City Administration of Addis Ababa

Education Bureau

Urban Education Strategy for Out of School and Vulnerable Children/OOSVC/ in Addis Ababa

Strategy Development Task Force

September, 2016

Addis Ababa
Acknowledgement

This urban education strategy of out of school children (OOSVC) for the City Administration education bureau was the product of a cooperative work among many professionals in the City Administration education bureau and the Yeka and Nefas Silk Lafto Sub city professionals, without the hands and minds of whom the study/strategy development for OOSVC in Addis Ababa was impossible. Thanks are due to teachers, principals, parents, students, and street children in Addis Ababa for their unreserved efforts to provide the necessary information that could help as an impute to the development of this strategy. The City Administration education bureau is highly indebted to UNICEF Ethiopia for covering all the cost incurred for the baseline study and the strategy development, which if otherwise, could not have been possible. The strategy development team strongly acknowledges the City Administration education bureau for duly taking the initiative for the development of the strategy and also for providing the necessary professional support to the study team.
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**Acronyms**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AAU IDPR</td>
<td>Addis Ababa University Institute of Development Studies;</td>
</tr>
<tr>
<td>ABE</td>
<td>Alternative Basic Education;</td>
</tr>
<tr>
<td>BOFED</td>
<td>Bureau of finance and economic development;</td>
</tr>
<tr>
<td>CSA</td>
<td>Central Statistical Authority;</td>
</tr>
<tr>
<td>CSOs</td>
<td>Community service organizations;</td>
</tr>
<tr>
<td>FDRE</td>
<td>Federal Democratic Republic of Ethiopia;</td>
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<tr>
<td>ETP</td>
<td>Education and Training Policy;</td>
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<tr>
<td>ESDP</td>
<td>Education Sector Development policy;</td>
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<tr>
<td>ECD</td>
<td>Early Child Care Education;</td>
</tr>
<tr>
<td>EDHS</td>
<td>Ethiopian Demographic and Health Survey;</td>
</tr>
<tr>
<td>GPI</td>
<td>Gender parity index;</td>
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<tr>
<td>GEQIP</td>
<td>General Education quality improvement package;</td>
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<tr>
<td>IFAE</td>
<td>Integrated Functional Adult Education;</td>
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<tr>
<td>Idir</td>
<td>indigenous self-help associations;</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education;</td>
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<tr>
<td>MLC</td>
<td>Minimum learning competency;</td>
</tr>
<tr>
<td>NER</td>
<td>Net enrollment ratio;</td>
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<tr>
<td>NGOs</td>
<td>Non Government Organizations;</td>
</tr>
<tr>
<td>OOSVC</td>
<td>Out of school and Vulnerable Children;</td>
</tr>
<tr>
<td>PP1</td>
<td>Priority Program one;</td>
</tr>
<tr>
<td>SNE</td>
<td>Special needs education;</td>
</tr>
<tr>
<td>TFR</td>
<td>Total Fertility Rate;</td>
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</table>
Definition of Terms

**Orphans and Vulnerable Children Defined**

The concept of orphans and vulnerable children (OVC) does not adhere to a universal definition and varies across countries in sub-Saharan Africa. The following definitions of a child, an orphan and of vulnerability have been adopted:

**The child**

Defined by the UN Convention on the Rights of the Child as “every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.”

**The orphan**

The official definition of an orphan is a child aged zero to 17 years whose mother, father, or both have died (World Bank OVC Toolkit). There are, however, other children who are referred to as social orphans even though one or both their parents may still be alive but who have been unable to perform parental duties because of illness or acute poverty among other reasons.

**Vulnerability**

Vulnerability is viewed as "a high probability of a negative outcome" (World Bank OVC Toolkit), or an expected welfare loss above a socially accepted norm, which results from risky or uncertain events, and the lack of appropriate means to deal with them. Vulnerability leaves one at risk of exposure to stressful situations. The degree and type of vulnerability however, varies in each context and overtime.

**Vulnerable child**

A vulnerable child is defined as being under the age of 18 years and currently at high risk of lacking adequate care and protection. Accordingly, all children are vulnerable by nature compared to adults,
but some are more critically vulnerable than others. “Child vulnerability is a downward spiral where each shock leads to a new level of vulnerability, and each new level opens up for a host of new risks. In other words, the probability of a child experiencing a negative outcome rises with each shock.” (World Bank OVC Toolkit)

**Characteristics of children defined as vulnerable include those:**

1. orphaned by the death of one or both parents;
2. abandoned by parents;
3. living in extreme poverty;
4. living with a disability;
5. affected by armed conflicts;
6. abused by parents or their carers;
7. malnourished due to extreme poverty;
8. HIV-positive; and finally, those marginalized, stigmatized, or even discriminated against.

All vulnerable children have one common denominator: they have no reliable social safety networks on hand to depend upon in order to adequately manage the risk to which they are daily exposed.
Introduction

Now-a-days, the provision of education to all citizens has become an international issue and a national agenda. Any individual irrespective of age, gender, social status has the right to education as it is stipulated in the provisions of the human rights of the United Nations. This right is also enshrined in the constitution of the Federal Democratic Republic of Ethiopia. Accordingly, a new Education and Training Policy that is aimed at tackling the deep-rooted problems of access, quality, relevance and equity of the education system, and providing quality education to all citizens has been put in place and is being implemented in all educational institutions throughout the country. In spite of the prevalence of the conducive policy environment for the expansion of accessible, equitable, relevant and quality education, there were problems of tackling the marginalized, vulnerable and out of school children in Addis Ababa.

On the basis of above assertions, this urban education strategy was designed to identify the major barriers that kept children out of learning and put in place implementable strategic work plan that create new opportunities for OOSVC and suggest possible plans of action that enables to create feasible alternatives to provide education for them.

Education barriers are related to the demand for and supply of education. The demand for education can be affected by socio-cultural and/or economic bottlenecks. On the other hand, the supply side of education is affected by the availability of finance to provide physical and human resources. Weak partnership with NGOs and CSOs in addressing problems of OOSVC, lack of quality education, absence of comprehensive data regarding on the profiles of OOSVC, and inequitable resource allocations were found to be among the major socio-cultural, economic demand side while the supply side includes governance, and capacity barriers that require the attention of policy makers.

In Addis Ababa City Administration, the major socio-cultural barriers of education include violence against children, and gender based violence, wrong perceptions of children with disabilities, household poverty, being orphan, child labour abuse, inadequate supply of water, sanitation and hygiene/WASH) facilities, inadequate supply of in school services and learning materials for children with disabilities. The socio-cultural barriers are expressed in terms of violence against children gender-based violence, harmful traditional practices, and lack of awareness about the ultimate benefit of education, wrong attitude towards female, and children with disabilities. While, the economic demand side comprises poverty, the cost benefit of education,
being orphan, seasonal factors and migration. (Ministry of Education and UNICEF – Ethiopia Country Office, July 2012). Wastage of education is in major part related to grade repetition and dropout is another barrier for children not to retain in schools. In this regard the finding of the base line assessment conducted for developing urban education strategy for OOSVC revealed that many children have been detained and/or dropout of school due to economic problems, parental loss, sickness, poor parental follow-up and engagement of children in income generating activities (AA Education Bureau, 2016). If these situations continue the future of OOSVC would be in jeopardy and their role in contributing to the development of the nation would be missed. The data vividly illustrates that tackling the discrepancies of education in the urban demands the concerted effort of all stakeholders and employment of multifaceted strategies appropriate to the way of life of OOSVC. This in turn has necessitated the preparation of this strategy document.

Section one: Education Sector Analysis
1.1 External context analysis and challenges
1.1.1 Location and demography of Addis Ababa
Addis Ababa is located in the central highlands of Ethiopia between 8°48' and 9°6' North latitudes and 38°038' and 38°054' East longitudes. It is situated at the western margin of the Great East African Rift valley. The land area of Addis Ababa is 540 km² and surrounded by Oromiya Special Zones. Administratively, Addis Ababa City is divided into 10 sub-cities and 117 Woredas.

