

**NATIONAL STRATEGY
AND
IMPLEMENTATION FRAMEWORK
FOR OUT OF SCHOOL CHILDREN (OOSC)**



MINISTRY OF EDUCATION

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i. Acronyms

CCGs	Community Care Giving Centres
CBR	Community Based Rehabilitation
CEE	Complementary Elementary Education
CSO	Civil Society Organization
CWC	Child Wellbeing Committee
ECCE	Early Child Care & Education
EFA	Education For All
EIC	Education Information and Communication
EMIS	Education Management Information System
EPHS	Eritrea Population and Health Survey
GER	Gross Enrolment Ratio
GoSE	Government of the State of Eritrea
GPI	Gender Parity Index
ICT	Information and Communication Technology
KG	Kindergarten
MDG	Millennium Development Goal
MoE	Ministry of Education
MoI	Ministry of Information
MoH	Ministry of Health
MoLSW	Ministry of Labour and Social Welfare
NE	Nomadic Education
NER	Net Enrollment Ratio
NEP	National Education Policy
NFE	Non-Formal Education
NRS	Northern Red Sea
NSO	National Statistics Office
NUEW	National Union of Eritrean Women
NUEYS	National Union of Eritrean Youth and Students
OOSC	Out Of School Children
OOSCI	Out of School Children Initiative
OVC	Orphans and Vulnerable Children
PFDJ	People's Front for Democracy and Justice
PRC	Pedagogic Resource Centre
PTSA	Parents, Teachers, and Students Association
RCCGCs	Rural Community Care Giving Centres
SDG	Sustainable Development Goal
SRS	Southern Red Sea
WASH	Water Sanitation and Hygiene

ii. Executive Summary

The National Charter (1994) recognizes that education is a right for all citizens. This is unequivocally reiterated in the National Education Policy (2010) which states that “education in Eritrea is a fundamental human right and a lifelong process by which all individuals are given opportunities to attain their full potential...” Hence, education is recognized as a crucial pillar for the sustainable and effective socio-economic and political development of the country. Moreover, the Government of the State of Eritrea (GoSE) is committed to meet the Sustainable Development Education Goal (SDG-4), and is working towards providing free and compulsory quality education to all school-age children, removing all barriers to learning and offering equal opportunities to all learners, irrespective of differences in ethnicity, gender, religion, social class, geographic location or disability.

The extensive country study conducted in 2016 on Out of School Children (OOSC) demonstrated that there are over 220,596 children out of school (at all levels of the education system) of which the majority are girls. There are also considerable numbers of children at risk of dropping out due to various reasons. The study further identified the major barriers and bottlenecks for children’s exclusion from school.

In this strategic paper OOSC includes children who are at school but at risk of dropping out, children who are not in school (have attended at some point but dropped out), and school age children who are not in school (have not attended yet but might enroll late) and those who are not in school and might never enter.

The National Strategy on OOSC is a holistic framework that reflects the commitment of the Eritrean Government to help children who have never been to school or have dropped out due to different barriers. It articulates the principles, strategic objectives, actions, coordination mechanisms, and resources that will ensure effective implementation of the recommended strategies that support OOSC to get educational opportunities.

The key strategic focus areas are: an improved policy and legal environment to promote children’s right to education; improved access to quality education, changing negative social norms (such as underage marriage, disability bias...etc.) that hamper children from schooling, as well as coordination, monitoring and evaluation mechanisms for the effective implementation of the strategy.

The OOSC strategy that is currently spearheaded by the Ministry of Education focuses on the following interventions:

- Make pre-primary education compulsory for all children aged 5.
- Consider the use of primary school premises to offer pre-primary education and lower secondary education.
- Diversify education provision with flexible calendars and modes of delivery to address the learning needs of children in nomadic and other scattered settlements.
- As part of the non-formal education system, expand and enhance the existing Complementary Elementary Education (CEE) initiatives to promote equitable access to education for overage children in remote and underserved areas.
- Ensure the effective utilization of existing boarding schools and provide para boarding facilities in areas of need, with particular attention to girls' increasing participation at the lower secondary level of education.
- Compile comprehensive data on children with disabilities and other vulnerable groups so that their needs can be addressed in more systematic and equitable ways.

