



**MINISTRY OF EDUCATION  
FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA**



**ETHIOPIA AND GPE PARTNERSHIP COMPACT**

**Focused on:**

**Improving Learning Outcomes**

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## ACRONYMS AND ABBREVIATIONS

<b>CPD</b>	Continuous Professional Development
<b>CTE</b>	College of Teacher Education
<b>DP</b>	Development Partner
<b>ECCE</b>	Early Childhood Care and Education
<b>EEC</b>	Ethiopia Education Cluster
<b>EETP</b>	Ethiopia Education Transformation Programme
<b>EFA</b>	Education for All
<b>EGRA</b>	Early Grade Reading Assessment
<b>EGMA</b>	Early Grade Mathematics Assessment
<b>EMIS</b>	Education Management Information System
<b>EiE</b>	Education in Emergency
<b>ESAA</b>	Education Statistics Annual Abstract
<b>ESDP</b>	Education Sector Development Program
<b>ESPES</b>	Program for Results Enhancing Shared Prosperity Through Equitable Services
<b>ETP</b>	Education and Training Policy
<b>ETWG</b>	Education Technical Working Group
<b>FGM</b>	Female Genital Mutilation
<b>GDP</b>	Gross Domestic Product
<b>GEA</b>	Girls' Education Accelerator Grant
<b>GEQIP</b>	General Education Quality Improvement Program
<b>GER</b>	Gross Enrolment Ratio
<b>GPE</b>	Global Partnership for Education
<b>GPI</b>	Gender Parity Index
<b>HDI</b>	Human Development Index
<b>ICT</b>	Information and Communication Technology
<b>IDP</b>	Internally Displaced People
<b>ITAP</b>	Independent Technical Advisory Panel
<b>JSR</b>	Joint Sector Review
<b>KAP</b>	Knowledge, Attitude and Practice
<b>LEG</b>	GPE Local Education Group
<b>MHM</b>	Menstrual Hygiene Management
<b>MoE</b>	Ministry of Education
<b>NER</b>	Net Enrolment Ratio
<b>NGO</b>	Non-governmental Organisation
<b>OOSC</b>	Out-of-School Children
<b>PSTA</b>	Parent, Student and Teachers' Associations
<b>PTR</b>	Pupil Teacher Ratio
<b>REB</b>	Regional Education Bureau
<b>SCG</b>	System Capacity Grant
<b>SDG</b>	Sustainable Development Goal
<b>SIP</b>	School Improvement Program
<b>SEN</b>	Special Educational Needs
<b>SNNPR</b>	Southern Nations, Nationalities, and Peoples' Region
<b>SRGBV</b>	School-Related Gender-Based Violence
<b>STEAM</b>	Science, Technology, Engineering, Arts, and Mathematics
<b>STG</b>	GPE System Transformation Grant
<b>SWEPR</b>	South-West Ethiopia Peoples' Region
<b>TPR</b>	Textbook to Pupil Ratio
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children's Fund
<b>WASH</b>	Water, sanitation, and hygiene
<b>WFP</b>	World Food Programme

## 1. INTRODUCTION

The purpose of this Partnership Compact is to mobilise coordinated financing for general education (pre-primary, primary, and secondary) in Ethiopia to achieve transformational change in the national education system. The Compact aims to ensure that bilateral and international development partners work concertedly on national priorities that have the potential to achieve long-term policy outcomes. This Compact document aligns with Ethiopia's educational priorities as set out in various national strategic documents and is also based on extensive countrywide consultations. The compact serves as a basis to determine the resources needed to achieve the sector's priorities. It also aims to coordinate the available resources and to determine the focus of the grant resources put forward by partner countries directly or channelled through the Global Partnership for Education (GPE). Furthermore, it highlights the areas for mobilising additional resources domestically for the achievement of improved learning outcomes.

For the development of the Partnership Compact, various consultative meetings and sustained dialogue were held between internal and external stakeholders, including the Ministry of Education (MoE), Regional Education Bureaus (REBs) and other regional stakeholders, the GPE Local Education Group (LEG), the Education in Emergencies Cluster and key International Community representatives forming the Education Technical Working Group (ETWG) in Ethiopia. A national Task Force was set up by the MoE's Executive of Strategic Affairs to draft the Compact, comprising experts from the MoE, the Basic Education Network, the Education in Emergencies Cluster, the Ethiopian Teachers Association, Save the Children, and UNICEF.

Identification of the priority areas for a system transformation has been grounded on a rigorous needs assessment and national policy priorities identified in the mid-term review of the fifth Education Sector Development Program (ESDP-V), in the sixth Education Sector Development Program (ESDP-VI) and the Education and Training Road Map 2018-2030. In this process, the persisting challenges of access, quality, equity, and inclusion were identified as critical within the Ethiopian education system and key to achieving better learning outcomes. In this regard, it was agreed that ensuring gender equity; availing adequate school infrastructure and instructional materials; coping with the shortage of qualified teachers at all levels; enhancing teachers' motivation; guaranteeing safe schools and learning environments;

improving EMIS data collection and utilisation; boosting Information and Communications Technology (ICT) penetration at the classroom level; and providing school level nutrition are priorities to support transformational outcomes in the education system.

## **2. OVERVIEW OF THE PRIORITY REFORM**

### **2.1 CONTEXT**

#### **Country Context**

Ethiopia is located in the area of northeast Africa known as the Horn of Africa. It covers an area of 1.1 million square kilometers, bounded by Eritrea to the north, Djibouti to the northeast, Somalia to the east, Kenya to the south, and South Sudan and Sudan to the west. The population is around 123 million (CSA, 2022), more than half under 21 years of age, and comprises highly diversified ethnic groups, languages, cultures, and topography. The country has adopted a federal governance system with 11 regions (Afar, Amhara, Benishangul-Gumuz, Gambela, Harari, Oromia, Sidama, Somali, South West Ethiopia Peoples' Region [SWEPR], Southern Nations, Nationalities and Peoples' Region [SNNPR], and Tigray) and two city administrations (Addis Ababa and Dire Dawa). Executive power is exercised by the government headed by the Prime Minister. The Federal legislative power is vested in both the Government and the two Chambers of Parliament.

Currently the second most populous nation in Africa after Nigeria, Ethiopia has been the fastest-growing economy in the region and among the fastest in the world, growing at an average of 9.5 percent per year over the past 15 years (World Bank 2022). However, it is also one of the poorest, with a per capita gross domestic product (GDP) of USD 925 in 2021 (World Bank 2022). Ethiopia's Human Development Index (HDI) was only 0.498 in 2021/22 (UNDP, 2022). This ranks Ethiopia at 175<sup>th</sup> out of 191 countries included in the UNDP Human Development Report 2021/22 placing it among countries with the lowest level of human development.

Ethiopia aims to reach lower-middle-income status by 2025. Rapid growth in Ethiopia was led by capital accumulation, in particular through public infrastructure investments. The country's real GDP growth slowed in 2019/20. The situation was further exacerbated in 2020/21 by the COVID-19 pandemic reducing growth in both industry and services. Agriculture, the sector

that employs 70 percent of the population, was not significantly affected by the pandemic and its contribution to growth slightly improved in 2020/21 (World Bank, 2022).

The government has a 10-Year Development Plan, based on the 2019 Home-Grown Economic Reform Agenda, which runs from 2020/21 to 2029/30. The plan aims to sustain the remarkable growth achieved under the Growth and Transformation Plans of the previous decade while facilitating the shift towards a more private-sector-driven economy. It also aims to foster efficiency and introduce competition in key growth-enabling sectors (energy, logistics, and telecom), improve the business climate, and address the macroeconomic imbalance.

The government is striving to complete the construction of the Great Ethiopian Renaissance Dam. When completed, the dam will be the largest hydropower facility in Africa, with a power capacity of 5150 MW and reservoir storage of 74 billion cubic meters. The dam will double Ethiopia's electricity generation and potentially stimulate the country's economic growth through increases in the output of electricity-dependent sectors and other sectors via forward and backward economic linkages.

Ethiopia has been in a continuous crisis since early 2020 that has greatly disrupted the status quo and predesigned plans of development. The Covid-19 pandemic, the civil conflict in Ethiopia, and climatic shocks have caused great harm to the country. Severe drought and floods in low-lying regions of Afar, Oromia, SNNPR, and Somali have brought communities to the brink. Large-scale losses were caused to livestock and crops affecting people's means of livelihood, driving food insecurity, and adversely affecting social and economic well-being. As of April 2022, 29.7 million people, 12.4 million of these children, needed humanitarian assistance. There were 4.51 million Internally Displaced People (IDPs) (UNICEF, 2022), and 854,471 pending and registered refugees (UNHCR, 30 April 2022).

A key positive development in 2022 was the peaceful conclusion of the armed conflict between the Government of Ethiopia and the Tigray Peoples Liberation Front. This was an important milestone and step forward in Ethiopia's governance transition towards territorial integrity of the country and national unity and identity.

## **Education context**

The contribution of the Education and Training Policy (ETP) 1994 to address the problems of access, curriculum relevance, equity, quality, and related challenges of the education sector has been important in the social and human development of Ethiopia. Following the policy's priorities, strategic planning documents like the Education Sector Development Programs (ESDP, I-VI) and the Education and Training Roadmap 2018-2030 oriented domestic and international financial input into the sector allowing Ethiopia to make significant strides toward the objective of achieving universal primary education by 2015. Progress has continued since then in improving the availability and quality of education. A new Education and Training Policy was approved by the Council of Ministers in February 2023. Besides confirming previous education commitments, the new policy recognises the urgent need for education system transformation, confirms the new school structure of 6 years of primary education, two of middle school, and 4 years of secondary education, and encourages the financial autonomy of universities.

### *Access to education*

In the 2021/22 school year, 26.64 million children and youth were enrolled in school: 3.55 million in pre-primary, 19.22 million in primary (grades 1-8), and 3.86 million in secondary education.

At the pre-primary level, Ethiopia launched the National Early Child Care and Education (ECCE) Policy Framework in 2010. In 2021/22, the Gross enrolment ratio (GER) was 44 percent at the pre-primary level. This varies by region, the lowest ratio being in Somali (9.8%) and Afar (14.8%) and the highest in Addis Ababa (122.2%) and Harari (88.6%). The most popular modality for pre-primary schooling currently is "O" classes (88.6%) - a one-year ECCE program annexed to primary schools where children enrol at age 6 before joining the primary school. The remaining enrolled children are in Kindergarten (11.1%), Child to Child (0.3%), and Accelerated School Readiness modalities (0.3%). The Net enrolment ratio (NER) in pre-primary in 2021/22 was 28.5 percent, signifying that 71.5% of pre-primary age children were out-of-the system.