It is Ethiopia’s capital city and the business, administrative, cultural and recreational hub of the country as well as the political capital of Africa Union, several international and diplomatic missions.

The total population size of Addis Ababa that was estimated to be 2,850,499 in 2011 had increased to 3,100,425 (out of which 1,690,319 (54.5%) are females and the remaining 1,410,106 (45.5%) are males) in 2015 forming about 21% of the total urban population. Kolfe Keraniyo has the largest population size (420,231), followed by Yeka (429,846), Nefas Silk Lafto (311,191) and Bole (309,012) subcities. Kolfe, Nefas Silk and Bole Sub-cities have shown tremendous increase whilst Kirkos and Addis Ketema Sub-cities have shown a decline in population size mainly due to the relocation of residents to other Sub-cities by providing them with new residential condominium houses. The increases in population size in Kolfe, Nefas Silk and Bole Sub-cities are believed to be due to resettlement of new residents in the recently built condominium houses. (AAU IDPR, 2015)
According to the survey data collected in 2011 and 2015, the population size of Addis Ababa City Government has increased by 2.1% per annum. The increase in population size is mainly due to city-ward migration in search of employment and educational opportunities as the effect of natural growth is scanty due to low-level of fertility in the city which is below replacement level (CSA and ICF International, 2012). The fastest population growth rate was observed in Nifas Silk Lafto Sub-city where the annual population growth rate was 6.1%, followed by Kolfe Keraniyo Sub-city with an annual growth rate of 4.2%, Bole, and Arada Sub-cities with 3.7% and 2.8% per annum respectively. Unlike this, Kirkos and Addis Ketema Sub-cities have shown negative annual growth rates of 3.0% and 0.6% respectively, whilst Akaki Kality and Yeka Sub-cities have shown the lowest annual growth rate of 0.5% and 0.8% respectively. (AAU IDPR, 2015)

In 2007, 662,728 households were counted living in 628,984 housing units. The average persons in household are 4.1. In 2012, there were a total of 783,439 households in the city of which 455,253 were male headed and the rest 328,186 were female headed. The average household size in the year 2012 was 3.6 which were equal to the average household size of the country.

According to Ethiopia Demographic and Health Survey 2012, the Total Fertility Rate (TFR) of Addis Ababa was 1.5. This means the fertility rate of Addis Ababa is below replacement level. The TFR of Addis Ababa was much less than the urban average (2.6) and 5.39 (country level 2011/2012). The level of fertility is directly related to women’s socio economic attainment. Under-five mortality rates in Addis Ababa was 53 per 1,000 live births which was the lowest compared to other urban centers in Ethiopia.

The average population density of the city is about 50 persons/hectare and 56 persons/hectare in 2007 and in 2012 respectively\(^1\). The population density ranges from 17 persons per hectare in the peripheries to up to more than 310 persons/hectare in the central parts. The density of the city is likely to increase in the future in line with the government city renewal initiative that is taking place in inner parts of Addis Ababa. With regard to population density of the sub-cities, Addis Ketema sub-City was the densest (30,712 people/km sq.) followed by Lideta and Arada in 2012. Akaki-Kality relatively was sparsely populated Sub-city, which was 1,719 people/km sq.

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1.1.2 Economic Situation Analysis

According to the 2015 Medium Term Expenditure Framework of BOFED, service, industry and agriculture sectors constitute about 63.13%, 35.78% and 1.09% of Addis Ababa city’s economy respectively. Service sector absorbs about 70.6% the employment while the industry and agriculture sectors constitute for 26.7% and 2.7% respectively. The economy of the city has grown with average of 8% each year since 2014/15.

Around 617,694 dwellers of the City are engaged in small scale enterprises. Low percent of the City dwellers has post-secondary school education. As a consequence, 75 percent of the workforce is concentrated in low skill employment sectors such as commerce, services and elementary occupations and less than half of the urban workforce is engaged in wage employment. A large percent of the City dwellers is self-employed in the informal economy.

Despite all the above facts, more and more influx of population, growing urbanization and industrialization puts continuous pressure on the city government. Moreover, it is common to observe low economic conditions, minimum social services, abject poverty, declining living standard, unemployment, poor health conditions, inadequate dwellings, etc. among the inhabitants of the city. As a result, stakeholders and development partners collaboration with City Government is vital to alleviate all these interwoven problems. According to the survey study of urban employment-unemployment (CSA, 2012), from the total population of Addis Ababa, the number of economically dependent population was estimated to 37.4%.

In general, educated people command higher income and resources than the non-educated people. In line with this expectation, education appears to have an inverse relationship with poverty incidence in the city. The proportion of population living below poverty line is 30.9% among those households having no education and with informal education. Thus households out of the formal education system are more vulnerable to poverty. There is also a difference in the incidence of poverty even among those with formal education depending on their levels of training. Those with lower level of formal training such as grades 1-4 completed and grades 5-8 completed or the first and second cycle of elementary education have poverty incidence of 24.2% and 19.3% respectively. This indicates that elementary education is not very useful in the city to reduce poverty. Secondary education, however, decreases poverty incidence in the city to 15.7%. This incidence of poverty is much lower for those households with higher education such as certificate level training (11.1%)
and university education (6.3%). A higher level of education thus increases a chance of getting out of poverty in the city.

Table 1: Incidence of poverty by education status of the household head:

<table>
<thead>
<tr>
<th>Highest grade completed by the head of the household</th>
<th>% of absolute poverty</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>No education</td>
<td>30.9</td>
<td>AAU IDPR, 2015</td>
</tr>
<tr>
<td>Informal education</td>
<td>30.9</td>
<td>(AAU IDPR, 2015)</td>
</tr>
<tr>
<td>Grade 1-4 completed</td>
<td>24.2</td>
<td></td>
</tr>
<tr>
<td>Grade 5-8 completed</td>
<td>19.3</td>
<td></td>
</tr>
<tr>
<td>Grade 9-12 completed</td>
<td>15.7</td>
<td></td>
</tr>
<tr>
<td>Certificate training</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>University degree</td>
<td>6.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18.9</td>
<td></td>
</tr>
</tbody>
</table>

With this, the baseline study conducted on economic problem of OOSVC by Addis Ababa Education Bureau (2016) indicates that the major factors push children to be out of school were poverty (low income), change of residence, in direct school fee, family death (being orphan).

1.1.3 Socio cultural analysis

Addis Ababa embraces a diversified nations, nationalities and peoples, and linguistic groups. Primary education (grade 1-6) is given in Amharic language. The literacy level of Addis Ababa is highest among women in Ethiopia. The gender gap in education is more obvious at secondary education than at lower level and significant differences between male and female are also observed in the level of employment (EDHS, 2014). This requires further commitment of the City Administration in planning and applying successful intervention to address gender disparity. To this end lack of awareness on education by parents, poor attention and negative attitude towards poor children and early marriage were the major factors that push children out of school. (Addis Ababa Education Bureau, 2016)

1.1.4 Vulnerability analysis

A research conducted on social issues of education across all regions of Ethiopia reaffirms that, household poverty is a major factor affecting the enrolment of children in schools in the regions. This is manifested through the inability of the households and families to provide children

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with clothing, educational materials, food and other items. While the issue of household poverty is prevalent in the country, rural children are especially affected by the problem.

On the other hand, as indicated in the progress report by Education For All - Fast Track Initiative\(^3\), though in Ethiopia the overall trends in girls’ enrollment are improving, out-of-school girls in at-risk communities are particularly vulnerable. This group includes children who have never attended school, who attend sporadically, or who have permanently dropped out, children in ethnically or socially marginalized groups, children with mental and physical disabilities, and children living in extreme poverty; addressing the needs of such children must be the focus for action.

The situation analysis made by MoE\(^4\), stated that the Ministry of Education has accomplished various initiatives to address the educational needs of vulnerable children; such as making primary education free, alternative basic education initiatives, and exemption of school development fees for children from poor families. However, these attempts alone do not go beyond enrolment and could not address challenges in attendance, performance and retention of children.

