD is supported by a Core Taskforce Group of partners – namely IGAD, UNHCR, GIZ, EU, UNESCO, UNICEF, Education Cannot Wait (ECW). Each Task force member is leading on different areas, for example UNHCR: Inclusion, UNICEF: Monitoring Framework, UNESCO: Regional Qualifications Framework, GIZ: Teacher training.

Since December 2017, member states have moved forward on their high-level commitments to the Djibouti Declaration’s through strategic interventions and Action Plans. While these include timelines and milestones – for example, clause 24 of the Djibouti Declaration states “integrate education for refugees and returnees into National Sector Plans by 2020” – there is no monitoring framework to assess progress in operationalizing commitments: it is not possible to measure many of the envisaged results, hence it is hard to determine if the Djibouti Declaration is implemented accordingly – and importantly, where it is not, to identify where strategic or operational change is required. Some of the key actions outlined in the Djibouti Declaration will be critical to sustaining learning, particularly for returnees and other cross-border movements (for example a regional qualifications framework). It is important that we understand progress that has been made not only to create the framework but how willing Members States will be to put the policy into action.

Without concrete, measurable evidence, it is also difficult to engage in cross-country learning around education policy and practice. Thus, a user-friendly monitoring framework was developed in 2021 by IGAD with the support of UNICEF, which will be rolled-out in 2022. This will enable a) IGAD at regional level, and b) member states at country level to systematically take stock of the situation: to assess and analyse progress made, to identify and document good practices as well as challenges, and to compare results and learn across

countries. While the systematic tracking of commitments and action plans across IGAD member states is the main objective, systematic monitoring will also be instrumental in:

1) ensuring member states’ ownership of data;

2) supporting evidence generation and evidence-based advocacy efforts;

3) informing dialogue on education policy and practice at country, regional and global levels (including with regards to global frameworks such as the New York Declaration and the Global Compact on Refugees); and

4) supporting resource mobilization at all levels - thus strengthening efforts to improve the situation of education for refugees in the East and Horn of Africa.

**Current Progress**

With the absence of a monitoring framework, IGAD and UNHCR, with the support of the core partners (UNICEF, UNESCO, GIZ), nevertheless tracked progress of IGAD member states implementation of the Djibouti Declaration and the GRF education pledges in line with inclusion through the annual stock taking meetings that have taken place since 2017.

Please see Annex 1 for the full update on the status of inclusion across the 7 member states. As can be seen from the inclusion continuum table below, which was developed by UNHCR in 2021 as an indicative table on how inclusion could be conceptualised, the ultimate objective is to ensure that all refugee, displaced and stateless children are attending public schools with the same rights and financing as host children. The commitments made during the Djibouti Declaration is to ensure that this vision for full inclusion is achieved. Countries have been able to include refugees in national policies and to varying extents have been able to turn policy into action. With the 2020 inclusion target, most of the member states have been able to work on the following: development of a policy framework (Djibouti and Kenya); development of multi-year national education costed plans for refugees and hosting community (Ethiopia, Somalia, South Sudan, Sudan, and Uganda). GRF Education pledges are also being tracked and captured in the inclusion updates. All the IGAD members states have made strides towards addressing the pledges).

In addition, favourable policy environments for economic inclusion of refugees have supported the pathways for education into sustainable employment opportunities (with commitments on economic inclusion made during the Kampala Declaration in 2019). This is likely due to several reasons, including champions within ministries who have been able to advocate for refugees, but need to be explored further.

Timeline

Description automatically generated

**Rationale and reasons for the evaluation**

Five years have passed since the initial commitments were made during the Djibouti Declaration conference. Since then, IGAD has organised annual stocktaking meetings with IGAD member states and/or the Core Partners, which has included discussions and updates on the inclusion of refugees and progress made. Some countries have made more progress than others towards their commitments and valuable lessons can be drawn that may benefit all signatories as efforts continue towards implementation of joint commitments. In addition, ahead of launching the monitoring framework which will be implemented by all Member States with standardised indicators, it is a good moment to document status quo, progress, and achievements, and determine what factors have allowed some countries to progress at a faster pace than others to support the fulfilment of the commitments made by all member states.

# Purpose and scope

**Objectives**

This formative evaluation is commissioned for both learning and accountability purposes to contribute towards strategic reflections and:

* + Document progress and achievements at country level and critically assess and analyse drivers of and obstacles to progress, identify good practices and draw recommendations and lessons that may inform future planning and implementation in relation to the joint commitments made.
  + Establish what conditions and type of environment (political/financial/humanitarian) that enable countries to move up the continuum scale for education inclusion, and what role partners such as IGAD, UN, INGOs and Donors play to this end.

Against this background, the evaluation will combine features of a Process Evaluation as it sets out to establish *how* outcomes are generated and obstacles and drivers with an assessment of progress made, results achieved (outputs and outcomes) including of their quality, and financial, social and institutional sustainability. This will be measured by reflecting on the progress presented during the second and third IGAD high level technical conferences, and analysing each country level documentation over the last five years.

**Expected Users**

The expected primary audience of the evaluation report are the IGAD member states Ministries of Education, as well as the Core Taskforce members IGAD, UNHCR, GIZ, EU, UNESCO, UNICEF, ECW. These are the key drivers and influencers of how policy is set and implemented on the ground. This will also enable them to ensure that they have a good understanding of emerging practices and examples of how to implement the inclusion agenda. The intention is that this evaluation will support learning and the intended result and use of the evaluation will create a momentum for member states to keep striving towards ensuring their commitments and pledges are fulfilled.

**Scope of services**

Scoping of the evaluation refer to the following parameters:

* Geography: The evaluation will involve all seven countries in the IGAD region, i.e. Djibouti, Ethiopia, Kenya, Somalia, South Sudan, Sudan, Uganda. It is recommended to do three in-depth country case studies to bring out recommendations and findings to compare and contrast countries that have reached different levels of inclusion of refugees into national education systems and have a lighter touch on the remaining four countries.
* Timeframe: The evaluation will focus on the period from the signing of the Djibouti Declaration until to date.
* Sector domains: The evaluation will look at both regional and national policy level instruments and include how policy has translated into action and implementation of the policy at the ground level.
* Participation of main stakeholders: IGAD focal points and key technical teams from the UN and INGO partners, and the Ministry of Education will be included in the information collection stages and debriefs at country level will be anticipated with each of the seven countries to ensure adoption of recommendations and lessons learned.