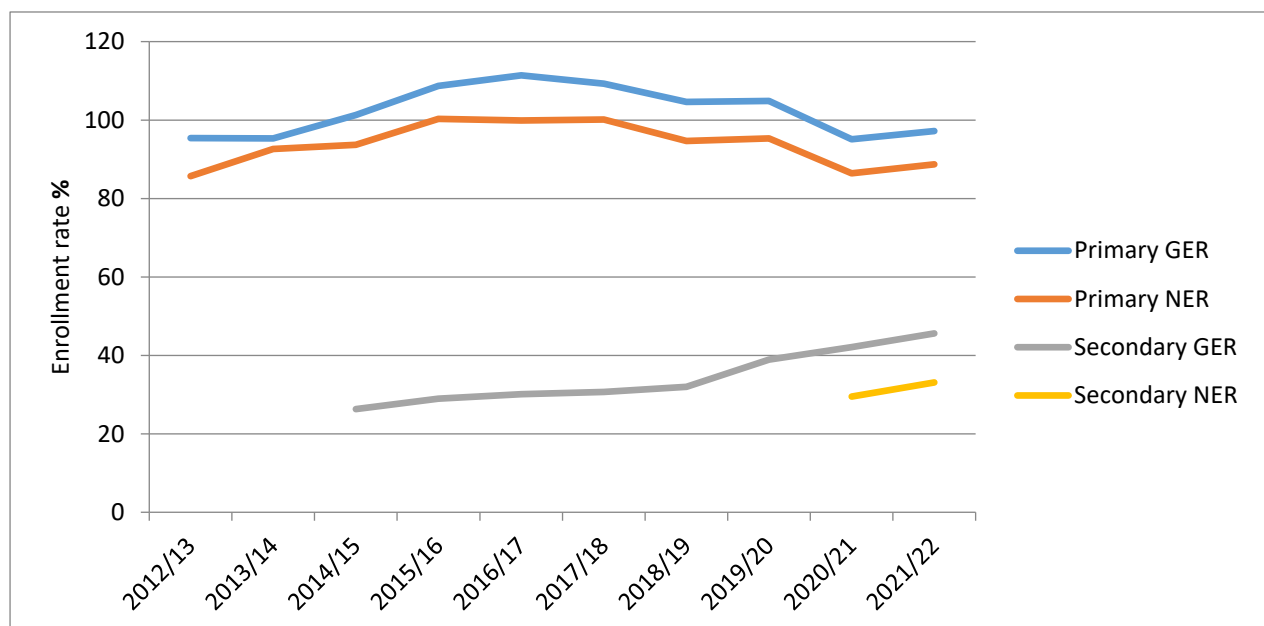
At the primary level, in 2021/22, the GER was 97.2 percent. The NER in primary schools was stable at about 100 percent from 2015 to 2018 but declined to 88.7 percent in 2021/22 (Figure 1). A sharp decline can be attributed to the Covid-19 pandemic during this period. The

difference between GER and NER has remained stable which indicates that fewer children of the official age group can enrol in school since 2018.

Disaggregation by the new primary (grades 1-6) and middle (grades 7-8) school levels and by region in Figure 2 shows that net enrolment is much lower in middle school than in primary level. This could indicate that while children are enrolling in school at the primary level, many leave before the middle school level.

At the secondary level, Figure 1 shows a low transition from primary to secondary education, with the GER falling from 97.2 percent in primary to 45.6 percent in secondary education (Grades 9-12) in 2021/22. Regional differences are notable: Addis Ababa has the highest secondary level GER (124.2), followed by Gambella (105.6), whilst Afar and Somali have the lowest GER at 19.7 percent and 29.2 percent respectively. The overall NER for the secondary level is 33.1 percent. The highest NER is in Addis Ababa (93.9 percent) and the lowest is in Afar (13.5 percent).

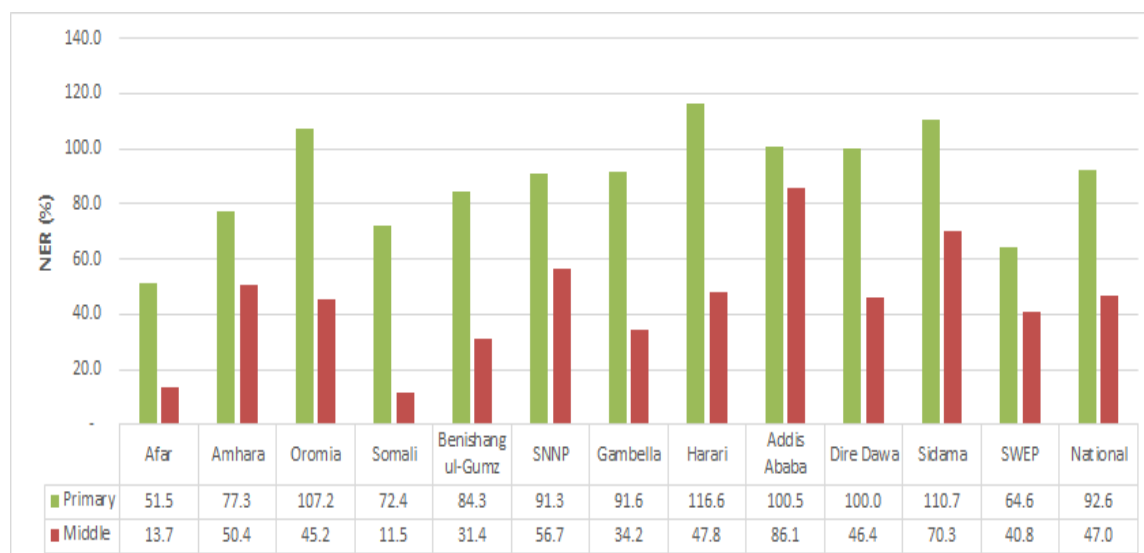
**Figure 1: Comparison of trends of Gross and Net enrolment rates 2012 – 2021**



Source: Data from the Education Statistics Annual Abstract (ESAA) Ethiopia 2021-22



**Figure 2: Comparison of NER for Primary and Middle-Level Education by Region, 2021/22**

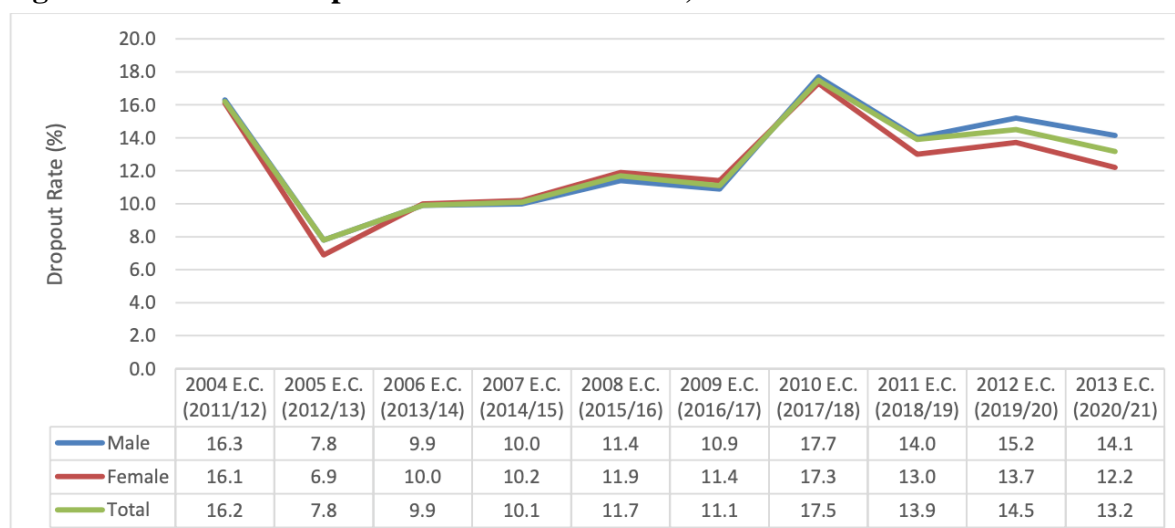


Source: Figure from ESAA Ethiopia 2021-22

### Internal efficiency

Despite high levels of enrolment, dropout rates remain a concern at the primary level. Dropout rates declined significantly to 7.8 percent in 2013, increased to 17.5% in 2018 but gradually slipped back to about 13.2 percent in 2020/21, as seen in Figure 3.

**Figure 3: Trends in Dropout Rates for Grades 1-8, 2011 – 2021**



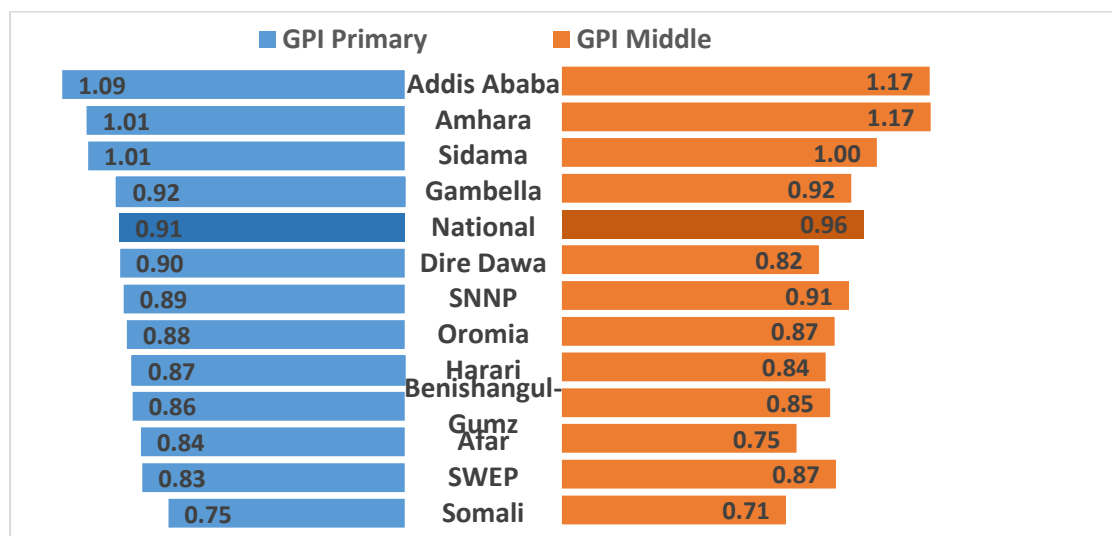
Source: Figure from ESAA Ethiopia 2021-22

In 2022, the overall completion rate for Grade 8 was 63.1 percent of the students enrolled in the grade. However, a reconstructed cohort analysis shows that only about 32 percent of pupils who started the cohort eight years ago were eventually able to complete eight years of education and were eligible to continue schooling in 2020/21. This comprises about 29 percent boys and 36 percent girls.

### Gender Equity and Inclusion in Education

At the Pre-primary level, the Gender Parity Index (GPI) was 0.94 in 2021/22. The GPI in primary and middle school education increased from 0.9 to 0.94 from 2011/12 to 2021/22. However, Figure 4 shows significant differences in gender parity across regions. In 2021/22 at the primary and middle school level, while the GPI is in favour of girls in Addis Ababa, Amhara, and Sidama regions (> 1), it is significantly low in Afar and Somali regions (< 0.85) pointing towards a high level of gender disparity in these regions. At the secondary level, interestingly, the GPI at the national level is higher at 0.96, with regional variations similar to the primary level.

**Figure 4: Gender Parity Index for Primary and Middle-Level Education by Region, 2021/22**



Source: Figure from ESAA Ethiopia 2021-22

The majority of teachers are male across all levels of education, except for pre-primary. In primary, middle, and secondary schools, 63% of the teaching force is male, whereas in pre-primary schools this is reversed with 93 % of teachers being females.

Access to education and training for children and youth with disabilities remains limited in Ethiopia. According to the Education Statistics Annual Abstract 2021/22, GER in 2021/22 for students with disabilities was 2.6 percent in pre-primary, 10.5 percent in the primary, and 3.6 percent in secondary education. The calculations are based on the WHO estimate that 15% of any population are people with disabilities. The proportion of children with various impairments enrolled in general education in 2021/22 accounted for about 1.46 percent of the total number of enrolled children.

### **School Infrastructure and learning environment**

As of 2022, Ethiopia has 36,492 primary schools (92.2 percent government-run) and 3,636 secondary schools (approx. 90 percent government-run). The number of schools varies by region and concentration of population. Whilst a majority of schools across the country are government-run, Addis Ababa and Dire Dawa have a higher concentration of private schools.

Even before the conflict situation, the majority of the schools were found to be below acceptable national standards. Currently 86 percent of primary schools and 70 percent of secondary schools are below the national standards, lacking infrastructure, facilities, pedagogical resources, and qualified academic and supporting staff, and need technical support and renovation to qualify for their standards (MoE School Inspection Report, 2020/21).

Following the prolonged conflict in the northern part of Ethiopia and sporadic conflicts in other parts of the country, around 1335 schools were destroyed and 4882 schools were partly damaged, further exacerbating the poor school infrastructure and facilities in the country.