The MoE recognizes that distance between school and children’s homes is one of the major challenges and barriers for schooling for children. Distance is one of the barriers for children to attend their education due to time and other opportunity cost. Children should get the nearest primary school after traveling for less than one kilometer. But in Addis Ababa more than 53.77\% of the children are supposed to travel greater than 1-4 kilometers to access primary school. With regard to the short distance, only 45.78\% of children can get the primary school after they walk for less than one kilometer\(^5\). This finding is also supported by an assessment conducted by Addis Ababa Education Bureau\(^6\).


The school environment also can directly influence the children enrollment. Insufficient sitting and writing place, poor conditions of school facilities, lack of drinking water and sanitation facilities, and human resources. It is apparent that increasing the supply of education has important economic effects which are beyond improving the skills and productivity of labor because it helps to improve health, hygiene, nutrition practices and child care\(^7\). In relation to this, the assessment report \(^8\) made by Education Bureau stated that a significant number of children did not have satisfaction on their school environment. This situation negatively affects the attendance and success of school children at risk, particularly children with special needs.

Although Education Bureau, Sub city and Woreda Education offices have made great efforts to bring those children who have never been at school and those who already dropped out back to school, also to identify those who are at risk of dropping out and then address their needs before they drop out. The research finding\(^9\) shows that there still a large number of out of school and vulnerable children that need urgent fast track interventions.

1.2. Analysis of existing policies, programs and Constraints

The constitution of FDRE clearly stipulates the rights of citizens to equal access to publicly funded services and the support that shall be given to accommodate the needs of people with disabilities. Constitutional right Article 41 (3,4 & 5). The State has the obligation to allocate ever increasing resources to provide to the public health, education and other social services. The State shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and mentally disabled, the aged, and to children who are left without parents or guardian. Hence, this implies that the FDRE Constitution clearly addresses the issue of deprived and vulnerable children.

The Government of Ethiopia has developed Education and Training policy (ETP) in 1994. According to this policy “expansion of quality primary education for all citizens is not only a right but also a guarantee for development”. The policy aims to provide education to all children without any discrimination and assures that disadvantaged groups will receive special support in education.


To this end, it confirms that “special education and training will be provided for people with disabilities” (ETP, 1994).

The policy has also underlined in one of its specific objectives that efforts will be made “to enable both the handicapped and the gifted to learn in accordance with their potential and need.” (ETP,1994). “Special financial assistance will be given to those who have been deprived of educational opportunities, and steps will be taken to raise the educational participation of deprived regions. Hence, by policy level, the issue of deprived and vulnerable children undoubtedly addressed.

Within the framework of the 1994 Education and Training policy (ETP), the Government of Ethiopia has designed and launched a twenty years Education Sector Development Plan (ESDP). The program envisages the expansion of educational opportunities to achieve universal primary education by 2015. The Education Sector Development Program translates the policy statement into action. Education Sector Development program (ESDP I: 1997/98-2001/02, ESDP II: 2002/03-2004/05, ESDP III: 2005/06-2009/10 and ESDP IV: 2010/11-2014/15). The first five years Education Sector Development Program (ESDP I) has launched in 1997 as part of a twenty-year education sector plan.

The first two Education Sector Development Programs did not pay much attention to the education of children with disabilities and disadvantageous citizen/deprived children. However, in ESDP III and ESDP IV the Government has given due consideration to the expansion of educational opportunities to children with special educational needs but not for disadvantageous citizen/deprived children in urban areas.

In ESDP III special needs education is considered as a cross-cutting issue to be mainstreamed in ECD, general education (primary and secondary) Technical and Vocational Education and Training (TVET), as well as tertiary education.

Depending on ETP and ESDP III and ESDP IV to reduce the existing gap and to actualize Education for All, the Ministry of Education has designed a strategy for Special Needs Education and Special Support Strategy for emerging regions. In these regions various modalities are undertaking. But, in ESDP III, ESDP IV and ESDP V and GTP-2, the issue of addressing education
opportunity for urban deprived and vulnerable children were not specifically addressed. Hence, this strategy designed to fill the gap of sectoral program and GTP-2.

1.3. Analysis of education system performance and Challenges

1.3 1. Access

GER is the total number of students of any age, expressed as a percentage of the official age population. If there are significant numbers of overage and underage students at a given level of schooling, the GER can exceed 100 percent. Persons are considered to be currently attending school if they attended formal academic school at any point during the school year.

The data\textsuperscript{10} has shown that GER in pre-primary, primary and secondary education was 94.04\%, 143.49\% and 83.47\% and also NER 79.47\%, 94.58\% and 64.79 \% respectively. The GER in primary school does not indicate the increasing of access. This is caused by migration of large numbers of pupils and early and late entrants in the school. Research shows that late entrant children are more prone to dropout at a later stage of schooling. Late-age enrolment has also become a barrier to age-appropriate targets being met particularly at the primary level of education.

According to 2014 EDHS\textsuperscript{11}, educational attainment is much higher for males than females. The proportion of females and males with no education is lowest in Addis Ababa (12 percent). The highest percentages of females and males who have completed secondary or more than secondary education live in Addis Ababa. 94.49 percent of children of primary school age in Addis Ababa attend primary school.

Being at school is basically useful for Highly Vulnerable Children because schools are considered to be important institutions that provide with a safe, structured environment, emotional support and supervision of adults, and the opportunity to learn and interact with other children. However, according the report of UNESCO and UNICEF\textsuperscript{12} many school aged children become out of school for various reasons, in which vulnerable children are most at risk.

\textsuperscript{10} Addis Ababa City Government Education Bureau (2015/16) Educational annual abstract.

\textsuperscript{11} Central Statistical Agency (2014).

The reasons for the challenges are varied, complex and often interlinked, but the report finds one common thread among these barriers: education systems and the environment that surrounds them often put particular children at a disadvantage. As a result, progress has not been equitable: the most disadvantaged children continue to be marginalized despite efforts to achieve education for all.\footnote{UNESCO Institute for Statistics (UIS) and UNICEF (2015).}

The assessment report\footnote{Addis Ababa City Government Education Bureau (2015/16). Assessment Report on Out of School Children.} indicated that 10,173 and 8,319 children were pre-primary (age 4-6) and primary (age 7-14) out of school children respectively. This implies that a large number of school age children do not have access for education.

1.3.2. Equity

The concept of equity in education refers to the ability of children to reach their full cognitive, physical and social development without discrimination based on gender, race, ethnicity where they live. Large disparities in access to education exist between children from different socio economic backgrounds, between children in different location, and between boys and girls.

The Gender Parity Index (GPI)\footnote{Ministry of Education and UNICEF/2012/ Study on Situation of Out of School Children (OOSC) in Ethiopia} of enrolment or attendance rates, calculated as the ratio of female to male values, provides information on disparities in educational participation between boys and girls. If the GPI is between 0.97 and 1.03, it can be said that gender parity is achieved. If GPI is less than 0.97, females are disadvantaged; and if GPI is greater than 1.03, males are disadvantaged.

According to Dang and Pelleriaux (2006), at the primary school level, various types of special needs education can be provided to children based on the types of disability they have, i.e., intellectual disability, physical disability, visual impairment, hearing impairment, etc.

The data has shown\footnote{Addis Ababa City Government Education Bureau 2014/15 Educational Annual Abstract.} that GPI in preprimary, primary and general secondary education was 0.96, 1.07 and 1.08 respectively. Besides, the admission of children with disability was 14,156 in 2014/15. However, 419 children with disability (in the age range of 4-6 and 7-14) got neither non formal education nor formal education owing to a number of factors.
1.3.3. Quality of learning

Quality of learning contributes to higher lifetime earnings and more strong national economic growth. Achieving universal participation also depends fundamentally upon the quality of learning availability. Parents make judgments about school quality when investing in their children’s education. People in all countries expect schooling to help children develop creative thinking and acquire the skills, values and attitudes necessary for them to lead productive lives and become responsible citizens. Based on evaluation report of ESDP IV, the proficiency level/RLA in grade 4 and grade 8 students were 54.6%, and 43.2% respectively. And also, proficiency level/ NLA in grade 10, and grade 12 students were 37% and 46.5% respectively. This shows that, although Addis Ababa education Bureau has been working on GEQIP to enhance students learning achievement, problems are still existing.

