



**Federal Democratic Republic of Ethiopia
Ministry of Education**

**Ethiopia Education Transformation
Programme**

/Programme Design/

***AUGUST 2023
MINISTRY OF EDUCATION***

PREFACE

The 4-year Ethiopia Education Transformation Programme (EETP) is an initiative of the Ministry of Education (MoE) to tackle barriers to learning achievement and retention across the General Education sector, that is to say pre-primary, primary, middle, secondary education and children and youth in Adult and Non-Formal Education (ANFE). The development objective of EETP is improving learning outcomes for all children in Ethiopia. This will take more than 4 years to achieve a major national impact, so this is envisaged as an initial step in the transformation process.

The EETP is transformational in its focus on one key issue, namely learning outcomes, in the school, and decentralised planning, accountable management and motivation. For programme elements that do not need to take place on a national level, Regional Education Bureaus (REBs) are expected to adapt their approach to the particular needs of their regions. This includes selecting from and prioritising among the overall areas of intervention within each component and the respective levels of education. In effect, the EETP provides a menu approach to regional prioritisation. The overall EETP is the integration of these regional emphasises and interventions into the national programme.

The EETP recognises the need for a multipronged approach for the education sector to grow in an effective manner. The programme is expected to be transformational in its holistic approach, wherein it aims to create an overall ecosystem which supports the effectiveness of specific interventions. For example, the effectiveness of teacher training will be further boosted if teachers get continuous access to training on the job through CPD programmes, have supportive and competent school leaders, work in an inclusive environment, teach in schools with decent physical conditions and other supportive infrastructure and have access to textbooks and teachers' manuals, parental and community cooperation.

A Programme Concept Note was prepared by a MoE Task Force in March 2023, shared and reviewed with REBs and Development Partners (DPs) and revised on the basis of those reviews. This Programme Design, developed by the MoE Task Force in consultation with MoE desks and REBs, is based on the Programme Concept Note. When finalised, the Programme Design will be the basis for the development of REB and MoE workplans in the implementation of the EETP. The Design will also be summarised and combined with elements of the Concept Note to form a Programme Document that can form a basis for the development of documentation by potential DP funders of the programme.

Costings Note:

To reduce the size and complexity of this document, costings have been summarised by indicating total cost estimates for each component, subcomponent, and activity, rather than showing the detailed cost breakdowns for each. The currencies used are ETB and US \$, applying the exchange rate as of June 2023; and the unit costs are expressed in millions (m).

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ABBREVIATIONS AND ACRONYMS

ABEC	Alternative Basic Education Centre	ESAA	Education Statistics Annual Abstract
CCA	Continuous Classroom Assessment	ESDP	Education Sector Development Programme
CESA	Continental Education Strategy for Africa	ETQF	Ethiopian Teachers Qualifications Framework
CEO	Chief Executive Officer	GBV	Gender Based Violence
CLC	Community Learning Centre	GDP	Gross Domestic Product
CPD	Continuous Professional Development	GEID	General Education Inspection Desk
CSO	Civil Society Organisation	GEQIP	General Education Quality Improvement Programme
CTE	College of Teacher Education	GER	Gross enrolment Ratio
DP	Development Partner	GIR	Gross Intake Ratio
DLI	Disbursement Linked Indicator	GPE	Global Partnership for Education
DLR	Disbursement Linked Result	GPI	Gender Parity Index
ECCE	Early Childhood Care and Education	GTP	Growth and Transformation Plan
EFA	Education for All	HERQA	Higher Education Relevance and Quality Agency
EETP	Ethiopia Education Transformation Programme	ICT	Information and Communications Technology
EGMA	Early Grades Mathematics Assessment	IERC	Inclusive Education Resource Centre
EGRA	Early Grades Reading Assessment	IFR	Interim Financial Report
MEL	Monitoring, Evaluation and Learning	RBoFED	Regional Bureau of Finance and Economic Development
MELQO	Measurement of Early Learning and Quality Outcomes	REB	Regional Education Bureau
MoE	Ministry of Education	SACMEQ	Southern and East African Consortium for Monitoring Education Quality
MoF	Ministry of Finance	SDG	Sustainable Development Goal
NER	Net Enrolment Ratio	SEN	Special Education Needs
NGO	Non-governmental Organisation	SIP	School Improvement Programme/Plan
NLA	National Learning Assessment	STEAM	Science Technology Engineering Arts and Mathematics
NOC	Network Operation Centre	TIMSS	Trends in International Mathematics and Science Study
PBR	Payment by Results	ToT	Training of Trainers
PDO	Programme Development Objective	WASH	Water Sanitation and Hygiene
PISA	Programme for International Student Assessment	WEO	Woreda Education Office
PSC	Programme Steering Committee	WoFED	Woreda Office of Finance and Economic Development
PSTA	Parent-Student-Teacher Association	ZEO	Zonal Education Office
EMIS	Education Management Information Systems	ZoFED	Zonal Office of Finance and Economic Development

SUMMARY OF COMPONENTS, SUBCOMPONENTS AND OUTPUTS

Component	Subcomponent	Outputs
1. Transforming schools	1.1. Strengthening school leadership	1.1.1 Existing leadership training and certification for school leaders reviewed, developed, and implemented
		1.1.2 Competency-based framework and implementation guidelines developed for appointing school principals.
	1.2. School-based CPD	1.2.1 School-based induction programmes reviewed, developed, and implemented for new teachers
		1.2.2 Instructional leadership training programme developed and implemented for key teachers to become school-based trainers
		1.2.3 System developed and implemented for creating school-based professional learning communities
	1.3. Access to and utilization of new curriculum textbooks	1.3.1 Textbooks and teachers' guides printed, distributed and utilised
		1.3.2 Teaching & learning materials translated into Braille, printed, and distributed
		1.3.3 Supplementary reading materials developed, printed and distributed
		1.3.4 Grade 11 and 12 Career and Technical Education learning modules developed, printed and distributed
	1.4. School physical standards and facilities	1.4.1 Pre-primary, primary, middle, and secondary school standards, school improvement guidelines and framework updated and implemented
		1.4.2 National school construction strategy, management and maintenance plan developed and implemented.
		1.4.3. Alternative Basic Education (ABE) upgraded from level 1-4 to level 1-6 and/ or transformed into formal schools
		1.4.4 Enhancement of school grants for all schools and levels
		1.4.5. Strategy developed for equipping schools with ICT facilities
	1.5. School's provision of inclusive education	1.5.1 Inclusive education resource centres established, equipped with learning materials and assistive devices and staffed with itinerant teachers.
		1.5.2 Training provided for IERC itinerant teachers, teachers from satellite schools, CTE staff and educational administrators
		1.5.3 IERC teachers guiding schools to meet students' special educational needs
		1.5.4. Skill training for itinerant teachers, satellite school teachers and principals provided to support their students
		1.5.5. Identification Centre for Students with special educational needs established,
	1.6. Engagement of parents, communities, CSOs and other stakeholders in school affairs	1.6.1 PSTAs, parental, community, CSOs and non-education sectors' involvement strengthened to increase their engagement in school decision-making, safety and accountability
1.6.2. Awareness raising workshops and campaigns to increase parental and community support for children's learning conducted		

Component	Subcomponent	Outputs
		1.6.3. Coordination mechanism developed, teachers trained, and engagement of parents and stakeholders strengthened to prevent school-related Gender-based violence (SRGBV).
2. Transforming teaching	2.1. Reforming the system of pre-service teacher education and teacher upgrading	2.1.1 A strategy for teacher upgrading reviewed and developed
		2.1.2 Teacher educators assisted to focus on a technology-assisted pedagogical and content knowledge (TPCK) approach.
	2.2. Targeting teacher in-service training	2.2.1 In-service teacher training made more supportive of the new curriculum using a TCPK approach
		2.2.2. Teachers' induction on the new curriculum undertaken
		2.2.3. System developed and implemented; and teachers trained to strengthen Gender Responsive Pedagogy (GRP)
		2.2.4. Training programme developed and implemented to support English Language skills of English Medium Teachers
		2.2.5. Training programme developed and implemented to support Mother Tongue teachers
		2.2.6. In-out-in university postgraduate diploma course developed to raise pedagogical Competency of Career and Technical Subject Teachers
		2.2.7. Training programmes developed in STEAM laboratory Demonstration Skills
	2.3. Improving teachers' use of ICT	2.3.1 Digital Competency Training programme for teachers expanded
	2.4. Alignment of CTE, university teacher training and school curricula	2.4.1 A teacher education framework developed for increased alignment of CTE and university teacher training curricula with new school curriculum
		2.4.2 Teacher education course modules developed with alignment to the school curriculum
	2.5. Strengthening teachers' voices, morale and motivation	2.5.1 Policy and guidelines to raise teachers' voice, morale and motivation, thereby introducing attractive competency-based career progression and incentive mechanisms developed and issued
2.5.2 Strong teacher involvement in the evaluation of new curriculum enhanced		
3. Transforming Systems of Quality Assurance	3.1 Improving inspectorate monitoring and feedback	3.1.1 National school inspection guidelines, frameworks, and formats of inspection reports and checklists reviewed and updated
		3.1.2 Capacity-building programme for inspectors developed and implemented
		3.1.3 Digitalised collection and management of school inspection data and integration of inspection data with EMIS embarked on
	3.2 School self-assessment	3.2.1 Standardised formative student assessment tools and guidelines developed
		3.2.2 Teachers trained on using the guidelines and assessment tools.
		3.2.3 School leaders trained on the production of annual school self-assessment reports including on SIP implementation
	3.3 Quality-assurance of teachers	3.3.1 Licensing and relicensing system reformed
		3.3.2 Assessment of teachers and school leaders digitalized

Component	Subcomponent	Outputs
		3.3.3 Capacity building provided for licensing and relicensing leaders and experts
	3.4 Quality assurance of teacher education	3.4.1 CTE Accreditation standards, framework and guidelines developed
		3.4.2 CTE accreditation service established
		3.4.3 Training provided for inspectors in applying the accreditation standards and guidelines
	3.5 Improving national examinations	3.5.1 Online examination administration system developed
		3.5.2 Training for Regional Exam administrators organized
		3.5.3 Middle and secondary schools equipped with the necessary digital equipment
	3.6 Strengthening national testing	3.6.1 Strategy for upgrading and financing the operation of national assessments developed and implemented, including participation in international learning assessments
		3.6.2 Training provided for assessment experts in data management and modernizing assessment at national and regional levels.
	3.7 Assuring quality of the curriculum	3.7.1. Formative evaluation on implementation of the new curriculum undertaken
		3.7.2.- Summative evaluation of the new curriculum undertaken
	3.8 Develop a qualifications framework across the sector	3.8.1 National Qualifications Framework (NQF) and its systems for implementation developed and approved
		3.8.2 Public awareness programme implemented to promulgate the NQF
4. Expanding Access to Education for Out-Of-School Children	4.1 Expand and develop accelerated learning programmes	4.1.1. Accelerated learning curriculum framework and adaptation programme developed
		4.1.2. Accelerated Learning Programme centres established and equipped with materials
		4.1.3 Accelerated Learning Programme teachers appointed and trained
	4.2 Establish community learning and reading centres	4.2.1 Community learning and reading centres established and equipped
		4.2.2 Facilitators appointed and trained; community mobilized
		4.2.3 Centres providing community awareness and mobilization workshops
	4.3 Develop skills training programmes for out-of-school youth	4.3.1 Skill training centres established and equipped
		4.3.2 Teachers appointed and trained; community mobilized
		4.3.3 Survey conducted on the implementation of skill training programme for youths and their readiness for the world of work.
5. System strengthening	5.1 Strengthen decentralized education planning, management, monitoring and learning to the school level	5.1.1 Review of decentralized structure, roles, responsibilities and resources conducted to streamline policy implementation and support school-based management
		5.1.2 Leadership training provided for school principals and education leaders, especially woreda level managers, to exercise the defined roles and responsibilities
	5.2. Updating and implementing the	5.2.1. The National Gender Strategy for the education sector reviewed, updated and disseminated for implementation at all levels

Component	Subcomponent	Outputs
	National Gender Strategy across the education sector	
	5.3. Strengthening pastoral education	5.3.1. The draft pastoral education strategy and its implementation guidelines revised and finalized 5.3.2. Technical assistants assigned and deployed to Afar, Somali, Gambela, and Benishangul Gumuz 5.3.3. Best practices and experiences documented and replicated 5.3.4. Capacity building training provided for teachers/ facilitators, school leaders, educational experts, and community leaders.
	5.4. Review School Grant modalities	5.4.1 School grant financing policy and strategy revisited to improve equitability 5.4.2 Awareness-raising, audits and inspections undertaken to ensure implementation of the new modalities
	5.5 Strengthen EMIS	5.5.1 EMIS is fully digitalized with a hybrid data collection system involving online and offline digital tools. 5.5.2 ICT infrastructure strengthened to enable EMIS to provide timely data collection and analysis 5.5.3 ICT experts trained to maintain the new EMIS infrastructure 5.5.4 Data experts and managers at all levels trained on data collection and analysis using EMIS tools
	5.6 System development for effective textbook tracking	5.6.1. Textbook tracker system completed, operationalised and integrated to the EMIS system 5.6.2 Responsible experts trained in using and maintaining the textbook tracker system
	5.7. Development of a National Education Cloud and system for ICT maintenance	5.7.1 Functional National Education Cloud Platform established. 5.7.2 Digital learning and pedagogical resources developed 5.7.3 Cloud service providers trained to maintain the Cloud services 5.7.4 Service users trained to exploit the platform
	5.8. Strengthened coordination towards learning outcomes	5.8.1 An information management strategy developed to support information sharing 5.8.2 Stakeholder coordination mechanisms strengthened 5.8.3. Capacity building training provided for education managers, experts and school principals to integrate a coordinated, Results-Based Management (RBM) approach into the daily operations of the education system

THEORY OF CHANGE DIAGRAM FOR ETHIOPIA EDUCATION TRANSFORMATION PROGRAMME

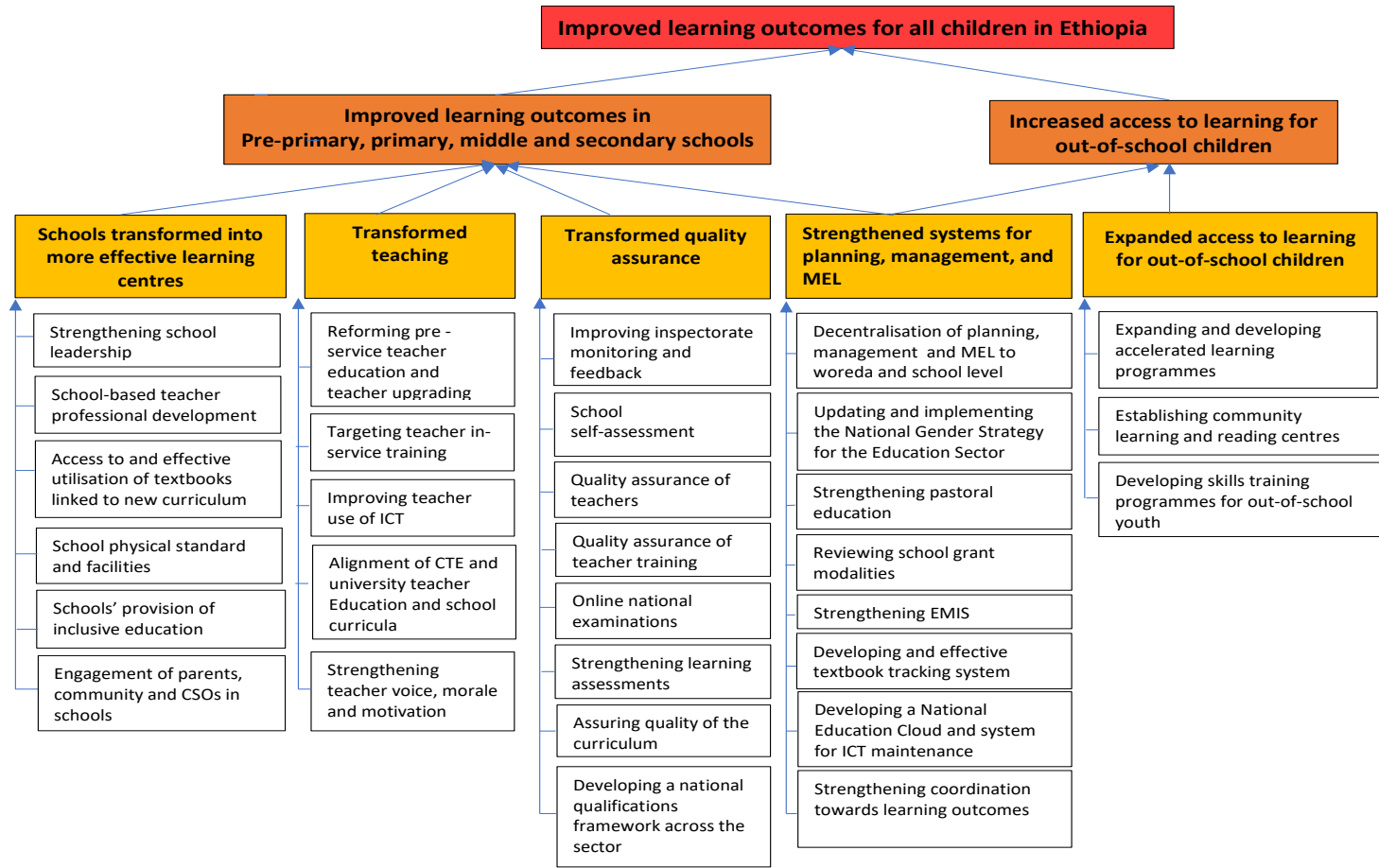
Development objective
(Intended impact):

High-level
outcomes:

Intermediate-
level outcomes:

Areas of
intervention:

CONTEXT
Impact on sector of
COVID-19, conflict and
climatic shocks
ESDP VI
New education policy



Cross cutting: gender, inclusion, equity in regard to vulnerability, and adaptation to local context

CROSS-CUTTING ISSUES

Gender Equity

Improving learning outcomes for all children implies a need for gender equity. Whilst considerable improvements have been made at a national level regarding gender equity in access and learning outcomes, there are still high-level levels of inequity in some regions. The Gender Parity Index (GPI) is only 0.81 in Somali and 0.8 in Afar showing that girls are educationally-disadvantaged, albeit 1.18 in Amhara and 1.09 in Addis Ababa showing that boys are educationally-disadvantaged in these regions. Nationally, dropout rates for boys are higher than for girls, but in Afar, Benishangul-Gumuz, Harari and Dire Dawa the opposite is true. The enrolment of girls with SEN in secondary school is 22% lower than for boys with SEN. Only 12% of primary and middle school leaders and 7% of secondary school teachers are female. The female share of academic staff in CTEs is only 12.5%. There is a need to disaggregate data by gender throughout the programme and identify and tackle areas of high gender inequity.

One of the barriers to girls' attendance and learning is Gender Based Violence (GBV). This is still a significant sexual and reproductive health issue in Ethiopia (Alemu B and Tadesse M 2021). This will be taken into account in, for example, transforming schools and training teachers. Another barrier to girls' attendance in school that will be taken into account in transforming schools is the lack of adequate WASH facilities for girls.

Special Needs Education

Special Needs Education provides appropriate modifications in curricula, educational resources, medium of communication, or the learning environment to cater to individual differences in children with special educational needs. This includes special schools for children with severe disabilities or special classes for inclusive education. In Ethiopia this is far from the case – children with SEN tend to be severely disadvantaged in terms of access and learning support. Schools and teachers need to be better able to attract, identify and support children with SEN. This forms the basis of one of the subcomponents of EETP, but will also be seen as a cross-cutting issue throughout the programme, notably in terms of monitoring and data collection.

Equity in Regard to Vulnerability

The programme is expected to have a special focus on, and adapt to, the needs of vulnerable children, that is to say, children disadvantaged by poverty, ethnicity, or other factors. One example could be community-level advocacy for school feeding for vulnerable children which can have a major impact on their attendance and learning. The provision of free school meals is often not only an incentive for low-income families to send their children to school but is the main reason for them to do so. The lack of meals and sometimes of potable water is a major supply-side barrier to the enrolment and retention of children in school. Scaling up school feeding programmes (SFP) to cover a larger population of vulnerable families could help to address this issue. Research has shown that regular school meals positively impact enrollment rates, attendance levels, dropout rates, and even the educational outcomes of school children. (American Institutes for Research (2022)- Cited in Learning Poverty in Ethiopia: Status, Key Factors, and Priority Reduction Strategies, June 2022, World Bank Group)

Another example is adaptation to the needs of children in pastoralist communities. There is a long-standing pastoral education strategy, but this needs to be updated, for example, to include more references to gender equity and inclusive education.

Adaptation to Regional Context

Ethiopia is a large country with high regional variation in its geographic, climatic, social and overall educational context. The programme has therefore been designed and implemented in relation to the specific context of each region, with Regional Education Bureaus selecting the subcomponents, and respective levels of education for these subcomponents, on which they will focus.

COMPONENT 1: SCHOOLS TRANSFORMED INTO MORE EFFECTIVE LEARNING CENTRES

(Estimated cost for Component 1= ETB 40,198.797 m = \$740.718 m)

OVERVIEW

Schools are social institutions. Therefore, to successfully transform, all individuals in the school and associated with the school must become an institution of learners. Schools are now expected not only to offer education but also to ensure learning. The schools must be safe, secure, child friendly, and attractive for the learning and teaching process and for achieving desired outcomes.

This component seeks to transform preschool, primary, middle, and secondary schools into effective learning centres, giving special attention to equity as well as the quality of education.

The major barriers to effective learning that this component will tackle are the ineffective management of the human and financial resources available within schools and institutions; the paucity of teacher development within the school including induction programmes for new teachers; a lack of motivation among teaching staff, and inadequate relations with the wider community. This component will also tackle barriers to learning for children with special education needs and disabilities and arising from inadequate availability of teaching and learning materials and from an overall school environment that is not conducive to learning.

This component has six subcomponents:

- (i) Strengthening school leadership
- (ii) Strengthening school-based CPD
- (iii) Access to and utilization of new curriculum textbooks
- (iv) School physical standards and facilities
- (v) School's provision of inclusive education
- (vi) Engagement of parents, communities, and other stakeholders in school

BACKGROUND

Strengthening school leadership

The MoE in June 2007, in defining roles of school principals and supervisors, clearly acknowledged their impact on the performance of teachers, and since the launch of ESDP IV, efforts have been made to provide adequate numbers of competent educational leaders. Postgraduate Diploma programmes in school leadership and supervision and MA programmes were set up in several public universities. However, evidence indicated that these courses were not high-quality school leaders. A field visit report also pointed out several problems in the diploma programme including a lack of interest in the training, inconsistency, and irregularities in selection criteria across regions, communication and coordination gaps across different hierarchies from Woreda to zone-region-universities, inadequate time for programme provision, and poor-quality course modules in terms of repetition of content, relevance, quality, depth, and lack of the sense of professionalism (MoE, 2016). The diploma course was therefore discontinued from the 2009/10 academic year.

There are initiatives to update these school leaders' knowledge and skills through short-term training, but most of these do not have wide coverage and most are not based on a diagnostic assessment of school

leaders training needs. An exception is the FCDO-funded TARGET programme operating alongside GEQIP-E which has piloted a new School leadership programme training 4,500 leaders in 500 schools.

School-based CPD

The 2015 Service Delivery Indicator (SDI) survey found serious deficiencies in teachers' pedagogical knowledge, whilst the 2016 World Bank SABER report found low teacher use of continuous classroom assessment (CCA) to identify learning gaps and address them. Efforts to address these problems also have been impeded by the lack of an effective system for providing on-site support to teachers. The GEQIP-E PAD noted that, while there were CPD programmes for teachers, they lacked well-designed support, feedback, and monitoring mechanism to help teachers strengthen pedagogical skills and improve teaching practices. In light of this, GEQIP-E provided support to school-based teacher professional development, notably on reading instruction for mother tongue teachers, the use of CCA to identify learning gaps and address them, and the incorporation of teaching-learning materials (TLM) in the learning process. The focus was on the mother tongue for grades 1 and 2, English and mathematics teachers for grades 7 and 8, and support from supervisors, head teachers, and CTEs.

The USAID-funded project READ supported measures to improve early grade reading, the training of more than 2,500 trainers, who in turn trained 113,385 teachers using specially developed in-service training manuals and trained more than 3,000 school leaders and education officers in teacher instructional support and supervision (RTI 2022).

Textbooks

DPs have supported MoE in addressing the acute shortage of learning materials, particularly textbooks and teacher guides since GEQIP I. In GEQIP I and II alone, about 250 million textbooks and teachers' guides were procured and distributed to primary and secondary schools across the country. GEQIP-E has also supported all Regional Education Bureaus in the provision of students' textbooks and teachers' guides, with a focus on grades 1 and 2 mother tongue subjects as an instructional language (Mother Tongue, Environmental Science, Mathematics, and Aesthetics) and grades 7 and 8 English and Mathematics subjects. In addition to these, there is also an ongoing programme of supporting refugee-hosting regions (Afar, Somali, Benishangul Gumuz, and Gambella) in providing students' textbooks and teachers' guides for refugee students based on the new curriculum. The USAID-funded READ project included the development of 320 titles of student books and teacher guides.

A GEQIP-E assessment of textbook provision noted a gradual increase in the availability of teaching and learning materials but also highlighted problems in their availability to and utilization by students and factors affecting this. (MoE, 2021/22, assessment on the availability and utilization of TLMs)

School environment

AfDB, DFID, WB, UNICEF, KoICA, and the Finland Government are supporting the One WASH Programme in three main intervention areas: water supply for schools, sanitation and hygiene, and capacity-building.

Japan International Cooperation Agency (JICA) supports the education sector under its "Programme for Provision of Quality Educational Environment" in improving the quality of science and mathematics education in primary education and improvement of access to secondary education. To this effect, it provides technical cooperation for teachers' training and developing supplementary learning materials,

support through volunteers, and policy advice at the Federal level. It supports school construction considering the mitigation of regional disparities.¹

UNICEF has supported quality improvement initiatives to strengthen the pre-primary programme through the provision of educational resources and the development of flexible ECE methods for more hard-to-reach populations.

The World Food Programme has been supporting the School Feeding Programme to increase school enrolment and attendance; ensure equal access is provided for boys and girls at primary school with a focus on the marginalized food-insecure areas and vulnerable children; create healthy and competent students and reduce dropouts.

Inclusive education

GEQIP –E is supporting the provision and equipping of inclusive education resource centres for supporting inclusive education in schools for children with special education needs and disabilities.

UNICEF has also supported the establishment of girls’ clubs, especially to reduce female drop-out.

Engagement of and relevance to the community

UNICEF has supported the establishment of innovative modalities for pastoralist cultures that allow the school to be flexible while ensuring quality and relevancy to the cultures of each region (UNICEF 2023).

Community participation has made a significant contribution in improving educational access and quality of education. It is estimated that about 7-10 billion ETB has been contributed by communities towards making schools effective learning centres. (2022/23 annual report, MOE)

RATIONALE

The purpose of this component is to contribute to transforming schools, higher learning and training institutions, and other learning centres, so that they become highly performing, well-functioning, and effective in translating the resources at their disposal into results. This Component, therefore, focuses on the institution, be it a school, as the unit of change. This fits within one of the directions of the country and of the education and training system: to strengthen decentralisation and institutional autonomy. Within the General Education sector, this implies the application of School-Based-Management (SBM) in the governance of schools. Equipping with the necessary facilities.

Transforming schools will be fully in line with the current sixth Education Sector Development Programme (ESDP VI, 3.6), helping to implement several its priority programmes. Transforming schools is also contributing to Ethiopia’s Education and Training Roadmap 2030 and Ten-Year Perspective Development Plan ‘Ethiopia 2030 - the Pathway to Prosperity’, plus the Global Education Sustainable Development Goal (SDG4), the Continental Education Strategy for Africa (CESA 2016-2025) and the African Union Agenda 2063. The component will also be designed to dovetail, to the extent feasible within its own objectives and internal logic, with other DP support to the sector, notably that from the Global Partnership for Education (GPE).

¹ (<https://www.jica.go.jp/ethiopia/english/activities/index.html>)

The extent to which a school is an effective learning centre depends critically on school leadership. Research shows that school principals in Ethiopia do not get enough support or professional training either before taking up their positions or during their service. Only 50 percent of all principals reported having received any management training for new principals, while only a little more than 60 percent reported ever having received any in-service training. However, principal turnover is very high, which means that schools often fail to reap the benefits of principal training. Principals need to have the right management skills to create an environment that fosters good teaching and the achievement of learning goals. Studies have shown that management practices are an important determinant of teacher effort and engagement as well as of learning outcomes.²

Therefore, it is evident that there is as yet inadequate **leadership training** for school principals who tend to focus on administration rather than leading school improvement to achieve outcomes, and there is also inadequate leadership training for other senior staff to lead their respective teams of teachers. There is a need to **strengthen the system for appointing school principals** as at present school principals tend to be appointed other than in terms of their leadership qualities and training and previous experience. Transforming schools also require a high level of autonomous, accountable school-based management in which school principals have at least involvement in the hiring and firing of teachers. Principals should be properly compensated, and efforts should be made to improve their status in the eyes of society to attract talented candidates to the profession. Creating an effective learning system involves the need to attract and select the right candidates for principal positions. This requires the process to be meritocratic and to be designed to select the candidates that will best fulfil the role of a school leader. (*“Learning Poverty in Ethiopia Status, Key Factors, and Priority Reduction Strategies”*, June 2022, The World Bank Group)

Whilst improvement in teaching will require improvements in pre-service and in-service training and updating outside the school, the training is unlikely to be shared between teachers and implemented effectively in the classroom unless the school has an effective programme of **school-based CPD, especially for supporting foundational learning in the early years**. This should include strengthening continuous classroom assessment within the school to identify and support the needs of individual students.

Teachers, **textbooks** and other instruction materials linked to the (new) curriculum are the key factors affecting learning achievement. The system of textbook development and distribution needs some attention as many schools are not currently receiving the textbooks they need for the new curriculum. The distribution of textbooks alone is not sufficient. Ensuring the effective use of textbooks and teachers’ guides by teachers in every class that they teach and encouraging students to practice reading is very critical, thus signifying the need for intensive and continuous professional development of teachers as well as providing supervisory support in the classroom teaching-learning process regularly.

The ability of pupils to learn also depends on the wider **school learning environment**: other teaching materials and equipment besides textbooks; water, sanitation and hygiene (WASH) noting that the majority of schools currently lack basic WASH facilities including clean water supply, gender-segregated and accessible toilets including provision for menstruating girls; and overall a safe and secure learning environment. Nationally, among schools responding to water item questions, 39.8% have access to water supply, with 83% of the access being functional; water access is highest in Addis Ababa, Dire Dawa and Harari, with 99, 81, and 57 percent respectively. Somali has the lowest access at 10.2% (MoE 2022).

² (*“Learning Poverty in Ethiopia Status, Key Factors, and Priority Reduction Strategies”*, June 2022, The World Bank)

Currently, 86% of primary schools and 70% of secondary schools are below the national standards in terms of infrastructure, facilities, pedagogical resources, and qualified academic and supporting staff, and need technical support and renovation to qualify for their standards (MoE 2021b).

Given the very low enrolment of children with SEN, there is a need to strengthen the capacity of schools and their teachers to support the **teaching and enrolment of children with SEN**. This includes the need to establish and equip more Inclusive Education Resource Centres (IERCs). This issue also includes children with disabilities, for example, braille training for blind students, sign language training for deaf students and daily living skills for all

To be effective, all of these measures need support, not just of the school staff, but also of the students, their parents and the wider community. Thus, **community engagement**, creating interface areas between schools and communities, including parents, community leaders, non-education sectors, and Civil Society Organisations (CSOs), is a vital component of school improvement. Parents and the wider community are expected to play an important role in encouraging and supporting their children's learning, in developing and supporting the school's SIP, improving the school learning environment, encouraging attendance and discouraging dropout, in tackling the persistent problem of under-age and over-age Grade 1 intake and subsequent low attendance, and especially supporting the enrolment and learning of children with SEN. All schools should have an active, functional Parent, Student and Teacher Association (PSTA) and be developing strong public, private and community partnerships.

LINKS WITH OTHER ACTIVITIES

The CPD component of this Component links with EETP component 2 (transforming teaching), whilst the need to assess whether or not schools are being transformed links with component 3 (quality assurance). Transforming learning in schools reduces the number of out-of-school children which links with Component 4.

COVERAGE OF CROSS-CUTTING ISSUES

Another barrier to girls' attendance in school that needs to be taken into account in transforming schools is the lack of adequate WASH facilities for girls.

MEASURES TO SUPPORT SUSTAINABILITY

The contribution of the Government in equipping schools with the necessary facilities will be strengthened. This includes allocation of School grants, provision of teaching and learning materials, designing and implementing a workable school Management system and mobilizing the community to take ownership in managing schools in their locality. In addition to this periodic assessments will regularly be conducted to identify factors that affect the effective utilization of educational resources by students and teachers and thereby contribute towards the achievement of an improvement in learning outcomes

RISK ANALYSIS

The main assumption is that funding of all subcomponents will continue as planned in this programme document. If this is so, there is a very low risk that any one of these programmes stops functioning at present.

The main risks include:

- Political interference in assigning and motivating school leaders.

- High turnover of school principals and teachers
- Weak capacity at woreda and regional levels to manage the programme implementation.
- Poor monitoring and evaluation to follow up on the implementation of the programme and provide timely remedial support to overcome shortcomings
- Community participation and ownership might not be as expected
- In availability of sufficient donor financial support.
- Delays in procurement and distribution of teaching and learning materials and poor utilization
- Delays in the disbursement of school grants and inefficient utilization

Mitigation measures include:

- Establishing a workable system for the assignment and evaluation of educational leaders based on merit
- Raising the professionalism and thereby the morale of school principals and teachers
- Building the capacity of implementers, particularly at Woreda and School Levels.
- Strengthening programme monitoring and evaluation
- Encouraging community participation to enhance their role to take ownership of School governance
- Designing and implementing resource mobilization strategy and strengthening partnerships with potential donors.

SUBCOMPONENT 1.1: SCHOOL LEADERSHIP

(Estimated base cost ETB 30.073 m = \$ 0.554 m)

Context

The Ministry of Education blueprint developed in June 2007 acknowledged that the performances of teachers are closely interlocked with the performances of the school principals and supervisors have its own profiles of the school principals and supervisors.

Since the launch of ESDP IV, tremendous efforts have been exerted to ensure the production of adequate numbers of competent educational leaders. Postgraduate Diploma programmes in school leadership and supervision were designed including a new curriculum to train primary and secondary school principals and supervisors in MA and Post Graduate Diplomas in school leadership in several public universities. However, evidence showed that these programmes were not able to produce the required high-quality school leaders. Problems with the PGDSL identified in a field visit report (MoE, 2016) included:

- A lack of interest in the training,
- Inconsistency and irregularities in selection criteria across regions,
- Communication and coordination gaps from Woreda to zone to region to universities,
- Inadequate time for programme provision, and
- Poor quality of PGDSL modules (repetition of content, relevance, quality, depth and lack of a sense of professionalism),

Given these problems, the school leaders' training was discontinued from the 2009/10 academic year.

