

Enabling factors analysis

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1. INITIAL SCREENING

1.1. NOTE FOR THE READER

Purpose

This is the first exercise of the enabling factors analysis, whose purpose is to prompt meaningful discussions on the foundational issues Ethiopia might meet when looking at the enabling factors. At this stage, the task team is suggested to meet (in person or virtually) to answer a number of standardised questions (Yes/No), and to collect evidence that would support the answers. For full instructions, please refer to the [Guide for Enabling Factors Analysis for GPE System Transformation Grants](#).

The GPE Secretariat will be available to answer questions and support the task team as needed.

What it is	What it is not
<p>This questionnaire reviews the basic elements of a functioning education system. The team is invited to reflect on these, flag potential gaps and acknowledge where solid foundations exist. This will set the basis to identify, later in the process, the specific support to be provided through the compact.</p> <p>The purpose of this step is to:</p> <ul style="list-style-type: none">• Flag, early in the process, areas requiring further attention and strengths that could be leveraged; and• Collect evidence to inform the policy dialogue at a later stage.	<p>The exercise does not require justifying the answers. The actual number of yeses or noes provided will not influence the following steps.</p> <p>This step does not require an in-depth qualitative analysis and it is expected to be quick and straightforward.</p>

How to fill the Screening Template

Please respond by using the **YES & NO** response options for each question.

If YES, provide a **brief justification** of your answer, and if NO, describe recent and/or ongoing efforts, if any, to address this issue (no more than 200 words).

- A **YES** to any of the questions indicates that the basic enabling conditions for system transformation being assessed are in place. However, the analysis conducted as part of the policy dialogue in Step 2 may uncover underlying issues that hinder significant and sustainable progress and that will have to be addressed during compact discussions, and possibly through GPE incentivized funding.
- A **NO** indicates that one of the basic enabling conditions is not in place. This means that this element will likely have to be addressed during compact discussions and possibly through GPE incentivized funding. However, the analysis conducted as part of Step 2 may uncover mitigating circumstances indicating that performance in the enabling factor area is adequate given the local context and/or does not—in itself—prevent significant and sustainable progress.
- **N/A** – If the question is not applicable to your country context or because of your answer to a previous question, you may write N/A in the response box and provide an explanation.

To complete the initial screening:

1. For each question, collect supporting documents, providing evidence of the response.
2. Rename all supporting documents applying the suggested naming convention below.
3. Use the final checklist to make sure you included all supporting documents.

NAMING CONVENTION

[Question #] + [Country] + [Key word] + [Year]

Example: 1 Zimbabwe statistical report 2019; 2 Zimbabwe learning data 2020; etc.

The initial screening and supporting documents (together with the Domestic Financing Matrix) are shared with the Secretariat, which will provide support for finalizing the package, if need be. Once the package is completed, the materials will be considered ready to share with the Independent Technical Advisory Panel.

SCREENING TEMPLATE

ETHIOPIA

DATA AND EVIDENCE

1. Has an annual statistical report been produced within the last two years?

This question serves as a proxy to assess the capacity of the ministry(ies) of education to collect, process and disseminate education statistics on students' participation and trajectories, schools, learning environment and teachers, etc.

➤ YES

➤ NO

Education Statistics Annual Abstract (ESAA) is produced annually to provide the basis for decision-making. The availability of organized educational statistics for the past several years facilitated the analysis of trends in the education system over time. The statistics also serve as a measure of the success of education and training policies, and as a demonstration that the Ministry of Education (MoE) and the Regional Education Bureaus (REBs) have been achieving within regards to the General Education. This statistical abstract also serves as a means to measure the success of education and training policy. The ESAA has been produced by the Ministry for several consecutive years.

However, there exists a certain gaps requiring attention. The data gathered through the EMIS does not reflect much on the progresses and challenges at the schools and districts levels and there is a lack of capacity to use technological innovations to improve information flow from the classroom to the ministry and back. Thus, the existing reports have some drawbacks related to timeliness, consistency and accuracy.

Therefore, it will require improving the EMIS infrastructure, digitizing the data collation, analysis, utilization in decision-making and through the provision of capacity building of human resources to implement the reforms.

If YES: Provide a copy(ies) of a recent statistical yearbook from no more than two years or any analogous statistical publications, such as statistical bulletins, leaflets, brochures or any **statistical report** downloaded from the Education Management and Information System.

1. [\[1.ETHIOPIA EDUCATION STATISTICS ANNUAL ABSTRACT 2020/21\]](#)

2. [\[1. ETHIOPIA EDUCATIONAL STATISTICS OF PREVIOUS YEARS \(-2021\)\]](#)

If NO: Provide any policy or programmatic document(s) that describe ongoing plans or interventions to address this

	issue—if available.
<p>2.3. Have nationally representative, large-scale learning assessment data covering basic education learning outcomes been produced in the last three years?</p> <p>This question serves as a proxy to assess the capacity of the ministry (ies) of education to produce data to monitor learning outcomes across the country.</p>	<p>● YES</p> <p>● NO</p>
<p>National Learning Assessment (NLR) has been conducted since 2000 by MoE under the responsibility of National Educational Assessment and Examination Agency (NEAEA). A nationally representative learning assessment has been taking place every four years with the objective of providing timely and relevant information about students’ achievement in key learning outcome.</p> <p>According to (2019), assessment report, though the government’s standard stated in Education and Training Policy is 50% as the minimum score for students to promote from one level to the next, the overall score of the students was found to be far below the standard. More than 50% of the students have achieved below 50 points (with composite mean percent score of 37.71% for Grade 4 and 35.17% for that of Grade 8), considering low level of performance and huge gap among regions.</p> <p>Though there are several factors to realize this outcome, the budget constraints for the provision of monitoring and follow up before the actual assessment, the practices of using results of the assessment for decision making and lack of strong system and tools for collecting comprehensive data including learners with special needs and disability are the major ones. Thus, to improve the system in a way to address all these- the government has a strong commitment to improve budget for monitoring and support the large-scale and classroom assessment practices including the children with special needs and disability. Besides, the government has a strong commitment to improve students learning out comes that in return leads the country to become member of international learning assessment platforms such as PISA, and SACMAC</p>	
<p>If YES: Provide a copy(ies) of summary outputs from learning data sets, large-scale assessment report(s) and/or evidence piece analysing <u>learning data</u> that is (are) no more than three years old. You may provide several reports if different subjects/grade levels are covered.</p>	<p>If NO: Provide any policy or programmatic document(s) that describe</p>

1. [2. [ETHIOPIA; NATIONAL EDUCATIONAL ASSESSMENT AND EXAMINATION AGENCY: ETHIOPIAN SIXTH NATIONAL LEARNING ASSESSMENT OF GRADE FOUR AND EIGHT STUDENTS, 2020](#)]

ongoing plans or interventions to address this issue—if available.

2. [2.ETHIOPIA PREVIOUS EDUCATIONAL ASSESSMENTS BY NEAEA](#) (-2021)

3. Is the available administrative and learning data sex-disaggregated?

This question serves as a proxy to assess the capacity of the ministry (ies) of education to produce data disaggregated by sex to analyse the specific challenges that boys and girls may face. The question refers to the statistical yearbook and learning data identified in questions (1) and (2) above. Even if no statistical yearbook or learning data are available, describe recent and/or ongoing efforts, if any, to address this issue.

- YES
- NO

Both the administrative and learning assessment data are sex disaggregated. The administrative data presents sex-disaggregated information on key education indicators including the Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) for pre-primary, primary and secondary, Apparent Intake Rate (AIR), Net Intake Rate (NIR), the Repetition Rate, the Dropout Rate, the Survival Rate and the Cohort. This aided in the analysis and assessment of the effects of policy actions on both girls and boys by the Ministry of Education and the Regional Education Bureau. In the national learning assessment, achievement of students by Proficiency level is also sex- disaggregated.

For instance; the GPI for primary education is 0.92 which is slightly declined from the target. However, three regions (Amhara, Sidam & Addis Ababa) met the target while in Addis Ababa female share is more than males. Similarly, the GPI for Grades 9-12 is also, 0.92 with 0.04 points beyond the target. It is slightly increased from last year by 0.05 points (EMIS, 2020/21).

Besides, the survival rates for Grade 7 is 43% and 38% for females and males respectively and the completion rate of girls in primary education increased from 60% to 67.8%. Implies, the completion rate of girls in primary education increased by 7.8% during the last 10 years. The existing data reveals that, although there is an improvement, it needs more works to promote gender equality in education in terms of key education development indicators such as access, quality and internal efficiencies.

If YES: Provide the two most recent school censuses available or any other evidence of administrative and learning data that are sex disaggregated. This

If NO: Provide any policy or

might include the questionnaire used for the school census or completed by students undertaking learning assessments or data reports that are **sex disaggregated**.

1. [\(3. ETHIOPIA EDUCATION STATISTICS ANNUAL ABSTRACT: ETHIOPIA-SEPTEMBER 2019-MARCH 2020\)](#)
2. [\(3. ETHIOPIA ESAA - DECEMBER 2021\)](#)
3. [\(3. ETHIOPIA ANALYSIS-NATIONAL-LEARNING-ASSESSMENT-SYSTEMS-2019\)](#)
4. [\(3. ETHIOPIA SIXTH-NLA-GRADES-4-8-2020\)](#)

programmatic document(s) that describe ongoing plans or interventions to address this issue—if available.