Only 32.8 percent of primary schools reported having a functional water supply. This problem is particularly acute in specific regions like Afar and Somali, where water is scarce and is further aggravated by droughts. Around 70 percent of all primary schools reported having functional toilets, more than half of those toilets being the “traditional” type.

At the secondary level, 54.8 percent of responding schools have a functional water supply. 68.8 percent of secondary schools reported having functional student toilets, of which 30.4 percent are “traditional” types. Visible regional variations exist in the distribution of basic school facilities.

School feeding program has been identified and implemented as one of the interventions to improve access, stabilise attendance, reduce dropout rates, and alleviate short-term hunger so

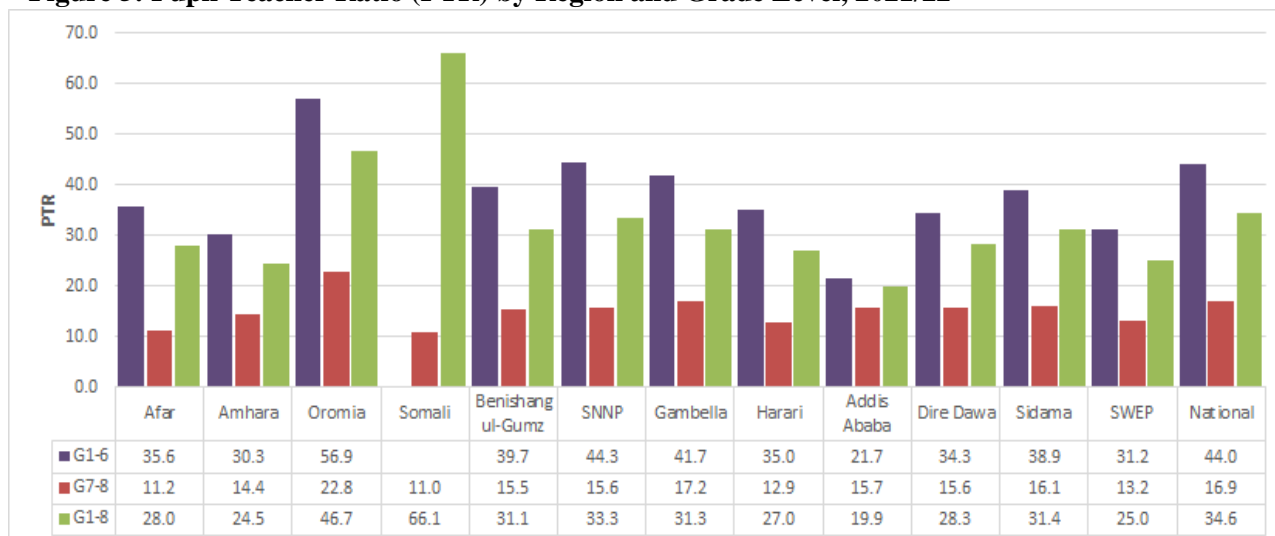
that children can attend classes attentively. To this effect, MoE initiated and launched a pilot school feeding program in Ethiopia in 1994 to increase educational equity and improve the participation of students living in food-insecure areas in collaboration with the World Food Program (WFP). The program started in 40 primary schools in four regions (Tigray, Amhara, Afar, and Oromia).

In recent years, there has been an increased awareness that poor health and nutrition affect children's concentration levels, ability to learn, and school attendance. As a result, SFP has been expanded gradually to other regions and schools. mainly with the help of the World Food Program. The contribution from NGOs and the private sector is growing too. Since 2014, the federal government has emerged as a leading actor in the provision of school feeding in the country (WFP, 2019).

### **Teacher availability and capacity**

At the primary level, the national Pupil-Teacher ratio (PTR) has significantly improved from 49.4 in 2012 to 34.6 in 2021 for Grades 1-8. The primary level PTR varies by region, the highest being in Somali (66.1) and lowest in Addis Ababa (19.9). Further disaggregated, the PTR is 44.0 for Primary (Grades 1-6) and 16.9 for Middle school (Grades 7-8) at the national level. There is a significant difference between primary level grades 1-6 (PTR 44.0) and middle school grades 7-8 (PTR 16.9) due to more teachers being assigned to the Middle school level. At the secondary level, the national PTR is 27.7 in 2021. Addis Ababa has the lowest PTR at the secondary level, with 1 teacher for 21 pupils. The high proportion of non-Government schools in Addis Ababa might be the reason for this ratio. Figure 5 shows the PTR trend at a primary and secondary level over the decade, with primary PTR showing significant and consistent improvement.

**Figure 5: Pupil Teacher Ratio (PTR) by Region and Grade Level, 2021/22**



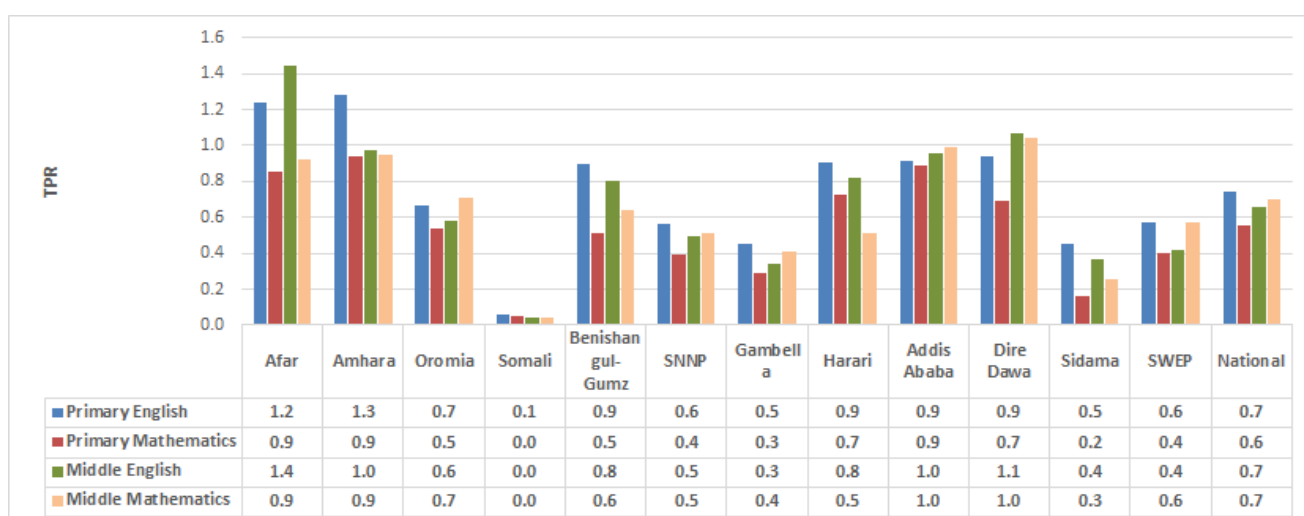
**Note:** Somali region did not report the complete list of teachers by level. This was also the problem that happened for the last couple of years. Accordingly, the PTR by level has also been affected.

Source: Figure from ESAA Ethiopia 2021-22

Nationally, the Textbook to Pupil ratio (TPR) is 2.7 at the Primary level and 5.1 at the Middle School level. This indicates that on average children have access to just 3 and 5 textbooks when they go to school in Primary and Middle levels respectively.

TPR is highest in Afar, Amhara, and Addis Ababa at the Primary level, and it is lowest in Somali. At the Middle School level, Afar, Addis Ababa, and Dire Dawa have the highest TPR. In Figure 6, it can be seen that the average TPR for Mathematics and English in both levels is around 0.7, which shows a distribution of 7 textbooks for 10 pupils. The TPR is exceptionally low in Somali in both subjects at both levels.

**Figure 6: TPR for English and Mathematics in Primary and Middle Schools, 2021/22**



Source: Figure from ESAA Ethiopia 2021-22

It is important to note that the above figures depict the situation before the development of the new General Education curriculum. The new curriculum for pre-primary and primary is currently under implementation at the national level, while the new secondary level curriculum is under a pilot. Students' textbooks and teachers' guides have not yet been printed and distributed, and this poses a big challenge for effective teaching and learning. Teachers are currently forced to use soft copies, thus limiting textbook access to schools that have internet and requisite ICT infrastructure.

### **Learning outcomes**

Learning outcomes of the Ethiopian education system have been showing a deteriorating trend. Learning poverty stands at 90 percent. This implies that 90 percent of children at age 10 are unable to read and understand a short, age-appropriate text, adjusting for out-of-school children (World Bank Report 2022).

According to the National Learning Assessment (NLA) conducted in 2020, the average score for grade 4 students was 37.71 percent in a composed test consisting of four subjects. Specifically, grade 4 students registered a score of 30.75 percent in English, 40.04 percent in their Mother Tongue, 41.07 percent in Mathematics, and 39.51 percent in Environmental Science. In grade 8, students on average registered a score of 33.64 percent in English, 31.14 percent in Mathematics, 36.07 percent in Physics, 36.46 percent in Chemistry, and 38.70 percent in Biology. Overall, in both grades 4 and 8, children have achieved below 50 percent, which is expected from every student at their respective grade level.

The 2021 Early Grade Reading Assessment (EGRA) study (EAES, 2022) conducted in Ethiopia in 2021 found that the overall performance of students was worse than in all previously conducted EGRA studies. The performance of students across grades showed that grade 3 students performed better than grade 2 students, indicating positive gains across grade levels. Concerning gender and location, males performed better than females and urban students performed better than rural students in most EGRA subtasks in all language groups. That means the variability of performance by gender and school location is a persisting problem. The Early Grade Mathematics Assessment (EGMA) (NEAEA-MoE, 2018), a one-on-one oral assessment measuring students' foundational skills in mathematics in grades 2 and 3

in Ethiopia, showed similar results. As per the last EGMA report published in 2018, the performance of students was observed to decrease as the items' cognitive demand increased. While a positive progression was observed from grade 2 to grade 3 in accuracy tasks, there are persistent disparities in performance in favour of boys as compared to girls. The overall percent mean score result of students from urban schools (75.87 percent) was higher than those from rural schools (70.76 percent), the difference being statistically significant.

Low learning outcomes are set to further deteriorate due to the lack of textbooks highlighted before.

## 2.2 THE PROBLEM: CHALLENGES OF A SECTOR UNDER CRISIS

Despite significant progress over the past decade, the education sector in Ethiopia suffers from many chronic challenges. Some of these are low learning outcomes, low completion rates, and high repetition and dropout rates. Moreover, disparities among regions and socio-economic backgrounds are still major policy concerns. Lack of competent teachers at all levels, lack of appropriate curriculum, lack of adequate textbooks, and more generally low school standards are some of the major concerns of the sector. There is also in many situations insufficient parental and community commitment to education for all, and even awareness of many parents and community leaders of the importance of education for all children, male and female and including children with disabilities, problems faced by many children in accessing quality education, and ways that parents and community leaders can help overcome these problems. In addition to the above, the multiple crises the country has been facing since 2020 have had direct consequences on children's access to education.

This section enumerates the main challenges of the sector on the ground which need urgent and sustained attention over the coming years.

**Conflict, drought, floods, pandemic:** The humanitarian situation in Ethiopia has significantly deteriorated since the COVID-19 outbreak in 2020, followed by conflict and violence, and climatic shocks such as the prolonged drought and floods since 2021.

The sudden closure of schools nationwide due to the COVID-19 pandemic led to significant learning losses in the country. Children in rural and remote locations, especially girls, lacked access to digital technology; they had fewer options for distance and remote learning when

schools were closed, thereby widening existing levels of disadvantage. As of 2021/2022 ESAA close to 8.3 million children were out of school.

The conflict in different parts of the country has had direct consequences on children's access to education due to the looting and destruction of schools. There is little current data on the education system in Tigray. Following the peace agreement, MoE has deployed experts to gather data on education recovery in Tigray. A total of 1313 schools were destroyed in other affected regions - 1028 in Amhara, 65 in Afar, 55 in Benshangul-Gumuz, and 165 in Oromia. As of 2022, an estimated 3.2 million primary school-age children across Ethiopia were out of school owing to the conflict/humanitarian crises MoE/ESAA , 2021/22).