# 3. Evaluation Questions

The evaluation questions listed below form the starting point for the development of the evaluation plan and design, envisaged methods in use, analysis strategies and conduct. This evaluation will look at both the governance management structures set in place regionally as well as the management structure at national level. The drivers and constraints to the questions that will result out of the data collection should be considered in the recommendations going forward in the final report.

**Key Evaluation Questions**

**KEQ 1 on process for progress:**

***1. How* have government efforts progressed towards achievements of inclusion of refugees in the national education system?**

1. How have contextual factors influenced the creation of favourable policies for inclusion?
2. To what extent have Governments tracked progress and how has it been done? What have been the drivers and constraints of reporting on progress?
3. What have been barriers and obstacles to achieving progress?
4. What have been the challenges in securing government and partners participation?
5. To what extent are country operations systematically tracking progress? What are the major obstacles for the regular monitoring and updating on progress across national and regional levels? What needs to be done to get started on the process?
6. To what extent are support systems being put in place to ensure accreditation and certification of education? To what an extent are they working effectively?
7. To what extent has regular monitoring of progress against the commitments made been useful for the Government and partners involved in implementation?
8. To what extent have the regional Core Taskforce and Ministerial committee meetings and forums advanced the inclusion agenda amongst member states?
9. Has the DD framework shaped the way countries have approached inclusion?

**Outcome Assessment: Questions that will ascertain the Baseline for regular monitoring against progress made**

**KEQ 2 on Effectiveness:**

**2. What is the status of education inclusion across the region and what are the results and achievements to date?**

* 1. To what extent has progress in relation to policy level requirements translated into results and actioned implementation at school level.
  2. To what an extent has progress been made towards inclusion of refugees in the government structures, looking at (but not limited to) the following parameters: national governance structure to implement the DD, institutional set up, main national policies strategies and development plans and action plans. How has that trickled down to the local and school level?
  3. What is the current status quo linked to the inclusion continuum and what is the current progress made? What are the main policies and national level action plans and finance structures to clearly indicate the concrete governance structures (that are more conducive than others) that have moved countries in a positive direction and enabled steps taken towards inclusion in signatory countries, and across the region?
  4. To what extent are refugee education policies gender-inclusive and disability-inclusive are the refugee education policies that have been put in place?

**KEQ 3 on Sustainability:**

1. **To what extent is inclusion of refugees in schools being established in a sustainable way?** 
   1. To what extent has financing been sustainable for hosting Government, communities, and refugees?
   2. What are the longer-term sustainable opportunities for financing for refugees in national education budgets?
   3. How resilient are the proposed institutional set-ups in terms of available human resources, curriculum development, physical space etc.
   4. Are there good examples across the region to showcase the sustainability in the implementation of national standards?
   5. To what extent has the inclusion of refugees in the national systems contributed towards social cohesion and cultural acceptance (The scope of this question can be part of the three in -country case studies).

# 4. Approach and methodology

Though the draft Monitoring and Evaluation Framework for the Djibouti Declaration has just been adopted by the 3rd Conference of IGAD Ministers in Charge of Education, on 30th March 2022, it has not yet been implemented nor has the collection of quantitative data to set the baseline for the monitoring framework been undertaken. Therefore, it will be too early to undertake a comprehensive impact evaluation of the Djibouti Declaration commitment. What *is* of value is to learn how the different countries are approaching their commitments, and what factors are enabling a shift in the policy environment to ensure that countries move further along the inclusion scale, and the proposed evaluation design and methods should, therefore, reflect this.

The most relevant form of evaluative inquiry is therefore adopting a developmental evaluation approach[[3]](#footnote-3). By using a developmental evaluation approach and focussing on the process of implementation with a light touch assessment of how far Members States have progressed since the signing of the Djibouti Declaration (DD), systematic feedback can also be provided to the IGAD Social Development Division to help it reflect on, assess, and then pivot the support being provided to countries to further their commitments. In contrast to traditional summative evaluations, which seek to retroactively identify improvement for a fairly fixed model, the developmental evaluation approach forgoes any approach that treats the intervention as a ‘fixed’ model, and instead facilitates an ongoing inquiry that calls into question what the model and desired outcomes could be.

Using this approach will directly support the member states in documenting and rationalising their decision-making processes in order to determine whether they are on track to meet commitments made or can lean on the best practices and recommendation of other member countries who have made achievements in the different inclusion areas. It is therefore recommended to do three in-depth country case studies to bring out recommendations and findings to compare and contrast countries that have reached different levels of inclusion of refugees into national education systems and made differing progress against their commitments.

The evaluators will design both the process and outcome assessment based on the commitments made during the Djibouti Declaration having a direct impact on the quality of education provided to refugees and returnees.

UNHCR and IGAD welcomes innovative, and participatory, data collection methods combining relevant approaches. This could, for example, refer to Outcome Harvesting[[4]](#footnote-4) that is well suited to assess results where cause and effect may not be clearly defined, and systematic exploration and identification of contextual factors characterizing implementation when it is at its best, hence, borrowing from Appreciative Inquiry[[5]](#footnote-5) and so on and so forth.

Should there be any limitations in access to selected locations and populations, evaluators will be asked to include alternative methods to ensure effective engagement of all key informants to the evaluation.

The final evaluation methodology and key research questions will be discussed and approved together with the Evaluation Reference Group during the inception phase. The evaluation will include validation workshops at country and regional levels to be organized by IGAD and UNHCR to strengthen data interpretation and analysis. The format of the workshops will be agreed upon during the inception phase.

The language of work for this evaluation may include English, French, and Arabic. All deliverables will be in English including the final evaluation report though supporting document may appear in French or Arabic given the languages spoken in Djibouti and Sudan.