4. Have key education statistics disaggregated by disability status been reported in the last three years?

This question checks whether the ministry(ies) of education and its (their) partners are collecting data on disability status, and disaggregating statistics such as enrolment and completion rates, the out-of-school children rate and/or basic learning outcomes by disability status.

● YES

● NO

Data on children with special needs and disability are included in a separate section of the EMIS report. However, for the past many years, only one education indicator, the Gross Enrolment Ratio (GER), has been calculated and released. The effort to collect and report data on disability status is modest. Even though the Ethiopian government has ratified numerous international agreements and incorporated the Millennium Development Goals (MDGs) and Education for All (EFA) into its numerous domestic laws, policies, strategies, and programs, there are still a number of challenges to be addressed to improve participation of these children.

According to ESAA (2019/20) report the Gross Enrolment Ratio (GER) for children with disability in pre-primary is 0.9%, which is decrease by 0.4% points from last year. The national figure shows that thousands of children with disabilities are not yet attending pre-primary education.

Moreover, the GER for primary and secondary education is 11.1% and 2.8% respectively, which is far behind the 71 % and 45% target of 2019/20 respectively. On the other hand due to lack of disability-friendly assessment tools, it is difficult to understand the level of their education performance at all levels.

Therefore, beyond the integration of SNE in the legal policy framework, strategy, program and plan documents, accepting various international policy documents, Conventions, Declarations, Framework of Actions, Forums on inclusive education and provision of a stand-alone chapter discussing the status of

children with disabilities in the annual school census and periodic reports elaborating the situation of CWDs in the country, it will require the government to work on:- teachers training, establishing disability –friendly school environment and assessment tools, awareness creation to improve perceptions of parents of children with disabilities and their difficulties in helping their children with disabilities. Moreover, it will also, require government’s effort to improve general attitude of society, government officials, school staff and infrastructure and inadequate levels of training of key stakeholders.

If YES: Provide report(s) including education statistics disaggregated by **disability status** that is (are) no more than three years old, or the instrument used for data collection.

1. [\[4.ETHIOPIA, EDUCATION STATISTICS ANNUAL ABSTRACT:, 2020/2021\]](#)
2. [\[4. A MASTER PLAN FOR SPECIAL NEEDS EDUCATION – INCLUSIVE EDUCATION IN ETHIOPIA, 2016\].](#)

If NO: Provide any policy or programmatic document(s) that describe ongoing plans or interventions to address this issue—if available.

5. Have sector-wide performance assessments or system diagnoses recently been produced, using data that is no more than three years old?

This question serves as a proxy to check whether the ministry(ies) of education and its (their) partners are regularly producing or commissioning diagnoses on specific system bottlenecks and/or sector-wide assessments of performance like education sector analyses, education sector plan implementation evaluations, etc. Note that a diagnosis would go beyond descriptive data and performance analysis. It would examine the causes and reasons behind the identified dysfunctions (understanding the “why”).

- YES
- NO

For the Ministry of Education (MoE) research, evaluation, and other evidence generating activities, information and data are sourced from the EMIS annual abstract. The MoE has produced the Education Sector Development Programme (ESDP VI), the General Education Quality Improvement Program (GEQIP-E), and completed midterm evaluation of the ESDP V over the past three years. The EMIS annual abstract served as the primary source of data and information for the review and program planning procedures among the various information sources.

Furthermore, the EMIS abstracts were primarily used as the information for the development of the Education and Training Roadmap that the government prepared and approved to restructure Ethiopia's education system. During the course of development of the 6th Education Sector Development Programme(ESDP VI ,2020/21

- 2024/25), which is the medium term strategic plan for education investment in the country, the Ministry of Education did make use of a comprehensive education sector analysis as well as the Mid Term Evaluation. The mid-term evaluation for ESDP V (2015/16 to 2019/20) was independently carried out by Jimma University in 2019.

The finding of the evaluation showed that, though convincing progresses are registered, there still gaps in addressing equity against the ESDP V target especially with regards to children with disability and SNE, access to secondary schools, gaps in GPI achievement, lack of getting qualified teachers at all levels, gaps in achieving students' learning outcome against the target.

In addition to the mid –term evaluation, the ministry of education employed Addis Ababa University to conduct a research that leads the ministry to reform the education sector in accordance with the national vision and national development goals.

The finding of the Road Map showed that, despite the commendable progresses to be registered, irrelevancy of the curriculum, gaps in teacher's qualification, unsafe school environment, worsened learning facilities, limitation in education financing and weak technology integration in teaching –learning process all distress the quality of education which in return affect students' learning outcome.

As a result, the Ministry of Education planned to work on: improving teachers' qualification, revising the curriculum, improving EMIS system, increasing ICT penetration in education sector and access to quality education including re-construction of the damaged schools due to conflicts in ESDP-VI. Moreover, it is worth noting that the ESDP VI, includes the education situation of refugees in the country.

If YES: Provide a copy (ies) of recent education sector analysis or education sector plan mid-term reports and/or evaluations (or alternative, system performance reports), and/or **system diagnostic(s)**, published in the last 3 years.

1. [\[5.ETHIOPIA: MID TERM REVIEW OF EDUCATION SECTOR DEVELOPMENT PROGRAMME V \(2015/16 - 2019/20\), JANUARY 2019.\]](#)
2. [\[5.ETHIOPIA, EDUCATION SECTOR DEVELOPMENT PROGRAMME VI \(2020/21 - 2024/25\), 2020.\]](#)
3. [\[5.ETHIOPIA; EDUCATION AND TRAINING ROAD MAP, JULY, 2020\]](#)

If NO: Provide evidence that an education sector analysis and/or system diagnostic(s) is (are) being planned—if available.

6. Has a gender analysis/diagnostic been undertaken at either the macro or sector level in the last three years?

- YES
- NO

This question serves as a proxy to consider whether a gender lens—including harmful social norms—is adequately incorporated in the evidence base.

While Ethiopia has developed and adopted international laws and policies which committed to gender equality, implementation and accountability are insufficient. This perpetuates norms and customary practices that tend to be biased against women and norm changes. When comes to education, Ethiopia has made great strides in increasing access to education, there is still differential access and enrolment rates among girls and boys. However, a range of institutional, socio-economic and cultural factors including- harmful traditional practices (HTPs), heavy workload at home causing girls to be late, absent and have limited time for homework; long school distances; gender-based violence at school committed by both peers and teachers; child marriage; the low parental aspiration for girls’ education; preference for investment in boy’s education; lack of gender-sensitive facilities and lack of gendered training of teachers are identified as a majors challenges (Presler-M. & Stavropoulou, 2017). Moreover, to inform policy makers and for future programming, different gender analysis/diagnostics have been undertaken by various organisations. Follows are few examples. The Gender Strategy for the Education and Training |Sector which was developed in 2018 was preceded by a comprehensive gender analysis/diagnosis. A study on policy enactment in relation to the code of conduct on school-related gender-based violence in Ethiopia was carried out by UCL Institute of Education, London, UK in 2018 with support from GPE, UNICEF Ethiopia.

END also conducted Gender Based Violence in School. During the sample study, schools were described as commonplace to experiences corporal punishment and bullying. Quite often, these take gendered forms, and rarely reported as the students do not think their concerns will be taken seriously or are afraid of repercussions. Sexual harassment, early marriage, low value of parents to girl’s education, SRGBV were some of the challenges for girls’ enrolment, participation and progression in Education across different regions of Ethiopia.

If YES: Provide a copy(ies) of recent **gender analysis** and/or system diagnostic(s), published in the last three years at the sector or macro level. Issue-specific reports (e.g., GBV, impact of social/cultural norms on education outcomes, etc.) may be included.

If NO: Provide evidence that a gender analysis and/or diagnostic is

1. [6.ETHIOPIA; GENDER ANALYSIS FINAL REPORT IN EDUCATION SYSTEMS STRENGTHENING PROJECT : ETHIOPIA PERFORMANCE MONITORING AND EVALUATION SERVICE; USAID 2019](#)

2. [\[6.ETHIOPIA; GENDER STRATEGY FOR THE EDUCATION AND TRAINING SECTOR, 2018.\]](#)

3. [\[6.THE CODE OF CONDUCT ON PREVENTION SCHOOL-RELATED GENDER-BASED VIOLENCE: A STUDY OF POLICY ENACTMENT IN ETHIOPIA, \(2018\).\]](#)

4. [6. ETHIOPIA GENDER PARITY RESEARCH - K4D - FEB. 2020](#)

being planned—if available.

GENDER-RESPONSIVE SECTOR PLANNING, POLICY, AND MONITORING

7. Does the country apply a legislative framework assuring 12 years of free, quality, public primary and secondary education—of which at least nine years are compulsory? Does the country assure at least one year of free and compulsory quality pre-primary education for all children, without discrimination?

