

Parents' perspectives of schooling following the 2020-2022 Civil War in Tigray, Ethiopia: Insights from urban government schools

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Abstract

This study explores parents' perspectives of schooling in Tigray, Ethiopia, in the aftermath of the Civil War (2020-2022). Hundreds of thousands of Tigrayan civilians died during the war, and educational infrastructure was devastated, with up to 90% of schools receiving varying levels of damage. Schools started to re-open in 2023, but enrolment and attainment have not returned to pre-war levels. Recent research points to a collapse in parental support for children's schooling in Tigray (Reda et al., 2026a). The present study draws on interviews in two urban primary school communities in the regional capital to explore this phenomenon. Through thematic analysis of interview data, we identify patterns in parents' experiences and perspectives in the 'post-war' era. Five recurrent concerns are identified: conflict-related mental health and economic challenges, ambivalence about schooling, the deteriorating quality of education, and the collapse of school-level structures for parental involvement. Drawing on wider international literature, and findings from this empirical study, we consider prospects and implications for reconstruction of schooling in the region.

Keywords

Conflict and education; parental involvement in education; post-war reconstruction; Tigray; Ethiopia

Introduction

This study explores parents' experiences and perspectives of schooling in Tigray, Ethiopia, in the aftermath of the Civil War (2020-2022). Hundreds of thousands of Tigrayans died as a result of the ethnic conflict which led to the destruction of public services and industry and included civilian massacres and widespread sexual violence (HRW & Amnesty International, 2022; New Lines Institute, 2024). Over 250,000 females experienced different forms of sexual violence, including rape, slavery, forced pregnancy, and other grave human rights abuses, leaving deep physical, psychological, and social consequences for survivors (CITG, 2025a).

Educational infrastructure was devastated, with up to 90% of schools receiving varying levels of damage (TREB, 2021; CITG, 2025b). The education workforce has also been deeply impacted: mental health conditions are prevalent in the teaching profession (Zerihun et al. 2024) and many teachers are living in severe hardship due to more than 17 months' unpaid salaries (TREB, 2026; Reda et al., 2026a). A Cessation of Hostilities Agreement was signed in 2022, and schools started re-opening in 2023 after more than three years of closure. However, provision has not been stable due to ongoing political tensions and insufficient resources for reconstruction. The 2025-26 school year was disrupted due to a lack of funding, which led to the schools closing early across the region, and the loss of teachers' livelihoods again (TREB, 2026; Reda et al., 2026a).

If school provision has been severely disrupted over the last six years, then it is also the case that student enrolment and attainment are very far from pre-war levels. There was near-universal primary school enrolment before the Civil War, but only around half of primary-age children are currently enrolled in school (TREB, 2025). Many young people are seeking alternative pathways to education to meet their immediate economic needs, and there has been a sharp rise in migration and underage marriage (Tafere et al., 2026). Those who are going to school face a lack of essential teaching and learning resources, and curricula and pedagogies which have not adapted to post-war realities. Graduation rates have plummeted, and only a small minority of 'high attainers' are meeting the academic objectives of schooling (Reda et al., 2026a, 2026b)¹.

¹ Since schools re-opened in 2023, the Secondary School Leaving Exam pass rate has averaged 13.8% (Reda et al., 2026a).

In line with the conditions outlined above, recent research points to a collapse in parental support for children's schooling in Tigray (ibid.). From a pragmatic perspective, understanding parents' perspectives is important, as parental support is a key factor for post-war recovery. Parental support has a dynamic relationship with young people's enrolment, learning and other outcomes. This study will explore parents' perspectives of schooling in two community settings. Before proceeding with this, it is important to provide some background on parental support for schooling in the region. The next section reviews the research evidence on this issue.

What is known about parental support for schooling in Tigray, Ethiopia?

Over the last 30 years, the school system in Ethiopia has undergone a massive expansion. Primary school enrolment grew from around three million in the early 1990s to 17 million by 2010 (MOE, 2012). Over this period, primary school participation in Tigray went from less than one-in-three children, to near-universal enrolment. This was made possible through the collective efforts of teachers, parents and the state. Parents in Tigray, as elsewhere in Ethiopia, were actively involved in the physical expansion of the school system – for example, through financial contributions and providing material and physical labour for school construction (Swift Morgan, 2006; Oumer, 2009). Beyond school construction, parents were expected to play an active role in supporting their children's learning, by ensuring children's attendance, monitoring school work, and participating in school-level consultations and decision-making (Swift Morgan 2006; Mitchell, 2017). In Tigray, these different forms of parental involvement were underpinned by a strong shared belief in the value of education for individual advancement and national development, in line with government agendas (Mitchell, 2017).