# 5. Methods for data collection

The evaluation will employ a mixed-method approach, and establish clear strategies for data analysis and use of triangulation of qualitative and quantitative data. It is expected that the evaluation will use but not limited to the following methods:

1. **Desk review** of strategic and planning documents, progress reports and additional evaluation reports linked to the Djibouti Declaration and Plan of Action.
2. **Scoping Mission** to Djibouti to be undertaken by the Team Leader to build out the Inception Report, collect and review of initial existing data at the IGAD offices.
3. **Key informants and focus group discussions:** the evaluation team is expected to conduct key informant interviews and focus groups with key stakeholders in person or remotely. Key stakeholders will include, but not be limited to education authorities at national and sub-national levels, local education partners directly involved in the provision of education services, Djibouti Declaration Core Group, etc
4. **In Country Missions:** The evaluation team should plan to undertake three extensive in country missions to focus countries to develop in-depth country case studies. Ideally these countries should be selected based on their different levels on the inclusion continuum to understand drivers and barriers to implementation of commitments made.
5. **Survey:** This could provide important additional data to complement other data collected through the KIIs and FGDs. Online surveys may be considered and should be available in the standard language accepted in each country. Data will be collected remotely from 4 of the IGAD countries, including the use of already existing economic surveys (or other) that will provide details on enrolment data for both refugees and hosting communities

**Ethical Considerations**

The evaluators will interact with children, refugee, government authorities and other education actors operating in humanitarian settings. The evaluators will be expected to adopt child sensitive evaluation practices, seeking consent before data collection, ensure data protection and conduct activities in a respectful manner acceptable in each context. The following key documents will guide ethical conducts during the evaluation process:

* [UNEG Ethical Guidelines for Evaluation](http://www.unevaluation.org/document/download/548)
* UNHCR and IGAD Codes of Conduct
* [Code of Conduct for Evaluations in the UN system](about:blank)
* [UNHCR Data protection policy](https://data2.unhcr.org/en/documents/details/44570)
* [UNHCR Age, Gender and Diversity policy](https://www.unhcr.org/protection/women/4e7757449/unhcr-age-gender-and-diversity-policy.html)
* [UNEG Norms and standards for evaluations](http://www.unevaluation.org/document/detail/1914)

**Anticipated challenges and limitations**

Key limitations will include the typical time constraints affecting evaluations in complex environments, access, and availability of data in some contexts due to the current COVID-19 pandemic, and the need to balance timeliness with depth of information and well-substantiated findings. The global COVID-19 pandemic response is also likely to impact the progress towards commitments made by IGAD Member States, as they grappled with school re-opening, and sometimes re-closing and national lockdown measures which might have severely hampered progress.

However, the evaluators should keep effective communication on any challenges that may heavily compromise the quality of the evaluation.

# 6. Evaluation quality assurance

**Management and governance of the evaluation**

**Evaluation Management Team**: The UNHCR Regional Education team will manage the evaluation, with the lead manager being the Snr. Education Officer. The evaluation will be co-coordinated with the Senior Program Coordinator of Education, Science, Technology, and Innovation at the Intergovernmental Authority on Development (IGAD). The Regional Snr Education Officer will coordinate progress check-in meetings and monitor evaluation progress, as well as providing regular updates to the Evaluation Reference Group throughout the entire evaluation process. Where possible, the UNHCR Education officers from Country Offices may act as a resource to provide additional information regarding the context, and other related information needed by the evaluators that may be useful in providing a comprehensive analysis.

**Quality Assurance:** Evaluation Quality Assurance (EQA) support will be provided by the UNHCR Evaluation Service led by the UNHCR Regional Snr Evaluation Officer in collaboration with the commissioning body.

**Technical Steering Group (TSG)**: The TSG will consist of 5-6 people comprised of evaluation experts and technical education specialists from UNHCR, IGAD and UNICEF. It will also include the UNHCR Manager of the evaluation who will be responsible for the organisation of the evaluation process and facilitating the necessary communications between key stakeholders. The main responsibility of this group is to provide strategic expert advice to the evaluation process as it unfolds, and thoughtful insights and comments in evaluation reports and quality assurance services for evaluation products. The technical steering group will also lead in the facilitation of separate country debriefs as the evaluation progresses.

**The Regional Evaluation Reference Group:** The purpose of the Evaluation Reference Group (ERG) is to optimize evaluation transparency and utility, facilitate the participation of relevant stakeholders in the design and implementation of the evaluation, raise awareness of the different stakeholder information needs, and support the dissemination of evaluation results. Without management responsibility, the ERG acts as a sounding board to the evaluation, supporting the relevance, independence, and impartiality of the evaluation. The Regional Evaluation Reference group will comprise of members of the Djibouti Declaration Core Taskforce Group, including IGAD, UNICEF, GIZ, EU and UNESCO as well as key focal points from the government counterparts who have signed up to the Djibouti Declaration. It will not exceed more than 12 people. The inputs of the ERG are expected to strengthen the quality and credibility of the evaluation. ERG members will be expected to:

* Be a sounding board for feedback during the evaluation
* Enable access to key informants during the evaluation process
* Participate in interviews with evaluators as relevant
* Review and comment on inception report
* Participate in the presentation of evaluation preliminary findings
* Review and comment on draft evaluation report

**The Evaluation Process**

Once the evaluation team is on board, the evaluation will be structured in three main phases defined by accompanying activities as described below.

**The Inception Phase**

**Initial briefing.** In the beginning of the Inception Phase a kick-off meeting will be organised where the evaluation team will meet the Evaluation Manager from the UNHCR Regional Office in Nairobi. They will be introduced to the quality assurance procedures and there will be a discussion of the TOR. Furthermore, during the Inception Phase brief introductory interviews with members of the Evaluation Reference Group (particularly UNICEF and IGAD) will be organised as well as with relevant stakeholders in case study countries, as appropriate, to inform the prioritization of evaluation questions and the detailed planning of the evaluation methodology as required.