This question assesses whether the country has passed into law a framework that assures the right to education in line with the Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4. This includes assuring the right to education, in accordance with relevant international rights frameworks, for marginalised groups such as refugees, internally displaced persons, and ethnic minorities. Relevant rights frameworks include the Convention on the Rights of the Child, the International Covenant on Economic, Social and Cultural Rights the Convention and Protocol Relating to the Status of Refugees, the UNESCO Convention Against Discrimination in Education, and the Convention on the Rights of Persons with Disabilities.

- YES
- NO

In Ethiopia, public education for Pre-primary, Primary (grade 1-6) and middle levels (grade 7&8), is both free and compulsory, while for secondary education (grade 9-12) it is also free but not compulsory. Like other countries, the government of Ethiopia through the Ministry of Education is devoted to ensure that all pre-primary and primary schools going children have access and equal opportunity to basic education, regardless of their social class, ethnicity, background or physical disabilities. Alike the other levels, the sector annually tracks progress towards ECCE

access and equity through 5 indicators; Enrolment, GER, NER, NIR and Regional Distribution of ECCE. There are three modalities, namely the 'O' Class, Child to Child and Kindergarten. (Draft legislation presented to the council of ministers). In terms of legal framework, the Ministry of Education with the support of Development Partners (DP) such as UNICEF has developed General Education Proclamation which is validated in the presence of all education stakeholders including Regional Education Bureaus, Higher Education Institutions, Private Sector, CSOs etc.

The draft proclamation was reviewed and endorsed by the Attorney General of Ethiopia. Subsequently, the draft was submitted to the Council of Ministers for endorsement which then will be submitted to the House of Peoples Representatives for the final approval and enactment. Ethiopia is signatory to different universal and regional conventions including the Convention of the Right of the Child (CRC), the convention for elimination of all forms of discrimination against women (CEDAW). The Ethiopian Constitution devoted its Article 36 to exclusively deal with the rights of children and the 2017 Djibouti Declaration on the inclusion of refugees into the national education system. The Government "Refugee Proclamation 1110/2019", provides a legal right to refugees to access primary education at the same terms and conditions as nationals and access to secondary and tertiary education, when resources allow.

If YES: Provide a copy of the current **legislative framework** or any other document (such as the education sector plan) that describes legal rights to education for all children, and of the current **education sector plan** or transitional education plan, and/or any other current policy framework that shows how activities and policy relate to the legal framework around the right to education.

1. [[7.ETHIOPIA; GENERAL EDUCATION AND TRAINING ROADMAP FROM 2018-2030 E.C, 2020](#)]

2. [[7.ETHIOPIA; CONSTITUTION OF THE FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA, 1995](#)]

If NO: Provide evidence that a relevant legislative framework is under development, or there are plans to develop such a framework—if available.

<p>3. [7. ETHIOPIA: REFUGEES PROCLAMATION 2019]</p> <p>4. [7. A MASTER PLAN FOR SPECIAL NEEDS EDUCATION – INCLUSIVE EDUCATION IN ETHIOPIA]</p> <p>5. [7. ETHIOPIA; GENDER STRATEGY FOR THE EDUCATION AND TRAINING SECTOR, 2018.]</p>	
<p>8.1. Is there a current endorsed education sector plan or policy framework?</p> <p>This question serves as a proxy to assess the availability of a strategic policy framework, elaborated under the responsibility of government, which provides a medium- to long-term vision for the education system in the country.</p>	<p>● YES</p> <p>● NO</p>
<p>The country has an Education Sector Development Plan (ESDP VI) covering from (2020/21-2024/25) period. It is a detailed plan document emanated from the ten (10) years strategic plan which provides a comprehensive outlook of the country’s education system that will take over the next five years. Moreover, the ministry of Education has also developed Education and Training roadmap (2018-30) to reform the education sector in accordance with the national vision and development goals which is well aligned with the country’s 10 years Development Prospective Plan (2021 - 2030) as well as with the Sustainable Development Goal 4 (SDG 4) that aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The Roadmap (2018-30) specifically underlines the need to have a free education from pre-primary to secondary education and clearly redefined the structure of the education system with three years of pre-primary (ECE for 4-5 yrs. and “O”-class for 5 yr.), six years of primary (grade 1-6), two years of middle school education (grade 7-8) and four years of secondary education (grade 9-12). To enhance good governance, effective management and professionally led reform across the education system and thereby deliver relevant and quality education to learners the responsibility of each actors under a decentralized environment should be articulated.</p>	
<p>If YES: Provide a copy (ie s) of the current <u>education sector plan</u> or transitional education plan, and/or any other policy framework that</p>	<p>If NO: Provide evidence that</p>

<p>outlines policy priorities and associated outcomes for the sector in the medium to long term.</p> <p>1. 8.1.ETHIOPIA. NATIONAL EARLY CHILDHOOD DEVELOPMENT POLICY FRAMEWORK (DRAFT), 2022</p> <p>2. [8.1.ETHIOPIA; EDUCATION SECTOR DEVELOPMENT PROGRAMME VI (ESDP VI): 2013 – 2017 E.C. 2020/21 – 2024/25 G.C, ETHIOPIA, 2021.]</p> <p>3. 8.1.ETHIOPIA; EDUCATION AND TRAINING ROADMAP 2018-30 E.C.; 2020</p>	<p>the development of an education sector plan and/or sector strategy is being planned—if available.</p>
<p>8.2. If the answer to Q8.a is YES, does the education sector plan or policy framework propose strategies to address gender inequalities?</p> <p>The purpose of this question is to assess whether sector strategies are in place to address gender disparities and inequalities in education.</p>	<p><input checked="" type="radio"/> YES</p> <p><input type="radio"/> NO</p>
<p>Since the illiteracy rate for women remains high compared to that of men, the government has committed itself to improve this and help women and girls get proper education. The positive effects of women’s literacy on income, gender equality and improved status within the family are well known. Literate mothers are better able to understand health education and child development materials that have a direct impact on nurturing the children. Thus, the Education Sector Development Programme VI (2020/21 – 2024/25) as well as the Education and Training Roadmap covering the period from 2018-30 (Ethiopian Calendar) clearly articulates the strategic priorities and interventions to address gender inequality across the different sub-sectors of education. For example; in ESDP VI of the strategic document, the issue is addressed under program -4 focusing on addressing equitable access and internal efficiency from pre-primary through secondary education, enabling all children and youth to participate in quality and inclusive education. Besides, the ESDP VI deals with gender education under cross cutting issue (ESDP VI, 2020/21-2024/25). Besides, the Ministry of Education does also have a standalone Gender Strategy for Education and Training Sector in Ethiopia which has been under implementation in the past years.</p>	

<p>If YES: Please highlight references to gender strategies in the current education sector plan/transitional education plan, and/or any other policy framework that outlines gender equality priorities for the sector. If a separate gender equality strategy exists, it can be included here.</p> <p>8.2.ETHIOPIA; GENDER STRATEGY FOR THE EDUCATION AND TRAINING SECTOR, 2018</p>	<p>If NO: Provide evidence that an update of the education sector plan and/or sector strategy is being planned to include strategies to promote gender equality. Alternatively, provide evidence that the development of a gender equality or girls education strategy is being planned—if available.</p>
<p>8.3. Does the country have preparedness plans for (i) maintaining the provision of core educational services during crises, such as disasters or health emergencies; and (ii) adapting the education system to longer-term changes such as climate change?</p> <p>The purpose of this question is to assess whether plans are in place in the education sector to prepare for, respond to and recover from crises and changing contexts.</p>	<p>● YES</p> <p>● NO</p>
<p>Ethiopian education system is vulnerable to natural disasters and conflict-related emergencies. Through consultation with partners including UNICEF, OCHA and WFP the government of Ethiopia developed Emergency preparedness and response plans and strategies that contribute to the overall humanitarian strategic objectives of the country. Millions of children are being deprived of their right to safe, inclusive, and quality education because of armed conflict, climate change and other emergencies in Ethiopia. This crisis has worsened due to the COVID-19 pandemic, which has seriously disrupted children’s schooling and exacerbated education inequalities.</p> <p>Education in emergencies (EiE) has received increased attention in recent years. However, it is clear that, funding for education in emergencies (EiE) is falling behind. It is far from meeting the needs of the millions of school-aged children affected globally by crises, who require educational support. New commitments by government and international partners to EiE financing are essential to addressing this challenge, as are innovative, collaborative solutions that make better use of existing support.</p>	

<p>If YES: Please highlight preparedness strategies for the sector in the current education sector plan/transitional education plan, and/or any other policy framework. If separate strategies exist , they can be included.</p> <p><u>8.3. ETHIOPIA; EDUCATION IN EMERGENCIES 2021/23 RESPONSE STRATEGY, 2021</u></p>	<p>If NO: Provide evidence that an update of the education sector plan and/or sector strategy is being planned to include strategies for preparedness. Alternatively, provide evidence that the development of separate preparedness plans or strategies is being planned—if available.</p>
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<p>9. Is there a current operational planning instrument? This question serves as a proxy to assess whether policy priorities for the sector are operationalized into a coherent set of activities for a specific period, with information on timing, roles, responsibilities and costs.</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> YES <input type="radio"/> NO
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From the five year medium term strategic plan (ESDP VI, 2021-2025), the ministry has developed a three years operational plan where the human, financial and physical resources are allocated to achieve short term objectives. Moreover, there is a costed three years operational plan embedded in the ten years education and training strategic plan that was directly emanated from the education and training Road map.