1. Introduction

The national education policy and provision of education in Eritrea is guided by the country's long standing principle of social justice. This principle is enshrined in a number of government social and economic policy documents. The National Charter (1994), for example, perceives education as a key input towards equitable socio-economic development and human capital formation. Within this framework, the National Education Policy (2011) has mapped out strategies and interventions to facilitate equitable access to quality learning. Educational provision in Eritrea is also guided by the country's commitment to international obligations, such as the Convention on the Rights of the Child, and the Sustainable Development Goals.

Against this background, it can be claimed that considerable achievements have been made to improve the education system, both in terms of access and quality. Within the parameter of access, concerted efforts have been made to build more schools, enrol more students and recruit more teachers. In formal schools, enrolments increased from 244,450 in 1992/93 to 591,753 in 2016/17, a growth of 142%. Disaggregated, this means an increase of 88%, 456% and 174% at the primary, lower secondary and upper secondary levels respectively. Within this context, the focus of the Ministry of Education has been to extend basic education to rural and other disadvantaged areas of the country. These efforts have created a situation where today 80% of primary schools and 72% of lower secondary schools are located in rural communities (MOE, 2013).

Improving quality has primarily focused on reforming the curriculum, supplying appropriate textbooks, improving the infrastructure and upgrading the academic and professional competence of teachers. In addition, efforts have been made to improve the student-teacher ratio and to ensure that students acquire the nationally set levels of knowledge and skills by allocating ample instructional time.

Despite the progress made in rehabilitating and expanding the education system in the last two decades, there are still critical issues and overriding concerns, such as, the low level of enrolment in pre-primary education, regional disparities in student enrolments at all levels in the school system, wide gender disparities in access to schooling among the regions, limited access and progression for children with disabilities, children from nomadic communities and children living in geographically hard to reach areas, and below target levels of learner performance as indicated by national assessment surveys.

Such concerns correspond with the wider task of achieving basic education for all. This in turn reinforces the need for the development of evidence based policy and program interventions with a view towards addressing the barriers which keep children away from school.

1.1 Data Collection Method

Data collection for the preparation of this strategic paper entailed rigorous processes, namely:

- Conducting consultative meetings with stakeholders at national, regional and sub-regional levels to solicit and discuss their inputs in the preparation of the OOSC strategy;
- Review of government policy and other documents on education;
- Review of program documents of government ministries and civil society organizations (CSOs) and
- Extensive review of literature on OOSC (national and international), including the country study on OOSC conducted in 2016 in Eritrea.

1.2 Guiding Principles

Principle of Social Justice: according to the government’s National Charter (GoSE, 1994), education in Eritrea is based on social justice, i.e. the provision of equitable and quality education to all citizens is of high priority. To this end, the education system strives to achieve the desired results for all. Those disadvantaged in any way will be supported to complete their education by various means of affirmative action or positive discrimination as a temporary measure, until a level playing field is created. Social justice requires that there should be equality of results among learners from the educational opportunities open to all. Equity is therefore an enduring commitment of the government.

Global Sustainable Development Agenda: The strategy also strives to achieve the Global Sustainable Development Agenda, which demands that governments ensure “*equitable and inclusive quality education and lifelong learning for all by 2030*” (SDG-4) and “*achieve gender equality and empower all women and girls*” (SDG-5).

2. Situation of OOSC in Eritrea

The UNESCO Institute for Statistics defined out-of-school children as “children of pre-primary, primary or lower secondary school age who are not enrolled in primary or secondary education. Out-of-school children are also categorized into those who have never been to school, despite having the appropriate age to enroll, or those who dropped out for various reasons. According to the 2015 Global Initiative on Out-of-School Children report entitled “Fixing the Broken Promise of Education for All,” around 58 million primary school age children (ages 6 to 11) are out of school worldwide.

As part of the Global Initiative for Out of School Children, an extensive country study was conducted in Eritrea in 2016 with the aim of reducing the number of out-of-school children through identifying their distribution and the critical reasons for their exclusion. The findings showed that the majority (73%) of age 5 children are excluded from early childhood education and other school readiness programs. There are marginally more male children (73.1%) in this age group who are out of school in comparison with female children (72.9%) of the same age group. However, there is a considerable difference between rural and urban areas, with almost 84% of pre-primary school age children out of school in rural locations in comparison with 48.5% for urban locations. In addition, the study found out that a large number of children from the poorest wealth quintiles are not attending pre-primary education in contrast to children from the richest wealth quintiles. It also demonstrated that children from the poorest wealth quintiles are seven times more likely to be out-of-school than their peers in the richest quintiles.