There are 51,712 school leaders in primary and middle schools and 7,523 in secondary schools, not including Tigray region. Studies have shown that in Ethiopia most school leaders lack the basic skills of school leadership because either they were not trained in the field at all or the training they received in the colleges/universities were of the academic type that was purely based on theoretical aspect than practical oriented type. There are some initiatives to update these school leaders' knowledge and skills through short-term training. However, these tend not to have wide coverage or be based on a diagnostic assessment of school leaders' training needs.

TARGET and the MoE co-developed a national school leadership training (NSLT) programme which is a practice-based, self-learning training model which is facilitated through face-to-face training, school-based coaching/mentoring, and peer-to-peer learning. The programme works closely with universities and Colleges of Teacher Education (CTEs), REBs, and school clusters to produce a high-quality training outcome.

At present school principals tend to be appointed other than in terms of their leadership qualities and training and previous experience. There is now a government commitment to appoint competent school leaders including a recruitment and selection guideline for school principals in the education system. However, the actual recruitment practices for school leaders often select inexperienced teachers and new graduates with inflated grades. The use of political affiliation and party membership as recruitment criteria is another problem. Thus, there is a need to strengthen the system for appointing school principals in terms of their leadership qualities and training and previous experience. This requires the process to be transparent and competence-based, designed to select the candidates that will best fulfil the role of a school leader. ("Learning Poverty in Ethiopia Status, Key Factors, and Priority Reduction Strategies", June 2022, The World Bank Group)

Objectives

Through leadership training and transparent, competence-based appointment, to expand the number of highly competent school principals, vice-principals and supervisors with strong professional leadership skills focused on transforming their schools into a strong learning community.

Priority Outputs

1.1.1 Leadership training and certification for school leaders reviewed, developed and implemented *(Total estimated cost for the output = ETB 26.6 m = \$ 0.490 m)*

Approach

The existing school leadership training programmes will be reviewed critically in consultation with regional education bureaus, higher education institutions, and other pertinent stakeholders. Then, a new school leadership programme will be designed and implemented. The new programme should create an opportunity for school leaders to access foundational leadership training and further enable them to create collaborative instructional leadership in their schools. It will also be supported by on-the-job coaching and supervision by experts in the area.

Activities and costs

- i. Review previous and existing school leadership programmes
 - Estimated cost : ETB 0.852 m = (\$ 0.016 m)
- ii. Develop a school leadership training strategy based on a review of findings, develop training frameworks, guidelines and standards, and organise a validation workshop
 - Estimated cost: ETB 2.387m = (\$0.044 m)
- iii. Develop entry and exit exam standards and guidelines and organize validation
 - Estimated cost : ETB 18.2 m (\$ 0.034 m)
- iv. Develop training manuals-
 - Estimated cost : ETB 1.044 m (\$0.019 m)
- v. Organise Training of Trainers (ToT) for selected trainers from all regions and cities administration
 - Estimated cost : ETB 2.290 m (\$ 0.042)
- vi. Cascade EETP-funded training to an average of 500 trainees per year for 4 years
 - Estimated cost : ETB 18.203 m (\$ 0.34)

1.1.2 Competency-based framework and implementation guidelines e developed for appointing school principals. *(Total estimated cost for the output = ETB 3.470 m = \$ 0.06394 m)*

Approach

A team of experts will review the current implementation arrangements and proposes merit-based guidelines for appointing school principals. These will be reviewed, amended, validated and promulgated through a workshop with representatives of REBs, ZEOs, WEOs, and school principals

Activities and costs

- i. Conduct a review of school principal appointments and draft revised guidelines
 - Estimated cost : ETB 2 m = (\$ 0.037m)
- ii. Workshop to review and promulgate the revised appointment guidelines
 - Estimated cost : ETB 1.470 m (\$ 0.027m)

SUBCOMPONENT 1.2: SCHOOL-BASED CONTINUOUS PROFESSIONAL DEVELOPMENT

(Estimated base cost: ETB 528.985 m = \$9.747m)

Context

Continuous Teacher professional development aims to enhance student learning by supporting and improving teachers' adoption of effective teaching and learning practices. It encompasses all forms of continuing in-service education for teachers, including, but not limited to, training, workshops, coaching, peer collaboration, and self-led learning.

In-service training conducted outside the school (see Component 2.2) is an essential aspect of CPD, but its impact within the school is very limited, with the learning unlikely to be shared between teachers and implemented effectively in the classroom unless the school has an effective programme of school-based CPD. It needs to be supported by strengthening continuous classroom assessment within the school to identify and support the needs of individual teachers and students. A key component of a school's CPD programme is the establishment of an effective induction programme for new teachers. This can have added impact if linked to the pre-service training practicum.

Currently, school-based CPD tends to be not extensive and not producing an upgrade in the competencies of the teaching force in Ethiopia. Researchers have found little on-the-job-training and experience-sharing opportunities or peer education forums.

The Education and Training Policy (2023) stressed the enrolment of teachers in continuous professional development which can be linked with licensing assessment and their career development. This urges teachers to be life-long learners which should be supported and matched with a widespread professional learning culture in the teaching profession. CPD is largely performed on a voluntary process, with little support to sustain it.

In this subcomponent, collaborative instructional leadership will be created through peer leaders chosen from the teaching force and sometimes one of the teachers in a school. New professional learning leaders will be identified and trained so that each target school has multiple leaders to continually improve professional learning. In schools, these professional learning leaders work closely with school principals and ensure that teachers' individual and collective professional learning is meeting school objectives. This is why because individual teachers make a behavioural change when they see colleagues as role modelling effective practice. These leaders are champions of the profession and proven teaching practices.

Teacher Professional Learning Communities (PLC) meetings within a school or a cluster of schools and a teacher training institution, provide a forum in which teachers can share their experience, and their learning from CPD. Teachers can discuss teaching practices, address challenges (content knowledge, pedagogical, classroom, or school-related), and reflect together to improve teaching (Ralaingita, 2021). They can also provide a base for action research. PLCs provide participants with a space to contribute and can help develop a collective sense of shared endeavour. It helps teachers not only to engage in teachers' professional development opportunities through support from peers but also to develop and apply TPD concepts in the classroom. The frequency of the meeting can vary from ongoing unscheduled discussions to weekly or monthly scheduled discussions among teachers.

Objectives

The objective of providing school-based CPD is to enable teachers to apply inquiry-oriented and student-centred technological, pedagogy and content knowledge to enhance students learning and develop their profession.

Priority Outputs

1.2.1 School-based induction programmes reviewed, developed, and implemented for new teachers *(Total estimated cost for the output = ETB 38.493 m = \$ 0.709 m)*

Approach

This will start with a regionally based review of the existing provision of induction programmes for new teachers and their link, if any, to the pre-service teacher training practicum induction programmes. This will be used to feed into a workshop developing a strategy and guidelines for a modular-based induction programme to be conducted by school-based mentors, with scheduled classroom observation and linking with the pre-service training practicum. The programme modules will be designed through a contract, validated and finalized through a workshop, and printed.

Activities and costs

- i. Review the existing provision of teacher induction programmes
 - Estimated cost: ETB 2.5 m) = (\$0.046 m)
- ii. Develop strategy and guidelines for future induction programmes
 - Estimated cost : ETB 0.852 m (\$0.016 m)
- iii. Develop school-based induction programme modules
 - Estimated cost: ETB 2.5m (\$0.046 m)
- iv. Validate and finalise induction programme modules
 - Estimated cost : ETB 1.491 m (\$0.027 m)
- v. Print modules
 - Estimated cost : ETB 1.75m (\$0.032 m)
- vi. Identify and train an average of 1,000 school mentors per year for 3 years to run the induction courses
 - Estimated cost : ETB 29.4m (\$0.542 m)

1.2.2 Instructional leadership training programme developed and implemented for key teachers to become school-based trainers

(Total estimated cost for the output = ETB 34.917 m = \$ 0.6434 m)

Approach

The first step will be a consultancy contract to develop an implementation manual and guidelines for new Professional Learning Leaders. The manual and guidelines will be validated through a workshop with representatives of MoE, REBs, ZoEs, WEOs, school principals and key teachers, and then printed. An average of 4 key teachers per school in 250 schools per year will then be trained using the manual and guidelines through cluster level/CTE on-the-job training to become school-based trainers, i.e. professional learning leaders. The target groups of the key teachers' selection will be from pre-primary, Grades 1&2, Grades 7&8 to intervene on Measurement of Early Learning and Quality Outcomes (MELQO), Early

Grades Reading Assessment (EGRA), Early Grades Mathematics Assessment (EGMA) and National Learning Achievement (NLA).

Activities and costs:

- i. Develop implementation manual and guidelines
 - Estimated cost: ETB 2.5m (\$0.046 m)
- ii. Workshop to validate the manual and guidelines
 - Estimated cost : ETB 1.267m) (\$0.023 m)
- iii. Print the implementation manual and guidelines
 - Estimated cost: ETB 1.75m) (\$0.032 m)
- iv. Provide training to identified key teachers per year over 3 years
 - Estimated cost : ETB 29.4m) (\$0.542 m)

1.2.3 System developed and implemented for creating school-based professional learning communities *(Total estimated cost for the output = ETB 455.575 m = \$ 8.395 m)*

Approach

The approach will involve setting up professional learning communities (PLCs) in a number of schools, linked to CTEs, followed by setting up guidelines for wider implementation. A tool kit will be developed, and digital platforms for peer-learning sessions. This will be followed by awareness raising, notably for school leaders, and training on the process for an average of 3 key teachers per school in 500 schools per year for 3 years, linked with colleagues in CTEs. The target groups of the PLC will be subject teachers from pre-primary, Grades 1&2, Grade 7&8 to intervene on MELQO, EGRA, EGMA and NLA.

Activities and costs

- i. Develop tool kit and digital platforms for a peer-learning session
 - Estimated cost: ETB 2.5m (\$0.046 m)
- ii. Establish and support PLCs in a number of schools, linked to PLCs, providing awareness raising and training
 - Estimated cost : ETB 78.075m (\$1.439 m)
- iii. Reviewing, developing and implementing need based individual CPD framework and toolkit for Teachers and School leaders (training on CPD tool kit for 100,000 teachers and school leaders
 - Estimated cost: ETB 375 m (\$ 6.910 m)

SUBCOMPONENT 1.3 ACCESS TO AND UTILISATION OF NEW CURRICULUM TEXTBOOKS

(Estimated base cost for the subcomponent: ETB 15,165. 574 m= \$ 279.447))

Context

The availability of textbooks and other learning materials plays a critical role in improving the quality of education. In this regard, development partners have been supporting the Ministry of Education in addressing the acute shortage of learning materials, particularly textbooks and teacher guides since GEQIP I. As part of the education reform currently taking place in the country, the Ministry of Education has made curriculum reform and developed a new curriculum since the existing curriculum is content overloaded and is not relevant to the demand of the market. Accordingly, the Ministry of Education, in collaboration with the Centre of Excellence Universities and REBs has developed a new General Education Curriculum Framework based on the findings of the roadmap study. To guide the preparation of students' textbooks and teacher's guides, Position papers, Flow charts, Minimum Learning Competencies and Syllabus were also prepared for each subject based on the curriculum framework. Following these, the MoE and REBs have prepared students' textbooks and teachers' guides to be used at all levels of General Education i.e. Pre-primary to Grade 12. Accordingly, the new curriculum from Primary to Grade 8 entered into full implementation in 2015 E.C., and the new curriculum developed for Grades 9 to 12 is planned to be implemented in 2016 E.C. The pre-primary curriculum is at the pilot level.

To implement the curriculum reform successfully and bring the intended improvement in learning outcomes and thereby quality education, the availability of teaching and learning materials is critical. In this regard, Regional Education Bureaus are expected to print and distribute the new pre-primary to Grade 8 textbooks and teachers' guides and the Ministry of Education is expected to print and distribute the secondary-level education (Grade 9-12) curriculum materials.

The number of students and teachers in 2021/22 was 26,635,127 and 716,319 respectively. On the other hand, the enrolment projection of the student population expected in 2016 E.C is about 21,734,917 and 4,832,637 for primary and secondary levels respectively. So far, the status of TLMs printing is that the REBs, although there is a difference among regions, have tried to print a limited quantity of students' textbooks and teacher guides with a budget available with a 1:6 estimated textbook-student ratio. On the other hand, the estimated Price Projection to print and distribute TLMS for Grade 9-12 students is about 29.5 billion ETB if the printing takes place locally and about 7.5 billion ETB if the TLMs are printed abroad. In addition to this, there is also a need to make these TLMs available for students and teachers with special educational needs (SEN) in braille form. Besides these, there is also a need to develop, print and distribute supplementary materials.

The curriculum reform requires the complete replacement of the student's textbooks and teachers' guides of the old curriculum by the new ones. In this regard, the cost required to print and distribute these TLMs is much beyond the capacity of the Government. In addition to budgetary issues, the weak capacity of the local printing agencies is also another constraint escalating the printing cost of teaching and learning materials.

Objectives

The objectives of this sub-component are to enhance the implementation of the new curriculum by providing:

- (i) Textbooks and teachers-guides to teachers and students at different levels from Pre-Primary to Grade 12;
- (ii) Including the above, TLMs in Braille;
- (iii) Supplementary reading materials;
- (iv) Learning modules for Grades 11 and 12 Career and Technical Education.

Priority Outputs

1.3.1 Textbooks and teachers' guides printed, distributed, and utilised

(Total estimated cost for the output = ETB 15,001.6 m = \$ 276.425 m)

Approach

Even though it is believed that the availability of TLMs is a prerequisite to achieving the intended objectives of all the other components and sub-components, as the cost incurred for this activity is very high, it is difficult to cover the cost of Printing of TLMs by this programme alone, Thus, there a need for prioritization considering the contribution of the TLMS to be printed in achieving the intended outcome of the EETP. Here below is a proposal that needs to be discussed and agreed upon with MoE and REB officials.

Building on the experience of GEQIP E, the priority for improving accessibility of TLMs in this programme for the lower level of General Education (Pre-Primary to Grade 8) will be in improving reading and numeracy proficiencies and the betterment of EGRA and NLA assessment results. Accordingly, the priority for printing and distribution of TLMs will be the provision of an integrated teacher's guide and Play (Montessori) materials for the Pre-Primary level programme, printing and distribution of students textbooks and teacher guides for grade 1 and 2 subjects (Mother Tongue, English, Environmental Science, Mathematics, Moral Education, HPE and Performing and Visual Arts) provided in Mother Tongue instructional Language, and printing and distribution of English and Mathematics students textbooks and teacher guides for the Middle Level (Grade 7-8). With regard, to the Secondary Level Education, Grades 9-12, priority will be given in Core subject areas contributing to Science and Technology and Global Communication. Accordingly, the programme will support the printing and distribution of students' textbooks and teacher guides in the following subject areas: English, Mathematics, Physics, Chemistry and Biology. Besides the above priority identification In addition to this, the project will also seek cost-effective alternative methods to overcome the limited capacity of the local printing agencies within the country.

The bulk of the costs for this component will be covered by the annual MoE textbook grant.

The supply of textbooks and teachers' guides will be preceded by a baseline survey to assess the status of their availability and utilization. This will be repeated on an annual basis.

Activities and costs

- i. Baseline and annual surveys for over 2 years
 - 1. Estimated cost: ETB 1.6 m (\$0.029 m)
- ii. Print and distribute TLMS
 - Estimated cost: 15,000 m ETB (\$ 276.395 m)

1.3.2 Teaching and learning materials translated into Braille, printed and distributed

(Total estimated cost for the output = ETB 67.84 m = \$1.25 m)

Approach

Training will be provided for reviewers to adapt and transcribe the curriculum materials. Once the textbooks and teachers' guides are printed and distributed, there will also be a training of trainers and support for REBs to train beneficiary students and teachers on the utilization of the TLMs.

Activities and costs

- i. Adaptation and transcription of textbooks and teachers' guides into braille
 - Estimated cost: 20 m ETB (\$0.369 m)
- ii. Review and validation of the adapted Braille materials
 - Estimated cost: ETB 4.21 m (\$0.078 m)
- iii. Printing and distribution of the transcribed braille material
 - Estimated cost : 40 m ETB (\$0.737 m)
- iv. Training of teachers to use transcribed textbooks
 - Estimated cost: ETB 3.63 m (\$0.067 m)

1.3.3 Supplementary reading materials developed, printed, and distributed

(Total estimated cost for the output = ETB 52.334 m = \$ 0.9643 m)

Approach

Contents from each of Grade 9-12 subjects will be identified through a workshop involving teachers and curriculum experts. Based on this, the supplementary materials will be developed by subject specialists (curriculum experts). The supplementary materials then will be validated and approved by stakeholders. Following this, the materials will be printed, and training will be given to teachers on the utilisation of the supplementary materials.

Activities and costs

- i. Conduct a workshop to identify content areas from each subject for grades 9-12
 - Estimated cost: ETB 3.704 m (\$0.068 m)
- ii. Development of supplementary materials
 - Estimated cost: ETB 15 m (\$0.276 m)
- iii. Conduct a validation workshop to enrich and validate the supplementary materials
 - Estimated cost: ETB 3.63 m (\$0.067 m)
- iv. Printing and distribution of the supplementary materials
 - Estimated cost: ETB 30 m (\$0.553 m)

1.3.4 Grade 11 and 12 Career and Technical Education learning modules developed, printed and distributed

(Total estimated cost for the output = ETB 43.8 m = \$ 0.807 m)

Approach

Based on the Career and Technical Education (CTE) curriculum materials, Grade 11 and 12 CTE teaching and learning modules will be developed for 40 career pathways. These modules will be printed and provided to schools. Periodic assessment on the availability and utilization of the modules will be conducted after full implementation of the curriculum.

Activities and costs

- i. Development of CTE teaching and learning modules for 40 career pathways.
 - Estimated cost: ETB 3.8m (\$0.070 m)
- ii. Printing and distribution of CTE modules
 - Estimated cost: ETB 40 m (\$0.737 m)

SUBCOMPONENT 1.4: SCHOOL PHYSICAL STANDARDS AND FACILITIES

(Estimated base cost for the subcomponent : ETB 22,593.614 m ETB = \$416.319 m)

Context

Based on the annual inspection report, more than 90% of schools are below the required standards, with little difference between regions. To improve the situation, an accelerated school transformation strategy and school partnership and coordination model were developed and implemented in all regions at all levels of schools. More than 2000 school leaders and education experts were trained. Still, the level of schools did not improve. The main reason was the lack of school leadership commitment and capacity to implement the strategy based on the guidelines. Other reasons were limited resources to fully implement the strategy and weak coordination between levels of the education structure. Other subcomponents of EETP are seeking to increase school leadership capacity and decentralized system coordination, which should help to overcome these barriers.

This subcomponent will support the implementation of ESDP VI, programme 3.6.1 and 3.6.2, and related elements of programme 4. The aim will be to ensure a safe, effective learning environment.

This will include the development and implementation of revised standards for pre-primary, primary, middle, and secondary schools, to include WASH facilities consistent with the agreed-upon One WASH national strategy, and disability-friendly and gender-sensitive infrastructure, plus adaptation to the local context. New schools should not be able to start the teaching and learning process if at least the revised basic standards (Level 3 and above) are not met.

Among pastoral communities, Alternative Basic Education Centres (ABECs) are preferred to formal primary education for it provides the opportunity for flexibility in terms of school calendars. It is more flexible in determining the months of the year, days of the week, and time of learning in a day. Hence, many ABECs were established and are providing basic education to children in the pastoral and semi-pastoral areas. , as a result, gross enrolment in primary education in the regions has increased. Regions like Somali and Afar have increased the enrolment of their students through the introduction of the Alternative Basic Education programme.

As per the data from MoE's ESAA (2021/2022), there were 1858 and 333 ABECs in Somali and Afar regions respectively, involving 321,508 and 30, 243 students. Similarly, there were 1885 and 124 ABECs in pastoral areas of Oromia and SNNP regions respectively, involving 142,944 and 12,609 students. The number of students enrolled in ABECs is significant, signifying its importance for pastoral communities' ways of life. However, the ABECs do not meet the minimum physical standards and affect children's learning negatively. Moreover, the ABECs serve primary levels 1-4 only and pastoral children could not continue their education after they complete the ABE programme. In some areas where there is a demand and consensus from communities, ABECs are transformed into formal primary schools creating the opportunity for children to get relatively better access and education. Therefore, upgrading to levels 1-6 and /or transforming ABECs to formal primary schools will be an appropriate approach to address the challenges faced in children's learning in pastoral and semi-pastoral communities

A strategic approach, an 'accelerated school transformation strategy' covering improvements to school infrastructure, facility and services, is needed to rapidly move towards meeting at least the revised basic standards. One of the main reasons for even new schools not keeping to the required standards is the lack of a school construction management and maintenance strategy. As electricity and internet access increases,

all schools should be provided with relevant ICT teaching and learning equipment and infrastructure. This again requires guidelines for schools and a roll-out strategy. Schools have to be provided with financial support for these developments, with school grants being their only source of income for school development and even then, insufficient to meet the revised standards. Support to help schools meet the revised will therefore involve:

- The development and implementation of an accelerated school transformation strategy, in line with the revised standards, along with a school construction management and maintenance plan,
- Guidelines and a plan for rolling out ICT equipment and infrastructure, and
- An enhancement of school grants for schools

Objective

The main objective of this subcomponent will be to ensure a safe, child-friendly environment to make the school an effective learning centre

Priority Outputs

1.4.1. Pre-primary, primary, middle, and secondary school standards, school improvement guidelines and framework updated and implemented

(Total estimated cost for the output = ETB 80.625 m = \$ 1.485 m)

Approach

Standards and guidelines for pre-primary, primary, middle and secondary schools will be revised, developed and implemented in a way that takes into account the need for WASH facilities consistent with the agreed-upon One-WASH national strategy, also overall disability-friendly and gender-sensitive infrastructure, and adaptation to take account of the local context. The standards and school improvement guidelines and frameworks will include adherence to gender equality strategies, anti-harassment code of conduct and gender mainstreaming guidelines which will also be updated. This will be followed by ToT training for regional education experts and further cascaded to zonal and woreda experts. In addition to this, the continuous supervision, monitoring and evaluation of the implementation of the revised school standards will be strengthened.

Activities and costs

- i. Revision of school standards, SIP guidelines and framework in 3 workshops
 - Estimated cost: ETB 3.915 m (\$0.072 m)
- ii. Provide ToT training for regional education experts in 2 workshops
 - Estimated cost: ETB 3.654 m (\$0.067 m)
- iii. Cascading the training for zone and woreda education experts in 2 workshops
 - Estimated cost: ETB 21.6 m (\$0.398 m)
- iv. Conduct monitoring and evaluation on the implementation of educational standards, school improvement guideline and framework at all levels - two times in a year for four years
 - Estimated cost: ETB 6.656 m (\$0.123 m)
- v. Printing and distribution of three school standards, and one SIP framework and guidelines
 - Estimated cost: ETB 44.8 m (\$0.826 m)

1.4.2 National school construction strategy, management and maintenance plan developed and implemented.

(Total estimated cost for the output = ETB 27.812 m = \$ 0.512 m)

Approach

An accelerated school transformation strategy will be developed to improve school infrastructure, facilities, and services in line with the revised standards. TOT training will be given to regional education experts to support the implementation of the strategy and plan, including supervision and monitoring of the implementation of school standards. Besides this, the training will be cascaded for zonal and woreda educational experts.

Activities and costs

- i. Develop an accelerated school transformation strategy
 - Estimated cost: ETB 1.044 m (\$0.019 m)
- ii. Three validation workshops on the draft accelerated school transformation strategy
 - Estimated cost: ETB 0.852 m (\$0.016 m)
- iii. Develop school construction strategy, management, and maintenance guidelines plan
 - Estimated cost: ETB 1.044 m (\$0.019 m)
- iv. Validate -the draft - school construction strategy, management, and maintenance guideline
 - Estimated cost: ETB 0.852 m (\$0.016 m)
- v. Provide TOT training for regional education experts every two years
 - Estimated cost: ETB 2.42 m (\$0.045 m)
- vi. Cascade training for zone and woreda education experts
 - Estimated cost: ETB 21.6 m (\$0.398 m)

1.4.3. Alternative Basic Education centres upgraded (from level 1-4 to level 1-6) and or transformed into formal primary schools.

(Total estimated cost for the output = ETB 8.074 m = \$ 0.149 m)

Approach

Developing guideline team is to be formed and develop the ABEC upgrading guideline. Identify Alternative Basic Education centres that should upgrade their level from level 1-4 to level 1-6. Having identified the ABECs, equip them with the required inputs until the standard is fulfilled as per the guideline. Awareness creation will be provided on the guidelines for implementers.

Similarly, a team will be formed to develop the guideline to transform ABEC to formal primary school. Identify Alternative Basic Education centres that should be transformed into formal primary schools. Having identified the ABECs, equip them with the required inputs until the standard is fulfilled as per the manual. Training will be provided on the guidelines for implementers.

Activities and Costs

- i. Upgrade Alternative Basic Education centres from level 1-4 to level 1-6
 - a. Developing Guidelines
 - Estimated cost: ETB 0.553 m (\$0.010 m)
 - b. Training workshop
 - Estimated cost: ETB 3.46 m (\$0.064 m)
- ii. Transform Alternative Basic Education centres into formal primary schools.
 - a. Developing Guidelines
 - Estimated cost: ETB 0.601 m (\$0.011 m)
 - b. Training workshop (100 participants every two years= total 200)
 - Estimated cost: ETB 3.46 m (\$0.064 m)

1.4.4. Provision of school grant for all schools

(Total estimated cost for the output = ETB 22,419.89 m = \$ 413.117 m)

Approach

As a first step, school grant allocation criteria will be determined to be applied in providing school grants to schools equitably. Rapid needs assessments will be undertaken followed by the revision and updating of the existing school grant implementation guideline. The draft criteria and guidelines will be validated through a consultative meeting with REBs to ensure acceptability. Once approved, training will be provided to the appropriate coordinators and implementers at regional, zonal, woreda, and school levels. Utilization of school grants for the intended objective requires close follow-up and provision of technical advice and support to schools. Biannual consultative meetings will be organized with REBs on achievements, challenges, and the way forward.

Activities and costs

- i. Conduct needs assessment
 - Estimated cost (Total ETB 2.89 m)
 - a) For data collection
 - Estimated cost: ETB 0.880 m (\$0.016 m)
 - b) Analysis and write up
 - Estimated cost: ETB 0.6315 m (\$0.012 m)
 - c) Conduct validation workshop
 - Estimated cost: ETB 1.379 m (\$0.025 m)
- ii. Revise the existing school grant implementation guideline
 - Estimated cost: ETB 1.705 m (\$0.031 m)
- iii. Validate the revised school grant guidelines (50 ppts for 6 days)
 - Estimated cost: ETB 1.065 m (\$0.020 m)

- iv. Cascade training for regional, zonal, woreda education experts
 - Estimated cost: ETB 16.4 m (\$0.302 m)
- v. Conduct Bi annual consultative meeting with REBs, and different sectors and stakeholders
 - Estimated cost: ETB 12.96 m (\$0.239 m)
- vi. Provision of school grant to all pre-primary, primary, middle, ABE and Secondary schools (56,000 schools) considering number of students, disadvantage groups, gender and school facilities
 - Estimated cost: ETB 4194.2625 m (\$412.75 m)
- vii. Monitoring and evaluation of school-grant disbursement and utilization (twice a year for 4 years)
 - Estimated cost: ETB 6.93 m (\$0.128 m)

1.4.5. Strategy developed and implemented for equipping schools with ICT facilities

(Total estimated cost for the output = ETB 35.152 m = \$ 0.648 m)

Approach

There are increasing calls for schools to be provided with ICT facilities, for example, to be able to supply online statistics, to take part in online examinations, and to use digital teaching and learning materials. Given the low resources available to schools and the relatively high cost of purchasing ICT equipment and software and maintaining and updating it, there is a need for a strategy to guide schools concerning, for example, priority purchases, use of the school grant, on managing and maintaining the resources, and to guide programmes supplying or requiring school-based ICT facilities. The approach to this intervention will comprise a research study on the current situation of and priority needs for school-based ICT facilities and management, followed by a national workshop to develop strategic guidelines which will then be disseminated

Activities and costs

- i. Research study on the current situation and priority needs (ETB 2.758 m)
 - a) For data collection
 - Estimated cost: ETB 0.832 m (\$0.015 m)
 - b) Analysis and write up
 - Estimated cost: ETB 0.6315 m (\$0.012 m)
 - c) Conduct validation workshop
 - Estimated cost: ETB 1.295 m (\$0.024 m)
- ii. Develop guidelines for equipping schools with ICT facilities
 - Estimated cost: ETB 1.364 m (\$0.025 m)
- iii. Conduct ToT training for regional and zonal
 - Estimated cost: ETB 3.63 m (\$0.067 m)
- iv. Cascade training for woreda education experts
 - Estimated cost: ETB 16.2 m (\$0.299 m)
- v. Printing and distribution guidelines
 - Estimated cost: ETB 11.2 m (\$0.206 m)

SUBCOMPONENT 1.5: TEACHING AND ENROLMENT OF CHILDREN WITH SPECIAL EDUCATION NEEDS

(Estimated base cost for the subcomponent: ETB 1,598.412 m = \$29.453 m)

Context

All schools include students with SEN. In addition, there are children with SEN not in school, especially those living in pastoral areas, because the school is not providing for their special needs. One of the ways to improve access and learning for many children with SEN is through the use of ICT, and some progress has been made on this in some schools. One problem is the scarcity of valid instruments to identify children with special needs, and at a systems level, the paucity of, for example, data on children with disabilities is difficult to obtain and there is a lack of.

The low enrolment rates of students with special needs in primary and secondary education can be attributed to various factors such as poor identification mechanisms, lack of appropriate organizational structures at all levels of the education sector, lack of qualified teachers in SNE and disability-specific skills, lack of Special Needs teacher training in regular teacher training programmes, absence of assessment centres in the regions, poor financing, lack of materials to facilitate learning, and poor coordination and collaboration between sector ministries /regional bureaus, etc. The general lack of conducive school environments and socio-economic and cultural barriers have also been identified as barriers. (ESDP VI, MOE)

One way of tackling this problem that has proved effective in Ethiopia, developed with support from Finland, is the establishment of Inclusive Education Resource Centres (IERCs) with itinerant SEN teachers trained to guide and support neighbouring schools, and with assistive devices for students with different disabilities.

This will build on the SEN programme developed in GEQIP-E and with support from Finland, incorporating both teacher training about inclusive education and, linked to this, the development of IERCs

Objective

To extend and strengthen the provision of inclusive education resource centres serving primary and middle school levels, together with their trained support teachers and equipment for students with different disabilities.

Priority Outputs

1.5.1 Inclusive education resource centres established, equipped with learning materials and assistive devices, and staffed with itinerant teachers

(Total estimated cost for the output = ETB 978.652 m = \$ 18.033 m)

Approach

Building upon experience and lessons learned from GEQIP-E, this subcomponent will provide supplementary school grants to transform a number of cluster centre schools to inclusive education resource centres (IERCs) to promote mainstreaming of children with special needs in education, providing staffing (allocation of a primary school teacher as an itinerant teacher based at the centre) and equipment (e.g. equipment such as audiometers for diagnosing needs, and student resources such as assistive devices, sign

language dictionaries, slate and stylus and tactile learning materials). A set of eligibility and selection criteria will be used to select 1200 IERCs to maximize the number of beneficiaries.

Activities and costs

- i. Select centres to be converted into IERCs through a workshop
 - Estimated cost: ETB 0.6525 m (\$0.012 m)
- ii. Procure learning materials and appliances for 1200 IERCs
 - Estimated cost: ETB 978 m (\$18.01 m)

1.5.2 Training provided for IERC itinerant teachers, teachers from satellite schools, CTE staff and educational administrators

(Total estimated cost for the output = ETB 86.4 m = \$ 18.033 m)

Approach

The training for IERC itinerant teachers will follow the approach used in GEQIP-E. The training will be linked to school-based CPD within the satellite schools and in-service training provided by the CTE staff. The 1200 itinerant teachers will also be coached in liaising with health sector employees, especially in terms of diagnosis and support for children with disabilities.

Activities and costs

- i. Training for itinerant teachers and other experts at regional, zonal and woreda levels
 - Estimated cost: ETB 86.4 m (\$1.592 m)

1.5.3 IERC teachers providing guidance for schools to meet students' special education needs.

(Total estimated cost for the output = ETB 33.120 m = \$ 0.610 m)

Approach

The enhanced school grant used to establish the IERC will include provision for awareness campaigns to ensure the schools, teachers and wider local community are aware of the existence, purpose, and activities of the IERC, and provision of electric bicycles for the IERC teacher to visit the neighbouring schools. The itinerant teachers will undertake community conversations to create awareness on disabilities, their causes and educational provisions for children with disabilities. After a consensus is reached with the community, establish PTAs (Core Teams) to follow up on the implementation of inclusive education in the IERCs and Satellite schools. Each IERC will develop a programme for continuous outreach services. This process will be monitored by the WEO and inspectorate, who will also monitor liaison with local health sector staff for diagnosis and support for children with disabilities.

Activities and costs

- i. Organize biannual community meetings in 1200 IERCs
 - Estimated cost: ETB 2.4 m (\$0.044 m)
- ii. Procure 1200 rechargeable electric bicycles
 - Estimated cost: ETB 13.2 m (\$0.243 m)
- iii. Procure first aid kits, gloves, alcohol and other sanitary materials for 1200 IERCs
 - Estimated cost : ETB 17.52 m (\$0.323 m)

1.5.4 Skill training for Itinerant teachers, Satellite school teachers including 'O' class teachers and Directors provided to support their students.

(Total estimated cost for the output = ETB 50.0 m = \$ 0.921 m)

Approach

The provision of short-term training for teachers in IERCs is helpful to give appropriate educational support to children with SEN. Teaching deaf children sign language and teaching blind children to read and write Braille not only creates a suitable environment for the children to learn but also it is respect for their human rights. To create this conducive environment, short-term training should be given to itinerant teachers, satellite school teachers and directors in sign language and Braille reading and writing. Since schools buy Montessori materials, teachers should be trained in the use of the materials. To identify students with special educational needs and provide them with appropriate educational support, teachers should be trained in screening and assessment tools. Moreover, teachers should be trained on how to accommodate students with special educational needs in an inclusive classroom.

Activities and Costs

- i. Sign Language training in 1200 centres x 7 ppts/centre
 - Estimated cost: ETB 112.56 m) (\$2.074 m)
- ii. Braille training, in 1200 centres x 7 ppts/centre
 - Estimated cost: ETB 112.56 m) (\$2.074 m)
- iii. Montessori training, in 1200 centres x 7 ppts/centre
 - Estimated cost: ETB 112.56 m) (\$2.074 m)
- iv. Screening tools & accommodation training, in 1200 IERCs
 - Estimated cost: ETB 112.56 m) (\$2.074 m)

1.5.5 Identification Centre for Students with special educational needs established,

(Total estimated cost for the output: = ETB 50 m (\$0.921 m)

Approaches

Although educational interventions in GEQIP-E are being provided through activities such as the provision of educational materials and assistive devices, sign language training, Braille reading and writing training, and Montessori training, there were major challenges in identifying and assessing students with intellectual disabilities, students with learning disabilities, those students who are gifted and talented to give appropriate education according to their potential, interests, and needs.