To transform the education and training system the strategic plan was prepared on addressing- equity, access, quality, relevance, governance, and unity in diversity. Besides, addressing quality, the plan was also consider the way to reach those children that are currently out-of-school, many of them from disadvantaged areas, groups with special needs, physically disabled, and pastoralist areas by considering and strengthening alternative modes of education delivery in the context of pastoralist community. Moreover, in collaboration with development partners, the government has also gives special supports like financing, educational materials and school feeding for disadvantageous children to improve efficiency of the system.

However, to martialize the school feeding program equipping all the necessary school supplies inquire huge amount of resource whereby integrated efforts required.

If YES: Provide a copy of the operational plan for the education sector.

[9. ETHIOPIA TEN YEARS DEVELOPMENT PLAN A PATHWAY TO PROSPERITY 2020](#)

[9. REVISED MULTI-YEAR ACTION PLAN 2014-2020](#)

If NO: Provide evidence that the development of an operational planning instrument is being planned—if available.

10. Are there sector financial projections that cover the duration of the operational plan?

This question serves as a proxy to assess whether the ministry (ies) of education and its (their) partners produce financial and resource projections to inform operational planning, sector allocations and budget programming.

- YES**
- NO**

The simulation of cost for ESDP VI depends on its major policy objectives which are translated into specific targets for admission and internal efficiency. Within the government’s overall vision to become a lower-middle-income country, several key objectives for ESDP VI have been defined by considering the achievement of universal primary education; expansion of pre-primary and secondary education; the inclusion of ICT in the teaching-learning process and a salary reform to improve quality education by keeping teachers motivated (**ESDP VI, pp 196**). However; in addition to COVI-19 challenges, Ethiopian education system has also been facing both natural and manmade crisis like conflict and drought. As a result, about 1,335 schools were totally damaged ,more than 4 882 schools were partially damaged and , their material were stolen and burnt out. Thereby, millions of children become out of schools which is resulted in huge learning losses. This implies to re-construct new schools, maintain the partially destroyed institutes and fulfil them with required learning materials to bring out of school children back to school needs billions of more additional budget than projected.

If YES: Provide a copy of the financial simulation model or any other financial projection document that projects costs and resource needs for the sector for the duration of the operational plan (e.g., Medium-Term Expenditure Frameworks).

If NO: Provide evidence that a projected costing exercise to inform sector planning processes and resource allocation/ budget programming is

<p>10. ETHIOPIA: EDUCATION SECTOR DEVELOPMENT PROGRAMME VI (ESDP VI): (2013 – 2017 E.C./ 2020/21 – 2024/25 G.C), 2021.</p> <p>10. ETHIOPIA: HUMANITARIAN RESPONSE PLAN 2022 (JULY 2022)</p>	<p>being planned—if available.</p>
<p>11. Does reporting on sector performance occur annually?</p> <p>This question serves as a proxy to assess whether the ministry (ies) of education and its (their) partners regularly assess progress and performance in the implementation of the national education sector plan or policy framework and/or operational plans using data and evidence.</p>	<p>● YES</p> <p>● NO</p>
<p>The ministry has prepared annual sector performance report, present it to the annual education conference. Counting the input from the conference, it prepared the finally report that has been submitted to the parliament. Annual sector performance report is also presented to the GO/NGO forum. Besides, midterm evaluation was conducted by independent bodies and the evaluation report is also submitted to the ministry in order to give the sector addition opportunity to use the finding as an input for future planning and for evidence based decision making. According to the recent report analysis, besides COVID-19 impact, access to education has been a major challenge in many regions of Ethiopia due to ongoing conflicts and drought that forced many children and students not to be reached with any formal education or learning opportunities.</p>	
<p>If YES: Provide a copy(ies) of joint sector review documents and education sector plan annual implementation reports or equivalent monitoring documents from the past three years.</p> <ol style="list-style-type: none"> [11.ETHIOPIA: MINISTRY OF EDUCATION 2020/21 ANNUAL REPORT, 2022] [11.ETHIOPIA: EDUCATION SECTOR DEVELOPMENT PLAN V-MIDTERM EVALUATION REPORT, 2020] 11. ETHIOPIA GO/NGO FORUM. MINUTES OF THE MEETINGS JUNE 21/2018 	<p>If NO: Provide evidence that actions are being taken to conduct annual review of progress in the sector and/or sector plan implementation—if available.</p>

SECTOR COORDINATION
INCLUSIVE SECTOR DIALOGUE AND COORDINATED ACTION

<p>12.1. Is there an established mechanism for education sector stakeholder coordination?</p> <p>This question serves as a proxy to assess whether a multi-stakeholder coordination body exists and provides the possibility for education stakeholders to engage in policy dialogue.</p>	<p>● YES</p> <p>● NO</p>
<p>There is inclusive sector based dialogue and coordination among key stakeholder along with a really established system like: - Education Sector Technical Working Group (ETWG)/ equivalent of LEG in Ethiopia monthly, with National Education Cluster monthly (with frequent ad hoc meetings depending on the emergency situation), Refugee Education Working Group (REWG) meeting on a monthly basis and GO/NGO Forum on annual bases on various education issues such as- access, quality, children with disability, girl’s education, parental association/ union organized at different levels (from the national to the local level). Moreover, there are EiE Data and Localization working groups that are meeting on a monthly basis to discuss on EiE issues related to standardizing data/information and building capacity of local actors, respectively. This implies, there is active participation and collaboration of NGOs, DP and civic Societies with Ministry of education.</p> <p>In addition to the National Education Cluster, the sub-national Education Cluster that is organized at Regional/Zonal/Woreda level is also established to provide efficient information with regard to monitoring responses and gaps and duplications in Education in Emergencies (EiE). Moreover, the Cluster also participates in Inter Cluster Coordination Group (ICCG) meeting and activities in identifying needs, planning responses and participating in various activities like meetings. The Education Cluster also works closely with Child Protection Area of Responsibility (AoR) in the Protection Cluster, and other clusters to make sure EiE responses are coordinated and efficient.</p> <p>In the current condition, there are signs of improving collaboration with the stated groups as the Education Cluster has become a member of the ETWG and is participating in aligning needs of displaced students in the educational planning. REWG is also a member of the ETWG. However, there is less engagement between Education Cluster and Refugee Education Working Group and for this purpose; the two coordination mechanisms are setting up terms by which they can coordinate in a close relationship.</p>	
<p>If YES: Provide the local education group terms of reference (or equivalent multi-stakeholder coordination group) or any other relevant document that shows evidence of an established sector coordination mechanism.</p> <p>1. 12.1. ETHIOPIA EDUCATION CLUSTER - TOR</p>	<p>If NO: Provide evidence that actions are being taken to establish a</p>

<p>2. 12.1.ETHIOPIA EDUCATION CLUSTER MINUTES 2022</p> <p>3. 12.1.ETHIOPIA: EDUCATION TECHNICAL WORKING GROUP (ETWG) MINUTES FROM 2016-PRESENT</p>	<p>multi-stakeholder coordination mechanism—if available.</p>
<p>12.2. b. If the answer to Q12.a is YES, is the sector coordination mechanism inclusive of all education stakeholders? Specifically, are both domestic civil society organizations and teachers’ organizations active partners in the sector dialogue?</p> <p>This question serves as a proxy to assess whether the sector coordination mechanism is inclusive of all education stakeholders, including national governments, donors, national civil society, teachers philanthropy, and the private sector. In crisis-affected countries, this also includes representatives of humanitarian education coordination mechanisms.</p>	<p>● YES</p> <p>● NO</p>
<p>There was a strong stakeholders’ (civil society, Teachers’ association, NGOs, UN agencies, donors..etc.) Coordination which focused on progress in the production of planned outputs and outcomes; implementation of activities; utilization of inputs; budget implementation; and implementation of recommendations issued at each review meetings. That coordination meeting reports submitted to the Secretariat of each Technical Monitoring Group, as a basis for reviewing progress, examining problems and constraints and recommending corrective action to be taken. Following review each quarter (monthly) by Technical Monitoring Groups, the sector reports submitted to respective National Consultative Groups as an input to their performance assessment and for any higher decision-making requirements.</p> <p>Finally, after National Consultative Groups have reviewed, a single consolidated performance report, listing achievements against all KPIs, with full commentary explaining any variance, was prepared by the Secretariat of the General Education Technical Working Group and submitted to the National Steering Group. Besides their participation on aforementioned activities, they are also actively provide significant contribute to education funding by mobilization additional sources for the education sector particularly for children at risk.</p>	
<p>If YES: Provide a copy of the latest two sector coordination meetings minutes (local education group or equivalent multi-stakeholder coordination group) <u>showing participation</u> in the local education group.</p> <p>1. 12.2.ETHIOPIA EDUCATION CLUSTER MINUTES 2022</p>	<p>If NO: Provide evidence that actions are being taken to include all education stakeholders in a multi-stakeholder coordination</p>

2. <u>12.2.ETHIOPIA; EDUCATION TECHNICAL WORKING GROUP (ETWG) MINUTES FROM 2016</u>	mechanism—if available.
3. <u>12.2.ETHIOPIA; EDUCATION TECHNICAL WORKING GROUP (ETWG) MINUTES FROM 2016 TO CURRENT</u>	

<p>12.3. If the answer to Q12.a is YES, has the sector coordination mechanism been assessed or reviewed within the past 3 years?</p> <p>This question serves as a proxy to assess whether the coordination body undertakes periodic reviews to assess and address its main efficiency challenges and to improve and adapt coordination practices accordingly.</p>	<ul style="list-style-type: none"> ● YES ● NO
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The Ethiopia Education Cluster is assessed every year in coordination with the Global Education Cluster. This cluster performance monitoring exercise is a simple process designed by members of the Inter-Agency Standing Committee (IASC) to assess whether the clusters are fulfil the six core functions, meet the needs of constituent members and support delivery to affected people. The exercise consists of three steps: (i) cluster coordinators and partners complete online questionnaires; (ii) the results of these questionnaires are compiled into a Coordination Performance Report for each cluster; and (iii) each cluster then meets to discuss the report and to agree on the follow-up action for improvement.