**Lack of basic school facilities and supplies:** With MoE's change of the curriculum for pre-primary and primary school level effective from September 2022, the printing and distribution of the new textbooks have become challenging, in addition to the existing shortage of basic stationery items. The majority of schools lack basic water, sanitation, and hygiene (WASH) facilities including clean water supply and gender-segregated and accessible toilets, preventing schools from providing a safe and enabling environment for children.

**Teacher commitment and capacity:** The PTR shows improving trends at the national level; however numbers don't ensure quality teaching in classrooms. As per the Education and Training Road Map 2018-30, preschool teachers should have at least a diploma-level qualification, and primary and middle school teachers should have at least a bachelor's degree. However, teachers are not teaching at the levels they are qualified for and many teachers are underqualified. Only 79.9 percent of teachers are at the pre-primary level, and 87.9 percent are at the primary level. 18.2 percent at the middle school level and 93.8 percent at the secondary level hold the required qualifications. Furthermore, teachers who are "qualified" on paper are not necessarily up to the national licensing and relicensing benchmark standards. Of the teachers who took the licensing/relicensing examination, only 29.4 percent succeeded.

**Gender disparity:** Barriers to girls' education in Ethiopia include a range of institutional, socio-economic, and cultural factors. Conditions for girls to enrol and remain in school remain less than conducive. This is reflected in the low Gender Parity Index (GPI) across levels of schooling, with especially low levels in some regions of Ethiopia like Somali and Afar. Traditional gender roles at home, sexual and gender-based violence in and around the school by both peers and adults including teachers, low parental aspiration for girls' education, lack



of gender-sensitive facilities such as Menstrual Hygiene Management (MHM) rooms; and lack of gender-sensitive teacher training (MoE-ESDP VI,2021) are some of the factors that continue to inhibit girls from accessing education and realising their potential in the Ethiopian education system.

**Quality and use of Data for decision-making:** The education sector currently lacks access to quality, reliable and timely data collected through its EMIS system. This is a major obstacle in evidence-based policy advocacy and policy-making. It further affects effective strategy development and budget allocation. There is a need to invest in modernising, digitising, and putting in place a well-functioning EMIS data collection, analysis, and dissemination system at all levels.

### **2.3 PRIORITY REFORM: IMPROVING LEARNING OUTCOMES**

The priority reform on which MoE and its development partners have chosen to focus is the improvement of learning outcomes for all children in Ethiopia. Here ‘learning’ refers to the knowledge, skills, understanding, and values gained from education and training, including vocational training, at the level of General Education. Improving learning outcomes for all children requires attention to the learning needs of those who are in school but not achieving the expected learning outcomes, and those who are not learning because they are not in school and do not have access to learning.

The rationale for selecting this objective is that it reflects the two most fundamental sector outcomes that are not currently being met and indeed are in decline: learning outcomes and retention in the education system. Transformational change is most needed to reverse areas of decline in learning and attendance, exacerbated by the impact of COVID-19, conflict, and climatic shocks.

Besides an emphasis on transforming teaching and learning and improving access to education, improving learning outcomes for all children also requires an emphasis on improving equity, giving greater emphasis to:

- gender equity especially in areas where girls are at a significant educational disadvantage with thereby lower learning achievement,
- raising the low rate of inclusion, and thus learning, of children with various impairments,

- the learning needs of other vulnerable children, including children from vulnerable communities.

## **2.4 ALIGNMENT OF PRIORITY REFORM WITH NATIONAL POLICY AND SECTOR STRATEGY**

The Ethiopian government issued an education and training policy with the aspiration of achieving five institutional outcomes: access, quality, relevance, equity, and efficiency (TGE, 1994). There has been encouraging progress in reducing disparities in access to education and increasing participation among diverse marginalised groups, but there are still equity gaps. The selected priorities for the Compact are in alignment with the education and training policy regarding change of curriculum and preparation of education materials accordingly; teacher training and overall professional development of teachers; and change of educational organisation.

There are 13 major shifts identified in the Roadmap including transforming teaching into a profession of choice by enhancing teacher competency and motivation ( shift 02); overhauling the curriculum in response to the country’s philosophy of education (shift 3); ensuring a needs-based approach to education and training for greater inclusion and equity (shift 05); and expanding access to universal basic education and improving youth and adult literacy rate ( 06). These correspond to the priorities of the compact.

The Sixth Education Sector Development Programme (2021-2025) (ESDP- VI) has been developed by MoE with the active participation of stakeholders at the federal and regional levels as well as development partners and civil society organisations. The framework is currently used for education sector planning and activities.

The ESDP-VI is aligned to the National Development Strategy 1 (NDS 1), the Education Road Map, the Ten-year Strategic Plan as well as several international treaties and agendas. These include the UN Sustainable Development Goals (especially SDG 4), the African Agenda 2063, the Continental Education Strategy for Africa 2016-2025, and the UN Convention on the Rights of the Child.

In the same way, two out of the seven programs selected in ESDP VI contain the selected priorities of the compact: Program 4: Access to general education, equity, and internal;

Component 2 of Programme 3: Curriculum overhaul, development, and implementation; and Component 3 of Programme 3: Transforming teaching into a profession of choice.

The Government has also endorsed a new Education and Training Policy in February 2023 one of the major objectives is delivering quality education and training, especially from pre-primary level to middle level, free and compulsory education supported with appropriate technology to all, to promote the intellectual, physical, social, spiritual and good values of the individual.

### 3. THEORY OF CHANGE

As noted above, improving learning outcomes for all children requires improvements, not just in the quality of teaching and learning, but also in access improvements, and equity and inclusion.

This Partnership aims to bring about improved learning outcomes in general education by strategically addressing some of the prioritised gaps in access, quality, equity, and efficiency of education. The following three priority outcomes have been identified for guiding this Partnership Compact:

#### 3.1 Outcome 1: Enhanced Quality Teaching and Learning

##### *3.1.4 Schools Transformed into More Effective Learning Centres*

Improving learning outcomes in school requires, in the words of ESDP VI Programme 3.6, ‘transforming schools into effective teaching and learning centres. To improve learning and reduce dropout, learner-cantered whole school development is needed: all school-level interventions and support from outside the school need to be brought together and focused on improving teaching and learning. There are concerns over the current effectiveness of schools as effective learning centres noting, for example, that 90% of pre-schools and 89% of primary and secondary schools inspected in 2018/19 were categorised as below the minimum for the expected standard, Grade 3 (MoE 2021a).

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

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 fulfill the role of a school leader. (The World Bank Group , June 2022)

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 Continuous Professional Development (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.

**Textbooks and other instruction materials** linked to the (new) curriculum are the key factors affecting learning achievement. The system of textbook development, printing, and distribution needs some attention. Whilst the new curriculum covering pre-primary and primary is currently under implementation at the national level, many schools are not currently receiving the textbooks and other materials 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). 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 disabilities , there is a need to strengthen the capacity of schools and their teachers to support the **teaching and enrolment of children with various impairments**. This includes the need to establish and equip more Inclusive Education Resource Centres (IERCs). This issue also includes, 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 from the students, their parents, and the wider community. Thus, **community engagement**, creating interface areas between schools and communities, including parents, community leaders, 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 disabilities . All schools should have an active, functional PSTA and be developing strong public, private, and community partnerships. Also, participatory awareness initiatives are needed for teachers, parents, and education stakeholders to raise the perception of the importance of education

### ***3.1.5 Transformed Teaching in Pre-Primary, Primary, Middle, and Secondary Schools***

The broad research consensus is that “teacher quality” is the single most important school variable influencing student achievement (OECD 2005). Transformed teaching depends on teachers having not just the capacity to improve student learning to the extent to which each student is capable, but also the motivation to do so; in the words of ESDP VI Programme 3.3, the aim should be ‘transforming teaching into a profession of choice’. Whilst much CPD of teachers will be carried out as part of whole school development, there is a particular need to reform the wider systems of teacher upgrading, updating, and support.

To effectively communicate and explain the curriculum, a teacher must possess a good mastery of the subject content. When students in low- and middle-income countries are in classes led by teachers with greater content knowledge, the evidence shows that they learn substantially more. Unfortunately, assessments showed that only 6 percent (Figure 8) of grade 4 teachers in Ethiopia had mastered the content of the subjects that they teach (7.6 percent in math and 4.5 percent in language respectively).

Teachers in Ethiopia also lack **proficiency in pedagogical skills**. Teachers’ ability to communicate their content knowledge to students and the quality of their interactions with the students 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. (World Bank Group, June 2022)

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. Whilst this has enabled teachers to remain with their schools, the time has been insufficient to provide the necessary level of learning and skills. The focus on teacher upgrading during the vacation has also detracted from teacher updating to master the teaching of the new curriculum, strengthen gender equity and inclusive education, and tackle other key aspects of teacher development. For that reason, there is a need to **reform the system of teacher training** such that teacher

upgrading takes place as full-time College of Teacher Education (CTE) or university courses, whilst the summer vacation is used for teacher updating.

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. Updating is also needed to, for example, strengthen early grade teaching, instruction in the mother tongue and especially English Language, the teaching of Science, Technology, Engineering, Arts, and Mathematics (STEAM), and inclusive and gender-sensitive teaching.

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. Online learning proved particularly effective for those who could capitalise on it during the COVID pandemic. ICT can assist school-based student assessment and can 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) that is being developed currently, expected to provide 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.

Given the significant changes in the teaching and learning approaches inherent in the new curriculum, there is a need to **ensure that CTEs and university education departments are sufficiently developing the skills needed** by new and upgraded teachers to teach the new curriculum. In particular, there is a need to review the CTE and university teacher training curricula to ensure their alignment with the new school curriculum, and to develop systems of outcome-based accountability.

**Teacher morale** is as important as teacher competence. Teaching is currently far from being in most cases a profession of choice, one of the objectives of ESDP VI, although the attrition

rate for primary and middle schools is just 1.4% at the primary/middle level and 1.3% at the secondary level, varying from effectively 0% in Somali to 3.8% for primary/middle and 4.3% secondary in Harari (MoE 2022). To ensure quality education, and to make the teaching profession more attractive for younger generations, systems need to ensure decent working conditions and enhanced status of the profession, including through wages comparable with professions requiring similar levels of qualifications, so that teachers can assume an active role in the transformation of education processes.

As teachers are the most important determinant of learning outcomes, and the analysis presented earlier has shown that reforms are to be undertaken by: attracting new entrants, providing quality pre-service training, developing a continuous teacher professional development system, and institutionalising mechanisms for support and mentoring of teachers.

This includes further strengthening the capacity of the system to facilitate child-friendly and learner-centered pedagogical processes. The key imperative for learning continuity is that teachers can identify and cater to the needs of students, both in the classroom and in alternative modalities during school closures.

Whilst pay and other terms and conditions are likely to be one factor, other factors such as isolation and low esteem in the community can also contribute. Their professional status has to be properly recognised and supported. There is a need to strengthen teacher voice and morale through non-financial means. One example is encouraging feedback from teachers on textbooks and the curriculum, being part of formative and summative assessments of the new curriculum. Another approach is helping teachers to contribute at least locally to school improvement, for example through teacher partnership groups with other schools. This has proved possible in other countries and can be facilitated by online messaging services. In general, the transformation of education begins when teachers actively participate in social dialogue, decision-making processes, and policies. They need to be heard from the classroom to the policy level. Investing in teacher professional learning and growth will positively affect the attractiveness of the teacher profession, impact teacher motivation, and improve the quality of pedagogical skills and overall teacher performance.