These established norms around schooling have been drastically shaken by the war. A recent study explored teachers' perspectives of changing conditions in schools since the Civil War (Reda et al., 2026a). The study, which involved interviews with 60 practitioners in urban and rural settings, found widespread trauma and hardship in the school communities. Teachers reported a collapse in parents' involvement in, and support for, schooling. This was attributed to two factors: firstly, in the post-war economic climate, parents are primarily occupied with activities to support immediate survival; secondly, the popular belief in education as a likely route to individual advancement has been eroded by high unemployment rates, and in-employment poverty. Teachers reported that many parents were sceptical about

the value of schooling for their children, and there was a similar decline in parental visits to the school.

“I often hear parents say that sending their children to school is a waste of time and resources. They believe that education no longer guarantees a better future.” (ibid., p19)

“There is almost no parental support and supervision. The parents seem hopeless...because they are not satisfied by the economic status of [educated] people...Thus, most parents send their children to school just to stay there, regardless of their academic engagement.” (ibid., p19)

“Many parents now view the school not as a place of growth and learning, but as a temporary shelter – a safe space to keep their children during the day. This shift in perception reflects the depth of the crisis.” (ibid., p19)

While this research points to a stark decline in parental support for schooling, it draws exclusively on teachers’ accounts. What are the perspectives of parents themselves? Given the role which parents have played historically in the expansion, maintenance and improvement of schooling in the region (discussed above), parents’ views have significant implications for educational recovery. If the decline in parental involvement is primarily due to immediate economic imperatives, then an improvement in the economic situation might improve the situation. However, if the reduction in parental support reflects more fundamental concerns about the nature and/or outcomes of education, then this may call for reflection on the purposes and processes of schooling following the Civil War.

Study design

Through this research we sought to understand parents’ experiences and perspectives of schooling following the 2020-2022 Civil War, and the nature and extent of their involvement in their children’s schooling. Given the centrality of parental involvement in young people’s educational enrolment, access and learning, a large-scale assessment of parents’ perspectives and participation is warranted in the post-war context. However, such work carries significant resource requirements, and there is no funding for researchers’ time or travel in this conflict-affected context (see Reda et al., 2026b). For this reason, we decided to prioritise depth over breadth, and undertake case study research in two school communities. Case studies provide

holistic accounts of the social and material realities of schooling in a particular setting, and may offer insights that apply to other settings through the process of naturalistic (rather than statistical) generalisation (Stake, 1995). As such, the present study provides groundwork for future research.

The design and implementation of this study was led by the first author, Kalayu, with support from a team of researchers at Mekelle University, in the regional capital, and external assistance from the University of Bristol, UK which is supporting local efforts to provide evidence for post-war reconstruction in education (Reda & Mitchell, 2026). Ethical approval for this study was granted by the ethical review board of the School of Education Sciences, Mekelle University. The Woreda Education Offices provided a shortlist of schools for research, from which, two schools (A, B) were selected based on contrasting characteristics (discussed below).

Mekelle experienced multiple shocks since the start of the Civil War. In 2020-2022 the city endured bombardment, occupation and blockade, leading to widespread trauma and hardship. During and since this time it has seen a surge in population as a destination for about 126,267 internal migration within the region (IOM, 2021). The city has 46 public and 49 private primary schools, serving a total 77,936 students (TREB, 2025), including 3,547 internally displaced people (IDPs).

School A is a government primary school (Grades 1-8) established in 1986, which currently has 1,368 students on role (52.8% female), including 80 students (5.8%) who are internally displaced within the region.² There are 53 fulltime teachers (54.7% female), of which six are internally displaced. The school serves a diverse community. Parents' livelihoods include daily labourers, petty traders, and civil servants, all of whom have faced economic precarity since the war. Many students supplement household incomes by selling “*qolo*” (roasted seeds) or working in garages or furniture and metal workshops. The school lost furniture, textbooks, and computers during the war, and is operating with minimal desks, text books, blackboards. The school is currently operating a ‘shift’ system– where each registered student has a compressed school day, attending classes either in the morning or the afternoon, to make the most of limited school infrastructure.