The findings also showed that, compared to the total population of pre-primary school age children in the country, participation is still very low and the ECCE centres owned by the government and the private sector are inadequate to meet the demand. Besides, 55% of pre-primary school centres are situated in only two regions (Maekel and Debub) out of the six administrative regions of the country, which shows significant regional disparities in access.

The problem of pre-primary aged out of school children is prevalent across the entire country. It is only in the Maekel region that the percentage of in-school pre-primary school age children (59.6%) is more than those out of school (40.4%). It is notable that the problem of pre-primary age children out of school is severe in Gash Barka with 90.5%, Northern Red Sea with 85.9%, Southern Red Sea with 82.2%, Debub with 77.4% and Anseba 69.67%. Therefore, this is an area where the government needs to put greater emphasis on improving access in disadvantaged communities through innovative approaches to expand early learning opportunities through out the country.

The percentage of primary school children who are out of school (19%) is markedly lower than the figure for the lower secondary level (40.9%), suggesting supply side constraints at the lower secondary school level. Within the context of this situation, the rural –urban dichotomy is very apparent. Both at

the primary and lower secondary school levels, significantly more rural children (23% primary; 57% lower secondary) are out of school in comparison with urban children (9% primary; 11% lower secondary). In addition, there are disparities in the rates of exclusion by wealth, with more children out of school from poorer backgrounds. In terms of gender, there is a gap between the percentage of males (17%) and females (21%), and this gap widens at the lower secondary school level (male 37%; female 45%).

Based on these analyses, 19.0 % (65,063) of primary school age children, comprising 17.06% (30,613) males and 21.14% (34,450) females are out-of-school. The overall primary level gender parity index (GPI) of 0.86 implies that girls are under-represented at the primary level and the percentage of primary school age out-of-school female children overweighs that of their male counterparts.

Furthermore, the findings showed that regional disparities in primary level exclusion rates are high. The Maekel region, which has 5.05% (2,485) out of school children, is rather an exception. The highest proportion of children who are out of school at primary level are found in regions recognized as the domiciles of most of the nomadic and semi-nomadic communities, such as Gash Barka with 27.39%, Southern Red Sea with 24.87%, Northern Red Sea with 20.80% and Anseba with 19.44%.

In general, 79.58% of children of primary school age whose parents had had no formal education at all are out-of-school, compared to around 19.42% of children whose parents had had at least some or had completed primary education. Similarly, 86.50% of children of lower secondary school age whose parents had had no formal education at all are out-of-school, compared to around 9.29% of children whose parents had had at least some or had completed primary education.

Some of the barriers identified in the report that relate to the problem of out of school children can be categorised into an enabling environment, demand, supply and quality. Considering the enabling environment in general, there is a strong political will to make basic education available to all. Within the framework of this policy priority, primary education has been identified as the cutting edge for achieving basic education for all. However, there is a policy gap with respect to the status of pre-primary education in the Eritrean education system. Although, pre-primary education is “part and parcel” of basic education, it is not clear whether this provision is free and compulsory for all children aged four to five.

The OOSC country study indicated that the main barriers to school participation on the demand side are household poverty, negative socio-cultural beliefs and practices (particularly in relation to girls), low levels of parental and community awareness on the value of education, underage marriage, the nomadic and semi-nomadic lifestyles of some communities and scattered villages and settlements. Most of these

barriers affect rural communities and they do interact to generate a multiplicity of barriers which rural children encounter in accessing and staying in school.

Among the supply barriers, the shortage of schools and classrooms is a major constraint to educational participation. This is more severe at the pre-primary and lower secondary school levels. In spite of the efforts made to expand access to schooling in rural areas, there are remote villages and scattered settlements which are still unserved or underserved. In remote rural areas, the prospect of travelling long distances to school adversely affects the participation of children in education, particularly that of girls and children with disabilities. Another supply side constraint is the inadequate recruitment and deployment of teachers. Lack of adequate supply of water and sanitation facilities also emerge as obstacles to healthy learning environments.