As per the World Bank's "Education Sector Public Expenditure and Institutional Review" (2022), achieving universal public education by 2030 would require the teacher pool to increase six to nine times the current levels. Ethiopia should consider investing in teacher career



reforms, which could include implementing attractive salary structures, creating more pathways for teachers to grow in their professions, and making teaching a more attractive profession.

There is an overall need to introduce policy and legislative reform to unify teacher incentives and teacher appraisal nationwide.

### ***3.1.6 Transformed Systems of Quality Assurance***

‘Quality assurance involves the systematic review of educational provision to maintain and improve its quality, equity, and efficiency. It encompasses school self-evaluation, external evaluation (including inspection), the evaluation of teachers and school leaders, and student assessments (European Commission, 2020). Student assessment is here taken to include classroom assessment by teachers, examinations, and national sample assessments such as EGRA and NLA. Quality assurance mechanisms also provide a means of increasing accountability, an acknowledged current weakness in the education system. Interventions to improve schools and teachers need to be backed by effective systems of Quality Assurance to ensure that the interventions are providing effective and sustainable transformation that is resulting in significant improvements in learning outcomes. Quality assurance mechanisms have been supported under previous programmes but still, require transformation to be fully effective.

The key instrument of Quality Assurance within the sector is the **inspectorate**. This is a vital channel for seeing what is happening in schools and therefore how to plan to tackle barriers to effective learning. It is a primary way of supporting the effectiveness of school improvement plans and school self-assessment and strengthening school accountability. However, systems for local and wider monitoring and follow-up based on the findings of the inspectorate on factors affecting student learning tend not to be effective. The inspectorate approach tends to be highly centralized and is not well aligned with the actual activities in schools, especially the teaching of curriculum subjects. ESDP VI notes that ‘the recruitment of supervisors is not based on competence or merit, so they do not focus on incorporating feedback from inspectors; inadequate school inspection programmes and lack of experts; lack of skills in collecting inspection data; late provision of inspection feedback affecting the school improvement process; poor organisation and management; lack of reporting and feedback on specific cross-cutting sectoral issues; lack of a digitised and integrated data management system; lack of

international experience of inspectors; and lack of autonomy in the country's quality assurance structure. There is thus a need for a system to strengthen inspectorate feedback and consequent remedial action, especially regarding SIPs.

There is a need to **strengthen school self-assessment and accountability**. School principals and other school leaders need leadership skills, mechanisms, and support for assessing and quality-assuring teaching and learning within the school, assessing and holding teachers professionally accountable. This includes developing classroom observation to monitor and assist teachers under their charge. Parent, Student and Teachers' Associations (PSTAs) need to be strong enough and sufficiently well-informed to be effective channels of social accountability, quality-assuring all aspects of the school, and contributing to the learning achievement of all children. At present, for example, many schools are failing in their duty to produce school report cards and/or disclose them publicly. Legal accountability is absent concerning school standards.

There is a need for strong **quality assurance of teachers**, for example by revising licensing and re-licensing modalities such that teachers are rewarded for being licensed or relicensed, which thereby enables the process to become mandatory.

Quality assurance can be improved by **improving ICT systems for national examinations**. National examinations need to become more effective and efficient, without corruption and cheating. A national online examination platform is one way of achieving this and is the main related area of intervention under ESDP VI. To quote ESDP VI, 'The main objective of [an] online examination system is to effectively assess the student thoroughly through an automated system that not only reduces the time required but also obtains fast and accurate results'.

There is a need to sustain and build on **EGRA and NLA national assessments**, possibly including national assessments of computer literacy. EGRA and NLA. These have been invaluable quality assurance tools, assessing overall learning achievement on a national basis and highlighting the incidence, extent, and nature of underachievement. There is an established system for the NLA within the National Education Assessment and Examination Agency (NEAEA). There is a need to revise the NLA and regional assessments to assess higher-order cognitive skills and skill development. There is a need to revamp and fully institutionalise the periodic early-grade reading and mathematics assessments (EGRA and EGMA) and conduct

periodic measurements of early learning and quality outcomes (MELQO), and also possible assessment of computer literacy.

There is a need to introduce an **accreditation system** for all institutions as a sectoral quality assurance tool. Under ESDP VI, the intention is for all young people and adults to be provided with non-formal training in short-term skills (vocational, digital, financial, and life skills). To achieve this, all primary schools in the country will be transformed into community learning centres so that learners be able to access a variety of short-term vocational and life skills training. One of the concomitant requirements will be the need for accreditation and certification. There is also a need to establish accreditation services for CTEs, with standards and guidelines.

There is a need to develop a **Qualifications Framework** across the sector. A Qualification Framework is needed to enable awards to be benchmarked to internationally recognised standards. A qualifications framework systemically describes the qualifications of an education system by classifying them to different competence levels based on learning outcomes. Each level makes it visible what the holder of a qualification knows, understands, and can do. Academic quality assurance systems ensure that all programmes are developed and delivered in conformity with this Framework. 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.

#### ***3.1.4 Strengthened Systems for Planning, Managing, Monitoring, and Learning***

Improvements in schools, teachers and quality assurance, and the development of learning for out-of-school children are all reliant on the provision of the necessary human, technical, physical, and financial resources and support. These require effective systems of sectoral planning, management, monitoring, evaluation, and learning (MEL).

There is a longstanding policy of **decentralisation**, giving greater autonomy at the sub-national level, for example, the appointment of the staff of primary and middle schools is the responsibility of the WEO. Many WEOs are exercising efficiently their autonomy in managing material, human and financial resources, but others are not. Decision-making closer to the school level is expected to lead to a better adaptation of the curriculum to local settings, foster a greater sense of ownership, improve student and teacher motivation, encourage parental

participation, and increase communities' willingness to contribute to the overall school improvement. However, schools do not yet have the autonomy they need to put this into effect. Moreover, whilst it was assumed that decentralisation would be accompanied by transparency and accountability, this is rarely the situation in practice. There is thus a need to **strengthen decentralised education planning, management, monitoring, and learning at the school level**, in other words, to develop effective, transparent, and accountable school-based management. This is needed to exercise instructional leadership responsibility and accountability to ensure learning outcomes as intended at the school level. To do so, there must be a strategy and clear direction and authority that facilitates this process.

School-based planning for and management of interventions for improved learning outcomes relies heavily on **SIPs supported by School Grants**. There is a need to review school grant modalities as being allocated just based on school enrolment, they favour large urban and higher-resourced schools in contrast to the smaller rural schools in low-income areas that tend to be more dependent on the grants being less able to supplement with community or other contributions. They are also over-dependent on external donor finance and thus not sustainable. This suggests that targeted intervention in improving educational inputs and students' household environment helps improve learning outcomes. This can be achieved by incorporating pro-poor weights into school grants, which are now tied only to enrolment. This can shift resources to regions where access to and quality of education needs the greatest improvements. (PEIR, The World Bank, 2022). Therefore, a feasible modality could be for donor resources to be focused on school grants for the schools in low-income communities alongside government funding of school grants for all schools in the region.

Effective sector management and monitoring rely on valid and reliable data available on a readily accessible **Education Management Information System (EMIS)** supplying valid and reliable data for policymaking and strategy development, enabling evidence-based decision-making at all levels. The MoE EMIS has received ongoing development and 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). However, there are still major challenges concerning the timeliness, quality, accuracy, and reliability of EMIS data making evidence-based and equity-focused sector prioritisation, strategy development, policy implementation, and progress tracking extremely

constrained. There is an urgent need to modernise, digitise and improve the quality of data and the monitoring and evaluation system from the centre down to the woreda and school level.

There is in particular a need to further strengthen EMIS in two areas. Firstly, the EMIS system should 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, schools can easily be accessed by their school code/ID. This requires the necessary ICT infrastructure, The EMIS system should also be integrated with GIS, SMIS and TMIS to enable read-across between the system. Secondly, there is a need for capacity-building for data experts at all levels on data analysis and management, digital systems, data visualisation and presentation, and related concepts.

One specific aspect of monitoring and data management that is particularly needed at present is in relation to 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 effectiveness of improved management systems depends critically on the capacity of the human resources using the improved systems. This is not just a case of a manager's capacity to administer, but rather for managers to play a leadership role in driving up standards. There is thus a need for leadership training for education sector managers and MoE and REB experts as well as school principals, that is to say, MoE, REB, ZOE and WEO staff. This needs to include training on the use of ICT.

The improvement in management systems also needs to include emergency preparedness, given the recent crises affecting the sector and the likely future impact of global warming.

There are longstanding plans to establish a 'School Net Cloud', a national education cloud for the education sector where students and teachers would be able to readily access digital content. As noted in ESDP VI, a central data centre and a Network Operation Centre (NOC) for this have been established, but an associated learning management system is not yet functional. It was also planned to establish ICT maintenance centres, but this activity has yet to be completed. There is thus an ongoing need to provide these support systems for the use of ICT in the sector,

that is to say, to develop a **National Education Cloud and system for ICT maintenance**. It may be possible to build on the \$24M establishment of a Private ICT Cloud Infrastructure in 300 secondary schools and 10 universities under GEQIP II.

Given the diversity of the different EETP interventions, alongside other government, civil society and other DP contributions to learning outcomes, there is a need to **strengthen the coordination of sector interventions toward improving learning outcomes**.

### **3.2. Outcome 2: Improved Access to Education**

The improvement in learning outcomes needs to focus not just on improving teaching and learning for those in school but also tackling access for those out of school or dropping out of school prematurely.

Rates of retention in school were already falling before the COVID-19 pandemic. This pandemic, conflict situations, drought and floods have forced millions more children out of school since 2021. According to 2021/2022 ESAA data, close to 8.3 million children were out of school and requiring accelerated learning and remedial programs. These figures are likely to be rising given the multiple subsequent emergencies. There is thus a need to Implement demand-creation strategies including back-to-school and learning campaigns, community dialogue and social mobilisation. There is also a need to implement accelerated learning programmes for over-aged children out of school and organise remedial and catch-up programmes for schooling children who dropped out due to conflict and other emergencies. It is thus critical to devise effective strategies to rectify the learning losses among the young generations (out-of-school children including IDPs, refugee girls and boys in pastoralist and remote rural areas, etc.) affected by COVID-19, the conflict, drought, and other emergencies.

Before assessing the damage in Tigray Region, assessments in other regions found that more than 1,335 schools were destroyed and 4,882 schools were damaged by armed conflict, jeopardising the education of close to 3.2 million learners. These numbers will rise considerably once the damage in Tigray region is assessed. There is thus a critical need to reconstruct and renovate schools and classrooms damaged by the conflict and equip newly constructed and renovated schools and classrooms with school furniture, laboratory equipment, and WASH facilities. Reconstructing damaged schools is thus an urgent priority over the coming years to ensure that children in conflict-affected areas can be brought back into safe

school environments. These reconstructed primary schools will need to be equipped with basic facilities and infrastructure. In the meanwhile, alternative learning programs such as accelerated school readiness programmes, alternative basic education in the form of speed schools, and other formal and non-formal education modalities and approaches are needed.

The asset bases and food security of parents and communities have been heavily depleted due to the impact of multiple and overlapping emergencies such as conflict and drought making families unable to cover the direct and indirect costs of schooling. Hungry children affected by the multiple emergencies have been unable to attend and concentrate on their education; they require school feeding support. There is thus a need to provide a school feeding programme focusing on areas heavily affected by the conflict and other emergencies.

### **3.3. Outcome 3: Improved Gender Equity and Inclusion**

There is a strong legislative and policy framework in Ethiopia, and clear structures established to mainstream gender across macro and micro levels. However, girls' education is still affected by a range of institutional, socioeconomic, and cultural factors, including harmful traditional practices, heavy workload at home, long home-school distances, gender-based violence at school committed by both peers and teachers, early marriage, low parental aspiration for girls' education, lack of gender-responsive facilities, and lack of gendered training of teachers (Altinyelken & Le Mat, 2018; Dea, 2016; MoE, 2014; Presler-Marshall & Stavropoulos, 2017). Thus, in many situations, the enrolment and learning attainment of girls are much lower than those of their male counterparts in general education.