School B was established in 1980. Before the war it served 638 students (49% female), with 22 fulltime teachers. During the research period, the school served 664 students

² Before the Civil War, enrolment was 1517 (52.6 % female), with 47 fulltime teachers.

(45.5% female), of whom 105 (15.8%) were internally displaced. In this sense, the school community has seen a marked shift since the war, with a reduction in ‘local’ students, and a greater proportion of internally displaced students compared to School A. Enrolment is concentrated in the first cycle (Grade 1-4) which has 415 students or 62.5% of total enrolment. One block of four classrooms has been repurposed as living quarters for Internally Displaced Persons (IDP). Unlike School A, the school operates on a single morning ‘shift’, with no classes in the afternoon.

Fieldwork in each setting involved interviews and observations of teacher parent communication, student-teacher interaction, and the school compound over a course of three months (May to July 2025). For the present study, the wider fieldwork data is used for illustrative purposes only, and we draw primarily on interview data. Interviews were conducted in Tigrigna, either face-to-face (n=9) or via telephone (n=4), based on the preferences and availability of the participants. Voluntary informed consent was obtained for all participants before undertaking interviews, which was verbal in the case of telephone interviews. Data collection focused on parents from students in two classes, specifically grade five and six. These classes were selected as the parents of these students have experienced both pre-war and post-war experiences, providing the researchers with the opportunities to explore the impact of the war on their participation in their children’s schooling. Moreover, the manageability of the study in terms of time, finance and scope were also considered in limiting the number of grades.

In inviting parents to contribute to the study, we sought to ensure variation in terms of gender, age, employment status, education level, displacement, work experience, and engagement with school. In both cases, school leaders supported the identification and recruitment of participants. However, it was not an easy task. For example, in situations where it was difficult to obtain the required number of displaced parent participants, the researcher employed a snowball sampling technique and sought referrals to engage in the study. As noted by Creswell and Creswell (2018), this approach is frequently used in qualitative research when participants are challenging to find or when trust and social connections are crucial for involvement. In total, 13 parents participated in the study (see demographic details in Table 1).

Table 1 Participant details

Participant ID	School	Sex	Age	Education	Enrolled children	Livelihood
P01	A	M	30	Grade 10	1	Soldier
P02	A	M	56	Illiterate	2	Displaced, unemployed
P03	A	F	60	Literate	2	Housewife
P04	A	F	40	Illiterate	2	Petty trader
P05	A	F	48	Literate	1	Housewife
P06	A	F	43	Masters	1	Displaced, Planning Expert
P07	B	M	52	Diploma	1	Unemployed
P08	B	F	34	Diploma	2	Teacher
P09	B	F	36	Grade 9	2	Displaced, unemployed
P10	B	F	35	Bachelor	1	Teacher
P11	B	M	33	Bachelor	2	Accountant
P12	B	M	40	Masters	1	Administrator
P13	B	F	32	Grade 12	1	Clerk

Interviews were transcribed and translated into English by the first author for the purposes of thematic analysis (Braun & Clarke, 2006). The analytic process was collaborative, with the first author developing a first draft of themes, which underwent multiple iterations with feedback from the wider team.

Findings

Through thematic analysis of interview data, we identified recurrent patterns in parents' experiences and perspectives of schooling. In this section we explore five themes:

Theme 1: Conflict-related mental health challenges

Theme 2: Immediate economic needs

Theme 3: Ambivalence about schooling

Theme 4: Deteriorating quality of education

Theme 5: Reduced parental involvement in schooling

We introduce each theme in turn and illustrated it with reference to the data.

Theme 1: Conflict-related mental health challenges

All parents experienced hardship and suffering during the war. In Mekelle, this included aerial bombardments, occupation, blockades, hunger, and the loss of family, friends and neighbours (Anonymous, 2025). The parents in our sample described the ongoing effects of trauma, bereavement, and depression which continue to affect all aspects of their lives. They explained that mental health challenges – along with economic factors (Theme 2, below) – reduced their capacities, and prevented them supporting their children’s education as they would have wished.