Therefore, the establishment of one national testing centre with full equipment is mentioned in the ESDP-VI programme document. It benefits students with special educational needs by identifying their ability, type and level of severity of disability. It is recommended to allocate supplementary school grants, to establish this national-level testing centre and assign appropriate professionals who are working in this testing centre. As a result, students who are selected for referral purposes will be measured by aptitude, achievement and IQ or other tests and their educational placement will also be done properly.

Activities and Costs

- i. Establishing testing centres
- ii. Buying and adapting international IQ Tests
- iii. Assigning appropriate human resource
- iv. Training for participants from the regions
 - Total estimated cost = ETB 50 m (\$0.921 m)

SUBCOMPONENT 1.6: COMMUNITY, PARENTAL AND CSO INVOLVEMENT IN SCHOOL

(Estimated base cost for the subcomponent: ETB 312.211m = \$5.753m)

Context

Learners in school should not be disconnected or isolated from what is happening around them. Good partnership activities with the local and wider community can include working with community representatives, ensuring that the students' voices are heard and can drive change. Maintaining close links and multiagency working between the school and other local agencies, such as youth services, police, social services and health professionals, placing students in community volunteer activities, engaging with parents through meetings and social events, providing extended services and in particular bringing together parents from different backgrounds through parenting and family support and community use of facilities for activities that take place outside of school hours, including adult and family learning, developing peace processes based on indigenous customs and traditions, engaging youth in community reconciliation processes where appropriate.

On the other hand, schools should be encouraged to actively participate in social activities that will mobilize their energy to study social issues and take responsibility for providing practical help. Schools should be very welcoming; their doors should never be closed so that parents and community members can come in and talk to staff members. Involving parts and the broad community in young students' education helps build school-family-community relationships and, more broadly, foster community cohesion.

Schools can help improve parenting skills, communication between home and school, parent volunteerism in the school, guiding family learning at home, involving parents in school governance, and securing supportive resources from the broader community. These measures will ultimately build trust, buy-in and commitment from parents and the broader community.

To achieve this objective, three basic strategies, i.e. strengthen public, private, community, and CSO partnerships with school, and parental education, and strengthen their engagement in the teaching and learning process particularly to improve students' achievements.

Parents and the wider community are expected to play an important role in encouraging and supporting their children's learning, in developing and supporting the school's SIP, improving the school learning environment, encouraging attendance and discouraging dropout, in tackling the persistent problem of under-age and over-age Grade 1 intake and subsequent low attendance, and especially supporting the enrolment and learning of children with SEN. All schools should have an active, functional Parent, Student, and Teacher Association (PSTA) and be developing strong public, private, and community partnership§1t3w

Objective

The objective of this sub-component is to strengthen community, parental, and CSO involvement in the schools to improve the students' outcomes.

Priority Outputs

1.6.1 PSTAs, parental, community, CSOs and non-education sectors' involvement strengthened to increase their engagement in school decision-making, safety and accountability

(Total estimated cost for the output = ETB 171.958 m = \$ 3.168 m)

Approach

The approach will be to use workshops to review guidelines for the role of the PSTA in strengthening private-public-community and CSO partnership with the school, Increasing community support for the school's development and maintenance, and parental and community support for children's attendance and learning, and engagement with school decision-making and accountability.

The training will be given for different stakeholder to increase their involvement on the teaching and learning process to facilitate student learning.

Activities and Costs

- i. Workshop to review PSTA guidelines
 - Estimated cost: ETB 0.5325 m (\$0.010 m)
- ii. Revise school management and leadership, community participation and financial guidelines
 - Estimated cost: ETB 1.705 m (\$0.031m)
- iii. Validate the revised school management and leadership, community participation and financial guidelines workshop
 - Estimated cost: ETB 1.305 m (\$0.024 m)
- iv. Develop a school-community-partnership strategy /guideline of public- private partnership
 - Estimated cost: ETB 1.023 m (\$0.019 m)
- v. Validate the school -community partnership guideline
 - Estimated cost: ETB 0.783 m (\$0.014 m)
- vi. Conduct a TOT for regional education experts
 - Estimated cost= ETB 2.61 m) (\$0.048 m)
- vii. Cascading the training at zonal, woreda, school level
 - Estimated cost: ETB 164 m (\$3.022 m)

1.6.2 Awareness raising workshops and campaigns to increase parental and community support for children's learning conducted

(Total estimated cost for the output = ETB 120.0 m = \$ 2.211 m)

Approach

Regional workshops will be used to encourage school principals, supervisors, inspectors, and WEO staff to raise understanding of the importance of, and commitment to mounting, education awareness campaigns, and parental engagement programmes to support and monitor children's learning.

Activities and Costs

- i. Organize regional workshops to promote education awareness and parental engagement programmes one workshop per year in each region for four years)

- Estimated cost: ETB 45 m (\$0.829 m)
- ii. Conduct public mobilization campaign in students' enrolment and school support on learning achievement at zonal and woreda levels for 5,000 participants/year for 4 years)
 - Estimated cost: ETB 75.0 m (\$1.382 m)

1.6.3. Coordination mechanism developed, teachers trained, and engagement of parents and stakeholders strengthened to prevent school-related Gender-based violence (SRGBV).ce (SRGBV). *(Total estimated cost for the output = ETB 260.252 m = \$ 4.795 m)*

Approach

Standing together to take action against gender-based violence in and around schools starts with breaking the silence. Together with members of the Working Group, by raising community awareness leading the call to action speaking out about the issues and championing specific actions to address it. Through the annual 16 Days of Activism Against Gender-Based Violence campaign and ongoing advocacy efforts, young people, educators and activists across the nation are standing together to End SRGBV.

Activities and costs

- i. Develop an effective coordination mechanism /strategy and training manual on SRGBV
 - Estimated cost: ETB 1.025 m (\$0.019 m)
- ii. Organise Training of Trainers (ToT) for selected trainers from all regions and city administrations
 - Estimated cost: ETB 1.827 m (\$0.034 m)
- iii. Cascade the training to zones, woredas and schools
 - Estimated cost: ETB 17.4 m (\$0.321 m)

COMPONENT 2: TRANSFORMED TEACHING

(ESTIMATED BASE COST FOR THE COMPONENT: ETB 6,276.056 m = \$ 118.0 MILLION)

OVERVIEW

The main direct influence on children's learning is the teacher. The main factors affecting the teacher's impact are:

- (a) the teacher's presence (i.e. time spent with the children),
- (b) the teacher's competence in terms of both pedagogy and content knowledge relevant to the particular level of education (pre-school, primary, middle, or secondary) and subject matter being taught,
- (c) presence of and ability to make effective use of teaching and learning materials and technology, including ICT, and especially
- (d) the teacher's motivation.

Teacher presence is an accountability issue that depends on other actors, notably the school principal (handled in EETP through the school-leadership subcomponent), the inspectorate (component 3), and the overall education management system (Component 5). The presence of teaching and learning materials is handled in Component 1.

This present component, therefore, focuses on teacher training and teacher motivation.

In the efforts to transform teaching through teacher training, the focus will be on reforming the system of pre-service teacher training and on targeting in-service training teachers on key capacity needs, to enable teachers to implement the new curriculum more effectively. This will also require a strengthening of the alignment between CTE, university teacher training, and school curricula.

Training will focus on a technology-assisted, pedagogical and content knowledge (TPCK) approach. The in-service training will link with the school-based CPD being tackled in Component 1 and will have a special focus on teaching the new curriculum, on the English language skills of English medium teachers in middle and secondary education, on improving skills of mother tongue teachers, on raising the pedagogical Competency of Career and Technical Subject Teachers, and on the 'laboratory demonstration' skills of Science Technology Engineering Arts and Mathematics (STEAM) teachers, linking with industries and applied universities.

At present low teacher motivation is a major barrier to effective teaching. This component will examine a range of means for raising teacher morale, including strengthening teacher voice about the curriculum.

This component has five subcomponents:

- (i) Reforming the system of pre-service teacher education and teacher upgrading
- (ii) Targeting teacher in-service training
- (iii) Improving teachers' use of ICT
- (iv) Alignment of CTE, university teacher training and school curricula
- (v) Strengthening teacher voice, morale and motivation

BACKGROUND

Teachers in Ethiopia lack proficiency in pedagogical skills, ability to communicate their content knowledge to students and the quality of their interactions with the students which significantly affect student learning. Research has shown that fewer than 20 percent of Ethiopia's teachers have demonstrated satisfactory pedagogical skills, including but not limited to creating a supportive learning environment, giving constructive feedback, and developing students' autonomy, perseverance, and collaborative skills. (Learning Poverty in Ethiopia -Status, Key Factors, and Priority Reduction Strategies, June 2022, World Bank Group)

Considerable success has been achieved in Ethiopia in raising the qualification levels of its teachers. Unfortunately, this has not always resulted in competent teachers as upgrading courses have taken place just during the summer vacation. Of the teachers who took the (optional) examination for licensing/relicensing, only 29.4 percent succeeded. GEQIP-E has supported Pre-primary teachers' capacity and instructional activities of mother tongue, English and mathematics teacher in Grades 1,2,7 & 8. However, due to the large number of teachers in each education level it was not adequate to cover the needs of all teachers.

The General education curriculum was under change starting from the 2022/23 academic year. In the meantime, there is an urgent need for targeted teacher updating, particularly to help teachers to cope with the content and approaches of the new curriculum, for example, active teaching methods and classroom test construction techniques by integrating ICT as a pedagogical tool. Updating is also needed to, for example, strengthen early grade teaching, instruction in the mother tongue and especially the English Language, the teaching of Science, Technology, Engineering, Arts and Mathematics (STEAM), and inclusive and gender-sensitive teaching.

The 2023 Education and Training Policy of Ethiopia (2023) states that English is to be taught as a subject from grade one upwards and used as a medium of instruction in secondary and tertiary levels. Some regions have also initiated its use as a medium of instruction in middle-level education. The teacher's competence in English is crucial to students' learning in this context.

Evidence from research and global experience has shown that mother tongue instruction ensures better cognitive development. Many linguistics scholars argue that teaching children in their mother tongues makes them more efficient, interactive and successful. Children can understand education through their mother tongue; they develop reading and writing skills faster and in a more meaningful way. Since the education policy that has been in place in 1994, commendable achievements have been registered in using mother tongue languages as a medium of instruction. Over 50 mother tongue languages are used as medium of instruction in pre-primary, primary and middle level, but at different grade levels.

The use of digital technology broadens the learning experience of students and will for many be needed for their future education, work, and lives. Online learning can be an effective complement to face-to-face learning for students and the development of teachers and school leaders. Online learning proved particularly effective for those who could capitalize on it during the COVID pandemic. The MoE's Digital Education Strategy for Ethiopia (2023-2028) provides an important foundation for the sustainable expansion of effective ICT usage within the sector looking at infrastructure and services, digital capacity and skills, the enabling environment, and digital content and platforms. The Additional Financing (AF1) of the parent GEQIP-E Programme supports the piloting of digital skills and the use of ICT in teaching for selected 1,000 secondary schools (grade 9&10) teachers.

GEQIP E has supported the development of the new curriculum. Through the programme financial support, training has been provided to TLM developers, editors, illustrators, and designers on education reform, curriculum framework, syllabus, textbooks and teachers' guides' development process. Following the training, the MoE in collaboration with the CoE universities developed the General Education curriculum framework and related basic curricula materials including the Minimum Learning Competencies and Syllabus required for each level of education. Once these basic curriculum documents were produced, REBs developed student textbooks and teacher's guides for Pre-primary to Grade 8 levels; and the Ministry of Education, in collaboration with CoE Universities, developed students' textbooks and teachers' guides for Grades 9-12.

RATIONALE

According to the 2021 MoE Rethinking Teachers Training research report, teacher education programmes adhere to a content/knowledge-based curriculum that is more theoretical than practice-based, with little reference to professional skills, ethics, and competencies. Even though the content knowledge of many graduating teachers is unsatisfactory, their pedagogical skills are particularly poor, and their sense of professionalism is short of what is desirable. The programmes are deficient in applying teacher education pedagogies that integrate theory and practice, such as practicum, micro-teaching, performance-based assessment, portfolios, analysis of teaching and learning, case methods, teacher inquiry, and action research. To meet society's high expectations, teachers need and deserve appropriate, relevant and practical training throughout their careers. Empowered, professionally qualified motivated teachers are central to achieving the sustainable development goal 4 of the Education 2030 Agenda which aimed to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Innovative approaches to teachers' professional development are necessary to make this happen.

The reform of training courses through this component will help to implement ESDP VI, Programme 3.3. e.g. 'Reform the teacher education and training programme'. The reform will comprise the move from having teacher upgrading courses in the summer vacation to having short teacher updating courses then, whilst teacher updating will require longer full-time courses in CTEs and universities. Moving away from summer training for upgrading gives more time to ensure the competency of the would-be teachers while they are in the training institutions. The strengthened targeting of in-service training will help to implement ESDP VI, Programme 3.3.

Student motivation tends to be weak towards learning science, technology, engineering, arts and mathematics (STEAM) subjects despite their importance for commerce and industry. To increase student motivation towards these subjects, teachers in STEAM laboratories need to improve their laboratory demonstration skills and their collaboration and shared expertise with Applied Universities and Industries. These laboratories will then serve as an ecosystem of social innovation, in which universities, schools, teachers, students, guardians and industry collaboratively engage children and young people in these subjects and support research-oriented teachers at all levels for lifelong learning (Vihma&Aksela 2014).

Strengthening the effective use of ICT by teachers and teacher trainers will help to implement ESDP VI, Programmes 6.1 (especially about teachers' continuous classroom assessment of students), and 6.2. for teachers (e.g. 'Build teachers' capacity to transform learning through technology') and teacher training ('Improving the use of technology and providing online training for pre-service and in-service teachers' and 'Establish digitally supported CPD for teachers and head teachers).

Successful implementation of the new curriculum requires awareness-creation of the changes made to the education community, particularly teachers. Unless teachers are well aware of the curriculum reform and acquire the required knowledge of the contents of the new curricula materials, implementation of the reform is not expected to bring the required learning outcomes and thereby improvement in the quality of education and overall development of the country. This also requires greater alignment of CTE and university teacher training curricula with the new school curriculum.

Teaching is not currently a profession of choice. Most applicants who choose to study education do so as a last resort, when they cannot meet the entry requirements for their first and second choice, for example, medicine, law, engineering, nursing and even single honours in the sciences, arts, or social sciences. Candidates who have failed entrance exams are allowed to join teacher education programmes. They have no motivation or interest in the teaching profession. This practice has made education ‘a dumping ground’ for candidates who lack both the aptitude and attitude to become teachers - moulders of lives. (Rethinking Teachers Training MoE research report, 2021). Therefore, there is a need to develop and implement strategies and interventions to improve teacher’s life, motivation, and professional ethics; thereby raising the satisfaction level and motivation of existing teachers. There are many potential ways of doing this, but not all are related to increasing resources. One is to help teachers to operate as a professional learning community, sharing their challenges and experiences with other teachers, undertaking action research, and generally being active contributors to reforms both in education, notably assessment of the curriculum, and through interaction with the wider community

LINKS WITH OTHER ACTIVITIES

Sub-component 2.2, targeting teacher in-service training, will be strongly linked with the school-based being strengthened through Component 1, especially the key teachers being trained as mentors and the development of school-based professional learning communities

Sub-component 2.3. strengthening the effective use of ICT by teachers and teacher trainers will link with the increased provision of ICT resources in Component 1 and the creation of the Education Cloud and online teaching and learning resources developed in Component 5.

Sub-component 3.4 - Review the CTE and university teacher training curricula and align them to the new school curriculum will assist the role of CTEs and Universities in, for example, providing the leadership training being developed in Component 1.

COVERAGE OF CROSS-CUTTING ISSUES

As part of efforts to improve gender balance, priority will be given to increasing female participation and enrolment in the teaching force. Due emphasis will also give to select female teachers in promoting their engagement and enhancing their contribution to transforming teaching.

Integrating cross-cutting issues in the development and implementation of the new curriculum and teacher training materials is emphasized in the general education curriculum framework. The new curriculum has mainstreamed cross-cutting issues in different learning areas and subjects: Gender and Inclusive Education, Education in Emergencies, Environment and Climate Change, Hygiene and Sanitation, HIV/AIDS education, and Life Skills.

MEASURES TO SUPPORT SUSTAINABILITY

Transforming teaching is not a one-time activity attained overnight; rather it is a continuous programme requiring the development of a strong education system that encompasses all actors of the teaching-learning process. This component will therefore, whilst seeking to raise the capacity of teachers, do so in a way also raises the capacity of all actors and systems needed for future teacher development.

RISK ANALYSIS

The successful implementation of the actions and interventions to transform teaching and learning could be hindered by:

- Weaknesses in government commitment and support to enforce the reforms developed through this programme,
- Weaknesses in ongoing recurrent finances and other resources needed to facilitate and sustain the implement the reforms at the local level, including, for example, ICT infrastructure.
- Pervasive uncertainty over and exposure to economic, environmental, conflict and other risks and crises arising external to but impacting on the sector.
- High staff turnover, of teachers and other actors.
- Low capacity of those being trained or needed to implement the training.
- Lack of access to accurate, relevant and timely data and other information needed for informed decision-making.
- The ongoing lack of attractive salary and incentive packages for teachers and education professionals is needed to attract able candidates and workforces into the teaching profession and retain better-performing teachers.

SUBCOMPONENT 2.1: REFORMED SYSTEM OF TEACHER TRAINING FOR QUALITY FOCUS

(Estimated base cost ETB 138.178 m = \$0.016 m)

Context

This component will tackle two of the problems identified in the rational section above, namely:

- i. A reform of teacher upgrading, moving away from having short (and thus low quality) teacher upgrading courses in the summer vacation to full-length courses based;
- ii. A reform of pre-service teacher education in CTEs and universities to
 - a. focus on a technology-assisted pedagogical and content knowledge (TPCK) approach, an inquiry-oriented, student-centred, practical teaching and learning process that is aligned with the general education curriculum through outstanding teacher educators.
 - b. strengthening entry and graduation assessments and requirements to ensure that those entering and graduating from the courses are potentially competent teachers rather than candidates just seeing teaching as a last resort with little professional commitment.

Objective

Improved professional competence of teachers entering the teaching profession and teachers upgrading their qualifications

Priority Outputs

2.1.1. The strategy for teacher upgrading reviewed and developed Review and development of a strategy for teacher upgrading

(Estimated cost for the output: ETB 1.524 m (\$ 0.028 m))

Approach

The approach to this output will involve a team of relevant staff from MoE and interested REBs reviewing with key university departments, a sample of CTEs and teachers' unions the present and potential future situation of teacher upgrading in terms of need, demand, quality issues, and options for provision. This will involve the basis for developing a teacher upgrading strategy, followed by an awareness campaign targeting teachers.

Activities and costs

- i. Review situation of teacher upgrading programme
 - Estimated cost: ETB 0.842 m (\$0.016 m)
- ii. Development and promulgation of the new strategy for teacher upgrading
 - Estimated cost: ETB 0.682 m (\$0.013 m)

2.1.2. Teacher educators assisted to focus on a technology-assisted pedagogical and content knowledge (TPCK) approach.

(Estimated cost for the output: ETB 136.654 m (\$ 2.518 m)

Approach

A technology-assisted professional development training based on a diagnostic need assessment can be designed to improve the instructional activity (Planning, active learning and teaching methods, continuous assessment, and complex subject matter contents) of teacher's educators. It can be supported by face-to-face capacity-building programmes focused on the alignment of the new general education curriculum and teacher education curriculum in collaboration with a team of experts from key universities, CTEs, MoE and REBs. The programmes can be designed taking into consideration the international and local practices in the teacher education training programme to enhance the calibre of teacher educators in technological, pedagogical and content knowledge of the area of their specializations. To strengthen the alignment linkage between CTEs and schools will be created. These schools can be pre-Primary and middle schools around the location of the CTEs.

Activities

- i. Consultancy contract to conduct need assessment, technology platform development and work with the CTEs, MoE and REBs 50m ETB
 - Estimated cost: ETB 50 m (\$0.921 m)
- ii. Ratification workshop
 - Estimated cost: ETB 1.267 m (\$0.023 m)
- iii. Development of online professional learning materials
 - Estimated cost= Contract: ETB 5.0 m (\$0.092 m)
- iv. Development of candidate teachers entry and exit exam guidelines
 - Estimated cost: ETB 2.387 m (\$0.044 m)
- v. School-CTE linkage for Support and experience sharing (One CTE linked to 15 schools)
 - Estimated cost : Total ETB 78 m (\$1.437 m)

SUBCOMPONENT 2.2: IMPROVED TARGETING OF TEACHER UPDATING

(Estimated cost for the subcomponent: ETB 5,832.9 m = \$107.48 m)

Context

Transforming education needs transforming the curriculum which in turn necessitates the transformation of learners and learning on one hand and the transformation of teachers and teaching on the other. In this regard, when considering the learners' perspective effective implementation of competence-based curricula requires the transformation of the role of learners from passive recipients of content to active and empowered, self-benefiting agents. In addition to this, effective development of competence also requires a shift in the leadership for learning from teachers to learners. On the other hand, from the perspective of teachers, the success of competence-based curricula partly rests on the recognition of the role of teachers as facilitators of learning. Accordingly, teachers' profound understanding of the competence-based curricula helps them to transfer their methodology of teaching from a teacher-dominated delivery approach to a facilitator of interactive learning encouraging learners involve in active learning.

As indicated in the ESDP VI, teachers are the primary implementers of any school curriculum. Implementation of the new curriculum will require, first and foremost, training for teachers and principals. Teachers at all levels will have a strong stake in the programme development process. This will make the implementation of the programme more effective. As teachers implement the new curriculum, they will be able to target their teaching based on students' background knowledge, readiness, preferences, and interests. This approach is intended to facilitate teaching and learning for students of different abilities in the same classroom. The new curriculum will allow teachers to maximize the individual growth and success of each student.

Teachers' induction programme on the new curriculum will result in increased consistency in curriculum implementation by teachers, increased understanding of new professional and practical roles of teachers within the new curriculum, and a new vision of coordination meetings within the programme if properly planned and implemented.

The in-service training programme for teachers will be provided in two modalities: the provision of an introduction training on the new curriculum to teachers, school principals, and the school community which is coordinated by the MoE CD CEO; and the provision of a face-to-face national raining in the summer coordinated by TLD.

Teaching as a profession and teachers as professionals need continuous updating. There are constant additions to the global knowledge of how to improve student learning, and developments in technology and creativity which need to be imparted to teachers through teacher capacity building. New teachers should get support about their school environment, measures for student discipline, teaching practices and leadership of the school. However, in current days, many Ethiopian school's novice teachers start teaching without any such orientation; teachers report such induction to be either absent or ineffective.

Teachers in most cases join the profession with low interest, high frustration, and a sense of anxiety. According to different research findings, while the introduction of CPD has been a positive development, it tends to be poorly targeted leading to little change in teacher knowledge and skills, whilst the teachers themselves do not whole-heartedly engage. There is little in the way of on-the-job training and experience-sharing opportunities or peer education forums. There is also little in the way of systems of accountability and quality assurance to maintain teacher effectiveness.

English is key to student learning since the curriculum is delivered through the medium of English in the second cycle of primary schooling and throughout secondary and higher education. However, the English Language skills of many English Medium Teachers need major improvement.

Mother tongue education implies that schooling uses the language or languages that children are most familiar with.

Many linguistics scholars argue that teaching children in their mother tongues makes them more efficient, interactive and successful. Children can understand education through their mother tongue; they develop reading and writing skills faster and in a more meaningful way. Mother tongue instruction ensures better cognitive development. In addition to children learning better and faster, mother tongue education can also increase school access while reducing repetition and dropout rates. To this effect, Ethiopia has shown impressive progress. Nowadays, about 51 languages are involved in the school system. Despite the efforts, the results of EGRA in the mother tongue is low. Thus, there is a need to improve the situation by way of building the capacity of teachers in mother tongue language competency and pedagogical skills.

Many Career and Technical Subject Teachers, whilst competent in their subject area, lack the pedagogical knowledge and skills needed to develop these competencies effectively in their students.

There is increasing acknowledgment of Ethiopia's increasing need for school leavers with competence in science, technology, engineering, art and mathematics, the STEAM subjects (with art now included alongside the former STEM emphasis). Several of these subjects require student practical work and more especially, given the ongoing scarcity of equipment for student use, teacher demonstration of key concepts in the laboratory, or other base for teaching STEAM subjects. There should ideally be support for those teaching especially design technology and engineering through contacts with local industry and technical universities or university departments.

Objectives

The objectives of this subcomponent are to strengthen the targeting of teacher updating so that:

- it increases teachers' understanding of and ability to teach to the new curriculum, to make classroom instructional approaches engaging and student-centred, with emphasis on approaches that enable students to acquire practical skills and competencies;
- special emphasis is given to strengthening English and mother tongue language skills for teaching in the medium of English and mother tongue, to pedagogical competence of Career and Technical Subject teachers, and to the laboratory demonstration and related skill needs of STEAM teachers.

Priority Outputs

2.2.1 In-service teacher training made more supportive of the new curriculum using a TCPK approach *(Estimated cost for the output: ETB 2,922. 930 m (\$ 53.859 m)*

Approach

The in-service training programme for teachers will be provided in two modalities: the provision of an introduction training on the new curriculum to teachers, school directors and the school community which is coordinated by the MoE CD CEO; and the provision of a face-to-face national training in the summer coordinated by TLD.

The training will comprise one hundred twenty hours of face-to-face national training in the summer programme, linked with school-based professional learning communities (being developed under component 1) and followed by an exit examination.

The training will be organized at Teacher training institutions under the summer programme in collaboration with CDID and TELD desks aiming to capacitate teachers with the required TPCK that is aligned with the new general education curriculum. This will start with the development of a competence-based national short-term teachers training framework for each education level

CDID will engage in preparing the training materials while TELD will lead the overall training of teachers by using CTEs and Universities.

. A phased approach will be used to reach a larger population of teachers during the programme implementation period, covering a total of half of the teaching workforce which equals 358,000 teachers according to the 2014 ESAA .

Activities and costs

- i. Develop teacher training framework
 - Estimated cost: ETB 1.263 m (\$0.023 m)
- ii. Prepare training materials
 - Estimated cost: ETB 1.305 m (\$0.024 m)
- iii. Printing training materials
 - Estimated cost: ETB 53.7 m (\$0.989 m)
- iv. Train master trainers
 - Estimated cost: ETB 2.662 m (\$0.049 m)
- v. Teachers face-to-face training for 120 hr summer programme for 358,000 teachers
 - Estimated cost: ETB 2864 m (\$52.773 m)

2.2.2 Teachers' induction on the new curriculum

(Estimated cost for the output: ETB 117.664 m (\$ 2.168 m)

Approach

Training manuals for teachers and trainers will be developed through workshops involving MoE and REBs curriculum subject experts. The manuals will consist of training areas and contents which will be reviewed and updated annually following regular formative and summative assessments that will also be conducted every year during the programme implementation period. The training is therefore tailor-made training for each subject area to help teachers successfully implement the curriculum.

Following the development of the training manual, TOT training will be organized at the federal and regional levels and this will be cascaded to schools. The instructional design of the training will be a cascade model. Master trainer training will be conducted at the Federal and Region levels while the actual teacher training will be linked to the CPD programme and take place at the school level through master trainers trained at REB levels. A phased approach will be used to reach to a larger population of teachers and principals during the programme implementation period.

In order to follow up on the implementation of the training conducted, monitoring data collection tools will be developed, validated, and discussed with stakeholders and orientation will be given to data collectors. Once data is collected and analysed, a report will be produced and distributed to stakeholders. Following these, based on the findings of the survey the teacher education curriculum framework will be revised to align it with the GECF.

Activities and costs

- i. Training material development
 - Estimated cost : ETB 5.0 m (\$0.092 m)
- ii. Enrich and validate the training manuals
 - Estimated cost: ETB 2.29 m (\$0.042 m)
- iii. Printing and distribution of the training manuals
 - Estimated cost: ETB 3.0 m (\$0.055 m)
- iv. Organize Training of Trainers (ToT) annually for selected trainers from all regions and city administrations
 - Estimated cost: ETB 5.324 m (\$0.098 m)
- v. Cascade the training at region and zone level
 - Estimated cost: ETB 100.8 m (\$1.857 m)
- vi. Conduct monitoring and evaluation to assess the impact assessment of the training provided
 - Estimated cost: ETB 1.25 m (\$0.023 m)

2.2.3. System developed and implemented; and teachers trained to strengthen Gender Responsive Pedagogy (GRP) *(Estimated cost for the output: ETB 7.723 m (\$ 0.142 m))*

Approaches

The quality of teaching across all levels of education has a significant impact on academic access, retention, and performance of girls and boys. This includes the systematic professionalization of both teaching and non-teaching roles within education, by improving teacher training and support for teachers. Employ teaching methods that are not conducive to equal participation of both girls and boys. Neither do these methods take into account the individual needs of learners, especially girls. Equipping teachers with knowledge, skills, and attitudes to enable them to respond adequately to the learning needs of girls and boys through using gender-aware classroom processes and practices ultimately improves learning outcomes and enhances gender sensitivity in the delivery of education services.

Activities and costs

- i. Development or revision of GRP manuals, guidelines, and standards
 - Estimated cost: ETB 1.023 m (\$0.019 m)
- ii. Providing training and support to a total of 500 teachers over 3 years
 - Estimated cost: ETB 6.7 m (\$0.123 m)

2.2.4. Training programme developed to support English Language skills of English Medium Teachers *(Estimated cost for the output: ETB 1,419.199 m (\$ 26.150 m))*

Approach

The overall approach will comprise the development and initial implementation with 180,000 teachers of technology-assisted on-the-job training in English as a Medium of Instruction. The training will employ face to face and distance (self-study) training modalities, and direct support from the trainers visiting their schools during their teaching. The face-to-face training modality takes 98 hours and the remaining 66 hours will be covered in distance, self-study modality. General English and Classroom English will cover 25% for each; however, 50% of the total time will be secured for Content and Language Integrated Learning (CLIL) because teachers are supposed to use content and language integration in teaching effectively. At the same time, teachers are supposed to improve their knowledge of vocabulary and grammar and communicate and deliver the lessons with appropriate calibre. At the same time, online training and accessing the documents in soft copies will support face-to-face training. Then, ministry-level monitoring and support will be conducted, and gaps will be identified. Based on the survey, gap-filling training will be delivered. The overall programme will cover around 170 hours.

Activities & costs

- i. Workshop surveying current approaches employed globally
 - Estimated cost: = ETB 1.023 m (\$0.019 m)
- ii. Develop language competency framework
 - Estimated cost: (= ETB 1.263 m (\$0.023 m)
- iii. Developing & revising training materials
 - Estimated cost: = ETB 0.913 m (\$0.017 m)
- iv. Printing training materials
 - Estimated cost: ETB 30 m (\$0.553 m)
- v. Provide training and support to a total of 180,000 teachers over 4 years
 - Estimated cost: ETB 1,386 m (\$ 25.539 m)

2.2.5 Training programme developed and implemented to support Mother tongue teachers

(Estimated cost: ETB 16.398 m (\$ 0.302 m)

Approach

The EGRA 2021 results indicate the low performances of students as compared to the previous EGRA studies as well as the average points. There is a need to build the capacity and skill of mother tongue language teachers to improve the performance of students. In line with this, the MOE will provide training for teachers who use the mother tongue as a medium of instruction as well as subject teachers by using the same training modalities. At the same time, teachers are supposed to improve their knowledge of vocabulary and grammar and need to communicate and deliver the lessons with appropriate calibre. The face-to-face training will be supported by online training and accessing the documents in soft copies. Monitoring and surveys will be conducted as appropriate, gaps identified, and support provided, through gap-filling trainings.

Activities and costs

- i. Provide TOT Training for Selected 1000 Mother tongue Grade 1&2 Teachers for 7 days
 - Estimated cost: ETB 8.0 m (\$0.147 m)
- ii. Conduct training to improve teachers mother tongue proficiency
 - a) Need Assessment
 - a. Estimated cost: ETB 0.1974 m (\$0.004 m)
 - b) Preparing training module
 - Estimated cost: ETB 0.4176 m (\$0.008 m)
- iii. Validate the training module
 - Estimated cost: ETB 0.905 m (\$0.017 m)
- iv. Provide training for 1000 participants
 - Estimated cost: ETB 14.7 m (\$0.271 m)
- v. Monitoring and Evaluation
 - Estimated cost: ETB 0.1785 m (\$0.003 m)

2.2.6. In-out-in university postgraduate diploma course developed to raise pedagogical competency of Career and Technical Subject Teachers

(Estimated cost for the output: ETB 553.5 m (\$ 10.199 m))

Approach

The approach will build on the existing PGDT programme that was designed to enrol and train newly hired applied first-degree graduates to improve their pedagogical competency. It will be organized for two consecutive years with an in-out-in modality of training: face-to-face training will be given during the summer vacation supported by distance learning. Trainee teachers will be certified by the trainer institution after completion of the PGDT training requirements. A source of technical assistance with expertise and experience in this field will be contracted to work with the trainer universities in adapting the PGDT materials, strengthening linkages with the school-based learning community, and making effective use of ICT as a pedagogical and professional development tool. The Technical Assistance will also advise and support the initial training in the trainer universities.

Activities and costs

- i. Adaptation of the PGDT course, and the course materials by, trainer universities for the eight programmes
 - Estimated cost: ETB 3.5 m (\$0.064 m)
- ii. Support training of 20,000 CTS teachers over the 4 years of the programme
 - Estimated cost: 550m ETB (\$10.135 m)

2.2.7. Training programmes developed in STEAM laboratory Demonstration Skills

(Estimated cost: ETB 787.5 m (\$ 14.51 m))

Approach

The main objective of this intervention is to use STEAM centres/laboratories as an ecosystem of learning. The ecosystem of learning, in this context, is the dynamic interaction among individual learners, diverse

settings where learning occurs, and the community and culture in which they are embedded (NRC,2015). In doing that, Schools will be supported to access science-related information and experience. STEAM centres will be organized and equipped in half of Ethiopia's secondary schools (1,500 schools) and provided with adequate basic materials through engaging universities and industries. Besides the emphasis on links with industry and university, there will be an emphasis on ICT as a pedagogical and professional development tool. Training will be provided to the science and mathematics teachers, alongside industrialists and relevant staff from universities. Teachers will be capacitated to demonstrate STEM learning ecosystem and nurture personal curiosity.

Activities and costs

- i. Organise STEAM centres/laboratories in 1,500 secondary schools
 - Estimated cost: 750 m ETB (\$13.82 m)
- ii. Provide training to the STEAM teachers
 - Estimated cost: ETB 37.5 m (\$0.691 m)

SUBCOMPONENT 2.3: EFFECTIVE USE OF ICT BY TEACHERS AND TEACHER TRAINERS

(Estimated base cost for the subcomponent: 331.2 m ETB = \$ 6.103 m)

Context

Digital ICT offers potentially high rewards to the teacher and for teacher development. The use of digital technology broadens the learning experience of students and will for many be needed for their future education, work and lives. Online learning can be an effective complement to face-to-face learning for students and the development of teachers and school leaders. It can prove particularly effective for those who could capitalize on it during the COVID pandemic.