<p>If YES: Provide a copy of the assessment or <u>review</u> (external or self-assessment of local education group’s functioning) or any related document(s) produced, or any evidence of resulting decisions and measures on improvement actions.</p> <p>12.3. ETHIOPIA EDUCATION CLUSTER CPM REPORT 2021</p>	<p>If NO: Provide evidence that actions are being taken to continuously improve coordination mechanisms—if available.</p>
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COORDINATED FINANCING AND FUNDING

<p>13.1. Is an aligned funding modality, such as budget support, currently used by a donor?</p> <p>This question serves to indicate the availability of a funding modality that can serve to implement external aid through national systems. As an aligned modality, we qualify external support that is on appropriation, disbursed into the national treasury account and on the accounting system used for the expenses financed by tax revenue <i>[It is strongly encouraged to involve relevant staff at the Ministry of Finance to answer this question]</i></p>	<ul style="list-style-type: none"> ● YES ● NO
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<p>Ethiopia has received funds from bilateral and multilateral donors, private sector investments and household contributions (UNICEF Ethiopia, 2017) to fill the budget gaps. Out of which WB, GPE, ECW, NMFA, USAID, FCDO, GIZ, JICA, Italian Embassy are among the major donors that support the education Sector for several years through different grant approach and thereby, the ministry has been achieving a significant progress in addressing access, equity and inclusive education in general education.</p> <p>The government of Ethiopia allocated one fourth of the annual expenditure and on average 4.1 to 4.7 % of the GDP. Development partners support the education system in the full fund modality like General Education Quality Improvement Program for Equity (GEQIP-E)</p>	
<p>If YES: is this aligned modality used for external financing that targets the education sector? Please provide evidence.</p> <p>13.1. ETHIOPIA GPE ALIGNMENT 2017</p>	
<p>13.2. Is a pooled funding (used by more than two donors) mechanism available in the education sector?</p> <p>This question indicates the availability of a pooled funding mechanism that can provide funding at scale and accommodate several fungible development partner resources.</p>	<p><input checked="" type="radio"/> YES</p> <p><input type="radio"/> NO</p>
<p>The General Education Quality Improvement Program for Equity (GEQIP-E) which was designed to focus on Improving: A/ internal efficiency by addressing the chronic issue of repetition in the early grades, equitable access by promoting access to general education, particularly for girls, children with special needs, and those in emerging regions, B/. Improving quality of education by focusing on the improvement of teaching practices and learning environment and C/. System strengthening for improved planning, policy formulation and reform targeting cross-cutting areas that support other results are the program which funded through a pool funding mechanism by WB//IDA, GPE, FCDO, Finland, Norway, UNICEF, Refuge window</p>	
<p>If YES: Provide relevant program documents indicating active pooled donors and/or procedures to facilitate new donor participation (joint financing arrangement/memorandum of understanding/pool fund operation manual)</p> <ol style="list-style-type: none"> 13.2. ETHIOPIA, GENERAL EDUCATION QUALITY IMPROVEMENT PROGRAM FOR EQUITY (GEQIP-E) PAD 2017 13.2. PROGRAM PAPER DOCUMENT FOR GEQIP E 2021 13.2. FINANCING AGREEMENT GEQIP-E 2021 	

<p>13.3. If the answer to Q13.a is NO, is there intent to develop an aligned and/or pooled funding modality over the medium or long term?</p> <p>This question serves as a proxy to indicate the level of interest in addressing improved coordination of financing and/or funding through the national public financial management and systems. If YES, provide more information related to your answer, including a brief description of advancements to date, if any. If NO, briefly describe the reasons for the lack of intent or appetite.</p>	<ul style="list-style-type: none"> <input type="radio"/> YES <input type="radio"/> NO
<p>[Brief justification for response – max 200 words]</p>	

VOLUME, EQUITY, AND EFFICIENCY OF DOMESTIC PUBLIC EXPENDITURE ON EDUCATION

<p>14.1. Is the government committed to progressively increasing expenditures on education toward 20% of the national budget or maintaining levels of expenditure above 20% during the duration of the partnership compact?</p> <p>The purpose of this question is to assess whether the government is committed to resource education adequately, in line with obligations and international benchmarks to mobilize the maximum available resources by increasing the share of domestic resources to education progressively toward 20% of the total budget.</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> YES <input type="radio"/> NO
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The Government’s high level commitment to the sector is reflected on its spending priorities. Public spending on education has consistently outpaced other priority sectors as a percentage of GDP. In the most recent year for which data were available, education spending as a share of GDP is 4.7%. In addition, over the last four years, education spending has averaged 24.4% of public spending. Clearly, the government’s expenditure already exceeds 20% and thus, the trend is expected to be increased in the compact implementation period. However, although the public expenditure increased over time, the large

portion of the budget is being used for recurrent expenditure. Yet, due to the unfavourable economic environment caused by the COVID-19 pandemic and conflict of the North part of the country, combined with the damage of schools and the increased demand for resources to implement the recent teacher salary reform, the priority of the government slightly shifts towards rehabilitation and thereby, declined to a critical funding gap .

14.2. If the answer to Q14.a is NO, is the government committed to annually allocating at least 4% of the value of its gross domestic product (GDP) to education?

The purpose of this question is to examine the proportion of a country's total resources committed to education, i.e., how much a government spends on education relative to the wealth or capacity of the country as a whole. This reflects international benchmarks.

- YES
- NO

For both 14.a and 14.b, please complete the **Domestic Financing Matrix** provided to show the evolution of historical sector spending and sector budget projections

1, See the annex -1. Domestic Financing Matrix

In addition, please include a copy of official government **budget documents** (the three most recent) that show government budget, revenue and financing for past and upcoming years, as well as allocated and executed budget for the education sector. This can include documents typically known as budget bills or budget laws, budget overviews, budget speech and annexes, budget books, budget statements, citizen budgets, fiscal outturn, annual or quarterly expenditure reports, budget execution or performance reports. If estimates are made for projected sector expenditures, please also include source documents if not linked to national budget documents (e.g., education sector plan or financial simulation model reflecting government domestic financing commitment for the duration of the country compact). Other documentation with data/analysis on the equitable distribution and efficiency of domestic financing may be provided (e.g., public expenditure reviews).

CHECKLIST OF SUPPORTING DOCUMENTS

- Use the list below to check the documents to be included in the package.
- Rename the attached documents using the name convention provided.
- Add additional documents if relevant. A suggested list is provided below for your support.
- If some of the documents are missing, please use the box below to provide explanations.

DATA AND EVIDENCE

- [1. \[1.ETHIOPIA EDUCATION STATISTICS ANNUAL ABSTRACT 2020/21\]](#)
- [1. ETHIOPIA EDUCATIONAL STATISTICS OF PREVIOUS YEARS \(-2021\)](#)
- [2. ETHIOPIA PREVIOUS EDUCATIONAL ASSESSMENTS BY NEAEA \(-2021\)](#)
- [\[2. ETHIOPIA; NATIONAL EDUCATIONAL ASSESSMENT AND EXAMINATION AGENCY: ETHIOPIAN SIXTH NATIONAL LEARNING ASSESSMENT OF GRADE FOUR AND EIGHT STUDENTS, 2020 \]](#)
- [3. ETHIOPIA EDUCATION STATISTICS ANNUAL ABSTRACT: ETHIOPIA- SEPTEMBER 2019- MARCH 2020\)](#)
- [3. ETHIOPIA ESAA - DECEMBER 2021\)](#)
- [3. ETHIOPIA ANALYSIS-NATIONAL-LEARNING-ASSESSMENT-SYSTEMS-2019](#)
- [3. ETHIOPIA SIXTH-NLA-GRADES-4-8-2020](#)
- [\[4.ETHIOPIA, EDUCATION STATISTICS ANNUAL ABSTRACT:, 2020/2021\]](#)
- [\[4. A MASTER PLAN FOR SPECIAL NEEDS EDUCATION – INCLUSIVE EDUCATION IN ETHIOPIA \]](#)
- [\[5.ETHIOPIA: MID TERM REVIEW OF EDUCATION SECTOR DEVELOPMENT PROGRAMME V \(2015/16 - 2019/20\), JANUARY 2019.\]](#)
- [\[5.ETHIOPIA, EDUCATION SECTOR DEVELOPMENT PROGRAMME VI \(2020/21 - 2024/25\), 2020.\]](#)
- [\[5.ETHIOPIA; EDUCATION AND TRAINING ROAD MAP, JULY, 2020\]](#)
- [\[6.ETHIOPIA; GENDER STRATEGY FOR THE EDUCATION AND TRAINING SECTOR, 2018.\]](#)