**A Desk Review:** The evaluation team will commence with a document review for which an electronic library will be established comprising relevant documentation that will be updated on an ongoing basis during the evaluation process. Documentation made available to the team may include but will not be limited to: documents related to the IGAD Djibouti Declaration Process (Meeting minutes, presentations, update reports); Country Level Policy documents (particularly those that have already included refugees in policies and processes), Country Reports on Education challenges and achievements and Situation Reports/Analysis; strategic documents; action plans and position papers; relevant surveys and assessments; lists of implementing partners; corporate key policies, strategies and normative guidance that has informed education strategies across the seven countries; reports and studies relevant for the operational context.

The desk review that will be reported separately from the **Inception Report,** will provide a contextual analysis It will report on the evaluation questions drawing mainly on secondary data from the electronic library, and it will draw conclusion on data gaps, and issues to be further examined during the evaluation. The document review will be quality assured by the evaluation manager against the TOR. The dialogue between the evaluation team and to fact check the analysis.

**An Inception Mission**

Once the initial desk review has been submitted, an Inception Mission to the IGAD Secretariat might be organised[[6]](#footnote-6) for the Team Leader. One important purpose of the Inception Mission is to introduce the evaluation and the team and have first-hand access to key evaluation stakeholders who have the responsibility for the follow up work on the Djibouti Declaration. In addition to discussing with IGAD staff the practicalities of the evaluation and focus countries for the field missions, other important purposes of the Inception Mission refer to verification of a) evaluability vis-à-vis the planned evaluation focus and programme of work; b) the evaluation team’s understanding of the chronology of external and internal events; and d) the evaluation team’s overview of key activities.

**An Inception Report**

The Inception Report will specify the evaluation methodology, and the refined focus and scope of the evaluation. It will include an assessment of the intervention logic and the overall evaluability, and it will clarify strategies for overcoming any limitations observed. If needed, it will propose adjustments to evaluation questions, present data collection tools and analytical and benchmarking frameworks, and, importantly, an Evaluation Plan Matrix detailing evaluation questions, sub-questions, indicators developed and evidence identified to answer to each question, analysis strategies and stakeholders engaged to answer each question. The evaluation team is also expected to clarify sampling criteria and strategies related to all primary data generation. In selection of countries to visit, sampling criteria will, but may not be limited to, consider the following contextual and operational factors: a) the level of education inclusion achieved by the member states; b) the achievement against commitments made during the Djibouti Declaration as well as Global Refugee Forum pledges; and c) accessibility. The inception report will clarify how the evaluation team plans to work with recommendations from the beginning of the evaluation to the end. The evaluation team is expected, furthermore, to clarify strategies for including countries which will not be visited in person, and the level of assessment that will be done in those countries. In the Inception Report, the team will also explain its approach to triangulation and quality assurance of all evaluation deliverables and the division of labour between the evaluation team members. Finally, it will clarify its operationalization of the UN Ethical Standards, the data protection- and Age Gender and Diversity policy. The planning of the evaluation must be done with flexibility in mind as the COVID19 pandemic may limit access to stakeholders, or conflict may arise that will affect access to different parts of the country. To this end, a do not harm principle will be applied.

The Inception Report that will align with UNEG standards and Norms[[7]](#footnote-7) will be subject to quality assurance performed by the Evaluation Manager, a review conducted by internal evaluation stakeholders and the ERG, and, finally, an external quality assurance check. The approval of the Inception Report marks the completion of the Inception Phase.

**The Field Mission Phase**

The Evaluation Team will organise three field missions with participation of at least two team members during which primary and, if relevant, secondary data will be collected. A separate data collection timeframe may be agreed for data collection associated with the in-depth analysis of the case studies if required. At the end of the field mission, the evaluation Team Leader will present preliminary observations and findings to the Evaluation Reference Group (ERG) and, if required, other stakeholders (such as the relevant Ministries of Education). If Government restrictions are imposed with regards to travel, these will be addressed in consultations between the evaluation team and the Evaluation Manager.

**The Reporting Phase**

As the evaluation team will be preparing the first draft evaluation report, it will engage the technical teams in the member states for verifications of findings and validation of recommendations through presentations and/or workshops. If the first draft report does not pass UNHCR’s quality assurance conducted by the Evaluation Manager, a second draft report will be submitted before the report be shared with relevant stakeholders. In addition to being reviewed by the Evaluation Reference Group and potentially county staff from UNHCR and the Evaluation Manager, the first draft will be subject to an external quality assurance and as relevant, an ethical review. Following the first review of the draft report and the initial quality assurance, the evaluation team will incorporate the comments provided and prepare a second draft report to be shared with the ERG, the Evaluation Manager and UNHCR staff for any last comments before the report is finalized.

Once a final report has been approved, the evaluation Team Leader will organize a virtual discussion to share the evaluation findings and recommendations with the Evaluation Reference Group comprising of at least UNHCR, IGAD and UNICEF and, if relevant, other national stakeholders. The report will comply with UNHCR’s reporting standards and be no longer than 50 pages excluding annexes. Upon completions of the evaluation report, it might be published externally.

# 7. Deliverables and Timeline

The evaluation is planned to be completed within a maximum of one year, from July 2022 to June 2023. Key deliverables and timelines are indicated in the Table below:

During the case study we expect the evaluation team to work in pairs per country.

**Suggested timelines:**

* The inception report will be delivered by 6-7 weeks, including a scoping mission by the team leader to Djibouti for the team leader to meet with the IGAD secretariat.
* The inception report will be quality assured by the Manager of the Evaluation from UNHCR. It will be shared with the Evaluation Reference Group for comments once it has passed the UNHCR internal quality assurance check. Sharing of the inception report with the ERG is expected to take a minimum of 2 -3 weeks for review at regional and country level.
* Country Level missions for the case studies will be a minimum of two weeks and should be undertaken by at least two team members.
* The final report should be delivered within 8 weeks after the completion of the field missions

**Key deliverables include:**

* A desk review (approximately 20-30 pages) including a contextual analysis, preliminary findings relating to the evaluation questions and drawing conclusion on data gaps and issues to be further examined during the evaluation.
* Inception report (approximately 10-20 pages excluding annexes) confirming the scope of the evaluation, the evaluation questions, methods to be used, as well as the results framework – and summarizing findings derived from a review of existing documentation.
* End of mission country debriefs in each country visited.
* Workshops with relevant staff in Country and Regional Bureau, to validate the findings.
* Draft and Final evaluation report (50 pages), including a 5-page stand-alone executive summary.