ICT can assist school-based student assessment and provide the teacher with a better picture of how individual students are progressing. Efforts have been made to equip secondary schools with digital technology, but these efforts have been relatively ineffective in terms of access and use because teachers lack the knowledge and skills to use technology for educational purposes. There is thus a need to strengthen the effective use of ICT by, especially, secondary school teachers, both for their teaching and for their professional development.

The MoE's Digital Education Strategy for Ethiopia (2023-2028) provides an important foundation for the sustainable expansion of effective ICT usage within the sector looking at infrastructure and services, digital capacity and skills, the enabling environment, and digital content and platforms.

However, there are no pioneering activities in line with this except the GEQIP-E pilot activity to improve the digital skill of secondary school teachers which is only limited to 1,000 grade 9 and 10 teachers.

Objectives

The objective of this subcomponent is to integrate ICT in education by enhancing teacher's and Teacher Educators' digital competency to use Technology as a pedagogical and professional development tool.

Priority Outputs

2.3.1 Digital Competency Training programme for teachers expanded

(Estimated cost for the output: ETB 331.2 m (\$6.1 m))

Approach

The piloted standards, training frameworks and materials will be updated in line with current knowledge and international standards. The training will be delivered in both face-to-face and online platforms in which an initial 10-day face-to-face training will be mandatory. Practical sessions and technical support will be organized at the school level using school ICT staff. An incentive mechanism can be designed for technical support staff and online training administrators. The approach will start with designing or adapting the digital training platform, followed by the digitalisation of teaching and learning materials. The platform will then be used to train 12,000 middle and secondary school teachers (4,000 per year), using schools or colleges with sufficient computers for the training.

Activities and costs

- i. Design/adapt the digital training platform and digitised teaching and learning materials
 - Estimated cost: ETB 200m (\$3.685 m)
- ii. Provide common digital competency training for using the platform
 - Estimated cost: ETB 131.2 m (\$2.418 m)

SUBCOMPONENT 2.4: TEACHER TRAINING CURRICULA ALIGNED TO THE NEW SCHOOL CURRICULUM

(Estimated cost for the subcomponent : ETB 108.456 = \$1.998 m)

Context

The Ministry of Education has revised the General Education curriculum Framework that has been implemented since 2010 and developed a new curriculum framework to be implemented at all levels of the General Education i.e. from Pre-primary to Grade 12. To ensure the successful implementation of the new curriculum, the framework requires the alignment of the teacher education curriculum in both its pre-service and in-service modalities with the general education curriculum framework (GECF, Page 3).

In line with this, MoE has revised the existing Teacher Education curriculum framework and developed a new one. Based on the new teacher education curriculum framework, the development of curriculum materials including course books and modules is required.

Objectives

The objective of this component is to ensure the alignment of the teacher education curriculum framework with the general education curriculum framework

Priority Outputs

2.4.1 A teacher education framework developed for increased alignment of CTE and university teacher training curricula with the new school curriculum

(Estimated cost: ETB 6.084 m (\$ 0.112 m))

Approach

A survey will be conducted to assess the status of alignment of the curriculum, To conduct this survey, data collection tools will be developed, discussed with stakeholders, and orientation given to data collectors. Once data is collected and analysed, a survey report will be produced and distributed to stakeholders. Following these, based on the findings of the survey, the Teacher Education Curriculum Framework will be revised to align it with the General Education Curriculum Framework.

Activities and costs

- i. Conduct an in-depth assessment on the status of alignment
 - Estimated cost: ETB 1.8524 m (\$0.034 m)
- ii. Organize, analyse data and produce report
 - Estimated cost: ETB 0.7325 m (\$0.013m)
- iii. Improve the framework based on the findings of the survey
 - Estimated cost: = ETB 3.5 m (\$0.064 m)

2.4.2 Teacher education course modules developed with alignment to the school curriculum *(Estimated cost for the output: ETB 102.371 m (\$ 1.886 m)*

Approach

Through giving orientation to developers, modules will be developed, validated, and approved by the stakeholders. Following this, modules will be printed, and induction training will be given to teachers of CTEs and universities.

Activities and costs

- i. Organise an orientation workshop for module developers
 - Estimated cost: ETB 1.8755 m (\$0.035 m)
- ii. Module development
 - Estimated cost: ETB 2.4 m (\$0.044 m)
- iii. Conduct a validation workshop to enrich and validate the modules
 - Estimated cost: ETB 5.038 m (\$0.093 m)
- iv. Printing and distribution of modules
 - Estimated cost: ETB 90 m (\$1.658 m)
- v. Organise induction training on the developed modules
 - Estimated cost: ETB 3.058 m (\$0.056 m)

SUBCOMPONENT 2.5: STRENGTHENED TEACHER VOICE AND MORALE

(Estimated base cost for the subcomponent: ETB 3.485 m = \$0.064 m)

Context

ESDP VI seeks to transform “teaching into a profession of choice”. This is not in many cases the current situation. ESDP VI sees the need for “incentive and support systems to ensure that effective teachers are prepared, recruited, retained and motivated. Improved compensation and performance-based incentives have been used to motivate and increase teacher engagement at all levels. However, non-financial incentives such as the nature of the work itself, administrative relationships, physical working conditions recognition, training, and advancement are all potential motivating factors. According to ESDP VI, “It has become imperative to examine the incentives in the teaching profession and capacity building to serve as a scientific explanation of the factors that affect teachers’ motivation to work, and then to discover the areas in which teachers have needs and how to meet those needs to ensure educational quality

productivity. Some countries have achieved significant success in non-financial incentives, for example, the KN programme in Uganda to “re-invigorate the intrinsic motivation of teachers and to help them to cultivate a similar love of learning about the world among their students”. Teachers can be demotivated by a lack of voice, recognition, and control over their professional experience and skills. Teacher voice can be increased by teachers' action research and by increasing their voice in the evaluation of the curriculum. These will be the areas of focus in this subcomponent.

Objectives

The objective of this sub-component is to strengthen incentive and support systems, especially non-financial incentives, to ensure that effective teachers are prepared, recruited, retained, and motivated

Priority Outputs

2.5.1 Policy and guidelines to raise teachers’ voice, morale and motivation, thereby introducing attractive competency-based career progression and incentive mechanisms developed and issued *(Estimated cost for the output: ETB 3.152 m (\$ 0.058 m))*

Approach

The approach will start with conducting a survey of and benchmark international experience in improving teacher morale, especially through using non-financial as well as or instead of financial incentives. A country or countries with promising experiences in this direction will be used as the basis for experience sharing. A strategy will then be developed and piloted for raising teacher morale through non-financial means in Ethiopia

Activities and Costs

- i. Survey of international experience and benchmarking
 - Estimated cost: ETB 2.5m (\$0.046 m)
- ii. Design and implement strategies to boost teachers’ morale and motivation
 - Estimated cost: ETB 0.6525 m (\$0.012 m)

2.5.2 Strong teacher involvement in the evaluation of new curriculum

(Estimated cost for the output: ETB 6.638 m (\$0.122 m))

Approach

Feedback collection tools will be developed by MoE and REB to collect the voice and professional satisfaction level of teachers, especially concerning their teaching of the new curriculum, and their involvement in its development and past curriculum evaluations; also, other aspects of the education sector and its development.

Activities and Costs

- i. Conduct survey of teachers' professional satisfaction
 - Estimated cost: ETB 0.333 m (\$0.006 m)

COMPONENT 3: TRANSFORMED QUALITY ASSURANCE

(ESTIMATED BASE COST FOR THE COMPONENT: ETB 5,161.360= US\$ 95.105 MILLION)

OVERVIEW

Quality assurance is the systematic review of educational provision to maintain and improve its quality, equity, and effectiveness. The design of quality assurance mechanisms (tools, processes, and actors) varies in different national contexts, but their common objective in terms of the EETP is to support the teaching and learning process. Their goal in this context is to improve student learning outcomes. Quality assurance generates data on the overall performance of the education system for policy decisions. It potentially includes the assessment of school personnel, operations, and development, both through internal assessments and through external inspection and, for example, teacher licensing and relicensing; assessment of student learning through national examinations and national testing; evaluation of the curriculum; accreditation of teacher training institutions and courses, and through quality-assuring course qualifications through a national education sector qualifications framework (NQF).

This Component will therefore focus on the following eight subcomponents:

- Improving inspectorate monitoring and feedback
- School self-assessment
- Quality assurance of teachers, especially through revisiting licensing modalities;
- Quality assurance of teacher training through CTE accreditation
- Improving national school examinations by putting them online
- Further development and implementation of national assessments, notably MELQO, EGRA, EGMA and NLA
- Assuring the quality of the curriculum through formative and summative evaluation
- Developing a national qualifications framework

BACKGROUND

The school inspection system is one of the mechanisms strengthened during GEQIP-E. Planned activities included: strengthening school inspectors' capacity through the development of an inspection framework, guidelines, digital data collection, an organization and management system, and ND joint sample inspections with the ministry, regional, zonal, and woreda inspectors are done. The development of an integrated digital data management system is in the process of developing a database. But some activities like developing the national inspection framework and guidelines for CTEs and ANFEs and the conducting of regular inspection/re-inspection services for CTEs and ANFEs have yet to be implemented.

The inspection standards are classified as input, process, and output. One of the factors contributing to low student learning outcomes is the quality of the learning environment. This was confirmed by the two rounds of national school inspection reports (2008-2010 and 2010-2012). In the first round of school inspection, out of 34,126 inspected schools, 89.7% of both primary and secondary schools were level 1 or 2, below the national standard, and the second round of school inspection showed that out of 28,818 inspected schools, 22348 (91% of them) were also level 1 or 2. This shows that it needs special attention to improve the quality of the learning environment.

The ongoing classroom assessment of teaching and learning will be part of the school self-assessment. For instance, "Strengthening the classroom assessment system," "Developing standardized formative class assessment tools," and "Training teachers on how to assess students regularly at the beginning of Grades 2 and 3" are some examples. For more effective instruction and better school performance, the internal school inspection system will be strengthened together with subject inspection of core subjects and chosen standards. The use of ICT in this subcomponent is also expected to promote ESDP VI, Programme 6.1, such as "The establishment of an online learning outcomes assessment platform".

The system of licensing and relicensing of teachers and School leaders is one of the strategies in place to ensure the quality of education. The new Education and Training Policy of Ethiopia endorsed by the Council of Ministers on 27 February 2023 indicated that the competency of teachers, teacher trainers, and school leaders should be improved through licensing and relicensing systems. This system aims to assess the competences of teachers and school leaders through competence assessments developed at the national level against the competency standards for teachers, teachers' trainers, school principals, and school supervisors.

During ESDP VI, the licensing and relicensing system targeted to strengthen the system using licensing information system. The aim is to allow all the eligible pre-primary, primary, middle and secondary school teachers and school leaders, as well as CTE teachers, to go through the licensing and relicensing system, giving special attention to teachers with special needs and equity on online assessment, create item banking software, and revising licensing documents. In the last two years, the generic standards of teachers, school principals and supervisors were revised, and the CTE teachers Standard was developed but not printed and distributed to regions-schools and CTEs.

The evidence and insights drawn from National Learning Assessments (NLA) provide a solid basis for building more effective policies and strategies to improve the curriculum, pedagogy, educational resources and all other related conditions for better learning outcomes in harmony with the country's vision and needs. Learning Assessments such as MELQO, EGRA (developed through the US-funded READ project - USAID 2020) and NLA have been conducted periodically with the support of the GEQIP-E programme. Early Grade Mathematics Assessment (EGMA) has been also conducted two times in four years. These assessments assisted the system to determine if it is functioning properly by evaluating what students know and can do with what they have learned. It has been in place in Ethiopia for the last twenty years, except for MELQO which was carried out as a baseline this year. Conducting these assessments has made a significant contribution to improving the quality of education by identifying areas for improvement and intervention.

Participation in regional and international student learning assessments aim is to gauge the knowledge, skills, and performance of Ethiopian students in comparison with those of other countries, to indicate whether the education system is performing as well as it could, whether the school system is preparing students for the global knowledge economy of the 21st century, and what students are learning and what needs to be improved to improve learning. It is felt that this will help learn from the policies and practices of countries that have demonstrated improvement; and set evidence-based policy targets against measurable goals achieved in other education systems. It has been acknowledged that this kind of international benchmarking is highly relevant to achieving the Education SDGs that every country in the world has signed up for. Hence, the lessons learned from these assessments in trying to improve the quality of education play a significant role in the design of this component. But, as different assessment findings indicate, providing quality education is challenging.

Activities planned in ESDP VI and in other national strategic plans but not implemented include: strengthening the Item Bank system, conducting online examinations, and participating in multinational learning assessments (e.g. PISA, TIMSS and SEACMEQ). These activities are to be implemented in this EETP component.

As a sectoral quality assurance tool, an accreditation system for all institutions is required. ESDP VI includes the goal of giving non-formal training in short-term skills to all young people and adults. To that end, primary schools are to include community learning centres where students will receive a range of short-term vocational and life skills training. There is also a need to provide CTE accreditation services with standards and norms. There are currently around 40 Colleges of Teacher Education in Ethiopia, which have been established by Regional State legislation in collaboration with the Ministry of Education, along with stand-alone institutions that prepare teachers for primary schools with institutional legislation governing their administrative and academic operations. No institution is developing the national accreditation guideline. But the ministry gives special attention to establishing a unit and experts to do these accreditation activities.

The Education and Training Policy of the country emphasizes the need to enhance access, equity, relevance and quality of education. It has become imperative to have a comprehensive framework to regulate the development and implementation of Ethiopian qualifications in the education and training system. The Ministry of Education has been conferred with the power and duty to formulate an Ethiopian National Qualifications Framework (ENQF) applicable to all three education and training sub-sectors. Ethiopia does not have such an overall sectoral framework.

RATIONALE

In SDGs, Goal 4, Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. The Governments have the primary responsibility for follow-up and review, at the national, regional, and global levels, in relation to the progress made in implementing the Goals and targets over 15 years. To support accountability to the citizens, the government provides for systematic follow-up and review at the various levels, as set out in this Agenda and the Addis Ababa Action Agenda. The high-level political forum under the auspices of the General Assembly and the Economic and Social Council will have a central role in overseeing follow-up and review at the global level. (U.N, 2015)

In the Ethiopian context, Quality assurance generates data on the overall performance of the education system for policy decisions. It includes school inspection, evaluation of teachers' and head teachers' competences, and national student assessments. (ESDP VI)

In ESDP VI this quality assurance system focuses on The school inspection system that strengthened to monitor school, CTE and ANFE centre performance to ensure school quality and accountability, the licensing and relicensing assessment system that strengthened to ensure teacher and school leader competence to improve educational quality and accountability and the assessment and examination systems that strengthened to monitor student performance and use the results to ensure quality education and accountability.

LINKS WITH OTHER ACTIVITIES

This component is strongly linked with the EETP components and their sub-components (schools transformed into more effective learning centres, transformed teaching, and strengthened systems for planning, management, and MEL).

COVERAGE OF CROSS-CUTTING ISSUES

All activities that are going to be done under this component ensure the equity of all cross-cutting issues like gender, special needs, and emerging and pastoralist regions.

MEASURES TO SUPPORT SUSTAINABILITY

After finishing this programme, the quality assurance operations will continue with the existing government structure and budget; if essential inputs are available through this programme, such as capacitating specialists and digitizing the system, the government will take over and sustain the activities. Fiscal sustainability is expected to improve during the programme period.

RISK ANALYSIS

The key risks affecting the overall risk ratings and their mitigation measures are discussed as follows. First, political and governance challenges associated with the recent social and political unrest have led to temporary disruptions in education service delivery in some parts of the country. Any further deterioration in the security situation could affect the impact of the proposed Programme.

Assuring the quality of education is based on the other components. If the concerned desks or CEOs complete the activities on time that is good for ensuring quality, but dalliances affect the process of ensuring quality in education. The other risk for this component is that it will require a huge amount of money, especially for online examinations, and test security, so the mitigation strategy for this risk will be formulating a common platform, starting with planning and moving through monitoring and evaluation, establishing digitalized assessment system can minimize the risks.

SUBCOMPONENT 3.1: IMPROVED INSPECTORATE MONITORING AND FEEDBACK

(Estimated cost ETB 276.383 m = \$ 5.093 m)

Context

The government of Ethiopia gives special attention to ensuring the quality of education by establishing a quality assurance structure from the federal to woreda levels. Every region and city administration prepares its school inspection report and delivers it to the regional and city administration councils annually. The school inspection is one of the mechanisms to assure the quality of education and its focus areas correspond broadly with SIP domains. The inspection standards are classified as input, process, and output.

One of the factors contributing to low student learning outcomes is the quality of the learning environment. This was confirmed by the two rounds of national school inspection reports (2008-2010 and 2010-2012). In the first round of school inspection, out of 34,126 inspected schools, 89.7% of both primary and secondary schools were level 1 or 2, below the national standard, and the second round of school inspection showed that out of 28,818 inspected schools, 22348 (91% of them) were also level 1 or 2. This shows that it needs special attention to improve the quality of the learning environment.

A national report is published to provide information on all levels of general education that can be used to improve the quality of education.

However, major challenges regarding school inspection have been identified. School leaders (Principals and supervisors) do not focus on incorporating feedback from inspectors. The provision of inspection feedback is late, affecting the school improvement process. School inspection programmes are inadequate, and there are not enough experts. There is a high turnover of inspectors from federal to woreda levels due to low payment. There is a lack of skills in the collection, organization and management of school inspection data, a lack of reporting and feedback on specific cross-cutting sectorial issues, a lack of a digitalized and integrated data management system, a lack of international experience of inspectors, and a lack of an accountability system for the inspection process at all levels.

Objective

The objective of this sub-component is to improve the system of preparing and delivering feedback, especially about school improvement plans, school inspection skills, data management, and digitization

Priority Outputs

3.1.1 National school inspection guidelines, frameworks, inspection reports and checklists reviewed and updated

(Estimated cost for the output: ETB 32.85m = \$0.605 m)

Approach

The approach will begin with a random sample evaluation of the process of inspection in all regions and city administrations. This will include sample surveys to find the proportion of school principals who incorporate inspection findings in their school improvement planning, and the impact of the implementation of school inspection on quality education. The survey results will be used as a basis for the review and updating of national school inspection guidelines, frameworks, inspection reports and checklists with a team comprising participating regional and city administration school inspection experts, heads and other

stakeholders. This will include the development of a national checklist and report format to conduct a core subject inspection. The updating process for the school inspection report in particular will include consultation with policymakers, regional and city administration education bureau heads, national PTSA members and donors, and other stakeholders in a national consultative meeting.

Activities and costs

- i. Evaluation of the current process of inspection
 - Estimated cost: ETB 0.778 m (\$0.014 m)
- ii. Review and updating of national school inspection guidelines, frameworks, inspection reports and checklists
 - Estimated cost: ETB 1.002 m (\$ 0.018 m)
- iii. Translation of revised and updated inspection documents (to 7 languages) to the regional working languages, printing, and distribution of documents in seven
 - Estimated cost: 1.162 m (\$0.021 m)
- iv. Consultation on the inspection report
 - Estimated cost: ETB 1.47 m (\$0.027 m)
- v. Printing and distributing revised documents
 - Estimated cost: ETB 1.6 m (\$0.029 m)

3.1.2 Capacity-building programme for inspectors developed and implemented

(Estimated cost for the output: ETB 196.397 m = \$3.619 m)

Approach

Capacity building training will be conducted in two rounds annually for school inspectors, data analysis experts, and school inspection desk heads from all regions and cities administrations on the national school inspection framework, guidelines, and checklist, inspection data collection, cleaning, data organization, and advanced data analysis report writing techniques. Joint sample inspections to ensure that a quality inspection service is provided in all regions and city administrations by randomly selecting Zones, Woredas, , KG, ABE, primary, and secondary schools for inspection and giving feedback on the process of inspection.

Activities and costs

- i. Training programme for 5064 inspectorates and data analysts from MoE to Woreda level 2 times in 4 years
 - Estimated cost: ETB 148.8816 m (\$2.743 m)
- ii. Joint sample inspections
 - Estimated cost: ETB 0.500 m (\$0.009 m)
- iii. Actual/Regular school inspection in all woredas
 - Estimated cost: ETB 16.416 m (\$ 0.302 m)
- iv. Follow-up school inspection on the implementation of inspectorates' feedback annually
 - Estimated cost: ETB 30.6 m (\$ 0.564 m)

3.1.3 Digitalised collection and management of school inspection data and integration of inspection data with EMIS

(Estimated cost for the output: ETB 73.974 m = \$1.363 m)

Approach

Procurement of laptops, for Woreda inspectors to facilitate the inspection database software utilization and track implementation and outputs systematically to improve the effectiveness of the school inspection system

Activities and costs

- i. Digitalising the data management system (6m ETB contract)
 - Estimated cost: ETB 6.0 m (\$ 0.111 m)
- ii. Procurement of tablets for 1284 woreda inspectorates
 - Estimated cost: ETB 51.360 m (\$ 0.946 m)
- iii. Training of the newly developed data base and utilization of the tablet for 120 experts every years
 - Estimated cost: ETB 8.208 m (\$0.151 m)
- iv. Organizing, analysing, and developing the national school inspection annual report (by 15 inspectors every year)
 - Estimated cost: ETB 2.56 m (\$ 0.047 m)
- v. Conduct a national consultative meeting annually
 - Estimated cost: ETB 5.880 m (\$0.108 m)

SUBCOMPONENT 3.2: STRENGTHENED SCHOOL SELF-ASSESSMENT

(Estimated base cost for the subcomponent: 398.652 m ETB = \$7.346m)

Context

School self-assessment empowers a school community to identify and affirm good practice, and to identify and take action on areas that merit improvement. School self-assessment is primarily about schools taking ownership of their development and improvement, identifying and working on aspects of their teaching and learning practices that require improvement.

In Ethiopia, school self-assessment has been implemented for several years. The system has its guideline that shows how to implement it. GEQIP-E has provided support to improve primary school teachers' ability to impart learning (effective teaching practice and adequate time on task). However, further efforts are required to make effective school self-assessment a reality in all schools.

Aspects that require further support include the development of standardized formative classroom student assessment tools, and of teachers' and school leaders' capacity to use these tools as part of carrying out effective school self-assessment.

Objective

The objective of this sub-component is to strengthen school self-assessment through the development and use of standardized formative student assessment tools and guidelines.

Priority Outputs

3.2.1 Standardised formative student assessment tools and guidelines developed

(Estimated cost: ETB 2.478 m = \$0.0457 m)

Approach

The development process will start by defining clear learning objectives to be assessed in the critical Grade 2 and Grade 3 key subject areas. This will be followed by choosing the appropriate assessment format and developing assessment items (tools) that are aligned with the learning objectives and translating and adapting them into targeted languages. The next step will be to pilot test the assessment tool with a small group of students to identify any issues with the tool and to determine if it is measuring what it is intended to measure. Depending on the results of the pilot test, the assessment tools will be refined to improve their validity and reliability. Guidelines will then be developed to support teachers' use of the tools.

Activities and costs

- i. Development of assessment tools
 - Estimated cost: ETB 0.171 m (\$0.003 m)
- ii. Validation workshop on the draft tools and guidelines
 - Estimated cost: ETB 0.426 m (\$0.008 m)
- iii. Translation of assessment tools
 - Estimated cost: ETB 1.145 m (\$0.021 m)
- iv. Piloting of assessment tools
 - Estimated cost: ETB 0.475 m (\$ 0.009 m)
- v. Refining the assessment tools based on the pilot
 - Estimated cost: ETB 0.261 m (\$0.005 m)

3.2.2 Teachers trained on using the guidelines and assessment tools.

(Estimated cost for the output: ETB 18.087 m = \$0.333 m)

Approach

Regional/zonal assessment experts will first be given ToT training on how to assess children by standardized assessment instruments. They will then train teachers in the use of the tools, and this process will be initially monitored and supported. The ToT and teacher training will be supported by an assessment framework and manuals.

Activities and costs

- i. Provide trainer training to regional/zonal experts
 - Estimated cost: ETB 3.087 m (\$0.057 m)
- ii. Cascade the training to 4000 cluster supervisors
 - Estimated cost: ETB 15.0 m (\$0.276 m)

3.2.3 School leaders trained on the production of annual school self-assessment reports including on SIP implementation

(Estimated cost for the output: ETB 378.087 m = \$6.967 m)

Approach

An average of 25,000 school leaders will be trained each year by regional and zonal experts who will be trained for this. Training materials will be developed by the master trainers.

Activities and costs

- i. Provide trainer training to regional/zonal experts
 - Estimated cost: ETB 3.087 m (\$0.057 m)
- ii. Provide training to 100,000 school leaders
 - Estimated cost: ETB 375.0 m (\$6.910 m)

SUBCOMPONENT 3.3: QUALITY ASSURANCE OF TEACHERS

(Estimated base cost for the subcomponent: 263.559 m ETB = \$4.856 m)

Context

The system for licensing and relicensing Ethiopia's 0.7m plus teachers and school leaders is one of the strategies in place to ensure the quality of education. Besides making teachers and school leaders accountable to their profession both in behaviour and teaching/learning effectiveness, the process can help identify gaps in teacher competence that can be used to target capacity development, and teachers can be directed to roles in which they can perform most effectively.

Teachers' and school leaders' current content knowledge and pedagogical skills are largely insufficient and also are not uniform among the qualified staff.

The new Education and Training Policy of Ethiopia endorsed by the Council of Ministers on 27 February 2023 requires the competency of teachers, teacher trainers and school leaders to be improved through the licensing and relicensing system. This system aims to assess the competences of teachers and school leaders using assessment tools (written tests and portfolios) developed at the national level against the competency standards for teachers, teachers' trainers, school principals and supervisors.

The teachers' and school leaders' licensing process provides independent validation that qualified professionals have the knowledge and skills required to teach, manage, and lead teaching and learning effectively. This has involved, since the implementation of the process in 2012:

- Generic standards for teachers, principals, school supervisors, and CTE teachers,
- Content and pedagogic standards in all subjects for teachers,
- Licensing guidelines, and examination frameworks, with experts at each level, teachers, and school leaders sensitised to the materials,
- Written tests and portfolio assessment tools were administered, gap analysis undertaken, and a guidance note was provided for policy-makers and stakeholders to use in their interventions timely about teachers and school leaders,
- Licenses were issued to those teachers and school leaders who scored the cut-off point in the written and portfolio assessment.

Even though the licensing and relicensing system has been conducted based on teacher volunteering to be licensed, it has so far examined over 300,000 primary teachers, over 100,000 secondary school teachers and over 14,000 school leavers. Notably, only 24% achieved the cut-off result.

There is as yet no standard or system for pre-primary education.

The teachers' and school leaders' licensing and relicensing system has had many problems since its establishment. The process has had no legal bases in terms of obligatory conditions and only worked on teachers and school leaders volunteering to take part. Because of the frequent changes in structure, the department that evaluates the competence of more than 0.7m teachers and school leaders was made to work with only two experts. The non-uniformity of the process within the regions was another factor, as the regions' non-conducive organizational structure in terms of the teacher. There has been no system of incentives to benefit those passing and create motivation. Another problem has been the failure to provide gap-filling capacity-building training to teachers and school leaders who have scored below the cut-off point. There has also been an insufficient budget allocation for the system, especially for regions.

ESDP VI requires the licensing and relicensing system to be strengthened through a licensing information system. The aim is to allow all the eligible pre-primary, primary, middle, and secondary school teachers and school leaders, as well as CTE teachers, to go through the licensing and relicensing system, giving special attention to teachers with special needs and equity on online assessment, create item banking software, and revising licensing documents. In the last two years, the generic standards of teachers, school principals, and supervisors were revised, and the CTE teachers Standard was developed but not printed and distributed to regions-schools and CTEs. In addition, those teachers and school leaders who scored below the cut-off points in the first assessment session are to be re-tested to ensure their progress using an online assessment system.

This subcomponent will revise the licensing and relicensing strategic documents, guidelines and assessment frameworks for a situation in which the process is mandatory for all teachers, principals and supervisors working in general education. This will include extending the process to pre-primary education. The competency assessment system will be digitalized, using a web-based assessment system that addresses the huge number of examinees. It will also train licensing and relicensing leaders and experts to implement the updated system.

Objectives

The licensing and relicensing assessment system will be strengthened to ensure teachers' and school leaders' competences through competency assessment to improve educational quality and accountability.

Priority Outputs

3.3.1 Licensing and relicensing systems reformed

(Estimated cost for the output: ETB 19.556 m = \$0.360 m)

Approach

The reform process will start by extending the process to the pre-primary level, developing, validating and ratifying a standard for pre-primary teachers. The Licensing guidelines for all teachers and school leaders will then be revised to match the new Education and Training Policy, whilst subject and pedagogic standards will be revised to match the new curriculum. This will be followed by the development of assessment frameworks for each subject and for pedagogy matched to the new curriculum. The resulting standards and guidelines will be printed and distributed.

Activities and costs

- i. Development of pre-primary standard and revision of guidelines
 - Estimated cost: ETB 2.5 m (\$0.046 m)
- ii. Revision of standards for subject content and pedagogy
 - Estimated cost: ETB 3.528 m(\$0.065 m)
- iii. Development of assessment framework
 - Estimated cost: ETB 3.528 m (\$0.065 m)
- iv. Printing of guidelines and standards
 - Estimated cost: ETB 10.0 m (\$0.184 m)

3.3.2 Assessment of teachers and school leaders digitalised

(Estimated cost for the output: ETB 219.632 m = \$ 4.047 m)

Approach

A digital assessment platform will be developed to conduct the online assessment. This will be followed by the development of assessment tools for teachers, school leaders, and CTE teachers, which will then be administered on an annual basis jointly by MoE and regions to 50,000 examinees. The results will be corrected and encoded, and a results analysis will be conducted to generate a licensing report. This report will be released to stakeholders including policy makers and put on the MOE website, Facebook page and MOE Telegram. A digital item bank will be created with the selected standardised items stored in each subject's folder.

Activities and costs

- i. Develop a digital assessment platform
 - Estimated cost: ETB 10 m (\$0.184 m)
- ii. Develop assessment tools
 - Estimated cost: ETB 26.496 m (\$ 0.488 m)
- iii. Test administration for development and follow-up
 - Estimated cost: ETB 133.136 (\$ 2.453 m)
- iv. Printing of certificates
 - Estimated cost: ETB 40.0 m (0.737 m)
- v. Item-banking software (10 m ETB)
 - Estimated cost: ETB 10 m (\$ 0.184 m)

3.3.3 Capacity building provided for licensing and relicensing leaders and experts

(Estimated cost for the output: ETB 24.371 m = \$0.449 m)

Approach

Training materials will be developed on Standards, guidelines, and assessment frameworks. These will then be used to conduct capacity building for licensing and relicensing system experts at each level on an annual basis. Review meetings between MoE and REBs will be held every quarter to provide ongoing capacity development and ensure consistency of implementation.

Activities and costs

- i. Develop training materials
 - Estimated cost: ETB 0.5115 m (\$0.009 m)
- ii. Provide training for experts
 - Estimated cost: ETB 14.7 m (\$ 0.271 m)
- iii. Hold biannual review meetings
 - Estimated cost: ETB 9.16 m (\$ 0.169 m)

SUBCOMPONENT 3.4: QUALITY ASSURANCE OF TEACHER EDUCATION

(Estimated base cost for the subcomponent: 5,983.20 m ETB = \$0.110 m)

Context

Around 40 CTEs have been established under regional state legislation to prepare teachers for primary schools in collaboration with MoE. Until the end of 2004, the CTEs were directly managed by MoE as part of the Higher Education Institutions sub-sector. However, they were devolved from semi-autonomous institutions to regional states following the rollout of ESDP III (2005/06 to 2010/11), with institutional legislation governing their administrative and academic operations. Whilst considerable emphasis was given to teacher education within ESDP III, there were concerns over the quality of CTE training programmes, resources, and institutional management.

CTEs face numerous challenges. They are insufficient to meet the country's needs, have programmes and a curriculum that is not sufficiently responsive to the practical needs of the teaching force, and have insufficient resources. country, and scarcity of resources. They operate with overcrowded and deteriorating physical facilities, limited and obsolete library resources, and insufficient equipment and instructional materials. As a result, they have problems in retaining students and building academic competencies.

CTEs have links for mutual benefit with university education departments, HERQA, MoE's Teacher Development Programme, the General Education Inspection Desk, and REBs as well as with serving teachers as supporting teacher CPD. These partnerships provide potential for CTE capacity building, with the potential for greater collaboration, cooperation, and sharing of responsibilities and commitments.

The introduction of institutional accreditation has for some time been identified as a major potential avenue for raising the quality of CTEs. However, a newly organised CTE Accreditation Platform under the General Education Inspection Desk did not function due to budget constraints, with this a lack of applicable Standards, framework, guidelines, and checklists, no monitoring and evaluation, no capacity building, and with no research undertaken to assess CTE strengths and weaknesses.

The present subcomponent will seek to rectify this situation by developing CTE Accreditation standards, framework, and guidelines based on a diagnosis of the current situation in CTEs, developing the accreditation system to license and relicense CTEs through CTE inspection visits, and training inspectors and CTE staff on the application of the accreditation standards and guidelines.

Objectives

Through CTE accreditation to ensure high quality and effective CTE programmes that fulfill state standards set for newly qualified teachers and thereby contribute to quality education

Priority Outputs

3.4.1 CTE Accreditation standards, framework and guidelines developed

(Estimated cost for the output: ETB 1.939 m = \$0.0357 m)

Approach

The development of the standards, framework, and guidelines will begin with a diagnostic study of the current physical situation and practices of CTEs, and the collection of background documentation from 10 selected CTEs and also from key university departments and HERQA. Using this information, the

accreditation standard, guideline, and framework will be drafted, validated through a validation workshop, and then finalised in light of feedback from the workshop.

Activities and costs

- i. Conduct survey studies on current practices of CTEs
 - Estimated cost: ETB 0.25 m (\$ 0.005 m)
- ii. Draft the accreditation standard, guideline, and framework
 - Estimated cost: ETB 0.842 m (\$ 0.016 m)
- iii. Conduct validation workshop
 - Estimated cost: ETB 0.7242 m (\$ 0.013 m)
- iv. Finalise the accreditation documents
 - Estimated cost: ETB 0.123 m (\$ 0.002 m)

3.4.2 CTE accreditation service established

(Estimated cost for the output: ETB 1.173 m = \$0.0216 m)

Approach

The General Education Inspection Desk together with the respective RBEs, will make annual visits to 20 existing CTEs and all new CTEs. During the visit, they will gather all necessary data relating to the accreditation standard and framework in line with the guidelines, analyse the data and decide the level of CTE adherence to the standard and guidelines.

Activities and costs

- i. Accreditation visits, data collection, analysis, and decision
 - Estimated cost: ETB 1.173m (\$ 0.022)

3.4.3 Training provided for inspectors in applying the accreditation standards and guidelines *(Estimated cost for the output: ETB 2.871 m = \$0.0529 m)*

Approach

The General Inspectorate will provide capacity building on CTE accreditation documents once a year mainly to inspectors but also participants from CTEs and MoE

Activities and Costs

- i. Capacity building on CTEs accreditation
 - Estimated cost: ETB 2.871 m (\$ 0.053 m)

SUBCOMPONENT 3.5: IMPROVING NATIONAL EXAMINATIONS

(Estimated base cost for the subcomponent: ETB 3,982.81 m = \$73.389 m)

Context

National Examinations are typically designed to certify that a student has reached a particular level in their studies and can move on to the next stage of education. In Ethiopia, the examination at Grade 12 identifies students qualified for university placement and is standardised by the Educational Assessment and Examinations Service. Examination results can also be used to evaluate whether the schools are implementing the curriculum effectively and whether the teachers are providing appropriate instructions to the students.