[☒ \[6.THE CODE OF CONDUCT ON PREVENTION SCHOOL-RELATED GENDER-BASED VIOLENCE: A STUDY OF POLICY ENACTMENT IN ETHIOPIA, \(2018\).\]](#)

[☒6. ETHIOPIA GENDER PARITY RESEARCH - K4D - FEB. 2020](#)

[☒6. ETHIOPIA GENDER PARITY RESEARCH - K4D - FEB. 2020](#)

GENDER-RESPONSIVE SECTOR PLANNING, POLICY AND MONITORING

[☒7.ETHIOPIA; GENERAL EDUCATION AND TRAINING ROADMAP FROM 2018- 2030 E.C, 2020\]](#)

[☒7.ETHIOPIA; CONSTITUTION OF THE FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA, 1995\]](#)

[☒7. A MASTER PLAN FOR SPECIAL NEEDS EDUCATION – INCLUSIVE EDUCATION IN ETHIOPIA](#)

[☒7. ETHIOPIA; GENDER STRATEGY FOR THE EDUCATION AND TRAINING SECTOR, 2018.\]](#)

[☒ 8.1.ETHIOPIA EDUCATION SECTOR DEVELOPMENT PROGRAMME VI \(ESDP VI\): 2013 – 2017 E.C. 2020/21 – 2024/25 G.C, ETHIOPIA, 2021.\]](#)

[☒8.1.ETHIOPIA; EDUCATION AND TRAINING ROADMAP 2018-30 E.C.; 2020](#)

[☒8.2.ETHIOPIA; GENDER STRATEGY FOR THE EDUCATION AND TRAINING SECTOR, 2018](#)

[☒ 8.3. ETHIOPIA; EDUCATION IN EMERGENCIES 2021/23 RESPONSE STRATEGY, 2021](#)

[☒9. ETHIOPIA TEN YEARS DEVELOPMENT PLAN A PATHWAY TO PROSPERITY 2020](#)

[☒9. REVISED MULTI-YEAR ACTION PLAN 2014-2020](#)

[10. ETHIOPIA; EDUCATION SECTOR DEVELOPMENT PROGRAMME VI \(ESDP VI\): \(2013 – 2017 E.C./ 2020/21 – 2024/25 G.C\), 2021.](#)

[☒ 10. ETHIOPIA: HUMANITARIAN RESPONSE PLAN 2022 \(JULY 2022\)](#)

[☒ 11.ETHIOPIA; MINISTRY OF EDUCATION 2020/21 ANNUAL REPORT, 2022](#)

11.ETHIOPIA; EDUCATION SECTOR DEVELOPMENT PLAN V- MIDTERM EVALUATION REPORT, 2020

SECTOR COORDINATION

- ☒ [12.1. ETHIOPIA EDUCATION CLUSTER - TOR](#)
- ☒ [12.1.ETHIOPIA EDUCATION CLUSTER MINUTES 2022](#)
- ☒ [2. 12.2.ETHIOPIA; EDUCATION TECHNICAL WORKING GROUP \(ETWG\) MINUTES FROM 2016 TO CURRENT](#)
- ☒ [12.2.ETHIOPIA EDUCATION CLUSTER MINUTES 2022](#)
- ☒ [12.2.ETHIOPIA; EDUCATION TECHNICAL WORKING GROUP \(ETWG\) MINUTES FROM 2016](#)
- ☒ [12.3. ETHIOPIA EDUCATION CLUSTER CPM REPORT 2021](#)
- ☒ [13.1. ETHIOPIA GPE ALIGNMENT DATA 2017](#)
- ☒ [13.2. ETHIOPIA, GENERAL EDUCATION QUALITY IMPROVEMENT PROGRAM FOR EQUITY \(GEQIP-E\) PAD 2017](#)
- ☒ [13.2. PROGRAM PAPER DOCUMENT FOR GEQIP E 2021](#)
- ☒ [13.2. FINANCING AGREEMENT GEQIP-E 2021](#)

VOLUME, EQUITY AND EFFICIENCY OF DOMESTIC PUBLIC EXPENDITURE ON EDUCATION

- ☒ 14a COUNTRY NAME Domestic Financing Matrix
- ☒ 14. b. [ETHIOPIA - PER 2016](#)
- ☒ 14.b. [ETHIOPIA GOVERNMENT BUDGET EXPENDITURE 2022](#)

OTHER USEFUL DOCUMENTS

The analysis of enabling factors may be facilitated by reference to other documents as well. The team is welcome to draw on and share additional evidence/findings on the enabling factors, including relevant, externally led assessments such as the following:

- Education sector plan independent appraisal
- Completion reports/evaluations of recent system-level “projects”
- Any policy or empirical research considered relevant

UNAVAILABLE EVIDENCE

Please list the question numbers for which supporting evidence is not available, if any, and provide an explanation if needed.

1. CONTEXTUALISED ENABLING FACTORS ANALYSIS

4.1. NOTE TO THE READER

This is the final step of the enabling factors analysis. After completion of the initial screening and a discussion on the (up to three) policy outcomes that the local education group would like to prioritise, the task team is invited to reflect on the bottlenecks in each enabling factor area that would constitute any impediments to the achievement of the selected policy outcomes.

The template below is provided to summarise the outputs of these reflections. As opposed to the initial screening, this template is to be filled with analytical inputs instead of simple facts.

The analysis can be short and concise (e.g., bullet points); they do not have to be detailed but should clearly articulate the gaps and bottlenecks that pose an impediment to the realisation of the selected policy outcomes.

1. POLICY OUTCOMES

- Include a short statement of up to three policy outcomes with potential for system transformation as determined during the local education group inaugural meeting.
- **In the left column**, select the relevant GPE policy priority—note that a priority on gender equality must automatically be selected.

- In the right column, include a short statement of the specific policy outcomes agreed for contextualization of the enabling factors analysis.¹ For more instructions, consult the Guide for Enabling Factors Analysis (available [here](#)).
- Also provide a summary or minutes of the meeting during which the selection of the policy outcomes took place. This should be shared as a supporting document.

Local education group agreed policy outcomes

Three policy outcomes with potential for system transformation:

OUTCOME 1: GENDER EQUALITY	Achieving gender parity index through the provision of girl's accelerated education and Establishing safe, healthy and girl's friendly environment
OUTCOME 2 Improved Access to all children	Improve Access to Quality Education for all school age children through improving teachers training, Re-construction/furnishing of schools damaged by conflict, provision of school feeding and improving ICT penetration in the learning-teaching process by the end of the compact period.
OUTCOME 3 Improved teaching and learning	Improve quality of teaching through improving teaching and learning environment

2. SUMMARY OF ENABLING FACTORS ANALYSIS

- Complete the four text boxes below, using **approximately 600 words per enabling factor**.
- Optional – If expanded analysis/discussion on a specific area is deemed necessary, include it as an annex and reference this in the summary boxes.

DATA AND EVIDENCE

¹ One of the policy outcomes selected for the enabling factors analysis will be chosen as the priority reform area during compact development.

Summarize discussions around this enabling factor, including the following elements:

- How the main issues identified hinder the achievement of the policy outcomes: Unpack these issues looking at the components of the enabling factor (Education Management and Information Systems, learning assessment systems, evidence) and paying attention to organizational capacities as relevant.
- Main current and upcoming investments/opportunities to address issues.
- Main gaps in terms of programmatic support to address issues.

[Summary – approximately 600 words]

The education sector collects a large amount of data for monitoring and evaluation of the progress, for the provision of data for policy maker, program developers and decision makers. There are several institutions that contribute to the collection of education data in the country, such as the Government Offices, NGOs, Development Partners (DPs), civil societies, and others. However, the main sources of information that are critical for planning and budgeting are originated from the Education Management Information System (EMIS).

The timely and accurate collection of valid and reliable data is essential to fostering evidence-based decision making in the educational system. For a number of years running, the MoE has been providing yearly education statistics abstracts. To create a nationwide education report, the Federal MoE will receive the regionally encoded school data collected from each school in each region.

Years of organized educational statistics reports have made it easier to analyze how the education system's performance indicators have changed over time and to help the design and implementation of regional and national programs. Education stakeholders have also used the data to assess educational success and identify problems and gaps in order to offer financial and technical support.