1.3.4. Internal Efficiency

The internal efficiency of an education system basically measures the number of years it takes a child to complete a particular cycle or level of primary and secondary education. Late entry, grade for age, grade repetition, and school dropout are indicators to understand the profiles of children who have already dropped out or are considered to have greater chances of dropping out. Dropout, repetition and completion rates are basic internal efficiency indicators. These indicators show the prevalence of significant efficiency gap in the system. The drop-out rate of pre-primary, primary (grade 1-8), secondary (grade 9-10) and preparatory (grade 11-12) in 2013/14 were 0.85%, 2.61%, 2.1%, and 3% respectively. One of the indicators to examine school children at-risk is repetition rate at primary and lower secondary level of education. This indicator measures the proportion of students who have remained in the same grade for two or more consecutive years by retaking the grade having either left it prematurely or returning for a second or third time. In this regard, the repetition rate of primary (grade 4-8) and secondary education (9&11) in 2013/14 was 8.8, and 4.28% respectively. In addition, the completion rate of grade 8 was 47%. This also shows the efficiency gap of the system. On the other hand, the data, collected in door to door assessment17, reveals that 14,586 and 2,605 school children in primary and secondary school dropped their education respectively-a fact which calls for an urgent intervention.

1.3.5. Management Capacity analysis
The ultimate purpose of the educational sector is to deliver quality education services to all students and to create effective management system through capacity building. In all sub cities, woredas and schools have important autonomy in the management of material, human and financial resources. Woredas allocate budgets to schools based on their planned needs and should provide school leaders and communities with the information that can help them to improve management decisions. Each structure has authority and responsibilities to discharge legal bounded duties. Even though appropriate structures, rules, regulation, processes have designed, we encountered poor management and maladministration.
Specifically, insufficient utilization of existing human, financial, time, and physical resources; minimum management capacities (planning, organizing, staffing, directing /leading and controlling); lack of strong EMIS and PMIS within the education structure; lack of reliable communication and information sharing within the Bureau, Sub-Cities, woredas and schools; unsatisfactory implementation of Education Development Army, good governance components and BSC; low involvement of females in management and leadership, high turnover of teachers and professionals were the main challenges. These challenges have contributed inability of providing education opportunity for OOSVC. Hence, the challenges should be alleviated to provide accessible, equitable and quality education for OOSVC. (ESDP V, 2015)

Section Two: Strategy Development Framework

2.1 Policy and Program priorities
The priorities of the education and training system in Ethiopia are to:

- Provide equal opportunities and participation for all, with special attention to disadvantaged groups
- Deliver quality education that meets the diverse learning needs of all children, youth and adults
- Develop competent citizens who contribute to social, economic, political and cultural development through creation and transfer of knowledge and technology
- Promote effective leadership, management and governance at all levels in order to achieve educational goals by mobilizing and using resources efficiently
- Assist children, youth and adults to share common values and experiences, and to embrace diversity

Education and Training Policy/ETP/ Priorities serve as foundation for ESDP V priorities. The priorities of ESDP V are also consistent with those of national and international agreements.
such as Education for All, the Sustainable Development Goals and the Convention on the Rights of the Child. ESDP V will involve a concentrated focus on a few select important policy priorities. These align with the priorities established in the second Growth and Transformation Plan (GTP-II).

The 5 priorities of the EDSP V are identified in Addis Ababa which based and derived on our key challenges of education system are:

- Priority Program/PP1: Improving Management and Capacity Building System
- Priority Program/PP2: Improving Quality in General Education
- Priority Program/PP3: Improving Internal Efficiency in General Education
- Priority Program/PP4: Promoting Access and Equity in General Education
- Priority Program/PP5: Increasing Integrated Functional Adult Education / IFAE/ in access and quality

2.2. Guiding Principles of OOSVC strategy Framework and program

The OOSVC strategy is guided by the following principles:

- Upholding and reinforcing learning benefit by involvement of families, parents, and community participation for OOSVC.
- Seeking to ensure the holistic needs of OOSVC.
- Equitable, accessible and quality education for all OOSVC.
- Inclusive approach addressing vulnerable and marginalized children, particularly children with special needs and economically disadvantaged.
- Inter-sectoral and integrated coordination among relevant ministries and organizations working on OOSVC care, rights, health, education and development.
- Community-based approach, cost-effectiveness, and feasible road map, with concrete action programmes that ensure that every OOSVC has, in the near future, access to care, education and development.
- Urban education strategy serving the needs of all groups of OOSVC from primary to Secondary school.

2.3. Rationale for the Comprehensive Strategy and programs framework of OOSVC

Ethiopia in general and city administration of Addis Ababa in particular needs a comprehensive approach to OOSVC Care and Education in order to ensure that all children reach their full potential.
Strategies building on existing policies, structures and resources and using evidence-based and low-cost interventions need to form the foundation for OOSVC. This calls for efforts and smooth cooperation among sector ministries. The policy framework must therefore offer a long-term perspective to all stakeholders involved, and at the same time provide an immediate and medium-term roadmap for joint and well-coordinated action. Moreover, existing policies and structures must be made more operational and strengthened for OOSVC, averting gaps.

2.4. The Existing Policy Context

The United Nations Convention on the Rights of the Child (CRC), adopted by the Transitional Government of Ethiopia (TGE) in December 1991, stipulates that the child’s right to education shall be directed to “the development of the child’s personality, talents and physical abilities to their fullest potential”. The World Conference on Education for All (EFA) that took place in Justine, Thailand, in March 1990, articulated the significance of the early years as the foundation for the life of an individual. As indicated in the Universal Declaration of Human Rights, the International Covenant on Economic Social and Cultural Rights and the CRC, the obligation of the member states is not limited to making education available and accessible to each and every child. Ethiopia’s policy documents on health, family, education and social welfare articulate statements that uphold the protection, care, health and optimal development of the child within their sphere of influence. The policies intersect at three points, namely (I) the intent to promote the child’s holistic development, by protecting him/her from any form of disabling diseases, or physical and psychological abuses, and creating an environment conducive to his/her optimal development; (ii) a recognition of the role and need for empowerment of the family in the harmonious development of the child; and (iii) an expressed commitment to address the needs of children requiring special protection (children with disabilities, children with HIV/AIDS, orphans, homeless and working children). The National Education and Training Policy developed in 1994 encompass overall and specific objectives, implementation strategies, from kindergarten to higher education. The development of this urban education strategy for OOSVC is; therefore, backed national and international conventions and declarations.

2.5. Why is an OOSVC strategy Framework necessary?

On the base of the above policy context that allows children the rights to get education opportunity and to have all social services as citizen, the existing sectoral guidelines relating to services for children are not supported by an overarching OOSVC care and education policy framework. In practice, the
services available for OOSVC are not only inadequate, but also fragmentary and lacking in coordination. This has resulted in poor utilization of the meager resources targeted for OOSVC. Consequently, most young children are deprived of appropriate care and learning opportunities. They are also exposed to different forms of abuses and to hazardous health conditions. If not addressed on time, such a state of affairs is bound to adversely affect the human resource development that is so critical for the country in general and the city administration in particular. This concern underscores the need to develop a new urban education strategy framework for OOSVC in Addis Ababa. With this framework the city administration of Addis Ababa expects to give all city OOSVC the best start; enhance the quality, accessibility and equitable distribution of services for OOSVC through more efficient partnerships and capacity-building programs.