National examinations require standardisation through item content validation, pilot testing, revalidation, and keeping qualified items in an item bank. This can best be facilitated by having a well-established item bank system storing items based on their psychometric characteristics.

In Ethiopia, the Educational Assessment and Examination Services (EAES) has the powers and duties of preparing country-wide national examinations based on the country's education curriculum and training policy, administering and standardising the examinations, and ensuring the confidentiality and safety of national exams by establishing and administering a centre for the safe custody of the results of national examinations. To accomplish these duties, the Service office is organised with departments for National Examination Development, Examination Administration, the Digital Educational Document Service, and Educational Assessment and Research.

The administration of conventional paper-and-pencil-based examinations requires a high level of human and financial resources to achieve the necessary high level of confidentiality and security. It is difficult to conduct examinations within the time allotted in each exam centre, and is exposed to malpractice. According to Lemma Chala & Menna Agago (2021), some schools in Ethiopia intentionally prepare examination classrooms in the darkest locations, assign irresponsible invigilators/supervisors, and intentionally misplace seating arrangements during examinations.

In order to transform these traditional exam administration practices, Ethiopia needs to establish an independent National Organisation of Educational Measurement and Evaluation professionals and to gradually shift from booklet examination formats to online examinations. Online examinations potentially offer an effective mechanism with a reduced administrative cost. However, this requires the technology to be ensuring the necessary high level of security through secure examination administration platforms including the use of a secure browser, remote proctoring, data encryption, audit logging, and IP-based authorisation techniques.

This subcomponent will therefore:

- Establish exam administration platforms (biometric registration, item bank, examination administrator's, and examination infrastructure's administration database) to store standardised items in the bank and administer national and regional examinations through digital technology.
- Strengthen the capacity of exam developers and administrators at national and regional levels, especially in the area of item banking systems and online exam administration.
- Scale up best practices by sharing experience at regional and international practices in the area of online exam administration and item banking systems, and
- Equipping schools with the digital equipment needed for online registration and examinations.

Objective

The main objective of this sub-component is to develop an online examination system that reduces the time and resources required whilst at the same time obtaining fast and accurate results with a high level of security against malpractice.

Priority Outputs

3.5.1 Online examination administration system developed

(Estimated cost for the output: ETB 21.287 m = \$0.392 m)

Approach

Appointed Working Group members and an Evidence Review Team will produce a documented plan for the comprehensive examination administration platform with its technical & operational requirement documents, to be validated through a workshop with key stakeholders. This will be followed by the development of standardised test items for the item bank through a workshop, pilot study, and final validation workshop. Finally, implementation guidelines for the administration of the online examination system will be developed, validated, and printed.

Activities and Costs

- i. Develop a secured exam administration platform:
 - a) Document technical/operational requirements
 - Estimated cost: ETB 0.6615 m (\$ 0.012 m)
 - b) Validation workshop
 - Estimated cost: ETB 3.025 m (\$ 0.056 m)
- ii. Item bank workshops & pilot study
 - Estimated cost: 7.5344 m (\$ 0.139 m)
- iii. Develop implementation guidelines:
 - a) Drafting guidelines
 - Estimated cost: ETB 0.3915 m (\$ 0.007 m)
 - b) Validation workshop
 - Estimated cost: ETB 3.675 m (\$ 0.068 m)
 - c) Printing the guidelines
 - Estimated cost: ETB 6.0 m (\$ 0.111 m)

3.5.2 Training for regional exam administrators

(Estimated cost for the output: ETB 69.316 m = \$1.277 m)

Approach

Training will be provided to regional exam development experts and separately to national and regional examination administrators. In both cases, a training manual will be produced, and an assessment made of the trainees' needs.

Activities and Costs

- i. Provision of training for regional examination development experts
 - a) Preparing training manual and needs assessment

- Estimated cost: ETB 0.511m (\$ 0.009 m)
- b) Training experts
 - Estimated cost: ETB 2.205 m (\$ 0.041 m)
- ii. Provision of training for examination administrators
 - a) Preparing training manual and needs assessment
 - Estimated cost: ETB 0.5115 m (\$ 0.009 m)
 - b) Training for exam administrators
 - Estimated cost: ETB 65.968 m (\$ 1.216 m)

3.5.3 Middle and secondary schools equipped with the necessary digital equipment

(Estimated cost for the output: ETB 1,878.931 m = \$34.622 m)

Approach

The equipment and software will be provided on a roll-out basis to 100 schools (examination centres) per year starting from year 2, each school covering on average around 200 examinees. Each examinee will require a Tablet. Each examination centre will require a laptop, VISAT communications software, enrolment kit, Biometric Registration, and Test Mark Assessment Software, plus software for the Equipment and Infrastructure administrator and examination administrator. Actual needs will be assessed in the light of existing resources within the target schools. The equipment and software will be procured through international tender.

A user guide will be developed on how to install, configure and maintain the examination equipment and infrastructure, and training will be provided to the branch office and regional exam infrastructure monitoring team.

Activities and Costs

- i. Purchase of equipment and software
 - a) Tablets for examinees
 - Estimated cost: ETB 1,800.0 m (\$ 33.167 m)
 - b) Equipment and software for examination centres
 - Estimated cost: ETB 75.0 m (\$ 1.382 m)
- ii. Development of user guide
 - Estimated cost: ETB 0.2565 m ((\$ 0.005 m)
- iii. Training
 - Estimated cost: ETB 3.675 m

SUBCOMPONENT 3.6: STRENGTHENED NATIONAL LEARNING ASSESSMENTS

(Estimated base cost for the subcomponent ETB 205.197 m = \$3.781 m)

Context

National Learning Assessment is a crucial part of measuring educational achievement, evaluating national education systems, and monitoring progress towards the Ethiopian Education and Training Road Map, ESDP VI, other national strategic plans, and the global Education Sustainable Development Goal (SDG) 4. The SDG 4.1.1 target is for the proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary to achieve at least a minimum proficiency level in (i) reading and (ii) Mathematics (disaggregated by sex). In addition to this, access to quality early childhood development, care and pre-primary education to provide readiness for primary education is covered by SDG4.2. Ethiopia monitors progress against these indicators using large-scale learning assessments: MELQO, EGRA, EGMA and NLA. EAES is responsible for conducting these Learning Assessments, thereby determining whether the system is functioning properly by evaluating what students know and can do with what they have learned. These tests have operated in Ethiopia for the last twenty years, apart from MELQO which was introduced in 2022/2023, and all have shown both the level of student outcomes achieved and the difficulties in raising levels of student achievement.

This subcomponent also reinforces other EETP areas of activity, for example through the relevance and potential sharing of its item bank development with the upgrading of public examinations, and highlighting regional, gender-based, and inclusion-linked variations in achievement.

There is a need to update and upgrade the operation of these national assessments and to secure financing for their continued operation.

Ethiopia does not currently participate in international assessments of learning achievement such as the OECD Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMMS), or the Southern and Eastern Africa Consortium for Monitoring Education Quality (SEACMEQ) assessments. ESDPVI includes Ethiopia joining at least one of these international assessments.

Objective

To provide evidence-based information for quality-assuring learning outcomes from general education, enabling decision-makers and educational planners to allocate resources and guidance to, and hold accountable, school administrators, teachers and service providers; also to inform and motivate local communities and political actors.

Priority Outputs

3.6.1 Strategy for upgrading and financing the operation of national assessments developed and implemented, including participation in international learning assessments

(Estimated cost for the output: ETB 202.456 m = \$ 3.73 m)

Approach

The upgrading will primarily involve digitalising the process through the procurement and use of data collection and analysis software, and the selection and adaptation to the Ethiopian context of an international assessment partnership (PISA, TIMMS or SACMEC). It may, for example, be possible to

combine this international assessment with an amended version of the NLA assessment. The updating will also involve adapting the assessments to be fully compatible with the new curriculum.

Undertaking each of the assessments involves the development of standardised instruments, establishing representative samples, translation to local languages, content validation, pilot study, revalidation of the instruments, data collection, data encoding, data cleaning and organising, data analysis, report writing, and report/findings dissemination.

Activities and Costs

- i. Digitalise national learning assessments (software procurement and adaptation)
 - Estimated cost: ETB 10m (\$ 0.184 m) ;
- ii. Develop and validate manuals and framework
 - Estimated cost: ETB 6 m (\$ 0.111 m)
- iii. Select international assessment partnership and adapt to Ethiopia context (to provide evidence-based information that helps decision-makers, educational planners, enhance curricula and pedagogy, and allocate resources to various stakeholders such as students, teachers, school administrators, service providers, and local communities.
- iv. Develop and implement a strategy for financing and implementing EGRA, EGMA, MELQO and NLA tests:
 - a) Strategy Development
 - Estimated cost: (ETB 0.2565 m (\$ 0.005 m)
 - b) Strategy/test implementation
 - Estimated cost for 10 tests: 186.2 m ETB: (\$ 3.431 m)

N.B. See the typical breakdown costing for each test below.

Indicative costing for individual tests

- Instruments development/adaptation: ETB 0.5m (\$ 0.009 m)
- Instrument translation to local languages: ETB 0.5m (\$ 0.009 m)
- Pilot data collection training: ETB 0.56m (\$ 0.010 m)
- Conduct Pilot data collection: ETB 1.44m (\$ 0.027 m)
- Instrument revalidation: ETB 0.56 m(\$ 0.010 m)
- Main data collection training: ETB 2.66m (\$ 0.049 m)
- Main Data collection: ETB 2.85m (\$ 0.053 m)
- Data cleaning and organising: ETB 0.35m (\$ 0.006 m)
- Data analysis and report writing: ETB 0.7m (\$ 0.013 m)
- Result dissemination: ETB 1m (\$ 0.018 m)
- Printing report findings: ETB 7.5m (\$ 0.138 m)

Total estimated cost per test = 18.62m ETB8

3.6.2 Training provided for assessments experts in data management and modernising assessment at national and regional levels

(Estimated cost for the output: ETB 2.74 m = \$0.050 m)

Approach

The training will involve instruction and practical mentoring to help assessment experts to manage the item banking system, develop items for the data bank, and undertake advanced data analysis and report writing. The initial training will be reinforced by annual updating and experience-sharing sessions.

Activities and costs

- i. Capacity-building on item banking, item development, data analysis and report writing
 - Estimated cost: ETB 0.913 m (\$ 0.017 m)
- ii. Annual reinforcement and experience sharing
 - Estimated cost: ETB 0.913 m (\$ 0.017 m)

SUBCOMPONENT 3.7: ASSURING THE QUALITY OF THE CURRICULUM

(Estimated base cost for the subcomponent: ETB 23.223 m ETB = \$0.428 m)

Context

To follow up on the implementation of the new curriculum and bring the required change, assessments and evaluations will be conducted involving teachers as the primary actor of the implementation. Assessment and Evaluation refers to the process of collecting, analysing, interpreting and communicating information about learners' performance using a range of tools to indicate levels of achievement and give feedback on the effectiveness of instruction. As indicated in the ESDP VI, upon the implementation of the new curriculum, formative assessment will be conducted regularly. Besides this, as clearly stated in the General Education Curriculum Framework, summative assessment will be conducted at exit levels.

Objective

The objective is to improve the implementation of the new curriculum by conducting formative and summative evaluations

Priority Outputs

3.7.1 Formative evaluation on the implementation of the new curriculum undertaken

(Estimated cost for the output: ETB 17.05 m = \$0.314 m)

Approach

Curriculum implementation evaluation tools will be developed by 60 participants for 12 days, for each subject and all grade levels in collaboration with Centre of Excellence Universities and REBs. This will be followed by the training of 60 data collectors for 12 days. Formative evaluation on each subject will then be conducted; in this regard, data will be collected, organised and analysed and a report will be produced to be used to improve the teaching-learning process and also help as an input for the next curriculum revision.

Activities and costs

- i. Develop tools in collaboration with CoE Universities and update the tools annually
 - Estimated cost: ETB 3.132 m (\$ 0.058 m)
- ii. Train data collectors annually
 - Estimated cost: ETB 3.388 m (\$ 0.062 m)
- iii. Collect data annually
 - Estimated cost: ETB 8.4 m (\$ 0.155 m)
- iv. Consolidate the annual formative evaluation reports
 - Estimated cost: ETB 2.13 m (\$ 0.039 m)

2.7.2 Summative evaluation of the new curriculum undertaken

(Estimated cost for the output: ETB 6.173 m = (\$ 0.114 m)

Approach

Data collection instruments will be developed by 80 participants for 15 days, in collaboration with the Centre of Excellence Universities and REBs. This will be followed by training of data collectors of 100

participants for 25 days. Summative evaluation of the new curriculum will be conducted towards the end of the programme implementation period

Activities and costs

- i. Develop tools in collaboration with CoE Universities
 - Estimated cost: ETB 2.046 m (\$0.038 m)
- ii. Train data collectors
 - Estimated cost: (ETB 1.47 m (\$0.027 m)
- iii. Collect data
 - Estimated cost: ETB 1.925 m (\$0.035 m)
- iv. Consolidate report
 - Estimated cost: ETB 0.7325 m (\$0.013 m)

SUBCOMPONENT 3.8: SECTOR-WIDE QUALIFICATIONS FRAMEWORK

(Estimated base cost for the subcomponent: ETB 5.554 m = \$0.102 m)

Context

Ethiopia does not have such an overall sectoral framework and currently has few mechanisms below grade 12 for measuring the performance of the system against international benchmarks. An agreement has been reached for African countries to be able to issue certifications of qualifications at the continental and regional level, and Ethiopia has signed on as a member for this. But this requires the establishment of a National, sector-wide, qualifications framework

As noted in the UNESCO 2015 ‘Global Inventory of Regional and National Qualifications Frameworks’, a task force was set up in 2007 by MoE to develop an Ethiopian National Qualifications Framework (ENQF). In 2010, the Higher Education Strategy Centre (HESC) was mandated to coordinate the process of ENQF development and implementation in close collaboration with MoE and other relevant agencies. The aim of the ENQF was to:

- raise the quality of educational programmes, and hence the credibility of qualifications, by establishing quality-assurance processes and setting out nationally valid standards detailing the knowledge, skills, and competences expected of graduates of all ENQF qualifications;
- make Ethiopian qualifications more relevant to industry and the labour market;
- promote equity and access to education for all Ethiopians;
- provide mechanisms for the recognition of learning gained in formal, non-formal and informal settings;
- harmonise the three sub-sectors (general, TVET, and higher education) by setting out common standards and progression pathways between them, improving the transparency and comparability of qualifications.

A task force was set up in 2008 to:

- consider how best to harmonise the existing national qualifications;
- regulate national standards of knowledge and skills by defining qualifications levels with descriptors based on learning outcomes;
- create a system for comparing qualifications, making them more comprehensible to learners, providers and employers and thus increasing confidence in the national qualifications system;
- investigate procedures to improve access to learning and possibilities for credit transfer and progression;
- investigate the establishment of dedicated agencies to manage, monitor and evaluate the ENQF and support further reform;
- hold discussions with all relevant stakeholders to ensure a common and deep understanding on all matters relating to the ENQF;
- develop a Consultative Document for the Development of a National Qualifications Framework for Ethiopia (ENQF Taskforce, 2008).

A consultative document was prepared for Ministerial approval in 2011. However, little progress has been made since then due largely to the lack of adequate funding (Assegidew, 2012). There has been a need for

greater ownership and public awareness. EETP provides the opportunity to now develop the ENQF and develop public awareness to promulgate the ENQF.

Objective

Make Ethiopian qualifications relevant to the socio-economic needs of the country and to promote the quality of programme development and delivery, and the credibility of Ethiopian Qualifications both nationally and internationally, through the establishment of national quality standards for quality assurance processes.

Priority Outputs

3.8.1 Ethiopia National Qualifications Framework (ENQF) and its systems for implementation developed and approved

(Estimated cost for the output: ETB 3.338 m = \$0.0615 m)

Approach

An MoE-based Task Force with representatives from key stakeholders will be established to review activities to date towards developing the ENQF and to prepare a concept note for developing the framework. This will

- Establish the principles, practices, and standards which shall guide the design, development, approval, registration, delivery, assessment, and monitoring of the ENQF,
- Describe the delegation of responsibilities and scope of a nationally coherent system to subsector quality assurance bodies to ensure that the awarded qualifications are relevant and credible nationally and internationally, and
- Set out the criteria to be met before qualifications may be registered.

A national consultative meeting will be held with policymakers and other stakeholders to review the concept note. Based on feedback from this meeting, the Task Force will finalise the ENQF, to include implementation details such as registration criteria for ENQF qualifications. The ENQF will then be printed and distributed to stakeholders.

Activities and Costs

- i. Review past activities and prepare concept note
 - Estimated cost: ETB 0.783 m (\$0.014 m)
- ii. National consultative meeting
 - Estimated cost: ETB 1.716 m (\$0.032 m)
- iii. Finalise the ENQF
 - Estimated cost: ETB 0.639 m (\$ 0.012 m)
- iv. Print and distribute the ENQF
 - Estimated cost: ETB 0.200 m (\$0.004 m)

3.8.2 Public awareness programme implemented to promulgate the ENQF

(Estimated cost: ETB 2.216 m = \$0.041 m)

Approach

The awareness programme will include the development of publicity material, a workshop for relevant bodies and media outlets, and entries on the MoE website and Facebook pages

Activities and Costs

- i. Development of publicity material, including online (0.5m ETB contract)
 - Estimated cost : ETB 0.5 m (\$0.009 m)
- ii. Organise workshop for key stakeholders
 - Estimated cost: ETB 1.716 m (\$0.032 m)

COMPONENT 4: EXPANDED ACCESS FOR OUT-OF-SCHOOL CHILDREN

(ESTIMATED COST FOR THE COMPONENT: ETB 2,013.665 million = US\$ 37.10 million)

Context

This Component focuses on the education needs of children who are over age for primary school grade 1 entry (age 10 and above), and young people up to age 18 who have missed out on their education or had their education interrupted by conflict and crisis, poverty and marginalisation. EETP's goal of improved learning outcomes for all children includes all out-of-school children. Some could enter or re-enter formal schooling at an age-appropriate grade if given the competences needed for this via accelerated education programmes (AEPs). Others could gain literacy and numeracy skills through a community learning and reading centre, and for older children, the knowledge and skills needed to transition into work or other training.

This component, therefore, has the following three subcomponents:

- i. Expanding and developing accelerated learning programmes
- ii. Establishing community learning and reading centres
- iii. Develop skills training programmes for out-of-school youth

BACKGROUND

As in many developing countries, school dropout is a major issue in Ethiopia. Kwame et al., (2020) found that dropout rates are highest in grade 1, higher in rural areas than urban, higher among boys in all grades, and particularly high among pastoralist children.

Alternative Basic Education (ABE) was initiated by several NGOs for out-of-school children in the age range of 7-14, especially in pastoral locations to have access to basic education. The current programme was developed after an MoE study in 2000 under the leadership of the MoE with UNICEF's support towards its implementation in partnership with the REBs in Regional Education Bureaus (REB) in the four regions of Afar, Somali, Oromia, and Benishangul-Gumuz. ABEs provide a more flexible approach to primary education and as with the mainstream primary schools, allow students to continue to middle and secondary education.

ABEs do not meet the challenge of 9 to 14 age children who have not entered school or have dropped out of school because of poverty, parental death, conflict, the COVID-19 pandemic, or other factors. The Accelerated Education programme (AEP) was established in 2011 in Ethiopia with support from a number of NGOs to cope with this challenge. It has been implemented in Afar, Amhara, Oromia, Sidama, SNNP, Somali, and Tigray regions and Addis Ababa municipality in close cooperation with MoE and the respective regional, zone, and woreda education offices.

The one-year AEP programme focuses on grades 1-3 literacy in first language, Amharic and English, numeracy skills, and environmental sciences, in grades 1–3. The content of the curriculum is rooted in the Ethiopian National Curriculum and its Minimum Learning Competencies (MLCs). The graduates of the programme are expected to pursue formal education in government primary schools from grade 3 or 4, after passing a placement examination prepared in collaboration with the woreda education office. AEP teaching is done by facilitators who are recruited by local schoolteachers and provided with three weeks of intensive training, followed by frequent school-level professional development support.

A programme funded through Education Cannot Wait (ECW) programme led by MoE in partnership with UNICEF and Save the Children as Grant Agents has provided post-conflict support including the opening of temporary learning centres with two classrooms, a latrine and safe drinking water points, and an accelerated learning programme run within the centre by volunteer teachers, with appropriate mental health and psychosocial support (ECW 2022).

RATIONALE

As several studies have shown that there are different reasons for being out of school like poverty, child labour, distance to schools, over-age attendance, pastoralist lifestyles, and gender – where girls’ poor attendance or access is linked to cultural/ religious factors or gender-insensitive school environments – ill health and disability – leading to inconsistent attendance – and loss of one or both parents, leaving children without household support for their education, conflict, war, internal and external displacement.

The AEP programme nevertheless currently operates on a limited scale. There is also the risk that expanding ABEs have faced problems that may be faced. Even though the implementation of the Alternative basic education programme is slowing down in most regions because of quality issues, it is still implemented in some regions. In addition to this programme, the Ministry of Education has started to adopt the accelerated Education Programme in close cooperation with NGOs and the respective regional, zonal, and woreda education offices.

To sum up, the implementation of the two programmes, i.e., Alternative basic education, and Accelerated education programmes, was successful in addressing out-of-school children who could not join the conventional schools for different reasons, by way of giving second chance to children to come back to formal school, increasing primary school enrolment rate, adopting new class management and instructional strategy. On the other hand, the challenges that were faced during the implementation of those programmes are poor control of the age limit when the selection of over-age children took place for the programme, lack of competent facilitators, especially in programmes run by the government, and the inability to support children with educational materials.

LINKS WITH OTHER ACTIVITIES

The areas of work covered by this component have been supported by DPs, for example, Geneva Global and Luminos Fund. The programme will continue to link with the work of these and other DPs in the different regions. This programme also has direct or indirect relation with the other sub-components under EETP, in that achievements in those interventions will attract children to school and significantly reduce and even completely control school drop-out.

COVERAGE OF CROSS-CUTTING ISSUES

Gender Equity

Expanded Access to Education for Out-of-School Children Programme gives equal rights to both girls and boys in the selection process of over-age out-of-school children to back them to formal school. This programme not only expands access to education for out-of-school children but also the most important issue is strengthening girls’ rights to complete their education safely and on time. To do this there must be support for girls by providing them with girls' hygienic materials, education materials, and advice in the school. In unthinkable situations, in all regions, the alternative basic and accelerated programmes have addressed an urgent and growing need for children ages 10-14, particularly girls who are out of school

because of several reasons like conflict, a culture that influences girls' education negatively, parents' strong interest for girls' labour instead of sending them to school and others. The programme teaching strategy follows safe, gender-sensitive, and protective education through a rights-based approach in line with Do-No-Harm principles.

Inclusive Education

The programme promotes inclusiveness by creating favourable environment for the full participation of all members of over age out-of-school children with disabilities and vulnerabilities. Mostly this had been done by assigning better classes, and qualified teachers, who had training on this issue from the school that this programme hosts and by making the learning room accessible and attractive for all children. This is why all are equal contributors to development and equitable beneficiaries. Through inclusive practices, it is possible to identify and remove social and physical barriers so that out-of-school children with disabilities and vulnerabilities can participate and benefit from the programme. Genuine inclusion of out-of-school children with disabilities and vulnerabilities in the programme allows them to actively participate in all development processes starting from their locality to country level and eliminates dependence syndrome, leads to broader benefits for families and communities, reduces the impacts of poverty, and ultimately creates inclusive society.

MEASURES TO SUPPORT SUSTAINABILITY

The following measures will be taken for the sustainability of the programme:

- Convince the community to own the programme;
- Design different mechanisms to mobilise resources for the programme;
- Provide continuous support like educational material, and school meals by coordinating with the concerned bodies for accelerated education programme participants.
- Make the learning environment attractive, friendly, and a place of peace and love for all children but special attention should be given to the returned out-of-school children.
- Facilitate the participation of non-state actors in the programme implementation;
- Conduct timely supportive supervision and evaluation of the implementation and achievement of the programme

RISK ANALYSIS

The assumptions for the implementation of this programme are;

- Government commitment to the accelerated learning programmes to bring back 3,912,153 out-of-school children to formal schools. MoE has supported a condensed curriculum for existing AEPs and provided training to region, zone, and Woreda experts and AEPs assigned school-elected teachers. There is also quarterly follow-up by different tiers of government.
- The interest of several non-state actors in participating in the programme. Several NGOs are supporting the Ministry of Education, Regional Educational Bureau, and Woreda Education Office in financially and technically to implement Alternative Basic Education and Accelerated Education. Some NGOs even give their support to programmes participant children by providing educational materials and seed money or revolving funds to their parents to attract the children constantly to the school.

- Societal commitment to the programmes. Societies that have problems of conflict, segregation, natural disasters like drought and floods, and acute levels of poverty need remedial programmes that compensate for the lost learning time and bring children into the normal formal school system.

The major risks for the implementation of the programme are:

- Budget constraints prevent the full implementation of the programme. In contrast to formal education, AEPs require additional costs for providing training to facilitators, making the classroom attractive and fill with instructional aids, to provide children with educational materials that cannot be afforded by their parents.
- Manmade and natural disasters. The programmes are designed to give solutions for such problems but during the implementation of this programme the same or other problems may appear again.

SUBCOMPONENT 4.1: ACCELERATED LEARNING PROGRAMMES

(Estimated cost for the subcomponent: ETB 1,166.54 m = \$21.495 m)

Context

To address the aim of bringing into formal education out-of-school children who did not have the chance to enter school in their proper school age group, or dropped out of school, non-governmental organisations like Geneva Global and Luminos Fund have an ALP in most of the regions. The government adopted the programme and started ALPs based in more than 200 formal schools. This year (2022/23), 63,425 children are enrolled in ALPs. However, the programmes have had difficulty in covering the needs of all out-of-school children because of the following factors:

- Limited institutional and individual capacities to ensure inclusive education;
- Most of the primary schools are below the expected minimum standard and ill-equipped with the necessary resources and technology to accommodate all types of learners;
- The conflict in different parts of the country particularly in the northern part has severely affected the education institutions, given that 1393 schools have been destroyed and 4882 schools partially damaged.
- High numbers of out-of-school children in some areas due to natural shocks including drought and pandemics.

MoE has agreed on a condensed version of the formal primary education curriculum for ALPs and disseminated it to all regions, to adapt it according to their context. In addition, an implementation manual and standard have been developed and dispatched to regions.

The problem of over-age out-of-school children has been given attention and planned for in ESDP VI. Also, SDG4, Continental Education Strategy for Africa (CESA 2016-2025) and the African Union Agenda 2063 have emphasised the issue of over-age out-of-school children.

Objective

To increase access to accelerated education for over-age out-of-school children and help them to enter or re-enter the formal school system.

Priority Outputs

4.1.1 Accelerated learning curriculum framework and adaptation programme developed.

(Estimated cost for the output: ETB 4.236 m = \$ 0.078 m)

Approach

A review will be undertaken of best practices in the existing provision of accelerated learning and the associated curriculum. Based on this, a national Accelerated Learning Curriculum Framework will be developed, translated into Ethiopia's more than 40 primary school instructional languages, and then validated through a workshop involving representatives of existing ALPs, relevant staff from REBs and MoE, and other key stakeholders.

Activities and Costs

- i. Development of Accelerated Learning Curriculum Framework based on a review of best practice
 - Estimated cost: ETB 1.503m (\$ 0.028 m)

- ii. Translation into primary school instructional languages (40 languages)
 - Estimated cost: ETB 1.503 m (\$ 0.028 m)
- iii. Validation workshop
 - Estimated cost: ETB 1.230 m (\$ 0.023 m)

4.1.2 Accelerated Learning Programme centres established and equipped with materials

(Estimated cost for the output: ETB 1,153.439 m = \$ 21.254 m)

Approach

ALP centres will be established at an average rate of 100 per year and equipped with teaching and learning materials in areas with large numbers of over-age, out-of-school children. The centres will preferably be situated within a conventional school compound as this enables the sharing of resources and makes children familiar with the school environment and prepare them for future formal school life. If there is no conventional school in an area with large numbers of over-age, out-of-school children, then a satellite centre will be established in that area but managed and controlled by the nearest primary school. A committee will be set up for each ALP containing members from the school, community and WEO or district educational office, and given the task of identifying and selecting children for the programme. Participant children will be provided with the necessary writing materials (exercise books, pens, pencils, etc). Community awareness and mobilisation workshops will be organised to gain community support for children to enrol in the centres and for the development and upkeep of the AEP centre. Community elders will be encouraged to participate in convincing the children and parents to send their children to the AEP centre.

Activities and Costs

- i. Workshop to identify target areas for, and produce implementation guidelines for, the ALP centres
 - Estimated cost: ETB 1.044 m (\$ 0.019 m)
- ii. Workshops to adapt guidelines to region
 - Estimated cost: ETB 0.955m (\$ 0.018 m)
- iii. Establish and equip the ALP centres
 - Estimated cost: ETB 216.0 m (\$ 3.950 m)
- iv. Develop textbooks and teacher's guide in 40 languages
 - Estimated cost: ETB 540 m (\$ 9.95 m)
- v. Print ALP textbooks and teachers' guides in 40 languages for 5 subjects
 - Estimated cost: ETB 320 m (\$ 5.896 m)
- vi. Provide children's writing kits
 - Estimated cost: ETB 0.75 m (\$ 1.382 m)
- vii. Awareness-raising workshops for the centres (400 x 3,000 ETB = 0.12m ETB)
 - Estimated cost: ETB 0.460 m (\$ 0.008 m)

4.1.3 ALP Teachers appointed and trained

(Estimated cost for the output : ETB 8.868 m = \$ 0.163 m)

Approach

Teachers will be recruited for the ALP (normally one per ALP) from the primary schools in which the ALP centre is based or from nearby primary schools. Special training on the accelerated learning programme will be provided for these teachers following the training of master trainers and the preparation of an ALP teachers' training manual.

Activities and Costs

- i. Developing, translating and printing training manuals in 40 languages
 - Estimated cost: ETB 1.8 m (\$ 0.033 m)
- ii. Recruitment and training master trainers/teachers
 - a) Training for 40 master trainers for 10 days
 - Estimated cost: ETB 0.588 m (\$ 0.011 m)
 - b) Cascading /training recruited teachers in the regions.
 - Estimated cost: ETB ETB 6.48 m (\$ 0.119 m)

SUBCOMPONENT 4.2: COMMUNITY LEARNING AND READING CENTRES

(Estimated cost for the subcomponent: 36.473 m ETB = \$0.672 m)

Context

Community learning centres (CLCs) have featured in international commitments such as those made in the context of the International Conferences of Adult Education (CONFINTEA) and the United Nations 17 Sustainable Development Goals (SDGs). They have a long history in Ethiopia. In the 1970s, the plan was to establish a CLC in every woreda. Thus, more than 300 CLCs were constructed and provided short-term skill training and literacy and numeracy and reading centre services to youth and adults. After three decades with little; further development, new CLCs have recently been established with the help of DVV international in Oromia, SNNP, Amhara, Sidama, and Addis Ababa. These newly built CLCs are the nearest institutions to the community and are built by the community for the community. In the CLCs the community has access to literacy and numeracy as well as accelerated learning programmes, short-term skills training, a reading corner, recreation, conflict management, community discussion, and health services, fulfilling the concept of lifelong learning in a local community context. These institutions also often form the basis for informal and participatory learning, including study circles and community groups. They may share facilities like libraries and museums, clubs, and sports centres based in the nearest primary school. They provide alternative access to learning for out-of-school children and youths, complementing or as a partial replacement for accelerated learning programmes.

Objective

To create access to learning for out-of-school children, especially in the areas of literacy, post-literacy and skills development, by creating 100 Community Learning Centres per year.

Priority Outputs

4.2.1. Community learning and reading centres established and equipped

(Estimated cost for the output : ETB 26.229 m = \$ 0.483 m)

Approach

Prior to establishing the centres, a manual/guideline will be produced and reading materials will be identified and developed. The community learning and reading centre will, like the CLC, normally be established within a primary school, within a CLC where this exists, or as a 'reading corner' with access to the community. Location within a primary school enables the sharing of resources and makes out-of-school children familiar with a school environment and more motivated to learn and where feasible access or return to formal school life. The location, nature, and operation of the community learning and reading centre will be negotiated with and agreed upon by the community. The community and private sector will be encouraged to contribute different materials for the centres alongside the government and DPs.

Activities and Costs

- i. Workshop to develop manual/guideline
 - Estimated cost: ETB 0.882 m (\$ 0.016 m)
- ii. Workshops to adapt manual/guideline to local languages
 - Estimated cost: ETB 0.9555 m (\$ 0.018 m)
- iii. Identify the location, nature and operation of the reading centres and establish the centres

- Estimated cost: 21.572m ETB) (\$ 0.401 m)
- iv. Equip centres with reading materials)
 - Estimated cost: ETB 2.0 m) (\$ 0.037 m)
- v. Awareness-raising workshops for the centres
 - Estimated cost: ETB = 0.640 m (\$ 0.12 m)

4.2.2 Facilitators appointed and trained and community mobilised

(Estimated cost for the output: ETB 9,444 m = \$ 0.174 m)

Approach

A facilitator for each Community Learning Centre will normally be recruited from the school or community, or near to the community, in which the Centre is based. Special training will be provided to the facilitator on managing the centre, supporting out-of-school children in literacy and numeracy, and community awareness. The training will be based on a training manual developed for this purpose. Community awareness and mobilisation workshops will be organized to gain community support for children to enrol in the centres and for the development and upkeep of the Centre. Community elders will be encouraged to participate in convincing the children and parents to send their children to the Centre.

Activities and Costs

- i. Development of training manual
 - Estimated cost: ETB 1.8 m (\$ 0.033 m)
- ii. Recruitment and Training of Community Learning Centre facilitators
 - a) Training master trainers
 - Estimated cost: ETB 1.044 m (\$ 0.019 m)
 - b) Cascading it to the regions
 - Estimated cost: ETB 6.6 m (\$ 0.122 m)

4.2.3. Centres providing community awareness and mobilisation workshops

(Estimated cost output: ETB 0.800 m (\$ 0.015 m)

Approach

Awareness creation among communities that will be using the centres is very essential from the beginning. Communities have to be convinced that they will be benefiting if such centres are established in their vicinity. Therefore, awareness creation workshops shall be organised before, during, and after the establishment of the centres to ensure ownership and sustainability. To this effect, the close collaboration between WEOs, supervisors, school principals, centre facilitators, community-based CSOs, and non-education sectors will have a significant contribution to achieving the intended objectives of the centres.