However, there exist limitations in the education sector's capacity to provide timely, high-quality data and use it effectively for decision-making. The sector's insufficient capacity to develop the EMIS system technology supported has hampered the reliability and standard of EMIS data. Data gathering at the school level is still done on paper. EMIS at national level uses old software to store national data. To submit national data to UIS UNESCO for cross-national comparison, the MoE lacks the necessary resources. In the pursuit of quality education for all, a timely, cost effective, and accurate data is increasingly important for evaluating education policy, determining educational planning, and

monitoring the progress towards the attainment of development goals (UNESCO, 2014: 45). Accordingly, to assure and measure quality education, Education Management Information System (EMIS) is repository for data collection, processing, analysis and reporting of educational information including schools, students, teachers and staff.

As stated in Ethiopian education policy document and consecutive education sector development program (ESDP), though high emphasis is given to increase the reliability and validity of information from creation to disseminations and usage starting from the lower to the higher level (MoE, 1994 and ESDP V), the current practice of EMIS is extremely below the expected level since it has been exhibited by various factors like- lack of qualified and well-trained professionals in the area of EMIS, limitation in access to power supply in most rural primary and some secondary schools, lack of well-furnished ICT infrastructures and absence of ICT suitable devices to collect and analyze data.

Though the government and education stakeholder support the ministry to improve the EMIS system, it is still in infancy stage. According to joint report on advanced analysis of the education sector by MoE 2020 four technical barriers that the sector needs to overcome in order to enhance the utilization of the data at hand are identified. These are first focusing on increasing and improving analysis, not only on the collection. Second, all the data that the sector produces should be located in one place and integrated, third, lower levels of administration should receive more feedback on the data they submit and fourth, analysis is aggregated at the national and regional levels, ignoring the diversity and variations in performance at the lower levels.

GENDER-RESPONSIVE SECTOR PLANNING, POLICY AND MONITORING

Summarize discussions around this enabling factor, including the following elements:

- How the main issues identified hinder the achievement of the policy outcomes: Unpack these issues looking at the components of the enabling factor (strategic planning, operational planning, budget programming and monitoring, sector monitoring) and paying attention to organizational capacities as relevant.
- Main current and upcoming investments/opportunities to address issues.
- Main gaps in terms of programmatic support to address issues.

[Summary – approximately 600 words]

Although during the twentieth century, education was viewed by consecutive regimes as part of their political nation-building and modernizing projects, schools were unevenly distributed across the country, with schooling for girls slower to establish relative to boys (Mjaaland, 2013).. Following the 1994 Education and Training Policy, in spite of continuing regional differences, the Government of Ethiopia has received international acclaim for increasing children’s access to education (World Bank, 2005). The government’s commitment to improve education is reflected in 24–25% of public expenditure to the education sector the fifth Education Sector Development program (ESDP V).

Recognizing the importance of considering gender equality in achieving the right to education for all, ministry of Education(MoE) and Regional Education Bureaus (REBs) have been committed to put in place gender sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in and around schools. Notwithstanding the need for rigorous follow-up and monitoring to ensure that planned activities are fully implemented.

School-related gender-based violence (SRGBV) describes physical, sexual and psychological acts of violence in and around schools, underpinned by unequal access to resources and power, and inequitable norms and stereotypes. While there is increasing recognition of SRGBV as a major issue, evidence about effective ways to address the issue is lacking. There is a limitation in inter linkage between different levels of action – from international and national policy and legislation, to practice and projects on a school or community level and have thus far been inadequately addressed.

There is a strong legislative and policy framework in Ethiopia, and clear structures established to mainstream gender across macro and micro levels, with SRGBV viewed increasingly as a central pillar of work. SRGBV been integrated within the work of this decentralized structure work in this area at federal level is having a positive impact on policy enactments even at local levels. However, change has been uneven, and the structures may not be as effective beyond federal, regional and woreda levels. Inadequate resourcing, and the need to enhance skills, expertise and commitment of

staff are evident particularly at local levels. Careful tailoring of resources and capacity support are needed targeting areas with the biggest challenges.

There have been impressive efforts to improve school-based responses to violence, notably with the Code of Practice on the Prevention of SRGBV, and violence reporting template. However, these are not yet embedded within schools and woredas across the country and have some weaknesses. The code provides a mechanism for strengthening reporting on gender-based violence, but there are concerns about uneven implementation, lack of local ‘ownership’, its narrow focus that does not address corporal punishment, bullying or violence occurring off the school premises, or prevention of violence, and weak alignment with other school processes and legal provisions.

Violence prevention work in schools and communities includes multi-component projects in schools, gender clubs, initiatives targeting girls and boys at high risk, interventions with teachers and teacher education colleges on curriculum and pedagogy, community-based interventions, and use of mass media and technology. One of the key challenges in enacting policy on SRGBV is the silences surrounding violence. Girls and boys are often reluctant to report violence, for fear of repercussions, or because they do not recognize particular acts as violence. Thus, to overcome the problem of SRGBV and Ending Child Marriage (ECM) programmes have been implemented in selected regions such as Amhara, Afar, Somali and Oromia regions with UNICEF technical and financial support, for instance, are good examples and opportunities that need to be rolled out at national level.

SECTOR COORDINATION

INCLUSIVE SECTOR DIALOGUE AND COORDINATED ACTION

Summarize discussions around this enabling factor, including the following elements:

- **How the main issues identified hinder the achievement of the policy outcomes:** Unpack these issues looking at the components of the enabling factor (dialogue around policy formulation/sector planning; financing and resource mobilization; harmonization and alignment; monitoring and mutual accountability) and paying attention to organizational capacities as relevant.
- **Include considerations on domestic civil society organizations and teachers’ organisations**
- **Main current and upcoming investments/opportunities to address issues.**

- Main gaps in terms of programmatic support to address issues.

[Summary – approximately 600 words]

The Ministry of Education recognizes that the delivery and effective implementation of equitable quality education, Ethiopia has medium (ESDP VI) and long term plan (10 year plan) which is developed in consultation with regional education bureau, NGOs Ethiopian teacher association, and civil society organizations. The plan is harmonized and considering SDG4 targets, refugee education and CSA targets. The plan also reviewed and verified by an independent body how it is comprehensive and meets all the necessary commitments.

The ministry believed that, dialogue brought together more participants with different but important ideas from different directorates of the Ministry of Education (MoE), civil society, Association; Policy makers, researchers and community representatives to create common consensus on sector planning, resource gaps, resource mobilization to fill the budget gaps and conduct joint monitoring and evaluation.

Moreover, partnership with local civil society creates synergy to promote and support the role of local educational organizations by financing their work providing capacity-building assistance to improve their operations, organization and programme implementation. Understanding the inclusive sector dialogue plays for sector planning and implementation, the ministry has been used it during Education and Training Road map development, Curriculum reform, the six education sector Development program. (SESDP-Vi) to enrich the documents.

Furthermore, the inclusive sector dialogue is used for resource mobilization to collect more resource for displaced people by creating multi-sectoral collaboration and convergence since their participation created positive social change in numerous places throughout the sector.

However; Ethiopian education system has been facing natural and manmade crisis like-drought, COVID-19 pandemic and armed force conflict which is a cause for a millions to be displaced and hundreds of thousands of schools to be damaged, which has resulted unimaginable destruction to the already strained Ethiopian education. So, the provision of programmatic support by GPE has a positive contribution to the ministry's plan to address "access to quality education" from pre-primary to secondary level. However, the imbalance between the demand and grant, the delays in the release of the grant and market inflation may challenge the ministry to bring the intended outcomes.

The Federal Ministry of Education has a major role to play in improving coordination among actors to ensure a balanced and equitable development of the education sector. The effectiveness of this role will be realized through the recent organizational reform and with the specific structures in place like ETWG, National Steering Committees, programmatic working groups and others with technical and financial support from GPE.

Moreover, it can be indicated that in the various coordination systems organizations and groups have been playing important roles in specific processes. The ETWG is continuously supported by participating donors and leadership personnel within the ministry to contribute to the alignment of activities to the development of the education sector. Cluster Lead Agencies (CLAs) in the Education Cluster also play a leading role in making sure that the cluster conducts its duties and responsibilities in providing EiE responses effectively and efficiently, as per the set plans and procedures, while chaired by the ministry. The Refugee Education Working Group (REWG) is also chaired by the ministry and the EDRMC and UNHCR plays a leading role in making sure needs with regard to education is addressed for refugees.

COORDINATED FINANCING AND FUNDING

Summarize discussions around this enabling factor, including the following elements:

- How the main issues identified hinder the achievement of the policy outcomes: Unpack these issues looking at the challenges in the coordination of external financing and alignment with the national budget and systems.
- Any steps that have been undertaken to address these.
- Include alignment dimensions/criteria information for available aligned modality (GPE Secretariat to provide support).

[Summary – approximately 600 words]

Ethiopia made substantial progress in social and human development over the past decade, but learning outcomes remain low. The Ethiopian education system has expanded significantly from 7.1 million learners in 2000 to 26 million in 2018/19. Completion rates at all education levels have also improved. The gender parity index (GPI) at the primary level improved from 0.67 in 1999/2000 to 0.90 in 2018/2019. The share of education in the total government budget has been increased from 22% 2013/14 to 26% in 2018/19, demonstrating the Government’s commitment to the education sector.