**Strategy and programs framework to accommodate OOSVC**

<table>
<thead>
<tr>
<th>Strategic issues</th>
<th>Outcome indicator</th>
<th>Level</th>
<th>Baseline</th>
<th>5 years targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengthening Community based mobilization and awareness creation programs on OOSVC</strong></td>
<td>Active community involvement</td>
<td>Grade 1-8</td>
<td>14586</td>
<td>9000 - 5,586</td>
</tr>
<tr>
<td></td>
<td>No of Community members involved in supporting OOSVC</td>
<td>Grade 9-12</td>
<td>2605</td>
<td>1000 - 1605</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OOSVC</td>
<td>18490</td>
<td>12,000 - 6490</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 4-6</td>
<td>10,173</td>
<td>7,173 - 3,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 7-14</td>
<td>8,319</td>
<td>6319 - 2,000</td>
</tr>
<tr>
<td><strong>Applying intensified Alternative educational modalities</strong></td>
<td>Increasing access to education for OOSVC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increased number of enrolled OOSVCs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Special attention given to learning equity of OOSVC</strong></td>
<td>Equal learning opportunity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increased No of OOSVC in schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Increasing the role of teaching staff and school leadership in providing appropriate instruction. methodology</strong></td>
<td>Conducive teaching learning approach is in place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reduced no of drop outs and repetition rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designing likely hood programs OOSVC.</td>
<td>Poverty reduction program for OOSVC in place</td>
<td>Regular class room attendance of OOSVC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong leadership commitment in implementing urban education strategy</td>
<td>Improved academic performance of OOSVC</td>
<td>No of OOSVC attaining MLC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishment of boarding schools for OOSVC.</td>
<td>Accommodat ed OOSVC</td>
<td>Number of Established boarding schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>provision of sponsorship to OOSVC</td>
<td>Increased enrollment rate of OOSVC</td>
<td>No of OOSVC sponsored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expansion of ICT facilities for OOSVC</td>
<td>Increasing education quality for OOSVC</td>
<td>Number of schools equipped with ICT infrastructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of Strong guidance and counseling for OOSVC</td>
<td>Developing strong psychological makeup</td>
<td>Number of trained guidance and counselors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengthening bilateral and multilateral partnership and cooperation with funding agencies</td>
<td>Financial and material support for OOSVC in place.</td>
<td>No of schools equipped with materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational institutions link up with other sectors to safeguard OOSVC</td>
<td>Obtaining a harmonized and enabling school environment</td>
<td>No of linkages created among educational institutions and with other sectors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section Three: Strategy formulation/design

#### 3.1 Overall Objective of Urban Education Strategy for OOSVC
To enhance the well-being, learning opportunity and productivity of OOSVC in Addis Ababa through the provision of adequate, accessible, and quality education services as well as to foster their contribution to the development of country in general and the city administration in particular by providing strong support to the disadvantaged and vulnerable groups.

#### 3.2 Specific objectives of the Urban Education Strategy for OOSVC
- To Promote Community Mobilization and Empowerment techniques that help as guide line to solve the problems of OOSVC in Addis Ababa.
- To identify problems of children who are potentially at risk of dropping out of school.
- To pinpoint problems of school age children who are out of learning.
- To detect the learning problems of students with disabilities- To describe identified learning problems of students that provokes them to be out of school.
- To strengthen existing School initiatives for vulnerable children’s with attention paid to what is already being implemented within school locality.
- To avail comprehensive data of excluded children based on standardized and innovative statistical methods to provide evidence based support.

#### 3.3 Appropriate Urban Education Strategies

**Target Groups of out of learning children**
The children who are out of learning in Addis Ababa can be categorized into two Target groups for the strategic planning and operational purposes.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Status of OOSVC</th>
<th>Monitoring and Evaluation Activities Carried Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting regular and joint monitoring and evaluation</td>
<td>Updated data on the status of OOSVC</td>
<td></td>
</tr>
<tr>
<td>Provision of special learning materials for OOSVC</td>
<td>Availed special learning</td>
<td>No of schools equipped with special learning materials</td>
</tr>
<tr>
<td>Strengthening School feeding intervention for OOSVC</td>
<td>Healthy and productive learners</td>
<td>No of School currying feeding program</td>
</tr>
</tbody>
</table>
Target Group One: Children within schools at risk
- Comprises those students-with disabilities.
- Children from poor families.
- Orphans.

Target Group Two: Out of school children comprises
- Those children who dropped out of school.
- Children who had never been to school.
- Migrating children to Addis Ababa from different regional states.

3.3.1. Target Group One: Children within schools at risk
I. Students with disabilities

Priority issues:
- Wrong attitudes towards children with disabilities,
- Inadequate supply of basic services such as textbooks and teaching/learning materials, Braille, etc.
- Thoughtlessly prepared playgrounds for the children
- Inconsiderately designed story buildings of schools
- Inadequate supply of separate females and males’ latrines that comfort children with physical disabilities (restricted capability to perform particular activities).
- Poor conditions of school facilities
- Lack of appropriate infrastructure for children with disabilities
- Lack of trained teachers, teacher guides, and lab in the field.

Strategy Goal:
To enable children with disabilities exercise their right to learn and develop attitudinal change of the society towards them.

Strategies:
- Increase community, NGOs and CSOs based mobilization; awareness and advocacy to improve the learning opportunities.
- Strengthen bi-lateral and multi-lateral partnership and cooperation with funding agencies.
Fulfill the necessary inputs at school level.

Enhance enrolment, build confidence, and improve achievement and hopefulness among disabled children.

Adapting textbooks and teaching/learning materials to children with disabilities

Set a program of teachers Training that prompts learning among students with disabilities

Improving the current pocket money payment for SNE teachers who support student with disabilities at school level.

Establishing and strengthening welfare clubs/associations to play meaningful role to support the children with disabilities.

Establish a Special Corner at school in order to provide appropriate support for the children in need.

Provision of strong guidance and counseling service, on regular bases to realize expected change of behavior.

Establish School Based Case Management Program for OOSVC.

Launch Mentoring Program (One to One support program) for OOSVC

Strengthen Tutoring and Peer Tutoring program for at risk children

Create income generating opportunities for OOSVC.

Set up OOSVC Unit at each Sub-cities and Woredas.

Set cross-sectoral linkage to improve learning opportunities of OOSVC.

Develop participatory bottom-up planning at school level for OOSVC.

Allocate school based budget for OOSVC

**Targets:**

By 2021 all children with disabilities will be retained in school and exercise their right to learn withstanding the difficulties encountering them.

By 2019-all schools will have adapted Textbooks and Teaching/Learning Materials to Children with Disabilities.

By 2021 all girls with disabilities will be protected from harassment and sexual violence.
Key actions:
Design works of buildings, roads, botanical gardens, reference library, toilets, lounges, laboratories, sport playing field, etc. in the school will be made considering children with disabilities.

- Adjust formerly built buildings to a possible extent in favor of children with disabilities.
- Making interface agreement with associations, NGOs dealing with problems of disabilities.
- Collaboration with educational institutions, providing training sign language for all subject teachers
- Facilitating access to sensory stimulation learning materials and assistive devices
- Training community health workers and trainers who support other teachers at school level.

II. Students who are from poor family

Priority issues:

- Students from poor families run short of food, clothing, stationary materials and proper attention towards learning.
- Sexual Abuse Issues within and out of Schools
- Lack of Parental Care and suffer Household Poverty.
- The absence of a conducive home environment and lack of study space and facilities are also barriers linked to poverty.
- Among other barriers which impact negatively on children’s school attendance and performance are lack of parental encouragement for children to attend school regularly, migration of mothers and fathers for temporary employment, fathers’ alcoholism, neglect of children, and consequent emotional distress suffered by children.

Goal:
To enable poor students learn effectively by reducing economic barriers confronting them.

Strategies:
This strategy will help the children to concentrate on their studies and enjoy school life.

- Facilitate the learning possibility of the children from poor family by fulfilling their needs.
- Strengthen the ongoing feeding program and scaling- up to reach at all school level.
- Deliver guidance and counseling service
- Develop comprehensive profiles of excluded children based on standardized and innovative statistical methods.
• Improve use of resources by increasing efficiency and effectiveness of programs, particularly those targeted at disadvantaged groups.

• Establish **Metro Boarding Schools** at selected centers.

• Establish **School Based Case Management Program** for OOSVC.

• Launch **Mentoring Program** (One to One support program) for OOSVC

• Strengthen **Tutoring and Peer Tutoring program** for at risk children

• Create income generating opportunities for OOSVC.

• Set up OOSVC Unit at each Sub-cities and Woredas.

• Set cross-sectoral linkage to improve learning opportunities of OOSVC.