“I have two brothers who were killed in this war. And the scars of this have not gone away. [In] the aftermath of the war it is hard not only to manage your family but also difficult to manage yourself, so I do not even have the hope and morale to participate fully in school.” (P11)

“When we came to Shire after the war started, we saw the elderly, children and youths being killed on the way. This has darkened our hopes for the future and still I feel nervous. We are demoralized when we remember those who died...When I remember the situation; I do not bother about education [or] even my life. We are living without hope” (P09)

“The war and the...humanitarian crisis resulted in severe psychological problems, and the wounds have not healed yet...We parents and students do not have peaceful minds; there is stress and trauma...Our minds have not been restored yet, because there is no complete peace [due to the political situation]. This affects our every movement – all activities, including the education of our children.” (P04)

Many parents stated that poor mental health made them struggle to fulfil their responsibilities as they would have wished. As one father explained: “It is challenging not only to manage family matters but also to cope individually, leading to hopelessness and a

lack of motivation” (P12). He explained that poor mental health was contributing to the general reduction in parental support for schooling:

“There is a notable difference in parental involvement in education before and after the war. This is largely due to the significant changes in both the economic and intellectual involvement of parents at present. We...[have] unresolved psychological trauma [and] there are evident signs of despair among parents. As a result, the overall attitude towards parental involvement in education has markedly diminished.” (P12)

Theme 2: Immediate economic needs

In the current economic crisis, parents’ immediate concerns are financial: earning enough money to feed their families.

“My family and I are devastated – we cannot provide food for our children. The issue of involvement in education is secondary for me right now.” (P01)

“The crisis caused by the conflict reduced my involvement in my child's education...my first priority is to provide food for my family” (P11).

“We are struggling to cover rent, food, and other essential expenses. Consequently, I am unable to provide my children with the necessary educational materials and reference books” (P12)

The parents we interviewed were all experiencing hardship. Some had withdrawn their children from private schools or supplementary language classes, or could no longer afford public transport fees, meaning their children had to walk to school. Many were unable to afford school equipment. As one father explained, parents face a trade-off between money and time for their families:

“Most of the parents are poor and prioritize earning a living. There are a considerable number of parents in the area who are working in hotels, cafes, laundry and some even working in prostitution. These are able to give their child educational supplies, food and clothing – but they cannot monitor and help their children due to [long] work hours...” (P07)

Parents in both schools reported that they needed their children to work to support their families. School B operated a single morning shift and was closed in the afternoon for

economic reasons; parents were unable to provide school lunches for their children, and relied on their children's support in the afternoon.

“I am currently in the military. The responsibility of the house falls entirely on my wife; she is also unable to cope with the current living conditions. Our first son, although he is not old enough, tries to help by selling certain things such as *qolo*, peanuts, chewing gum, and others after school, saying that he will do something to help the family.” (P01)

“Right now, my husband is sick and unable to work. The living expenses are escalating from time to time and it is difficult for a single mother to fulfil the basic needs. Hence, I have forced one of my daughters to help me in the business (petty trade) during the opposite shift [i.e. when she is not in school]. I know this affects her schooling but I do not have any options.” (P04)

Theme 3: Ambivalence about schooling

Parents expressed ambivalence and uncertainty around the value of schooling since the war. This partly reflected concerns about the declining quality of provision (discussed below, Theme 4), but also the disconnection between formal education and decent livelihoods – the perceived instrumental, economic value of education has collapsed. Sending children to school requires parents to invest time, energy and other resources, for delayed, long-term economic returns. In a context marked by state failure, economic collapse and political turmoil, parents are concerned that such efforts are futile.

Most parents we interviewed asserted the value of being education *in principle*, and wanted this for their children. This was why they were sending them to school, despite reservations. Parents explained:

“It troubles me to contemplate our future; because without education, achieving one's aspirations becomes exceedingly difficult.” (P05)

“I am illiterate; therefore, I am doing my best to prevent my children from becoming like me. Although the current situation is not promising, it will pass, so it is better for the children to learn than to stay at home. We are farmers, so if my children become educated farmers it will benefit, not harm them.” (P02)

“Everyone knows that education is important. There is a saying that goes with this: **ዘይተምሃረስዖ ዘይተምሓረ** (one who is not educated is not liberated). The problem now is that graduates are unable to find jobs, even those who are employed are not getting enough wages, and the ever-increasing cost of living has reduced not only students’ but also us parents’ enthusiasm for education” (P04)