**Deliverable schedule**

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| **Activity and Timeline** | **Deliverables and payment schedule** |
| **Inception**   * Desk review including all documents produced by the IGAD Djibouti Declaration Core Group since the first meeting in 2017 * Engagement with key stakeholders to gather relevant documentation * Development of evaluation plan including feedback from the Evaluation Reference Group * Finalizing evaluation questions and methodology with the Evaluation Reference Group * Inception meeting and report writing | Desk Review Report – including contextual analysis, governance structures at country and regional level, information on progress to date and initial reflection on evaluation questions and gaps needing to be explored, management structure of the Core Group, (max 3 pages per country and conclusion)  Final inception report, including evaluation plan, refined evaluation questions, methodology and evaluation matrix. (Approx. 10 -20 pages)  Results Framework with clearly defined performance milestones for each country on which progress will be measured  *Payment 20%* |
| **Process Evaluation and Impact Assessment**  **Data Collection and analysis**   * Evaluators will conduct online and in person interviews of key education actors, MoE officials etc * Evaluators will undertake 3 in depth country missions to outline different stages of progress * Validation meetings with MoE Technical Teams * Consolidation of findings highlighting key emerging themes, comparison analysis of cross cutting findings and preliminary lessons learnt for each country * Consultation and incorporation of comments from the Evaluation Reference Group * Joint regional briefing workshop with validation or co-creation of recommendations | Synthesis report: summary of key findings, lessons learnt and strategic recommendations (50 pages max. including an Executive Summary)  including 3 in depth country case studies (Country case study reports (max 20 pg. each with executive summary)  PowerPoint presentation on key emerging findings, preliminary lessons learnt and proposed actions.  Debrief workshop/Virtual Meeting at country level (7 debriefs) and 1 at regional level  *Payment 40%* |
| * Report writing * Report finalisation * Report presentations to the ERG and the UNHCR RB | Final Report and regional Presentation  *Payment 40%* |

# 8. Evaluation Team qualifications

Travel will be subject to COVID-19 restrictions in place as well as Security concerns within the IGAD countries. All travels and logistics (international and in country) will be organised by the consultancy firm. The Evaluation team should consist of a minimum of four evaluators and a research assistant, ensuring that the team has the required language and technical competencies to complete the required work, and ensuring there is at least one research assistant. The team size is considered a requirement given the scale of the evaluation is across seven countries, and the resources required to conduct the in-depth analysis of progress across four country operations. It is recommended that some of the team members be based in the region given restrictions on travel and quarantine measures during COVID-19.

It is expected the team will execute the following tasks:

The Evaluation team is expected to execute the following tasks:

1. Inception report with a detailed and realistic work plan for the evaluation, an evaluation matrix and methodology to respond to the questions specified in the terms of reference (or subsequent revisions of the evaluation questions as agreed by the Evaluation Reference Group consisting of UNHCR, IGAD and UNICEF).
2. A desk review as specified above
3. Generate evaluation reports (process and outcome assessment) and strategic recommendations deliverables as shown in the table above as per agreed timelines, and in accordance with contractual requirements.
4. Facilitate engagement with the ERG and key stakeholders at the regional workshop.
5. Provide written responses to comments from the Evaluation Reference Group led by UNHCR, and update draft deliverables accordingly,
6. Maintain effective communication, including regular updates to the Evaluation Reference Group

**Required Qualifications:**

***Lead Senior Evaluator***

1. Post graduate qualification in Education, Monitoring and Evaluation, Statistics or International Development, PHD will be an added advantage.
2. Extensive knowledge of evaluating education programmes in emergencies for refugees and marginalized children.
3. At least 10 - 15 years’ experience in conducting humanitarian and development evaluations in complex environments, experience working with UN agencies will be an asset.
4. Demonstrated experience and knowledge of partnership engagement, working with governments and policy makers.
5. Extensive knowledge of and experience in participatory evaluation methods, particularly formative and forward-looking approaches, and supporting integration of learning practices
6. Extensive experience with multi-partner cooperation at field level, national, regional, and global level.
7. Excellent oral and written communication skills in English
8. Extensive knowledge of qualitative and quantitative data collection methods and analytical methods and techniques.
9. Experience in generating strategic, informative and action-oriented recommendations to governments, donors and strategic management.
10. Experience with the ethics of evidence generation; collecting data from refugee children and vulnerable groups; familiarity with ethical safeguards.
11. Demonstrated capacity to plan, implement and lead large evaluation including experience with multi-country evaluations

***Team Evaluators (minimum two)***

1. Post graduate qualification in Education, Monitoring and Evaluation, Statistics or International Development.
2. Extensive knowledge of evaluating education programmes in emergencies and working with refugees and marginalized children.
3. At least 5 years’ experience in conducting evaluations in complex environments, experience working with UN agencies or other INGOs will be an advantage.
4. Extensive knowledge in research, monitoring and participatory evaluation approaches.
5. Experience in coordinating evaluation activities with multiple partners - global experience preferred
6. Familiarity with UNHCR’s Commitment to the Protection of Refugees and IDPs.
7. Excellent oral and written communication skills in English, French (Djibouti) and Arabic (Sudan)
8. Extensive knowledge of qualitative and quantitative data collection methods and analytical methods and techniques.
9. Experience in working with field-based staff, community leaders and government officials.
10. Experience with the ethics of evidence generation; collecting data from refugee children and vulnerable groups; familiarity with ethical safeguards.

***A Research Assistant (minimum 1)***

1. Experience in quantitative and qualitative data processing, analysis and presentation.

**9. Evaluation Team Selection Criteria**

The consultancy team will be shortlisted based on the criteria above. Applicants must apply as a team. This will be a deliverable-based contract, with payment based on the timely delivery of the agreed upon products.