• Develop participatory bottom-up planning at school level for OOSVC.

• Allocate school based budget for OOSVC

**Target**

By 2021 the provision of educational materials will reach all children from poor families.

**Key actions:**

• consult both domestic and International NGOs dealing with child feeding

• Establish-community associations mainstreaing child protection

• Create school based welfare clubs that facilitate the system by which the needs are addressed

• Enhance the role of team work to mutual assistance.

• Supply them with stationery materials

**III. Students who are orphans**

**Priority issues:**

• Socio-cultural values are apparently barriers for orphans to school enrolment, retention, and completion.

• Violence against them in and out of school

• Absence of parental care towards learning

• Certain specific school policies and practices that make student fail to adequately address their needs

• Losses of parental affection

**Goal:**
To enable orphan students enjoy their right to learn by reducing the socio- cultural and economic problems.

**Strategies:**

- Improve the growth and the fate of orphan children by searching individuals who are willing to bring them up and proceeding their learning.
- This strategy helps orphan to gain their lost family affection and build confidence in their learning carrier.
- Searching for domestic adoptions and adoption assistances.
- Create access to boarding school.
- Integrating the life of the orphans with that of community.
- Provision of guidance and counseling service on regular bases.
- Establish **Metro Boarding Schools** at selected centers.
- Establish **School Based Case Management Program** for OOSVC.
- Launch **Mentoring Program** (One to One support program) for OOSVC.
- Strengthen **Tutoring and Peer Tutoring program** for at risk children.
- Form Volunteers Home Visit Group for OOSVC.
- Create income generating opportunities for OOSVC.
- Set up OOSVC Unit at each Sub-cities and Woredas.
- Set cross-sectoral linkage to improve learning opportunities of OOSVC.
- Develop participatory bottom-up planning at school level for OOSVC.
- Allocate school based budget for OOSVC.

**Target:**

By 2021 the enrolment of all orphans will be assured through alleviating socio- economic and cultural problems.

**Key actions:**

- Form a committee representing teachers, students and supporting staff of the school that Set a mechanism to find individuals or groups to adopt or/and render organized assistance.
- Finding boarding schools that accommodate orphans with sever need of shelter.
• Train teachers so as to guide and council these children entangled with lack of family affection

3.3.2 Target Group Two: OOSC-Out of School Children

Target group two- out of school children comprises those

• Children who dropped out of school.
• Children who had never been to school.
• Migrating children to Addis Ababa from different regional States.

I. OOSC-Children Dropped out of school

Priority issues:

They would be exposed to-

• juvenile delinquency
• Joblessness and family burden
• Victims of drug abuse
• Negative Peer pressure
• human trafficking
• escalate immoral practices
• Early and illegal pregnancy
• Addictions

Goal:

To bring back students to school and re-engage in learning.

Strategies:

• To bring back to learning those children who left school for different reasons by tackling the looming problems. This strategy assists children to be responsible citizens and avoid possible delinquency consequences.
• Establish community organizations which could encourage drop outs re- join schooling.
  ❖ Develop school based strategies to re-engage known dropouts group.
  ❖ Support the reintegration of dropouts in the class room.
  ❖ Enhance the engagement between schools and their local communities to follow up and shape them to the societies’ expectation.
• Commence need based **Distance Education Program** for grade level 5-10.
• Establish **School Based Case Management Program** for OOSVC.
• Launch **Mentoring Program** (One to One support program) for OOSVC
• Form Volunteers Home Visit Group for OOSVC.
• Addressing opportunity cost for OOSC.
• Create income generating opportunities for OOSVC.
• Set up OOSVC Unit at each Sub-cities and Woredas.
• Set cross-sectoral linkage to improve learning opportunities of OOSVC.
• Develop participatory bottom-up planning at school level for OOSVC.
• Allocate school based budget for OOSVC

**Target:**

By 2021 the school dropout rate will fall to 1%.

**Key actions:**

• Form committee comprising classmates or friends who can persuade the dropout student to rejoin school.
• To adjust a one to one counseling service and advisory system that may affirm retention of students
• Capacitate teachers so as to advise and change the mind of drop out students.
• Tune the role of team work to play a task of rehabilitation of OOSC.

II. **Children who had never been to school**

**Priority issues:**

• health problem
• labor abuse
• physical and mental disabilities
• poverty
• family concern
• Burden of responsibility
• Family break down
• being Orphans

**Goal:**
To provide education with compatible modalities.

**Strategies:**

Literature all out of school children and exercise their right to learn and preserve equity underlined in the education policy. These strategies bring about change of attitude and create better opportunity to cope with the modern world through learning.

- Give awareness to the community that every citizen has the right to learn.
- Gather and organize the vital registration data on out of school children.
- Group them to deliver education according to their interest and their favoring time.
- Strengthening the ongoing program, such as Integrated Functional Adult Education (IFAE), Alternative Basic Education (ABE) and government sponsored Evening Education.
- Develop flexible educational modality that best fits the need of those who had never been to school.
- Establish a standard that can make it equivalent to regular program.
- Establish **Mini Readiness School** program.
- Establish **School Based Case Management Program** for OOSVC.
- Launch **Mentoring Program** (One to One support program) for OOSVC.
- Form Volunteers Home Visit Group for OOSVC.
- Addressing opportunity cost for OOSC.
- Create income generating opportunities for OOSVC.
- Set up OOSVC Unit at each Sub-cities and Woredas.
- Set cross-sectoral linkage to improve learning opportunities of OOSVC.
- Develop participatory bottom-up planning at school level for OOSVC.
- Allocate school based budget for OOSVC

**Target:**

By 2021 all school age children will be enrolled in school.

**Key Actions:**

- Identifying the children through a door to door registration method.
- Prepare a discussion program to deal with learning commencement with agreed modalities in place such as ABE, FAL, evening and regular program.
• Prepare teaching centre based flexible educational program- that can address seasonal interruption of class room programs

III. Children who migrate to Addis Ababa from regional states

Priority Issues:
• Migrant seeking for jobs
• urban biases
• over age enrolment
• subject to labor exploitation
• lack of shelter
• exposed to street life

Goal:
To provide education through identifying compatible modalities

Strategies:
To provide a chance of education that otherwise can be lost by creating possible means of learning. This strategy will make them beneficiary in both learning and maintaining life style systematically.
• Initiate to learn and create a chance to be registered to any of educational modalities in their own interest.
• Motivate to group themselves in micro and small enterprises.
• Design multi-lingual teaching learning approach at early grade level.
• Establish School Based Case Management Program for OOSVC.
• Launch Mentoring Program (One to One support program) for OOSVC.
• Form Volunteers Home Visit Group for OOSVC.
• Create income generating opportunities for OOSVC.
• Set up OOSVC Unit at each Sub-cities and Woredas.
• Set cross-sectoral linkage to improve learning opportunities of OOSVC.
• Develop participatory bottom-up planning at school level for OOSVC.

Target:
• By 2021 all school age migrants will be enrolled in school
• By 2021 all out of school migrant children will be registered as soon as possible when they start living in the city
Key actions:
- Launch vital registration campaign.
- Agitating and mobilizing them to value their future fate through education.
- Allowing them to choose learning centers and modalities comfortable to their interest.
- Follow up and inspire them for attending regularly.