Similarly, a mother living in an IDP camp explained:

“Even though our circumstances are not convenient, we want our children to learn. Because we believe that the current situation will improve; we are helping our children learn so that their future lives will be better.” (P09)

Nevertheless, parents had seen the war sever links between qualifications and secure employment. During the 2020-2022 war and blockade in Mekelle, graduates were often worse-off than non-graduates (Anonymous, 2025), a circumstance which has persisted following the Cessation of Hostilities. Children themselves witnessed the hardship faced by graduates – even those with employment, such as teachers and other civil servants. This has led children to challenge their parents and teachers about the purpose of going to school.

“Students become discouraged in their learning when they witness their older siblings or neighbours, who are graduated yet unemployed... [They] are eager for [immediate] part-time employment to generate income.” (P11)

“My daughter challenged me by questioning ‘What is the importance of education? My elder sister dropped out of university, while others have graduated but not found jobs, so why are you pressuring me to pursue my education?’” (P03)

Many parents expressed mixed feelings about the value of education: during interviews they sometimes blamed themselves for not giving greater emphasis to their children’s schooling, while also questioning its value during the current political and economic crisis.

“Even if I try to support my children's education, I interrupt it in the middle; and I question myself about the difference that education can bring them. I don’t want them to put too much effort in, as I’ve witnessed that education did not save the life of many during the war” (P02)

“Now they [students] are not learning like before; teachers do not come on time and there are many classes that are not taught. Therefore, we do not believe that they will learn well in this way, but we still think it is better... than staying at home.” (P3)

In conclusion, parents from both schools showed ambivalence about the value of schooling in the political and economic circumstances.

Theme 4: Deteriorating quality of education

As will already be clear from the foregoing analysis, concerns around the quality of education were a recurrent issue raised in interviews. We have referred already to the loss of essential educational infrastructure and resources in both settings during the Civil War, with School B also losing four classrooms to IDPs. Beyond the deterioration in material conditions, parents repeatedly noted the general decline in the motivation for education across all stakeholder groups. Both schools had suspended the additional tutorials and language learning support which used to be provided before the war, and the pre-war structures for parental involvement such as the Parent Student Teacher Association, and monthly Parents’ Council meetings were no longer operating (see Theme 5, below). During fieldwork observations, the main gates of both schools were open at all times, allowing students to enter and exit freely without seeking permission, which was emblematic of the lax standards.

As one mother explained:

“There is serious frustration amongst teachers...[They] are not as interested in teaching students as they used to be. They do not always go to class, they do not follow and support them, and if they [students] absent from class, they do not say anything. For example, my daughter told me that there are teachers who told her class: ‘Whether you want to learn or not, it is up to you.’” (P03)

Parents reported that the irregular attendance of teachers and their apparent leniency around student engagement were demotivating factors for students and parents themselves. They did not blame teachers for this, and many expressed sympathy with teachers’ challenging economic circumstances.

Theme 5: Reduced parental involvement in schooling

Parents’ involvement in their children’s schooling straddles the home and the school. Across both domains parents reported a decline in their involvement since the war, which was particularly notable at the school-level.

In the domestic sphere, all parents interviewed were involved in their children's schooling in one way or another. As a minimum, they had re-enrolled their children in school, and encouraged them to attend. Most parents also reported actively supporting their children's studies. Those with higher levels of education provided direct support. For example, one father explained:

“When I return home from work, I inquire if my daughter has any homework. I allow her to attempt it independently first, and if she encounters any difficulties or is unable to complete it, we resolve it together.” (P11)

Parents with more limited formal education asked older siblings or others to provide academic support, as one mother explained:

“...due to my lack of education, I am unable to assist my daughter with her studies. Her older brothers help her with homework, household chores, and other duties, although this support is not exhaustive.” (P03)

Where we see the most notable collapse in parental involvement in children's education is *in school*. As noted in the Introductory section, before the war there were strong expectations of parental involvement in schooling, and formal structures to achieve this. For schools in Mekelle, this included monthly ‘Parents’ Council’ meetings, which took place at the class level, each of which had a formal chairperson and secretary from amongst the parents. There were also regular quarterly parent-teacher meetings at the class and the school-level, in which principals and other senior staff participated. These modes of parental involvement were demanded by schools themselves, which sometimes imposed fines on parents who failed to engage as requested. Schooling was framed as a collective responsibility, and in-person meetings were a means of schools enlisting parents to play their part. This collective responsibility for schooling – defined by the school – was encapsulated by one of the mothers interviewed, who explained that:

“[Before the war] Teachers instructed us on how to engage in our children's education. They emphasized that meaningful work cannot be accomplished in isolation; parental support [is] essential” (P02).

