Terms of Reference
for
Revisions of Pastoralist Education Strategy in Ethiopia

A. Background
Pastoral areas have suffered a long period of neglect under previous governments. There was inadequate infrastructure and little provision of basic social services like education. In recognition of this, the Government of Ethiopia gave special attention to the development of education in pastoral areas and in the third Education Sector Development Plan (2005/2006-2010/2011) mainstreamed pastoral education as a priority in all sub-sectors of the educational system. In an effort to guide this sector focus, a Pastoral Education Strategy was developed in 2008 to outline the specific challenges and opportunities pastoral communities face and pinpoint strategies that will promote primary and secondary education. The strategic document was developed by 1) conducting a needs assessment within pastoral communities 2) gaining experiences from other countries Iran (2006), Kenya (2007) and Nigeria (2008) , 2) holding a consultative conference in the dominant pastoral areas (Somali and Afar), 4) drafting a full situation analysis and strategy with opportunities identified, 5) holding a validation workshop to revise and refine the strategy, and 6) finalizing the document. Further study trips were conducted in Tanzania and Uganda (2012) to gain an understanding of the work being conducted in other countries. With a changing environment for pastoral communities and seven years of experience in implementing the strategy, the Ministry of Education (MoE) are seeking to revise the strategy in the 2015/2016 school year with support from UNICEF and QESSP. Through this collaboration, a strategic revision will revise pastoralist community developments and outline possible initiatives for the future to ensure a reduction in the large number of out of school pastoral children in Ethiopia.

B. Purpose
The purpose of this TOR is to revise the 2008 Pastoralist Education Strategy document. According to the Ministry of Education, the current strategy is dated and requires reconsideration based on the tried and tested interventions since 2008. As recently stated in the ESDP V ‘the pastoral education strategy will be revised and updated and other guidelines, manuals and directives will be localized in their context to assist the development of the education sector in the emerging regional states’ (p 82, 2015).

By identifying feasible strategies and analysing unsuccessful interventions, it allows the MoE to narrow its focus, find space for innovation and develop a more context specific strategic plan to accelerate the provision of quality basic education to pastoral communities across the country for those with varying needs. The revision of the strategic document is included in the MoE’s EFY 2008 Annual Work Plan (AWP).

For UNICEF, increasing equitable access to education for children in pastoral communities is a priority area in UNICEFs new Country Programme Document (CDP) 2016-2020. It aims to increase access to education for at least 225,000 children in the pastoralist/agro-pastoralist woredas by 2020. With considerable support provided to the MoE during the previous CPD, particularly in the form of Alternative Basic Education, the revision of this strategy provides an opportunity to share lessons learned and harmonise an initiative that
will provide the desired outcomes through strategic planning and including capacity building in the DRS areas where pastoralists are located.

For QESSP (Quality Education Strategic Support Programme) this pastoralist strategy would enable actors to contribute and inform the future developments, including cross cutting areas from ESDP V. QESSP aims to enhance the quality of policy dialogue and ultimately programme implementation, through improved capacity at all levels. Thereby, ensuring that a new strategy be ‘fit for purpose’ for these specialist, marginalised communities. We would aim to use the vast expertise of all actors and ultimately show outcomes that reflect improved access, quality and equity for those to which the policy applies.

Pastoralists constitute a large proportion of the Ethiopia population with an estimated 12–15 million people (14% to 18%)\(^1\) and cover 60% of the land mass\(^2\). With nomadic livelihoods, the pastoral communities are scattered throughout the country and historically have had limited access to education and other social services. Going forward, Ethiopia aims to transition to a middle income by 2025, and a large urbanisation process is therefore expected to occur over the coming 10 years. Education therefore not only plays a key role in this transformation but also a role in preserving the culture of the pastoral way of life.

The Ministry of Education is therefore seeking the collaboration and technical expertise of UNICEF and QESSP to revise this strategy. The International and national consultant will work within the team to gather, scrutinize and analyse data to inform the revised strategy.

C. Scope

The two consultants will provide both international and national expertise in the field of education strategies in pastoralist societies to develop suitable programmes from examples of ‘best practice’ in other regions, enabling all stakeholders to accept the developments required in these communities once the revision of the strategy has taken place. They will, with members of the MoE Special Support team, complete regional data collection with members from MOE / UNICEF & QESSP and participate in 2 regional and one national workshop before supporting the completion of the revised strategy.

The two regional and one at federal level consultative meetings. These workshops will inform the strategic document in the following ways:

1. Pinpoint the challenges being faced within pastoral communities;
2. Identify opportunities based on lessons learned from the previous strategy;
3. Outline areas for innovative approaches.

D. Responsibilities and tasks

In close coordination and collaboration with UNICEF CO staff and QESSP technical staff and focal points for the programme, the incumbent’s responsibilities are to:
1. Identify and map out existing education issues identified through field visits to pastoralist regions;
2. Using the road map data collected, assess relevance and identify gaps for pastoralist communities in terms of long term education needs;
3. Participate in meetings with key stakeholders to keep them informed of development;
4. Work with the MoE and newly established Pastoral Task Force and facilitate the regional/ national workshops;
5. Conduct regional level consultations and produce a comprehensive report;
6. Conduct field level monitoring trips to verify information from regional consultations;
7. Draft a strategy document that is feasible, risk-informed and consistent with the regional contexts;
8. Send draft strategy to REB’s for feedback;
10. Further refine and finalize the main strategy based on the input from the validation workshop.

Content of the Strategic Document

The content is expected to incorporate the following,
1. The revision of the actual strategy, specifically
   - Strategic Context (Country Context, Sectoral and Institutional Context)
   - Strategy Development Objectives (objectives, beneficiaries’/target groups, and results indicators)
   - Strategy Description (components)
   - Implementation arrangements (Implementation, monitoring and evaluation processes and framework with key performance indicators)
   - Major assumptions, risks and mitigation measures
2. The situation analysis
   Situation analysis that clearly shows the current status of the pastoral and semi pastoral communities of the country in terms of progress in education
3. A detailed implementation plan.
   An implementation manual which will serve to guide how the strategy could be interpreted and implemented at grassroots level to promote education provision in the pastoralist and semi pastoralist areas of the country from preprimary to secondary education.

E. Key competences, technical background, and experience required:

Qualifications

- Advanced university degree in social sciences (e.g. education), international development, public policy or other related field.
- Experience of research in pastoralist communities either internationally or within Ethiopia;
- Fluency in English is required. Fluency in a local language is highly desired.
Competencies

- Communicate effectively to varied audiences, including during formal public speaking.
- Set high standards for quality of work and consistently achieve project goals.
- Able to work effectively in a multi-cultural environment.
- Strong analytical skills, able to analyze and integrate potentially conflicting numerical, verbal and other data from a number of sources.
- Demonstrate and share detailed technical knowledge and expertise.
- Good leadership and team skills; coordinate group activities, ensuring that roles within the team are clear and produce tangible results.

Location: Addis Ababa Ministry of Education and 4 regional areas where pastoralism is practised
Duration: Minimum of 3 months that may be extended to 4 months
Reporting to: The MoE Special Support Task Force that includes UNICEF & QESSP partners.
Start date: ASAP (February 2016)
End date: April 2016