Section Four: Strategy implementation

4.1 Urban Education Implementation Strategies for OOSVC

4.1.1 Implementation Strategies for children with disability
- Design works of buildings, roads, botanical gardens, reference library, toilets, lounges, laboratories, sport playing field, etc. in the school will be made considering children with disability and formerly built buildings will be somehow, adjusted as far as possible.
- Making interface agreement with associations NGOs, dealing with problems of disabilities.
- In collaboration with educational institutions, Providing Training sign language for all subject teachers
- Facilitating access to sensory stimulation learning materials and assistive devices
- Training community, health workers and trainers who support other teachers at school level
- consult both domestic and International NGOs dealing with child feeding
- Establishing community associations’ main streaming child protection.
- Creating school based welfare club that facilitate the system by which the needs are addressed
- Enhance the role of team work to mutual assistance.
- Supply them with stationery materials

4.1.2 Implementation Strategies for children from poor family
- Consult both domestic and International NGOs dealing with child feeding and strengthening on gonging school feeding program.
- Establishing community associations mainstreaming child protection
• Creating school based welfare club that facilitate the system by which the needs are addressed
• Enhance the role of team work to mutual assistance.
• Supply them with adequate stationery materials

4.1.3 Implementation Strategies for Orphan children’s
• Establishing a committee representative from teachers, students and supporting staff of the school that Set a mechanism to find individuals or groups to adopt or/and render organized assistance.
• Finding boarding schools that accommodate orphans with sever need of shelter.
• Train teachers to guide and council these children entangled with lack of family affection

4.1.4 Implementation Strategies for out of school children
• Form committee comprising classmates or friends who can persuade the dropout student to rejoin school.
• To adjust a one to one counseling service and advisory system that may affirm retention of students.
• Capacitate teachers so as to advise and change the mind of drop out students.
• Tune the role of teamwork to play a task of rehabilitation of OOSC.
• Identifying those children, through a door-to-door registration mechanism.
• To prepare a discussion program to deal with learning commencement with agreed modalities in place such as ABE, I FAL, evening and regular program in schools.
• To prepare teaching center based flexible educational program- that can address seasonal interruption of classroom programs

4.1.5 Implementation Strategies for migrating children from regional states
• Agitating and mobilizing them to value their future fate through education.
• Allowing them to choose learning centers, and modalities comfortable to their interest.
• Follow up and inspire them for attending regularly.
• Launching a vital registration campaign
Section Five: Role and responsibilities of stakeholders on the implementation of urban education strategy,

Urban education Strategy needs understanding of different education Interventions that maximize the delivery of the program in integrated fashion. The proper organization and implementation of education for out of school children boosts access and equity. To this end, this urban education strategy seeks constantly to identify how different interventions can occur in a coordinated manner in Addis Ababa, and for ways in which opportunities for coordination and cooperation can be realized.

The urban education strategy is initiated by Addis Ababa Education Bureau and needs inter-sectoral coordination to its successful implementation. It demands effective partnership among the following Bureaus: Education, Health, Women and children affair, Labor and social affair, Construction and Housing Development, Micro and Small scale enterprise development, Water and sewerage Authority, and TVET Agency, Documents Authentication and Registration Agency. It is also essential to create partnership among their staff members. All these shall collaborate in planning, implementation, monitoring and evaluation of activities.

Establishing an institutional framework

Given that urban education strategy is dependent on the concerted action of a number of sectors (including Education, Health, Women and children affair, Labor and social affair, Construction and Housing Development, Micro and Small scale enterprise development, Water and sewerage Authority, and TVET Agency, Documents Authentication and Registration Agency, and other stakeholders, an institutional framework shall be established at all administrative levels to enable coordination of Urban education strategy at City, Sub City, Woreda and school levels. The establishment of the institutional framework will result in the establishment of coordination and cooperative works among the following stakes.

- Members of government sectors (Education, Health, Women and children affair, Labor and social affair, Construction and Housing Development, Micro and Small scale enterprise development, Water and sewerage Authority, and TVET Agency, Documents Authentication and Registration Agency) and other stakeholders.
- Development partners and humanitarian agencies.
- Communities (including members of NGOs, and community-based/faith-based organizations, indigenous self-help associations (Idir).
• Parent, student and teacher association.

The education sector will take the lead on planning, coordination and implementation of urban education strategy activities supported by other sectors and stakeholders.

The established coordination will:

• Ensure urban education coordination between different sectors and stakeholders at each level.
• Enable effective coordination between different administrative levels.
• Enable resource identification and allocation at different levels.

At each level, the following coordination structure will be established:

• A Steering Committee comprising of heads of Bureaus from Education, Health, Women and children affair, Labor and social affair, Construction and Housing Development, Micro and Small scale enterprise development, Water and sewerage Authority, and TVET Agency, Documents Authentication and Registration Agency; and relevant stakeholders.
• A Technical Committee charged with the day to day coordination of urban education strategy activities. Rather than creating any new structures to undertake this work, it is proposed that at each administrative level, existing structures should be identified that could take on this task.

The urban Education Strategy entails strengthened effort and cooperative work of all stakeholders at all levels. Therefore, the role and responsibilities of the stakeholders are stated as follow:

**Role and responsibilities of Education Bureau**

• Implement the strategy in harmonization with National Out of School children Program and Sustainable Development Goals (SDGs);
• Establish OOVC Schools/Centers and develop institutional capacity to practice activities stated in the urban education strategy;
• Integrate the efforts of stakeholders working in OOSVC education and areas to harmonize their activities;
• Capacitate supervisors, directors, etc to strengthen their leadership and make effective in their activities;
• Follow-up the incorporation of OOSVC issues in the strategies already developed or strategies to be developed in the future in the education sector;
• Work cooperatively with sectors and other stakeholders exerting efforts for OOSVC education access increment and effectiveness.
• mobilize activities of the society in collaboration with other concerned bodies for the promotion of OOSVC education;
• Conduct continuous assessment to reflect OOSVC, equality in the curriculum at all levels;
• Create well-established information system OOSVC issues in the sector coordinate and monitor continuously, and
• Give priority for urban education strategy by their education and training institutions and cluster centers;
• Conduct studies and publish findings on OOSVC education access and their effectiveness in all educational institutions
• Strengthen urban education strategy programs established in education and training institutions by manpower and finance;
• Design mechanisms to increase the number of OOSVC in schools;
• Create child friendly environment to OOSVC and children with disability who quite their education at all level of education institutions due to different reasons;
• Ensure the implementation of urban education strategy in all schools;
• Strengthen alternative basic education (ABE) and Integrated Functional Adult Education;
• Strengthen the existing welfare clubs that work on OOSVC
• Provide priority to attend their the grade education in government schools to those OOSVC and children with disability who successfully pass 8th grade and meet the criteria;
• Incorporate OOSVC focused counseling services in teacher training programs,
• Collect and store OOSVC related information, and support to conduct studies.

Role and responsibilities of TVET Agency

• Give priority for OOSVC in the training opportunities organized in their area,
• Strengthen OOSVC affairs steering committee established in training institutions by manpower and finance,
• Ensure the development and implementation of urban education strategy in training institutions,
• Increase the participation of OOSVC and children with disability in informal adult education programs,
• Provide at least one year for OOSVC who completed 10th grade and interested to attend training in technical and vocational education and training areas,
• Strengthen OOSVC guidance and counseling services,
• Provide special entrepreneurship and self-confidence building trainings for OOSVC and children with disability trainees to make them job creators and beneficiaries in their occupations,
• Strengthen the provision of counseling services on occupation selection for OOSVC and children with disability to enroll them in technical and vocational education and training,
• Collect and store OOSVC related information, and support to conduct studies.

Role and responsibilities of health Bureau
The health sector retains the responsibility for the health care of children, nutrition, water sanitation and hygiene issues, referral linkages and free health service fee for OOSVC. Other Bureaus also have important inputs to make as well. These sectors need to identify responsibilities and present a coordinated action to improve the health and learning outcomes from children. This can be achieved through, establishing an institutional framework, collaboration and networking, advocacy and resource mobilization, and monitoring and evaluation.

Role and responsibilities of Women and children affair Bureau
Women and children affair Bureau takes responsibility for the care of children, nutrition, water sanitation and hygiene issues, the provision of legal service and protection, wellbeing of OOSVC. It also works to improve the learning outcomes of OOSV children in the provision of learning materials and uniforms. It is also expected to mobilize the community to send OOSV children for learning.

Role and responsibilities of Labor and social affair Bureau
The Labor and social affair Bureau holds on the responsibility for the social wellbeing of street children. It also takes responsibility in the identification of OOSC, capacity building on child labor exploitation and trafficking.

