All CHILDREN IN SCHOOL BY 2015
A PROGRAM OF ACTION TO REACH THE MOST VULNERABLE CHILDREN IN ETHIOPIA

PRESENTED
BY
MOE, ETHIOPIA
OBJECTIVE OF THE PRESENTATION:

To present MOE’s plan of action to accelerate the progress to 2015 to achieve MDG Goals.

OUTLINE OF THE PRESENTATION:

1. Achieving UPE in Ethiopia: Two decades of remarkable progress.
2. Barriers and bottlenecks slowing progress on access and learning to reach MDGs
3. Solutions proposed to overcome the barriers.
4. Financing the solutions.
1. Universal Primary Education in Ethiopia: Two decades of accomplishments:

- Since the end of the civil war in 1991, Government has invested heavily in improving the education system:
  - Between 1999/00 and 2011/12, share of education increased from 11.3% to 25.3% of the national budget.

- These investments have led to unprecedented expansion during the same period:
  - Schools increased from 11,000 to over 31,000.
  - Classrooms increased from 72,000 to nearly 300,000.
  - Teachers increased from 105,000 to about 321,000.
  - Gross enrollment increased from 3.7 million to 16.99 million.
Between 1996/97 and 2011/12, for primary grades 1-8:

- Gross enrollment rate increased from 35% to 95%.
- Net Enrollment Rate increased from 24.9% to 85.4%.
- Gender Parity Index increased from 0.67 to 0.95.
Despite all these accomplishments, Ethiopia faces three major challenges:

1. **Disparities in access to education:**
   - About 3 million children remain out-of-school. Majority are in four regions.
   - Girls still find greater obstacles to access. Reasons: early marriage, family and sexual violence, family discouragement, house-hold chores, etc.

2. **Low levels of quality and learning:**
   - Astonishing increase in enrollment has overwhelmed the ability of the system to deliver quality. NLA declined during the expansion period-now showing tendency to stabilize.

3. **High repetition and dropout rates resulting in low completion rates:**
   - Quality challenge is linked to high dropout and repetition rates and low completion rates. Drop out- major contributor to OOSC.
2. Barriers and Bottlenecks Slowing Progress on Access and Learning.

• As Ethiopia inches closer to UPE, barriers and bottlenecks become even more challenging.

• Addressing these will require targeted policies and programs.

• Children (and families) remaining outside the school system will require stronger persuasive arguments and incentives to enroll.
**Barriers:** Demand side - Economic and Socio-cultural Factors:

- Parents are unable to meet indirect costs of education.
- Irregular attendance by pastoralist children.
- Opportunity costs - Child labor.
- Harmful traditional practices, family and sexual violence, early marriage, and

To ameliorate the situation Government of Ethiopia has:

- Abolished school fees;
- Implemented productive safety net program;
- Established ABE Centers;
- Further scaling up of flexible programming.
**Barriers:** Supply side - Inadequate school Infrastructure, Teachers, and Tools

- Insufficient classrooms and inadequate teaching-learning materials in remote rural and emerging regions.
- An impressive number of teachers have been recruited in recent years.
- Still pupil-teacher ratio is high at about 51.
- An extensive teacher upgrading program is also underway.
Barriers: Governance, Capacity, and Financing.

- Strongly decentralized, three-tiered federal system of government.
- *Planning, budgeting, and management* continually refined to meet the needs of the decentralization.
- Decentralization and expansion requires not only a larger number of professionals, but also greater managerial and technical skills.
- Planning and information system needs further strengthening to address the phenomenon of OOSC.
- Despite allocating 4.7% of GDP and 25.3% of the government budget to education, insufficient to meet all the objectives laid out in ESDP IV.
3. Solutions

• April Ministerial Meeting provided Ethiopia an opportunity to address solutions to outstanding challenges of equity, quality, and completion.

• The solutions proposed, target the out of school children (OOSC) by addressing the barriers:
  - to bring them to school;
  - to keep them in school as long as possible; and
  - to prevent addition to the OOSC by reducing the dropouts and improving the quality of education.
The three simple principles of the solutions recommended.

• **First**, they aim to be consistent with and complement the current planning framework and priorities.

• **Second**, they seek to add value in terms of delivering tangible benefits and addressing key bottlenecks.

• **Third**, the proposed financing should be seen as additional, rather than a reallocation of the existing resource envelope.

*The proposals aim to build on and add value to ESDP IV and GEQIP Phase 2; and PBS III Projects.*
Proposal 1: The Last Mile: Reaching the Unreached

• The Community Mobilization Program to reach the OOSCs and reduce dropout.
• Classroom construction to provide space for OOSCs.
• Pre-service training to increase the teaching force to reach OOSCs
• Provision of teaching-learning Tools.
• Teacher salaries to reach OOSCs.

Total Cost: $731.8 million. GOE contribution $503 million (69%). Teacher salaries entirely borne by GOE. Development partners $228.7 million (31%).
Proposal 2: Tackling the Dropout Rate through Quality Improvement—Filling the Gaps.

- In-service teacher training for early-grade reading teachers.
- Results-based school grant (SG) program.
- ICT Program: Building on GEQIP 2, to reach older OOSCs and primary school teachers.

Beneficiaries: 68,000 teachers; 6.5 million children; approximately 50% of the schools to benefit from results based SG. Communities surrounding 200 secondary schools to benefit from ICT.

Total cost $57.4 million; annual cost 19.2 million.
Proposal 3: Tackling “out-of School” and “drop-out” rates through improved planning and monitoring.

• Raising awareness and capacity at the woreda level to address dropout rates and out-of-school issues through better planning and management.
• Improving data collection, analysis, and monitoring of OOSCs and dropouts.

Total cost: $ 2.5 million. Annual cost $0.83 million.
4. Implementation and financing

- Planning and implementing the interventions will require a focused project approach, in collaboration with implementing agencies at all levels of governance.
- GEQIP Phases 1 and 2 provide one modality for implementing many of the solutions.
- The total estimated cost of proposed solutions is $792 million. GOE is committed to finance $503 million (64%) as further effort to achieve ESDP IV objectives and to fill the funding gap.
- About $288 million (or 36%) to come from donor sources over the three year period at approximately $96 million per annum.
THANK YOU