The following documents must be submitted:

* A short covering letter explaining:
  + Name and contact details of the applicant(s)
  + Team Composition including the Team Leader and International/Country based evaluators
  + Explain if one or more team members have worked together before
  + Why the Team composition has been made and how each individual team members contributed towards the needs of the evaluation and what value each applicant brings to the team
* A 2-page CV that summarises relevant experience including the sector expertise of the applicant(s) as per the aforementioned list – Each team member needs to provide a 2-page CV
* A 10-page document (maximum) explaining:
  + The envisaged potential methodological approaches to answer to the evaluation questions, which will include considerations on sampling, approach, data generation, quality assurance, analysis and validation, bench marking and process engagement of stakeholders
  + Clarify your sampling criteria for the case studies that could best address the drivers and challenges for inclusion and implementation of policies
  + A plan for the Field Missions and how to balance data collection and analysis for countries where there will be in country presence and where the review will be done remotely
  + The financial Bid which should be all-inclusive
* A written sample (max 2) of a previous evaluation, a review, a report or a publication of any kind in which the applicant(s) was a (co) author.

Applications should be sent to Evaluation Service [XXX@unhcr.org](mailto:XXX@unhcr.org) indicating the title of the evaluation e.g. “Application IGAD Education Inclusion Report”. Applications should be submitted no later than 27 June 2022 (12pm CET).