Activity and costs

- i. Organise awareness creation workshops /meetings on the community learning and reading centres
 - Estimated cost: ETB 0.800 m (\$ 0.015 m)

SUBCOMPONENT 4.3: SKILLS TRAINING PROGRAMMES FOR OUT-OF-SCHOOL YOUTH

(Estimated cost for the subcomponent: 810.678 m ETB = \$14.94 m)

Context

MoE has been working to develop a skill training programme for out-of-school youths and adults who are 15 and above years of age and have minimum basic literacy and numeracy skills. The skill training programmes are designed to provide youths with useful skills and to empower them. The skill training programme covers four basic areas. Those areas are Agriculture, Health, Technology, and Small-scale industry. Over 70 specific areas of skill training, modules have been developed for trainees and trainers. Except for a few regions like Gambella, most of the regions have tried to establish skills training centres in primary school compounds or farmer training centres, or other suitable locations for the trainees. As compared to the country's need, the number of centres is very few and not well organised. The lack of sufficient and well-organised skills centres is a serious obstacle to implementing the skills training programme. On the other hand, MoE has encouraged REBs not to close those previous community skill training centres which were unfunded from the beginning of the 1980s until now and had not been taken by other sectors.

Every Centre has its own management committee and centre coordinator reporting to the nearest primary school principal. The training centre is considered part of the school so this sub-component has a direct linkage with Component 1: "Schools transformed into effective learning centres". The trainers are hired on a temporary contract basis for the duration of the training from different sectors but especially from vocational skill training centres, and there are volunteers with particular skills who also contribute to the training.

Communities have benefited from these skill centres, gaining skills in areas such as metalwork, woodwork, hairdressing, sewing, simple computer skills, painting, animal rearing, and vegetable and fruit production. Most of the trainees opened their businesses and others are hired for their skills. However, there is as yet little research evidence on the implementation of the skills training programme for youths and their subsequent readiness for the world of work.

Objectives

To provide access for out-of-school youths to needs-based skills training enabling them to gain income from subsequent employment or self-employment.

Priority Outputs

4.3.1 Skill training centres established and equipped

(Estimated cost for the output: ETB 800.460 m = \$ 14.750 m)

Approach

The skills centres will be established at a rate of 20 per year and equipped with the necessary materials (agriculture tools, small-scale industry equipment, hand tools, and others) in areas with large numbers of out-of-school youth. Each centre will preferably be situated within a conventional school compound, in the form of a community learning centre, a farmer training centre, or other suitable location for the trainees.

Activities and Costs

- i. Identify the location, nature, and operation of the skills centres and establish and equip 80 centres
 - Estimated cost : ETB 800 m (\$ 14.741 m) :
- ii. Community awareness and mobilisation workshops
 - Estimated cost: ETB 0.460 m (\$ 0.008 m)

4.3.2 Teachers appointed and trained and community mobilised

(Estimated cost for the output: ETB 8.988 m = \$ 0.166 m)

Approach

Trainers will be hired for the centres on a contract basis, especially from vocational skill training centres. Special training will be provided by these teachers both on managing the Centre and its training and in key skills relevant to the community. This will follow the preparation of a teachers' training manual. Community awareness and mobilization workshops will be organized to gain community support for out-of-school youth to enrol in the Centre and for the development and upkeep of the Centre. Community elders will be encouraged to participate in convincing young people to attend the Centre.

Activities and Costs

- i. Developing, translating and printing the training manuals
 - Estimated cost: ETB 1.8 m (\$ 0.033 m)
- ii. Recruitment and training 40 Skills Centre teachers
 - Estimated cost: ETB 0.588 m (\$ 0.011 m)
- iii. Cascading it to the regions
 - Estimated cost: ETB 6.6 m (\$ 0.122 m)

4.3.3 Survey conducted on the implementation of skill training programme for youths and their readiness for the world of work.

(Estimated cost for the output: ETB 1.2 m = \$ 0.022 m)

Approach

The research will be commissioned on the implementation of the skills training programme for out-of-school youths and their readiness for the world of work. This will be used to improve future training and targeting of the training for out-of-school youth.

Activities Costs

- i. Conduct impact evaluation of the skill training programme)
 - Estimated cost : ETB 1.2m (\$ 0.022 m)

COMPONENT 5: SYSTEM STRENGTHENING

(ESTIMATED BASE COST FOR THE COMPONENT: ETB 3,208. 586 m = US\$ 59.1 MILLION)

OVERVIEW

Education systems are complex mechanisms that require the interplay of institutional, organisational, and individual actors to turn education policy into tangible outcomes. Strengthening an education system means aligning its governance, management, financing, and performance incentive mechanisms to produce learning for all (World Bank 2011). System strengthening, therefore, needs to consider both the internal environment of the policies, rules, structures, processes, players, and relationships within the sector as well as the wider forces that exert influence on how the system works.

Strengthening an education system, therefore, needs to consider the interaction of the three levels (institutional, organisational, and individual); it is about aligning policy with rules, structures, and behaviours, including the relationships between key actors, linked to the required resources – human and financial – to achieve results.

The promotion of effective leadership, management and governance at all levels of the education and training system is a continuous priority of the Ethiopian government. Good governance is one of the guiding values of the system and enhances governance, planning, and management to improve efficiency and effectiveness throughout the sector. In this regard, the new Education and Training Policy of Ethiopia endorsed in February 2023 underlines that among the basic principles of the implementation of the policy are (a) decentralisation; (b) transparency and responsiveness; and (c) a results-oriented approach. Following these principles, Component 5 of the EETP will focus on education system strengthening in Ethiopia.

Interventions under this component will be undertaken and coordinated at the national level. This will ensure equitable focus on and participation of all regions and city administrations in the national education system strengthening process. All of the interventions will be accompanied by capacity-building activities to support the effective execution of new infrastructures and systems and to ensure the sustainability of systemic reforms beyond the duration of the programme.

This component has the following eight subcomponents to be implemented within this framework:

- i. Strengthening decentralisation of education planning, management, monitoring (and learning) of schools, wherein the existing decentralisation model will be revisited to better delineate roles and responsibilities and support their execution at various levels of authority.
- ii. Updating and implementing the National Gender Strategy for the Education Sector will be a major task to be undertaken towards achieving gender equity in all its aspects.
- iii. Strengthening the pastoralist education in a holistic and systemic approach with active involvement of all stakeholders and extraordinary efforts by way of developing a feasible and relevant strategy and implementation guidelines will be undertaken aggressively.
- iv. Reforming School Grant modalities, wherein the challenges to grant utilisation will be assessed and the grant allocation modalities will be revised to respond to the real needs of the schools
- v. Strengthening of EMIS, wherein improvement in digital infrastructure and capacity building in data collection, management, and utilisation will be undertaken
- vi. Updating the textbook tracking system, wherein the recently developed textbook tracking system will be made operational and linked to the procurement and distribution of new textbooks

- vii. Development of a National Education Cloud and system for ICT maintenance, wherein the digital education resources will be made more readily available to students and teachers
- viii. Strengthening coordination towards achieving the objectives of this programme and the sector in general,, wherein inter and intra-sectoral coordination mechanisms will be strengthened to ensure effective and sustainable implementation of planned activities

BACKGROUND

System-strengthening activities led by the Ministry of Education and supported by various Development Partners within the framework of sector support programmes and pooled funding mechanisms have led to significant progress. in strengthening systemic mechanisms in the education sector. The Government's strong commitment to education is reflected in the significant proportion of public resources regularly invested in the sector In doing so, the enrolment up to Grade 12 increased from 10 million in 2003 to over 27 million in 2019/20. The Government's high level of commitment to the sector is also reflected in its spending priorities. Public spending on education has consistently outpaced other priority sectors as a percentage of 4.7% per GDP. Over the last four years, education spending has averaged 24.4% of public spending. Over the past decade, support from Development Partners through programmes like GEQIP I, GEQIP II & GEQIP-E, TARGET, READ, and more have supported education system-strengthening activities in Ethiopia. Ethiopia continues to make positive strides in the education sector and has recently ratified its new Education Policy in February 2023 under the leadership of the Ministry of Education.

This section briefly discusses past progress made under the focus areas of the system-strengthening component of the EETP which will form the basis of the new interventions of the programme.

(i) Decentralisation in the education system

Since 1994, governance reforms in Ethiopia have been oriented towards restructuring a highly centralised state by devolving authority. The decentralisation design for nine regional states (now further subdivided into 11 regional states and 2 city administrations), delineated boundaries based on ethnic identities, and supported the official use of local languages for state business. Since 2002, deeper decentralisation to lower tiers of government was undertaken, devolving authority and resources for key social services down to the woreda (district) level.

Decentralisation brought significant improvements to education provision in Ethiopia. With devolved authority, Woreda Education offices were able to operate with relatively greater efficiency in education management and make better-informed decisions for education provision- staffing, teacher training, school infrastructure, etc. This induced a sense of accountability of district officials directly affecting citizen demand for education.

The nationwide primary gross enrolment rate doubled from 37 percent in 1995/6 to 74 percent in 2004/5 (based on aggregate data from World Bank 2006a) and as per the ESAA the GER in 2021/22 is at a staggering 97.2 percent. The average incremental effect of decentralising education service provision to the woreda level was an estimated 18% for NER from 1995 to 2012. This effect was directly attributable to institutional effects related to local control as opposed to the increase in expenditure.

Today, Ethiopia counts 11 regional states and 2 city administrations suggesting further deepening of the decentralised form of governance. Over time, with an increasing student population and inadequacy of resources, the decentralised education system is facing challenges in the form of low capacities of Woreda offices in managing authority and responsibilities. A lack of adequate resources to finance the devolved

authority effectively is reflected in the reduced size of Woreda budgets. There is thus a need to revisit the decentralisation in the education system to strengthen capacities and ensure adequate resources for better implementation at the woreda and school levels. Given the key role and responsibilities conferred to the Woreda Education Offices, it is essential to ensure that education managers at that level are equipped to effectively carry out their roles in collaboration with the school-based management.

ii) National Education Sector Gender Strategy

As explained in the background, gender equality is a cross-cutting issue that has to be mainstreamed and planned in all interventions. To this effect, it needs to be addressed at a systemic level to effectively resolve the inequities sustainably

Addressing gender equity implies that gender equality is ensured at all levels of the education and training sector. Therefore, the ultimate mission of gender strategy for the sector is ensuring equitable access to quality learning for girls and boys/male and female and promoting equal participation of men and women in job opportunities at all levels of the education and training sector.

Its implementation is expected to have, ultimately, two high-level outcomes that are in alignment with the education sector development programme and global gender equality agenda.

- Gender parity is achieved at all levels of the education and training sector.
- Gender equality is ensured at all levels of the education and training sector as measured in three thematic areas (learning performance and skills development, placement in the teaching profession, and participation in decision-making positions in the system)

Gender is a cross-cutting issue and successful implementation of the gender policy requires commitment, participation and contribution of all staff and students. Our commitment to a gender mainstreaming perspective will be reflected in our academic programmes, work plans, research, and publications in budgeting as well as in technical cooperation with other institutions.

All units within the Ministry, REBs and WEOs and schools are expected to develop plans to integrate gender perspectives in their work plans. These plans will be used to monitor progress on gender mainstreaming. The success of this Gender Strategy is the responsibility of all persons at the policy, decision-making, and implementation levels of the sector.

(iii) Strengthening pastoral education

Pastoral Communities occupy a large proportion of land mass (over 60% of the country). The livelihood of the community is based on pastoralism. They are mostly located in the peripheral area of the country, where infrastructure is not adequately available. They live in a scattered manner and move from one place to another in search of pasture and water for their livestock.

The Education Statistics Annual Abstract (2021/22) gross enrolment rates in pastoralist areas as, Pre-primary (Male 16%, Female 14.2%), Primary (Male 116.5% Female 91.5%), Middle School (Male 47.6%, Female 36.8%) and Secondary school (Male 37.1%, Female 31.5%).

Whilst the Federal and regional governments as well as various partners have made considerable efforts and expended tremendous financial resources to attain universal primary education, education access and participation along with the learning outcomes by children in pastoralists-dominated areas continues to lag behind that of their sedentary counterparts.

Provision of education through formal education alone does not meet the interest of pastoral communities. Students of pastoral communities tend to terminate their middle and high school education because the schools are far away from their home and village. They cannot go far away for learning. The cost of education forces them to discontinue their education. For this reason, school-aged children, especially over-aged children, will be out of school because they move together, and even if they have started school, they will drop out.

Moreover, adaptation of the school curriculum to the pastoral way of life is yet to be addressed.

Promotion of education in the pastoral areas demands multipronged approaches as well as the committed collaboration of government entities, CSOs, the private sector, other stakeholders, and the communities themselves and

Therefore, the pastoral education strategy, which was drafted in 2016/17 needs to be revised critically and implemented aggressively. The anticipated strategy and implementation guidelines have to be systemic, holistic, feasible, and acceptable to all stakeholders.

(iv) School grants

The school grants programme was launched by the Ministry of Education in 2009 and sustained by continued support from the GEQIP I, II, and E to improve school performance and education quality in all government primary and secondary schools, as well as ABECs. The allocations to schools and ABE centres were done based on the number of students enrolled in each institution. The Parent Teacher Associations (PTA) were responsible to administer the grants allocated for their respective schools based on grant guidelines. At least half of the grants were to be used for the teaching and learning component of their school improvement programme (SIP).

The school grant mechanism has induced positive changes like strategic planning, identification of priorities and involvement of the community through the PTAs for the administration of school grants. School grants have helped to nurture school initiatives in partnership with communities to improve schools. Many schools have equipped their schools with various teaching materials, computers, and laboratory equipment and constructed separate toilets, and ramps for disabled children.

While schools have had access to school grants programme, the acute constraints on woreda budgets have resulted in a lower overall level of disbursement across the country than is prescribed at the national level. According to survey reports of the MoE, for many schools, their whole expenditure has been covered by school grant funds. Moreover, it has been observed that the current distribution modality based on student population gives an unfair advantage to urban schools with a high number of students and contributed to keeping rural schools with lesser students poor. There is thus a need to review school grant calculation modalities to target schools with more pressing needs for additional funds. Such new modalities will also need to factor in the level of inflation in the Ethiopian economy for the school grants to be beneficial in the current times.

(v) Education Management Information System (EMIS)

The EMIS system has undergone continuous improvements since its development in Ethiopia in 1991. The production and dissemination of the Education Statistics Annual Abstract (ESAA) have become a regular feature in the sector. More recently, unique School codes/IDs for all schools, government, and non-government, have been assigned and are being adopted by EMIS, General Education Inspection Desk

(GEID), and Educational Assessment and Examination Service (EAES). The school codes are further enriching educational analyses by all these agencies. In addition, progress has also been made in integrating key education databases like GEID (inspection performance) and EAES (EGRA, NLA, Grade 10 and 12 examinations) with EMIS to achieve more in-depth analyses of existing data. A Joint Report is currently being developed by EMIS, GEID and EAES using an integrated education database to analyse trends and regional variations in learning outcomes and internal efficiency. Furthermore, under the GEQIP II, capacity building training was provided on using basic computers, preliminary data collection tools, questionnaire re-design, educational indicators, and basics of data analysis and reporting skills to about 1272 EMIS experts, planners, focal persons, drawn from all regions' General Education institutions, Higher Education institutions, TVET institutions and College of Teacher education. Training was also provided for 50 EMIS and inspection experts from REB, MoE and EAEA on the assignment and implementation of unique school code/ID. At the regional level, 7,586 EMIS experts, planners, and data collectors drawn from woredas, clusters and schools received training on basic computers, EMIS, education indicator data collection and report skills. Procurement of IT infrastructure to support EMIS was also undertaken wherein 800 laptop computers and 200 Desktop Computers (with 200 UPS, 200 dividers, 200 Cables and 200 Switches) were purchased and distributed to 200 of 800 woredas.

The infrastructural support and training at the woreda level have benefitted the data collection process at the local levels in the gradual move from manual to digital data collection methods. Regional bureaus have started producing their education abstracts. However, due to a lack of a continuous financial commitment to EMIS computer updating and continuous capacity building remain challenging and gaps in data reliability and timeliness remain. It thus becomes important to design data collection solutions that adapt to the Ethiopian context and ensure the inclusion of the most rural and remote woredas in the country.

There is a need to sustain the momentum of the development of data collection in education. An institutional framework providing directives and guidelines on the functioning of EMIS, human resource succession plans, and knowledge transfer procedures has been initiated under GEQIP-E. It is important to streamline the functioning and ensure the sustainability of the EMIS system. Such a framework is indispensable to streamline the functioning, encourage consistent use of data by various authorities, and to ensure the sustainability of the EMIS system. Further, the ICT infrastructure needs of education administration offices at all levels need to be assessed and fulfilled to the extent possible. While capacity development activities of personnel at all levels of data collection, analysis, and utilisation need to be made a regular feature, special emphasis is required at the most local level of data collection – school and woreda. The EMIS system needs to be strengthened such that more granulated student-level and teacher-level data can be collected and aggregated more efficiently to support decision-making. In addition to improving digital infrastructure and connectivity, it is also important to integrate the use of offline digital means for data collection so that rural areas with poor connectivity are not left behind.

(vi) Textbook tracking

The software to track the printing and distribution of textbooks has been developed in the IT department of the MoE, with support from the GEQIP-E.

Soon after the development of the software, the curriculum from pre-primary to secondary education level underwent a total revamp in 2020/21. New textbooks aligned with the new curriculum are in the process of being procured by the regions. These new textbooks will need to be printed with appropriate trackable

barcodes to allow them to be used with the new tracking software. However, many regions are delayed in initiating their textbook procurement process due to the inadequacy of funds.

While textbook procurement has been proposed as an intervention under Component 1, the completion, piloting, and subsequent scaleup of the textbook tracking system is a system-level intervention proposed under Component 5. This intervention will need to be accompanied by Moreover, the capacity development of education managers and school leaders to support and effectively use the textbook tracking system as well as training of technical ICT staff to maintain the system

(vii) National Education Cloud

The National ICT Policy and Strategy of Ethiopia 2017, puts forth a strong vision to integrate ICT in the education sector. Some of the strategic objectives include achieving a critical mass of computer-literate ICT teachers by availing training to teachers; encouraging the production, acquisition, and distribution of digital educational materials; and facilitating Public Private Partnerships to mobilise resources to support e-learning initiatives. To advance towards these objectives, the GEQIP II supported the development of E-Cloud infrastructure for an e-learning system initiated with the Centre for Educational ICT (CEICT).

This initiative however was not successful in achieving a fully functional Education cloud system. While the infrastructural procurement, installation and configuration, and training of IT technicians and teachers were undertaken, there have been significant challenges in making the system operational at the school level. Major challenges faced are lack of system remote control monitoring, power instability, and shortage, equipment security issues, firing risks, lack of centralised network monitoring system, shortage of budget for maintenance, absence of internet connectivity and computer rooms in many schools, old plasma versions, and absence of qualified ICT staff.

To move ahead in this direction, a feasibility study needs to be undertaken to understand the challenges that were faced under the GEQIP II to complete the creation of the National Education Cloud and render it functional. The creation of a sustainable support framework for the cloud will require the establishment of a specialised ICT Agency under the MoE to maintain the Cloud, the development of an ICT competency framework, and the training of teachers on how to integrate ICT in the curriculum and develop and use digital pedagogical and learning content.

(viii) Strengthening coordination

Strong coordination mechanisms are required to progress towards common goals not only within the framework of projects and programmes but also in the education system as a whole. To achieve the long-term goal of better learning outcomes, all levels of governance and management- Ministry, REB, Zone, Woreda, and schools- need to work in tandem on various components of education. In the Ethiopian education context, examples of strong coordination mechanisms have been seen in previous education development programmes.

Under the GEQIP II, a special programme coordination office was set up to undertake planning, coordination, monitoring and evaluation and provide support to implementation agencies. Regular consultative meetings were organised with the implementing directorates and target regions to ensure the harmonisation of activities towards common objectives of the programme and to ensure the completion of annual work plans, and the achievement of disbursement-linked indicators. This approach has contributed to building capacity at the national level in the areas of planning, monitoring and evaluation, and financial management as many practices are gradually getting integrated into government mechanisms – uptake of

the Education Annual Statistical Abstract, field visits for supervision, regular performance reporting comparing objectives with outcomes based on data collected, financial reporting, school grant and procurement audits, external programme evaluations, dissemination of reports to stakeholders, etc.

Moreover, there have also been instances of inter-ministerial consultation and coordination. The Ministry of Education partners with the Ministry of Health in implementing the Vision of the Seqota Declaration to end malnutrition among children. In the school feeding programme the Ministry of Agriculture and the Ministry of Health was frequently consulted by the MoE regarding proper nutrition and hygiene conditions to ensure proper implementation of the programme; the Ministry of Youth and Sports was consulted with regard to conducting sports facilities and curricula in school.

Further mechanisms to strengthen coordination need to be strongly integrated with all education interventions to ensure the collective progress of various activities, teams, and subsectors toward the overall objective of improving learning outcomes. The EETP will lay a strong emphasis on improving sector-level coordination among various thematic teams and levels of governance and management to ensure concerted efforts toward the achievement of better learning outcomes. Improved information-sharing approaches and cyclical approaches like Results based management will be considered taking into account strategy, people, processes, and measures, to improve decision-making, transparency, and accountability and overall service delivery in the education sector.

RATIONALE

The concept of education system strengthening emanates from the importance of ensuring the effective and efficient functioning of the education system as a whole, in addition to focusing on specific inputs and activities. Adopting a “systems” approach in education has gained importance over time (UNESCO-IIEP 2012). Strengthening an education system means aligning its governance, management, financing and performance incentive mechanisms to contribute to learning for all. System strengthening, therefore, needs to consider both the internal environment of policies, rules, structures, processes, actors and relationships within the sector as well as the wider forces - cultural, social, and economic - that influence the functioning of the system.

As one example, systemic mechanisms like planning, monitoring and information are prerequisites for informed decision-making at all levels; they foster transparency, provided that they are relevant, reliable, and at the same time accessible; and without them no education goal can be achieved in an effective, efficient, and responsive manner. Another example is that of redistribution mechanisms at the system level. These are used to redress inequities in education, imbalances in enrolment trends across different levels and sub-sectors, and certain barriers to achieving educational quality.

Specific interventions and transitions in an education system need to be accompanied by system-level reforms. With regards to policy and plan preparation, there is a need to improve tools and procedures for analysis, planning, monitoring and evaluation type exercises. Training and institutional capacity reinforcement to accompany modernising education planning and management techniques and the development of support tools to accompany officials in the preparation of national education sector strategies and plans are important aspects of system strengthening

Concerning knowledge generation and information management, technical institutional capacities need to be enhanced not only by staff in key data management positions but also by trainers and training institutions

to take charge of the national-level capacity development, of researchers. In addition, widespread dissemination of education-related data and information to all national stakeholders should be encouraged.

Strengthening the education system, therefore, needs to consider the interaction of the three levels (institutional, organisational, and individual); it is about aligning policy with rules, structures, and behaviours, including the relationships between key actors, linked to the required resources – human and financial – to achieve results. The promotion of effective leadership, management, and governance at all levels of the education and training system is a continuous priority of the Ethiopian government. Good governance is one of the guiding values of the system and enhances governance, planning, and management to improve efficiency and effectiveness throughout the sector.

Link to SDGs: This Component is closely in line with international commitments like the SDG 4 following the Implementation Modalities prescribed in the SDG4-Education 2030 document that underlines the need to strengthen Governance, accountability, and partnerships, ensure effective coordination and to strengthen monitoring, follow-up, and review to develop evidence-based policies in education.

Link to New Education and Training Policy 2023: The revised Education and Training Policy (ETP) 2023 underlines the need for system strengthening by way of decentralisation and institutional autonomy as one of its major principles. There is a direct recommendation to make universities more financially autonomous which will also have direct and indirect effects on general education.

Link to ESDP VI: The interventions related to system strengthening under the EETP are fully in line with the ESDP VI through its Priority Programme 1 on System strengthening, governance, and accountability in education focusing; and Priority Programme 6 on the use of digital technology for the education sector.

LINKS WITH OTHER ACTIVITIES

The system strengthening component is interlinked with all components and subcomponents proposed under this programme. It aims at institutional, organisational, and individual-level reforms which will support all operations in the education system during and beyond the duration of this programme.

COVERAGE OF CROSS-CUTTING ISSUES

Certain cross-cutting issues need to be addressed at a systemic level to effectively resolve them sustainably. These include equity and sensitivity concerning gender, special needs children, vulnerable children concerning poverty, ethnicity, displacement or other factors, and contextual differences.

These cross-cutting issues will receive priority consideration under all subcomponents. For example, all capacity-building training will include a compulsory module on equity, sensitivity and inclusion of students, teachers and all personnel in the education system. Equitable participation of all these subgroups based on gender, special needs, and vulnerability will be encouraged in all capacity-building activities conducted under this component. In addition, the development of the digitalised EMIS system will also be designed considering the need to collect and manage disaggregated data to better analyse the needs of all these subgroups.

In order to ensure the consideration of these cross-cutting issues in programme implementation, the programme design will integrate disaggregated output indicators to ensure progress is made concerning all these subgroups.

MEASURES TO SUPPORT SUSTAINABILITY

Sustainability is a core principle in the development of interventions under the EETP programme. The system strengthening component in itself characterises the essence of sustainability in the approach of this programme. The aim of transforming the education sector is an ambitious one and there is a need for the government to take major actions to establish systems that foster planning, implementation, monitoring and decision-making responsibilities at school levels. Given the nature and magnitude of actions required at this stage, there is a need to mobilise development partners and other alternative sources to finance implementation.

The EETP adopts a holistic system-oriented approach with capacity-building activities of local education leaders planned to accompany each intervention. In addition, measures like an inward-looking resource mobilisation strategy that reduces dependence on international development partners – increasing government financial commitment to general education, encouraging commitment from private domestic investors, and community support – will increase the sustainability of the programme interventions. The adoption of better management approaches will aim at improving attitudes and behaviours and improving the efficiency and effectiveness of staff at all levels. Such strategic approaches will ensure the impact of the intervention beyond the duration of the programme.

RISK ANALYSIS

Transformation of national education systems can be effectively implemented when sectoral policy, law, strategy and guidelines are in support of the interventions. The education sector is vulnerable to governance risks due to reasons like- resource constraints, opportunities for discretionary decision-making and rent-seeking, weak institutional capacity, and political interference, political instability, and patronage networks. These risks may exist at any stage like- policy making, regulation, planning, financial management, procurement, human resources management, and operations, and among any group of actors from policy-makers at the ministerial level, to education providers at the school level such as teachers and contractors, and education beneficiaries such as students and parents.

Risk mitigation measures will be put in place to ensure the continuity and effectiveness of the programme interventions. Constant commitment to mobilise domestic and international resources will aim to reduce the risk of resource constraints. Intra and intersectoral coordination mechanisms will allow the sector to continue implementation in case of political instability. Strong planning, monitoring, evaluation and learning mechanisms will keep interventions on track. Capacity-building measures will address the constant concern about weak institutional capacities. Finally, maintaining a consistent dialogue about the programme and the significance of the interventions at the political level will aim at reducing the risk of unnecessary political interference that may negatively affect the progress of the programme.

SUBCOMPONENT 5.1: STRENGTHENING DECENTRALISATION TO SCHOOL LEVEL

(Estimated base cost for the subcomponent: ETB 38.561 m = \$0.711 m)

Context

Decentralisation policies shift decision-making closer to the school level and have the potential to reduce the financial burden on the state, increase efficiency in management, increase ownership, participation and commitment of local decision-makers, parents, and communities and improve education quality.

While decentralisation of governance has led to improvement in education provision, it has also faced with challenges in the Ethiopian context. With local authorities on the front line of the provision of education, adequate resources need to accompany policy directives from central authorities. This consideration however has not been automatic. The biggest challenges are potentially faced by the Woreda Education Offices, which are assigned the most key role in the decentralised framework as they are responsible for the actual implementation of education policy and monitoring its quality within the Woreda. The four core areas of work for WEO are- staff management, the management of financial resources, quality monitoring, and the relationship of the WEO with the regional authorities and the local administration. While many WEOs exercise their autonomy efficiently in managing material, human and financial resources, some others are lagging. Many challenges hamper the effectiveness of decentralisation in the Ethiopian context:

- Lack of clarity on roles and responsibilities among regions, zones, woredas, municipalities and kebeles
- Lack of transparency and accountability concerning revenues and expenditures
- Lack of resources to carry out responsibilities
- Lack of strong budgeting mechanisms
- Lack of auditing mechanisms adapted to decentralised structures
- Lack of governance capacities in remote rural woredas

There is a need to strengthen decentralised education planning, management, monitoring and learning down to the school level. The education system needs clear delineation of roles and responsibilities at all levels of authority and capable education managers, and school leaders to reap the benefits of decentralisation. Education managers need to be trained not only to better administer but to play a leadership role in the development of education systems. The EETP will undertake leadership training for managers at all levels - MoE, REB, ZOE, WEO and school. This intervention will complement the decentralization process and build capacities among education managers to use their autonomy within the scope of their authority more effectively.

This subcomponent will therefore:

- Review decentralised the structure, roles, responsibilities, and resources to streamline policy implementation and support school-based management
- Provide training for education leaders and managers, especially woreda-level managers, to exercise the defined roles and responsibilities

Results under this component will also be reinforced through activities under other subcomponents, for example, school grant reform, school leadership training, and training on data collection and utilisation. .

Objectives

The first objective of this sub-component is to strengthen the institutional architecture and the human resources in the education sector to enhance good governance, effective management, and professionally led reform across the decentralised education system. The second objective is to prepare strong and effective education leaders within the decentralised education system whose capacities are in line with the modernisation of the education system and who can make evidence-based robust decisions for improving the status of education under their responsibility.

Priority Outputs

5.1.1 Review of decentralised structure, roles, responsibilities and resources to streamline policy implementation and support school-based management

(Estimated cost for the output: ETB 12.220 m = \$ 0.225 m)

Approach

Under this review, the MoE in consultation with regional, zonal and woreda level officers will further work on clarifying the decentralisation policy, The consultations will include the functions to be decentralised, the actors, their roles, and the coordination mechanisms between them. There will be a rethinking of the areas and levels of autonomy of the local actors. To render the education system more participative, at both the woreda and school levels, the MoE will foster more consultation with stakeholders. The review will therefore be undertaken through a national decentralisation workshop.

The review will assess the challenges to effective education management within the decentralised framework. The existing model of decentralisation will be revisited and its challenges addressed by better defining roles and responsibilities at every level and ensuring more autonomy at the school level through a school-based management system. There will be a focus on improving the attractiveness of the post of woreda-level education managers and defining logical career paths in the education profession from school to the national level.

There will also be an effort to match financial resources at the disposal of the local authorities to support them in executing their functions more effectively. This will involve the development of a new education financing plan to improve the adequacy of the budget allocated at the woreda and school levels. This will also use a workshop approach in the form of three awareness workshops.

Activities and Costs

- i. Decentralisation workshop for federal and regional experts
 - Estimated cost: ETB 3.94 m (\$ 0.073 m)
- ii. Awareness workshops for WEOs
 - Estimated cost: ETB 8.28 m (\$ 0.153 m)

5.1.2 Leadership training provided for school principals and education leaders, especially woreda-level managers, to exercise the defined roles and responsibilities

(Estimated cost for the output: ETB 26.341 m = \$ 0.485m)

Approach

The holistic training needs will not only include leadership skills but be complemented by training on the use of ICT, data collection and utilisation, emergency preparedness, and effective communication skills. The training will also include an important component on raising financial resources at the decentralised levels, especially at the woreda level to function and finance schools more autonomously. The capacity-building training will take into account cross-cutting issues and will raise awareness and sensitivity towards gender, special needs, and vulnerability among children. Training will be provided through five leadership training workshops. These will provide training for capacity building of local education leaders to exercise the defined roles and responsibilities, and to be able to strengthen monitoring, evaluation, and learning at all administrative levels. The training will also include developing manuals on generating funding from resources at school, woreda, regional and national levels, thereby building the capacity of Woreda offices to raise resources at their level. Each workshop will take place in about 25 sessions of 100 participants, so the total number of workshop sessions will be 125 and will involve 100 days of expert input.

Activities and costs

Leadership training workshops at all levels

- Estimated cost: ETB 26.341 m (\$ 0.485 m)

SUBCOMPONENT 5.2: UPDATING AND IMPLEMENTING THE NATIONAL GENDER STRATEGY ACROSS THE EDUCATION SECTOR

(Estimated cost for the subcomponent: ETB 13.638 m = \$ 0.251 m)

Context

The Sustainable Development Goal (SDG) confirms and amplifies the strong connection between gender equality and education; SDG Target 4.5 specifically calls for the elimination of gender disparities in education and equal access for all, and the broader 2030 Agenda for Sustainable Development goes further to underscore the centrality and mutual dependence of education and gender equality.

Gender equity has been, and is, a major agenda in the education sector. It is accorded its place as a cross-cutting issue in all priority programmes and components in the ESDP VI (20/21-2024/25)

Although the primary school GER of girls in Ethiopia has climbed from 21 to 100.7 percent in the last three decades, the majority are unable to transition to secondary and tertiary school due to distance, personal security, and economic challenges. The middle school and secondary school GERs for girls are 67.1 and 44.6 percent respectively. (MoE, ESAA, 2021/2022) As girls grow older, academic participation becomes increasingly difficult as it takes time away from essential income-generating activities. Only 35 percent of undergraduate university students are female, and five percent drop out in the first year.

The policies, strategies, and programmes of the country, by and large, encourage women. But women's participation in decision-making at all levels is still low. The leadership circle is male dominated, thus, there is little room for gender issues to be understood and addressed appropriately.

There is no sufficient data and analytical document on women's participation in leadership in the education sector and at all levels. However, the 2021/2022 Education Statistics Annual Abstract reports that, in 2021/22, the total number of primary and middle school principals and vice principals is 44,589, of which only 11.8% of them are females. On the other hand, there are 7,123 cluster supervisors reported in Primary and Middle schools, in which the female share is below 7%. There are 6,497 principals and vice principals reported in secondary schools across the country, from which, the female share is below 7%. The female share of secondary supervisors is around 8%. (MoE, ESAA, 2021/2022).

In 2021/22 both the academic and technical staff of CTEs in the country are 3,453, with an 8.6 percentage points decline from last year. From this, only 269 of them are technical staff. Among the academic staff, the female share is only 12.5%. The proportion of female academic staff in CTEs has remained very low, and their average annual growth rate is around 8% over the period.

Achieving gender equality requires a rights-based approach that ensures that girls and boys, women and men not only gain access to and complete education cycles but are empowered equally in and through education. Reducing the gap between boys and girls in enrolment and continuation in school is critical in the sector. Girls need to have not only equal opportunities to enrol but also equal learning conditions, free from stereotypes and discriminatory values and attitudes. The curriculum and textbooks, the teaching-learning process, the school management, etc. have to advance gender equality practically.

Therefore, a sustained and effective mechanism should be established among key stakeholders to coordinate and create the synergy to ensure equity in education access and learning, as well as gender mainstreaming and the promotion of empowerment of women at school, woreda, regional and federal levels.

Objectives

improving equitable access to and participation in quality education and training at all levels is needed.