With respect to the quality related barriers, the study showed that there are a number of unstable school structures in some rural areas of the country. The shortage of professionally qualified teachers and limitations in the provision of adequately trained school management and supervision personnel constitute another part of the quality related bottlenecks. These constraints, along with the insufficient supply of appropriate learning facilities and resources, can have the effect of undermining student progression and achievement in school. Low achievement can lead to class repetition and being overage for a grade, which in turn become risk factors for dropping out.

3. Strategic Framework

The Government's OOSC strategy by and large seeks to provide a guided vision and direction to the MoE, line Ministries, development partners, and all other stakeholders that are committed to creating equitable access and inclusive quality education for all children who are out of school.

3.1 Goal:

The overall goal of this paper is to propose a strategic approach for increasing access to and improving the quality of education in pre-primary, primary and lower secondary education in the coming five years (2019-2023) by enrolling 220,596 already identified OOSC.

3.2 Strategic Areas of Focus

1. Expanding access to equitable and quality education for all pre-primary age children (age-5) by making pre-primary education free and compulsory.
2. Protecting children who are at risk of dropping out.
3. Creating access to inclusive, equitable and quality education for children with disabilities.
4. Introducing alternative education for children from nomadic, and semi-nomadic communities and for overaged children.
5. Improving girls' participation and performance in education through community mobilization.

3.3 Key Target Groups

- Children with no early learning opportunities focusing on age 5
- Over aged children (i.e. those who are older than the grade level by 2 or more years) particularly girls (age 10 – 14)
- Boys and girls with disabilities
- Primary and lower secondary school age (6-14) boys and girls in remote rural areas
- Boys and girls in nomadic and semi-nomadic communities
- Children at risk of dropping out of school, particularly girls
- Children travelling long distances to school
- Orphans and other vulnerable children (OVC's).

3.4 Proposed Strategic Interventions

3.4.1 Strategic Focus Area 1: Expanding Access to Equitable and Quality Education for All Pre-primary age Children

The country study on OOSC (2016) revealed that 73% (64,133) of children aged five are out of the education system. The study further clarified that the barriers which contribute to this huge number of OOSC include: the policy gap in making pre-primary education part and parcel of (free and compulsory) basic education, limited or poor infrastructure, scattered settlements, and parents' lack of awareness about the importance of early learning. With this in mind, this strategy paper proposes the following

actions to be taken as priorities in the coming five years (2019-2023) in order to address the learning needs of this large number of excluded children.

- Taking the necessary steps by the government to make one year of pre-primary education free and compulsory for all children aged 5.
- Strengthening coordination among the various stakeholders and reviving the former ECD steering committees at the national, regional and local levels.
- Mobilising resources for pre-primary education.
- Building standard pre-primary schools with adequate learning materials and facilities.
- Integrating pre-primary education centres with primary school premises by building additional classes in primary schools.
- Strengthening the existing KGs and Rural Community Care Giving Centres with adequate learning materials and facilities
- Integrating parenting education with adult education programs, such as the literacy program, to advocate among parents for the early learning of their children.
- Upgrading the existing KG and RCCGC teachers and recruiting new qualified teachers
- As a long-term intervention, introducing a framework that obliges schools to enrol only children who had completed pre-primary education.
- Introducing free school meals with the support of the communities to enrol children from poor households.
- Strengthening pedagogic resource centres.
- Ensuring a sustainable supply of qualified teachers.

3.4.2 Strategic Focus Area 2: Protecting Children who are at Risk of Dropping Out

Exclusion from pre-primary education, late entrance to school, repeating grades, travelling long distances to school (particularly for girls and small children), being over aged, and having poor family backgrounds are the major factors that push children out of school. Hence, the following preventive interventions must be taken:

- Establishing an adequate number of feeder schools to minimize the home to school distance, particularly in remote and geographically harsh areas
- Providing school feeding or free meals for the poor and for children who travel long distances under harsh climatic conditions.
- Closely studying every student's background and identifying the reasons that put him/her at risk of dropping out (absenteeism, repeating classes etc.)