A number of Ethiopian Gender Analyses were undertaken in 2019. One was part of the USAID-funded Education Systems Strengthening Project, relying primarily on secondary data with stakeholder consultations conducted with Addis Ababa-based stakeholders. A desk-based study by L Bolton of the UK Institute of Development Studies funded by FCDO and considering the regions Afar, Benishangul-Gumuz, Gambela, and Somali. An analysis of The Influence of Politics on Girls' Education in Ethiopia was undertaken by Louise Yorke, Pauline Rose and Alula Pankhurst, funded by the University of Cambridge. These 2019 studies provide significant evidence underpinning the approaches contained in this Compact, including inequities in learning outcomes. They are necessarily limited in scope and further research and analysis on education and gender is needed.

There is a need to update the Ministry of Education’s 2014 edition of the Gender Strategy for the Education and Training Sector for Ethiopia, based on the latest research on girls’ education in Ethiopia and on improving girls’ access, retention and learning outcomes.

There is also a need to reduce school-related gender-based violence (SRGBV), early marriage, FGM and other harmful traditional practices, notably through community awareness programmes involving parents, community elders, religious, political, and education leaders, teachers and employers.

The country has ratified various international policy documents, Conventions, Declarations, frameworks of Action, and Forums on inclusion yet there is a limited institutional and individual capacity for inclusive education. The national level achievement in this regard is very low due to attitudinal barriers in communities and among teachers, inaccessible school environments, shortage of adapted learning materials and assistive devices, poor career structure of itinerant teachers, lack of skills in inclusive pedagogy among teachers, challenges in identification and data collection and management, large class sizes, and financial constraints.

A gender-sensitive and safe learning environment is a constitutional right for students and a key indicator of schools that are sensitive and responsive to the needs of students. Furthermore, this is a key prerequisite for ensuring quality education services and understanding the specific needs of girls and boys while they progress through the system.

To achieve better gender equity and disability inclusion, there is a need to establish gender and disability- responsive schools, accessible WASH facilities in schools, mainstream gender-marginalised groups, especially in pastoralist areas, improve accessibility for children with disabilities, accessible school environment including toilets, libraries, signage and playgrounds. This also includes the need for sex-disaggregated toilets and MHM rooms. These facilities will support safe school environments for girls and children with various impairments.

Again, it will be necessary to strengthen awareness sessions on inclusive education and the needs of children with disabilities for parents and communities to rectify negative attitudes held by parents, community elders, religious, political, and education leaders, teachers, employers and the community at large, and enhance support for the needs of this education of these marginalised groups.



There is also a need to provide incentives for girls and children with disabilities such as take-home ration, learning aids, ramps, dignity kits, MHM provision, enabling the students to come to and stay in school learn and progress in their education.

Teachers and school leaders need training to manage inclusive education effectively, linking with health sector for identification and assistive devices , and with the support from an expansion of the Inclusive Education Resource Centres (IERCs) developed under the GEQIP programmes.

Besides tackling the needs of children with various impairments , there is also a need to develop strategies to meet the learning needs of children from other vulnerable groups, notably internally displaced people, pastoralists, and street children. Potential strategies include the provision of boarding schools, hostels, mobile libraries, peer-to-peer support, and support from volunteers. Intersectionality should be taken into account in all strategies, as an example to cater for internally displaced girls with disabilities.

# Improved learning outcomes in General Education in Ethiopia

## Outcomes

### Enhanced quality of teaching and learning

### Access to quality education

### Improved gender equity and inclusion

## Intermediate Results

Schools are effective teaching and learning centres with teachers and education leaders skilled, motivated & equipped with learning resources, with effective systems for accountability and support

Improved enrolment and retention of children (pre-primary, primary, middle and secondary) in schools through physical and digital access.

Reduced institutional, socioeconomic, and cultural barriers to education for girls, children with disabilities and other vulnerable children

## Outputs

- School transformation: Trained school leaders; more autonomous and accountable school-based management with competence-based school principal appointment; school-based teacher professional development; improved access to and effective utilisation of textbooks and other teaching and learning materials linked to the new curriculum; strengthened interface areas between the school and community.
- Effective teaching: reformed system of teacher education; targeted teacher updating especially linked to teaching the new curriculum, and including in use of ICT and English Language training; Colleges of Teacher Education and University teacher training programmes have curricula more aligned to new school curriculum and outcome-based accountability; additional measures to raise teacher morale including recognition and incentivisation mechanisms and strengthened teacher voice, including in assessment of the new curriculum.
- Quality assurance: Strengthened inspectorate feedback and follow-up especially on SIPs; school self-assessment; teacher licensing; online examinations; national testing; accreditation of institutions; education sector qualifications framework.
- System strengthening: decentralisation of planning, management, monitoring, evaluation and learning (MEL) to school level; improved school grant modalities; EMIS further developed, especially in regard to digitised, real-time access, harmonisation, textbook tracking and capacity development; leadership training for education managers and experts; national education cloud; coordination of actions towards learning outcomes

- Damaged schools reconstructed or renovated and equipped with school furniture, laboratory equipment, and WASH facilities.
- Accelerated learning programmes for younger children who have dropped out of school, skills training for out-of-school youth, and community learning and reading centres.
- Other effective strategies developed to rectify the learning losses among out-of-school children, including IDPs, refugee girls and boys in pastoralist and remote rural areas, affected by COVID-19, the conflict, drought, and other emergencies.
- Development of school feeding programmes for children in communities finding difficulty in adequately feeding their children
- Increased demand for education among targeted communities through demand-creation strategies including back to school and learning campaigns, community dialogue and social mobilisation programmes.

- Update the Ministry of Education's 2014 edition of the Gender Strategy for the Education and Training Sector for Ethiopia
- Community awareness programmes to reduce SGBV, early marriage, FGM and other harmful traditional practices.
- Gender-responsive school environments including WASH facilities in schools, sex-disaggregated toilets and menstrual health management (MHM) rooms
- Improved accessibility for children with disabilities, including accessible toilets and libraries, signage and playgrounds.
- Improved parental and community awareness of the importance of inclusive education.
- Assessment undertaken of the likely value and cost-effectiveness of providing incentives for girls and children with disabilities for increasing enrolment and participation
- Training teachers and school leaders to manage inclusive education, linking with health sector diagnostics and support, and with the support from an expansion of inclusive education resource centres.
- Develop strategies for meeting the learning needs of children from other vulnerable groups, notably internally displaced people, pastoralists and street children.

## Enabling Factors

Improved volume and quality of domestic resource mobilisation, Strengthened planning and evidence-based decision making, Mutual accountability system, Adoption of ICT in schools, Government's commitment to resolve conflicts peacefully, Improved sector coordination among national and international partners, Improved sector dialogue and coordinated financing and interventions.

## 4. SUMMARY OF ENABLING FACTORS ANALYSIS

The Compact has identified enabling factors to facilitate the realisation of system transformation. These are both a means and an end. Overall, system transformation will be realised through the transformative implementation of the enabling factors:

- a) Making improvements in the use of data and evidence for evidence-based planning in the education sector;
- b) Moving from plans to improved educational outcomes and monitoring and reporting that is responsive to gender and other issues of equity in the sector;
- c) Improving inclusive sector dialogue and coordination processes;
- d) Improving the efficiency and equity of domestic expenditure on education; and
- e) Strengthening the link between planning, budgeting, and results-based expenditure monitors

### 4.1. DATA AND EVIDENCE

Ethiopia has well-established systems for collecting data and evidence as part of the Education Sector Development Programme (ESDP) which is currently in its sixth iteration. Ongoing progress through successive GEQIP programmes has enabled improved production of the annual Education Statistics Annual Abstract (ESAA) and progress on digitising primary education data.

Ethiopia has conducted a National Learning Assessment (NLA) every four years since 2000. The last, in 2019, provided clear evidence on the scale and nature of problems in regard to achieving learning outcome targets and gender parity targets. National learning assessment data are disaggregated by sex, region and location (urban/rural). However, there are gaps in the data on socio-economic status and language use. The Ethiopia READ programme funded by USAID developed an Ethiopian Early Grade Reading Assessment (EGRA) tool, the last taking place in 2018. Plans for both the Ethiopia Education Transformation Programme (EETP) and the GOE System Transformation Grant include future NPAs, EGRA tests, and an Early Grade Mathematics Assessment (EGMA).

Whilst data and evidence have long been seen as priorities, weaknesses continue, and achieving progress on identified policy outcomes continues to be very difficult without significant improvement in the Education Management Information System (EMIS). This is needed to enable the collection of timely, accurate, reliable, and usable data to inform evidence-based policy planning at all levels. Realising the urgency, ESDDP VI (2020/21-2024/25) underlined

that, in the plan period, the use of more diversified EMIS data formats allows stakeholders: access to more detailed data on the quality and efficiency of the education system, as well as access to and participation in it; to collect and analyse information on the financial allocation and use of the education sector, as well as data collection on the contribution of the school community, donors, governmental and non-governmental organisations, private sectors, and school revenue bi-annually and yearly by developing, and updating data collection tools. To this effect, greater harmonisation is needed in harmonising with, for example, the Ministry's Geographic Information System School Management Information System and Teacher Management Information System. EMIS is still largely using a paper-based in collecting data from multiple sources. A fully digitised and harmonised EMIS would improve data quality and allow the use of evidence to monitor progress in the education system.

EMIS will need to be further strengthened to inform planning and budgeting exercises at the local government level. Although the education sector data are collected regularly, the utilisation of the data in planning is not systematised at various levels. In most cases, analysis is done and the results are disseminated at the national /Regional level. However, it is not necessarily used at the local level for planning, monitoring, and projections. Utilisation of the data requires adequate staffing and capacity at all levels, especially at district/woreda and school levels. This in turn will necessitate the need to initiate and strengthen contextualised capacity development for responsible experts/officers to use data to inform education planning, budgeting and reviews. EMIS has to be strengthened with IT resources at all levels. Moreover, the capacity to validate the reported EMIS data at the local government level has to be developed to ensure the reliability and accuracy of data. Increasing the transformation of EMIS towards a fully digitised system is therefore a priority intervention within the concept note for the EETP and plans for the GPE System Transformation Grant (STG). There may also be a role for the System Capacity Grant.

As well as improving data collection systems, the GPE Independent Technical Advisory Panel (ITAP) also identified a need to build capacity to analyse data, reflect on results, and test hypotheses. This increased capacity is needed to enable the government to learn from experience and adapt its plans to achieve the goals of ESDP VI. The building blocks are already in place, and this capacity building has been identified as a priority for both the EETP and System Transformation Grant.

All three policy outcomes depend upon quality data to monitor, learn and adapt to achieve the ESDP VI goals. The ITAP concurred with the Local Education Group (LEG) that this enabling factor is a HIGH PRIORITY.

## **4.2 GENDER-RESPONSIVE SECTOR PLANNING, POLICY AND MONITORING**

The Education sector has a strong set of policy and legal frameworks to ensure gender-responsive sector planning and policy formulation, as well as programme monitoring and evaluation to achieve inclusivity in access, participation, achievement, and lifelong learning. The planning frameworks developed over the years have served the country well, directing the actions of both government and partners. The frameworks have allowed Ethiopia to align its plans with its various human and education rights commitments. The ITAP noted that the financial simulation model has traditionally been of good quality and level of sophistication.

The SRGBV and Ending Child Marriage programmes being implemented in selected regions such as Amhara, Afar, Somali, and Oromia regions with UNICEF technical and financial support are good examples and opportunities that need to be rolled out at the national level. However, more evidence is needed about effective ways to address this issue and address the linkage of international and national policy and legislation to practice.