Priority outputs**5.2.1 The National Gender Strategy for the education sector reviewed, updated and disseminated for implementation at all levels**

(Estimated cost for the output ETB 13.638 m = \$ 0.251 m)

Approach

This will start with the federal-based review of the existing national gender strategy. The draft review will be presented and further enriched in a workshop to be organised to develop the revised strategy and guidelines to be adapted by regions. The draft document will then be finalised and validated through a workshop; printed and distributed to all regions for adaptation and implementation. To this effect, training will be provided to experts drawn from the regions to accelerate effective implementation at all levels.

Activities and costs

- i. Review the existing National Gender Strategy
 - Estimated cost: ETB 0.682 m (\$ 0.013 m)
- ii. Develop implementation strategy and guidelines for future programmes
 - Estimated cost: ETB 0.639 m (\$ 0.012 m)
- iii. Validate and finalise the document
 - Estimated cost: ETB 1.267 m (\$ 0.023 m)
- iv. Print the document to the region for adaptation
 - Estimated cost: ETB 0.250 m (\$ 0.005 m)
- v. Identify and train regional education administrators, and experts at every level
 - Estimated cost: ETB 10.8 m (\$ 0.199 m)

SUBCOMPONENT 5.3: STRENGTHEN PASTORAL EDUCATION

(Estimated cost for the subcomponent: ETB 39.97 m = \$ 0.737 m)

Context

Pastoralists are people who often live nomadic lifestyles and whose livelihoods depend primarily on livestock – constitute a substantial proportion of the Ethiopian population, an estimated 12 to 15 million people (14 percent to 18 percent), and inhabit 60 to 65 percent of the land area. They reside in the four major pastoralist areas of the country: Afar, Somali, the South Omo Zone of SNNP, and the Borena Zone of Oromia Regions. The pastoral communities are scattered throughout the country and historically have had limited access to education and other social services.

Despite the remarkable expansion of education services in the country, participation and enrolment in pastoralist areas is far below the national average. The current primary net enrolment rate for the country stands at 100 percent, but when looking at the pastoralist regions of Afar and Somali the rate falls to 48 and 73. Dropout, completion, and repetition rates are also significantly worse in these two regions.

Delivering education to pastoralist communities is challenging, due to several factors. Basic infrastructure and transportation and communications services are poorly developed in pastoralist areas, exacerbating the ability to deliver quality education. Cultural livelihood patterns make ‘stable’ education difficult for communities who travel on seasonal migration patterns. Pastoralist girls face several challenges, where school-related gender-based violence, early child marriage, and other harmful social norms are barriers to girls’ participation in education. Moreover, the pastoralist regions are prone to prolonged and multiple climate-induced emergencies, that often directly impacting on children’s access to education. (UNICEF Ethiopia - Education for Pastoralist Children, March 2019)

Sharing best practices, which is a process of sharing knowledge, skills, and experiences within an organisation, has to be promoted to advance education in the pastoralist communities. This process can involve the sharing of ideas, strategies, processes, and techniques. Best practices are the best ways of achieving a task that have worked in practice. When a process has proven successful in the past, most likely in meaningful situations that are likely to be repeated, it makes sense to consider that the best way of doing it.

When sharing best practice resources is applied as a regular practice, it gives people time to learn from colleagues by asking questions, collaborating on tasks and getting feedback from them. It encourages people to interact with each other more in meaningful situations where there’s likely going to be a reward for that collaboration. This helps build a team spirit and sense of community in the education bureaus/ offices as well as among the different regions implementing similar programmes. Staff are encouraged and rewarded for seeking out new ways of doing things, picking their colleagues’ brains and building skills that help everyone progress. The more people get in the habit of sharing what works, their experiences and best practices, the more the organisations build a learning culture.

Sharing best practices means that the same mistakes are not repeated but also the most efficient and fruitful route are taken to solving a problem. It also implies that it eliminates the wasted time and monetary costs that often come with trial and error for finding the right approach. Therefore, sharing best practices among the pastoralist regions through different approaches, i.e., workshops, conferences, visits, document exchanges, informal/formal bilateral discussions, etc. are vitally important and need to be encouraged.

Therefore, there is a need to update and develop a feasible strategy that will bring about changes in educational access, quality, equity and relevance in pastoralist areas. All appropriate stakeholders have to be mobilised to play their roles, individually and cooperatively, in transforming the education of children in the regions thereby enjoying their rights to education as their counterparts in the other regions.

Objective

The objective of this subcomponent is to review and finalise the draft pastoralist education strategy for implementation, building the capacity of REBs, and creating platforms to exchange best practices regularly in order to bring about changes in educational access, quality, equity and relevance in pastoralist regions

Priority outputs

5.3.1 The draft pastoral education strategy and its implementation guidelines revised and finalised (*Estimated cost for the output: ETB 5.016 m = \$ 0.0924 m*)

Approach

A rapid assessment and desk review on the content and implementation of the pastoral strategy will be undertaken by a team of MoE experts in consultation with REBs. Pinpointing the challenges being faced within pastoral communities; identifying opportunities based on lessons learned from previous strategies and experiences, and outlining areas for innovative approaches are major elements to be reviewed.

The revised strategy, implementation guidelines will be validated, printed, and disseminated for implementation. Awareness creation workshops will be organised at regional levels and cascaded down up to community levels.

Activities and Costs

- i. Conduct a rapid assessment and desk review on the content and implementation of the pastoral strategy
 - Estimated cost: ETB 0.244 m (\$ 0.005 m)
- ii. Revise the pastoral education strategy and its implementation guidelines
 - Estimated cost: (ETB 0.421 m (\$ 0.008 m)
- iii. Validate the revised pastoral education strategy and guidelines
 - Estimated cost: ETB 2.13 m (\$ 0.039 m)
- iv. Print and disseminate the strategy and guidelines for implementation
 - Estimated cost: ETB 0.60 m (\$ 0.011 m)
- iv. Conduct awareness creation workshops for key stakeholders
 - Estimated cost: ETB 1.62 m (\$ 0.030 m)

5.3.2. Technical Assistants with required logistics are deployed to Afar, Somali, Gambela, and Benishangul Gumuz *(Estimated cost for the output: ETB 17.899 m = \$ 0.330 m)*

Approach

Competent and experienced technical assistants (TAs) will be recruited through a transparent selection process. Detailed roles and responsibilities will be prepared for the TAs.

In general, the technical assistants will provide support in working closely with education team members on designing, planning, and implementing educational programme/project activities, in the implementation and monitoring of programme activities in the field, in the identification of challenges and solving problems; identifying and sharing ideas for improvement of the programme. Above all, the TAs are expected to transfer knowledge and skills to education experts in the REBs and build their capacity for sustainability and continuity.

Activities and costs

- i. Recruit and deploy technical assistants to emerging regions for four years
 - Estimated cost: ETB 14.4 m (\$ 0.265 m)
- ii. Undertake regular field monitoring and evaluation
 - Estimated cost: ETB 2.712 m (\$ 0.050 m)
- iii. Conduct consultative meetings on the evaluation report annually
 - Estimated cost: ETB 0.787 m (\$ 0.015 m)

5.3.3. Best practices and experiences documented and replicated

(Estimated cost for the output: ETB 5.285 m = \$ 0.0974 m)

Approach:

Implementation of pastoralist education in the various localities cannot be uniform because of many factors, including human and financial resources, capacity of implementers, experiences, support from non-education sectors, support from NGOs and the communities, etc. As a result, achievements differ among regions and even within regions. Therefore, best practices and experiences will be identified and documented through surveys and shared with all appropriate programme implementers and stakeholders at all levels through workshops annually

Activities and costs

- i. Assess and document best practices
 - Estimated cost: ETB 0.222 m (\$ 0.004 m)
- ii. Organise experience sharing workshops annually
 - Estimated cost: ETB 5.062 m (\$ 0.093 m)

5.3.4. Capacity building training provided for teachers/ facilitators, school leaders, educational experts, and community leaders.

(Estimated cost for the output: ETB 5.281 m = \$ 0.097)

Approach

The pastoralist education initiatives can be successful when there is a commitment from all implementors and the community itself when there is a clear understanding of the nature of pastoralist education when there is recognition that it requires a special approach, unlike the conventional approaches. When there is regular follow-up and supervision

Therefore there is always a need to build the capacity of educational experts, teachers/ facilitators, school leaders, and community leaders for the success of the programme through workshops, and supervisory support at the woreda and school levels.

At the initial stage a 7-days training workshop will be organised. Impact evaluation of the training will be undertaken after sometime and the report disseminated.

Activities and costs

- i. Provide training for teachers/ facilitators, school leaders, educational experts, and community leaders.
 - Estimated cost: ETB 4.32 m (\$ 0.008 m)
- ii. Undertake impact evaluation of the training
 - a) Data collection
 - Estimated cost: ETB 0.600 m (\$ 0.011 m)
 - b) Analyse and produce the impact assessment report
 - Estimated cost: ETB 0.361 m (\$ 0.007 m)

SUBCOMPONENT 5.4. SCHOOL GRANT MODALITIES

(Estimated base cost for the subcomponent: ETB 6.49 m = \$ 0.120 m)

Context

The School Grants Programme was introduced by MoE under GEQP 1 in 2009 to improve school performance and the quality of education in all primary and secondary schools and ABEs. The School Grant Programme continued under GEQIP II (MOE, 2015, p.:4) and GEQIP -E as an additional contribution to support institutions to improve the teaching and learning environment, It is not meant to replace any existing and ongoing funding that is provided to the school by the government, parents and the community.

The introduction of free education and increased autonomy at the school level has led to a change in the way schools are financed. Schools that previously had very little or no say regarding their financial management now receive grants directly from the central authorities. These grant schemes are aimed at increasing access and equity, improving educational quality as well as administrative efficiency and participation at the school level. School Grants significantly contribute to increasing the capacity of all pre-primary, primary, middle, and secondary schools in the country to develop and implement their School Improvement Programme (SIP) strategic and operational plans, ensuring a more effective teaching-learning process and more conducive school environment.

The current allocation modality is designed based on school enrolment. International evidence shows that school grants often tend to favour wealthier students with more educated parents than disadvantaged communities with less educated or uneducated parents (Carr-Hill et al. 2016). In Ethiopia, this approach also seems to have favoured large urban schools in contrast to the smaller rural schools. Small schools in low-income areas tend to be more dependent on school grants as it is harder to supplement with community or other contributions but benefit from lower allocations based on the number of students. . Given this situation, there is a need to shift from modalities followed in previous projects/programmes (GEQIP I, GEQIP II, and GEQIP-E).

This component will focus on revising school grant modalities towards a more equitable distribution of school grants to ensure that schools with fewer pupils in rural or low-income areas do not face an unfair disadvantage in school grant allocation. It is important to note, that ‘allocating more funds to more disadvantaged schools alone is not sufficient; the funds need to be properly utilised’. The complexity of grant guidelines and lack of capacity amongst teachers and principals constitute key limiting factors in the effectiveness of the grants for addressing issues of equity of access and quality (Deffous et al. 2011: 22). These complexities are planned to be addressed to a great extent by interventions like training of school leaders.

When supported by effective school-based management, evidence from some countries shows that grants can have a positive impact on student achievement and attendance. More impact has been seen in middle-income than in low-income countries. In terms of learning outcomes, the school grants seem to have a positive impact in communities with pre-existing higher local capacity, e.g. adult literacy of at least 45% (Blimpo et al. 2015, cited in UNESCO 2017: 58)

Objectives

To revise the school grant modalities so that the financial resources can be allocated more equitably and benefit schools with the lowest resources and the highest need.

Priority Outputs

5.4.1. School grant financing policy and strategy revisited to improve equitability

(Estimated cost for the output ETB 6.49 m = \$ 0.120 m)

Approach

Under the EETP, although the school grant is expected to be provided to all schools in the country, donor-based school grant resources will focus on low-income communities, mainly emerging regions and pastoralist communities. The modalities of school grant allocation will be revised to ensure more ‘need-based’ distribution of financial resources.

This will be done by considering other factors like the population density of a particular region or woreda and adjusting for purchasing power parity (PPP) to better assess the needs of schools. Moreover, the per capita SG allocation will also need to be revised to adapt to the needs of schools and the economic situation in the country taking into account issues of inflation and the dropping value of the Ethiopian Birr. The current school grant allocation has been in effect for about 15 years when the exchange rate was about 16 ETB to US\$. The value of the ETB has fallen significantly against the USD ever since (54.27 ETB to US\$ in 2023).

The review of school grant modalities and the development of revised guidelines will be taken forward through expert-led workshops and will include documenting and providing guidelines for the new approach. The workshops will also serve to initiate national awareness of the change)

Activities and costs

- i. Review the existing school grant modalities and validate it to a more need-based calculation based on consultations with REBs
 - Estimated cost : ETB 4.22 m (\$ 0.078 m)
- ii. Conduct workshops for regional implementers on the revised school grant modalities
 - Estimated cost: ETB 2.27 m (\$ 0.042 m)

5.4.2. Awareness-raising, audits, and inspections undertaken to ensure implementation of the new modalities *(Estimated cost for the output ETB 000 m = \$ 0000)*

Approach

Awareness-raising will be undertaken as part of the training and guidance to school leaders and woreda managers covered in sub-component 5.1, whilst the audits and inspections will be undertaken as part of the overall EETP Monitoring, Evaluation and Learning

Activities and Costs

- i. Awareness-raising as part of subcomponent 5.1 (costs covered by subcomponent 5.1)
- ii. Conduct audits and random inspections to ensure the effective distribution of school grants as per guidelines (undertaken and costed as part of overall EETP MEL)

SUBCOMPONENT 5.5.: STRENGTHENED EMIS

(Estimated cost for the subcomponent: ETB1,389.33 m ETB = \$ 25.6 m)

Context

Data on educational indicators are critical for evidence-based policy-making and for directing resources where they are needed most. In Ethiopia, MoE EMIS has been receiving ongoing developmental support from previous sector programmes along with the Ministry's Geographic Information System (GIS), School Management Information System (SMIS), and Teacher Management Information System (TMIS). Many advances have been made over the past few years within the EMIS system. The national EMIS department now regularly produces an annual analysis of education data in the form of the Education Statistics Annual Abstract (ESAA) for internal and external stakeholders. Recently the creation and assignment of unique school IDs for all schools were undertaken and data on refugee education is now also being integrated into EMIS since 2016/17.

However, access to quality, reliable, and timely education data remains a challenge, thus hindering effective strategy development and budget allocation.

There is a strong need to further strengthen EMIS in two areas. Firstly, the EMIS system needs to be fully digitised, accessible through independent web-based applications on standard computers, tablets and smartphones, and (with appropriate security) capable of providing track and trace facilities so that students and teachers can be uniquely identified by their IDs, and schools can easily be accessed by their school code/ID. This requires necessary ICT infrastructure at all levels. The EMIS system should also be integrated with GIS, SMIS and TMIS, and other systems (such as the data from EAES, GEID, and CSS) to enable EMIS to read across and between systems. Secondly, there is a need for capacity-building for data experts at all levels (Federal, Regional, Zonal, Woreda, and Schools) on data analysis and management, digital systems, data visualization and presentation, and related concepts. This shows that it needs special attention to improve the quality of Education data.

Ethiopia will also benefit from an overarching framework of the EMIS Directive and system architecture – which will underpin how data are collected, stored, and reported. EMIS guidelines/ directives and mechanisms that reflect the shared federal, regional, and lower-level responsibilities will be crucial to provide an institutional framework for the implementation of EMIS-related strategies and action plans. The absence of agreed rules and principles hinders the necessary administrative rewards and authorisations available to the federal, regional, and other administrative levels – this has hampered the regular planning and informed decision-making processes, but its development has now been initiated under the GEQIP-E programme.

Objectives

To ensure high quality, timely and reliable EMIS data collection, analysis, and dissemination system at all levels through a modern and fully digitised EMIS system to develop a data-driven education system.

Priority Outputs

5.5.1. EMIS is fully digitalised with a hybrid data collection system involving online and offline digital tools and integrated with the existing EMIS system and with blockchain technology for unique student IDs .

(Estimated cost for the output: ETB 3.46 m = \$ 0.064 m)

Approach

The approach will start with an overall review of the current state of EMIS and the development of an EMIS improvement plan covering the enabling environment (policy and legal framework, organisational structure and institutionalised processes, human resources, infrastructural capacity, budget, data-driven culture), system soundness (data architecture, data coverage, data analytics, dynamic system, serviceability), data provision and soundness (data architecture, data coverage, data analytics, dynamic system, serviceability), and openness to users (data architecture, data coverage, data analytics, dynamic system, serviceability). This will include the development of an EMIS policy framework that defines EMIS directives and system architecture, and thereby the context for developing a digital enterprise application allowing for a hybrid data collection system through online and offline digital tools.

This digital enterprise application will focus on the adaptation of the EMIS application to collect school data through tablets, smartphones, or other devices in offline mode. It will also include the development of a user-friendly national platform for data visualisation with online and offline access to internal stakeholders at all levels. Students and teachers will be assigned unique ID codes by integrating with the new digital IDs being developed for citizens at the national level to improve the granularity of data and support disaggregation. Geospatial data of schools will be incorporated into EMIS to implement school mapping for better remote management of schools and aid site selection for school construction, expansion, risk management and remedial planning, and school networking. The geospatial data will also be integrated with the school census. Improved data coverage from relevant subsectors (finance, staff, infrastructure/facilities, students, learning achievements, institution details, tracer study data, pedagogical materials) will be integrated with other education and non-education data sources such as GEID, EAEA, CSS, health, social affairs, and sports.

This hybrid data collection system will be developed through a series of three 5-day workshops, each of the three workshops involving 50 experts from REBs and MoE, 100 from ZEOs, and 200 from WEOs. Each workshop will take place in the regions with about 7 sessions of 50 participants each, so the total number of workshops nationally will be around 350)

Activities and Costs

- i. Review of the current state of EMIS, development of overall improvement plan, and plan for digitalisation
 - Estimated cost: ETB 1.81 m (\$0.033 m)
- ii. Digitalised EMIS roll-out workshop
 - Estimated cost: ETB 1.65 m (\$0.030 m)

5.5.2. ICT infrastructure strengthened to enable EMIS to provide timely data collection and analysis *(Estimated cost for the output: ETB 765.6 m = \$14.1 m)*

Approach

The approach will involve the procurement of:

- computers and devices to use a full-fledged digitalised EMIS, ranging from Federal to school level for collection, storage, and management of school data;
- software updating of existing computers to ensure the functionality of the digitalised EMIS;
- increased school internet connectivity to ensure the timely sharing of education data.

This will also require the development and implementation of EMIS data collection tools. This will be undertaken through two workshops, each with 3 sessions of 50 participants

Activities and Costs

- i. Procurement of computers and devices, software, and internet connectivity
 - Estimated cost: ETB 765.6 m (\$14.11 m)

5.5.3. ICT experts trained to maintain the new EMIS infrastructure

(Estimated cost for the output: ETB 2.27 m = \$ 0.042 m)

Approach

The training will be undertaken through three EMIS software training workshops each involving 2 ICT experts from each woreda and 5 from each REB. Each workshop will take place in about 25 sessions of 100 participants, giving a total of 75 workshops.

Activities and Costs

EMIS software training workshops

- Estimated cost: ETB 2.27 m (\$ 0.042 m)

5.5.4. Data experts and managers at all levels trained in data collection and analysis using EMIS tools *(Estimated cost for the output: ETB 618.0 m = \$ 11.388 m)*

Approach

Two Data Collection and Use workshops, each involving around 200 sessions of 400 participants, will be used to train data experts and school principals on data collection tools and the use of the new EMIS system for planning, management, administration, and monitoring. This will include the development of a user manual and will stress data collection, and the importance of supplying accurate data to receive supportive action instead of inflating numbers to show good performance by fear of punitive action.

Activities and costs

Data collection and use workshops for WEOs and schools

- Estimated cost: ETB 618.0 m (\$ 11.388 m)

SUBCOMPONENT 5.6: SYSTEM FOR EFFECTIVE TEXTBOOK TRACKING

(Estimated cost ETB 2.05 m = \$ 0.038 m)

Context

One specific aspect of monitoring and data management that is particularly needed at present is about the distribution of textbooks to schools. There is anecdotal evidence of weaknesses in this distribution, but no systematic way of rectifying this. There is thus a need to develop a system for effective textbook tracking that can be integrated with or supported by the EMIS system. The textbook tracking system developed as a pilot under GEQIP-E needs to be scaled up to all schools in the country. The system required will track the route of teaching and learning materials (TLM) from the initial contracts for printing through the distribution system to receipt by the school and utilisation in classrooms.

The EMIS development team in MoE has demonstrated how the tracking system will work and has shared the status of its progress with the World Bank and other stakeholders. This component will include an extension of EMIS to monitor in real-time the distribution of textbooks down to the school level. This requires the procurement and distribution of ICT tools compatible with the strengthening of EMIS.

Further support for the completion of this project, putting the pilot in motion, and taking to scale the Textbook Tracking System is an immediate need.

Objectives

Establish a tracking system to monitor the distribution of textbooks and teacher guides to ensure efficient distribution and management of textbook inventories and to minimise shortages due to mismanagement.

Priority Outputs

5.6.1. Textbook tracker system completed, operationalised and integrated into the EMIS system *(Estimated cost for the output: ETB 2.05 m = \$ 0.038 m)*

Approach

The finalisation and putting into operation the current developed and validated system will involve assessing the challenges and needs of the textbook tracking system and planning its operationalisation; developing Route & Map, the Distribution as well as the Trace system, and integrating the tracker system with EMIS. Piloting will be undertaken as part of the development process.

Activities and Costs

- i. Finalise, pilot, and integrate into EMIS the textbook tracker system
 - Estimated cost = ETB 0.4 m (\$ 0.007 m)
- ii. Organise a national workshop to present the textbook tracker system
 - Estimated cost: ETB 1.65 m (\$ 0.030 m)

5.6.2. WEO experts, school principals and other relevant experts trained in using and maintaining the textbook tracker system

(Estimated cost for the output ETB 122.96 m = \$2.266 m)

Approach

This will involve around 25 sessions of a two-day Textbook Tracker Training workshop to train two experts from each WEO and 5 from each REB. The training will include, as an initial step, the development of an operational guide to use and maintain the tracking system to ensure knowledge transfer and sustainability

A further set of 200 sessions of a one-day Textbook Tracker Training workshop will be used to train school leaders to use the tracking system.

Activities and Costs

- i. Textbook tracker training workshop for WEO experts and school principals
 - Estimated cost: ETB 122.960 m (\$ 2.266 m)

SUBCOMPONENT 5.7: NATIONAL EDUCATION CLOUD AND SYSTEM FOR ICT MAINTENANCE

(Estimated base cost for the subcomponent: ETB 1,498. 77 m = \$27.597m)

Context

The implementation of information technology policies in the education sector is becoming indispensable to achieving global competitiveness. While there is strong political will in Ethiopia in this regard, inadequate funding remains a major roadblock. A strong ICT infrastructure and services at the national level require sophisticated and investment-intensive facilities like physical internet infrastructure, high-performance servers, storage, and power.

Cloud computing solutions in the education sector are gaining popularity as a sustainable strategy to overcome infrastructural inadequacy. Put simply, cloud computing means storing and accessing the data and programmes on remote servers that are hosted on the internet instead of the computer's hard drive or local server. It enables anywhere and anytime access to advanced data storage and management facilities. Cloud computing is also referred to as Internet-based computing which makes it indispensable to have an adequate internet infrastructure. This concept lowers the cost of IT infrastructure and is scalable as demand increases or decreases.

As per the ESDP VI, it is planned to establish a 'School Net Cloud Computing' infrastructure, where students and teachers would be able to access digital content centrally. A central data centre and a Network Operation Centre (NOC) have already been established, but an associated learning management system is not yet functional. In addition, it was also planned to establish ICT maintenance centres, but this activity could not be completed due to a limited budget.

Under this component, the development of a national cloud computing e-education infrastructure aims at providing computing infrastructure and e-education services to educational institutions in the country. This will be accompanied by an ICT maintenance system in the education sector.

Objective

To develop and implement a functional National Education Cloud to facilitate access to digital learning content and educational resources to children, not excluding those in the most educationally disadvantaged areas.

Priority Outputs

5.7.1. Functional National Education Cloud Platform established.

(Estimated cost for the output: ETB 1,303. 28 m = \$ 24.01 m)

Approach

The initial step will be to develop the Ethiopian National Education Cloud Computing model (private/public/ hybrid/ community) which will define the architecture of the cloud and the roles and responsibilities of different actors of the cloud service: consumers (teachers, students, researchers and administrative staff), provider (ICT department of the MoE), and creator of the Cloud (independent third-party government or private entity). Develop the legal frameworks and standards for cloud security, privacy and service reliability. The Cloud Service Creator will be contracted, and the Cloud will be developed with the Service Creator in line with the existing infrastructure and with the national ICT infrastructure development plans over the coming years. Alongside the development and establishment of the cloud platform, the necessary

school infrastructure will be established in 400 schools (100 per year) and integrated with the main system to access the platform.

Activities and Costs

- i. Development and deployment of cloud platform/LMS/LCMS/
 - Estimated cost: ETB 94.9725 m (\$ 1.750 m)
- ii. Maintain previously installed infrastructure in 300 secondary schools and integrate with the main DC to access the platform
 - Estimated cost : ETB 50.7 m (\$ 0.934 m)
- iii. Install new infrastructure in 300 secondary schools and integrate with the main DC to access the platform
 - Estimated cost: ETB 1,123.41 m (\$ 20.7 m)
- iv. Provision of necessary spare parts to sustain the system functionality
 - Estimated cost: ETB 34.2 m (\$ 0.630 m)

5.7.2 Digital learning and pedagogical resources developed

(Estimated cost for the output: ETB 171.927 m = \$ 3.168 m)

Approach

The resource development will be contracted and the areas of focus for the resources identified by MOE in consultation with the resource developer

Activities and Costs

- i. Interactive digital content production on main subject matter
 - Estimated cost: ETB 171.927 = (\$ 3.168 m)

3.7.3. Cloud service providers trained to maintain the Cloud services

(Estimated cost for the output: ETB 1.286 m = \$ 0.024)

Approach

Maintenance will require a stock of necessary spare parts to sustain the system functionality, and the provision of these spare parts will be the initial step in the approach to this output. Capacity building of ICT department experts in MoE and REBs (2 per WEB and 5 per REB) to manage and maintain the cloud services will be provided through a two-day Cloud Maintenance Training Workshop, held as 25 sessions of 100 participants per session.

Activities and Costs

- i. Cloud service maintenance training workshop for ICT experts in MoE and REBs
 - Estimated cost : ETB 1.286 m (\$ 0.024 m)

5.7.4. Service users trained to exploit the platform

(Estimated cost for the output: ETB 21.2 m = \$ 0.391 m)

Approach

The training will be in the form of a service-users workshop taking place in around 200 sessions of 400 participants each and focusing on middle and secondary school teachers.

Activities and Costs

- i. Cloud service usage training workshop for REBs, WEOs, schools
 - Estimated cost: ETB 21.2 m = \$ 0.391 m

SUBCOMPONENT 5.8: STRENGTHENED COORDINATION TOWARD LEARNING OUTCOMES

(Estimated base cost for subcomponent: 166.725 ETB = \$3.07m)

Context

The education system in Ethiopia comprises of a complex structure with various levels of governance and various thematic areas of consideration – physical school infrastructure, teachers, curriculum, students, etc, with a shared goal of improving learning outcomes. It thus becomes indispensable to manage such systems effectively, ensuring efficient use of resources. EETP itself is a complex programme and requires strong internal coordination. WEOs and schools at the outer edge of the structure and REBs and MoE at central levels all need to fully understand the EETP Programme components and processes, their roles and the roles of others in the programme, and ongoing developments, achievements, and problems. This requires timely up-and-down communications and dialogue, and shared reporting and documentation.

To ensure the collective progress of various programmes, projects, and activities toward achieving learning outcomes, there is a need to implement strong managerial concepts. Under this component, the cyclical approach of Results-based management (RBM) will be explored with regard to its appropriateness within the Ethiopian education system. RBM is a broad management approach whose core focus is achieving results. It simultaneously takes into consideration strategy, people, processes, and measures, to improve decision-making, transparency, and accountability.

Some of the key elements of RBM are (UN-Habitat, 2017) :

- Focusing the dialogue on results at all phases of the development process;
- Aligning programming, monitoring, and evaluation with results;
- Keeping measurement and reporting simple;
- Managing for, not by results; and
- Using results information for learning and decision-making.

Objectives

To improve coordination mechanisms within the education system, between all levels of governance and management, and between various thematic interventions and subsectors, for the advancement of various programmed interventions towards the common long-term goal of achieving improved learning outcomes.

Priority Outputs

5.8.1 An information management strategy developed to support information sharing

(Estimated cost for the output: ETB 5.73 m = \$ 0.100 m)

Approach

The strategy will be developed through a workshop with 120 MoE and REB planning and monitoring experts.

Activities and Costs

- i. Information management strategy workshops
 - Estimated cost: ETB 5.43.m (\$ 0.100 m)

5.8.2. Stakeholder coordination mechanisms strengthened

(Estimated cost for the output: ETB 0.453 m = \$ 0.008 m)

Approach

To strengthen the coordination of the implementation of the EETP towards the achievement of improved learning outcomes, a special programme coordination team will be identified to ensure the streamlined execution of planning interventions separate from the programme management team responsible for developing the original plan. The approach under this subcomponent will be to strengthen programme implementation by improving reporting, documentation, and dialogue regarding the progress under various components of the programme and keeping it on track to ensure progress in the right direction

Activities and Costs

The EETP Coordination Team will undertake this task, covered under the EETP management and monitoring budget.

5.8.3. Capacity building training provided for education managers, experts and school principals to integrate a coordinated, Results-Based Management (RBM) approach into the daily operations of the education system

(Estimated cost for the output: ETB 64.125 m = \$1.182 m)

Approach

The capacity build process will involve three 3-day workshops with a total of 3000 representative experts from MoE, REBs, and a sample selection of ZEOs, WEOs, and school principals. The workshops will take place in around 60 sessions of 50 participants each and will jointly:

- Assess the issues in relation to, and feasibility of, adopting an RBM in the education system of Ethiopia;
- Develop an RBM framework;
- Develop harmonised operational tools to support the implementation of the RBM approach at all levels,
- Plan for regional training of RBM trainers to provide ongoing training of education experts and managers at all levels of governance on policy making, planning, strategising, and everyday operations of the education system

Activities and Costs

- i. RBM national training workshops
 - Estimated cost : ETB 5.160 m (\$ 0.095 m)
- ii. RBM training workshops for REBs and WEOs:
 - Estimated cost : ETB 53.082 m (\$ 0.978 m)

PROGRAMME IMPLEMENTATION

ROLES AND RESPONSIBILITIES

The proposed Programme is expected to be implemented at federal, regional, zone, woreda, and mainly at school levels. Roles and responsibilities will be identified in the final programme document. At the Federal level, the Ministry of Education (MoE), Ministry of Finance (MoF), University of Education (Kotebe), as well as universities with Centres of Excellence and those engaged in teacher development will implement the Programme. Implementation will be carried out using existing structures, mandates, and systems of these Implementing Agencies. The MoE will serve as the Executing Agency and will have the overall responsibility for policy guidance and oversight of Programme implementation at all levels. The responsible MoE Chief Executive Officers (CEOs) and desks for overseeing the implementation of programme subcomponents are shown in Annex 1. Task forces involving these responsible desks will be established to support the coordinated overall implementation of each component.

At the Federal level, a Programme Steering Committee (PSC) will be established to provide overall guidance on the planning, implementation, and performance of the Programme. The PSC will be chaired by the Minister or State Minister of Education and members will include CEOs of MoE, Vice Presidents of Education Universities (as needed), MoF, Heads of Regional Education Bureaus, Civil Society Organisations (CSOs), and DPs financing the Programme.

Implementation arrangements at REB, Zone (as may be applicable), woreda and schools will follow a similar structure and will have their respective responsibilities.

COMMUNICATIONS AND INFORMATION SHARING

Given comments on weaknesses in information flow in previous programmes, such that most WEOs and schools had relatively little knowledge of the programme's objectives, targets, and operations, there will be a particular emphasis on information awareness and information sharing in EETP. This will include the raising of clarity on stakeholder roles in the programme. Communication will be strengthened between the stakeholders and different levels using digital technology. The programme will also seek to strengthen awareness of and commitment to the programme's operation through media and other means, and by encouraging school, WEO, and ZEO as well as REO involvement in planning, monitoring, and acting on monitoring feedback in the implementation of the programme.

COORDINATION

The overall day-to-day operation of the programme will be coordinated by a National Programme Coordination Office; led by a Senior National Programme Manager/Coordinator guided by the Executive for Strategic Affairs; who will also be the Programme's Director. The National Programme Management Office will have the following major units among others:

- (i) Planning Monitoring and Evaluation Unit (comprising Senior Planning, MEL Experts),
 - (ii) Environmental and Social Management Unit (comprising Senior Environmental Safeguards and Senior Social Safeguards Experts),
 - (iii) Financial Management Unit (comprising Senior Financial Management Experts and Accountants)
 - (iv) Procurement Management Unit (comprising Senior Procurement and Contract Management Experts),
- and

- (v) Construction Management Unit to oversee construction and rehabilitation of schools and other educational institutions (comprising Senior Engineers).
- (vi) Regional Education Bureau Programme Coordination Offices (consisting of a Senior Programme Coordinator and other Senior Staff members as may be deemed necessary).

MULTI-SECTORAL COLLABORATION

Mechanisms shall be developed to strengthen cross-sectoral collaboration and tackle the challenges the sector faces more holistically. More positive outcomes in equity can be realised through a cross-sectoral collaboration (eg. with the health sector to address special educational needs, such as early identification; provision of assistive technology such as hearing aids, glasses, ... etc); and MoWC (to address the social and cultural barriers to girls' education) and initiatives such as the PSNP (to tackle poverty-related barriers that are not necessarily within the scope of this programme).

To this effect, ESDP VI stipulates that an agreed-upon national strategy, legal framework and guidelines for different sectors will be developed for cross-sectoral collaboration and convergence at MoE/Regional levels on factors that prevent learning. It further underlines that joint planning, budgeting and implementation that enables the various sectors to work on identified interventions will be introduced in the plan period.

PROGRAMME MONITORING, EVALUATION AND LEARNING

MEL PROCESS

There will be an increased emphasis throughout on getting and sharing valid and reliable data in real-time where feasible and using this at all levels in a way that allows lessons to be learned and prompt action taken on problems arising during implementation. To stress this, the process is termed Monitoring, Evaluation, and Learning (MEL). REBs will have the main responsibility for MEL, with the MoE providing oversight. REBs will play a critical role in the collection, sharing, and use of data from school and woreda levels. WEOs have responsibility for MEL in relation to the Programme's implementation in schools, reporting to REBs, through ZEOs where these exist, on information gathered and consequent action is taken.

The MoE, specifically the EMIS, and General Education Inspection Desk (GEID) will be responsible for the aggregation, quality assurance, and analysis of the data at the national level. The findings from the data analysis will then be used to assess progress against indicators in the results framework. In addition, the National Education Assessment and Examinations Agency (NEAEA) will be responsible for administering learning assessments and reporting findings on time to assess progress in quality outcomes.

The MoE will evaluate several important interventions to assess their contribution to the achievement of the Programme Development Objective (PDO): Improved Learning Outcomes for All Children in Ethiopia. It is expected that additional, interim means of measuring improvements in learning achievement will be developed, besides EGRA, EGMA, NLA, and examinations, including for children in and not in school.