- Offering cash and material support for children at risk of dropping out due to economic challenges
- Making the school environment student friendly through establishing toilets and running water facilities and improving school infrastructure to minimize the risk of dropping out
- Strengthening communication between parents and the school to minimize the risk of dropping out
- Organizing supportive programs through extra classes or peer education for repeaters and poor performers
- Integrating lower secondary with primary premises through building extra classes

3.4.3 Strategic Focus Area 3: Creating Access to Inclusive Quality Education to Enroll Children with Disabilities at All Levels

Absence of comprehensive data on disabled children, lack of convenient infrastructure for children with disabilities or inaccessible school buildings and the negative attitude of parents towards educating children with disabilities (stigmatization) are the main barriers that exclude disabled children from school. Coordination among the concerned stakeholders is also very weak and this aggravates the situation. Therefore, to improve the current situation and to create equal educational opportunities for disabled children, the following actions must be taken:

- Conduct a comprehensive survey in collaboration with all stakeholders to identify the disabled children.
- Organize campaigns and continuous sensitization programmes that would be run by MoE in partnership with all its stakeholders for the families of disabled children to send their children to school.
- Create strong coordination among all the stakeholders at the national, zoba and sub-zoba levels to work jointly to address the learning needs of disabled children.
- Establish standard schools that promote inclusiveness (e.g. the availability of toilets for disabled children) and establish separate classes that addresses their special needs.
- Provide sufficient learning materials to disabled children (Braille, bicycles or donkeys for transportation and other supportive materials)
- Offer cash and material support to disabled children from poor households
- Reinforce EMIS to capture more data on out of school children by training qualified EMIS personnel at the school level.
- Establish special class-rooms in pre-primary, primary and lower secondary schools that can serve as resource centres for children with special needs.
- Train teachers on inclusive education to provide support to children with disabilities

- Develop the capacity of Child Well Being Committees (CWCs) and Community Based Rehabilitation (CBR) in collaboration with MoLSW to identify and enrol children with disabilities.
- Promote safety mechanisms of disabled children
- Introduce income generation for the families of disabled children

3.4.4 Strategic Focus Area 4: Improving Girls' Participation and Performance in Education

Some parents, particularly in rural communities, do not see the value of sending girls to school. They tend to send male children to school while keeping female children at home. Negative socio-cultural beliefs and practices, such as child marriage, as well as long and risky distances to school are other major factors that push girls out of the education system. Therefore, the following actions must be taken to enrol and retain girls in school:

- Conducting continuous house to house community sensitization to enrol more girls in school
- Establishing more boarding and para-boarding schools in remote rural areas
- Supporting girls at the lower secondary level to live with nearby relatives around the school and cover some of their expenses
- Ensuring the security and safety of girls at school and in its environment.
- Recruiting model female teachers from communities so as to motivate girls to continue their education
- Enforcing and advocate for the law against child marriage in partnership with MoJ , the local administration and other stakeholders
- Providing cash incentives to girls who successfully join secondary schools.
- Strengthening coordination among all stake holders to ensure the enrolment of girls' in school
- Introducing legal mechanisms to oblige families who do not send their daughters to school through developing education act.
- Ensure the availability of toilets and running water facilities in all schools.
- Encouraging community elders and village administrators to be models by sending their girls to school
- Providing prizes/recognition/ incentives to communities/ schools that enrolled the largest number of OOSC in specific geographical areas.
- Celebrating literacy day at village level every year
- Engaging educationally successful individuals in communities to change negative attitudes towards education

3.4.5 Strategic Focus Area 5: Expand Alternative Education for Out of School Children

Overage children, nomadic and semi- nomadic children, and children from poor households may not be able to benefit from the formal education programs. Hence, some sort of alternative opportunity must be put in place to educate these OOS children. Some of the possible alternatives are:

- Advocate for and support the resettlement of scattered communities in partnership with all concerned bodies, so that these communities can benefit from all social services, including education.
- Arrange alternative academic calendars which fit the living conditions of children in nomadic and semi-nomadic communities.
- Strengthen and expand Complementary Elementary Education centres to enrol over age children (age 9 – 14),
- Introduce mobile schools to address educational needs for nomadic children where feasible and provide incentives for the children
- Provide incentives to model teachers who travel long distances to reach OOSC
- Introduce vocational skills training programs for dropouts, repeaters and overage children by establishing vocational corners in the schools and/or within the communities.
- Conduct continuous awareness raising campaigns at the community and household levels in partnership with all stakeholders
- Strengthen the capacity of Parents Teachers Students Association (PTSAs) in mobilising communities to enrol OOSC.

3.5. Coordination Framework

The implementation of the OOSC strategy is premised on a holistic approach involving multiple partners and key actors at all levels. It is a shared responsibility of all line ministries, civil society organisations, PFDJ, assemblies, communities, parents, and development partners. The MoE is the overall coordinator for the implementation of the OOSC strategy.