**10. Annexes**

**STATUS OF IGAD MEMBER STATES ON INCLUSION OF REFUGEES AND RETURNES INTO NATIONAL EDUCATION SYSTEMS BY OCTOBER 2020:**

|  |  |  |
| --- | --- | --- |
|  | **IGAD Djibouti Declaration Commitments and the GRF Pledges on Education** | **Achievements / Status on the Inclusion of Refugees in National Education Systems** |
| DJIBOUTI | * Include Refugees into the National Education Systems by 2020 (2017 IGAD DD) * Development of a National Education Costed Plan for Refugees and Host Community (2018 IGAD AA) * Commitment to include refugees in national education systems -( 2019 GRF) * Strengthening teacher training and certification covered by the national budget (2019 GRF) | Policy framework:   * In August 2017, the Ministry of Education (MENFOP) and UNHCR signed a Memorandum of Understanding for the gradual inclusion of refugees in the national education system. To date, grade 1 to Grade 7 students are all now included in the national curriculum and can access the school of their choice. * In 2019, revised the National Education Action Plan (PAE) to include refugees. The plan further aims to integrate refugees fully in its policy and include components to enhance teachers’ capacities, teaching conditions and remuneration of teachers. * **In 2020,****the** Government of Djibouti announced a decree creating graduation certificates for refugees.  This decree will give secondary students an opportunity to pursue higher education, vocational training and also receive scholarships.<https://youtu.be/2BYUHj9eGsg> (link is a TV broadcast in French)   Development of National Education Costed Plan for refugees and Host Communities:   * The development of a National Education Costed Plan was initiated by the Government of Djibouti (GoD), with the support of IGAD. This though was interrupted by COVID-19 pandemic.   Possible Donors on the GRF Pledges / Inclusion of Refugees in National Education System:   * In October 2019, the Government of Djibouti, received US $ 15 million from the World Bank (WB) to expand access to quality education for 35,000 children, composed of young girls, poor and rural students, out-of-school children, disabled students, and refugees along with children in the communities that host them. Current Refugee Situation: * Some Yemeni students attend schools with other Arabic speakers, including some Djiboutian. |
| ETHIOPIA | * Include Refugees into the National Education Systems by 2020 -( 2017 IGAD DD) * Development of a National Education Costed Plan for Refugees and Host Community (2018 IGAD AA) * Provide equitable, quality and accredited skills training to 20,000 host and refugees – (Tertiary Education / TVET)- (2019 GRF) * Ensuring equitable and quality primary, secondary & tertiary education for refugees and host community – (2016 New York Pledge) | Policy Framework:   * In 2019, the Government passed a Refugee Proclamation (No 1110/2019), that provides for refugee’s access to pre-primary and primary education in the same conditions as nationals. * Further, ARRA and the MoE in a harmonization process, signed “Memorandum of Understanding (MoU). This MoU stipulates and makes commitment to include refugees in the national education systems through the following sections; * **Article II - Guiding Principles:** ensure implementation of refugee education with the country education policies, strategies and programs. * **Article V – Roles and Responsibilities:** MoE to include refugees in the Education Sector Development Plan and General Education Quality Improvement Plan (GEQIP) * **The Education Sector Development Plan (ESDP V1),** mentions refugees in the situational analysis, Primary, Secondary and Teacher Training Sections. The MoE further proposed development of an Education Strategy on the inclusion of refugees into the national education system. * As part of CRRF – GOE has adopted a “ten-year vision” to gradually transition refugees from encampment to village-like settlements – facilitating greater integration for refugees. * The Government has developed a “National Comprehensive Refugee Response Strategy (NCRRS)” – a guiding document on enhancing refugees access to services, including progressive transfer of refugee education to MOE/REBs and Woreda’s   Other Achievements:   * Significant progress too has been made on the achievement of the NY declaration pledges on enrolment - Pre-primary ( from 45 to 51% ); Primary stagnated at 67% and Secondary education from (9 to 13% ), between 208 and 2020. * The first integrated TVET college (refugees and hosts) in Addis Ababa is functioning * TVET centres in refugee camps (Somali Region) are now established and accredited. * Integrated Employment Promotion Programme (IEPP) commenced benefitting 150 graduates.   Development of National Education Costed Plan for refugees and Host Communities:   * In line with the IGAD 2018 Addis Ababa Call for Action for member states to work on national Education *costed plans* for refugees and the host communities, the Government of Ethiopia has completed the plan. * GIZ and UNHCR under the leadership of the Ministry of Higher Education is in the processing of developing a roadmap to include refugees into the national TVET framework as part of the GRF pledge.   Possible Donors on the GRF Pledges / Inclusion of Refugees in National Education System:   * GPE, ECW, USAID, Canadian MFA, DFID, EU and ECHO, EAC, IKEA F, among others * World Bank IDA 19 additional financing for refugee integration ($55 million with $50 million from the host community and refugee sub window)   Current Refugee Situation:   * Refugees have had access to the local curricula and examination structure since at least 2011 in some parts of the country. Currently all refugees can access to schools delivering the national curricula and examinations, though quality aspects are sometimes challenging. Refugees can access secondary education in Ethiopia through placement examinations and enrol in higher education through both Government and private scholarship opportunities. * The Government provides 75% tuition waiver to refugee students joining universities in Ethiopia, same as nationals. |
| KENYA | * Include Refugees into the National Education Systems by 2020 (2017 IGAD DD) * Development of a National Education Costed Plan for Refugees and Host Community (2018 IGAD AA) * Development of policy and planning for transition to Government-led education service provision in camps (2019 GRF). * Harmonisation of education services between refugee and host communities towards equal access for all in refugee hosting areas - (2019 GRF). * Ensuring sufficient international financing is available to support inclusion of refugee learners (Ref: GoK pledge for education was contingent on the availability of international financing)- (2019 GRF). | * Refugees and asylum-seekers are included in the narrative of the National Education Sector Strategic Plan 2018-22. They are not included in the budget and implementation of activities relies on UNHCR and partners. * While the majority of refugees and asylum-seekers in Kenya are enrolled in UN and/or NGO led, financed and managed refugee-segregated formal schools, there is an enabling policy environment in place. Camp schools use the Kenyan national curriculum and learners have access to exams and cycle promotion. A small minority of those residing in camps as well as urban refugee children attend public and private schools across the country with UNHCR and others contributing fees and other wrap around costs. * A draft policy and multi-year costed plan were developed with the aim of guiding the process of inclusion of refugees and asylum-seekers in the national education system. They have not been endorsed. * Refugees and asylum seekers with birth certificates are included in the National Education Management Information System (NEMIS). This accounts for approximately 20% of learners. * Refugees, asylum-seekers and stateless children were included as a key beneficiary group in the National Education Response Plan for the COVID-19 situation. Camp schools were not included in national response activities.   Possible Donors on the GRF Pledges / Inclusion of Refugees in National Education System:   * World Bank * Global Partnership for Education * USAID, Global Affairs Canada, UNICEF (extension of national programmes to refugee learners) * Porticus Foundation, EU, Dutch Ministry of Foreign Affairs (investment in alignment of camp service delivery with national system) * BPRM, ECHO, Mastercard Foundation, Vodafone Foundation support ongoing service delivery in camps   The REWG 2021 Plan estimated the total resource requirements for education service delivery at USD$34 million across all levels of education. As of June 2021, a total of USD$13 million was reported as confirmed with just over 50% coming from UNHCR and a further 30% from BPRM, FCDO and GAC collectively.  Current Refugee Situation:  The COVID19 pandemic has had a profound impact on the Education Sector. All learning institutions closed for a period of 10 months in 2020 and national examinations were postponed. All 102 camp schools re-opened for all grades in January 2021. The academic calendar has been condensed (increasing contact time and reducing holidays) to recuperate lost learning time until 2024. In this context, strategies to support learning loss must be adopted, as well as putting in place the necessary capacities to implement the new curriculum.  144,973 learners enrolled in school representing a 5% decrease from March 2020 enrolment. Girls were disproportionately affected with anecdotal reports of early marriage, pregnancy and household responsibilities preventing them from re-joining schools. 60% of those enrolled are overage while over half of all school aged children remain out of school. Area-based support continues with additional education infrastructure, equipment and supplies, and joint training and capacity development initiatives in host communities. Alignment of education service delivery in the camps with the national system is ongoing. The implementation of the new curriculum and teacher management have been specific areas of focus in 2021.  Research and Evidence:   * Financing for solutions to displacement: Kenya country study (ReDSS) – Released April 2021 * Political Economy Analysis on Refugee Education in Kenya (Partnership with Harvard University) – Expected November 2021 * Urban Refugee Education as a Case Study for Inclusion in National Systems (Partnership with University of Nairobi and the Africa Higher Education in Emergencies Network) – Expected December 2021 * Implementation of the Competence-based Curriculum (CBC) in refugee settings (partnership with the Aga Khan Foundation, funded by Education Cannot Wait and the LEGO Foundation) – Released October 2021 * Teacher Management in Refugee Settings in Kenya (International Institute of Educational Planning, UNESCO) – Expected March 2022 * Longitudinal survey – including Education module on transition to secondary education (Partnership with World Bank) – Expected 2024 |