Comprehensive Programme evaluations will be undertaken at mid-line and end of the Programme. The objectives of the Programme mid-line and end-line evaluations are to (i) review implementation challenges and progress towards achievement of the PDO and outcome indicators and provide guidance on necessary adjustments to be made; (ii) assess the effectiveness and impact of the Programme; and (iii) generate evidence for improving the effectiveness of the sub-programmes. The implementation of the programme will also be monitored and reviewed during the joint quarterly meetings, and semi-annual review missions with the MoE and the funding DPs. The Government will also contract one or more independent agencies to verify the achievement of the DLRs following pre-agreed protocols. This process is expected to provide both quantitative and qualitative information on the implementation of key interventions and their impact.

The results framework will build on indicators used in GEQIP-E, amended where necessary to fit the new 6-year-primary, 2-year-middle, and 4-year-secondary school structure, on key indicators available in ESAAs, and on additional indicators needed to measure the results of EETP interventions. Results Frameworks shall be developed for each region based on the National Results Framework. The REBs are also expected to develop results frameworks for each woreda which, when consolidated by the REBs, become the REB's complete results framework.

PROGRAMME FINANCING

SOURCES OF FUNDS

The major part of the funding will be from central government allocations through the national budget. As with GEQIP-E, pooled funding will also be sought from IDA, GPE, UNICEF and major bilateral funders. For GEQIP these were Finland, Norway and the UK (DFID). It is also anticipated that funding not through the programme's pooled funds but contributing to the objectives will continue to come from a wider range of other official development assistance and non-governmental/civil society sources. MoE will support regions in domestic resource mobilisation in line with ESDP VI, including opportunities for public-private partnerships.

FINANCING INSTRUMENT

MoE proposes that funding will be through a multi-donor trust fund of which around 50% is expected to comprise investment financing and 50% PBR that is expected to be employed used in particular for major contracts e.g. for textbooks and other teaching and learning materials, and for major items of equipment and software. Rather than basing the main Disbursement Linked Indicators (DLIs) for PBR on national education outcomes, it is anticipated that the DLIs will instead be based on government actions that are critical to achieving these outcomes. This could, for example, involve some continuation of funding school grants and/or textbooks for seriously disadvantaged schools in a region with a DLI based on the region's overall allocation and distribution of school grants and/or school textbooks. Disbursement Linked Results (DLRs) will be regional rather than national, and reimbursement for quantitative DLRs will normally be scalable.

FINANCIAL ARRANGEMENTS

MoE will develop the programme's annual budget based on agreed MoE, REBs, ZEOs and WEOs based on their annual ETTP work plans. Budget funds will then be disbursed to respective implementers through MoF and its regional (BoFED), Zonal (ZoFED) and woreda (WoFED) offices. Channel One Programmes Coordination Directorate (COPCD) of MoF will be responsible for financial coordination of the Programme's finances, and consolidation of BoFED, ZoFED and WoFED financial reports.

REBs form the main cost centres for the programme, and will be responsible to disburse funds to Zones, woredas and schools as applicable in consultation with the respective Bureaus. REBs will also be responsible for collecting and consolidating financial reports and submitting these to the BoFEDs. These will in turn consolidate all financial reports and submit the same to the Ministry of Finance (MoF). They will also prepare the programme's Interim Financial Reports (IFRs). The IFRs shall serve as decision tools for deciding the next disbursements of funds to implementing institutions.

ANNEXES

ANNEX 1. REGIONAL PRIORITISATION OF SUBCOMPONENTS AND RESPECTIVE LEVELS OF EDUCATION

(E refers to early childhood education, i.e. pre-school. P, M and S refer respectively to Primary, Middle and Secondary Education, Y to out-of-school youth)

Subcomponent			Addis Ababa	Afar	Amhara	Beni'l-Gumuz	Dire Dawa	Gambela	Harari	Oromia	Somali	Tigray	SNNPR	Sidama	SWEPR
1. Schools transformed into more effective learning centres	1.1	School leadership	M S	P M	P M	P S	E P M S		P M S E	E P S	EP		E S M S	P M	
	1.2	School-based CPD	M S	P M	E P M S				P M S E		PM		E P M S	P M	EPMS
	1.3	Access to textbooks	E P M S	P M	P M S	P M	E P M S		P E M S	P M	PM		E P M	P M	P M
	1.4	Physical standards & facilities		PM	P M	P M	E P M		P E M S	P M			E P M S	E P	EPMS
	1.5	Teaching children with SEN				EP	E P M S		E P M S						EPMS
	1.7	Community involvement		E P		P M	E S		E P M S	E P	EP				
2. Transforming teaching	2.1	Reform teacher training	P M	P M	E P M S	M S			P M S E	E P	EP		P M S	E S	EPMS
	2.2	Targeting of teacher updating	M S	P M	E P M S	E P	P M		P M E S	P M	EP		E P M S	P M	EPMS
	2.3	Use of ICT by teachers	M S		E P M S	E S	M S		P M S E				M S	M S	M S
	2.4	Review CTE curricula		PM					E P M S	P M	PM				M S
	2.5	Teacher voice and morale		PM	P M S	P S			P E M S		MS		E P M S		
3. Transforming Systems of Quality Assurance	3.1	Inspectorate feedback			E P M S	P S	E P M		P M S E	P M	PM		E P M S	P M	E P
	3.2	School self-assessment	P M	P M	E P M S	P S	E P		P M S E	P M	PM		E P M S	P M	EPMS
	3.3	Quality-assuring teachers	P M	P M	P M	M S	P M		P M S E	P M	PM		E P M	P S	E P
	3.4	Quality-assuring teacher education		E P					P M S E				EPMS		
	3.5	Online examinations	M S		M S				P M S E					M S	
	3.6	Strengthen EGRA and NLA	P M		P	E P	P M S		P M S						E P
	3.7	Qualifications framework		E P					P M S	E P	EP				
4. Expanding Access for OOS Children	4.1	Accelerated learning	P	P	P	P			P	P	P		P	P	P
	4.2	Community learning centres	P	P			P		P	P	P		P		
	4.3	Out-of-school youth skills	Y			Y	Y		Y					Y	Y
5. System strengthening	5.1	Strengthen decentralisation		PS	E P M S	M S			P M E S	M S	MS		E P M S		
	5.2	School Grant modalities	P M	EP	E P M S	P M	E P M		P M S E	P S	EP			P M	EPMS
	5.3	Strengthen EMIS	P M	PM	E P M S	P M	E P M S		E P M S	P M	PM		E P M S	E P	EPMS
	5.4	Textbook tracking	P M				E P M S		P M S E	P M	PM				EPMS
	5.5	National Education Cloud	M S		M S		S M P E		P M S E				S	M S	
	5.6	Strengthen coordination					E P M S		P M S E					E P	EPMS

ANNEX 2: DRAFT EETP RESULTS FRAMEWORK

NOTE: Data and targets against each indicator will, where relevant, be broken down by region, gender, SEN and other relevant criteria

OBJECTIVE	OUTCOME INDICATORS	Source of Data	Main Responsible Body for Implementation, Coordination and Reporting
Project Development Objective (PDO for the Ethiopia Education Transformation Programme (2024-2028): Improved learning outcomes for all children in General Education (Pre-primary and grades 1-12) throughout the country			
Improved learning outcomes in pre-primary, primary, middle, and secondary schools	% of children in target pre-primary education schools achieving a pre-literacy level in MELQO	MELQO reports	Educational Assessment and Examinations Services (EAES)
	% of students in Grade 2 who can read at functional fluency level or above in their Mother Tongue in target schools	EGRA reports	
	% of students in Grades 2/3 achieving mastery in numeracy and mathematics foundational skills	EGMA reports	
	% of students in Grades 6, 8, and 12 who perform at Basic proficiency level or above in English and Mathematics in target schools	NLA reports	
Increased access to learning for out-of-school children and youth.	Reduced % of out-of-school children in target woredas	EMIS	Adult and Non-Formal Education (ANFE) and Educational Programmes and Quality Improvement (EPQI)
	% of children entering formal education from accelerated learning programmes in target woredas	EMIS	EPQI ANFE

INTERMEDIATE (COMPONENT) OUTCOMES AND INDICATORS			
INTENDED OUTCOME	OUTCOME INDICATORS	Source of data	
Schools transformed into more effective learning centres	% of leadership-trained principals at all levels showing evidence of implementing effective, instruction-focused leadership	MoE & REBs' reports	Teachers and Education Leaders Development (TELD), REBs
	% of schools in the target woredas fully implementing the new school-based CPD guidelines	MoE & REBs' reports	TELD REBs
	Textbook to pupil ratio in primary and middle school in target Woredas	EMIS (ESAA)	Curriculum Development (CD)
	% of target schools with teachers and students using learning materials effectively in the classroom	Survey Report system	CD
	% of schools meeting the national school standards	Inspection Reports EMIS	EPQI
	GER of children with SEN in EETP-supported schools	EMIS	EPQI
	Perception of PSTA and community members on the extent of their involvement in school monitoring and improvement planning	REBs' Report and Survey Report	EPQI, REBs
	Perception of parents, other community members, and CSOs on the extent of their engagement in supporting children's learning in the target schools	REBs' Reports/Survey Report	EPQI
Transformed Teaching	Average score of composite index of school inspection standards I1, I2, I3 and I8 on teaching practices	General Education Inspection Reports	EPQI
	% of candidate teachers passed entry and exit exam assessments of teachers from teachers' training institutions	Teachers' exit assessment results	TELD/REBs
	% of English medium teachers received training and showing an improvement in English language competence	MoE and REBs' report	TELD
	% of mother tongue medium teachers received training and showing an improvement in mother tongue language competence	MoE and REBs' report	TELD , REBs

	% of target middle and secondary schools with most teachers making effective use of ICT	Survey/ assessment report	TELD/REBs
	% of CTEs implementing curricula aligned to the school curriculum	MoE & REBs' reports Survey Report	CD
	% of targeted teachers reporting an improvement in job satisfaction	Survey report	TELD
	% of teachers reporting meaningful involvement in formative evaluation of curriculum and textbooks	MoE & REBs' reports and Survey Report	CD, REBs
Transformed Quality Assurance	% of schools and WEOs receiving learning-related inspectorate feedback less than two weeks after the visit	General Education Inspection Reports	EPQI
	% of schools recording actions taken as a result of the school inspection	General Education Inspection Reports	EPQI
	% of WEOs reporting actions taken as a result of the school inspection	General Education Inspection Reports	EPQI REBs
	% of target schools regularly implementing ongoing classroom assessments	MoE & REBs' reports	TELD/EAES REBs
	% of teachers at each level in target woredas who are licensed	Teacher Licensing test results	EPQI
	Number of CTEs accredited as meeting quality education standards	CTE accreditation results /Report	Education and Training Authority (ETA)
	% of trained national assessment and test development experts report increased skills and confidence in applying the skills	MoE's and REBs' reports	EAES
	Increased efficiency (lower cost and timescale) and data reliability of national examinations	National exam administration report	EAES
	Number of valid, reliable, and timely national sample assessment reports on student learning	Student learning assessment reports	EAES
	Ethiopian participation in international education assessment	Participation report	EAES
Improvements to the curriculum implemented as a result of formative curriculum evaluation:	Reports on the revised curriculum	CD	

			REBs
	National qualifications framework internationally benchmarking General Education courses	Benchmarking reports	ETA
Access to learning for out-of-school children	% of primary-age out-of-school children enrolled in accelerated learning programmes in target woredas	EMIS Report	EPQI /ANFE
	% of primary-age out-of-school children gaining improved literacy skills through new learning centres in target woredas	REBs' report	EPQI/ANFE
	% of out-of-school youth in target woredas gaining paid/self-employment following skills training	REBs' report	ANFE, REBs
	% of surveyed REB, ZEO, and WEO officers report greater clarity in roles and responsibilities	Survey Report	Executive Strategic Affairs (ESA)
	% of surveyed school principals report increased support from WEOs for more autonomous, school-based management following WEO staff training	Survey Report	SA, REBs
	% schools using the school grant for the intended purpose effectively	Survey report	EPQI
	% of woredas employing timely and reliable electronic data collection from all schools	EMIS Report	ICTDE
	Increase in timely, reliable, analysed data in use in MoE, REBs, ZEOs and WEOs	Survey Report	ESA
	% of education managers and school principals using the textbook tracking system	Survey Report	CD
	% of trained service users using the National education cloud	Survey report	ICTDE
	% of WEO staff report fully aware of and regularly updated on EETP objectives, processes and progress	Survey report /REBs	ESA, REBs
System strengthening	% of staff at regional, woreda and school leaders and experts satisfied with implementation of decentralised planning, management, monitoring and learning	Survey report	ESA,
	Extent to which federal MoE, REBs and WEOs plans and strategies incorporate commitments to gender equality and women's empowerment.	Survey report	ESA, Women, Social Affairs,

			Mainstreaming and Implementation (WSAM&I)
Satisfaction of pastoralist communities in the education offered in their localities	Survey report		EPQI
Increased performance of schools in improving school environment and the teaching-learning process as a result of the school grant provided	Survey report		EPQI
% of WEOs and schools using EMIS data for planning and decision making	MoE and REB's reports		ICT& DE, REBs
Effectiveness and efficiency of textbook tracker system integrated into EMIS system	MoE and REB's reports		CD, ICT& DE
% of REBs, WEOs and schools satisfied with the functioning of the National Cloud Service	Survey report		ICT& DE
Perception of parents, communities, CSOs, non-education sectors, and other stakeholders concerning their engagement in and contribution to schools	Survey report		EPQI ESA, REBs

SUBCOMPONENT, OUTPUTS AND INDICATORS

Component One: Schools transformed into more effective learning centres

Sub-Component	Output	Output Indicators	Source of data	Responsible Bodies
1.1 School leadership	Existing leadership training and certification for school leaders reviewed, developed and implemented	Reviewed, developed and implemented school leadership training and certification system.	MoE & REBs' reports	TELD, REBs
	A transparent, merit and competency-based framework and implementation guidelines developed for appointing school principals.	National implementation guidelines issued for appointing principals in a transparent, competitive process based on experience and qualifications	REBs' Reports Inspection reports	TELD

1.2 School-based teacher professional development	School-based induction programmes reviewed, developed and implemented for new teachers	Developed and implemented induction programme for new teachers	MoE & REBs' reports	TELD REBs
	Instructional leadership training programme developed and implemented for key teachers to become school-based trainers	Developed and implemented instructional leadership training programme	MoE & REBs' reports	TELD, REBs
	Framework and toolkit developed and implemented for school-based CPD	CPD framework implemented in target wordas	MoE & REBs' reports	TELD, REBs
1.3 Access to and effective utilisation of textbooks linked to new curriculum	Textbooks and teachers' guides printed, distributed and utilised	The pupil-textbook ratio in primary schools is defined as disadvantaged and receiving textbooks through EETP	EMIS/MoE & REBs' reports	CD, REBs
	Utilisation of textbooks and teachers' guides followed up in schools and reported regularly	Number of schools where regular monitoring and evaluation are conducted on the utilisation of textbooks and teachers' guides	REBs' reports, Assessment /Survey reports	CD, REBs
	Teaching & learning materials translated into Braille, printed and distributed	Numbers of textbooks for the new curriculum available in Braille, by subjects and grade levels	EMIS/MoE & REBs' reports	CD, REBs
	Supplementary reading materials developed, printed and distributed	Supplementary readers per child in EETP-supported primary schools defined as disadvantaged	MoE & REBs' reports	CD, REBs
	Grade 11 and 12 Career and Technical Education learning modules developed, printed and distributed	Number of modules developed and distributed	MoE & REBs' reports	CD
	Pre-primary, primary, middle, and secondary school standards, school improvement guidelines and	Standards and guidelines approved and distributed to stakeholders	MoE & REBs' reports	EPQI

1.4 School physical standard and facilities	framework updated and implemented			
	National school construction strategy, management and maintenance plan developed and implemented.	School construction strategy, management and maintenance plan approved and issued	MoE & REBs' reports	EPQI with support from SA
	Alternative Basic Education (ABE) upgraded from level 1-4 to level 1-6 and or transformed into formal schools	a) Number of ABECs upgraded to Level 1-6 b) Number of ABECs transformed into formal primary schools	MoE & REBs' reports	EPQI, REBs
	School grants provided to all schools and levels	Number (%) of schools receiving school grant on time	MoE & REBs' reports	EPQI, REBs
	Strategy developed for equipping schools with appropriate ICT facilities	ICT strategies endorsed and published	MoE & REBs' reports	EPQI
1.5 School's provision of inclusive education	Inclusive education resource centres established, equipped with learning materials and assistive devices and staffed with itinerant teachers.	Number of new IERCs established, staffed and equipped	MoE & REBs' reports	EPQI, REBs
	Training provided for IERC itinerant teachers, teachers from satellite schools, CTE staff and educational administrators	Number of IERC itinerant teachers trained	MoE & REBs' reports	EPQI, REBs
	IERC teachers providing guidance for schools to meet students' special education needs.	Average number of school visits per IERC teacher	MoE & REBs' reports	EPQI, TELD
	Skill training for itinerant teachers, satellite school teachers and principals provided to support their students	Number of itinerant teachers and principals provided with skills training to support their students	MoE & REBs' reports	EPQI, REBs

	Identification Centre for Students with special educational needs established,	Established and made functional Identification Centre	MoE's report	EPQI
1.6 Engagement of parents, communities, CSOs and other stakeholders in school affairs	PSTAs, parental, community, CSOs and non-education sectors' involvement strengthened to increase their engagement in school decision-making, safety and accountability	a) Number of schools with active PTAs involved actively in school decision-making, safety and accountability and accountability	MoE & REBs' reports	EPQI, REBs
		b) Number of schools that promote involvement of communities, CSOs, non-education sectors, in the school affairs		
	Awareness raising workshops and campaigns to increase parental and community support for children's learning conducted	% of woredas organising sustained awareness-raising programmes for parents and communities	MoE & REBs' reports	EPQI, REBs
	Coordination mechanism developed, teachers trained, and engagement of parents and stakeholders strengthened to prevent school-related Gender-based violence (SRGBV).).	a) Developed and issued mechanism	MoE & REBs' reports	EPQI, REBs
b) Number (%) of woredas actively promoting prevention of SRGBV				
Component Two: Transformed Teaching				
Sub-Component	Output	Output Indicators	Source of data	Responsible Body
2.1: Reforming the system of pre-service teacher education and	The strategy for teacher upgrading review and developed	Updated strategy document issued	MoE's Report	TELD
	Teacher educators assisted to focus on a technology-assisted pedagogical and content knowledge (TPCK) approach.	Number of teacher educators receiving training on the TPCK approach	MoE & REBs' reports	TELD

<i>teacher upgrading</i>				
2.2 Targeted teacher in-service training	In-service teacher training provided to schools, to support the new curriculum using a TCPK approach,	Number of schools provided with in-service teacher training to use a TCPK approach	MoE & REBs' reports	TELD, REBs
	Teachers' induction on the new curriculum undertaken	Number of teachers participated in the induction programme	MoE & REBs' reports	CD, REBs
	System developed, teachers trained and implemented to strengthen Gender Responsive Pedagogy (GRP)	a) Developed system to strengthen GRP, b) Number of teachers trained on GRP	MoE & REBs' reports	TELD, CD
	Training programme developed and conducted to support English Language skills of English Medium Teachers	Number of schools provided with in-service training in English Language skills for English medium teachers	MoE & REBs' reports	TELD, REBs
	Training programme developed and implemented to support Mother tongue teachers	Number of schools provided with in-service training in mother tongue Language skills for mother tongue medium teachers	MoE & REBs' reports	TELD, REBs
	In-out-in university postgraduate diploma course developed to raise pedagogical Competency of Career and Technical Subject Teachers	Postgraduate diploma course in operation for Career and Technical Subject Teachers	Universities and REBs/CTEs' reports	TELD, REBs
	Training programmes developed in STEAM laboratory Demonstration Skills	Number of teacher educators receiving training in STEAM laboratory demonstration skills	REBs' Reports	TELD, REBs
2.2 Improving teachers' use of ICT	Digital Competency Training programme for teachers expanded	Number of teachers trained on digital competency	REBs' Reports	TELD, REBs
2.3 Alignment of CTE, university teacher	A teacher education framework developed for increased alignment of CTE and university teacher training curricula with new school curriculum	Review of improvement in the degree of alignment between the curricula	Review report	CD, TELD

<i>training and school curricula</i>	Teacher education course modules developed with alignment to the school curriculum	Number of modules developed harmonised with the school curriculum	MoE's and CTE's reports	CD, TELD
2.4 Strengthening teacher voice, morale, and motivation	Policy and guidelines to raise teachers' voice, morale and motivation, thereby introducing attractive competency-based career progression and incentive mechanisms developed and issued	Developed and introduced policies and guidelines to raise teachers' morale and motivation	MoE's and REBS' reports	TELD REBs
	Strong teacher involvement in the evaluation of new curriculum enhanced	Formative evaluation of the curriculum reports includes significant reporting of views from teachers	Evaluation report	CD, REBs
Component Three: Transformed Quality Assurance				
Sub-Component	Output	Output Indicators	Source of data	Responsible Body
3.1 Improving inspectorate monitoring and feedback	National school inspection guidelines, frameworks and formats for inspection reports and checklists reviewed and updated	Review report issued including evaluation and revision of inspection guidelines, frameworks, inspection report and checklist formats	Review Report	EPQI
	Capacity-building programme for inspectors developed and implemented	Number of inspectors trained	MoE & REBS' reports	EPQI, REBs
	Digitalised collection and management of school inspection data and integration of inspection data with EMIS	Number of schools whose inspection data is digitised and integrated with EMIS	EMIS Annual report	EPQI
3.2 School self-assessment	Standardised formative student assessment tools and guidelines developed	Standardised formative student assessment tools and guidelines approved and disseminated	MoE's and REBS' reports	EAES
	Teachers trained in using the guidelines and assessment tools	Number of teachers trained on the guidelines and assessment tools	MoE's and REBS' Reports	CD/EPQI, REBs
	School leaders trained on the production of annual school self-	Number of school leaders trained on school self-assessment	MoE's and REBS' Reports	CD/ EPQI, REBs

	assessment reports including on SIP implementation			
3.3 Quality assurance of teachers	Licensing and relicensing systems reformed	Review report of the licensing and relicensing system	MoE's and REBs' Reports	EPQI
	Assessment of teachers and school leaders digitised	Number of woredas responsible for pre-school and primary schools and number of middle and secondary schools for which assessment of teachers and school leaders is digitised	REBs' Reports	TELD/ EPQI
	Capacity building provided for licensing and relicensing leaders and experts	Number of licensing and relicensing leaders and experts trained	MoE & REBs' reports	EPQI, REBs
3.4 Quality assurance of teacher education	CTE Accreditation standards, framework and guidelines developed	Accreditation standards, framework and guidelines approved	MOE's and REBs' Reports	ETA
	CTE accreditation service established	CTE accreditation service operational	REBs' Reports	ETA
	Training for inspectors in applying the accreditation standards and guidelines	Number of inspectors trained in applying the accreditation standards and guidelines	MoE's and REBs' Reports	EPQI-Inspection REBs
3.5 Improving national examinations	Online examination administration system developed	Number of examinations for which the online examination administration system is operational	MoE's and REBs' Reports	EAES
	Training for regional examination administrators organised	Number of Regional Examination administrators trained	MoE's and REBs' Reports	EAES
	Middle and secondary schools equipped with the necessary digital equipment	Number of middle and secondary schools equipped with the necessary digital equipment	REBs' Reports	EPQI
3.6 Strengthening National Learning Assessments	Strategy for upgrading and financing the operation of national assessments developed and implemented, including participation in international learning assessments	Regular operation of updated EGRA, EGMA, MELQO, and NLAs	MoE's Report	EAES
	Training provided for assessment experts in data management and	Number of assessment experts trained in data management and	MoE & REBs' reports	EAES, REBs

	modernising assessment at national and regional levels.	modernising assessment at national and regional levels.		
3.7 Assuring quality of the curriculum	Formative evaluation of implementation of the new curriculum undertaken	Formative evaluation reports	MoE and REBs' reports	CD, REBs
	Summative evaluation of the new curriculum undertaken	Summative evaluation report	MoE and REBs' reports	CD, REBs
3.8 Developing a qualifications framework across the sector	National Qualifications Framework (NQF) and its systems for implementation developed and approved	Approved Qualification Framework	Authority's report	ETA
	Public awareness programme implemented to promulgate the NQF	Number of regional reports on the public awareness programme	Authority's report	ETA

Component 4: Access to learning for out-of-school children

Sub-Component	Output	Output Indicators	Source of data	Responsible Body
4.1 Expand and develop accelerated learning programmes	Accelerated learning curriculum framework and validation programme developed.	Accelerated learning curriculum framework and validation programme documented and approved	MoE & REBs' reports	CD
	Accelerated Learning Programme centres established and equipped with materials	Number of ALP centres providing accelerated learning programmes	MoE & REBS' reports	ANFE, REBs
	Accelerated Learning Programme teachers appointed and trained	Number of ALP teachers contracted and trained	MoE & REBS' reports	TELD, REBs
4.2 Establish community learning and reading centres	Community learning and reading centres established and equipped in primary schools	Number of new community learning and reading centres established	MoE & REBS' reports	ANFE, REBs
	Facilitators appointed and trained	Number of community learning and reading centre facilitators appointed and trained	MoE & REBS' reports	ANFE, REBs
	Centres providing community awareness and mobilisation workshops	Number of new community learning and reading centres providing community awareness and mobilisation workshops	MoE & REBS' reports	ANFE, REBs

4.3 Develop skills training for out-of-school youth	Skill training centres established and equipped	Number of new skills training centres providing skills training to out-of-school youth	MoE & REBS' reports	ANFE, REBs
	Teachers appointed and trained	Number of teachers contracted and trained	MoE & REBS' reports	REBs
	Survey conducted on the implementation of skill training programme for youths and their readiness for the world of work.	Survey report showing training centres skills needed for the world of work	MoE & REBS' reports	ANFE, REBs
Component 5: System strengthened				
Sub-Component	Output	Output Indicators	Source of data	Responsible Body
5.1 Strengthen decentralisation of planning, management monitoring and learning to school level	Review of decentralised structure, roles, responsibilities, and resources conducted to streamline policy implementation and support school-based management	Number of REBs that review the organisational structure, roles, responsibilities and resources to streamline policy implementation and support school-based management	REBs' and Inspection reports	SA
	Leadership training provided for school principals and education leaders, especially woreda level managers, to exercise the defined roles and responsibilities	Number of school principals and education leaders trained to exercise their defined roles and responsibilities,	MoE's and REBS Reports	TELD, REBs
5.2. Updating and implementing the National Gender Strategy across the education sector	The National Gender Strategy for the education sector reviewed, updated and disseminated for implementation at all levels	Availability of a revised and approved Gender Strategy for the education sector for implementation	MoE's report	WSAM & I

5.3. Strengthening pastoral education	The draft pastoral education strategy and its implementation guidelines revised and finalised	Availability of a revised and updated pastoralist education strategy and guidelines for implementation	MoE's report	EPQI
	Technical assistants with required logistics deployed to Afar, Somali, Gambela, and Benishangul Gumuz	Assigned technical assistants in the four regions	MoE's and REBs Reports	EPQI
	Best practices and experiences documented and replicated	Documented and replicated best practices and experiences	MoE's and REBs Reports	EPQI, REBs
	Capacity building training provided for teachers/ facilitators, school leaders, educational experts, and community leaders.	Number of experts, principals, teachers and community leaders participated in the capacity building workshops	MoE's and REBs Reports	EPQI, REBs
5.4 Review school grant modalities	School grant financing policy and strategy revisited to improve equitability	Revised school grant financing policy and strategy put in place	MoE's and REBs' reports	SA EPQI
	Awareness-raising, audits and inspections undertaken to ensure the implementation of the new modalities	Number of regional reports on the awareness programme, audits, and inspections of the new modalities	REBs' reports	SA, REBs
5.5 Strengthen EMIS	EMIS is fully digitised with a hybrid data collection system involving online and offline digital tools.	Hybrid digitised system of data collection operational	MoE's report	ICT & DE
	ICT infrastructure strengthened to enable EMIS to provide timely data collection and analysis	Number of schools, woreda education offices and REBs whose ICT infrastructure is strengthened for timely data collection and analysis	MoE's and REBs' reports	ICT & DE, REBs
	ICT experts trained to maintain the new EMIS infrastructure	Number of ICT experts trained to maintain the new EMIS infrastructure	MoE's and REBs' reports	ICT & DE
	Data experts and managers at all levels trained on data collection and analysis using EMIS tools	Number of data experts and managers at all levels trained on data collection and analysis using EMIS tools	MoE's and REBs' reports	ICT & DE, REBs
5.6. System development for effective	Textbook tracker system developed and integrated into the EMIS system	Number of responses to EMIS tracking data found in a survey of education managers	MoE's and REBs' reports	CD/ ICT & DE

<i>textbook tracking</i>	Relevant experts trained in using and maintaining the textbook tracker system	Number of experts trained in using and maintaining the textbook tracker system	MoE's and REBs' reports	CD/ ICT & DE
<i>5.7 National Education Cloud</i>	Functional National Education Cloud Platform established	National education cloud and associated digital learning and pedagogical resources in place	MoE's and REBs' reports	ICT & DE
	Digital learning and pedagogical resources developed	Number of digital learning and pedagogical resources developed	MoE's and REBs' reports	ICT & DE
	Cloud service providers trained to maintain the Cloud services	Training programme undertaken for maintaining the Cloud services	MoE's and REBs' reports	ICT & DE
	Service users trained to exploit the platform	Number of training sessions undertaken to train service users to exploit the platform	MoE's and REBs' reports	ICT & DE
<i>5.8. Coordination of actions towards learning outcomes</i>	Information management strategy developed to support information sharing	The information management strategy document approved and implemented	MoE's and REBs' reports	ICT & DE
	Stakeholder coordination mechanisms strengthened	Established coordination mechanism and reports on the meetings and forums show that they are held regularly, on schedule and with appropriate planning	MoE's, REBs' reports	SA, REBs
	Capacity building training provided for education managers, experts and school principals to integrate a coordinated, Results-Based Management (RBM) approach into the daily operations of the education system	Capacity building report on integrating an RBM approach into the daily operations of the education system	MoE's REBs' report	SA, REBs

ANNEX 3: ESTIMATED COST FOR COMPONENTS AND SUBCOMPONENTS-FOR FOUR YEARS

Components	Subcomponents	Estimated cost in USD (in millions)
1. Transforming Schools	1.1 School leadership	0.55
	1.2. School-based continuous professional development (CPD)	9.75
	1.3. Access to and utilisation of new curriculum textbooks	279.45
	1.4. School physical standards and facilities	416.32
	1.5. Teaching and enrolment of children with special education needs	29.45
	1.6. Engagement of parents, communities, non-education sectors and CSOs in schools	5.75
	Total Cost for Component 1	741.27
2. Transforming Teaching	2.1. Reforming the teacher upgrading system	0.02
	2.2. Targeting teachers' in-service training	107.48
	2.3. Improving teachers' use of ICT	6.10
	2.4. Alignment of teacher training curricula to the school curriculum	2.00
	2.5. Strengthening teachers' voice, morale and motivation	0.06
	Total Cost for Component 2	115.66
3. Transforming Systems of Quality Assurance	3.1. Improving inspectorate monitoring and feedback	5.09
	3.2. School self-assessment	7.35
	3.3. Quality-assurance of teachers	4.86
	3.4 Quality assurance of teachers' education	0.11
	3.5. Improving national examinations	73.39
	3.6. Strengthening national learning assessments	3.78
	3.7. Assuring the quality of the curriculum	0.43
	3.8. Education sector qualifications framework	0.10
	Total Cost for Component 3	95.11
4. Expanding Access to Education for Out-of-School Children	4.1. Accelerated learning programmes	21.50
	4.2. Community learning and reading centres	0.67
	4.3. Skills training programmes for out-of-school youth	14.94
	Total Cost for Component 4	37.11

Components	Subcomponents	Estimated cost in USD (in millions)
5. System Strengthening	5.1. Strengthening decentralised education planning, management, monitoring and learning to the school level,	0.71
	5.2. Updating and implementing the National Gender Strategy for the Education Sector	0.25
	5.3. Strengthening pastoral education	0.74
	5.4. Reviewing school grant modalities	0.12
	5.5. Strengthening EMIS	25.60
	5.6. Textbook tracking system	6.55
	5.7. Developing a National Education Cloud and system for ICT maintenance	27.60
	5.8. Strengthening coordination towards learning outcomes	3.07
	Total cost for Component 5	64.64
Total cost for EETP		1,053.79
Programmeme Coordination and Monitoring (3%)		31.61
Grand Total		1,083.79

Percentage Share of Component Cost

Component	Estimated Cost in USD (in millions)	Share from the Total Prog. Cost (in %)
1. Transforming Schools	741.27	70.3
2. Transforming Teaching	115.66	11.0
3. Transforming Systems of Quality Assurance	95.11	9.0
4. Expanding Access to Education for Out-of-School Children	37.11	3.5
5. System Strengthening	64.64	6.1
Total Estimated Cost	1053.75	100

ANNEX 4: MoE-CEOs responsible for implementing the programme subcomponents

PROGRAMME	MoE CEO Responsible
Transforming Schools into Effective Learning Centres	
School leadership training to ensure school effectiveness	TELD/ EPQI
Strengthen system for appointment of school principals	TELD/ EPQI
Strengthen school-based CPD	TELD
Increase access to new curriculum textbooks	CD
Improve school physical standards and facilities	EPQI/ ICT & DE /TELD-M &S
Teaching and enrolment of children with SEN + IERCs	EPQI
Strengthen community, parental and CSO involvement in school	EPQI/ WSAM&I
Expanding Access to Education for Out-Of-School Children	
Expand and develop accelerated learning programmes	ANFE/CD
Establish community learning and reading centres	ANFE
Develop skills training programmes for out-of-school youth	ANFE
Transforming Teaching	
Reform system of teacher training for a greater quality focus	TELD
Improve the targeting of teacher updating	TELD, WSAM&I
Strengthen the effective use of ICT by teachers and teacher trainers.	TELD/ ICT & DE
Alignment of CTE, university teacher training and school curricula	CD, TELD
Strengthen teachers' voice, morale and motivation	TELD, CD
Transforming Systems of Quality Assurance	
Strengthening inspectorate monitoring and feedback	TELD- Inspection desk
Strengthening school self-assessment	EAES
Improving quality assurance of teachers	TELD-Inspection desk, ICT &DE,
Improving national examinations and learning assessments	EAES
Assuring the quality of the curriculum	CD
Develop a national qualifications framework across the sector	ETA

System Strengthening	
Strengthening decentralised education planning, management, monitoring and learning to school level	Executive for SA
Updating and implementing the National Gender Strategy across the education sector	WSAM&I
Strengthening pastoral education	EPQI
.Reviewing School Grant modalities	ESA
Strengthening EMIS	ICT & DE
Developing a system for effective textbook tracking	CD/ICT & DE
Developing a National Education Cloud and system for ICT maintenance	ICT & DE
Strengthening coordination towards learning outcomes	ESA

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