Since the issue of out of school children involve many sectors, sub-sectors and other partners there is a need of formation of a technical committee at national level under the umbrella of the Ministry of National development that lead the implementation, monitoring and evaluation of the program.

Moreover, the intervention in this strategy will be prioritised and the emphasis will be on expanding and strengthening the existing school infrastructures to minimise the cost and enrol as many OOSC as possible.

Key stakeholder and actors

Key stakeholder and actors	Roles and Responsibilities
Ministry of Education	<ul style="list-style-type: none"> - The main coordinator in the implementation of the strategy - Providing overall leadership, coordination, monitoring and evaluation. - Capacity building of teachers and school directors - Provision of school facilities - Constructing school infrastructure - Establishment of PTSAs - Identifying children who are at risk of dropping out - Develop education act that increases the enrolment of OOSC
Ministry of Labor and Social Welfare	<ul style="list-style-type: none"> - Identifying vulnerable children (orphans, disabled children and children from poor families) - Supporting in the collection of data on disabled children and OVC. - Coordination of relevant civil societies and local NGOs (such as the NAIDE) to address the learning needs of disabled and the OVCs - Provision of financial assistance/material assistance in partnership with MoE - Provision of psychosocial assistance - Conducting community awareness on the right of child to education
Ministry of National Development	<ul style="list-style-type: none"> - Coordination of all line ministries - Mobilisation of resources and allocation by inviting and organising development partners - Supporting MoE in projects development - Support joint program monitoring and evaluation - Ensure the effective management of resources
Ministry of Justice	<ul style="list-style-type: none"> - Ensuring the enforcement of the laws on child marriage, FGM/C and child labour

	<ul style="list-style-type: none"> - Supporting MoE in developing education act that minimizes dropping out of school.
Ministry of Health	<ul style="list-style-type: none"> - Screening the health of children, and especially disabled children - Conducting and strengthening on creating awareness on issues such as early marriage FGM...etc - Ensure the hygiene and sanitation of school children - Support in enforcement of laws against harmful traditional practices - Supporting MoE in capacity building regarding school health
National Union of Eritrean Women	<ul style="list-style-type: none"> - Campaigning against early marriage and other harmful traditional practices - Disseminating the value of education to mothers - Conducting vocational training to support girls' economic empowerment and to help adolescent girls to stay in school
National Union of Eritrean Youth and Students	<ul style="list-style-type: none"> - Mobilizing the youth to sensitise communities on sending children to school
Ministry of Local Government Zoba and Sub-zoba and Local Administration	<ul style="list-style-type: none"> - Coordinating the OOSC strategy at the zoba, sub-zoba and community levels. - Resettling scatted population groups and providing them with essential social services
Parent Teacher Student Association	<ul style="list-style-type: none"> - Following-up children who are at risk of dropping out - Supporting schools in identifying OOSC and children who are at risk of dropping out - Supporting schools in community mobilization to promote greater awareness about the value of education
Peoples Front for Democracy and Justice	<ul style="list-style-type: none"> - Organizing meetings and seminars that advocate for the education of all children. - Conduct coordinated sensitisation meeting at all levels
Development partners	<ul style="list-style-type: none"> - Resources mobilisation <ul style="list-style-type: none"> o financial funds,

	<ul style="list-style-type: none"> ○ teaching learning materials, ○ Supplementary reading materials ...etc. - Provision of technical support - Support in joint monitoring
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3.6. Implementation, Monitoring and Evaluation Framework

In order to fast track it and give particular attention, the national Out Of School Strategy will be mainstreamed into the existing education management system. The regional education offices will give due emphasis to the initiation, and consolidation of the Out of School Strategy in their respective regions. Within the MOE, the concerned Departments will continue to oversee and provide direction to the effective implementation of this strategy.

The implementation of the strategy will be monitored continuously and assessed periodically. The monitoring and evaluation system will be integrated into regular programming. The MoE, in collaboration with other stakeholders will develop a monitoring framework to monitor and track both intervention-level indicators and results-level indicators.