The conflict, pandemic, flood and drought challenges that have recently faced Ethiopia have meant that ESDP VI objectives, timelines, budgets and targets are now having to be revisited to take into consideration current resource constraints and new needs. The financial simulation model could be updated as well. Such a review would be particularly useful considering the complexity of the ESDP VI. The ITAP has also expressed concern that the annual reports are of uneven quality and could be improved to be more cohesive, understandable and complete. The ITAP agreed with the LEG that the enabling factor of gender-responsive sector planning, policy and monitoring is a MEDIUM PRIORITY.

### 4.3 SECTOR COORDINATION

#### *Inclusive Sector Dialogue and Coordinated Action*

Ethiopia has well-established mechanisms to support dialogue between government and development partners on education sector policies and strategies. The Education Technical Working Group (ETWG) meets regularly and acts as the GPE Local Education Group (LEG). The Ethiopia Education Cluster (EEC) is active and coordinates government-donor responses to assist the considerable number of children affected by conflict and natural disasters. The EEC lead is also a member of the ETWG. The ITAP saw evidence of good practice in the coordination and collaboration between the ETWG and the EEC. There was also evidence of discussion on specific challenges - including children and schools affected by war in the north - using data provided from cluster progress reports and status updates. There is also a national Government-NGO consultative forum organised annually at the federal level in which the Ministry of Education meets with NGOs supporting/ working in the education sector. Similar arrangements are common at the regional level. Moreover, the Basic Education Network of NGOs is a member of the ETWG/LEG representing over 100 NGOs. The ITAP recommended increasing the participation of local CSOs and stakeholders, including from the regional and woreda level. This is likely to be taken forward, especially in the development and operation of the EETP which is taking a strongly decentralised approach. This will require strong support and collaboration not just from regional, zonal and woreda education offices but also from DPs including local CSOs, and from other relevant ministries and their regional networks, notably those involved in social protection, health and WASH. The focus will be on coordination to strengthen delivery and ensure that no region or school is left behind because of competing priorities.

Considering the strengths of the existing sector dialogue and coordination mechanisms, the ITAP concurred with the LEG's assessment of this enabling factor as a MEDIUM PRIORITY.

#### *Coordinated Financing and Funding*

Although there is a strong government commitment to allocate more of its budget to the education sector, the latter also receives financing from development partners through multiple off-budget mechanisms. There is strong coordination and interdependence among different actors: DPs, Civil Society Organisations and NGOs. There have been a number of mechanisms to align aid and provide joint financing for the education sector in Ethiopia. The Program for Results Enhancing Shared Prosperity Through Equitable Services (ESPES) has provided block grants to woredas to support the provision of basic services including education. The successive

GEQIP programmes have provided joint financing from the government, the World Bank/IDA, bilateral donors and GPE for interventions to improve the quality of education. The ESPES and the last of the GEQIP programmes, GEQIP-E, included Payment by Results against agreed disbursement linked indicators with investment project support for capacity development and system strengthening in key areas.

Considering the challenge of strengthening accountability to local stakeholders (including in conflict-affected regions) and the need to ensure that aid is being used effectively in the mainstream as well as emergency education programs, the ITAP agrees with the LEG rating of this enabling factor as a HIGH PRIORITY

#### **4.4 VOLUME, EQUITY & EFFICIENCY OF PUBLIC EXPENDITURE ON EDUCATION**

Ethiopia allocates significant public resources to education within its budget, yet this still leaves general education under-resourced. Public education funding as a share of total public spending is 22 percent, has been growing, and is above the Sub-Saharan Africa average of 17 percent, and Global Partnership for Education's (GPE's) recommended good practice benchmark for developing countries of 20 percent. Approximately 4 percent of the country's GDP is allocated to the education sector (World Bank, 2022)

However, the ITAP was concerned that the Enabling Factors Analysis did not provide sufficient information for them to confirm that this level of funding commitment will be maintained, especially in light of the current international and domestic economic and national security situation. They also highlighted a need to clarify medium-term expenditure projections to the regional block grant allocations which play a critical role in funding basic education.

Funding levels for primary and secondary education in Ethiopia are relatively low both in absolute terms and in relation to funding levels in the majority of other countries in Sub-Saharan Africa (SSA). There are also sizeable funding inequities with regard to both schooling inputs and outcomes, with overall (age-cohort) completion rates low for both primary and secondary education.

To address the budget gaps, the government is focusing on domestic resource mobilisation, since it is more reliable to flexibly and sustainably finance the education sector and is the most stable source of finance compared to aid and donations. Thus, attention will be given to the volume, equity, and efficiency of domestic public expenditure on education targeting the

activities related to teachers training, WASH, school-based nutrition, EMIS infrastructure, emergency education and establishing safe schools and learning environments.

Ethiopia dedicates a relatively large share of its public resources to education, but per-student spending, especially at earlier grade bands, is relatively low, limiting quality improvements. Thus, the main funding challenge for the country is to find a way to invest in improving quality and access in a relatively narrow fiscal space.

This means, in the long run, the resources necessary to increase access to public education will have to be found within existing resources by eliminating inefficiencies and reallocating existing budgets to higher-value investments. But in the short run, such system efficiency improvements will require additional funding to improve learning quality (for example, through a highly qualified teacher workforce, and other school-level interventions that could reduce repetition and dropout rates). (The World Bank, June 2022)

Ethiopia's education sector now faces multiple challenges including returning all students to the classroom, catching up with unfinished learning, improving learning outcomes, and expanding access to accommodate the fast-growing population of school-age children and youth. To achieve these outcomes, reforms will have to be accompanied by both increased resource mobilisation as well as improved efficiency and equity in the allocation and use of resources.

Specifically, short-term changes to the functional allocation of public education funding can create temporary resources that can be invested in quality improvements. For example, halting capital investments in higher education for a limited period can free up to half a percent of GDP each year

As regards the finance of education and training in the future, the new Education and Training Policy endorsed by the Government in February 2023 stipulates three critical policy directions, i.e. (a) Effective, accountable and balanced decentralised education financing will be ensured; (b) the cost of higher education is covered by the government and students, and the share paid by the government and the share paid by students, as well as the system by which students pay, are determined by law. ; and (c) that a national education and technical and vocational training fund will be established.

The ITAP concurred with the LEG and rates this enabling factor as a HIGH PRIORITY.



## 5 DELIVERING EDUCATION SYSTEM TRANSFORMATION

### 5.1 GPE SYSTEM TRANSFORMATION GRANT (STG)

In terms of the priorities identified in the Theory of Change, the following have been selected as those to be supported through the STC, with reasons for their selection.

Scope of the partnership compact

The partnership compact will address improving learning outcomes, access to education, gender equity and inclusion at all levels of the education system from pre-primary to secondary school. There will be a system of linking pre-primary and primary schools college of teacher education and secondary school with universities to deliver in-service teacher capacity.

#### **Outcome 1: Improved teaching and Learning**

- Print and distribute the newly developed curricular materials for students and teachers to targeted schools most affected by conflict and other recent emergencies. This is a priority as teachers cannot teach effectively in line with the new curriculum if they do not have the necessary teaching materials.
- Enhance need-based capacity development of teachers and school leaders on the implementation of the new curriculum materials. Even with the new textbooks, many teachers lack the skills needed to deliver the new curriculum effectively.
- Develop and operationalise a national tracking system for textbook distribution. There have been distribution problems in getting the new textbooks to schools, and these cannot be overcome in the absence of a national tracking system.
- Support in-service teacher training programs and continuous professional development programs for teachers focusing on child-centred and inclusive teaching methodology, content and subject mastery, coaching, mentoring, peer-to-peer teaching, experience exchange using a school cluster approach, establishing and strengthening primary school-teacher education college links and secondary schools-university links; also English Language Training.
- Strengthen the EMIS system including putting in place a robust monitoring and reporting system and structure for evidence generation, dissemination and utilisation for strategy development and policy implementation.

#### **Outcome 2: Improved access to education**

- Reconstruct and renovate schools and classrooms damaged by the conflict, and equip newly constructed and renovated schools and classrooms with school furniture, laboratory equipment, and accessible WASH facilities. For regions other than Tigray, more than 1,335 schools were destroyed 4,882 schools were damaged by armed conflict, jeopardising the education of close to 3.2 million learners. These figures may rise considerably once the damage in Tigray region is assessed,
- Implement demand-creation strategies including back-to-school and learning campaigns, community dialogue, and social mobilisation, and implement accelerated learning programmes for over-aged children out of school, and organise remedial and catch-up programme for schooling children who dropped out due to conflict and other emergencies. According to 2021/2022 ESAA data, close to 8.3 million, of pre-primary to secondary school-age, children were out of school and requiring accelerated learning and remedial programs. These figures are likely to be rising given the multiple subsequent emergencies.
- Provide a school feeding programme focusing on areas heavily affected by the conflict and other emergencies. The asset bases and food security of parents and communities have been heavily depleted due to the impact of multiple and overlapping emergencies such as conflict and drought making families unable to cover the direct and indirect costs of schooling. Hungry children affected by the multiple emergencies have been unable to attend and concentrate on their education; they require school-feeding support

### **Outcome 3: Improved gender equity and inclusion**

- Update the Ministry of Education’s 2014 edition of the Gender Strategy for the Education and Training Sector for Ethiopia. Gender and inclusion are mandatory focal areas for Ethiopia but enrolment and learning attainment of girls are in many cases much lower than for their counterparts in general education
- Expand gender and disability-responsive school facilities such as sex-disaggregated accessible toilets and rooms for menstrual hygiene management. School facilities including toilets and classrooms are for many schools not accessible to children with disabilities and neither are they girl-child-friendly.
- Reduce school-related gender-based violence, early marriage, female genital mutilation and other harmful traditional practices. The root causes of lower girls’ enrolment and participation and thus learning outcomes include these widespread harmful traditional practices

- Support community mobilisation on the values of education for girls and children with disabilities. Enrolment of children with disabilities is generally much lower than for their overall age group. There is persistently low awareness of the value of sending children with disabilities and girls to schools and this is compounded by stigma and discrimination.
- Improve the proportion of female teachers in the teaching profession and education leadership. There are at present insufficient female teachers and especially school principals and other school leaders. These are needed as key role models for female students to raise their level of aspiration.
- Enhance teachers' capacity in gender-responsive and inclusive pedagogy in classroom instruction
- Consider the provision of incentives for girls and children with disabilities for increasing enrolment and participation
- Enhance the capacity of school gender clubs for empowering girls including children with disabilities

## **5.2 PROPOSED POLICY ACTION AND TRIGGERS FOR UNLOCKING THE STG TOP-UP**

Top-up Triggers serve to address the Domestic Public Financing Enabling Factor Due to the rating of Volume, Equity and Efficiency of Domestic Public Finance Expenditure on Education as a HIGH Priority,

The classification of the Domestic Public Financing Enabling Factor as high has been caused by several factors, which include the issues around the very limited non-salary recurrent expenditure for key school inputs and infrastructure development. Nearly 90% of primary schools are below the national standard; with inadequate numbers of qualified teachers, inadequate monitoring of teaching, inadequate resources, and inadequate infrastructure.

The new Education and Training Policy (FDRE, February 2023) stipulates that an effective, accountable and balanced decentralised education financing will be ensured and that a National Education and Vocational Training Fund will be established. Implementation. This Fund will raise domestic financing significantly and will contribute to and assist with targeting funding towards the poorest and most marginalised schools to improve the quality of learning and increase learning outcomes.

The Government is keen to benefit from the system transformation grant top-up mechanism that incentivises progress in resolving the need for the improved equitable allocation of

resources/ domestic financing. As GPE's requirement, the Government has to come up with policy actions and triggers that will need to be met to access the top-up portion of the STG allocation (the size of the top-up is proposed at 40% of the remaining indicative STG allocation of US\$ 107.59 million).

As per GPE guidance, it will require actions to be taken by the Government to secure the top-up funds. Targets will need to be met and verified to trigger the release of these funds for programming after the midterm of the Compact.