| SOMALIA | * Include Refugees into the National Education Systems by 2020 -( 2017 IGAD DD) * Development of a National Education Costed Plan for Refugees and Host Community (2018 IGAD AA) | Policy Framework:   * **In 2019 / 2020** Somalia launched a new unified curriculum for primary and secondary schools countrywide in what could end years of multiple non standardized school systems.  The unified system is a step forward in rebuilding the education sector in the country with a view to reaching millions of students.   Development of National Education Costed Plan for refugees and Host Communities:   * In 2019, with the technical support from IGAD, Somalia completed the “National Education Costed Plans for refugees, returnees and the host community.   Possible Donors on the GRF Pledges / Inclusion of Refugees in National Education System:   * GPE / ECW / EU /ECHO   Current Refugee Situation:   * Refugees can access public and private schools offering national curricula and examinations, in Somaliland all refugees children are transitioned to public schools and are fully captured in Education information management system while in the other members states efforts are in place to include refugee children in the EMIS to facilitate tracking of the refugee children.. * Ministries of Education in the Federal, Puntland and Somaliland zones have all undertaken Joint Education Sector Reviews, and all included refugees and other displaced peoples in future reviews and in sector plans * Inclusion of refugees and returnees in the new education sector strategic plan for 2021-2024 * Student from other countries (Returnee, refugee) high school graduate were accepted to be admitted into the universities in the recent concluded DAFI selection * Minister of Education, Culture and Higher Education , Department of Examination provides certificate equivalence to the Refugee Students as part of the requirement for admission to the Universities in Somalia * Somalia National University accepted to admit Refugee students for Undergraduate Degree in the Government support initiative programme in Somalia * Universities in Somalia and Somaliland don't charge international fees to Refugees and other PoCs in Somalia |
| SOUTH SUDAN | * Include Refugees into the National Education Systems by 2020 -( 2017 IGAD DD) * Development of a National Education Costed Plan for Refugees and Host Community (2018 IGAD AA) * Increase access to quality education for refugees and host communities and reduce out of school children rate by 2024 (2019 GRF) * Improve school infrastructure; teacher training and psycho-social well-being for students in refugee hosting areas (2019 GRF). | Policy Framework:   * The Ministry of Education in South Sudan has explicit policy that ensures access to national education services for refugees and other displaced peoples in its *National General Education Policy 2017 -2027*:   + Article 7.2… “the national Ministry of Education will ensure educational continuity for internally displaced populations and mainstreaming refugee education into the national system, to maintain gains in access and to restore schooling in communities where education has been disrupted by conflict”. * The policy additionally stipulates that primary education through grade eight is to be free and compulsory to all children in South Sudan regardless of their nationality.   Other achievements   * Distribution of the new curriculum textbooks to refugees * MoE mapping exercise on OOSC that included refugees. * Refugee teachers included in the TT orientation training on new curriculum * UNHCR & UNICEF building MoE capacity on EMIS- construction of an office.   Development of National Education Costed Plan for refugees and Host Communities:   * In 2019, with the technical support from IGAD, South Sudan completed the “National Education Costed Plans for refugees and the host community.   Possible Donors on the GRF Pledges / Inclusion of Refugees in National Education System:   * GPE / ECW / EU/OCHA   Current Refugee Situation:   * Refugees access schools offering national curricula and examinations, though quality education remains a challenge. Some refugee schools registered with the government receive capitation grants. |
| SUDAN | * Include Refugees into the National Education Systems by 2020 -( 2017 IGAD DD) * Development of a National Education Costed Plan for Refugees and Host Community (2018 IGAD AA) * Complete the costed plan of action for refugee education in order to realize full integration of refugee children into the national education system (2019 GRF). * Integration refugee education in national education system in a gradual manner (2019 GRF) | Policy Framework:   * The Ministry of Education has devised explicit refugee-inclusive policy that stipulates: * “the refugee child has the right to basic education in public and private schools /schools can be opened in refugee camps and areas where they are gathered in cities/provision of the Sudanese curriculum in Arabic and English /literacy classes for parents of refugees may be opened and provision of vocational and technical education”. * Additionally, two articles in Ministry of Education policy further assure the right to access education for refugees and other vulnerable children and youth: * Article 6: Securing educational opportunities for special groups, groups affected by war and conflict, adults who missed the education training and those of general education age. * Article 14: Achieving justice and equality in educational opportunities, with particular attention to the education of people with special needs and the needs of children affected by conflicts and natural disasters. * The *Education Sector Strategic Plan (2018 – 2022*), the current guiding document for the Education sector in Sudan, specifically addresses and includes the education needs of refugees.   Development of National Education Costed Plan for refugees and Host Communities:   * In 2020, with the technical support from IGAD, Sudan completed the “National Education Costed Plans for refugees and the host community.   Possible Donors on the GRF Pledges / Inclusion of Refugees in National Education System:   * GPE / ECW / EU/OCHA   Current Refugee Situation:   * Refugees access schools offering national curricula and examinations, though participation is still limited due to insufficient access opportunities. * Urban refugees attend schools with host community children in most contexts. A number of refugee specific schools in the urban areas have been established but use the national curriculum and access national examinations. |
| Uganda | * Include Refugees into the National Education Systems by 2020 -( 2017 IGAD DD) * Development of a National Education Costed Plan for Refugees and Host Community  1. D AA)  * Promote access, quality and inclusiveness of the national education system for refugees and host communities (2019 GRF) | Policy Framework   * Uganda 2006 *Refugee Act* specifies that refugees have the right to the same treatment as nationals with respect to elementary education and religious education. * Equality of service access for refugees is additionally embedded in the Refugee and Host Population Empowerment Strategic Framework (ReHOPE) and the Settlement Transformation Agenda (STA) approaches. The National Development Plan (NDP II) also contains language reflecting equal access to national education services.   Development of National Education Costed Plan for refugees and Host Communities:   * 2018 Uganda completed the costed Education Response Plan (ERP 1) for Refugees and Host that provided the model on the “National Education Costed Plans” under IGAD. In 2020, Uganda has embarked on the revision of ERP 1 to ERP 2.   Possible Donors on the GRF Pledges / Inclusion of Refugees in National Education System:   * ECW, UNDP, World Bank, UNHCR, UNICEF, GPE, DFID.   Current Refugee Situation:   * Refugees enrol in public schools and learn side by side with the nationals. Due to the high influx of refugees in Uganda, quality aspects and availability adequate learning space are sometimes challenging. * Like their Ugandan counterparts, refugee children need to attain certain marks in their primary level studies to proceed to secondary education. They share secondary education services with host community students where possible although refugees still face key challenges in access to secondary education. * Refugees were not fully included in the recently revised ESSP (2020 – 2025), for Uganda. This was a lost opportunity. |

1. SDG 4 2030 Education Agenda [↑](#footnote-ref-1)
2. Retrieved 8 November 2018: <http://www.unhcr.org/584689257.pdf> [↑](#footnote-ref-2)
3. Obrecht, A. with Warner, A. and Dillon, N. (2017) ‘Working paper: Evaluating humanitarian innovation’ HIF/ ALNAP Working Paper. London: ODI/ALNAP [↑](#footnote-ref-3)
4. https://www.betterevaluation.org/en/plan/approach/outcome\_harvesting [↑](#footnote-ref-4)
5. <https://www.davidcooperrider.com/ai-process/> or https://organizingengagement.org/models/appreciative-inquiry/ [↑](#footnote-ref-5)
6. This is subject to COVID19 restrictions and developments at the time. [↑](#footnote-ref-6)
7. Please refer to Annexes 6 and 7 [↑](#footnote-ref-7)