In the current era, the parents interviewed from Schools A and B retained the view that schooling is a collective effort between parents and staff – however, in both settings the formal school-level structures for parental involvement such as Parents’ Councils and

community network had not been reinstated since the schools re-opened. Parents reported that communications from the schools had been minimal. School A had contacted parents to request donations of 400 Birr³ per household towards running costs. Some parents reported receiving a letter to announce the end of the academic year, while others had been contacted by phone in cases of student misbehaviour. However, in general parents noted a sharp decline in contact from the school, and a commensurate decline in their own involvement.

The parents we interviewed said they only attended school when summoned by the teachers, and rarely or never on their own initiative.

“I would have liked to help and attend Parents’ Day meetings in my daughter’s school, but it is not easy. I am always moving from one market to the other just to be able to make money....I only get to spend some time with [my children] on Sundays, so I try to make the best of it.” (P04)

“I live very close to the school, so I do not face issues with distance or time; however, I have never taken the initiative to visit the school to inquire about my child's progress. I only go in person to request permission when I wish to take my child out.” (P09)

Discussion and conclusion

This study sought to understand parents’ experiences and perspectives of schooling following the 2020-2022 Civil War and the apparent ‘collapse’ in their support for education. This study largely corroborates teachers’ accounts of reduced parental involvement reported elsewhere (Reda et al., 2026a), and provides insights and explanations for this, including some important nuances. Parental support for schooling has not wholly evaporated. The parents we interviewed had re-enrolled their children in school, provided encouragement and support (to differing degrees), and they held educational aspirations for their children; however, their capacity to invest additional time, energy and other resources has been weakened by the Civil War and continuing economic and humanitarian crisis. While many parents are supporting their children’s education in the home, they are not participating in the kinds of ‘in-school’ support which have historically been practiced in Ethiopia (e.g. Swift Morgan 2006; Oumer, 2009; Mitchell, 2017). Parents’ commitment to education has been shaken but not wholly

³ Roughly £2 in 2025.

eradicated by the war; nevertheless, conditions are simply not in place for them to participate in their children's schooling as before. School-level structures for parental participation, such as Parents' Councils and regular Parents' Meetings, are not operational. This is consistent with other recent work, indicating that schools in the region have re-opened without meeting the minimum necessary conditions for teaching and learning to take place (Reda et al., 2026a, 2026b).

Considering the evidence from Tigray, Ethiopia in relation to the wider international literature on schooling in conflict-affected settings, the patterns identified above are unsurprising. Justino (2016) synthesised research to identify five factors associated with a reduced *demand* for education in conflict-affected settings: poverty, adverse health shocks, low returns to education, the threat of recruitment and the persistence of fear and insecurity. With the exception of military recruitment, each of these elements is clearly recognisable in the present case. As Justino (2016) argues, post-conflict educational recovery requires a holistic approach which attends to wider economic and social conditions: reopening schools is a necessary step, but insufficient without addressing the widespread poverty, food insecurity, trauma and mental health challenges.

While declining parental involvement is an educational problem, it cannot be solved through technical solutions within the educational domain. Since the fieldwork for this study, schooling has again been disrupted due to renewed political tensions between the federal and regional governments, leaving 2.4 million Tigrayan children unable to access their right to education under Article 26 of the Universal Declaration of Human Rights (Reda & Mitchell, 2026). Progress towards educational reconstruction requires the resolution of these ongoing political tensions, which may be helped through greater international recognition of the current crisis (Gebrehiwot & De Waal, 2023).

This has been a small-scale study based on interviews with parents from two schools in the regional capital; we cannot assume their experiences or views are representative of conditions elsewhere in the region, particularly in rural areas; and we lack inputs from parents who decided not to send their children back to school. Nevertheless, this study provides a rich snapshot of urban parents' views in 2025, as a basis to inform ongoing decision-making around educational recovery, as well as future research in this area.

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