To this effect, two indicators proposed are (a) Percentage of schools upgraded from one level to the next level and (b) Developed Domestic Resource Mobilization Strategy

### **5.3 GIRLS' EDUCATION ACCELERATOR GRANT (GEA)**

Barriers to girls' education include poverty, child marriage and gender-based violence. Poor families often favour boys when investing in education. Many schools do not meet the safety, hygiene, or sanitation needs of girls. In others, teaching practices are not gender-responsive and result in gender gaps in learning and skills development. Girls, especially in rural Ethiopia, are often faced with the burden of household chores, which for poor families includes many hours each day collecting water, as well as cooking meals, and tending to younger children – all hindering their ability to attend and perform successfully in school.

The girls' transition from primary to secondary education is very low. The African Report on Child Wellbeing, published by The African Child Policy Forum noted that "Low levels of access to secondary education mean they will also not enter tertiary education, which effectively excludes them from the most gainful employment opportunities, thereby perpetuating systemic gender imbalance," (<https://www.childfund.org/Content/NewsDetail/2147488389/>)

Therefore, the GEA grant (US\$ 25 million) will be used in

- Establishing child-friendly school environments (hygiene and WASH facilities, including appropriate MHM);
- Providing school uniforms, stationeries for girls from economically and socially disadvantaged families so that they complete at least primary and secondary education;

- Finalising the revision and updating of the 2014-Gender Strategy for the Education and Training Sector and the Gender Mainstreaming Guidelines; followed by robust dissemination of the two documents at all levels;
- Implementing a well-planned and guided community mobilisation and awareness campaigns to encourage school enrolment of marginalised children including girls using different communication channels; .
- Enforcing school codes of conduct with zero tolerance for any form of gender-based violence, discrimination, or school violence
- Establishing/ Strengthening, training and supporting girls' clubs with clear and feasible guidelines in all schools
- Upgrading school facilities to be gender-sensitive, and inclusive for girls with disabilities

MoE will also be seeking support through the STC, EETP and other programmes to expand on and underpin support to Girls' education in interventions which include: improving girls' transition to and retention in primary and secondary school; focusing teacher training and professional development on gender-responsive pedagogies; encouraging and supporting female teachers to be role models to girls in all aspects, assessing and subsequently avoiding gender stereotypes, if any, from learning materials, and addressing other obstacles like distance-related barriers to education,

#### **5.4 SYSTEM CAPACITY GRANT (SCG)**

MoE will be seeking to use the SCG (US\$4.1 million) to support further work on the enabling factors and help develop the programme to be funded by the STC, EETP, and GEA.

This grant will be used to finance the priority programmes that can help unlock the bottlenecks and achieve system transformation. Activities responding to technical and /or capacity gaps under the three outcomes (Enhanced quality of teaching and learning, Access to quality education, and Improved gender equity and inclusion) will be addressed by the STG. As with the SCG, this grant will have a competitive selection of the Grant Agent to implement which will be done following GPE guidelines.

#### **5.5 ETHIOPIA EDUCATION TRANSFORMATION PROGRAMME**

MoE has developed, in collaboration with its development partners, a concept note for a four-year Ethiopian Education Transformation Programme (EETP) to tackle barriers to learning

achievement and retention across the General Education sector. This Programme follows and builds on a succession of multi-donor General Education Quality Improvement Programmes (GEQIPs), starting with GEQIP I (2008-2013), GEQIP II (2014-2019), and GEQIP-E (2017-2025) focusing also on Equity. In supporting improved learning outcomes for children in school (pre-primary, primary, middle, and secondary schools), the EETP will focus on transforming schools into more effective learning centres, transforming teaching, and transforming systems of quality assurance. The programme will also focus on expanding access to younger out-of-school children through accelerated or alternative basic education that enables the child to subsequently access or return to formal schooling, and for older youth, access to education outside the formal system. There will also be support for systems strengthening for Planning, Managing, Monitoring, and Learning, with particular emphasis on decentralisation in support of school-based management and EMIS.

## **5.6 MOBILISATION OF PARTNER RESOURCE**

In order to strategically address the vast needs and demands of the education sector which are further broadened and aggravated by the interplay of multiple emergencies such as the armed conflict and climate change, as defined in the compact program theory of change, the Ministry of Education in partnership with the Education Development Partners will develop and implement resource mobilisation strategy and undertake evidence-based policy advocacy for:

- Increased domestic budget allocation for the sector,
- Massive resource mobilisation from multi-lateral and bi-lateral donor organisations,
- Creation of public-private partnerships in education so that private organisations and individuals including the diaspora community will support the rehabilitation and expansion of school infrastructure and facilities,
- Initiation of technology-based innovative fund-raising strategies such as 'GoFundMe', and
- Strengthening community participation in education financing in the form of cash, labour, and in-kind contributions.

The commitment to provide quality education, addressing quality, equity, inclusion and access, resulted in public expenditure of 44.4, 63.6 and 64.7 million ETB in 2018/19, 2019/20 and 2020/21 respectively. However, the challenges call for strategies for additional financing from domestic revenues that go beyond the annual public expenditure. Of the total budget allocated

for 2022/23, around 89.6 percent of the approved budget is to be financed from domestic sources, while the remaining 10.4 percent is to be financed via external assistance and external loans through bilateral and multilateral cooperation.

Looking at the trends, the leading development partners of Ethiopia, UNICEF, GPE, WB, AfDB, and DFID/FCDO have been supporting 2,510,149.15 million USD for the last two to three years in supporting the government's efforts to improve the EMIS system, teacher training, school feeding and school WASH programs and are expected to maintain their support. Many others have contributed to the financial and technical gaps in the education sector through different modalities, for example, Finland, JICA, Norway, USAID and WFP.

## **5.7 MULTIPLIER GRANT**

The Multiplier Grant ( Up to US\$ 50 million) requires the mobilisation of new additional funds for education from other bilateral and/or multilateral funding sources or through the private sector.

The Multiplier Grant primarily focuses on improving the national capacity to upgrade learning environments and infrastructure in schools that are most in need or located in the most disadvantaged regions and woredas/districts. Schools that will be supported through the Multiplier will be selected through rigorous needs/gap assessment and are provisioned through the System Capacity Grant (SCG). This will complement joint, ongoing efforts by the government and partners that prioritise the construction and/or rehabilitation of school facilities to improve access to education, especially in disadvantaged and conflict-affected localities.

The Compact would pool partner funds, effort and resources with the Multiplier Fund to enhance the programmes for equitable access to quality education being carried out. The Ministry of Education will, thus, be seeking ways of accessing the multiplier grant. This was used previously to supplement funds from donors supporting GEQIP-E and that may again be a possibility in terms of supplementing donor support to EETP. An alternative scenario may be the supplementation of private sector support to raise learning achievement in Ethiopia.

## **6 MONITORING, EVALUATION, AND LEARNING**

The Ethiopian MoE has a well-established monitoring system within each directorate and conducts monitoring through data collection, review of reports from regions, partners and joint

field monitoring visits. Hence, rather than creating new structures or tools, the MoE will use the existing structures and processes that the Ministry of Education currently employs. In particular, the Compact's annual implementation progress assessments will merge and build on MoE's current annual implementation reporting of the ESDP VI. In addition, the MoE is firmly committed to leading the preparation of Joint Sector Reviews (JSRs) in close cooperation with in-country partners and the ETWG.

In addition to the Compact's mid-term review (described in greater detail below), annual JSRs will serve as additional points in time that enable the ETWG members to embed course correction and agility to reform approach. Any unforeseen circumstances (e.g., significant economic shock or drastic change in political and/or security environment) could also serve as triggers for in-built course correction depending on the circumstances and agreement with the ETWG members. The MoE shall prepare annual progress reports, which will be submitted to the GPE and the ETWG members for review at least a week in advance of its meetings. Progress reports will be prepared by the MoE Executive for Strategic Affairs in close collaboration with Regional Education Bureaus (REBs), School Improvement Programs and Quality (SIP-Q), and EMIS directorate, implementing partners along with grant agents. These reports will be presented during the ETWG's annual review meetings. All meetings will be duly minuted, and the implementation of recommended actions will be monitored by the MoE Executive for Strategic Affairs. The ETWG will provide strategic guidance for a coherent and coordinated response.

The ETWG has been instrumental in enhancing better coordination among pooled and non-pooled partners in the implementation of GEQIP-II. The group also played key roles in the design and negotiation of the General Education Improvement Program for Equity (GEQIP-E). The ETWG also reviewed and approved the application and proposal for the Education Sector Program Implementation Grant.

The ETWG enhanced fund mobilisation and increased financing for ESDP V through joint instruments including the Education in Emergency (EiE) Cluster Group for internally displaced persons (IDPs).

### **KPI, Monitoring, Evaluation and Learning**



Monitoring and reporting on the Compact implementation will be results-oriented and evidence-based. Annual progress reporting will be complemented and informed by annual JSRs. The Executive for Strategic Affairs will oversee annual Compact reporting, based upon communication with grant agents, and will also lead the development of annual JSRs. MoE will collect and review the data and progress related to inclusive education.

MoE will ensure attention to gender disparity, disability access, and exclusion of vulnerable and minority groups from education with adequate coverage and representation from relevant stakeholder groups.

The Strategic Affairs department in MoE will take the lead in collecting and compiling reports from implementing partners and other directorates to monitor the implementation of each GPE grant and report back to the ETWG and the GPE. The Compact will also allocate resources through its budget for monitoring and evaluation (M&E), for independent, third-party monitoring of the operations undertaken by the grant agents.

The Compact's proposed M&E plan incorporates a mid-term review, which will be undertaken at a mid-point during the Compact's implementation (i.e. in the first half of 2023) and at program completion (i.e. at the end of 2023). These reviews will be informed by JSRs, the government's data management systems, and stakeholder consultations. In particular, the mid-term review in the first half of 2023 could be used to revise this Partnership Compact in line with new evidence and/or emerging needs, in agreement with the ETWG members if there is a need identified.

The proposed impact and outcome-level performance indicators will cover qualitative and quantitative data, as listed below:

- (i) **Impact indicators**, disaggregated by gender and geography
  - EGRA
  - EGMA
  - NLA for Grades 4 and 8
  
- (ii) **Outcome indicators**, disaggregated by gender and geography
  - NER at pre-primary, primary, and secondary
  - Completion rate Grades 6 and 8

- Dropout rate Grade 1 and Primary (Grade 1-6)
- Out-of-school rate at pre-primary, primary, and secondary
- Gender Parity Index at pre-primary, primary, and secondary
- GER at pre-primary, primary, and secondary
- Knowledge, Attitude and Practice (KAP) survey results on girls', special needs children's, and out-of-school children's education

Significant effort will be made to have good quality, timely, reliable, and accurate EMIS, and functional M&E systems to track progress on the proposed impact and outcome indicators. Remedial measures will be taken in case of gaps in expected progress at federal or regional levels. Baseline, mid-term, and terminal evaluations will also be undertaken to objectively assess the achievements, challenges, and lessons learned from the program.

## **7 RISK AND RISK MITIGATION STRATEGY**

It is vital to have risk and mitigation measures in place to support the educational interventions that the government is implementing. The improvements at this level will eventually result in improved access to schooling, greater gender equality and inclusion, reduced out-of-school children (OOSC), and improved learning outcomes which will in turn lay a strong foundation for human capital improvement for Ethiopia's future development. In doing so, the delays in the release of Funds and the ongoing impact of drought, COVID-19, flood and conflict, duplication of efforts from DPs and/or lack of convergence and change of priorities are identified as challenges. However, it is believed that strong and sustained collaboration and coordination will be established among both the government and the development partners, thereby, fulfilling their commitments as per the agreed goals, objectives, programs, and time frame.

## **8 STATEMENT OF ENDORSEMENT BY PARTNERS**

## References

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## ANNEXES

Annex 1. List of ETWG comments and Taskforce responses

Annex 2. Minutes of consultative workshop with Taskforce