Following is the detailed five-year implementation framework (2019 – 2023)

IMPLEMENTATION FRAMEWORK (2019 – 2023)

Activity	Performance Indicator			Expected No. of OOSC enrolled	Responsible Unit	Budget in USD
	Indicator	Base - Line	Target			
Strategic focus area 1:- Expanding access to equitable and quality education to all pre-primary school age children						
1.1. Build standard pre-primary schools with adequate furniture	150 pre-primary schools built and equipped with furniture	506	656	12,500	DAF & DGE	3,405,000.00
1.2. Integrating pre-primary with the existing primary schools by building additional classrooms.	300 new pre-primary centres integrated with existing primary schools	60	360	20,000	DAF & DGE	3,405,000.00
1.3 Establish new CCG centres	1000 CCG centres established			20,000	DAF & DGE	3,000,000.00
1.4 Promoting ECD through parenting education by integrating it with adult education programs	1835 adult education facilitators trained in parenting education.	165	2,000	20,000	DAEM & DGE	1,281,000.00
1.5 Provide training for KG and RCC teachers.	-2000 KG & RCC teachers trained	592	2592		DRHRD	5,648,400.00

	Strategic focus area 2:- Protecting children who are at risk of dropping out						
2.1. Cash incentive for children who are very poor and travelling long distance to school.	25,000 children receive cash incentive		25,000 Children	25,000	DAF & MoLSW	5,000,000.00	
2.2 Integrating lower secondary education with primary schools by building additional classes	600 lower secondary classes built in existing primary schools.	-	600 lower secondary classes premised with primary schools	24,000	DGE, DAF	3,000,000.00	
	Strategic focus area 3:- Crating access to inclusive quality education to enrol children with disabilities at all levels						
3.1. Conduct a comprehensive survey to identify the disabled children and come up with strategies on how to support them.	Survey conducted	-	Data available on disable children and strategy developed		DRHRD MoLSW	160,000.00	
3.2. Organize continuous sensitization campaigns by MoE in partnership with MoLSW for families of children with disabilities to send	At least 35% of parents in all zobas and sub-zobas reached through sensitisation	1,000	1,000 disabled children enrolled in schools	2,000	DGE, MoLSW MoIG	500,000.00	

them to school.						
3.3 Provide supporting materials for disabled children like (Braille, bicycles, donkeys and other materials)	35% of children who are disabled supported with various materials	-	1000 of Children with disabilities equipped with learning materials	1,500	DAF, MoLSW	200,000.00
3.4 Establish special needs classes to support children with disabilities at all levels in the existing schools.	116 class-rooms established in pre-primary, primary, and lower-secondary schools	25 classes	141 SNE resource centres established	9,000	DAF & DGE	1,316,600.00
3.5 Train teachers in special needs education (inclusive education)	350 teachers trained in special needs education	- 30	380 teachers trained in inclusive education		DRHRD	945,000.00
Strategic focus area 4:- Improving girls' participation and performance in education						
4.1 Establishing boarding and para-boarding schools in remote rural areas	2 boarding schools established 16 para-boarding schools established to provide free meal for 50,000 children	- 11 boarding schools - 20 para-boarding schools	- 13 boarding schools - 36 para boarding schools	4,000 10,000	DAF DAF	1,230,000.00 750,000.00
4.2 Train model female teachers from the communities to motivate girls'	500 female teachers trained from the communities	3675	4175 female teachers trained		DHRD	1,350,000.00

children to continue their education						
4.3 Conduct awareness raising campaigns at community and household levels in partnership with all stakeholders aiming at increasing girls ‘and boys’(11 – 13 of age) participation and retention in education	53% of communities with low girls’ participation in education sensitised	-	1500 villages sensitised.		DGE & DAEM, NUEW, NUEYS, MoLG	1,000,000.00
	Strategic focus area 5:- Introduce alternative education for out of school children					
5.1 Construct make shift CEE centres to enrol more overage children.	150 CEE centres established for 12,500 overage children	95	245 CEE centres established	30,000	DAF	1,200,000.00

5.2 Provide short vocational skills training for OOSC children by:- a) Establishing new vocational skills training centres and b) Using the existing public and private VST providers.	4	vocational training centres established	6	10 vocational skills training centres established	7,000	DAF	1,734,400.00
		Public and private VST centres provide training		5000 children trained in the existing VST	5,000	DAEM	250,000.00
Operational and supervision cost					In total 220,000 OOSC are expected to be enrolled		1,000,000.00
	Grand Total						36,375,400.00