According to ESAA. (2019/20) only 0.9 %, 11% and 2.8% of children with special needs were enrolled in pre-primary primary and secondary schools respectively. Mainstream schools have inadequate capacity to implement special needs education activities and lack of educational resources for children with special needs hinder the effort to access them.

Data quality and utilization are critical for monitoring and evaluation of education outcomes. Ethiopia produces regular annual education statistics. However, there are challenges in data collection in remote and poorly connected areas which is further stressed during conflicts and violence, and recently with the outbreak of COVID-19. Moreover, delays in compiling statistics make it difficult to track in a timely manner are full range of issues that Government interventions may be facing.

Despite the significant progress in government education spending over the last 15 years, reaching the SDG4 targets, the spending growth has been accompanied by high population growth that will continue to put significant pressure to spend more in education which is impossible by government treasury alone. Thus, to finance education expenditure and ensure equity, access, quality education

for all children and specifically for marginalization, and special needs, Ethiopia has received funds from bilateral and multilateral donors, private sector investments and household contributions (UNICEF Ethiopia, 2017) to fill the budget gaps. Out of which GPE, ECW, NMFA, USAID, FCDO, GIZ, JICA, are among the major donors that support the education Sector for several years through bilateral and multilateral cooperation. Development partners to the Government of Ethiopia have provided aid to strengthen the financial support for the education sector of the country.

VOLUME, EQUITY AND EFFICIENCY OF DOMESTIC PUBLIC EXPENDITURE ON EDUCATION

Summarize discussions around this enabling factor, including the following elements:

- How the main issues identified hinder the achievement of the policy outcomes: Unpack these issues looking at the components of the enabling factor (volume, equity, efficiency) and paying attention to organizational capacities as relevant.
- Main current and upcoming investments/opportunities to address issues.
- Main gaps in terms of programmatic support to address issues.

[Summary – approximately 600 words]

Ethiopia's commitment to the cause of improving access, equity and quality of education in the country has been encouraging over the past decades. Part of such commitment is demonstrable in the efforts to increase the share of public expenditure to education and the results achieved in the expansion of educational provisions at all levels of the educational system. The works done so far are remarkable in the massive investment in the expansion of educational access in the general education as well as higher education.

Despite the achievements registered, education sector has varieties of problems that limit the country from achieving access, quality, equity, and marginalization/special needs. Large number of school

age population, due to natural and manmade disasters, inaccessibility of secondary education hinders the achievement of the education sector.

Regarding resource allocation, the government and development partners allocated block grant and school grant as well as special grant for emerging regions and special need education to improve school standards and learning teaching process for better learning outcome. The demand to fulfill the required standards particularly in addressing school feeding program in the drought and conflict affected areas are huge which needs special intervention and support.

Equity: - Even though there is a significant increase in education spending over the last 15 years, reaching the SDG4, its contribution to ensure equity in education for poor households, girls, students with disabilities and children from pastoral communities is not yet achieved. According to Ethiopian Demographic and Health Survey analysis, the share of students enrolled in schools is much higher for richer households than poorer households. The recent study shows that resource allocation is inequitable in least developed countries.

Financing quality- quality of teaching learning process, quality of teachers, teaching methodologies and infrastructures all are contributing factors in bringing quality. In addition to financing education sectors adequately, the government should work hard in building the capacity of teachers, school leaders and broadening incentives and training opportunities for teachers. However, there are still gaps in addressing quality education since out of the total budget allocated to education more goes to recurrent budget/ salary of teachers and few for fulfilling the teaching-learning materials.

The need for education is significantly increasing from time to time. Government is under constant pressure to develop a strategy that intensively engages public and private sectors in education system. So, the need for community engagement is very important to enhance the volume of public expenditure, improve its equitable distribution and efficient utilization of the resources.

Hence, programmed-based funding is a relatively common practice for development actors and its interventions with complementary inputs seem to be more effective. However, the time gaps for the plan of action and release of the grant will be released and imbalance of the grant amount and the high demand in the sector may be a challenging factor that needs mutual discourses with GPE partners to make the grant to bring the intended goals.

3. PRIORITIES CATEGORIZATION

Indicate the level of priority (high, medium, low) for each enabling factor in the second column. The level of priority is understood as follows:

- **HIGH PRIORITY:** Achieving progress in the identified policy outcomes is deemed impossible or very unlikely unless significant reforms are undertaken to unblock enabling factors. The ministry (ies) of education and/or development partners is (are) either not actively working in this area, or engagement is insufficient to make meaningful improvements.
- **MEDIUM PRIORITY:** Achieving progress in one or more of the policy outcomes will be significantly delayed unless issues to unlock enabling factors are addressed (would extend beyond the duration of the compact).
- **LOW PRIORITY:** Minor investments in the enabling factor would help accelerate progress in one or more of the top policy outcomes.

Explain your selection using **approximately 150 words per factor** in the right column. If “high,” please justify how the ongoing investments are not sufficient.

DATA AND EVIDENCE	
SELECT LEVEL OF PRIORITY	High

The selected level of priority for data and evidence is placed under high category. Because, achieving the progress of the identified policy outcomes is very difficult unless significant reforms are undertaken to improve EMIS system and infrastructure to collect timely, accurate, reliable, and usable data to inform evidence-based policy and planning at all levels of education systems. Developing and utilizing diversified EMIS data formats will also useful to enhance the capacity of governance to ensure accountability at all levels from ministry to schools. Moreover, it will also require the cultivation of culture for the use of data in decision-making, development and implementation of a strong communication strategy among various key education stakeholders.

However, developing and utilizing diversified EMIS formats that allowed stakeholders to access detailed data on quality, access, equity and efficiency needs huge investment that will not be achieved by government treasury alone, rather required the contribution of development partners.

GENDER-RESPONSIVE SECTOR PLANNING, POLICY AND MONITORING

SELECT LEVEL OF PRIORITY

Medium

[Explain in approximately 150 words]

Recognizing the importance of gender equality in achieving the right to education for all, ministry of Education(MoE) and has been committed to put in place gender sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in and around schools. Notwithstanding the need for rigorous follow-up and monitoring to ensure that planned activities are fully implemented. However, evidence about effective ways to address the issue is lacking due to limitation of linkage between different levels of action – from international and national policy and legislation, to practice and have thus far been inadequately addressed. To overcome the problem of SRGBV and Ending Child Marriage (ECM), programmes have been implemented in selected regions such as Amhara, Afar, Somali and Oromia regions with UNICEF technical and financial support, which needs to be rolled out at national level to improve the overall achievement.

SECTOR COORDINATION

INCLUSIVE SECTOR DIALOGUE AND COORDINATED ACTION

SELECT LEVEL OF PRIORITY

medium

[Explain in approximately 150 words]

Ministry of Education has a major role to play in improving coordination among actors to ensure a balanced and equitable development of the education sector. Besides, various organizations and groups have been playing an important roles in specific processes. For example; the ETWG is continuously supported by participating donors and leadership personnel within the ministry to contribute to the alignment of activities to the development of the education sector. Cluster Lead Agencies (CLAs) in the Education Cluster also play a leading role in making sure that the cluster conducts its duties and responsibilities in providing EiE responses effectively and efficiently, as per the set plans and procedures, while chaired by the ministry. The Refugee Education Working Group (REWG) is also chaired by the ministry and the EDRMC and UNHCR plays a leading role in ensuring education is addressed for refugees. This all showed there is a strong coordination. But, it needs more to work to maintain the progress.

COORDINATED FINANCING AND FUNDING

SELECT LEVEL OF PRIORITY

High

[Explain in approximately 150 words]

Coordinated Financing and Funding is categorized under high priority. Because, although a significant progress is registered in government's education expenditure over the last 15 years, reaching the SDG4 targets, growth has been accompanied by high population growth that will continue to put significant pressure on the government to spend more in education which is impossible by government budget alone. However, to ensure equity, access and quality education for all, besides government budget, the country has received additional funds and support from bilateral and multilateral donors to fill the budget gaps. Out of which GPE, ECW, NMFA, USAID, FCDO, GIZ, JICA, are among the major donors that support the education sector for several years. This implies, there is strong coordination between the government and development partners. However, because of additional

demands raised due to conflict and drought, the achievement of the policy outcomes, will required strengthening the coordination with development partners to enhance the capacity and synergy.

VOLUME, EQUITY AND EFFICIENCY OF DOMESTIC PUBLIC EXPENDITURE ON EDUCATION

SELECT LEVEL OF PRIORITY

High

[Explain in approximately 150

Over the past two decades, the education sector in Ethiopia has remained at the top of the country's priorities. The Government's strong commitment to education is reflected in a significant proportion of public resources regularly invested in the sector. Its commitment to the sector is reflected in its spending priorities. Public spending on education has consistently outpaced other priority sectors as a percentage of GDP. However, because of unfavourable economic environment caused by the COVID-19 pandemic and conflict of in the North part of the country, combined with devastation of schools infrastructure and learning materials that need more resources than ever before. If the situation is continues, the education system will more challenged to conduct the learning and teaching process in the usual way. Besides, the needs to strengthening government's domestic resource mobilization, provision of training for experts on monitoring, control and evaluation regarding effective budget utilization. The government working on performance tracking audit, and public accountability and transparency to use the limited resource effectively and efficiently..