Collaboration and networking
To implement and sustain comprehensive Urban education strategy, there is a need to partner and network with other stakeholders, including civil society, development partners, and the private sector which will be instrumental in contributing technical, financial, material and other resources.
Advocacy and resource mobilization
The urban education strategy coordinating Committee shall be responsible for:

- Advocacy for allocation of budget for urban education program and for creating awareness to the community through mass media and capacity building trainings.
- Resource mobilization and allocation.
- The other respective committees and taskforces shall also mobilize local resources for the planning and implementation of their own program.

Section Six: Monitoring and evaluation of the urban education strategy
Monitoring and continuous feedback will be a constant theme requiring the design of a performance monitoring framework that allows measurement of cost-effectiveness, benefits and implementation processes, and application of mid-course corrections.

- Activities and key actions indicated in the urban education strategy will be monitored and evaluated.
- Reports will be communicated informally and formally to the concerned bodies and organizations (stakeholders) quarterly.
- There will be a reliable record-keeping, information provision to managers on a regular basis.
- There will be a greater in-depth analysis on whether the urban education strategy has achieved its desired goals.
- Through Monitoring and evaluation, the progress of ongoing activities of OOSVC will be assessed and any constraints for early corrective action will be identified.
- Planning, monitoring and evaluation cycles will be implemented so as to accomplish the urban education strategy effectively.
- Allowing stakeholders to be involved in the process of monitoring and evaluation as significant role players in the urban education strategy at all levels of the implementation.
- Monitoring and evaluation will be conducted at regular, monthly and quarterly basis so as to measure the effectiveness and efficiency of the desired outcome of the urban education strategy.
## Section Seven: Costing, Financing and Implementation Action Plan

<table>
<thead>
<tr>
<th>Serial No</th>
<th>Strategies (ACTIVITIES)</th>
<th>RESPONSIBLE BODY (STAKEHOLDER)</th>
<th>KEY RESULTS TO BE EXPECTED</th>
<th>COSTING</th>
<th>Financing source</th>
<th>Implementation PERIOD (2017-2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organizing validation workshop</td>
<td>Strategy development team</td>
<td>Consensus developed on Urban education strategy document for OOSVCs</td>
<td>100,000</td>
<td>Government</td>
<td>1st Q</td>
</tr>
<tr>
<td>2</td>
<td>Launching the designed strategy to the stakeholders</td>
<td>Education bureau</td>
<td>Awareness created on the OOSVC strategy</td>
<td>300,000</td>
<td>Government</td>
<td>1st Q</td>
</tr>
<tr>
<td>3</td>
<td>Restructuring and Strengthening existing steering committee, Set up OOSVC Unit at each Sub-cities and Woredas. Set Volunteers Home visit group</td>
<td>Education bureau, sub cities, woredas, government schools</td>
<td>Restructured and Strengthened Steering committee in place</td>
<td>200,000</td>
<td>Government</td>
<td>2nd Q</td>
</tr>
<tr>
<td>4</td>
<td>Strengthening Community based mobilization and awareness creation programs on OOSVC</td>
<td>Education bureau and stake holders</td>
<td>Active community involvement</td>
<td>500,000</td>
<td>Government</td>
<td>Each Q</td>
</tr>
<tr>
<td>5</td>
<td>Applying intensified Alternative educational modalities e.g., IFAL , ABE, Mini Readiness School, Distance Education, Evening Education, Metro Boarding School</td>
<td>Education bureau, sub city woredas and stake holders</td>
<td>Increased access to education for OOSVC</td>
<td>9 million</td>
<td>GOV’t NGOs, CSOs, community</td>
<td>Each Q</td>
</tr>
<tr>
<td>6</td>
<td>Special attention given to learning equity of OOSVC</td>
<td>Education bureau, sub city woredas education offices</td>
<td>Equal learning opportunity</td>
<td></td>
<td>GOV’t NGOs, CSOs, community</td>
<td>Each Q</td>
</tr>
<tr>
<td>7</td>
<td>Enhancing the role of teaching staff and school leadership in providing appropriate instruction.</td>
<td>Education bureaus and schools</td>
<td>Conducive teaching learning approach is in place</td>
<td>Imillion</td>
<td>Gov’t</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Designing lively hood programs for OOSVC</td>
<td>City Administration, Education bureaus and NGOS</td>
<td>Economic crisis reduction program for</td>
<td></td>
<td>Gov’t</td>
<td></td>
</tr>
<tr>
<td>Serial No</td>
<td>Strategies (ACTIVITIES)</td>
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<tr>
<td>9</td>
<td>Developing Strong leadership commitment in implementing urban education strategy</td>
<td>Education bureau, sub city woredas education offices</td>
<td>♦ Improved leadership support in the implementation of OOSVC</td>
<td>1 million</td>
<td>Gov’t</td>
<td>2017 2018 2019 2020 2021</td>
</tr>
<tr>
<td>10</td>
<td>Establishing well equipped Metro Boarding Schools for OOSVC</td>
<td>City Administration, Education bureaus and NGOS</td>
<td>♦ Accommodative learning and living environment for OOSVC</td>
<td>200 million</td>
<td>GOV’t NGOs, CSOs, community</td>
<td>2017 2018 2019 2020 2021</td>
</tr>
<tr>
<td>11</td>
<td>provision of sponsorship to OOSVC</td>
<td>Education bureaus and NGOS</td>
<td>♦ Increased enrolment rate of OOSVC</td>
<td></td>
<td>NGOs</td>
<td>2017 2018 2019 2020 2021</td>
</tr>
<tr>
<td>12</td>
<td>expansion of ICT facilities for OOSVC</td>
<td>City Administration, Education bureaus and NGOS</td>
<td>♦ Improved education quality for OOSVC</td>
<td>700,000</td>
<td>Gov’t</td>
<td>2017 2018 2019 2020 2021</td>
</tr>
<tr>
<td>13</td>
<td>Provision of Strong guidance and counseling service, Establish School Based Case Management Program for OOSVC. Launch Mentoring Program</td>
<td>Education bureau, sub city woredas education offices and schools</td>
<td>♦ Developed strong psychological makeup among OOSVC</td>
<td>500,000</td>
<td>Gov’t</td>
<td>2017 2018 2019 2020 2021</td>
</tr>
<tr>
<td>14</td>
<td>Strengthening bilateral and multilateral partnership and cooperation with funding agencies</td>
<td>City Administration, Education bureaus and NGOS</td>
<td>♦ Financial and material support for OOSVC in place.</td>
<td>650,000</td>
<td>Gov’t NGOs</td>
<td>2017 2018 2019 2020 2021</td>
</tr>
<tr>
<td>15</td>
<td>Educational institutions link up with other sectors to safeguard OOSVC</td>
<td>Education bureau, sub city woredas and stake holders</td>
<td>♦ Obtained a harmonized and enabling school environment</td>
<td>300,000</td>
<td>Gov’t</td>
<td>2017 2018 2019 2020 2021</td>
</tr>
<tr>
<td>16</td>
<td>Conducting regular and joint monitoring and evaluation</td>
<td>Education bureau, sub city woredas and stake holders</td>
<td>♦ Updated data on the status of OOSVC</td>
<td>200,000</td>
<td>GOV’t</td>
<td>2017 2018 2019 2020 2021</td>
</tr>
<tr>
<td>17</td>
<td>Provision of special learning materials for OOSVC</td>
<td>Education bureau, sub city woredas education offices and NGOS</td>
<td>♦ Availed special learning materials</td>
<td>5 million</td>
<td>GOV’t NGOs, CSOs, community</td>
<td>2017 2018 2019 2020 2021</td>
</tr>
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<tr>
<td>18</td>
<td>strengthening School feeding intervention for OOSVC</td>
<td>Education bureau, sub city woredas education offices, NGOs and stakeholders</td>
<td>Healthy, productive and effective learners</td>
<td>10 million</td>
<td>GOV’t NGOs, CSOs, community</td>
<td>2017</td>
</tr>
<tr>
<td>19</td>
<td>Design multilingual teaching learning approach at early grade level.</td>
<td>Education bureau, sub city woredas education offices and schools</td>
<td>OOSVC with mother tongue problem enrolled</td>
<td>10 million</td>
<td>GOV’t NGOs, CSOs, community</td>
<td>2017</td>
</tr>
</tbody>
</table>